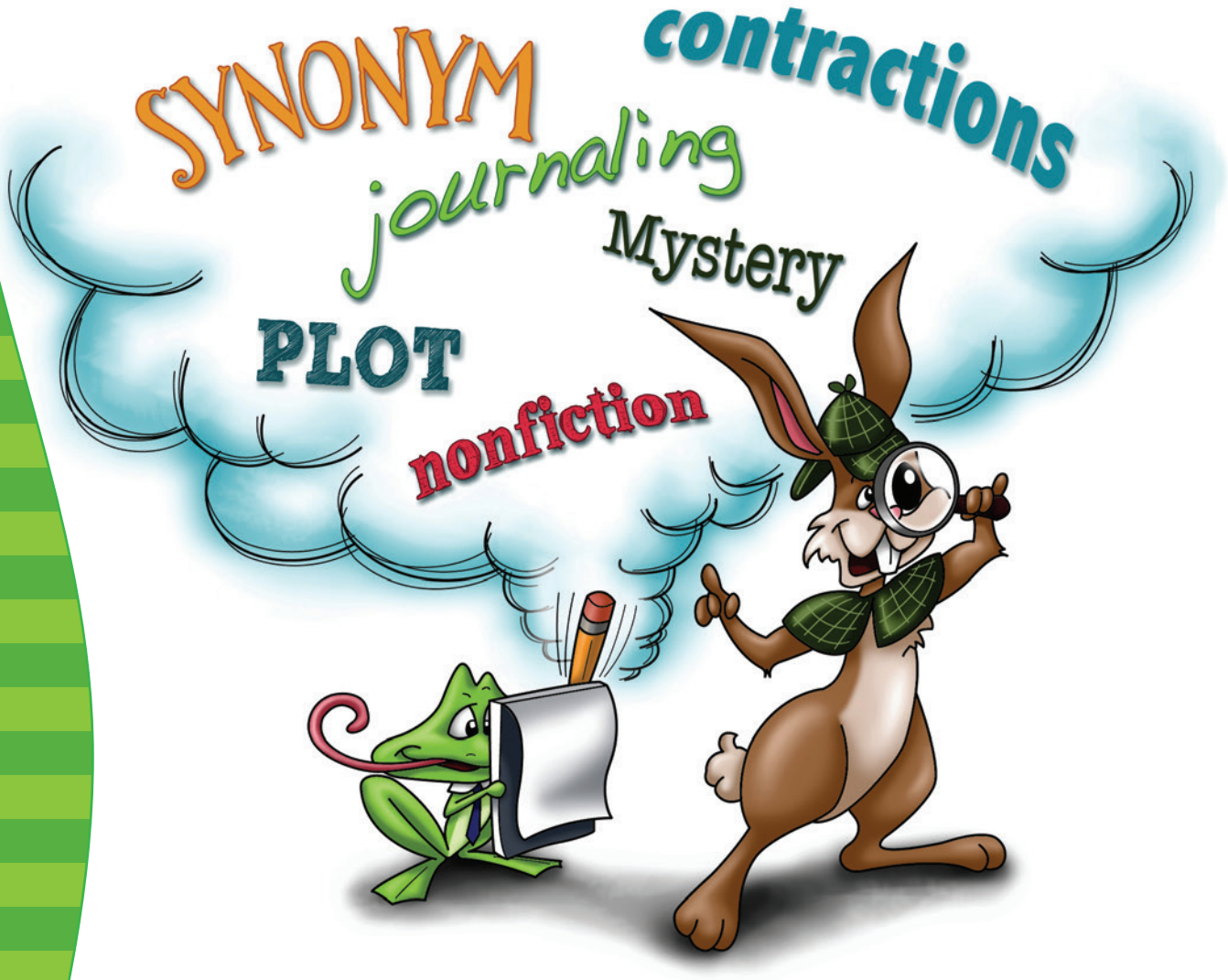
Book F

# WriteShop® Junior

## Teacher's Guide E-book




an incremental writing program by Nancy I. Sanders

with additional material by Kim Kautzer

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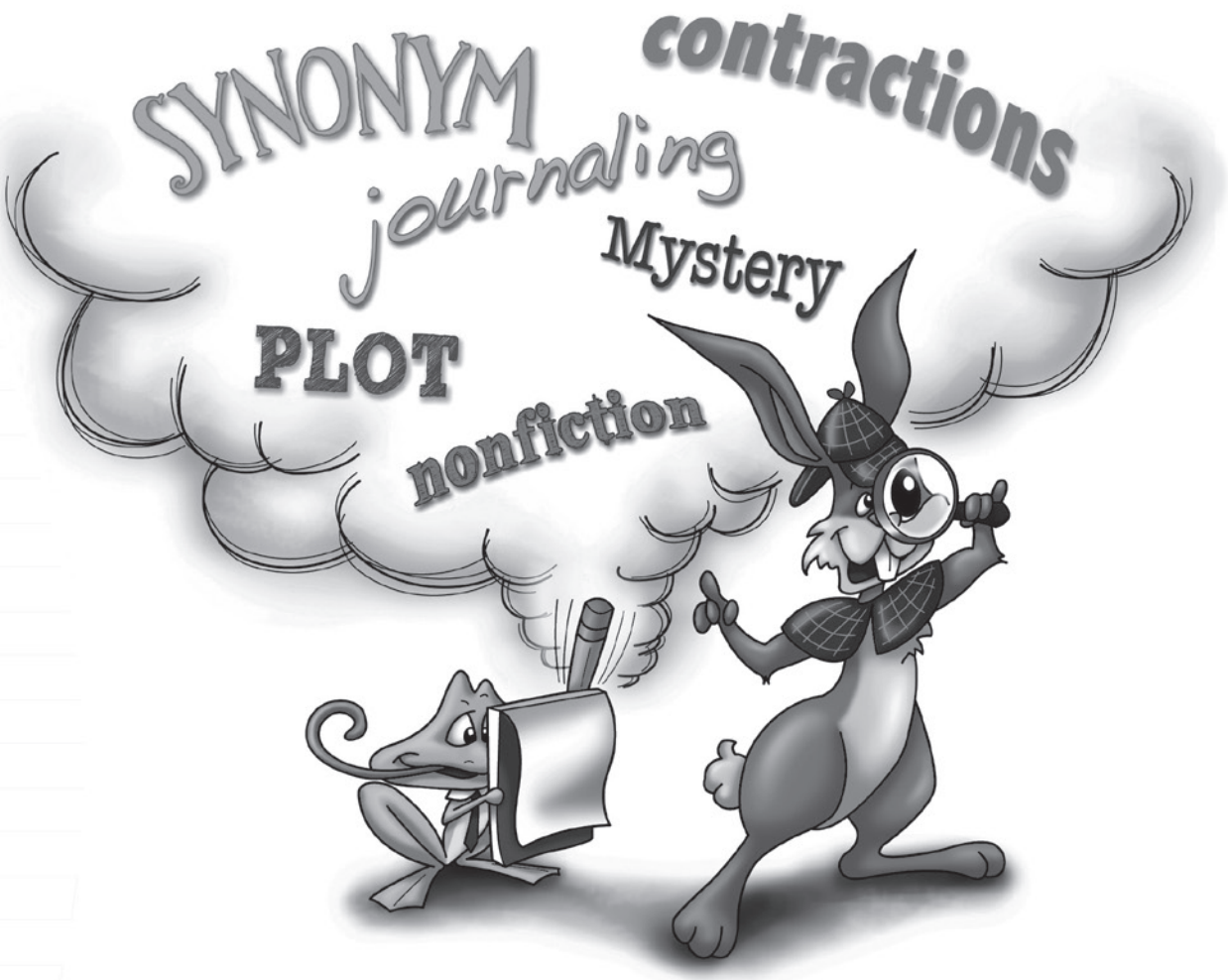


An Incremental Writing Program by Nancy I. Sanders

with additional material by Kim Kautzer

writeshop.com

WriteShop Junior Book E
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# Dedication

*To my grandfather, Fred L Hershberger, who always made the most delicious oatmeal for breakfast every time I came to spend the night. Bubbling hot on the stove with raisins and topped with almonds, granola, and wheat flakes … I still make it today and remember the fun we had at my grandparent's house.*

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# Introduction to Book F

## Understanding the Purpose of WriteShop Junior

WriteShop Junior is designed for parents to work closely with their grade 3-6 children, guiding them toward writing independence. Through activities and exercises, you teach the creative process of writing so your child gains the skills and confidence to successfully complete each writing assignment.

WriteShop Junior equips students with tools that help them develop the ability to write effectively. Whether you have a more advanced child or a struggling learner, this program is flexible so students can work at their own level.

Above all, we want you to have fun! Your zeal and encouragement will bring joy to your child's journey as he learns that writing can be a pleasure rather than a chore.

## Choosing a Level

Every WriteShop book can be used independently. From WriteShop Primary through WriteShop II, simply choose the most age-appropriate book and jump right in **without first having done the previous levels**. However, when choosing a starting level, it's important to consider both age and skills.

Because all WriteShop books overlap ages and grades, the program is flexible for children who learn at different rates. If you're debating between two levels, base your decision on your child's **cognitive skills** (ability to think and reason), rather than his ability to write independently. As needed, act as a scribe, writing as your child dictates his thoughts to you. After all, writing is so much more about expressing ideas than about who puts those ideas on the paper!

***Will My Child Miss Important Skills?***

Don't worry that your child will miss important skills. WriteShop introduces new concepts using an incremental approach, so previously taught skills will appear again in future levels. Avoid the temptation to start him in a book that's much too young for him, even if it includes skills he needs to learn.

Choosing a level that's too young risks offending him with content or artwork that is beneath him. At the same time, don't choose a level that's too far above his head. Instead, rely on Smaller Steps and Flying Higher activities (see p. 27) to adapt writing projects to suit his age.

## Before You Begin Book F

WriteShop Junior will introduce your child to several different types of writing. Your child may feel more successful during writing sessions if he is already somewhat familiar with that genre. Exploring resources ahead of time can reduce anxiety and improve enjoyment during writing. In particular, consider planning ahead for the following genres. Suggested books or other resources are listed for each.

***Lesson 2: Tall Tales***

*American Tall Tales* by Mary Pope Osborn (audio recording)
Shelly Duvall's *Tall Tales and Legends* (DVD)
*Pecos Bill* (Disney DVD)

For online resources, visit **writeshop.com/book-f-resources**

***Lesson 3: Mystery***

Because picture books are short and concise, students can easily identify the important elements of a mystery. Here are three to try.

*Piggins* by Jane Yolen (Classic mystery structure makes it perfect for introducing traditional mysteries to older students)
*Who Pushed Humpty Dumpty? And Other Notorious Nursery Tale Mysteries* by David Levinthal (Retells familiar nursery rhymes in the style of a 1940s crime-fiction detective novel)
*Grandpa's Teeth* by Rod Clement (Introduces all the elements of a mystery kids will learn about in Lesson 3)
*Clue*® (Timeless board game that exposes children to the mystery genre)

***Lesson 4: Historical Fiction***

Reading a simple historical fiction book will help prepare students for this lesson. Examples include:

*George Washington's Teeth* by Deborah Chandra (Early American)
*The Cats of Krasinki Square* by Karen Hesse (Holocaust theme)
*The 5,000-Year-Old Puzzle* by Claudia Logan (Egyptian archaeology)
*Amelia and Eleanor Go for a Ride* by Pam Munoz (Amelia Earhart)

***Lesson 5: Limericks***

*Random House Book of Poetry for Children*, selected by Jack Prelutsky
*Twimericks: The Book of Tongue-Twisting Limericks* by Lou Brooks
*The Book of Pigericks: Pig Limericks* by Arnold Lobel

For online resources, visit **writeshop.com/book-f-resources**

Use discretion to ensure each book and website meets with your family's standards and values. Limericks for adults are often rude or suggestive, so choose materials specifically written for children.

# Planning Your Schedule

## Choosing a Plan

The following schedule overview will help you choose the most appropriate option for your family. There is also a schedule on p. 5 for teaching two or more children in different WriteShop Junior books.

***Three-Week Lesson Plan***

The Three-Week Plan is the standard lesson plan for most families. Using this plan, you will finish Book F in one school year (30 weeks). Although the schedule below shows a typical Monday-Friday school week, feel free to choose the days of the week that work best for your family. Spreading activities into "Off" days also allows more time to complete lessons that may be interrupted by holidays, field trips, or unexpected events.

Three-Week Lesson Plan: *This is the three-week schedule for completing one lesson.*

| Monday<br>Activity Set 1 | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| | | Activity Set 2 | | |
| Fold-N-Go Grammar<br>Reading Log | Off | Pre-writing Activity | Model and Teach<br>(30 min. max) | Off |

| Monday<br>Activity Set 3 | Tuesday | Wednesday<br>Activity Set 4 | Thursday<br>Activity Set 5 | Friday |
|---|---|---|---|---|
| Skill Builder<br>Journal Writing Practice | Off | Brainstorming | Writing Project | Off |

| Monday<br>Activity Set 6 | Tuesday | Wednesday<br>Activity Set 7 | Thursday<br>Activity Set 8 | Friday |
|---|---|---|---|---|
| Editing and Revising | Off | Publishing the<br>Writing Project | Evaluating<br>the Work<br>Want to Do More?<br>(optional) | Off |

***Two-Week Lesson Plan***

The Two-Week Lesson Plan sets a faster pace. Consider choosing this schedule if you are getting a late start and do not have a full 30 weeks remaining in your school year. The Two-Week Plan allows you to finish Book F in 20 weeks.

Two-Week Lesson Plan (Option 1): *This is the standard two-week schedule.*

| **Monday**<br>**Activity Set 1** | **Tuesday** | **Wednesday** | **Thursday**<br>**Activity Set 3** | **Friday**<br>**Activity Set 4** |
|---|---|---|---|---|
| | **Activity Set 2** | | | |
| Fold-N-Go Grammar | Pre-writing Activity | Model and Teach (30 min. max) | Skill Builder | Brainstorming |
| Reading Log | | | Journal Writing Practice | |

| **Monday**<br>**Activity Set 5** | **Tuesday**<br>**Activity Set 6** | **Wednesday**<br>**Activity Set 7** | **Thursday**<br>**Activity Set 8** | **Friday** |
|---|---|---|---|---|
| Writing Project | Editing and Revising | Publishing the Project | Evaluating the Work | Off |
| | | | Want to Do More? (optional) | |

Two-Week Lesson Plan (Option 2): *Some parents prefer doing Brainstorming and the Writing Project during the same week so the child doesn't lose momentum. If this appeals to you, try this variation of the Two-Week Lesson Plan.*

| **Monday**<br>**Activity Set 1** | **Tuesday** | **Wednesday** | **Thursday** | **Friday**<br>**Activity Set 3** |
|---|---|---|---|---|
| | **Activity Set 2** | | | |
| Fold-N-Go Grammar | Pre-writing Activity | Model and Teach (30 min. max) | Off | Skill Builder |
| Reading Log | | | | Journal Writing Practice |

| **Monday**<br>**Activity Set 4** | **Tuesday**<br>**Activity Set 5** | **Wednesday**<br>**Activity Set 6** | **Thursday**<br>**Activity Set 7** | **Friday**<br>**Activity Set 8** |
|---|---|---|---|---|
| Brainstorming | Writing Project | Editing and Revising | Publishing the Project | Evaluating the Work |
| | | | | Want to Do More? (optional) |

# Teaching Students in Two Different Books

If your children are too far apart in age or ability to work at the same level, WriteShop Junior makes it possible to teach two or more children using different books. For example, you might have a

- Third grader in Book D and a fifth grader in Book E.
- Fourth grader in Book E and a fifth grader in Book F.
- Third grader in Book D and a sixth and seventh grader in Book F.

Use the following Three-Week Plan to complete each book in a year by doing one lesson every three weeks. On the first Monday of a new lesson, introduce each child's new *Fold-N-Go*. Then you can work with each child on opposite days for the remainder of the lesson.

The Three-Week Plan for two students working in different books looks like this:

| | **Monday**<br>**Activity Set 1** | **Tuesday**<br>**Activity Set 2** | **Wednesday**<br>**Activity Set 2** | **Thursday**<br>**Activity Set 3** | **Friday**<br>**Activity Set 3** |
|---|---|---|---|---|---|
| **Child 1** | Fold-N-Go<br>Grammar<br>Reading Log | Pre-writing<br>Activity<br>Model and Teach | Off | Skill Builder<br>Journal Writing<br>Practice | Off |
| **Child 2** | Fold-N-Go<br>Grammar<br>Reading Log | Off | Pre-writing<br>Activity<br>Model and Teach | Off | Skill Builder<br>Journal Writing<br>Practice |

| | **Activity Set 4** | **Activity Set 4** | **Activity Set 5** | **Activity Set 5** | **Activity Set 6** |
|---|---|---|---|---|---|
| **Child 1** | Brainstorming | Off | Writing Project | Off | Editing<br>and Revising |
| **Child 2** | Off | Brainstorming | Off | Writing Project | Off |

| | **Activity Set 6** | **Activity Set 7** | **Activity Set 7** | **Activity Set 8** | **Activity Set 8** |
|---|---|---|---|---|---|
| **Child 1** | Off | Publishing<br>the Project | Off | Evaluating the Work<br>Want to Do More?<br>(optional) | Off |
| **Child 2** | Editing<br>and Revising | Off | Publishing<br>the Project | Off | Evaluating the Work<br>Want to Do More?<br>(optional) |

# Materials and Supplies

## Getting Ready

To foster the creative writing process, provide a place that is quiet and organized. Following are some ideas for establishing such an environment, as well as step-by-step instructions on how to use WriteShop Junior. Whether you're homeschooling or teaching a class, you'll find these ideas equally adaptable to a classroom setting.

## Locating Materials and Supplies

The beginning of each lesson includes a list of materials needed for that assignment. Beginning on p. 12, you will also find a master list of materials needed for all of Book F to help you plan ahead.

Most materials and writing supplies for WriteShop Junior can be found at any office supply store. However, some specific (but optional) items that will greatly enhance the learning environment for your child can only be found at a teacher or school supply store.

For online resources, visit **writeshop.com/book-f-resources**.

## WriteShop Junior Book F Resource Packs

In addition to your Teacher's Guide, you will need the **Book F Activity Pack**, available in print and digital (PDF) formats. The Activity Pack includes both the **Level 3 Fold-N-Go Grammar Pack** and **Student Worksheet Pack F**. You may also choose to purchase the optional **Time-Saver Pack F** and **Junior Writer's Notebook 2**. Packs are available at **writeshop.com**.

**Book F Activity Pack (Required)**

- ***Student Worksheet Pack***
  The Student Worksheet Pack, which makes up the first half of the Book F Activity Pack, includes the reproducible activity pages students will need to complete portions of each lesson. These worksheets introduce children to writing skills such as brainstorming and self-editing. The Student Worksheet Pack contains:
  - ~ Pre-writing activities
  - ~ Skill Builders
  - ~ Journal prompt pages
  - ~ Brainstorming worksheets
  - ~ Reading log forms
  - ~ Self-editing checklists
  - ~ 2 Junior Writing Skills Evaluation Charts to help track progress

- ***Level 3 Fold-N-Go Grammar Pack***
  The Level 3 Fold-N-Go Grammar Pack, which is also part of the Book F Activity Pack, contains pages to make 10 *Fold-N-Go Grammar Guides* that teach and review different key grammar or writing skills. Each lesson in Book F directs you to assemble a new *Fold-N-Go* that students will use in future lessons. Each student will need his own set of *Fold-N-Go Grammar Guides*.

  To learn more about the purpose and assembly of *Fold-N-Go Grammar Guides*, see p. 19.

**Optional Resource Packs**

In addition to the required Activity Pack, you may choose to use any of the following optional products with WriteShop Junior Book F.

- ***Time-Saver Pack F***
  For parents and teachers who appreciate shortcuts, the Time-Saver Pack includes several sturdy, ready-made props for activities featured throughout Book F. The Time-Saver Pack is an optional resource with enough pieces/parts for 2-3 students to share.

  If you prefer to make your own playing cards, spinners, and other props, you'll find instructions for each activity here in the Teacher's Guide.

- ***Junior Writer's Notebook 2: Fun with Genre***
  The *Junior Writer's Notebook* was created to enrich WriteShop Junior lessons and inspire writing enthusiasm. Worksheets are based on actual exercises published authors use during the writing process, including:
  ~ Jumpstarting fiction, nonfiction, and poetry writing
  ~ Planning genre-specific stories
  ~ Using a standard letter-writing format
  ~ Creating interesting characters
  ~ Making a story timeline
  ~ Painting word pictures with sensory details

  *Junior Writer's Notebook 2* is a completely optional tool. The success of any Book F lesson is not dependent on using the worksheets.

  *Junior Writer's Notebook 1: Fun with Story Planning* is also available as a resource from **writeshop.com**.

- ***Level 1 and 2 Fold-N-Go Grammar Packs***
  Students who are new to WriteShop Junior might need to learn or review key punctuation and grammar skills necessary to be a proficient writer at this level. The Level 1 and Level 2 Fold-N-Go Grammar Packs (from Books D and E) are also available as a standalone resource from **writeshop.com**.

Level 1 Fold-N-Go Grammar Pack includes:

~ *Lesson 1:* Punctuation Marks
~ *Lesson 2:* Self-editing
~ *Lesson 3:* Nouns
~ *Lesson 4:* Pronouns
~ *Lesson 5:* Verbs
~ *Lesson 6:* Adjectives
~ *Lesson 7:* Adverbs
~ *Lesson 8:* Prepositions
~ *Lesson 9:* Capitalization
~ *Lesson 10:* References

Level 2 Fold-N-Go Grammar Pack includes:

~ *Lesson 1:* Sentences
~ *Lesson 2:* Four Kinds of Sentences
~ *Lesson 3:* Compound Sentences
~ *Lesson 4:* Parts of Speech Review
~ *Lesson 5:* Dialogue
~ *Lesson 6:* Homophones, Homonyms, and Homographs
~ *Lesson 7:* Five Paragraphs
~ *Lesson 8:* Prefixes and Suffixes
~ *Lesson 9:* Compound Words
~ *Lesson 10:* Synonyms and Antonyms

**Teaching in a Co-op, Class, or School**

All WriteShop Junior student materials are copyrighted and may be reproduced for single-family use only. For co-op or classroom use, you will need to provide students with their own individual Book F Student Activity Packs. Please contact WriteShop to learn more about licensing options, digital editions, and bulk educational discounts.

# Creating a Writing Center

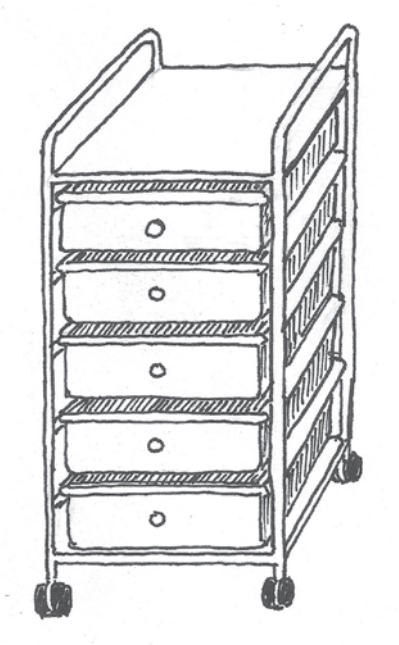
To encourage creativity and good work habits, it's wise to have a comfortable writing center. Whether you work at the kitchen table or set aside a separate writing area, make it as inviting and inspiring as possible.

## Storage Suggestions

There are many ways to organize and store your materials, depending on your homeschooling or teaching style and how much room you have. Here are some storage options when creating a writing center.

**Portable Writing Center**

- Large backpack with pockets
- Canvas tote with outside pockets and file-storage capability
- Bucket tool organizer (such as a cleaning supply caddy)
- Large plastic box with hinged or snap-on lid



**Semi-permanent or Permanent Writing Center**

- Over-the-door pocket shoe organizer
- Bookshelf
- Stacking letter trays for paper
- Tubs, bins, or baskets
- Rolling cart
- Plastic drawers that can be removed and taken to the workspace.

## Equipping Your Writing Center

There's nothing more frustrating than launching into a writing activity only to discover the thesaurus is lost or the kids have used the last of the cardstock. To avoid a last-minute crisis, keep a completely separate set of supplies handy. Gather the following items and store them in your portable or permanent writing center.

**Writing Surface**

You will need a large writing surface for modeling, teaching, and brainstorming with your student. Choose from the following:

- Newsprint pads or tablets
  - ~ Variety of sizes available
  - ~ Lined or unlined
  - ~ Clip to an easel or lay flat on a table

- Individual sheets of newsprint either clipped to an easel or laid flat on a table
- Whiteboard (or dry-erase board)
  - ~ Wall-mounted, easel-mounted, tabletop, or lap-top
  - ~ Fresh supply of dry-erase markers such as Expo® or Crayola®
- Other options
  - ~ 12- x 18-inch sheets of white construction paper
  - ~ Butcher or chart paper clipped to an easel

**Floor or Table-top Easel (optional)**

- Clips to hold chart paper or large sheets of newsprint
- Shelf to hold optional dry-erase board and markers

**Laminating Supplies (optional)**

*Laminator*

- While it is not necessary to laminate game boards, playing cards, spinners, etc., laminating will make these items more durable.
- Even if you are using the optional Time-Saver Pack, laminating the pieces will help preserve them for reuse.

*Writing Tools for Laminated Surfaces*

Certain items are meant to be written on, such as the "Galaxy Pinball Editing" page introduced in Activity Set 7:6. If you laminate these items, you will also need special markers.

- **Wet-erase markers** such as Expo Vis–à–Vis® make a good choice. Marks can be removed with a damp paper towel.
- **Dry-erase markers** such as Expo® or Crayola® also work well but are more prone to smudging. Marks can be removed with a tissue.
- **Permanent markers** such as Sharpie® are another option. Marks can usually be removed from laminated surfaces using a clean white pencil eraser. Mr. Clean® Magic Eraser can also remove permanent marker from smooth surfaces.

***Note:*** *Always test your marker on a laminated scrap first to make sure you can remove the marks.*

**Fold-N-Go Supplies**

Throughout WriteShop Junior Book F, students will make one *Fold-N-Go Grammar Guide* per lesson—10 in all. Each child will need supplies to make his own.

- 10 letter-size file folders per student (manila, colored, or patterned)
- 3 1/2-inch expandable file pocket or portable file box (letter-size)

If you are using the digital (e-book) version of the Level 3 Fold-N-Go Grammar Pack, you will also need computer paper in white or assorted bright colors on which to print the *Fold-N-Go* pages.

**Everyday Supplies**

So students can complete activities in a timely manner, you'll want to keep standard writing and craft materials on hand. On the first page of each lesson, these are referred to as "Everyday Supplies."

*Reference Tools*

- Dictionary (children's or standard)
- Thesaurus such as *The Synonym Finder* (If you prefer, you can use a children's thesaurus)
- Electronic speller (optional)

*Pre-writing and Writing Tools (organized in bins or drawers)*

- Crayons, markers, pencils, pens
  - ~ Assorted paper
  - ~ Wide-rule notebook paper
  - ~ Computer paper (white and assorted colors)
  - ~ 12- x 18-inch construction paper
  - ~ 9- x 12-inch construction or scrapbooking paper
  - ~ Cardstock in various colors (optional, but great for printing sturdier playing cards or game boards if you do not own the Time-Saver Pack)
  - ~ Patterned or novelty paper (optional)
- Paper fasteners (brads), paperclips
- 3- x 5-inch index cards (colored or white)
- Scissors and optional cutting tools such as a paper trimmer and circle die cutter

*Editing Tools*

- Said It, Read It, Edit Bag *(see p. 28)*
  - ~ Correction tape
  - ~ Highlighters in assorted colors
  - ~ Colored pencils
  - ~ Sheets of tiny stickers such as smiley faces and stars
  - ~ Zipper pouch, small tote bag, plastic zip-top bag, or other container to keep all the editing tools together in one place
- Page-size sheet protectors (in place of laminating various reusable pages)

*Publishing Tools (organized in bins or tubbies)*

- Glue, glue sticks, tape
- Scissors, stapler, hole punch
- Construction paper or scrapbooking paper
- Manila file folders
- Old magazines, calendars, toy catalogs to cut and paste
- Extra materials as suggested in each lesson (See "Additional Lesson-Specific Supplies" on pp. 12-14 for a complete list)

**Additional Lesson-Specific Supplies**

The first page of each lesson will remind you of the supplies you need for that lesson's activities. Besides your everyday supplies, most lessons will also ask you to gather a few additional supplies (listed below).

*Don't let this list overwhelm you!* Typically, you'll already have most of these items on hand.

**All Lessons**

- Book F Activity Pack, which includes
  - ~ Level 3 Fold-N-Go Grammar Pack
  - ~ Book F Student Worksheets
- Time-Saver Pack F (optional)
- Junior Writer's Notebook 2 (optional)

**Lesson 1**

*Required Supplies*

- Slim 3-ring binder or pocket folder with fasteners (for journal)
- Long cardboard giftwrap tube
- Paper bags
- Permanent marker

*Optional Supplies*

- Play money (not needed if using "Concrete Word Bank Dollars" from Student Worksheet Pack) and zipper storage bag
- Motivational goals, prizes, or small treats *(see p. 44)*
- *Smaller Steps:* Large sheet of butcher paper
- *Junior Writer's Notebook:* 1-inch view binder (not needed if students already made a Junior Writer's Notebook for Book E, as they can continue adding to it)

**Lesson 2**

*Required Supplies*

- Dinner-size paper plate (not needed if using Time-Saver Pack F)
- 12- x 12-inch sheets of solid or patterned scrapbooking paper

*Optional Supplies*

- *Skin Like Milk, Hair of Silk: What are Similes and Metaphors?* by Brian P. Cleary
- Supplies to make a fabric story quilt *(see p. 66 for complete list)*

**Lesson 3**

*Required Supplies*

- Red, blue, and green colored pencils
- Sturdy cardstock to make a book cover (not needed if using Time-Saver Pack F)

*Optional Supplies*

- Die from a board game
- Velcro® Sticky Back™ coins, one pair (or use a small scrap of Velcro from a leftover project)

**Lesson 4**

*Required Supplies*

- Coins, buttons, or other markers
- Internet or other resource with biographies of famous people from history
- Calligraphy supplies *(see p. 142 for various options)*

*Optional Supplies*

- 8 1/2- x 11-inch parchment-style paper

**Lesson 5**

*Required Supplies*

- 12- x 18-inch sheet of construction paper (other sizes will not work)
- Sturdy scrapbooking paper or cardstock (not needed if using Time-Saver Pack F)

*Optional Supplies*

- Limerick poems to read *(see p. 150 for suggested resources)*
- Page protector or clear plastic report cover
- Dry-erase markers
- Rhyming dictionary such as *The Scholastic Rhyming Dictionary* or a free online rhyming dictionary *(see p. 161 for website suggestions)*

**Lesson 6**

*Optional Supplies*

Assortment of 4-color paint chips

**Lesson 7**

*Required Supplies*

- Supplies to go geocaching or to create your own treasure hunt *(see p. 198 for details)*
- Small purchased scrapbook or photo album, or supplies to make your own
  - ~ Report cover or binder
  - ~ Computer, scrapbooking, or specialty paper
  - ~ Double-stick photo tape or other adhesive

*Optional Supplies*

- 4 or 5 small prizes (if doing the "Indoor Scavenger Hunt" activity)
- Digital camera
- Vinyl page protector or access to a laminator
- Wipe-off or dry-erase markers

**Lesson 8**

*Required Supplies*

- Dice (one for each player)
- Grade-level reading selection (See p. 218 "Advance Prep" for details)
- Paper dinner plate (not Styrofoam)
- 2-inch-wide fabric ribbon

*Optional Supplies*

- Atlas or map

**Lesson 9**

*Required Supplies*

- Five favorite, familiar books your child has read (including picture books)
- Five or more file folders
- Clear wide packing tape

*Optional Supplies*

- 3-D foam squares

**Lesson 10**

*Required Supplies*

- Online or other reference source (*Flying Higher* will need 3 or more)
- Sticky notes
- 36- x 48-inch tri-fold project display board or poster board

*Optional Supplies*

- Large alphabet stickers or foam alphabet letters

# Teaching the Lessons

## Use the Teacher's Guide

Before you assign a single page from the Student Activity Pack, read the lesson plans in this Teacher's Guide to learn *when* and *how* to use the various worksheets. Since most of the worksheets do not include directions, you will become frustrated if you try to assign an activity without first knowing what the student is supposed to do.

Instead, let the *lesson plans* guide you. You will feel more prepared to assign a page once you have read the directions for its use.

## How Much Help Should You Give?

Students often need more help with writing than we think they should. Because it seems easy enough to us, we expect them to come up with an idea on their own and then write about it. But in truth, even our upper-elementary kids struggle to come up with writing topics, forget what they want to say, get overwhelmed by perfectionism, complain of tired hands, and fear making mistakes. Even if they don't have special needs, writing can throw them into a tailspin.

WriteShop Junior lets your child ease into writing. As the parent, you will gently guide, rather than push or force. Unlike programs where you give an assignment and leave her to her own devices, you're encouraged to share in the entire process—including the actual writing.

WriteShop Junior is a partnership between you and your student, and your close involvement is key to her success.

If you wonder how much of the writing your child should be doing on her own, the answer is simple: *only as much as she is able*. She should look forward to writing, so if you sense her frustration at *any* point along the way, recognize it as a cry for help—and your signal to take over a bit more. Even older elementary students and tweens need this sometimes.

***Prompts and Topic Suggestions***

If your student can't come up with an original idea, you won't handicap her by supplying prompts or writing topics—which are just the launching point, after all. Does she want to reuse a topic from an earlier point in the lesson? Let her! Do you need to search **Google.com** for "journal prompts for kids"? That's okay! The purpose of a prompt is simply to plant a seed of interest.

***Ways to Help***

Depending on the student, you might

- Provide her with writing ideas and prompts.
- Encourage her to write about topics she loves or that tickle her fancy, such as rabbits, rock climbing, cooking, or traveling.
- Let her use a personal experience or familiar story as the basis for a new story. She doesn't always have to come up with something unique—it's totally fine for her to retell a familiar story in her own words.

- Brainstorm together and write one sentence on the white board. Then talk about the next sentence and write it on the board, and so on. Sometimes your student can copy your work on her paper, and sometimes she can just watch.
- Do some or all of the writing while she dictates to you—even at this age!

You'll soon watch your budding writer's wings unfold. Before long, she'll be flying all on her own.

## Lesson Objectives

The beginning of each lesson includes a set of objectives your child will strive for. For example, in Book F your child might:

- Use figures of speech.
- Describe with sensory detail.
- Learn to expand a five-paragraph report.

## Advance Prep

Throughout each lesson, certain activities will be preceded by a text box containing Advance Prep instructions. These boxes will remind you to make a few simple preparations before your child can do the activity. Examples of Advance Prep include:

- Printing pages.
- Cutting apart game cards.
- Gathering a few simple supplies.
- Doing some optional laminating.

***Plan Ahead***

Each WriteShop Junior level contains 10 lessons. Total prep time for one lesson should take about 30 minutes—roughly 5-6 hours of prep time for *a whole year's worth* of activities.

Clearly labeled text boxes in each lesson will forewarn you of any Advance Prep you will want to do beforehand. If you have already gathered your materials and supplies, you won't be caught off guard when an Advance Prep text box appears. *For an example of an Advance Prep text box, see p. 35*.

Set aside a weekday evening or Sunday afternoon before beginning a new lesson cycle, and do all your Advance Prep for the next several weeks. Giving yourself these few minutes to properly prepare will ensure that your student receives the most benefit from the lesson.

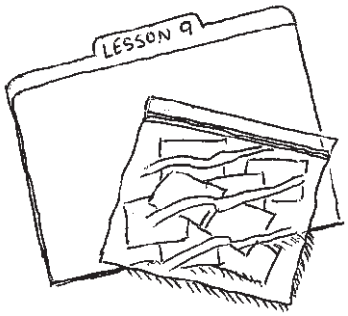
*"I took a couple of evenings to prepare all the materials ahead of time. This is one of the reasons the program was such a success. Having everything ready for each day meant we completed every activity on time."*

*– Angie, NM*

**Tips**

**Laminating.** If desired, laminate game boards, spinners, playing cards, and certain editing worksheets so you can reuse them in the future.

**Storage.** Use an accordion file or individual file folders (labeled Lesson 1, Lesson 2, etc.) to prepare and store lesson worksheets and Advance Prep materials as time permits.



## About Hands-on Projects and Activities

***What Is "Busy Work"?***

The creative activities in Book F are designed to enhance learning. Rather than looking at these games and crafts as busy work, think of them as vital, engaging learning aids. "Busy work" brings to mind tedious workbooks meant to keep students occupied for an hour. WriteShop Junior is different! Instead, you'll discover that each lesson includes:

- A hands-on project.
- Educational methods such as puzzles and games to help the child's brain remember new concepts.

***Writing = Fun!***

You're encouraged to take the time to make the suggested props, even if it feels like busy work to ***you***. Most children love using them—and they don't even realize they're learning! If you simply don't have time, consider purchasing the optional Time-Saver Pack F at **writeshop.com**.

It's okay to create or do something that works in its place, but avoid omitting these activities altogether. After all, you want your child to associate writing with fun, and you want his brain to be stimulated in different ways through tactile and sensory experiences.

Tip

**What If I Feel Overwhelmed?**

We never want anyone to feel burdened by the lessons. Just because an activity is suggested does not mean you have to do it. Hands-on projects are wonderful learning tools, but if an activity ever sounds overwhelming for you, you have the freedom to tweak, modify, or even skip it altogether. For suggestions, glance ahead of time at the "Parents Say" tips that follow many activities. (See below for more about "Parents Say.")

## Parents Say

Look for "Parents Say" suggestions throughout the book to discover how other WriteShop Junior users have adapted or enhanced lesson ideas. Whether to modify a project for an older child, create a time-saving shortcut, or give an activity wider appeal, parents have come up with ways to help the lesson work better for their students. Feel free to borrow their ideas or even think up some of your own!

## Activity Sets

***Activity Sets Overview***

WriteShop Junior lessons provide a comfortable, predictable routine. Each lesson is split into eight Activity Sets consisting of one or more exercises. No matter which lesson you are working on, Activity Sets will always contain the same elements listed on p. 18. The track or schedule you choose (pp. 3-5) will tell you how many Activity Sets to do each week.

*"I love that my daughter has become comfortable with the lesson layout and is anticipating what step in the writing process will come next."*

*– Shyla, BC*

**Activity Set 1**

- *Fold-N-Go*
- Reading Log

**Activity Set 2**

- Pre-writing Activity
- Model and Teach

**Activity Set 3**

- Skill Builder
- Journal Writing Practice

**Activity Set 4**

- Brainstorming

**Activity Set 5**

- The Writing Project (first draft)
- Smaller Steps (suggestions for reluctant or weaker writers)
- Flying Higher (suggestions for more fluent or advanced writers)

**Activity Set 6**

- Editing and Revising (includes self-editing and parent editing)

**Activity Set 7**

- Publishing the Project (final draft)

**Activity Set 8**

- Evaluating the Student's Work
- Want to Do More? (optional activities)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook

***Activity Sets Numbering System***

Activity Sets are numbered within each lesson to help you find them quickly. For example, if you are working in Lesson 1, Activity Sets 1, 2, and 3 will be identified as Activity Sets 1:1, 1:2, and 1:3. You will find this numbering system especially useful when a lesson refers you to an earlier exercise or project.

***Before You Begin***

Before you begin to teach or prepare for Lesson 1—or any Book F lesson, for that matter—first *read through the entire lesson* from start to finish. This will help you understand the role each Activity Set plays and how these eight parts fit together to create a complete, cohesive lesson.

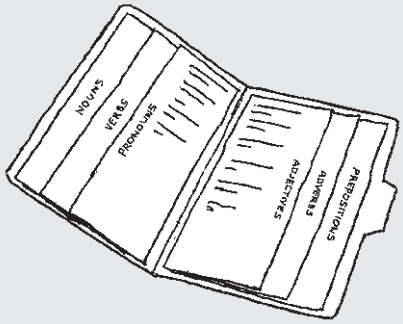
# Fold-N-Go Grammar (Activity Set 1)

**At a Glance: Fold-N-Go Grammar**

Purpose: Enhance the learning of grammar and writing skills

How often: Create during Activity Set 1

Use regularly during writing and editing sessions




Learning how to write means understanding grammar, punctuation, and basic writing skills. Because these skills are such an essential ingredient of good writing, WriteShop Junior helps you teach and review the fundamentals of grammar, sentence and paragraph structure, and word usage.

***About Fold-N-Go Grammar***

WriteShop Junior provides simple exercises and reference tools that review or introduce grammar rules and essential writing skills. In Book F, the star of each lesson—with its focus on grammar and related rules—is the *Fold-N-Go*.

> *"We love Fold-N-Go Grammar Guides!"*
>
> *– Lisa, TX*

Using the *Fold-N-Go* activities may be just enough grammar for your student. If so, by all means use it as your main resource for teaching these skills. However, if he struggles to remember the rules about basic parts of speech, punctuation, etc., plan to use *Fold-N-Go Grammar* as a supplement to your favorite grammar curriculum.

***Assembling the Grammar Guides***

Assembly instructions are included in the Level 3 Fold-N-Go Grammar Pack, which includes six pages for each *Fold-N-Go*. Pages are designed to be stapled together and then stapled inside a file folder to form a large flipbook. Students will make 10 folders during the course of the year.

***Storing the Grammar Guides***

During the writing and editing process, the *Fold-N-Go* set will become a handy resource for your child. After making the guide for the current lesson, he can use it as a reference at any time in future lessons, so keep the set within reach in your writing center.

***Fold-N-Go Bookmarks***

Along with each *Fold-N-Go,* you will cut out two bookmarks for your student's use. Each bookmark highlights that lesson's grammar or writing skills at a glance. For durability, laminate the bookmarks or glue them on sturdy cardstock. Keep them handy (in a pencil holder, for example) so your student can pull them out during writing or editing sessions and refresh his memory about grammar rules or writing skills.

> *"The bookmarks are a tool we will use in this household for years to come."*
>
> *– Becky, FL*

# Reading Log (Activity Set 1)

| | |
|---|---|
| **At a Glance:** | **Reading Log** |
| Purpose: | Track reading and measure progress |
| How often: | As chapters or books are completed |

Instilling a love of reading is one of the most precious treasures we can give children. It builds confidence and unlocks doors to creative thinking and responsible choices. Skilled readers usually make good writers because they learn so much about writing simply from reading. And many times, children who love to read will also grow to experience a love of writing.

Some children won't want anything to do with a reading log. Others will be eager to make a list of the books they read, writing down what they enjoyed or disliked about each one. Still others love the structure of filling in a form every day, feeling a measure of success as they watch their list of book titles and page numbers grow. Opportunities to respond to literature stimulate creative thinking and cognitive skills, helping them grow and mature as writers.

Most importantly, keep in mind the goal of inspiring kids to discover the joy of reading. Tracking the number of pages read isn't the goal. A reading log is merely a fun hobby your child might want to engage in along her journey toward a lifelong love of books. If she isn't interested in maintaining a log, or you don't want to incorporate it into your lesson plans, skip it and keep reading without logging any details.

***Choosing and Using a Reading Log***

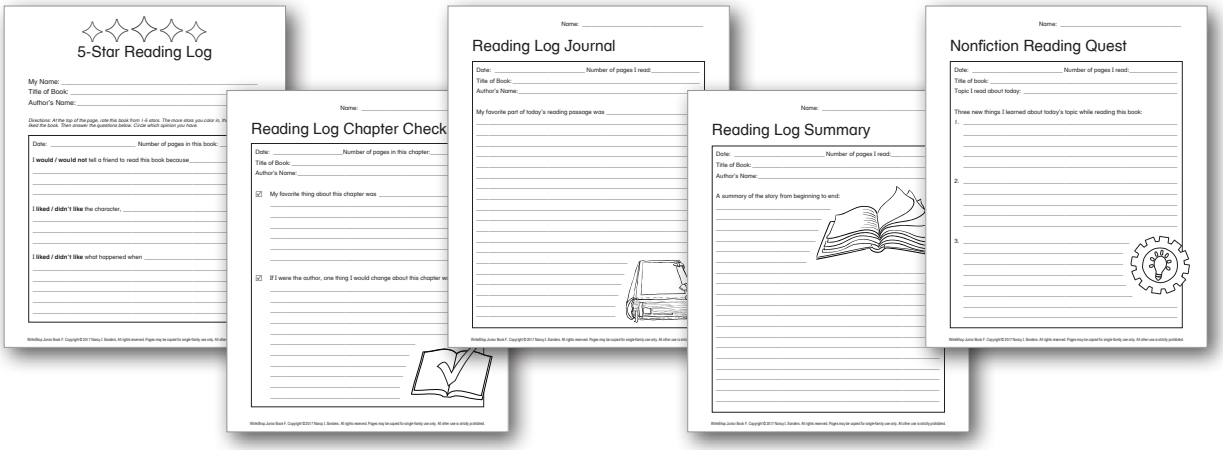
If your student wants to track her reading progress, the Student Worksheet Pack includes five reading logs from which to choose. Do not have her write on these master forms. Instead, photocopy them to provide as many pages of reading logs as she needs throughout the year. If using the digital version, print out copies. Store the logs in a binder or file folder.

- **5-Star Reading Log:** Students can track the pages they read in a longer chapter book or novel. This log also gives them a place to rate the book.
- **Reading Log Chapter Check:** In addition to tracking the number of pages read, students can write about their favorite part of the chapter and give an opinion about something they would change, if they were the author.
- **Reading Log Journal:** Whether they read several chapters or an entire book, students can record their favorite part of that day's reading.
- **Reading Log Summary:** After reading a book or short story, students can use this log to write a summary of the story from beginning to end.

> *"[My son] enjoys filling out the reading logs. He likes looking back and remembering his favorite parts of each book."*
>
> *– Erika, TX*

- **Nonfiction Reading Quest:** This log invites children to jot down several new things they learned about a topic while reading a nonfiction book.

Your student can use one form over and over again or pick and choose different forms according to the book she is reading.



## Pre-writing (Activity Set 2)

| | |
|---|---|
| **At a Glance:** | **Pre-writing Activity** |
| Purpose: | Introduce students to new writing concepts |
| Who plays: | Parent/teacher and student |
| How often: | During Activity Set 2 |

Pre-writing activities are hands-on games that help students explore new writing concepts such as genre, sensory description, and paragraph development. Preparation is minimal, and there is no writing involved. Instead, these are verbal activities that stimulate their imaginations and help them gain confidence prior to writing.

> *"The games make learning fun! They're the highlight of the lesson for the kids."*
>
> *– Kelley, SD*

## Model and Teach (Activity Set 2)

| | |
|---|---|
| **At a Glance:** | **Model and Teach** |
| Purpose: | Teach, model, and demonstrate writing techniques to students |
| Who writes: | Parent/teacher |
| How often: | During Activity Set 2 |

Because most students at this level already have basic writing skills, the Model and Teach session is all about introducing new genres and teaching children how to improve their writing. You will use Model and Teach time to draw oral responses from your student and write down the sentences for him to observe.

Model and Teach is not meant to produce your child's finished story. It's a **practice exercise** designed to model the correct way to write as you teach that lesson's specific writing skills. You will not invite your child to participate in the actual writing at this time; he will have many other opportunities to write during each lesson.

> **Tip**
>
> Plan to spend no more than 30 minutes on this activity. If you don't finish, that's okay. Set the timer and do what you can.

***Teaching Several Students Together***

When teaching more than one student, it's possible each child will want to contribute widely differing responses during Model and Teach. If they can't seem to agree, set some ground rules at the beginning, perhaps suggesting that they trade off every other lesson to choose the topic or respond to your prompts.

## Skill Builders (Activity Set 3)

| **At a Glance:** | **Skill Builder** |
|---|---|
| Purpose: | Learn and apply specific new writing skills<br>Develop a set of tools that help with writing |
| Who takes part: | Parent/teacher and child |
| How often: | During Activity Set 3 |

Every craftsman owns a collection of specialized tools and materials, and each one contributes something important to the creative process.

**A carpenter** uses tools such as a *tape measure, square, level, planer, lathe, jigsaw,* and *chisel* to create beautiful pieces of furniture.

**A pastry chef** prepares stunning desserts using a *stand mixer, balloon whisk, bowls, measuring utensils, baking pans, offset spatula, pastry bag,* and *icing tips.*

**A gardener** will plant and tend a garden using a *shovel, hoe, spade, trowel, seeds, fertilizer, garden hose, watering can,* and *pruning shears.*

> *"The best day of each WriteShop lesson was the Skill Builder game day."*
>
> *– Kim, CA*

In the same way, writers need certain tools to help craft a story or report. To equip students to write more successfully, each lesson will offer a Skill Builder activity or game that teaches a new writing skill. For example, students might learn to:

- Add emotion and voice when writing a story.
- Start sentences in different ways.
- Practice with the elements of a nonfiction report.

Once a new skill is taught, students will have opportunities to try out that skill in both current and future lessons.

# Journal Writing Practice (Activity Set 3)

| | |
|---|---|
| **At a Glance:** | **Journal Writing Practice** |
| Purpose: | Practice writing skills independently |
| Who writes: | Student |
| How often: | During Activity Set 3 |
| Tip: | Don't worry if your student's journal is filled with errors. The journal should not be corrected, edited, or revised. |

The Student Worksheet Pack includes a journal prompt for each lesson. These pages will be collected in a notebook over the course of the lessons in WriteShop Junior Book F.

Make a simple journal for each student. Students will have about 10 pages in their journal by the end of Book F, so the notebook does not need to be very big. A pocket folder with fasteners or a slim 3-ring binder work equally well.

The Book F journal is not like a personal diary. Instead, this activity provides time to practice independent writing. After completing the Skill Builder, invite students to respond to the journal prompt provided for each lesson. Each prompt initiates a freewriting exercise where they can practice writing what they already learned thus far during the lesson.

In WriteShop Junior, the purpose of journaling is to provide time for students to practice writing on their own. **Resist the temptation to correct their work.** Remember: If they make mistakes, chances are they will make those same mistakes during brainstorming and the Writing Project, when you can work together to troubleshoot.

**Tip**

If a given prompt doesn't appeal to your child, each lesson will also suggest alternative journaling topics. The Student Worksheet Pack includes two blank, all-purpose journal forms for such times, or you may have the student use wide-rule notebook paper.

## Brainstorming (Activity Set 4)

| **At a Glance:** | **Brainstorming** |
|---|---|
| Purpose: | Generate lists of topic ideas for writing<br>Determine things to write about the student's chosen topic<br>Organize ideas before writing |
| Who writes: | Student (or parent/teacher and student together) |
| How often: | During Activity Set 4 |

Brainstorming, a key ingredient of the creative writing process, is especially effective as a *shared, teacher-guided experience*. Before children begin to write (especially during the first several lessons), brainstorm together using the assigned graphic organizer worksheets. The ideas they come up with during brainstorming will provide many of the elements they will include in their story or report.

> *"My daughter has caught on to the whole writing process this year. She really began to understand the importance of brainstorming before writing."*
>
> *– Mindy, UT*

Brainstorming:

- Helps students focus their attention on the topic.
- Generates a number of different ideas.
- Encourages students to share their ideas and opinions without fear of criticism.
- Shows them that they'll have more to write about if they have already given the topic some thought.
- Helps them organize ideas before writing.

As students prepare to transition from **WriteShop Junior** to **WriteShop I**, the last two lessons of Book F will encourage them to brainstorm with little or no help from you. Always be prepared to come alongside as needed. And if your child is still not working independently, don't hesitate to continue brainstorming together.

# The Writing Project (Activity Set 5)

| **At a Glance:** | **The Writing Project** |
|---|---|
| Purpose: | Create a story, poem, narrative, or report using newly learned skills |
| Who writes: | Student, with parent/teacher help as needed |
| How often: | During Activity Set 5 |
| Tip: | This is the main writing activity for each lesson. Concentrate most of your student's writing energy on the Writing Project. |

The central focus of each lesson is the Writing Project. Everything you have done so far, from modeling and teaching to brainstorming, has helped pave the way. This is where students apply both newly learned and cumulative skills by writing stories and reports.

The Writing Project focuses on writing the first draft, or "sloppy copy." It is not an extension of Model and Teach time or the pre-writing activities. The Writing Project is a separate activity altogether and is always based on the brainstorming exercise students complete in Activity Set 4. This is the only piece of writing that students will edit, revise, and publish.

***Should I Let My Child Dictate His Stories?***
According to his ability, your student will either dictate his story to you or write it on his own. The ideal, of course, is for your child to do the writing himself, but if he is not able to do so, **let him freely choose to dictate** whatever he cannot write by himself.

The goal is to help him enjoy writing, so if he begins to exhibit frustration or complain that his hand hurts, this is your cue to take over more of the writing for now—*as much as he needs in order to feel successful*. Sharing the writing with your child will not handicap him. Independence will come with time and practice.

## Smaller Steps and Flying Higher (Activity Set 5)

| | |
|---|---|
| **At a Glance:** | **Smaller Steps and Flying Higher** |
| Purpose: | Relax the Writing Project requirements for a younger or struggling writer<br>Create a more challenging Writing Project for an accelerated learner |
| How often: | During Activity Set 5 |

Smaller Steps and Flying Higher activities will help you tweak the Writing Project to make it more or less challenging for a particular child. Reluctant writers, for example, may need extra help with their Writing Project, so see the Smaller Steps box in each lesson for suggestions on how to adapt the writing assignment. Likewise, for advanced students, the Flying Higher box will suggest activities to expand the Writing Project or make it more challenging.

> *"I appreciate the extra ideas for slow or advanced learners, as they all learn differently!"*
>
> *– Cheryl, NC*

## Editing and Revising (Activity Set 6)

| | |
|---|---|
| **At a Glance:** | **Editing and Revising** |
| Purpose: | Gain skill and confidence in proofreading and self-editing |
| Who writes: | Student, with parent/teacher help as needed<br>Parent, after child finishes initial self-editing |
| How often: | During Activity Set 6 |
| Tip: | If your child is reluctant to edit, try some of the strategies on p. 87. |

Author James Michener hit the nail on the head when he said, "I'm not a very good writer, but I'm an excellent rewriter." Writing, after all, is a process. The aim is not to create a perfect first draft, but to become a good proofreader and self-editor.

***Self-editing***

During this activity, your student will learn to look for ways to improve his Writing Project. The amount of editing will increase as lessons progress. As your child begins learning to self-edit his own work, emphasize that his Writing Project is a sloppy copy, or first draft. If he needs to make changes, now is the time.

> *"The editing process in Book F was masterful, and editing became easier and easier as each lesson went along."*
>
> *– Tammy, NM*

*Said It, Read It, Edit Bag*

Self-editing doesn't have to be a dreaded chore! As students learn to use fun tools to acquire helpful editing skills, they'll grow to see this as a natural part of the writing process—and a task they can accomplish with both pleasure and success.

Students love having their own *Said It, Read It, Edit Bag* of editing tools. ("Read It" is past tense and is pronounced "red it.") See p. 11 for a list of editing tools to include. Store these tools together in one place in a zipper pouch or plastic zip-top bag. Label it "Said It, Read It, Edit Bag" and keep it in the writing center so it's always handy.

***Parent Editing***

Once your student has finished self-editing his work, it's your turn to look it over. When finished, your child will have the opportunity to rewrite some of his projects on fresh paper, should he choose.

It's not always easy to edit a child's writing attempts. It's tempting to point out all the mistakes, sigh in frustration, roll our eyes, or even become angry or annoyed. Clearly, that's not the best approach when dealing with a sensitive or writing-phobic 11-year-old! So before you whip out that dreaded red pen, search for ways to affirm your developing writer.

For example:

- *You're off to a great start!*
- *I love your ideas.*
- *You are so creative.*
- *What a descriptive story!*
- *You shared some interesting facts.*
- *Wow! The dialogue is exciting!*
- *Thank you for trying so hard.*
- *I can see that you've put a lot of thought into your story.*
- *You chose some excellent strong verbs. My favorites are _____ and _____.*
- *I like your title. It gives me a good clue about your story.*
- *This is my favorite sentence.*
- *Fantastic! Look how your spelling has improved.*
- *You're becoming a great writer.*

## Publishing the Project (Activity Set 7)

| **At a Glance:** | **Publishing the Project** |
|---|---|
| Purpose: | Publish the Writing Project in a crafty way so students can take pride in their work and share their writing with others |
| Who creates: | Student, with parent/teacher help as needed |
| How often: | During Activity Set 7 |
| Tip: | It may be tempting to dismiss the publishing activity as "busy work," but students this age can still gain a great deal from hands-on projects. |

One of the most encouraging and rewarding experiences for young authors is to see their work published. WriteShop Junior gives students the opportunity to publish their Writing Project as a flip book or other art form they can share with others.

> *"My daughter loves the published project at the end of each lesson. It's her favorite part and she always looks forward to it."*
>
> *– Heidi, NY*

Illustrations enhance picture books. Magazine articles come to life when accompanied by photos. And charts, graphs, and pictures add interest to science books. Likewise, when students publish their stories as a craft, their writing will shine even brighter.

***Alternate Publishing Ideas***

While children usually love to combine writing and art to create a "published work," craft projects may not excite your child. Or perhaps you're not a crafty person and would rather skip the hands-on activities. Either way, remember that the final draft is as much a part of the writing process as brainstorming and writing. Encouraging your child to produce a polished final draft reinforces the purpose of editing and revising.

If a suggested project doesn't appeal to a child, you'll find alternate publishing ideas in the **Appendix** (pp. 283-87). These may be used during Activity Set 7 to substitute for the suggested publishing project. At the very least, students should neatly rewrite or type their final draft.

# Evaluating Your Child's Work (Activity Set 8)

| | |
|---|---|
| **At a Glance:** | **Evaluating Your Child's Work** |
| Purpose: | Track progress from lesson to lesson |
| Who writes: | Parent/teacher |
| How often: | During Activity Set 8 |

During the elementary years, measurable progress leading to mastery is more desirable than grades. Many families actually wait until junior high or high school before giving letter grades. So unless your state requires this sort of accountability, there's really no need to assign grades at this time.

> *"One of my favorite elements of the program! Helping parents be positive yet accountable is one of WriteShop's strengths."*
>
> *– Kelly, NC*

The Student Worksheet Pack includes two Junior Writing Skills Evaluation Charts. At the beginning of Lessons 1 and 7, remove the corresponding chart from the pack (or print a copy if you have the digital version). Keep the progress charts in your notebook or file.

The Evaluation Chart is not a hard and fast grading tool. It's just a way to observe your student's growth in the area of writing. Since WriteShop Junior is an incremental writing program, you will evaluate new skills as your child is introduced to them. This will help you determine whether she is acquiring each building block she needs on her creative writing journey. In upcoming lessons, you can then focus on those skills that need improvement.

Measure progress for each skill by using the following key when marking boxes. Over time, you will delight to see fewer *N* and *S* marks as your child moves toward mastery.

- A = All of the time
- M = Most of the time
- S = Some of the time
- N = Never

If your school or support group has specific grading requirements, you will need to determine what type of records they expect you to keep.

## Want to Do More? (Activity Set 8)

At the end of every lesson, you'll discover optional activities called Want to Do More? Even if you can't always fit them into your schedule, at least try including a Want to Do More? activity from time to time. Kids love them!

**TIP:** Rather than waiting until the very last day, some parents like to assign Want to Do More? activities at other points during the lesson. Since these activities are optional, feel free to do them whenever you like.

***Writing Across the Curriculum***

| **At a Glance:** | **Writing Across the Curriculum** |
|---|---|
| Purpose: | Apply creative writing skills to other subjects<br>Give advanced students an extra writing challenge |
| Who creates: | Child, with parent/teacher help as needed |
| How often: | Optional activity for Activity Set 8 |

Creative writing flows well from one subject to another. Writing can be integrated with science, art, history, and even math. At the end of each lesson, students will have the option to write across the curriculum by exploring creative writing within a specific subject matter. These optional activities also offer an excellent challenge for more advanced students.

> *"Thank you for including more than just the writing 'necessities.' We truly love this program!"*
>
> *– Kim, FL*

***Computer Capers***

| **At a Glance:** | **Computer Capers** |
|---|---|
| Purpose: | Develop simple computer and word processing skills |
| Who creates: | Child, with parent/teacher help as needed |
| How often: | Optional activity for Activity Set 8 |

Each lesson offers a computer activity to help your child practice writing skills while learning to work on a computer. Skills taught include using computer editing tools, emailing a letter, and creating a backup copy of a story or report.

# Junior Writer's Notebook (Activity Set 8)

| **At a Glance:** | **Junior Writer's Notebook** |
|---|---|
| Purpose: | Promote writing skills<br>Enhance brainstorming sessions |
| Who writes: | Student |
| How often: | Usually during Activity Set 8, but occasionally during Activity Set 4 |

To help develop stronger and more interesting stories, many writers keep a special writer's notebook. If a student demonstrates a keen interest in writing, encourage him to develop his skills and talents by keeping his own writer's notebook.

The writer's notebooks were developed to enhance WriteShop Junior and inspire students who have the hearts of budding writers. Each worksheet is based on actual exercises real authors engage in during the writing process. As the pages promote new skills, they will also foster your child's exploration and joy of writing.

*Junior Writer's Notebook 2* (which may either be used independently or alongside Book F) includes worksheets such as:

- Genre*: Adventure*
- *Genre: Poetry*
- *Letters*
- *Nonfiction Report*
- *Create Interesting Characters*
- *Map Your Plot*
- *Track Your Timeline*
- *Sensory Details: Paint Pictures with Words*
- *and more!*

**Tip**

Students who created a *Junior Writer's Notebook* while using Book E (or who have been using Junior Writer's Notebook 1 on its own) can add to it using the pages from *Junior Writer's Notebook 2*.

***When to Use a Writer's Notebook***

This is a **completely optional tool**. Success with Book F does not depend on these worksheets. However, if your child expresses interest, by all means weave them into his brainstorming sessions. He can use the worksheets on his own to prepare for the next writing session. Or, as time permits, you can incorporate them into your teaching times.

*Advanced Writers:* Enhance brainstorming sessions by asking advanced or motivated writers to complete one or more *Junior Writer's Notebook* worksheets.

*Reluctant Writers:* Remember, these worksheets are completely optional. When a child feels overwhelmed, simply focus on the skills he is learning in each lesson, and skip the writer's notebook pages altogether.

# Lesson 1: Writing an Adventure

## Lesson Focus: Using Concrete Writing to Add Realistic Story Details

## Objectives

**Students will:**

- Learn or review how to write an adventure story.
- Add realistic details to the story.
- Learn about concrete writing.
- Review and practice grammar and parts of speech.

## Materials

**Resource Packs** *(see pp. 6-8)*

Remove these pages from each Pack (or print them, if you have the digital version)

- Level 3 Fold-N-Go Grammar Pack
  - ~ Lesson 1 *Grammar Fold-N-Go* pages*
- Student Worksheet Pack F
  - ~ *Reading Log of your choice* (optional, as needed)
  - ~ Activity Set 1:2 *Get Ready for Adventure! Prompts*
  - ~ Activity Set 1:3
    - *Concrete Word Bank*
    - *Concrete Word Bank Dollars** (3 pages)
    - *Journal Prompt*
  - ~ Activity Set 1:4a and 1:4b *Brainstorming** (2 pages)
  - ~ Activity Set 1:6 *Proofreading Marks*
  - ~ Activity Set 1:8 *Adventure Planner*
  - ~ Additional Resources section *Junior Writing Skills Evaluation Chart for Lessons 1-6*
- Time-Saver Pack F (optional)
  - ~ Activity Set 1:2 *Get Ready for Adventure! Cards**
- Junior Writer's Notebook 2 (optional)
  - ~ *Genre: Adventure*

*Advance prep may be required

**Required Supplies for Lesson 1**

All Activity Sets

- Everyday supplies as noted in Introduction, pp. 10-11. (Everyday supplies include items you should already have on hand. They will not be listed below.)

Activity Set 1:3

- Slim 3-ring binder or pocket folder with fasteners (for journal)

Activity Set 1:6

- *Said It, Read It, Edit Bag* (see p. 11)

Activity Set 1:7

- Long cardboard giftwrap tube
- Paper bags or scrap paper
- Permanent marker

**Optional Supplies for Lesson 1**

Activity Set 1:2

- Sturdy cardstock or index cards (not needed if using "Get Ready for Adventure! Cards" from Time-Saver Pack F)

Activity Set 1:3

- Play money from a board game, also available at many dollar stores (not needed if using "Concrete Word Bank Dollars" from the Student Worksheet Pack)
- Zipper storage bag to hold play money
- Motivational goals, prizes, or small treats (see p. 44)

Activity Set 1:5

- Large sheet of construction paper or butcher paper (for Smaller Steps)

Activity Set 1:8

- Computer typing program
- Slim 3-ring binder for making a Junior Writer's Notebook (If student already made a Junior Writer's Notebook for Book E, he may continue adding to it.)

**Planning Your Schedule**

If you haven't already done so, refer to the charts on pp. 3-5 and select a plan to follow.

# ACTIVITY SET 1:1

## A Note about Advance Prep

**At a Glance: Activity Set 1:1**

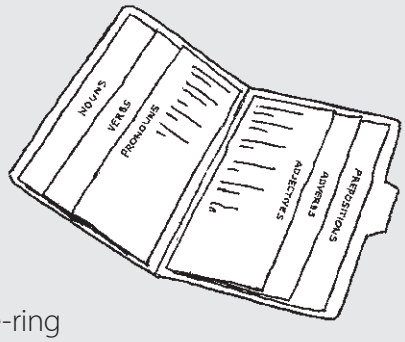
- **Fold-N-Go Grammar**
- **Reading Log**

Throughout WriteShop Junior, you'll notice Advance Prep text boxes like the one below. These contain simple preparations you must make before you can begin the activity. These are usually meant for the parent to do in advance. While it's okay to enlist your child's help now and then, keep in mind that he will already have plenty to do each day, so unless the instructions say otherwise—or he's really enthusiastic—it's best to have these items ready for him when it's time to begin the lesson.

Learn more about **Advance Prep** by reviewing p. 16.

## Fold-N-Go Grammar - Grammar Review

### Advance Prep




By the end of Book F, students will have 10 different *Fold-N-Go* grammar guides, each in its own folder. Today you will make the first of these—a *Grammar Review Fold-N-Go*.

Remove the "Answer Key" pages from the back of the Level 3 Fold-N-Go Grammar Pack and store them in a file or three-ring binder.

Remove the six pages for Lesson 1 *Grammar Review Fold-N-Go* from the Level 3 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages.

If you're teaching more than one child, make one for each student. Follow the instructions in the Level 3 Fold-N-Go Grammar Pack as a guide to assemble the *Fold-N-Go* and two bookmarks.

Before you begin, understand the purpose of the **Fold-N-Go** by reviewing p. 19.

***Directions***

Open the ***Grammar Review Fold-N-Go*** so you can easily see all six pages at a glance.

1. Read through each page together, allowing time for your student to complete the pencil activities. Do not let him use a pen for these exercises. Spread the work over 2-3 days if needed.
2. After each pencil activity, discuss his answers. (An answer key is provided in the back of the Level 3 Fold-N-Go Grammar Pack.)

3. If he makes a mistake, offer gentle correction. Have him erase the mistake or use correction tape before writing the correct answer.
4. Because this guide will be used in future lessons as a point of reference, it's important to answer each pencil activity correctly.

> *"It's always nice to review and strengthen grammar skills."*
>
> *–Michelle, CA*

This *Grammar Review Fold-N-Go* reviews concepts introduced in greater depth in the Level 1 and Level 2 Fold-N-Go Grammar Packs. Consider your student's response and ability to use these skills in writing. If the material is new to him or it was a challenge to learn, plan on re-teaching this topic and practicing these skills during future sessions using your own grammar curriculum or earlier *Fold-N-Gos*.

The **Level 1 Fold-N-Go Grammar Pack** presents a more in-depth look at parts of speech such as nouns, verbs, and adverbs. In the **Level 2 Fold-N-Go Grammar Pack**, several of the individual guides teach about sentences.

Place this *Fold-N-Go* in the expandable folder or file box you've chosen to store your grammar guides, and keep it handy in the writing center.

---

*Parents Say…*

*My child seemed overwhelmed by six pages in one day, so we took a couple of days to do the* Fold-N-Go. *Now that we've completed it and assembled it, he loves it!*

---

## Reading Log

### Advance Prep

If you decide to use a reading log, the Student Worksheet Pack (found in the Book F Activity Pack) offers different reproducible forms from which your student may choose.

During the school year, he may use all the forms or stick with just one. Since these are the master copies, make photocopies for your child as needed. Alternatively, if you are using the digital version, print out a copy of the selected reading log. Store the log in a file folder at the writing center.

Understand the purpose of the **Reading Log** by reviewing pp. 20-21.

If your student is eager to use a reading log and track his reading, use this time to fill out the log and discuss his progress.

# ACTIVITY SET 1:2

## Overview of the Writing Process

WriteShop Junior leads you and your students together through the steps of the Writing Process.

- **Pre-writing:** Oral activity focused on improving writing content
- **Model and Teach:** Oral activity focused on demonstrating new skills
- **Skill Builders:** Activity focused on improving writing style
- **Brainstorming:** Planning and organizing the Writing Project
- **Writing Project:** The rough draft, based on brainstorming
- **Editing and Revising:** Making simple improvements to the writing
- **Parent Editing:** Chance for the parent or teacher to make simple suggestions
- **Publishing the Project:** Creating a final draft

**At a Glance: Activity Set 1:2**

- Overview of the Writing Process
- Lesson Overview
- Pre-writing Activity
- Model and Teach

## Lesson Overview

*Adventure stories* are popular among students of this age. They love the action and thrill of exciting experiences in faraway places. Although there are certainly real-life adventures, Lesson 1 invites students to write a fictional adventure story that includes realistic details.

**Tip** Throughout Book F, you'll discover many new tools and activities to help your student learn to write. Since you probably won't catch or remember everything the first time through a lesson, we recommend that you refer often to **"Teaching the Lessons"** (Introduction, pp. 15-32) until you feel confident that you understand the methods and purpose for each component of WriteShop Junior.

# Pre-writing Activity - Get Ready for Adventure!

## Advance Prep

*Prompts*
Remove the Activity Set 1:2a "Get Ready for Adventure! Prompts" page from the Student Worksheet Pack. If you are using the digital version, print a copy on plain paper.

*Cards*
Remove the Activity Set 1:2b "Get Ready for Adventure! Cards" page from Time-Saver Pack F. If you are using the digital Time-Saver Pack, print a copy on cardstock. Cut apart the 36 cards. Laminate, if desired.

If you do not have the Time-Saver Pack, follow these steps to create your own cards:

1. Cut out 3 dozen 2- x 2-inch cards from sturdy paper or cardstock, or use index cards that have been cut in half.
2. Label 12 VEHICLE CARDS: *snowmobile, submarine, bike, mine cart, helicopter, crane, motorcycle, seaplane, truck, jet, speedboat, police car*
3. Label 12 TOOL CARDS: *life jacket, cell phone, mirror, pocketknife, snowboard, money, shovel, key, toolbox, duct tape, rope, torch*
4. Label 12 ANIMAL CARDS: *penguin, polar bear, monkey, parrot, horse, camel, mouse, dolphin, raccoon, dog, elephant, pigeon*

Before you begin, understand the purpose of **Pre-writing Activities** by reviewing p. 22.

***Directions***
This pre-writing activity will help your student think of realistic details to add to an adventure story.

1. Group the *vehicles, tools,* and *animals* cards in separate piles on the table. Spread them face up in their own groups so they can all be seen at the same time.
2. Give your student the page of prompts. Have him choose Prompt A, B, or C and read the story prompt at the top of the column.
3. Ask him to select three cards from the piles: one *vehicle*, one *tool*, and one *animal companion* to have with him on his adventure. He should place each of the three cards below the prompt in the corresponding spaces.
4. Discuss exciting and action-packed—yet realistic—events that could take place in his adventure with the cards he has chosen.
   - Don't write anything down. This is an oral activity to help familiarize your child with this genre and build confidence in his storytelling skills.
   - If he can't think of anything, offer an idea or two to get him started. Or, suggest he switch out one or more of his cards to inspire more ideas.

- When working with multiple children, let them take turns. Expect many possible story combinations.

5. When he has finished describing possible sequences that could occur during his adventure, have fun discussing different adventures he might have by incorporating various details in his story.
6. Invite him to choose another story prompt and a different set of cards as time permits. Afterwards, store the cards in an envelope or small zipper storage bag.

---

*Parents Say…*

*I laminated our prompt page so we could use it again and again. My kids loved this!*

*My kids cut the prompts into strips and chose the one they wanted to write about. After deciding on their vehicles, tools, and animals they glued the cards to the prompt.*

*We decided to randomly choose from the piles of animal, vehicle, and tool instead of making a deliberate choice. Harder to keep things realistic, but it was a fun option.*

---

## One Story . . . or Several?

Pre-writing and Model and Teach (Activity Set 2), along with Skill Builders and Journal Writing (Activity Set 3) help pave the way for successful brainstorming and writing (Activity Sets 4 and 5).

The fun games and activities that appear early in the lesson (Activity Sets 2 and 3) allow your student to play with new writing ideas in a safe, non-threatening way. Though these ideas are not meant to become his actual story during Activity Sets 4 and 5, your child is always welcome to use any pre-writing idea for his Writing Project.

A student might prefer to come up with fresh story lines for each activity if he:

- *Tends to get bored easily.*
- *Has a vivid imagination.*
- *Is creative and enjoys variety.*

A student might prefer the continuity of developing a single story if he:

- *Learns with difficulty.*
- *Struggles to come up with new ideas over the course of the lesson.*

## Model and Teach

Pre-writing paves the way for Model and Teach. Understand the purpose of **Model and Teach** time by reviewing p. 22. The informative overview will help you grasp both the goal and value of this important exercise.

You can write on a 12- x 18-inch piece of construction paper, an easel with butcher paper or newsprint, or a white board. Try to keep the session to 30 minutes; it's okay if you don't completely finish writing the story.

With **multiple children,** work together during Model and Teach sessions. Take turns sharing ideas.

***Directions***

Read aloud the following writing sample, "Flash Flood." Explain that this story is an adventure because it features the main character trying to solve a problem in a realistic way that is packed with action, excitement, and suspense.

Flash Flood

I hiked down the steep trail to the bottom of Dead Man's Canyon. Out of nowhere, a freak storm hit. Lightning flashed! Thunder crashed! The rain poured down. A huge wall of water raced through the canyon and swept me away. I was in big trouble. Just then, a swift and muscular mountain goat galloped down to help me. It butted a gigantic black log into the raging river. I quickly grabbed the log and floated to safety. Once on dry ground, I realized I was trapped by the river. There was no way out of the canyon! A helicopter buzzed by. I tried to call 9-1-1 on my cell phone, but it didn't work. The muddy water had damaged it. Digging around in my backpack, I found a small hand mirror. By now the sun was shining again. I used the mirror to signal S.O.S. to the helicopter. The pilot saw my signal and bravely flew down to rescue me and take me home.

Dialogues and prompts are an important part of modeling and teaching. In each lesson, you'll find a sample script to help you guide the writing through modeling. Since each student will answer differently, use it to help you think of similar ways to prompt them and steer conversation.

Remember that this is only a guide. Your goal is to teach your child about the Writing Project for this lesson, using the dialogue as a model.

**Tip** Because this is your *modeling* and *teaching* time, you should do all the writing. Bear in mind that the more your child helps with the actual writing, the longer Model and Teach time will take. It's better for you to do the writing and keep things humming along, letting him write more during brainstorming and the Writing Project.

*You:* *There are many different genres (**zhahn**-ruhs), or types, of stories. An adventure is one genre. In an adventure story, the main character solves a problem in a realistic way that is fast-moving and action-packed. An adventure includes exciting details the character uses to solve the problem, such as a swift or powerful vehicle, a special tool, or an interesting animal friend.*

*Our writing sample is called "Flash Flood." In this adventure, what vehicle, tool, and animal help the main character survive the flood and make it safely back home?*

Child: A helicopter, a mirror, and a mountain goat.

> **Tip** Stories can mushroom quickly when enthusiasm is high! To keep Model and Teach from turning into a marathon session, set a timer and work for a maximum of **30 minutes**. Limit the number of details children can include, reminding them that they'll be able to add more details to their own stories later in the lesson.

*You:* *That's right. These details all seemed very realistic in that setting. If a polar bear or an elephant had helped the main character, it would have been exciting, but would the story have been as realistic?*

Child: No.

*You:* *That's right. In our practice paragraph today, we can use the same situation as the writing sample, or we can start with a different example. We could use one of the situations from the Story Prompts activity, or we can create our own. What kind of adventure would you like to write about?*

Child: _____

(Possible answer: An airplane crash!)

*You:* *That's definitely exciting! You'll be the main character in this adventure, so how would you like to start the first sentence of our story?*

Child: _____

(Possible answer: Last year, I was flying across the ocean in my airplane.)

*You:* *I like that!* (Write the sentence down.)

*In "Flash Flood," the beginning of the story explains the dangerous problem the main character is having in the adventure: "I hiked down the steep trail to the bottom of Dead Man's Canyon. Suddenly, a freak storm hit. Lightning flashed! Thunder crashed! The rain poured down. A huge wall of water raced through the canyon and swept me away."*

*What would you like to happen in your story in the next few sentences to describe the problem?*

Child: _____

(Possible answer: Well, the engine started to sputter. Suddenly it died. I was going to crash!)

*You:* *That's an exciting beginning!* (Write it down.)

*Next, let's add some details to your adventure by including a vehicle, tool, and animal. Which one could you use first to help survive the adventure and make it to safety?*

Child: _____

(Possible answer: Would a parachute be a tool?)

*You:* *Absolutely! Tell me some interesting details about that to make your story feel realistic.*

> *"The kids were excited and animated! Doing the process orally gave them a good foundation for what to expect in the next step."*
>
> *–Carole, WI*

Child: _____

(Possible answers: Well, my plane was going down. I had to get out quickly! So I grabbed a parachute and strapped it on. I pulled the airplane door open, closed my eyes, and jumped! My chute popped open. Just then, the plane exploded. I got out just in time!)

*You:* *Great! Let's start writing down some of those ideas.* (As you help your student form ideas into sentences, begin writing them down.)

*Now let's choose the next detail (vehicle, tool, or animal) to add into the story to develop the middle and make it interesting. Which one would you like to add next?*

Child: _____

(Possible answers: A dolphin. Or maybe a whale.)

*You:* *How would you like to have it help solve the problem?*

Child: _____

(Possible answers: I landed in the water with a splash and started swimming, but I didn't know which way was land. I was so cold and tired. But then a dolphin swam right under me and started carrying me on its back! I grabbed its fin and hung on tight.)

*You:* *Very exciting!* (Continue writing down his sentences.) *Okay, you have one more element left to add to your story. Which final detail would you like to include to help solve the problem?*

Spend 20-30 minutes guiding and prompting your child in this manner until finished. *Be sure to add at least three details to the middle of the story.*

When finished, discuss ideas for a title and write it at the top.

---

*Parents Say…*

*I'm planning to type up each Model and Teach story my children write together and give them a copy to keep in their binders.*

*For ideas, we turned to the "Get Ready for Adventure!" cards while planning our Model and Teach story.*

---

# ACTIVITY SET 1:3

## Skill Builder - Concrete Word Bank

**At a Glance: Activity Set 1:3**

- Skill Builder
- Journal Writing Practice

### Advance Prep

Remove the Activity Set 1:3 "Concrete Word Bank" page and three play money pages from the Student Worksheet Pack. If you are using the digital version, print out a copy of each page.

The play money will be an *optional choice* for this activity. If your child enjoys using the play money, you may also choose to use it in future lessons. *Keep the original pages as your master copies* and photocopy or print out several pages of each. For easier identification, you can copy each dollar amount on a different color of paper. Cut apart the play money and store it in a zipper storage bag.

Alternatively, use play money from a board game such as Monopoly®, or print your own from a website that offers free printables. For online resources, visit **writeshop.com/book-f-resources**.

Understand the purpose of **Skill Builders** by reviewing p. 23.

***Directions***

1. Explain that *concrete writing* uses strong words to paint a clear picture of the story.
2. Together, read the "Concrete Word Bank" page and have your child complete the activity at the bottom. If needed, use the *Grammar Fold-N-Go* as a guide.
3. If your child would enjoy earning "hard cash" for trading in weak words at the Concrete Word Bank, set up a "bank" where he can earn play money.
   - **Earn $1.00**
     - ~ For each adverb he adds
     - ~ For each adjective he adds
   - **Earn $5.00**
     - ~ Every time he replaces a general word (such as "flower") with a specific word (such as "petunia")
     - ~ Every time he replaces a weak verb (such as "ate") with a strong action verb (such as "munched")

> *"A great way to introduce strong and expressive words to our young writers."*
>
> *–Susan, CA*

- **Earn $10.00**
  - ~ Every time he looks up a vague word in a thesaurus and chooses a more specific word

He can't earn double money for the same word. For instance, if he looks up a general word such as "flower" in a thesaurus, he earns $10.00. He does not earn $10.00 for using the thesaurus plus $5.00 more for replacing a general word.

4. Once this activity is finished, provide a variety of items or goals he can "spend" his play money on. Give a value to each prize or activity he can earn. Be sure to price the items to match the amount of money he's realistically able to earn by completing this activity. Most children can earn $25 to $150, depending on the choices they make.

**Prize Suggestions**

*Tip: Tag physical items with a "price." For less tangible items, make an index card listing the prize and its value.*

- Small treats such as cookies and milk, gum, or a fun-size candy bar
- Inexpensive items from the dollar store
- Ice cream cone
- Netflix movie of the child's choice
- Cash to save or spend at a favorite store

**Activity Suggestions**

*Tip: Write each activity on its own index card along with its "dollar" value. You may need to put a daily limit or maximum time length on activity-based prizes.*

- Lego, computer, or video game time
- Craft time
- Nature walk or outdoor activity
- Play a game with Mom or Dad
- Bake cookies or brownies
- Earn one day off from a school subject

Students will have the option to earn more Concrete Word Bank dollars during Activity Set 1:6 Editing and Revising, as well as in future lessons. Those who enjoy earning and spending play money can set (and save for) bigger goals and prizes such as the ones listed on pp. 57-58.

**Tip**

If your student has trouble seeing the problem with the weak sentences on the "Concrete Word Bank" page, try this.

1. Read the first sentence, "The animal ran across the field." Ask him to tell you the image he pictured (e.g., a dog running across a wide field).
2. Next, tell him the image that came to your mind (e.g., a deer stepping into a meadow and bounding away).
3. If possible, have him read the weak sentence to other family members and ask them what they picture.
4. Discuss how using these weak words won't help a reader understand what the author wants to say, but strong, concrete words will paint a vivid picture in the reader's mind.

*Parents Say…*

*The kids were allowed to exchange their play money for cash or minutes. We settled on 3¢ for every play dollar earned, or a 25-minute activity in exchange for 50 play dollars.*

*I didn't know how much my daughter would earn, so I made up the prize list afterward. She loved this activity!*

*We downloaded and printed free pretend checks and check register. When my son received his money during the Concrete Word Bank activity, he turned it back into the bank and wrote the amount on his check register. Then he wrote "checks" for his purchases.*

## Journal Writing Practice - Writing an Adventure

### Advance Prep

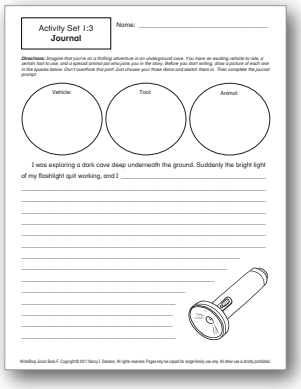
Make a simple journal for your child to use. A pocket folder with fasteners or a slim 3-ring binder will work well.

- Students will have about 10 pages in their journal by the end of WriteShop Junior Book F, so it doesn't need to be very big.
- They may enjoy decorating their journal with stickers, stamps, or markers.
- Punch three holes along the left-hand side of the Activity Set 1:3 "Journal Prompt" page from the Student Worksheet Pack.

In this activity, your child will spend time writing in a journal, focusing on writing an adventure. To better understand the purpose of **Journal Writing,** review p. 24.

***Directions***

1. Give your child the Activity Set 1:3 Journal Prompt. Begin by reviewing the pre-writing concepts from Activity Set 1:2.
2. Next, invite him to respond to the journal prompt by spending about 15 minutes writing in his journal.
3. If he needs more space, he may use a piece of wide-rule notebook paper to complete his journal writing.
4. When finished, place it in the journal you prepared during Advance Prep. Take time for your child to share with you what he has written.


Activity Set 1:3
**Journal**

Name: _____

***Directions:*** *Imagine that you're on a thrilling adventure in an underground cave. You have an exciting vehicle to ride, a special tool to use, and a special animal pal who joins you in the story. Before you start writing, draw a picture of each one in the spaces below. Don't overthink this part! Just choose your three items and sketch them in. Then complete the journal prompt.*

Vehicle: Tool: Animal:

I was exploring a dark cave deep underneath the ground. Suddenly the bright light of my flashlight quit working, and I _____

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**Ignore Mistakes!**

Although some of your student's writing will go through the process of brainstorming, writing, and editing, his Journal Writing Practice allows him to write without restrictions. The journal is not a teaching tool as much as a chance for him to independently practice writing skills. Because he will not brainstorm or edit his journal, it may be disorganized and filled with mistakes.

To help your child feel safe trying out new skills, **you will not be correcting** journaling pages. It may be hard for you to let those mistakes go uncorrected, but you'll have many other opportunities during the lesson to address your child's writing mistakes. For now, take a deep breath and let the journaling errors slide.

**Alternative Journal Topics**

If your child isn't keen on the idea of exploring a cave, he may choose a different theme for his adventure, such as:

- *While traveling on safari in Africa, I took photographs of every wild beast I saw. At noon, our jeep pulled off the road so we could eat a peaceful picnic lunch. All of a sudden, our guide cried, "Stampede!" Quickly, I…*
- *I went deep-sea fishing with my aunt and uncle. When an unexpected storm swept our small boat farther out to sea, we got lost. I…*
- *When we camped in Yellowstone, we saw many amazing sights. One night, a pack of wolves circled our tent, so I…*
- *In the Old West ghost town I visited, all the old buildings looked empty. As I walked through the deserted jailhouse, I thought I heard voices. Quietly, I…*

Whenever your child wishes to choose an alternate topic, simply give him a photocopy of a **blank journal page** from the back of the Student Worksheet Pack.

> *"They love having parameters instead of Mom saying, 'Write something!'"*
>
> *–Mandy, CA*

## Journaling Tips

- **Do** allow your child freedom and space. This is an opportunity for him to independently practice using the writing skills he just learned.
- **Do** let him pick an alternate topic if he chooses.
- **Do** limit the journaling session to 15 minutes or less.
- **Do** consider using a non-ticking timer.
- **Do** praise your child for his efforts.
- **Don't** use journal writing as a teaching tool.
- **Don't** force the writing or make him finish.
- **Don't** worry about (or point out) errors.
- **Don't** overthink this activity. Other than reviewing any instructions, there's no need to brainstorm with or guide your child.

For additional tips and suggestions to follow during Journal Writing Practice, read p. 24 in the Introduction.

---

*Parents Say…*

*I have my daughter read her journaling to me so I can't see mistakes or get bogged down by her misspelled words. It helps me respond enthusiastically to whatever she comes up with!*

*At first, my son was hesitant about the journal prompt. But once he realized I wasn't going to correct it, he was able to have fun with it.*

*We are keeping the journal pages in a tabbed section of her writing notebook instead of in a separate folder.*

---

# ACTIVITY SET 1:4

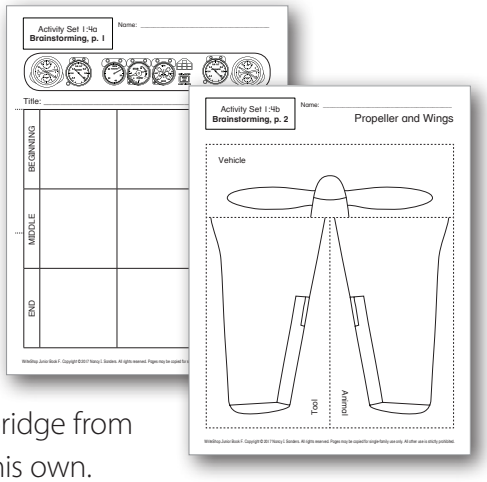
## Brainstorming

Understand the purpose of **Brainstorming** by reviewing p. 25. This activity will always help your child prepare for his Writing Project (Activity Set 5).

**At a Glance: Activity Set 1:4**

- Brainstorming

For the Lesson 1 Writing Project, your child will write an adventure. The information he generates during today's brainstorming will provide all the elements he will need to include in his adventure story.




***Building a Bridge toward Independence***

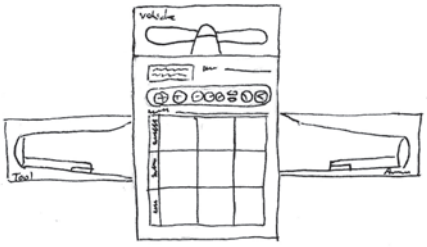
When brainstorming with your student, plan to write on a large writing surface (see Step 2 under "Directions" below). As you discuss ideas together, you will first write them on your large example for him to see. He can then choose his favorites to illustrate on his own paper. This helps build a bridge from parent-led brainstorming sessions to brainstorming ideas on his own.

As your child gains skill and confidence in future lessons, let him do more brainstorming independently while still remaining under your supervision.

**Tip:** If you have a reluctant writer, read ahead to Activity Set 1:5 Smaller Steps and brainstorm accordingly today.

***Directions***

1. Give your student the Activity Set 1:4a and 1:4b "Brainstorming" and "Propeller and Wings" pages from the Student Worksheet Pack. Cut apart the airplane propeller and two wings and tape these to the worksheet as shown, using the dotted lines on 1:4a as guides.
2. Working on a large writing surface, use a marker to draw a chart similar to the one on your student's worksheet, including propeller and wings. Explain that you'll be brainstorming together to organize his ideas. As you write ideas on your writing surface, he can select his favorite and write it on his own worksheet.
3. Ask him to suggest an exciting idea to write about for his adventure story. He may use one of the ideas from an earlier lesson activity, such as Model and Teach or Journal Writing, or he may suggest a completely original adventure. Asking *where* and *what* can help him establish the basics of his story.




*"Putting the airplane together made all the difference!"*

*–Alison, CA*

- *Where* will the story take place? (Choose one.)
  - ~ *Geographic location:* ocean, jungle, desert, forest, Antarctica, tropical island, mountaintop, cliff, canyon, mine, cave, river rapids, underwater cave, Mars
  - ~ *Manmade location:* skyscraper, bridge, airplane, spacecraft, hot air balloon, train, submarine, ship, boat, river raft
- *What* will be the main problem? (Choose one.)
  - ~ *Natural disaster:* flash flood, wildfire, tornado, hurricane, avalanche, earthquake, volcanic eruption, meteor
  - ~ *Hazard:* waterfall, cracking ice, iceberg, blizzard, ice storm, thunderstorm, lightning strike, explosion, landslide, power outage, equipment failure, falling rocks
  - ~ *Dangerous situation:* runaway train, failed engine, sinking ship, structural fire, collapse of a building

4. To keep the adventure from ballooning into a novel, help your child think of the story as a brief snapshot. Choosing one main character and limiting the time frame to a few hours will help confine the action and keep the plot from getting out of hand.
5. Have him add attention-grabbing details by choosing one *vehicle*, one *tool,* and one *animal*. (Pull out the "Get Ready for Adventure!" cards if he needs ideas.) Write the name of each on the corresponding propeller or wing.
6. Review how concrete writing makes a story more interesting. Discuss strong action verbs, adjectives, and adverbs to describe the vehicle, and then write these words and phrases on the propeller. Write similar lists on the wings for the tool and animal. For example:
   - *Jeep:* jostled, swerved wildly, lurched, rumbled noisily, rusty body, mud-splattered windshield, bald tires
   - *Lantern:* cast a bright light, glared harshly, dented, bent silver handle, cracked lens
   - *Horse:* galloped, trotted steadily, neighed nervously, whinnied, rippling muscles, flowing black mane

   Children who struggle to come up with concrete words may benefit from your guidance. Ask questions such as: *What did it feel like? What color (size, shape) was it? How did it move? What sounds did it make?*
7. Plan the elements of the story on the 9-square brainstorming chart.
   - ***Beginning:*** Discuss ideas for the beginning of the story, when the character first sets out on his adventure. Next to "Beginning" on your large chart, write three details that could happen, one in each box. Talk about what could happen *first* to introduce the story, what happens *second,* and what happens *next.*

**Tip**

Students who prefer not to draw pictures may write words in each box instead. Brevity is key during brainstorming, so guide them to write ***lists*** of words, rather than complete sentences. They can flesh out ideas later when working on the Writing Project.

Invite your child to draw a quick sketch of these ideas in the corresponding boxes on his worksheet. (Stick figures work best for this activity.) He doesn't need to add words. The goal is simply to help jumpstart ideas when it's time to write his story during Activity Set 1:5.

- ***Middle:*** Talk about what takes place in the middle of the story, when the main character gets into some kind of trouble. Next to "Middle" on your chart, write three details that could happen, one in each box. Talk about what could happen *first* in the middle of the story, what happens *second,* and what happens *next*. Be sure to include the vehicle, tool, and animal. On his own worksheet, have your child draw a quick stick-figure sketch in each corresponding box that represents each of these details.
- ***End:*** Discuss how the story will end. This is when the problem is solved. Next to "End" on your chart, write down three details that could happen, one in each box. Talk about what could happen ***first*** to end the story, what happens ***second***, and what happens ***last.*** End the adventure in a satisfying and realistic way. Again, ask him to draw a quick stick-figure sketch in each of his boxes.

8. Discuss various ideas for a title and ask him to write down his favorite.

---

*Parents Say…*

*I'm teaching several kids together. As we brainstorm, I combine their ideas onto my one large sheet, using a different color for each child. That way, they can easily find their own story elements to transfer to their brainstorming sheets.*

*I thought my children could brainstorm on their own, so I didn't model for them on a larger chart. I learned my lesson! They needed more hand-holding than I expected.*

*When my daughter resisted adding concrete words to her worksheet, we revisited the Concrete Word Bank from Activity Set 1:3.*

*We constructed the airplanes so that the wings could fold in on all sides. That way, we could store them in their binders for later reference.*

*Since beginning, middle, and end were new concepts for my children, I used a short tale from our history book to illustrate these elements of a good story.*

---

# ACTIVITY SET 1:5

## The Writing Project - Writing an Adventure

**At a Glance: Activity Set 1:5**

- The Writing Project
- Smaller Steps or Flying Higher

Understand the purpose of the **Writing Project** by reviewing p. 26. Briefly, the Writing Project:

- Is always based on the brainstorming the child does in Activity Set 4.
- Is considered a "sloppy copy" or rough draft of what will become the final and published version of the Writing Project.
- Will be edited and revised during Activity Set 6.
- Will be published during Activity Set 7.

In the boxes on pp. 52-53, you will notice instructions for Smaller Steps and Flying Higher. These activities are *variations* that make the Writing Project easier or more challenging. As a rule, they are not meant to be done in addition to the Writing Project. Instead, use them on a lesson-by-lesson basis to *adjust* the Writing Project to meet the needs of a more reluctant or advanced writer.

> *"I love how the brainstorming activity gave her a great framework for her story."*
>
> *–Sandy, GA*

For today's Writing Project, your child will write an adventure story.

***Directions to the Teacher***

1. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity if your advanced learner would enjoy an additional challenge.
2. Display the writing sample from Activity Set 1:2 "Flash Flood" (p. 40) as a reference while your student writes.
3. Encourage him to refer to the Lesson 1 brainstorming worksheet as he works so he can incorporate concrete writing and other important details into the adventure story. (If he's not making enough concrete word choices in his sloppy copy, that's okay. He can revisit the Concrete Word Bank activity during Activity Set 1:6 "Editing and Revising.")
4. Review paragraph structure, explaining that each new paragraph starts with the first line indented about five spaces. Point this out in the sample story.
5. If he uses dialogue in his adventure, remind him to start a new, indented line every time someone different speaks.

> **Tip**
>
> Because this is the rough draft stage, encourage your student to focus on writing his story without trying to perfect it. He will have a chance to fine-tune his adventure later during editing and revising.

6. He should skip every other line as he writes. This provides space to write corrections during Editing and Revising.
7. Remind him to correctly use the grammar he reviewed in his *Grammar Review Fold-N-Go*. As he writes, have him use this new tool as a reference.

---

*Parents Say…*

*Putting a blank piece of paper in front of my child and asking her to write a story used to cause terror. But with this great brainstorming worksheet to refer to, the story just flowed onto the page.*

*I have a reluctant writer, so we spent several days on the sloppy copy.*

*This process is completely new for my son, so watching him actually write a story gave me encouragement!*

---

Learn More about **Smaller Steps** and **Flying Higher** by reviewing p. 27.

## Smaller Steps - Storyboard

A reluctant writer might gain more confidence illustrating a storyboard rather than writing down the words in his adventure.

A **storyboard** is made up of a number of squares with illustrations or pictures representing each part of a story in sequence. Some children might enjoy thinking of a storyboard as a comic-book version of their story!

- Instruct the student to create a 9-square grid similar to his brainstorming worksheet. Draw this on a large piece of construction paper or butcher paper and make the squares as big as possible.
- As he refers to the sketches he drew during brainstorming, have him draw more detailed illustrations of each to vividly show what happened in his adventure. If he wants, he may also write or dictate a list of concrete words to accompany each picture.
- When finished, invite him to tell his story to you, explaining each picture aloud. On a separate sheet of paper, write down or type his words as he dictates.
- During Activity Set 1:6 Editing and Revising, he may earn money at the Concrete Word Bank for the concrete words he wrote.

## Flying Higher - Five-Paragraph Format

An accelerated learner may enjoy writing his adventure following the 5-paragraph format. If he learned how to write five paragraphs in WriteShop Junior Book E or elsewhere, he may write his adventure story (or any future Writing Projects) accordingly.

If you have not yet taught the 5-paragraph model, do not have your child attempt this, as he may find it too frustrating. The 5-paragraph model will be introduced in Lesson 7.

1. *Paragraph #1 sets the scene and mood*. It introduces the main topic, or main problem, in the adventure.
2. *Paragraph #2 builds up the action*. It gives details about the first subtopic, such as the animal that helps the main character in his adventure.
3. *Paragraph #3 continues the action*. It gives details about the second subtopic, such as the tool he uses in his adventure.
4. *Paragraph #4 continues the action*. It gives details about the third subtopic, such as the vehicle that plays an important role during his adventure.
5. *Paragraph #5 wraps up the story*. It tells how the adventure ends.

---

*Parents Say…*

*My daughter has an aversion to writing, so she loved the storyboard! I had her dictate the story to me, and we ended up with a three-paragraph story to go with her storyboard.*

*They loved writing their adventures and wanted to write chapters, so reining in ideas and keeping the kids on task was a challenge. I didn't want to dampen that enthusiasm. We compromised by wrapping up the story for the moment while leaving the option for adding other chapters during free time.*

---

## The Runaway Writer

Bitten by the writing bug, some children end up with rambling stories that quickly turn into novels. Their enthusiasm for a topic or storyline can get the better of them, and soon their writing efforts are cluttered by rabbit trails, disjointed subplots, or too many characters.

***Learn to Limit Details***

We may admire their zeal, but let's be honest: pages and pages of writing will frustrate them when it's time to self-edit. If they stick to the brainstorming worksheet and avoid too many details, they'll end up with stories that are more reasonable in length—and a shorter story will be much easier to revise later on.

While details add color and interest, too much information bogs down the writing. Affirm a child's strong ideas and word choices. Then, ask him to choose some favorites and take out the rest. Start by avoiding:

- **Complicated plots.** If there's too much going on—multiple plots or changes of scenery, for example—the story will naturally become too long.
- **Too many characters.** For a shorter story, stick to one main character.
- **Long periods of time.** Keep the writing in check by confining the action to a few hours or less.
- **Too many adjectives.** It's better to choose a strong noun (or use one or two descriptive modifiers) than to dress up a weak noun with a string of four adjectives.

***Save Longer Stories for Free Time***

After they finish the sloppy copy, invite your kids to take as much time as they want—and use as many details as they desire—to write a longer story. Hole-punch the expanded story and add it to their journal. As with journal prompts, these longer stories will not be edited or revised.

# ACTIVITY SET 1:6

*"We love starting with the positives in his stories! It helps him feel good about what he has done."*

*–Tammy, FL*

**At a Glance: Activity Set 1:6**

- **Editing and Revising**

## Editing and Revising

### Advance Prep

Gather editing tools and prepare a *Said It, Read It, Edit Bag* for your student to use during the editing and revising process. For more information on which tools to gather, see p. 11.

Remove the Activity Set 1:6 "Proofreading Marks" page from the Student Worksheet Pack. Laminate for durability (or slide it into a page protector) and display it as a poster in the writing center.

Understand the purpose of **Editing and Revising** by reviewing pp. 27-28.

Self-editing is an important step in the writing process. Lesson 1 introduces tools your child will use throughout Book F to help him develop self-editing skills.

**Said It, Read It, Edit Bag**
Guide your student in learning how to self-edit his own work. Use the *Said It, Read It, Edit Bag* so he has the editing tools he needs to accomplish this task successfully.

1. Read your student's adventure story together. Invite him to choose a highlighter from the bag so he can do a "Job Well Done" search.
   - As you watch, encourage him to look over the story and highlight a difficult word he spelled correctly.
   - Next, ask him to highlight a sentence he wrote correctly by starting it with a capital letter and using the correct punctuation.
   - Finally, have him examine his Writing Project for concrete writing. Have him highlight at least one adjective, adverb, or action verb. Praise him for choosing strong words.
   - If your child would rather use stickers instead of a highlighter from the *Said It, Read It, Edit Bag* to note correct words or sentences, that's fine too.

2. Go over the "Proofreading Marks" page together. Review or teach the different proofreading marks used for editing. If these are entirely new to your child and he did not learn them in WriteShop Junior Book D or E, start slowly. Encourage him to choose one or more proofreading marks to write on his adventure story during today's editing. Keep the page handy for reference.

> *"Not only did this encourage them to correct their own mistakes, it gave me more chances to praise their efforts."*
>
> *–Mandy, CA*

3. Ask if his story has all the elements it needs, including an exciting setting, a main problem, and a vehicle, animal, and tool. If not, discuss ideas for improvement, having him write corrections on the blank spaces between the lines.
4. Instruct him to read the story aloud. As he reads, have him examine each sentence to make sure he:
   - Indented the first line of the paragraph(s).
   - Began each sentence with a capital letter and used correct punctuation.
   - Does not have any missing words in the sentences.
5. Have him review his spelling and circle any words he's not sure about.
   - Use a dictionary or electronic speller to check spelling of difficult words.
   - Write each misspelled word correctly on the blank spaces between the lines.

---

*Parents Say…*

*Self-editing is new for us, so I had to help my son in his search for errors that he just couldn't see.*

*The "job well done" concept is genius! My son is sensitive about feedback, so I love starting with the positives.*

*After completing Book E last year, I was thrilled to see how enthusiastic my son was about pulling out his bag of editing tools for this first lesson in Book F. He's definitely become more confident in the process!*

*Editing was my favorite part of the lesson! Teaching her to edit and then letting her try it on her own made the process so pleasant for both of us.*

---

**Concrete Word Bank (optional)**

If your child would enjoy earning "hard cash" by trading weak words for strong ones at the Concrete Word Bank, set up a "bank" where he can earn play money. Here's how:

- **Earn $1.00**
  - ~ For each **adverb** he wrote in his first draft
  - ~ For each new adverb he adds
  - ~ For each **adjective** he wrote in his first draft
  - ~ For each new adjective he adds
- **Earn $5.00**
  - ~ For each **specific** word he wrote in his first draft
  - ~ Each time he replaces a general word (such as "tree") with a specific word (such as "pine")
  - ~ For each **strong action** verb he wrote in his first draft
  - ~ Each time he replaces a weak verb (such as "went") with a strong action verb (such as "scampered")
- **Earn $10.00**
  - ~ Every time he looks up a vague word in a **thesaurus** and chooses a more specific word

He cannot earn double money for the same word. For instance, if he earned $1.00 for an adjective he wrote in his first draft, he won't earn more money for looking up that word in a thesaurus and replacing it now (though by all means he may try to find a more interesting word!).

*Rewards*

Provide a variety of items or goals your child can "spend" his play money on. Price the items to match the amount of money he is realistically able to earn by completing this activity. Each time he plays, depending on the choices he makes, he could earn from $25 to $100 or more. You can find short-term prize suggestions on p. 44.

*After Lesson 1, this activity will become entirely optional.* If you choose to participate, your child will have the opportunity to earn hard cash at the Concrete Word Bank during Editing and Revising in future lessons. Children who want to earn more "dollars" can work toward prizes that have greater value, such as:

Tip

**Is This Word Strong Enough?**

Sometimes it's hard to determine if a child has made a strong word choice. Even if a word isn't particularly concrete, it may be the best choice for the sentence. Don't feel pressured to evaluate or reward every word.

**Example:** *Swiftly, I got some wood from the boat.*

| | |
|---|---|
| *swiftly:* | strong |
| *got:* | weak (better to use *grabbed* or *hauled*) |
| *some:* | weak (better to use *a stack of* or *an armful of*) |
| *wood:* | stronger than *supplies* or *stuff*, but weaker than *planks, timber*, or *beams* |
| *boat:* | fits the sentence, so a stronger word may not be necessary |

- Date night with one or both parents
- Backyard campout
- New board or video game
- Book or DVD
- Art supplies
- Sports equipment
- Amazon, Target, or iTunes gift card

Consider awarding larger prizes at the end of the quarter or semester. Just bear in mind that some children will lose their motivation if the goal is too far away or difficult to attain.

---

*Parents Say…*

*My daughter will rarely replace words on her own, even if they're weak. The concrete word bank activity is the motivation she needs to critically look for ways to improve her word choices.*

*Our favorite activity of the week! Definitely motivated my son to make stronger, more descriptive word choices.*

*Instead of giving money, I wrote on top of each word the value it was worth. Then we added up the total.*

*The Concrete Word Bank really enhanced our editing. We will be using this game frequently!*

*Ours is a large family, so in the interest of time we'll only do this activity now and then.*

---

**Fold-N-Go**

Remind your child to correctly use the grammar skills he learned or reviewed in Lesson 1 using his ***Grammar Review Fold-N-Go*** as a reference.

If he completed WriteShop Junior Book E, this is a great time to pull out each Level 2 Fold-N-Go folder he assembled during those lessons and review any skills he may have forgotten.

If he is new to WriteShop Junior and needs additional practice with grammar and punctuation, the Level 2 Fold-N-Go Grammar Pack is available for separate purchase.

**Final Check**

*Parent Editing*

When your student has finished self-editing, take time to give his paper one final edit. Write the corrections on the blank spaces between the lines. Use the symbols shown on the "Proofreading Marks" page when applicable.

*Revising*

Have your child revise his writing.

- He may write the corrections on the blank spaces between the lines.
- If he chooses, he may rewrite his corrections on new paper.

## What If the Final Copy Has New Mistakes?

If your student rewrites his story on a fresh piece of paper, you may see new mistakes on his final copy. Don't worry about these mistakes or even point them out. Because learning to write is a process that takes a lifetime, mistakes will continue to crop up all along the way. Use the editing and revising sessions to help your student make corrections on the sloppy copy (first draft). Once he has written the final copy, simply praise him for his efforts and attempts—*even if you still notice mistakes.*

---

*Parents Say…*

*I have my children highlight correct capitalizations and punctuation marks on their sloppy copy so they will notice them and transfer them correctly during the revision process.*

*One of my children doesn't like me to write on her paper, so as we sit together, I gently guide her through any additional changes.*

*Reading her story aloud helped my daughter catch errors such as verb tense.*

---

# ACTIVITY SET 1:7

*"Hands down, publishing is the very highlight of the lesson!"*

*–Mandy, CA*

**At a Glance: Activity Set 1:7**

- **Publishing the Project**

## Publishing the Project - Walking Stick

At this point in every lesson, students will publish their Writing Project in a fun and special way. Understand the purpose of **Publishing the Project** by reviewing p. 29.

If your student were actually going on a real adventure, he might take a walking stick as part of his travel gear. Today, he will publish his adventure story by rolling it up and hiding it inside a special walking stick.

**Tip:** A sensitive child may not want to mar his paper by rolling it up. Consider photocopying the story first in order to preserve the original.

Your student might not enjoy making a walking stick. As an option, encourage him to publish his final draft by using one of the **Alternate Publishing Ideas** suggested in the Appendix (see pp. 283-87). Students who show interest in typing out a copy of their final draft should look ahead to Activity Set 1:8 "Computer Capers."

***Directions to the Student***

You will need a long cardboard giftwrap tube to make the walking stick.

1. From the bottom up, stuff most of the tube with crumpled paper bags or scrap paper. Leave the top 8-inch section of the tube empty.
2. Decorate the tube with markers by making small drawings that represent different parts of your adventure. If you're feeling crafty, wrap the tube in wood-grained scrapbooking paper or decorate it with stickers or pictures that relate to your story.
3. Roll up a copy of your adventure story and insert it into the top of the walking stick. It should stick out just a little so you can take it out later.
4. If you like acting, dress up in a costume as if you're actually going on the adventure you wrote about. Take your walking stick with you to share your story with family or friends.

*Parents Say…*

*We had fun with this! My daughter picked three people to share her story with, and each one added to the illustrations on her walking stick. Great way to get positive feedback.*

*We made a telescope from paper towel tubes instead—perfect for her "Shipwrecked on a Desert Island" story. When finished, she rolled up her story and put it inside.*

*My child colored in his Smaller Steps storyboard (p. 52). Then we typed up the story and taped it to the back.*

*In keeping with her story's theme, my daughter glued a die-cut palm tree in the middle of a 12-inch-square sheet of blue scrapbooking paper, and she wrote her hurricane adventure story around the tree.*

# ACTIVITY SET 1:8

*"I can truly look at Andrew's work objectively when I use this chart."*

*–Erika, TX*

**At a Glance: Activity Set 1:8**

- Evaluating the Student's Work
- Want to Do More? (optional)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook
- Let's Look Ahead

## Evaluating the Student's Work

Today you will evaluate the finished story. Learn more about **Evaluating Your Child's Writing** by reviewing p. 30. Use the Junior Writing Skills Evaluation Chart for Lessons 1-6 to evaluate your student's writing. You'll find it in the Student Worksheet Pack. If you are using the digital version, print out a copy. Keep the chart in a folder or file.

As you fill in the chart, add today's date beneath Lesson 1. Making notes on the chart is one way to measure progress. Evaluate what your child is capable of accomplishing on his own. What can he do, *as of today,* without help? This way, you'll be able to note his progress as he learns new skills or improves existing ones.

## Want to Do More?

Understand the purpose of the optional **Want to Do More?** activities by reviewing p. 31. These exercises are perfect for students who need more of a challenge, but they can be fun for all upper-elementary age children. Even if you can't do a "Want to Do More?" activity every lesson, try to fit one in as often as time allows.

***Writing Across the Curriculum: Spotlight on Math – Calculate Supplies***

Calculate the cost of the supplies your student would need if he were to actually experience an adventure like the one in his story. Here's how:

1. Remove the Activity Set 1:8 "Adventure Planner" worksheet from the Student Activity Pack. In the spaces provided, make a list of food, lodging, and travel expenses to consider if he were actually to go where his adventure takes place. Include the costs of renting or buying special equipment or gear.
2. Together, search online for prices and write them on the Adventure Planner page. Total up the estimated cost.
3. When finished, invite him to write a story about how he earns money to go on his adventure. The story can be as imaginative, far-fetched, or realistic as he wants!

*Parents Say…*

*For the trip my daughter planned, taking a boat out fishing for the day, having the right equipment, and packing a lunch came to around $150. She couldn't believe it could cost that much, so this exercise was a nice way to show her that special trips or activities often do cost more than we realize.*

*My son's adventure took place on a space shuttle. Since it's pretty much impossible to calculate the costs involved, we decided my son would fund his trip to the shuttle launch site in Florida, and NASA would cover all the flight equipment and shuttle expenses.*

***Computer Capers – Keyboarding Skills***

Take time for your child to learn keyboarding skills.

1. Use a keyboarding game to help your child practice typing skills. For example, help him learn to type with his fingers positioned correctly on the keyboard. A variety of games are available online to practice keyboarding skills. For suggested online resources, visit **writeshop.com/book-f-resources**.
2. Invite him to type his Writing Project story using your computer's typing program (such as Microsoft Word®), encouraging him to place his fingers correctly on the keyboard. If he is still learning typing skills, set a timer for 5-15 minutes and let him type until time is up. Finish typing the story for him, if necessary.

When finished, show him how to center the title of his story at the top of the page.

1. Type the title on the top line.
2. Place the curser at the beginning of this line and center the title in one of these ways:
   - Click on the "Center" symbol in the toolbar.
   - Right-click the mouse and click on the "Center" symbol .
   - Use a keyboard shortcut
     - ~ PC keyboard: CTRL+E
     - ~ Mac keyboard: Command+E

*Parents Say…*

*My daughter published her story by typing it. She loves using different fonts and importing pictures.*

*Each child is planning to make a book for their grandparents and older siblings at the end of the year. Computer Capers gives them the chance to type up their stories so we can assemble them neatly in a 3-pronged folder.*

***Junior Writer's Notebook – Genre: Adventure***

Understand the purpose of the **Junior Writer's Notebook** by reviewing p. 32.

To help develop stronger and more interesting stories, many writers keep a special writer's notebook. This is a place to jot down ideas, write observations, or practice simple writing exercises. If your student wants to create a *Junior Writer's Notebook* (or add to his *Junior Writer's Notebook* from Book E), he can use it throughout Book F to help him improve as a writer and explore the world from a writer's point of view.

Most lessons in Book F will introduce your student to a new *Junior Writer's Notebook* page and encourage him to use it during future brainstorming and writing sessions. If he plans to write directly on the page, you'll want to keep a master in the notebook and make photocopies as needed. Store the pages in a pocket folder or slim 3-ring binder.

**Tip**

Should your child ever feel overwhelmed or overworked, there is no need to add these optional worksheets to the lesson. Just focus on the skills he is learning in each lesson, and skip the *Junior Writer's Notebook* pages altogether.

***Directions***

Read the "Genre: Adventure" worksheet together. On a separate sheet of lined paper, invite him to write down ideas for future adventure stories by answering the prompts on this worksheet.

## Let's Look Ahead: Lesson 2

***Introduction to Tall Tales***

The next lesson will teach students to write a tall tale. If this genre is new to your kids, reading, watching, or listening to tall tales will help prepare them for upcoming activities and increase their confidence and success.

Before you begin Activity Set 2:2, find materials from one of these sources to introduce your children to tall tales.

- Visit your library in search of tall tales. Most libraries offer books, audios, or DVDs such as:
  - ~ *American Tall Tales* by Mary Pope Osborn (audio recording)
  - ~ Shelly Duvall's *Tall Tales and Legends,* featuring characters such as Annie Oakley, Johnny Appleseed, John Henry, Pecos Bill, and Davy Crockett (DVD)
  - ~ *Pecos Bill* (Disney DVD)
- Explore a website that features tall tales. For suggested online resources, visit **writeshop.com/book-f-resources**.
- Look for video clips on **youtube.com** using the search term "tall tales." (Exercise extra caution when exploring the Internet with children.)
- See if Netflix rents or streams tall tales.

# Lesson 2: Writing a Tall Tale

## Lesson Focus: Using Figures of Speech to Create Unique Characters

## Objectives

**Students will:**

- Learn to write a tall tale.
- Use figures of speech to develop characters.
- Add meaning to the story by varying sentence length.
- Practice writing dialogue.

## Materials

**Resource Packs** *(see pp. 6-8)*

Remove these pages from each Pack (or print them, if you have the digital version)

- Level 3 Fold-N-Go Grammar Pack
  - ~ Lesson 2 *Figures of Speech Fold-N-Go* pages*
- Student Worksheet Pack F
  - ~ *Reading log of your choice* (optional, as needed)
  - ~ Activity Set 2:2
    - *Tall Tales Chart*
    - *Taller Than Life – Paul Bunyan**
    - *Taller Than Life – Babe the Blue Ox**
  - ~ Activity Set 2:3
    - *Sentence Length Flip Card**
    - *Journal Prompt*
  - ~ Activity Set 2:4a and 2:4b *Brainstorming* (2 pages)
  - ~ Activity Set 2:6 *Self-Editing Checklist*
- Time-Saver Pack F (optional)
  - ~ Activity Set 2:3 *Tall Tales Spinner**
- Junior Writer's Notebook 2 (optional)
  - ~ *Genre: Tall Tale*

*Advance prep may be required

**Required Supplies for Lesson 2**

All Activity Sets

- Everyday supplies as noted in Introduction, pp. 10-11. (Everyday supplies include items you should already have on hand. They will not be listed below.)

Activity Set 2:3

- Supplies to make a spinner, such as a dinner-size paper plate, brad, and paperclip (not needed if using "Tall Tales Spinner" from Time-Saver Pack F)

Activity Set 2:7

- 12- x 12-inch sheets of colorful solid or patterned scrapbooking paper to create a story quilt (To make one from fabric, see Optional Supplies below for Activity Set 2:7.)

**Optional Supplies for Lesson 2**

Activity Set 2:1

- *Skin Like Milk, Hair of Silk: What are Similes and Metaphors?* from the *Words are CATegorical*® series by Brian P. Cleary

Activity Set 2:6

- Zipper storage bag to hold play money
- Motivational goals, prizes, or small treats (*see p. 44*)

Activity Set 2:7

- Supplies to make a fabric story quilt:
  - ~ Muslin or other solid, light-colored cotton fabric cut into 12- x 12-inch squares
  - ~ Freezer paper, available in the foil and plastic wrap aisle
  - ~ Iron and ironing board
  - ~ Inkjet printer
  - ~ Sewing machine and thread
  - ~ Quilt batting
  - ~ Fabric for quilt backing

Activity Set 2:8

- Picture books to introduce Lesson 3 and the mystery genre, such as:
  - ~ *Piggin* by Jane Yolen
  - ~ *Who Pushed Humpty Dumpty? And Other Notorious Nursery Tale Mysteries* by David Levinthal
  - ~ *Grandpa's Teeth* by Rod Clement
- Clue® board game

# ACTIVITY SET 2:1

## Introduction to Tall Tales

If your students are new to this genre, reading or listening to tall tales will help prepare them for upcoming activities and increase their confidence and success. In case you missed it, "Lesson 2: Let's Look Ahead" (p. 64) suggests several ways you can introduce children to tall tales.

**At a Glance: Activity Set 2:1**

- Introduction to Tall Tales
- Fold-N-Go Grammar
- Reading Log

## Fold-N-Go Grammar - Figures of Speech

### Advance Prep

Remove the six pages for Lesson 2 *Figures of Speech Fold-N-Go* from the Level 3 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages. Assemble the *Fold-N-Go* and two bookmarks.

Today you will introduce a new ***Fold-N-Go.***

1. Read through each page together. Allow time for your student to complete the pencil activities. Do not let her use a pen for these exercises. Spread activities over 2-3 days, if needed.
2. After each pencil activity, discuss her answers.
3. If she makes a mistake, praise her efforts. Offer gentle correction and erase the mistake or use correction tape before she writes the correct answer.

**Tip**

If your student is not familiar with the tall tale of Pecos Bill and Slue-Foot Sue, remove the Activity Set 2:3 "Larger than Life Chart" from the Student Worksheet Pack and keep it handy as she completes this *Fold-N-Go.*

Store the *Figures of Speech Fold-N-Go* with the *Grammar Review Fold-N-Go* in your expandable folder or file box.

To help your child gain confidence understanding and identifying metaphors and similes, encourage her to read *Skin Like Milk, Hair of Silk: What are Similes and Metaphors?* from the *Words Are CATegorical®* series by Brian P. Cleary.

> *"The Fold-N-Go was great! We loved learning about how we use words creatively."*
>
> *–Janeé, TX*

*Parents Say . . .*

*We looked for metaphors, similes, and idioms all week in different books we were reading.*

*Similes and metaphors were completely new to my daughter. The recommended book* Skin Like Milk, Hair of Silk *really helped illustrate the concepts.*

*At the library, we found DVDs that introduced my daughter to several tall tale legends. They also used a lot of similes and metaphors, which reinforced the Fold-N-Go for this lesson.*

## Reading Log

Activity Set 1:1 introduced your student to reading logs. If she enjoyed filling out a reading log and tracking her reading, use this time to update the log and discuss her progress.

Because Lesson 2 focuses on **tall tales**, encourage her to read tall tales to record in her reading log over the next few weeks.

# ACTIVITY SET 2:2

## Lesson Overview

**At a Glance: Activity Set 2:2**

- Lesson Overview
- Pre-writing Activity
- Model and Teach

Tall tales, which originated during America's frontier days, combine history, myth, and fact with a dose of humor. Stories feature superhero-like characters who performed legendary feats while the West was being settled. Figures of speech, such as similes and metaphors, are often used in tall tales to compare these legendary heroes to things of nature, including cyclones and lightning bolts. These comparisons help make the main characters appear larger than life—bigger, taller, and stronger than real people.

Some tall tales are exaggerated and humorous stories about **people who actually lived**, including Calamity Jane, Annie Oakley, Davy Crockett, and Johnny Appleseed. Other tall tales feature **imaginary characters** such as Slue-Foot Sue, Pecos Bill, Paul Bunyan, and Babe the Blue Ox.

To prepare for this lesson, review the Activity Set 2:2 "Tall Tales Chart." Talk about each character on the chart and discuss reasons this folk hero is "larger than life."

## Pre-writing Activity - Taller Than Life

### Advance Prep

Remove the Activity Set 2:2 "Taller Than Life: Paul Bunyan" and "Taller Than Life: Babe" pages from the Student Worksheet Pack. If you are using the digital version, print a copy of each page on plain paper.

1. Cut apart each of the pictures so there is a top and bottom piece for both characters.
2. Cut apart the 2 speech bubbles and the 8 rectangles containing blank lines. Set aside 4 rectangles for Paul Bunyan and 4 for Babe.

Be prepared with a story or two about Paul Bunyan. For suggested online resources, visit **writeshop.com/book-f-resources**.

***Directions***

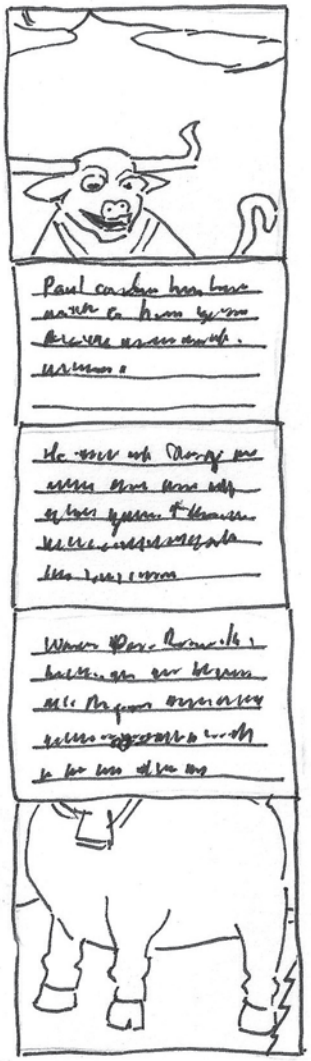
This pre-writing activity will help your student think of dialogue, metaphors, similes, and other details to help her develop legendary characters and add the "tall" to a tall tale. It's an oral exercise that will boost her confidence working with this genre. There will be no writing involved.

> *"A lot of fun! It was a great visual of what a TALL character is."*
>
> *–Marisa, WA*

Before you begin, read a tall tale about Paul Bunyan and his blue ox, Babe.

1. Give your student the pictures of Paul Bunyan and Babe from the "Taller Than Life" pages. Explain that you will work together to give these characters legendary qualities.
2. Begin with Paul Bunyan, discussing ideas for exaggerated and humorous ways to develop his character. She can borrow from the story you read or come up with her own, such as:
   - Paul combed his beard with a large pine tree.
   - He yelled so loudly that he caused a landslide at Pike's Peak.
3. Encourage her to use metaphors, similes, and other figures of speech to describe Paul Bunyan. Refer to the *Figures of Speech Fold-N-Go* as needed.
   - *Simile:* Paul's axe was as long as Montana.
   - *Personification:* He grabbed the river by its tail and shook out the kinks.
4. On one of the lined rectangles, write down the first idea and tape it to the bottom of Paul Bunyan's torso. Write another idea on a new rectangle and tape the second idea to the bottom of the first one. (Ideas don't have to be related to each other or to a particular storyline.)

   Continue writing down and attaching ideas. *Spend no more than 5 minutes on this.* When finished, tape Paul's legs to the bottom.
5. Discuss two examples of dialogue Paul Bunyan could use and write them in the speech bubbles. You can follow an example from the story or make up your own. For instance:
   - "I'm gonna tame that crooked river!"
   - "No foolin'! I could eat a hundred bowls of oatmeal."
6. Repeat steps 1-5 to develop Babe's character. Tape your first idea to the bottom of Babe's head and shoulders, as shown. When finished, tape Babe's body and legs to the bottom. Again, spend only about 5 minutes thinking of ideas.



7. Point out how tall both characters are now!
8. Explain that tall tales were originally told aloud as part of an American oral tradition of storytelling. Invite your student to tell you a tall story about Paul Bunyan and his blue ox, Babe, using some of the ideas you wrote down for this activity.

## Model and Teach

Today you will model writing a tall tale. A sample dialogue will guide you to introduce and teach new concepts.

***Directions***

Read aloud the following writing sample, "Davy Crockett Tracks a Bear." Explain that this story is a tall tale because it took place during America's frontier days and features a legendary hero who had exaggerated qualities.

Davy Crockett Tracks a Bear

Davy Crockett woke up one winter morning to discover a bear had messed up his cabin and eaten all his grub. It was the biggest, baddest, meanest, and smartest bear in all of Tennessee.

Now, no bear had outwitted Davy Crockett yet. "I'll get that bear if it takes me till spring thaw!" whooped Davy with a yell as loud as a thunderclap. Davy Crockett had a nose that could smell a critter 500 miles away. So he followed his nose. Davy tracked that bear north. He tracked that bear south. He tracked him east. He tracked him west. Davy cleared a trail through the Tennessee woods as wide and deep as the Grand Canyon just tracking that bear.

It was about the time of the spring thaw when Davy followed his nose and followed that bear to the door of his very own cabin! The bear had led Davy on a wild goose chase and headed right back where they'd started from. And quick as lightning, that bear had made a fortune hunting and trapping and fishing off of Davy's land. He was rich! Davy looked at the sacks of gold piled higher than the tallest hickory tree in the Appalachian Mountains. Right then and there, Davy made a decision.

"We'll let bygones be bygones," Davy told the bear. "Let's go into business together." And that's how Davy got the biggest, baddest, meanest, and smartest bear in all of Tennessee as a new hunting, trapping, and fishing partner.

Use this script as an example of how to guide the writing through modeling. Since your student will answer differently, use it to help you think of similar ways to prompt her and steer conversation. Asking questions such as *what, where,* or *how* will help a reluctant child contribute more details to the story.

*You:* *In Lesson 1, we learned that there are lots of different genres (**zhahn**-ruhz), which are types of stories. A tall tale is one genre. It's a humorous story that originated during American frontier days. Characters of tall tales were like legendary superheroes! These wild stories took place while the West was being settled. They can include a bit of history, a bit of fact, and usually, a lot of myth!*

*Your* Fold-N-Go *introduced you to figures of speech, such as similes and metaphors. Figures of speech were often used to compare tall-tale heroes to tornadoes and lightning bolts to make them seem way bigger than ordinary people. Even the name*

*"tall tale" helps us remember that these characters were "taller than life."*

*Our writing sample is called "Davy Crockett Tracks a Bear." In this tall tale, what were some of the exaggerations that were made?*

Child: _____

(Possible answer: Davy's nose could smell a critter 500 miles away. He cleared a trail through the Tennessee woods as wide and deep as the Grand Canyon.)

*You:* *Good observations! Exaggerations like these make a tall tale feel like it's about a superhero from frontier days.*

*Some tall tales were exaggerated stories about people who actually lived, such as Annie Oakley and Johnny Appleseed. Other tall tales included imaginary characters such as Pecos Bill, Slue-Foot Sue, and Paul Bunyan.*

*Let's pick a tall tale to write about. We could write a story about someone who actually lived, such as Davy Crockett, or we could choose a totally imaginary character such as Slue-Foot Sue. Which tall tale would you like to choose?*

Child: _____

(Possible answer: Annie Oakley)

*You:* *In our example story, Davy Crockett wakes up with a big problem in the beginning of the story. How would you like our story to start out?*

Child: _____

(Possible answer: Annie Oakley got captured by Sitting Bull.)

*You:* *That's a great problem for our story to start with. But remember that a tall tale needs to include "tall" details. How could you turn this beginning into a tall tale? What exaggerated thing was _____ (name of character) doing at the beginning of your story?*

Child: _____

(Possible answer: Annie Oakley was shooting the nails off a cabin a hundred miles away.)

*You:* *That's definitely a good start to a tall tale!* (Write the sentence down.) *What exciting thing happened next?*

Child: _____

(Possible answer: Quick as a flash, a herd of horses thundered past, and she was captured by Sitting Bull.)

*You:* *I love that!*

*In "Davy Crockett Tracks a Bear," Davy's yell was as loud as a thunderclap, and his nose could smell a critter 500 miles away. What larger-than-life characteristics would you like our main character to have to make our story a tall tale? Pull out your* Fold-N-Go *to help us think of figures of speech like metaphors and similes.*

Child: _____

(Possible answer: Annie Oakley could shoot as far as the Pacific Ocean. She could ride her horse as fast as the wind.)

*You:* *That's really exaggerating! Now, let's write a few sentences to show how the main character used these exaggerated qualities to help solve the problem of the story.*

Spend 20-30 minutes gently guiding and prompting your child in this manner until finished. *Be sure to add at least three details to the middle of the story.* When you are finished, discuss ideas for a title and write it at the top.

# ACTIVITY SET 2:3

## Skill Builder - Sentence Length Game

**At a Glance: Activity Set 2:3**

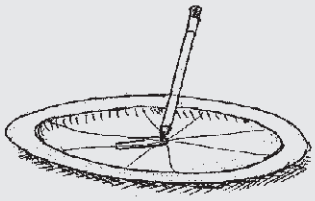
- Skill Builder
- Journal Writing Practice

### Advance Prep

*Spinner*
Remove the Activity Set 2:3 "Tall Tales Spinner" page from Time-Saver Pack F, or print it out if you are using the digital version. Assemble the spinner.

If you are not using the Time-Saver Pack, create your own spinner by following these instructions:

1. On a dinner-size paper plate or piece of cardboard, draw a large circle and divide it like a pie into 10 wedges.
2. Label nine of the spaces with the name of one legendary tall-tale hero: *Davy Crockett, Annie Oakley, John Henry, Johnny Appleseed, Slue-Foot Sue, Pecos Bill, Widow-Maker, Paul Bunyan,* and *Babe the Blue Ox.* Label the tenth space *Your Choice.*
3. Create a spinner by poking a hole in the center with a pen and inserting a brad. Position a paperclip on the brad and spin it around in a circle. If the paperclip does not spin freely, spin the paperclip around the point of a pencil instead, as shown.



*Flip Card*
Remove **both** of the Activity Set 2:3 "Sentence Length Flip Card" pages from the Student Activity Pack. If there will be more than two players, *keep an original page as your master copy* and photocopy or print out enough copies so each player has one to play the Sentence Length Game.

***Overview – Sentence Length***
Explain that writing sentences of different lengths helps add interest and meaning to a story.

*Long sentences.* Sentences of seven or more words give readers more time to think about what's happening. Use longer sentences for parts of the story that are thoughtful and slow.

> *"This was a favorite for both of us. What a great, non-threatening way to get long sentences."*
>
> *–Jennifer, IL*

When explaining or describing something, especially when using figures of speech, long sentences work best.

*Short sentences.* Sentences of six or fewer words give readers a sense of urgency and make them read faster. Use short sentences for exciting parts of the story. When writing about danger or fast-paced adventure, short sentences work best.

**Tip**

A reluctant learner can dictate sentences for you to write on her flip card.

***Directions***

Together, play the Sentence Length Game to give practice writing long sentences for explanations and descriptions and short sentences for fast, exciting action. Keep the "Tall Tales Chart" from Activity Set 2:2 handy, if needed.

*Note: This game uses both a spinner and a die. The spinner determines the tall tale character students will write about, and the die tells them whether to come up with a short sentence or a long one.*

1. Provide one "Sentence Length Flip Card" for each player. Fold the flip card in half along the horizontal dashed line, blank sides together (Fig. 1). Fold the flip card in half once more along the short dashed line so that the student's name is on the front (Fig. 2).

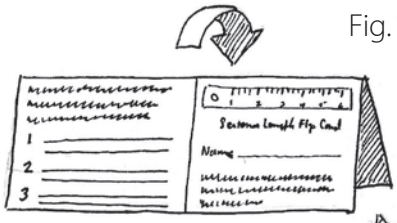



Fig. 1

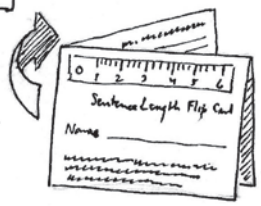



Fig. 2

2. Youngest player goes first, spinning the spinner to see which tall-tale hero she will write about during this turn. Next, she rolls one die.
   - *If a 1, 2, or 3 is rolled:* Flip over the card and write **one short sentence** about that character in an *exciting* part of a tall tale. The sentence should have 6 or fewer words, such as: *She flew clear to the moon!*
   - *If a 4, 5, or 6 is rolled:* She flips the card open and writes **a long sentence** about that character in a *descriptive* part of a tall tale. The sentence should have 7 or more words, such as *Johnny Appleseed's feet were so tough, he walked on sharp rocks as if they were marshmallows.*
   - **Optional:** In the corresponding box, draw a very simple picture of the tall tale hero (or what that sentence represents).
3. When her turn is over, the second player spins the spinner, rolls the die, and writes a sentence. Players continue taking turns spinning for a new tall-tale character and rolling the die.
4. If a player already has three short sentences and rolls a 1, 2, or 3, she skips her turn, and the other player goes next. Likewise, if she already has three long sentences and rolls a 4, 5, or 6, she skips that turn and the other player goes. The first player to have three short sentences and three long sentences wins the game.

If your child enjoyed this activity, photocopy or print out more "Sentence Length Flip Card" pages and play the game again as you have time.

---

*Parents Say . . .*

*Instead of spinning each turn to write about different characters, my son chose to use the spinner to pick just one character. Then, each time he rolled the die, he wrote a new long or short sentence about that character.*

*Our spinner didn't spin well, so I numbered the spinner sections 2-11 and gave my son two dice. First, he rolled both dice to choose the character he would write a sentence about. Then he tossed one die to determine sentence length.*

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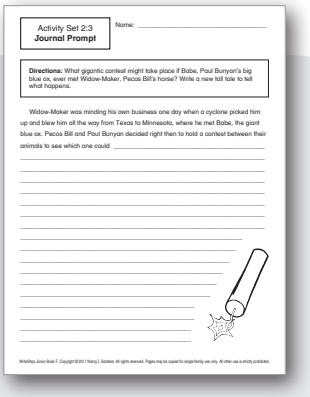
## Journal Writing Practice - Writing a Tall Tale


Activity Set 2:3
Journal Prompt

Name: _____

**Directions:** What gigantic contest might take place if Babe, Paul Bunyan's big blue ox, ever met Widow-Maker, Pecos Bill's horse? Write a new tall tale to tell what happens.

Widow-Maker was minding his own business one day when a cyclone picked him up and blew him all the way from Texas to Minnesota, where he met Babe, the giant blue ox. Pecos Bill and Paul Bunyan decided right then to hold a contest between their animals to see which one could _____

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### Advance Prep

Remove the Activity Set 2:3 Journal Prompt from the Student Worksheet Pack. If you are using the digital version, print a copy. If your child does not care for the assigned prompt, print or photocopy one of the blank journal prompt pages in the Student Worksheet Pack and look ahead to "Alternative Journal Topics" on p. 77.

In this activity, your child will spend time writing in a journal, focusing on writing a tall tale. For suggestions to follow during Journal Writing Practice, review p.47, "Journaling Tips."

Give your child the journal prompt. Invite her to spend 5-15 minutes writing in her journal.

**A Gentle Reminder**

Remember that the journal prompt will not be edited or revised. This freewriting exercise is an opportunity for students to practice using new writing skills without correction. This journal is not a teaching tool, so whether the writing is grammatically correct or organized isn't the point. Don't correct spelling or try to edit or improve the journal. You have one key responsibility today: *Praise your child for trying.*

> *"She likes knowing that the more precise points of writing are off limits during this activity."*
>
> *–Heather, NY*

When finished, add this page to her journal notebook or folder. Take time for her to share with you what she has written.

***Alternative Journal Topics***

If your student doesn't want to write about a contest between Babe and Widow-Maker, give her a copy of a blank journal page and let her choose a different story starter for her tall tale, such as:

- *As the largest cattle drive in Texas was about to start, Slue-Foot Sue got up early to cook flapjacks for the hungry cowboys. She used Oklahoma for a griddle and…*
- *One winter, it was so cold the mountains froze like popsicles and all the railroad tracks were piled under snow so deep it reached up to the clouds. Not a single train could get through until John Henry arrived with his mighty sledgehammer to…*
- *The Wild, Wild West Show offered a bag of solid gold to any cowboy who could shoot the needles off a cactus from two miles away. Three of the sharpest sharpshooters showed up for the contest, including Annie Oakley. When the first cowboy took aim…*
- *Up in Minnesota one year, Old Man Winter decided not to send any snow. Babe the Blue Ox was so tired of the heat that he dug a hole clear to the ocean just to keep cool! Paul Bunyan decided to pay Old Man Winter a visit, so he went up to the North Pole and…*

# ACTIVITY SET 2:4

## Brainstorming

For Lesson 2, your child will write a tall tale. The ideas she generates during today's brainstorming will provide many of the elements she will need to include in her tall tale.

Brainstorming is much more than coming up with ideas; it helps students organize the parts of the story and keeps them on track so they don't ramble or forget an important element. Because it's a key part of the writing process, your student will fill out a brainstorming worksheet every lesson. (A reluctant writer can dictate her ideas to you, and you can write them on the worksheet.)

**At a Glance: Activity Set 2:4**

- **Brainstorming**

> *"Brainstorming was an absolute necessity in order to write the tall tale for the Writing Project."*
>
> *–Lynn, NY*

If she presses you to skip brainstorming and go straight to the Writing Project, explain that brainstorming is one of the most important parts of writing because it will guide her to write a more interesting and organized story.

### Smaller Steps

Do you have a reluctant writer? Smaller Steps helps you adjust the Writing Project to make it simpler or less overwhelming. Read ahead to Activity Set 2:5 (p. 82) to see whether this lesson's Smaller Steps will be a good fit for your student. If so, brainstorm accordingly today.

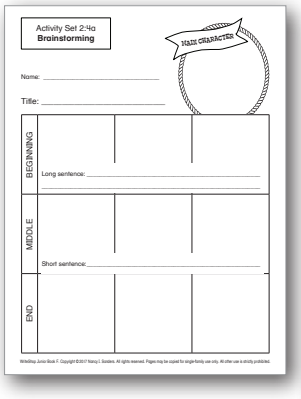
***Directions***

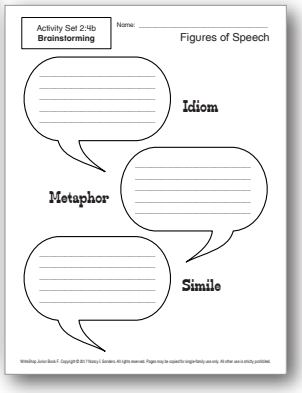
If your student needs the review, read the tall tale "Davy Crockett Tracks a Bear" (p. 71) once again.

Explain that you will brainstorm ideas together so your student can write her own tall tale. As you write her ideas on a large writing surface (see Intro pp. 9-10), she will copy the information onto her own worksheet. She will be able to brainstorm more independently as her skills and confidence grow.

**Choose the Elements of the Story**

1. Give your student Activity Set 2:4a and 2:4b brainstorming worksheets from the Student Worksheet Pack. Working on your own large writing surface, use a marker to draw a grid similar to the one on her worksheet (2:4a). Explain that you will be brainstorming together using a graphic organizer to help organize her ideas.



2. *Main character.* The key to a tall tale is **exaggeration**, so the character should be tougher, bigger, faster, or wilder than anyone! Discuss which legendary hero or heroine your student wants to write about. She may choose one from her Activity Set 2:2 "Larger Than Life Chart," or she may make up an original, highly exaggerated character.

   Invite her to draw a quick sketch of the main character in the blank space at the top of the 2:4a worksheet.

3. *Plot.* Ask your student to suggest an idea for her tall tale. If she gets stuck, prompt her with questions, such as:
   - What could happen when two tall-tale heroes meet for the very first time?
   - What kind of contest might appeal to a tall-tale hero or heroine?
   - What could be a big problem with weather or climate?
   - What might be a good adventure for your character or a good problem to solve? For example, the main character might:
     - ~ Travel to a new place
     - ~ Tame a tornado or a wildfire
     - ~ Feed hungry cowhands or lumberjacks
     - ~ Clear a forest
     - ~ Build a road or railroad over difficult terrain
     - ~ Haul or move something huge

   Students may also draw from a previous activity such as the Model and Teach story you wrote during Activity Set 2:2 or their Activity Set 2:3 journal prompt.

**Plan and Organize Story Details**

1. *Beginning.* Discuss ideas for the beginning of the story (see Tip box on p. 80).
   - On your paper, write down three details that could happen. Invite your student to draw a quick sketch in each box on her worksheet that represents each of these details. (A perfectionist child may have trouble with this, so encourage her to use stick figures.)
   - Think of ideas for one long sentence that could describe the setting or the main character in the beginning of the story. Write it on the blank lines.
2. *Middle.* Talk about what takes place in the middle of the story (see Tip box).
   - On your paper, write down three details that could happen. Invite your child to draw a quick sketch that represents each of these details.
   - Think of ideas for one short sentence that could add excitement or a feeling of danger in the middle of the story. Write it on the blank line.
3. *End.* Discuss how the story will end (see Tip box).
   - On your paper, write down three details that could happen. Invite your student to draw a quick sketch that represents each of these details.
   - Be sure to end the tall tale in a satisfying way.

4. *Figures of Speech.* Review how tall tales incorporate exaggeration and humor, often by using figures of speech such as *idioms, metaphors,* and *similes.*
   - On the 2:4b brainstorming worksheet, have your student write down at least one idiom, one metaphor, and one simile to include in her tall tale.
   - Refer to the *Figures of Speech Fold-N-Go* as a guide.

   To look up more examples of idioms, visit **writeshop.com/book-f-resources** for suggested websites.
5. *Dialogue* shows the way a character might respond to situations in the story. Invite your child to:
   - Think of two dialogue examples for the main character.
   - Write at least one sentence in each speech balloon.
   - Include a dialogue tag such as *said, cried, yelled, thundered,* or *exclaimed,* along with correct punctuation.

   Example: *"Flapjacks are ready!" hollered Slue-Foot Sue.*
6. *Title.* Discuss various ideas. Have your student choose her favorite and write it on the 2:4a brainstorming worksheet.

**Tip**

When planning the beginning, middle, and ending of a tall tale, include exciting and preposterous elements. Consider some of these ideas:

- Incredible weather extremes, such as: *It was so hot that___, so cold that___,* or *so windy that___*
- Cause and effect of ridiculous proportions, such as: *Stomping through the mud causes a lake to form, running causes an earthquake,* or *sneezing creates a windstorm*
- Unbelievable ways to travel across plains, rivers, or mountains
- Taming a lightning bolt, tornado, or flood
- Saddling a giant eagle or other wild animal
- Using large props for common tasks, such as *whittling a pine tree into a toothpick, turning a canyon into a soup bowl, using boulders as marbles,* or *frying bacon on a hot plateau*

---

*Parents Say . . .*

*Making up a story and adding idioms, metaphors, and similes felt like too much for my child, so we chose to do Smaller Steps (p. 82) to help her over the brainstorming hump.*

---

# ACTIVITY SET 2:5

## The Writing Project - Writing a Tall Tale

For today's Writing Project, your child will write her own tall tale based on her Activity Set 2:4a and 2:4b brainstorming worksheets.

**At a Glance: Activity Set 2:5**

- The Writing Project
- Smaller Steps or Flying Higher

***Directions to the Teacher***

1. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity if your advanced learner would enjoy an additional challenge.
2. Display the writing sample from Activity Set 2:2 "Davy Crockett Tracked a Bear" (p. 71) as a reference while she writes.
3. Talk about ideas for ways to start the story, such as:
   - Everyone for miles around knew that (*hero's name*) …
   - Now (*hero's name*) was (*doing what? going where?*) …
   - One winter …
   - One day…

***Directions to the Student***

1. Refer to the Activity Set 2:4a and 2:4b brainstorming worksheets as you write so you can incorporate dialogue and other important details into your story.
2. You do not have to use every single brainstorming idea.
3. Include special vocabulary:
   - Figures of speech such as *metaphors, similes, idioms,* and *personification* (pull out the *Figures of Speech Fold-N-Go* as a reference)
   - Words that create exaggeration, such as: *fastest, meanest, wildest, biggest, fiercest, toughest*, or *smartest*
   - Transition words, such as:
     - ~ *Now one day…*
     - ~ *Right away…*
     - ~ *Before he knew it…*
     - ~ *After that…*
     - ~ *The next summer…*
     - ~ *At last…*
     - ~ *Finally…*

> *"The sloppy copy went quickly and smoothly. My children have found that a well-written brainstorming sheet almost writes the story for them."*
>
> *–Hanlie, MI*

4. Indent the first line of each paragraph. Indent dialogue text each time a new person talks.
5. Skip every other line as you write. This will leave you enough space to make corrections during Editing and Revising.

---

*Parents Say…*

*Before writing, we brainstormed together for three possible story starters and my daughter chose her favorite.*

*My children read all the time, but they have never read a tall tale. I now see how this has impacted their writing. Though their stories used tall tale characters—and even some characteristics, they were more like adventure stories. Before we move on to Lesson 3, I plan to spend an extra week re-teaching this genre and having them write an actual tall tale.*

---

## Smaller Steps - Retell a Tall Tale

Reluctant writers might benefit from retelling a tall tale in their own words and making it even bigger and better!

1. Read a tall tale aloud together.
2. Invite your student to draw a picture of the main character on her brainstorming worksheet. From the original story, choose two sentences of dialogue that the main character spoke. Discuss ways she could rewrite those sentences in her own words, and write them in the speech balloons. (If the tall tale didn't have any dialogue, create your own to write in the speech balloons.)
3. Ask her to identify and point out an idiom, a metaphor, and a simile in the tall tale you read. Write these on the Activity Set 2:4b brainstorming worksheet.
4. Suggest that she have the hero do something extra in the story that is exaggerated or unbelievable. (The Tip box on p. 80 might help her think of ideas.)
5. Fill in the remaining details of the brainstorming worksheets by following the instructions in Activity Set 2:4, using information from the tall tale you read together.
6. When your student writes the story, have her retell the tall tale in her own words. Alternatively, allow her to dictate her story as you write.

## Flying Higher - Be a Research Sleuth

An accelerated learner may enjoy learning the history behind the tall tale she chooses to write about. Explore the Internet together to learn facts behind the legend. Sometimes it helps to use search terms such as "history of Paul Bunyan" or "Johnny Appleseed facts."

After she writes her original tall tale, invite her to either make a list of facts or write a short report summarizing what she learned.

# ACTIVITY SET 2:6

## Editing and Revising

Because children feel personally attached to their writing and are often touchy about receiving criticism, editing and revising can challenge even the most willing writer. That's why it's so important to introduce self-editing.

Self-editing gives them the opportunity to search for and fix their own errors. Armed with an assortment of fun tools, students grow to see editing as a natural, enjoyable part of writing.

Self-editing is not a process to zip through in a hurry, so make sure to set aside enough time so your student doesn't feel rushed or stressed. If she does become overwhelmed, see Tips for Reluctant Editors (p. 87).

**At a Glance: Activity Set 2:6**

- **Editing and Revising**

*"This is the best editing process I have ever used. The focus on looking for the things done right has totally changed my child's attitude about revising."*

*–Kim, WA*

### Advance Prep

Cut several sheets of lined paper into 8 1/2- x 8 1/2-inch squares. Because students will be publishing the Writing Project as a **story quilt**, they will need these squares of paper to assemble the quilt during Activity Set 2:7 "Publishing the Project."

At the end of today's editing session, students will copy their edited first draft onto the squares. The number of squares needed will depend on the length of the tall tale.

Students who are not interested in making a story quilt may choose an alternate publishing project from the Appendix (see pp. 283-87).

***Directions***

Read your student's tall tale together. Then, guide her to learn how to proofread her own work by using her new self-editing tools:

- Said It, Read It, Edit Bag
- *Fold-N-Go* guides from Lessons 1 and 2
- Proofreading Marks page
- Self-editing Checklist

**Said It, Read It, Edit Bag**

Read the tall tale together. Remind your student that this is her sloppy copy, and it's okay to mark on it. If she resists, try one of the options in "Tips for Reluctant Editors" (p. 87).

1. Invite your student to choose a highlighter from the bag and do a "Job Well Done" search. Look over the story together and guide her to highlight:
   - A difficult word she spelled correctly.
   - A sentence she wrote correctly by starting it with a capital letter and using correct punctuation.
   - At least one idiom, metaphor, or simile.

   Praise her for a job well done.
2. Pull out the "Proofreading Marks" page. Encourage your child to choose several proofreading symbols to write on her paper today. Keep the chart handy for reference.
3. Ask if her story has all the elements it needs. If not, discuss ideas for improvement.
   - Does the tall tale include something exaggerated or humorous?
   - Does it have a beginning, a middle, and an end?
   - Examine the dialogue. Did she use quotation marks correctly?
   - Each time a different person speaks, does that sentence start on the next line in a new paragraph?
   - Did she add interesting details and descriptions?
4. Instruct her to read her tall tale **aloud**. As she reads, have her check each sentence to make sure she:
   - Indented the first line of each paragraph.
   - Began each sentence with a capital letter and used correct punctuation.
   - Does not have any missing words in the sentences.
5. Encourage her to use a thesaurus to exchange weak words for concrete words.
6. Have her circle, look up in the dictionary, and correct any difficult words whose spelling she's not sure about.

---

*Parents Say . . .*

*The kids all have different favorite tools for editing. One likes crayons, one colored pencils, and the third markers.*

---

**Concrete Word Bank (optional)**
If your child has enjoyed earning "hard cash" by trading weak words for strong ones at the Concrete Word Bank, she can use this time to earn play money based on the guidelines in Activity Set 1:6.

> *"He was asking for the thesaurus on his own, pulling out the dictionary, and using his Fold-N-Go—all to make improvements to his story."*
>
> *–Tammy, FL*

---

*Parents Say . . .*

*My oldest two each got over $100, so we added some larger prizes to the list. These may take all year to save up for, but they're excited about their goals.*

---

**Fold-N-Go**
Remind your student to correctly apply her new skills using her *Figures of Speech Fold-N-Go* as a reference.

**Self-editing Check**
When she's ready, give your child the Activity Set 2:6 "Self-editing Check" page from the Student Worksheet Pack. Go down the checklist together. Have her check off each task she has already accomplished. If she has forgotten to do something, allow time for her to complete that task and then check it off the list.

**Tip**

Learning to write descriptively can produce a swing of the pendulum in young writers. Instead of choosing strong, interesting words, students typically start out wanting to write the shortest possible stories. For this reason, they are given many opportunities during their elementary years to play with language and discover ways to enhance their (often dull) writing.

In their newfound motivation to add concrete words such as adjectives and adverbs, the pendulum can swing from flat, uninteresting writing to overly wordy prose. The next step, then, is to teach them to replace strings of adjectives or adverbs with stronger nouns and verbs.

## Tips for Reluctant Editors

Some students balk at the task of self-editing, and sensitive ones feel that their creative efforts are being criticized. Try these ideas if your child resists editing and revising.

- If she's easily discouraged or overwhelmed by her mistakes:
  - ~ Type out her Writing Project as a worksheet.
  - ~ Rather than have her fix all her errors, give her a set of more manageable instructions, such as:
    - Find 3 misspelled words, 4 punctuation errors, and 2 capitalization errors.
    - Circle a word that shows action.
    - Circle 3 descriptive words.
- If she's reluctant to mark up her Writing Project:
  - ~ Make a photocopy of the original and let her edit the photocopy.
  - ~ Type and print out the story, article, or report. As you type, don't fix her spelling or punctuation. Let her edit the typed copy.
- If she just can't seem to identify her own mistakes:
  - ~ In the left margin of each line, write "P" (for punctuation), "C" (for capitalization), "S" (for spelling), and "G" (for grammar). Without pointing out the exact error, you're alerting your student to a particular ***kind*** of mistake in that line. If she's sensitive to corrections or suggestions, start slowly by identifying just a few errors. Gradually point out more as her confidence builds.
  - ~ Put four sticky notes on her paper, titled "Punctuation," "Capitalization," "Spelling," and "Grammar." On each sticky note, write the number of errors you want her to find and fix throughout the story. If you spot six spelling errors, for example, you might want her to find three for starters.

**Final Check**

*Parent Editing*

When your student has finished self-editing, take time to give her paper one final edit. Use the "Proofreading Marks" page to write the correct proofreading marks on the story. Write the corrections on the blank spaces between the lines.

*Revising*

For the most attractive published project, instruct your student to rewrite her final draft on the prepared 8 1/2- x 8 1/2-inch squares of lined paper. To help her plan her story layout, look ahead to Activity Set 2:7 (p. 89) to see how the squares will be displayed.

Alternatively, she may create typed quilt squares for her final draft. Set the margins of your word processor to print on 8 1/2- x 8 1/2-inch paper, and help her choose a larger font size. If she needs help, you may do some or all of the typing.

Don't worry if you notice new errors in your child's final copy. (See Activity Set 1:6 "What If the Final Copy Has New Mistakes?")

---

*Parents Say . . .*

*Breaking the story into four parts to make four quilt squares helped make the project seem more manageable for my reluctant writer.*

*Editing went well because my kids were inspired by the quilt project and couldn't wait to publish!*

*Publishing as a quilt met with some resistance for my son, so it took extra encouragement and patience to bring him on board. The finished product turned out great, though. In the end, he was glad he stuck with it.*

---

# ACTIVITY SET 2:7

## Publishing the Project - Story Quilt

During pioneer days when tall tales originated, many families made quilts. In the designs and colors that were used, quilts often told a story that the quilt maker wanted to pass on to family members or friends. Today, students will publish their tall tales by making a story quilt. They can either make a story quilt out of paper to hang on the wall or create a fabric quilt using a computer and printer. Children who choose to make a fabric quilt will need help from an adult.

**At a Glance: Activity Set 2:7**

- **Publishing the Project**

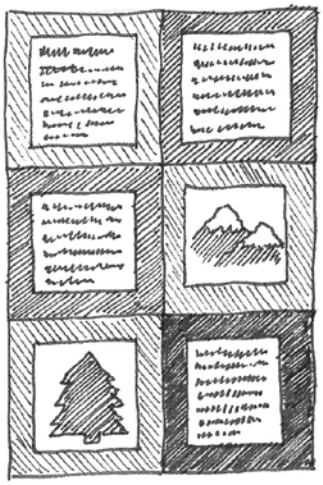
*"The story quilt is a fantastic idea for reinforcing the concept of the tall tale genre and tying it into a historical lesson."*

*–Krystin, KY*

***Directions to the Student***

**To Create a Paper Quilt**

1. Using glue or double-sided tape, affix each square of the Writing Project onto a 12- x 12-inch square of solid or patterned scrapbooking paper. (To make a smaller quilt, use 6- x 6-inch squares.)
2. If the tall tale is short and only uses one or two squares, draw or paint pictures on matching paper squares to make the quilt the size you want.
3. Tape the large squares of scrapbooking paper together using 2-inch wide clear packing tape, or glue the squares to a large piece of butcher paper.
4. Mount the paper quilt on the wall as an eye-catching display.



**To Create a Fabric Quilt**

1. On the computer, set the bottom page margin at 2 1/2 inches so the text fits in an 8 1/2-inch square.
2. Type the tall tale. Experiment with larger font sizes such as 18 pt, 24 pt, or 36 pt until the story fits on an even number of pages.
3. With an adult's help, print out the story on sheets of fabric following the guidelines on your printer. For suggested online tutorials, visit **writeshop.com/book-f-resources**.
4. If the tall tale is short and only uses one or two squares, draw or paint pictures on matching fabric squares to make the quilt the size you want.
   - Sew the fabric sheets together to make a quilt top. Add strips of fabric borders between the story pieces, if desired. Finish the quilt by sewing batting and a backing to the back of the quilt top.

5. Invite your student to share her story quilt with family members or friends.

If making a quilt does not appeal to your child, invite her to choose an alternative publishing idea from the Appendix.

---

*Parents Say . . .*

*The kids had fun picking out the colors and patterns of scrapbook paper they wanted to use. My oldest chose paper with maps on it because "my character travels around a lot." We made one large "family quilt" from both kids' stories and hung it on the wall.*

*My daughter wrote her story and drew pictures on 5- x 5-inch paper and added dashed "sewing lines" around the edge of the white squares. We cut colorful 12- x 12-inch scrapbooking paper into 6- x 6-inch squares to make a mini-quilt.*

*We typed the story. I set the margins to print pages that were 6 1/2 inches square. Then the kids cut 8-inch squares of construction paper and glued on the story and illustration squares. Because of the smaller size, the finished "quilt" could be folded up to fit into their writing folders.*

*The boys weren't excited about the quilt idea. One son drew a map showing where his tall tale took place. Then he taped the map and story side-by-side onto a 12- x 18-inch sheet of construction paper. The other one typed his story in two columns, printed it out and cut it in half vertically, and taped the two halves together to make a long, thin, "tall" tale!*

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# ACTIVITY SET 2:8

## Evaluating the Student's Work

Use the Junior Writing Skills Evaluation Chart for Lessons 1-6 to evaluate your student's writing.

## Want to Do More?

***Writing Across the Curriculum: Spotlight on Social Studies – United States History***

Most tall tales originated in a specific state. Your student will better understand the background of a favorite tall tale by learning the history of the state it came from.

**At a Glance: Activity Set 2:8**

- Evaluating the Student's Work
- Want to Do More? (optional)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook
- Let's Look Ahead

1. Help your student find out which state a tall tale originated from by searching the Internet or looking on the website *American Folklore*. **americanfolklore.net/folklore/tall-tales**
2. Guide your child to research the history of that state during its pioneer days. Look up information in a library book or on the Internet.
3. Have her write a short report about the facts she learned. Reluctant writers can make a list of facts instead.

***Computer Capers – Tall Tale Storyteller Award***

Teach your student how to insert a picture into a document by creating an award.

1. Open a new document and guide her to type the following text:

   Tall Tale Storyteller Award

   Presented to

   (Your Student's Name)

   (Date)
2. Have her use the computer's typing program commands to center the text. If she has forgotten how to do this, review Activity Set 1:8 Computer Capers (p. 63).
3. Encourage her to adjust the font size and color to give the text a fancy appearance.

When finished, show your child how to insert a picture into the document.

1. Invite her to draw a picture of her favorite tall-tale hero or heroine. Use a digital camera to take a photograph of her illustration and upload the JPG image to your desktop.
2. Return to the document she is creating. Place the cursor above the first line of text. Insert the image of the tall-tale character.
   - Click on the "Insert" command in the toolbar.

- Click on the "Picture" command or icon.
- On the desktop, locate and double-click on the image of your child's drawing. (Alternatively, click once on the image and then click the "Insert" button.)
- Once the image is inside the document, resize it (or the text font) to fit.

***Junior Writer's Notebook – Genre: Tall Tales***
Read the "Genre: Tall Tale" worksheet together. Have your student add the master copy to her ***Junior Writer's Notebook***. On a separate sheet of lined paper, invite her to write down ideas for future tall tales by answering the prompts from this worksheet.

> *"Andrew really likes this worksheet for brainstorming for his future novels!"*
>
> *–Erika, TX*

## Let's Look Ahead: Lesson 3

***Introduction to Mysteries***
The next lesson will teach students to write a mystery. If this genre is new to your kids, reading a mystery will help prepare them for upcoming activities and increase their confidence and success.

**Read a Picture Book**
Before you begin Lesson 3, why not introduce your child to this genre through picture books? Kids of all ages will love these engaging stories, and because picture books are short and sweet, students can easily identify the important elements of a mystery.

- ***Piggins*** by Jane Yolen reads like a classic English mystery, right down to the butler, missing jewels, and dinner-guest suspects with their various motives. The classic mystery structure makes it perfect for introducing traditional mysteries to upper-elementary students.
- In ***Who Pushed Humpty Dumpty? And Other Notorious Nursery Tale Mysteries***, author David Levinthal retells classic nursery rhymes in the style of a 1940s crime-fiction detective novel. This creativity opens doors for discussing the elements of a mystery with all ages!
- ***Grandpa's Teeth*** by Rod Clement is a hilarious picture book that older students will enjoy. It introduces all the elements of a mystery they'll be learning about in Lesson 3, from vocabulary, characters, and plot structure right down to its very satisfying ending.

**Play a Game**
The classic game of Clue® for ages 9+ is a fun way to expose children to the mystery genre. *Which suspect committed the crime? In which room did it take place? Which weapon was used?* It's a classic whodunit, and players must become detectives in order to solve the mystery.

# Lesson 3: Mystery

## Lesson Focus: Using Descriptive Words to Add Interest to a Mystery

## Objectives

**Students will:**

- Review or learn how to write a mystery.
- Learn more about keeping a writing journal.
- Add colorful descriptions and sensory details to a story.

## Materials

**Resource Packs**

Remove these pages from each Pack (or print them, if you have the digital version)

- Level 3 Fold-N-Go Grammar Pack
  - ~ Lesson 3 *Journals Fold-N-Go* pages*
- Student Worksheet Pack F
  - ~ *Reading log of your choice* (optional, as needed)
  - ~ Activity Set 3:2
    - *Choose Your Own Mystery Game Board*
    - *Choose Your Own Mystery Cards: Mystery & Suspects**
    - *Choose Your Own Mystery Cards: Detective & Clues**
      (These pages will not be needed if using the "Choose Your Own Mystery" board and cards from Time-Saver Pack F)
  - ~ Activity Set 3:3
    - *Colorful Descriptions Paint Box**
    - *Paint Box Mystery*
    - *Journal Prompt*
  - ~ Activity Set 3:4 *Brainstorming*
  - ~ Activity Set 3:5 *Writing Paper**
  - ~ Activity Set 3:6
    - *Self-editing Check*
    - *Concrete Word Bank Register*, Lessons 2-5 (optional)
- Time-Saver Pack F (optional)
  - ~ Activity Set 3:2
    - *Choose Your Own Mystery Game Board*
    - *Choose Your Own Mystery Cards: Mystery & Suspects**
    - *Choose Your Own Mystery Cards: Detective & Clues**
  - ~ Activity Set 3:7
    - *Book Cover**

- Junior Writer's Notebook 2 (optional)
  ~ *Genre: Mystery*

*Advance prep may be required

**Required Supplies for Lesson 3**

All Activity Sets

- Everyday supplies as noted in Introduction, pp. 10-11. (Everyday supplies include items you should already have on hand. They will not be listed below.)

Activity Set 3:3

- Red, blue, and green colored pencils

Activity Set 3:7

- Sturdy cardstock to make a book cover (not needed if using "Book Cover" from Time-Saver Pack F)

**Optional Supplies for Lesson 3**

Activity Set 3:2

- Die from a board game

Activity Set 3:3

- Velcro® Sticky Back™ coins, one pair (or use a small scrap of Velcro from a leftover project)

Activity Set 3:6

- Zipper storage bag of play money
- Motivational goals, prizes, or small treats (*see p. 44*)

# ACTIVITY SET 3:1

## Fold-N-Go Grammar - Journals

> *"Great assignment. My daughter really enjoyed expressing herself!"*
>
> *–Jessica, CA*

**At a Glance: Activity Set 3:1**

- Fold-N-Go Grammar
- Reading Log

### Advance Prep

Remove the six pages for Lesson 3 *Journals Fold-N-Go* from the Level 3 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages. Assemble the *Fold-N-Go* and two bookmarks.

Follow the *Fold-N-Go Grammar* instructions introduced in Activity Set 1:1. Because each page requires students to write down some thoughts, consider spreading activities over several days.

## Reading Log

### Advance Prep

If needed, photocopy a new reading log.

If your student continues to show interest in using a reading log, use this time to update the log and discuss his progress.

During this lesson, your child will be writing a **mystery**. This would be a great opportunity for him to read mysteries at his age or interest level that he can track on his reading log.

Some children enjoy mysteries such as the following series:

- The Boxcar Children
- The Mysterious Benedict Society
- Hank the Cowdog
- Encyclopedia Brown
- The 39 Clues Series
- Nancy Drew Mysteries
- Hardy Boys Mysteries

For suggested online mystery book resources, visit **writeshop.com/book-f-resources**.

# ACTIVITY SET 3:2

## Lesson Overview

Lesson 3 explores new ways to write a mystery. The different activities will help you introduce or review vocabulary words and story ingredients specific to this genre, including detective, sleuth, problem, crime, suspect, alibi, witness, clue, red herring, and solution.

**At a Glance: Activity Set 3:2**

- Lesson Overview
- Pre-writing Activity
- Model and Teach

## Pre-writing Activity - Choose Your Own Mystery

*"Great way to introduce the elements of a mystery story and see how these elements tie together."*

*–Sandi, GA*

### Advance Prep

*Game Boards*
If you have Time-Saver Pack F, remove the Activity Set 3:2a "Choose Your Own Mystery Board" pages. Otherwise, remove the boards from the Student Worksheet Pack. If you are using the digital version, print out one board for each player. Do not cut them apart.

*Cards*
If you have Time-Saver Pack F, remove the Activity Set 3:2b and 3:2c "Choose Your Own Mystery Cards" ("Mystery & Suspect Cards" and "Detective & Clue Cards"). Otherwise, remove the cards from the Student Worksheet Pack. If you are using the digital version, print out one of each page. Cut the cards apart.

**Prep Tips**

- If you don't have the Time-Saver Pack, print or photocopy the boards and cards on cardstock. Laminate them, if you wish.
- Each player will need his own board. Two are provided, but you may print out or photocopy more as needed.
- You can easily play the game with 2-4 players using the cards provided with no need to print out extra pages of cards.

***Directions***

Here's a fun game to help students practice planning ways to solve a mystery and gain confidence working with this genre. There will be no writing involved.

1. Place all cards face up in four groups: *mystery, suspects, detectives*, and *clues*. Give each player a board.
2. Take turns choosing cards. Players may select one card per turn from the pile of their choice. (If more than one player wants the same card, toss a die. The player with the highest number gets the card.)
3. Each time a card is chosen, players should place it face-up on the corresponding square on their board. Play continues until everyone has *one* mystery card, *one* detective card, *three* suspect cards, and *three* clue cards on their board.
4. Ask each player to:
   - Share aloud the mystery he has chosen;
   - Answer the questions at the bottom of the board; and
   - Explain how the mystery was solved.
5. If a child has a hard time thinking of ideas, gently prompt him to explore different possibilities by asking *who, what, when, where, how*, and *why*. Discuss various endings to his mystery until a satisfying conclusion is reached.

If time and interest remain, replace all the cards in the piles and repeat the activity.

## Model and Teach

Today, you will model writing a mystery. A sample dialogue will guide you to introduce and teach new concepts.

***Directions***

Read aloud the following writing sample, "The Hairy, Scary Mystery." Explain that this story is a mystery because it includes a detective, suspects, clues, and—in this case—a valuable item that has disappeared.

The Hairy, Scary Mystery

Gritty sand blew in Detective Snooks' face as he slid off his camel and walked through the hidden door into a tunnel inside the Egyptian pyramid.

"Good evening, Professor Persimmon," he said to the gentleman who met him at the door. "I'm here to solve your mystery. Start at the beginning and tell me everything you know."

Professor Persimmon's hands trembled with worry. "As you know, I am leading a team of experts to collect the treasure inside this ancient pyramid. But this morning, the Pharaoh's giant amethyst was missing!"

"Did you find any clues?" Snooks asked.

Professor Persimmon lowered his voice. "No. But my right-hand man, Elliot, is also missing. Gone. Vanished. Disappeared."

"Do you think he stole the amethyst?"

Professor Persimmon shook his head. "No. I think someone kidnapped Elliot and took the amethyst."

"Who else is here working with you?" Snooks asked.

"My wife, Henrietta, is here," explained the professor. "She loves amethysts. Also, my son Louis helps out. He's trying to earn enough money to go to college."

"Anyone else?"

"Just our pet gorilla, Sweetie Pie," Professor Persimmon said. "But she's just a gorilla. And she's so sweet she wouldn't hurt a tsetse fly."

"Those are three suspects," Snooks said. "I'll look for clues." He searched through dark underground rooms. He crawled through tight, scary tunnels. He studied the sandy floor and looked for footprints and other clues. Finally, he returned to Professor Persimmon.

"Here are the clues I found," the detective said. "I saw footprints. Someone wearing a size 15 ballerina slipper waltzed through the pyramid." Snooks held up a torn piece of pink tutu. "And I found this in one of the tunnels, along with this." He showed the professor several short, black hairs.

"Sweetie Pie!" the professor gasped. "Our gorilla likes to dress up like a ballerina! And her fur is black!"

"Show me where Sweetie Pie sleeps," Detective Snooks demanded.

The professor led him down a long tunnel where the air smelled old and musty. He pushed open a creaky, weather-beaten door. Inside sat Elliot, with his hands tied snugly behind his back.

"Elliot!" the professor cried. "What happened? And what are you doing in Sweetie Pie's room?"

"I was cleaning the Pharaoh's amethyst," Elliot explained, "when Sweetie Pie carried me off to her room and tied me up. She took the amethyst to wear in her tiara and ran off to Paris to join the ballet company!"

"Case closed," said Detective Snooks. "I'll catch the next camel to Paris and grab the biggest, hairiest, and scariest ballerina I find. You'll get your amethyst back before the next sandstorm blows in."

Discussion and prompts continue to play an important role in modeling and teaching. Prompting with questions such as *what, where*, or *how* helps reluctant students contribute details to the story. If your student tends to ramble, providing sentence starters can help him stay on topic.

Use this script as an example of how to guide the writing through modeling. Since your child will answer differently, use it to help you think of similar ways to prompt him and steer conversation.

*You:* *Today we're learning about mysteries. The main character in a mystery is usually a* ***detective*** *who is sometimes called a* ***sleuth*** *or* ***private eye****. The detective is the one who looks for* ***clues*** *and gathers information that points to several* ***suspects****. Each suspect has a reason to commit the crime. In a mystery story, these are called* ***motives****.*

*In some mysteries, suspects may have an* ***alibi****, which is proof that they were somewhere else when the crime took place. Other mysteries have* ***witnesses*** *who say they saw what happened. For added fun, fake clues might be included in a mystery. A false clue is also known as a* ***distraction*** *or a* ***red herring****. At the end of the story, the detective should solve the mystery in a satisfying way.*

*In "The Hairy, Scary Mystery," who was our main character, the detective?*

Child: Detective Snooks.

*You:* *And what mystery did he need to solve?*

Child: _____

*(Possible answer: Pharaoh's amethyst was missing, and so was Elliot.)*

*You:* *Good! Do you also remember who the three suspects were?*

Child: _____, _____, and _____

(Possible answers: Henrietta, Louis, and the gorilla.)

*You:* *And each one of those suspects had a motive for stealing the amethyst. Can you think of what those motives were?*

Child: _____

(Possible answers: Henrietta loved amethysts. Louis might have taken it so he could sell it and get money for college. Sweetie Pie wanted it to wear in her tiara so she could be a real ballerina.)

*You:* *The sample story has all the ingredients of an exciting mystery, doesn't it? Today we'll write our own mystery with a detective, clues, and suspects. It could take place in a pyramid in Egypt, or you can think up your own setting. You can even borrow ideas from the "Choose Your Own Mystery" game we played earlier.*

*Where would you like the setting for our mystery to be?*

Child: _____

(Possible answer: In a castle)

*You:* *That sounds like a fun and mysterious setting! In our example, Pharaoh's amethyst was missing. What item would you like to have missing in our story?*

Child: _____

(Possible answer: The knight's shield)

*You:* *That's a perfect problem for our detective to solve.*

*Now let's talk about which characters we want to have in our mystery. What do you want to name the detective?*

Child: _____

(Possible answer: Detective Lancelot)

*You:* *Who are the suspects? Let's include three.*

Child: _____, _____, and _____
(Possible answers: The prince, the cook, and the dragon)

*You:* *These are great story ingredients! Now let's think about how we want to write the beginning of our story. How would you like to introduce the mystery?*

Child: _____
(Possible answer: Sir Oswald, the famous knight, called Detective Lancelot to come to the castle. When the detective arrived, Sir Oswald told him that his shield had been stolen.)

*You:* *Super! That's a great way to start our mystery. (Write the sentences down.) Now let's write a few sentences to show how the detective learns who the suspects are.*

Spend 20-30 minutes gently guiding and prompting your child in this manner until finished. *Be sure to add clues to the middle of the story and solve the mystery in a satisfying way.* When you're finished, discuss ideas for a title and write it at the top.

---

### *Parents Say…*

*"The Hairy, Scary Mystery" helped everyone remember that our model story did not have to be long, serious, or complicated.*

*When we did Model and Teach, my daughter got stuck, so we used elements from the "Choose Your Own Mystery" game (pp. 96-97) for the modeling session.*

*As we discussed each element of our story, we jotted down our setting, what item was missing, the detective's name, the suspects and their motives, and the witnesses. We kept this as a handy reference sheet as we wrote our mystery together.*

*During Model and Teach, it became apparent to the kids that a mystery requires a little more planning! It was important for them to understand how to limit the scene of the crime (to a dinner party or a sleepover, for example) in order to cut down the number of suspects.*

*To keep my son from losing interest, we stopped the modeling session after 30 minutes. Since we had already come up with the main elements of our mystery, I felt comfortable knowing he had the tools to begin planning his own story.*

---

# ACTIVITY SET 3:3

## Skill Builder - Colorful Descriptions Paint Box

*"Using a paint box to show how to add color to a story was amazing and meaningful."*

*–Tammy, FL*

**At a Glance: Activity Set 3:3**

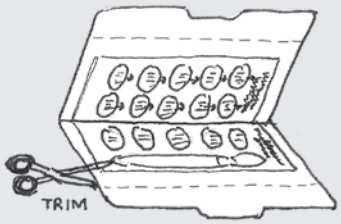
- Skill Builder
- Journal Writing Practice

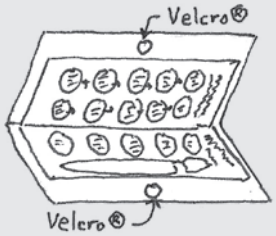
### Advance Prep

Remove the Activity Set 3:3 "Colorful Descriptions Paint Box" and "Paint Box Mystery" pages from the Student Worksheet Pack. If you are using the digital version, print a copy of each.

*Assemble the Paint Box*

1. Cut out the paint box along the side and center dotted lines.
2. Glue the two halves inside a manila folder so the horizontal cutting lines align with the fold of the file folder, as shown (Fig. 1).
3. To form a slim paint box, trim away the excess file folder so it's roughly the same size as the inside pages.
4. (Optional) Affix a pair of Velcro® Sticky Back™ coins near the top and bottom center of the "Colorful Descriptions Paint Box" so the folder stays closed like a real paint box. Reinforce each coin by stapling it in place, if desired.




**Note:** If your child is not interested in making a paint box in a folder, he can either cut the paint box along the outside dotted lines or simply leave the page intact to use as a reference during writing lessons.

***Activity Overview***

Look at the "Colorful Descriptions Paint Box" together. Explain how adding details and descriptions to writing makes a story come alive.

- Choose **adjectives** to describe nouns in the story. (Point out the five *Adjective ovals* at the top of the page.)
- Choose **adverbs** to describe verbs in the story. (Point out the five *Adverb ovals* in the middle of the page.)

Sensory details help the reader see, smell, hear, taste, and feel what is happening in the story.

Incorporating the five senses can also add descriptive elements to a story. (Point out the five Sensory Detail ovals at the bottom of the page.)

When young writers carefully select strong words like these, their stories become more concrete.

***Directions***

1. Have your child use colored pencils to lightly shade each of the ovals in the "Colorful Descriptions Paint Box," making sure the words show through:
   - Ovals in first row: *red*
   - Ovals in second row: *blue*
   - Ovals in third row: *green*

   Explain that the red ovals represent adjectives, blue ovals represent adverbs, and green ovals represent the five senses.
2. Take turns reading aloud from the Paint Box Mystery, "The Case of the Disappearing Diamond." Start by reading the first sentence aloud, giving your child just one color—red, blue, or green—to represent an adjective, adverb, or sensory detail in the sentence. Sensory details can either take the form of a phrase or a complete sentence. Here are three possibilities:
   - *Sam the Sleuth climbed out of the rowboat and walked up the (RED) gangplank onto the ship.*

     Since *red* represents an *adjective*, your child would repeat the sentence and add an adjective that describes "gangplank," such as *wooden, long*, or *creaking*.
   - *Sam the Sleuth climbed (BLUE) out of the rowboat and walked up the gangplank onto the ship.*

     *Blue* represents an *adverb*, so your child would repeat the sentence, adding an adverb such as *carefully, unsteadily*, or *nimbly* to describe "climbed."
   - *Sam the Sleuth climbed out of the rowboat and walked up the gangplank onto the ship. (GREEN)*

     Here, *green* represents *sensory details*. Your child would repeat the sentence and tack on a sensory "feel" detail such as *The salty sea breeze stung his face*. Or he could add a sensory "sound" detail such as *A seagull squawked overhead*. (As you can see, sensory details can either take the form of a phrase or a complete sentence.)

Tip

**Guiding the Wordy Child**

As children practice using stronger words, you may see their writing swing from weak to wordy. Long strings of adjectives or adverbs make a sentence cumbersome and hard to read. Instead, students should aim to sprinkle their writing with just a few strong adjectives or adverbs carefully placed throughout the story. This is the goal of concreteness.

If a student finds he's using too many describing words, he might:

- Write one strong noun instead of using a string of adjectives.
  **Example:** Replace *tall, 80-story glass building* with *skyscraper*.
- Write one strong verb instead of using a string of adverbs.
  **Example:** Replace *she softly, slowly, and quietly walked toward the door* with *she tiptoed toward the door.*

3. Next, it's your child's turn. Ask him to read the second sentence aloud from the mystery story and suggest *one* corresponding color from the paint box to represent an adjective, adverb, or sensory detail. For example:
   - *"Ahoy, Captain Jack," he said to the (RED) pirate who met him on deck. "I've come to solve your mystery."*

     This time, it's your turn to repeat the sentence aloud and add an adjective such as *tall*, *bad-tempered*, or *worried*.
   - *"Ahoy, Captain Jack," he said (BLUE) to the pirate who met him on deck. "I've come to solve your mystery."*

     Repeat the sentence aloud and insert an adverb such as *confidently*, *loudly*, or *enthusiastically*.
   - *"Ahoy, Captain Jack," he said to the pirate who met him on deck. "I've come to solve your mystery." (GREEN)*

     Repeat the sentence aloud and insert a sensory visual ("see") detail such as *pirate in the red-striped sash*. Or, add a "taste" detail such as *Sam chewed his peppermint gum*.
4. Continue taking turns for 5-10 minutes to practice adding colorful descriptions to the story.

If he's interested, invite your student to decorate the outside of his paint box. Store it in the writing center to use again in future lessons.

---

*Parents Say . . .*

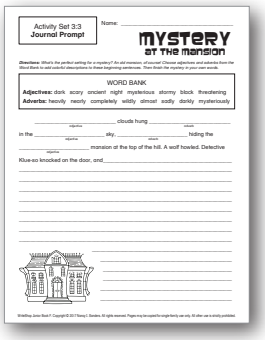
*We used a real paint brush to make the activity more tactile for my son. As we added new descriptive words aloud, he pretended to brush the "color" on the sentence in the mystery story.*

*I punched three holes in the file folder and cut it along the fold so my daughter could keep it in her binder with the two halves of the paint box facing each other.*

---

## Journal Writing Practice - Writing a Mystery

Give your child the Activity Set 3:3 Journal Prompt from the Student Worksheet Pack. Invite him to spend 5-15 minutes answering the prompt and writing in his journal.


Activity Set 3:3
Journal Prompt

Name: _____

MYSTERY
AT THE MANSION

*Directions: What's the perfect setting for a mystery? An old mansion, of course! Choose adjectives and adverbs from the Word Bank to add colorful descriptions to these beginning sentences. Then finish the mystery in your own words.*

WORD BANK

**Adjectives:** dark scary ancient night mysterious stormy black threatening
**Adverbs:** heavily nearly completely wildly dimly sadly darkly mysteriously

_____ (adjective) clouds hung _____ (adverb)
In the _____ (adjective) sky, _____ (adverb) hiding the
_____ (adjective) mansion at the top of the hill. A wolf howled. Detective
Klue-so knocked on the door, and _____

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The journal prompt will not be edited or revised. This is a freewriting exercise and is an opportunity for students to independently practice the writing skills they just learned. When finished, add this page to their journal binder or pocket folder. Take time for students to share with you what they have written.

***Alternative Journal Topics***

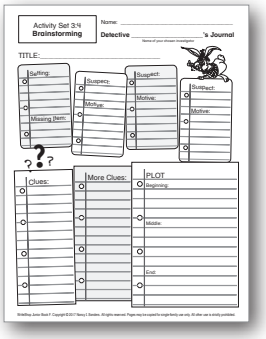
If a child does not want to write about a mystery in a mansion, give him a copy of a blank Journal Prompt page from his Student Worksheet Pack and let him choose a different theme for his mystery, such as:

- *Chase raced back to his room and discovered his trained monkey, Bingo, was missing! This looked like a mystery for Austin, Boy Detective. Chase reached for the phone and…*
- *Private Eye Poodle arrived at the scene of the crime. She talked to Barney the Bulldog, and said, "I heard your tasty new dog bone disappeared this morning, and I want to…"*
- *When Detective Landon peeked through the window, he saw…*
- *Miss Macy's prize petunia bed was dug up and the beautiful flowers were ruined! "Who could have done this?" she asked Detective Daphne. The detective replied, "I think it was…"*

# ACTIVITY SET 3:4

## Brainstorming

For this Writing Project, your child will write a mystery. The ideas he generates during today's brainstorming will provide many of the ingredients he will include in his story.


Activity Set 3:4
Brainstorming
Name: _____
Detective _____'s Journal
Name of your chosen investigator
TITLE:
Suspect:
Motive:
Missing Item:
Suspect:
Motive:
Suspect:
Motive:
Clues:
More Clues:
PLOT:
Beginning:
Middle:
End:

### At a Glance: Activity Set 3:4

- Brainstorming
- Junior Writer's Notebook (optional)

### Flying Higher

Read ahead to Activity Set 3:5 Flying Higher (p. 110). If interviewing a real detective interests your child, make plans accordingly.

When brainstorming with your student, continue to write on a large writing surface or on a copy of the brainstorming worksheet (see "Directions" below). As you discuss ideas together, you will first write them on your large example for him to see. He can then choose his favorites to write on his own paper. This modeling session teaches your child how to think through the planning stages of a story. As your child gains confidence and skill, you can try letting him work more independently.

**Junior Writer's Notebook**

If you have the optional Junior Writer's Notebook, your child might enjoy printing out the "Genre: Mystery" page for additional help planning his mystery story. He may also find some of the other planning pages helpful, such as "Create Interesting Characters," "Map Your Plot," or "Sensory Details: Paint Pictures with Words."

> *"Limited space on the worksheet reminded them to write pertinent ideas rather than full sentences."*
>
> *–Hanlie, MI*

***Directions***

1. Give your student the Activity Set 3:4 brainstorming worksheet from the Student Worksheet Pack. Read ahead to Activity Set 3:5 "Smaller Steps." If you plan to do this activity with a reluctant writer, brainstorm accordingly today.
2. If your child objects to brainstorming and wants to jump straight into writing, remind him that his story will be better organized and make more sense if he plans it out first. A disorganized composition is much harder to edit, so brainstorming now will save a lot of time later.
3. Working on a large writing surface, use a marker to draw a picture similar to the one on your student's worksheet. Explain that you'll be brainstorming together to organize his ideas. As you jot ideas on your writing surface, he can select his favorite and add it to his own worksheet. Remind him not to use complete sentences when brainstorming (see Tip box, p. 106).

Have him open his "Colorful Descriptions Paint Box" and keep it handy during brainstorming. It will help him incorporate concrete writing into his story.

4. Choose the elements of the story. If he struggles to come up with his own story, pull out the cards from Activity Set 3:2 "Choose Your Own Mystery."
   - *Main Character.* To start, have him choose a name for his detective and write it at the top of his worksheet in the space that says "Detective _____'s Journal."
   - *Setting.* Ask him to suggest a setting where his mystery can take place. Encourage him to write down a few adjectives, adverbs, or sensory details on his list of words about the setting.
   - *Missing item.* Next, have him choose an item that will be missing in his mystery and write it on the corresponding lines.
   - *Suspects.* Instruct your student to name three suspects and their motives and write down a few adjectives, adverbs, or sensory details to describe each of them.
   - *Clues.* Have him make a list of clues the detective could find. He can also include *red herrings*, or false clues, on his list.
5. Plan the plot. Guide your child to think of basic ideas for now, rather than a full-blown story.
   - *Beginning*
     ~ Discuss ideas for the beginning of the story.
     ~ Think of three details that could happen at the beginning of the story to introduce the mystery. Write the details as words or phrases, one on each line.
   - *Middle*
     ~ Talk about what might happen when the detective is looking for and finding clues.
     ~ Think of three or four details that could take place in the middle of the mystery. Write them down as words or phrases, one on each line.
   - *End*
     ~ Discuss how the mystery will be solved.
     ~ Think of three details that could help solve the mystery and end the story in a satisfying way. Write the details as words or phrases, one on each line.
6. Ask your student to suggest several titles for the mystery story. Have him choose his favorite and write it at the top of the worksheet.

**Tip**

During brainstorming, teach students to write lists of words or short phrases, not sentences. On your larger writing surface, however, you might include ideas for complete sentences as examples to use for their actual Writing Project.

With a struggling learner, consider writing on his worksheet as he discusses his ideas with you. Even with older children, it's okay to let them dictate during brainstorming until they have the skills to write on their own.

*Parents Say . . .*

*Instead of coming up with a brand-new mystery, my son decided to expand the story he started during journal writing (Activity Set 3:3).*

*My 12-year-old used an actual unsolved mystery from his own life:* Who took his $20 bill?

# ACTIVITY SET 3:5

## The Writing Project - Writing a Mystery

> *"I was surprised at their enthusiasm to write without the pressure of having to be perfect."*
>
> *–Marisa, SD*

**At a Glance: Activity Set 3:5**

- The Writing Project
- Smaller Steps or Flying Higher

For today's Writing Project, your child will write a mystery. As he writes his story, make sure he includes all the elements of a mystery he has been learning throughout Lesson 3. See Model and Teach (pp. 97-98) if you need a refresher.

### Advance Prep

Your child will publish his Writing Project by creating a "paperback novel" during Activity Set 3:7. He'll use these smaller sheets of paper to assemble the novel.

Remove the Activity Set 3:5 "Writing Paper" page from the Student Activity Pack. *Keep the original page as your master copy* and make several photocopies. If you are using the digital version, print out multiple copies. Cut apart the two pieces of writing paper from each page.

If you don't have access to a copier, make your own pages by cutting several 4- x 5-inch rectangles from wide-rule notebook paper. To prevent students from writing too close to the staples, it may help to draw a vertical line about 1 inch from the left edge.

***Directions to the Teacher***

Mystery stories can get long! Allow for the possibility that children may need more than one day to write the sloppy copy.

1. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity if your advanced learner would enjoy an additional challenge.
2. Display the writing sample from Activity Set 3:2 "The Hairy Scary Mystery" (pp. 97-98) as a reference while he writes.
3. Provide the special "Writing Paper" pages. *If your student prefers a neatly revised final draft*, he may write his sloppy copy on notebook paper instead and recopy his story onto the smaller pages at the end of Activity Set 3:6.

4. If you see that he will need more pages, photocopy or print out extras, or cut out matching rectangles from wide-rule notebook paper (as directed in Advance Prep, p. 108).

***Directions to the Student***

1. On each half-sheet of writing paper, write a page number in the box at the bottom to keep your story in the correct order.
2. Refer to the Activity Set 3:4 brainstorming worksheet as you write so you remember to include the colorful descriptions and other important details you planned.
3. You don't have to use every single brainstorming idea.
4. Include special mystery story vocabulary, such as *detective, sleuth, problem, mystery, crime, suspect, alibi, witness, clue*, and *solution*.
5. Include dialogue, using either "The Hairy Scary Mystery" or "The Case of the Disappearing Diamond" as an example.
6. Indent the first line of the paragraph.
7. Skip every other line as you write. This will leave you enough space to make corrections during Editing and Revising.

---

*Parents Say . . .*

*I had my son do his first draft on regular lined paper so he wouldn't feel restricted by the small pages. Rewriting them later also made the final draft feel more special.*

*I did most of the writing so my son could concentrate on thinking through the story and telling me his ideas.*

---

## Smaller Steps - Practice Makes Perfect

Reluctant writers might gain confidence planning a mystery by using the story ingredients they practiced with in Activity Set 3:2 "Choose Your Own Mystery."

1. Read through the cards together from the activity and invite your child to choose *a mystery, a detective, three suspects*, and *three clue cards* to write about.
2. Use the brainstorming worksheet as directed, and create lists based on the selected cards.

## Flying Higher - Field Trip

Accelerated learners may enjoy taking a field trip to the office of an actual private investigator and interviewing the detective, if possible.

1. Before the field trip, brainstorm a list of questions to ask the detective, such as:
   a. Why did you decide to become a private detective?
   b. Do private investigators need special training?
   c. How do you keep track of all the clues you find?
   d. What interesting places have you been while on a case?
   e. Is detective work exciting?
   f. Do you like to read mysteries?
2. When brainstorming for the Writing Project, have your student include information from his field trip in his mystery.

---

*Parents Say . . .*

*Going on a field trip to a detective agency was not realistic for us. Instead, we conducted a pretend interview with a detective character in a familiar mystery story.*

---

# ACTIVITY SET 3:6

## Editing and Revising

**At a Glance: Activity Set 3:6**

- Editing and Revising

### Advance Prep

Should you choose to use a chart to keep track of the money your student earns for using concrete words, remove the Activity Set 3:6 "Concrete Bank Register" page from the Student Worksheet Pack. If you are using the digital version, print out a copy.

Set aside enough time for editing so your child doesn't feel rushed or stressed. If he does become overwhelmed, see "Tips for Reluctant Editors" in Activity Set 2:6 (p. 87).

Students who are not yet working well independently can benefit from hearing you read their story aloud and discussing changes as you write them on their paper.

**Said It, Read It, Edit Bag**
Read your student's mystery story together. Invite him to choose a highlighter from the bag and do a "Job Well Done" search.

1. Together, look over the story and guide him to highlight:
   - A difficult word he spelled correctly.
   - A sentence he wrote correctly by starting it with a capital letter and using correct punctuation.
   - At least one strong adjective, adverb, or sensory detail that he included in his story.

   Praise him for a job well done.
2. Using the "Proofreading Marks" page from Lesson 1, review or continue to teach the different marks used for editing. Encourage your student to choose 3-5 proofreading symbols to write on his paper during today's editing. Keep the chart handy for reference.
3. Ask if his mystery has all the elements it needs. If not, discuss ideas for improvement, having him write corrections on the blank spaces between the lines.
   - Does the story have a beginning, a middle, and an end?
   - Does it include a *detective*, *missing object* or other mystery, *suspects* with motives to commit the crime, *clues* that point to one suspect, and a *satisfying solution* to the mystery?
   - Did he add interesting details and descriptions?

> *"My daughter does really well with the highlighters."*
>
> *–Heather, NY*

4. Instruct your student to read his story **aloud**. As he reads, have him check each sentence to make sure he
   - Indented the first line of each paragraph.
   - Began each sentence with a capital letter and used correct punctuation.
   - Does not have any missing words in the sentences.
5. Encourage him to use a thesaurus to exchange weak words for concrete words.
6. Have him circle, look up in the dictionary, and correct any difficult words whose spelling he is unsure about.

**Concrete Word Bank (optional)**

If your child enjoys earning "hard cash" by trading weak words for strong ones at the Concrete Word Bank, use the Editing and Revising time to earn play money based on the guidelines in Activity Set 1:6 (pp. 57-58).

- From this point forward, students may also earn $5.00 for each sensory detail they add to their story.
- Students should avoid strings of adjectives or adverbs that make a sentence wordy or too long. They shouldn't use more than two adverbs to describe the same verb or more than two adjectives to describe the same noun.
- Don't be overly concerned about whether a word is strong enough. The goal is to teach kids to avoid writing weak, overused words. Replacing "ran after" with "chased" is an excellent choice, for example. They don't need to keep looking for an even more specific word such as "pursued."

*"I like the Concrete Word Bank because it motivates her to change words without me nagging her."*

*–Andrea, CA*

Here is an overview of the amounts students may now earn:

**Earn $1.00 for**

- Each **adverb** they wrote in the first draft
- Each new adverb they add
- Each **adjective** they included in the first draft
- Each new adjective they add

**Earn $5.00 for**

- Each **sensory detail** they included in the final draft
- Each **specific word** they wrote in the first draft
- Every time they replace a general word (such as "car") with a specific word (such as "taxi," "sports car," or "Volkswagen")
- Each **strong action verb** they included in the first draft

- Every time they replace a weak verb (such as "went") with a strong action verb (such as "hurried")

**Earn $10.00 for**

- Every time they look up a vague word in a **thesaurus** and choose a more specific word

If your student would rather track his money on a handy chart instead of collecting piles of play money, simply fill out the Activity Set 3:6 "Concrete Bank Register" chart together.

- If he wants to go back and tally his money from **Lesson 2**, there is a place on this chart where he may do so.
- Over the next few lessons, tally the number of adverbs, adjectives, sensory details, specific words, and strong verbs, as well as the number of times your child refers to a thesaurus.
- Below the chart, multiply the number of tallies by the dollar amount each one earns. Add these together for a total amount of hard cash earned for each lesson.
- On the bottom right side of the page, consider writing a list of goals your child can work toward, as well as the amount each one will cost. This visual reminder will help motivate your child even more.

**Self-editing Check**

When your student is ready, give him the Activity Set 3:6 "Self-editing Check" page from the Student Worksheet Pack. Go down the checklist together. Have him check off each task he has already accomplished. If he has forgotten to do something, allow time for him to complete that task and then check it off the list.

Refer to "Tips for Reluctant Editors" in Activity Set 2:6 (p. 87) if your child is still feeling overly sensitive about finding his mistakes.

**Final Check**

*Parent Editing*

When your student has finished self-editing, take time to give his paper one final edit. Refer to the "Proofreading Marks" page so you can write the correct marks on the story.

*Revising*

Have your student revise his writing. He can do this today or save it for Activity Set 3:7.

- For the most attractive published project, your child may choose to rewrite corrections on new copies of Writing Paper from Activity Set 3:5. From the Student Worksheet Pack, photocopy or print out as many pages as needed.
- Otherwise, he may simply write the corrections on the blank spaces between the lines.
- Don't worry if you notice new errors in your child's final copy. (See Activity Set 1:6 "What If the Final Copy Has New Mistakes?" p. 59.)

# ACTIVITY SET 3:7

## Publishing the Project - Paperback Novel

It's exciting for writers to see their stories in actual book form. Today, your student will publish his mystery by making it into a "bestselling paperback novel."

**At a Glance: Activity Set 3:7**

- **Publishing the Project**

### Advance Prep

Remove the Activity Set 3:7 "Book Cover" page from your Book F Time-Saver Pack, or create your own book cover from an 8 1/2- x 11-inch piece of colorful scrapbooking paper or cardstock. Fold the paper in half to form a 5 1/2- x 8 1/2-inch book cover.

***Directions to the Student***

1. Write the title of the book on the front of the cover, along with your name. Draw a picture on the front. If you wish, decorate the cover using markers or clipart.
2. Stack the pages of your mystery story in the correct order from top to bottom, starting with the first page on top.
3. Place this stack of pages inside the book cover, close to the fold.
4. Close the book cover and staple the book together as close to the fold as possible. Before stapling, check to see that none of your writing will be hidden underneath the staples. If it looks like this will be a problem, you can instead attach your story to the inside right-hand cover by stapling along the top edge of the pages.

***Directions to the Teacher***

1. Host a "Mystery Dinner" with your student. Decorate the table, play background music, and serve food that ties in with the era and setting in which the mystery takes place.
2. Invite guests to dress up as the characters in the story.
3. After dinner is finished, have the author (your student) read his story aloud so guests can discover each character's role in the mystery.

*Parents Say . . .*

*Our printer has the capability of printing in booklet form, so the kids picked the font size, printed out the pages, and created their books this way.*

*Instead of making the "bestselling novel" booklet, my son rewrote his mystery story on notebook paper and put it in a red folder with the title on the front.*

*We hosted a mystery dinner with our homeschool book club. The girls brought their favorite mystery novels to share. They played mystery games like Clue and chose from a menu of mystery food items.*

*Though we didn't have time for a mystery dinner, we did have a special reading time where my son read his story to his dad.*

# ACTIVITY SET 3:8

## Evaluating the Student's Work

Use the Junior Writing Skills Evaluation Chart for Lessons 1-6 to evaluate your student's progress *as of today.*

### At a Glance: Activity Set 3:8

- Evaluating the Student's Work
- Want to Do More? (optional)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook
- Let's Look Ahead

## Want to Do More?

***Writing Across the Curriculum – Spotlight on Performing Arts***

Everyone loves to watch a mystery! Invite your student to rewrite his mystery as a script, direct his own play, and perform his mystery in front of an audience.

Teach the format of a script:

1. Start with the setting where the first scene, or opening, of the mystery takes place. If it's inside a building, write INT (or Interior). If it's outside, write EXT (or Exterior). Write the exact location next. Follow the location with the time of day. Use **all capital letters** for this part of the script. Examples:

   INT. KITCHEN. MORNING.

   EXT. DOWNTOWN LONDON. NOON.

2. Next, write instructions to let the characters know what to do. Start this part of the script by writing the character's name in capital letters. Examples:

   LIAM sits at the table eating breakfast. He is 12 years old and is unhappy about something.

   DETECTIVE SARA knocks on the front door.

3. Follow this with the character's name written with all capital letters and **centered above the dialogue** he or she speaks. Example:

   DETECTIVE SARA

   I got your message about your missing baseball card collection. Are there any suspects?

Here is an example of how the opening scene of "The Hairy Scary Mystery" (pp. 97-98) could be written in script format.

The Hairy Scary Mystery

EXT. NEAR EGYPTIAN PYRAMID. AFTERNOON.

DETECTIVE SNOOKS rides camel up to pyramid and gets off.

PROFESSOR PERSIMMONS is waiting for him. The professor looks worried and is wringing his hands.

DETECTIVE SNOOKS

Good evening, Professor Persimmons. I'm here to solve your mystery. Now start at the beginning and tell me everything you know.

PROFESSOR PERSIMMONS

(in a worried voice)

As you know, I'm leading a team of experts to collect treasure inside this ancient pyramid. But this morning, we discovered that Pharaoh's giant amethyst is missing!

Have your student write his mystery in script format. Encourage him to assemble a cast of characters and direct his play. After several practice sessions, invite an audience to watch the performance!

---

*Parents Say . . .*

*We didn't do the full scripting, but my daughter did perform her mystery as a reader's theater for her grandma and grandpa, which was very impressive to the grandparents.*

*After writing the script, my son acted out his play using stuffed animals and proper pirate accents!*

---

***Computer Capers – Self-editing Resources***

Have your student type and save his mystery story into a Microsoft Word document.

- Encourage him to place his fingers correctly on the keyboard.
- If he is still learning typing skills, set a timer for 5-15 minutes and let him type until time is up. Finish typing the story for him, if necessary.

Once the story has been typed, demonstrate how to use built-in resources on the computer as handy self-editing tools.

*Spell Check*

Show your student how to check for spelling mistakes. Place the cursor at the beginning of the document, and check for spelling in one of these ways:

1. Click "Review" in the menu bar. Then click the "Spelling and Grammar" symbol in the toolbar (Fig. 1).
   - The document will search for misspelled words.
   - If alternate spelling suggestions are offered for a word, click the correct spelling from the list and then click the "Change" button.
   - If your original word is already spelled correctly, click the "Ignore" button.

Figure 1

2. Use a keyboard shortcut:
   - On a PC: F7 key (Fig. 2)
   - On a Mac: OPTION+F7 keys (Fig. 3) *For this command to work, the correct preferences must be set. Check "Help" for instructions.*

Figure 2

Figure 3

*Dictionary*
Show your student how to use the dictionary. Place the cursor in the middle of a word you want to look up, and check for spelling in one of these ways:

1. Right-click your mouse on the word. In the pop-up window, hover the cursor over "Look Up" to see a list of resources for finding the definition. Click the one you want.
2. Use a keyboard shortcut:
   - On a PC: ALT+SHIFT+F7 keys (Fig. 4)
   - On a Mac: OPTION+SHIFT+F7 keys (Fig. 5)

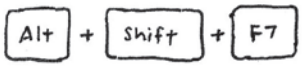


Figure 4

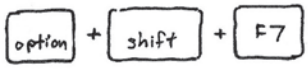


Figure 5

*Thesaurus*
Show your student how to use the thesaurus to find synonyms for weak or overused words. Place the cursor in the middle of a word in the document, then look in the thesaurus in one of these ways:

1. Right-click your mouse. Then click "Synonyms" in the pop-up window.
2. Click "Review" in the menu bar. Then click "Thesaurus" in the toolbar.
3. Use a keyboard shortcut on either a PC or Mac: SHIFT+F7 keys (Fig. 6)

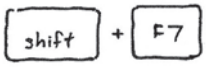


Figure 5

**Junior Writer's Notebook – Genre: Mystery**
Read the "Genre: Mystery" worksheet together. Have your student add the master copy to his *Junior Writer's Notebook*. On a separate sheet of lined paper, invite him to write down ideas for future mysteries by answering the prompts from the worksheet.

## Let's Look Ahead: Lesson 4

Reading a simple historical fiction book such as *George Washington's Teeth* will help prepare students for Lesson 4.

# Lesson 4: Historical Fiction

## Lesson Focus: Narrowing the Topic when Writing Historical Fiction

## Objectives

**Students will:**

- Review or learn how to write historical fiction.
- Narrow a broad topic to produce stronger writing.
- Learn about choosing and using point of view.

## Materials

**Resource Packs**

Remove these pages from each Pack (or print them, if you have the digital version)

- Level 3 Fold-N-Go Grammar Pack
  - ~ Lesson 4 *Point of View Fold-N-Go* pages*
- Student Worksheet Pack F
  - ~ *Reading log of your choice* (optional, as needed)
  - ~ Activity Set 4:2
    - *You Were There! Game Board* (not needed if using "You Were There! Game Board" from Time-Saver Pack F)
    - *You Were There! Spinner** (not needed if using "You Were There! Spinner" from Time-Saver Pack F)
    - *You Were There! Historical Figures for Blank Spinner*
  - ~ Activity Set 4:3
    - *Go-Back-in-Time Machine**
    - *Journal Prompt*
  - ~ Activity Set 4:4 *Brainstorming*
  - ~ Activity Set 4:6
    - *Self-editing Checklist*
    - *Punctuation Foundation*
- Time-Saver Pack F (optional)
  - ~ Activity Set 4:2
    - *You Were There! Game Board*
    - *You Were There! Spinner**
    - *You Were There! Blank Spinner**
- Junior Writer's Notebook 2 (optional)
  - ~ *Genre: Historical Fiction*

*Advance prep may be required

**Required Supplies for Lesson 4** *(In addition to Everyday Supplies)*

Activity Set 4:2

- Coins, buttons, or other markers
- Book or Internet resource with brief biographies of famous people from history

Activity Set 4:6

- Book or Internet resource with brief biographies of historic people

Activity Set 4:7

- Calligraphy supplies (see p. 142 for various options)
- 24-inch piece of narrow ribbon

**Optional Supplies for Lesson 4**

Activity Set 4:5

- Grade-level nonfiction biography (for Smaller Steps)

Activity Set 4:6

- Concrete Bank Register, play money, and prizes from Lesson 3:6

Activity Set 4:7

- 8 1/2- x 11-inch parchment-style paper

# ACTIVITY SET 4:1

*"My son looks forward to this every lesson and loves to go back and look at his previous guides."*

*–Erika, TX*

**At a Glance: Activity Set 4:1**

- Fold-N-Go Grammar
- Reading Log

## Fold-N-Go Grammar - Point of View

### Advance Prep

Remove the six pages for Lesson 4 *Point of View Fold-N-Go* from the Level 3 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages. Assemble the *Fold-N-Go* and two bookmarks.

Complete the *Fold-N-Go* activities, spreading the work over 2-3 days if needed.

**A Note about Hyphenation**
Throughout the *Point of View Fold-N-Go*, students may notice that certain words are hyphenated sometimes but not hyphenated at other times. For example:

- Third Person (not hyphenated)
- Third-Person Point of View (hyphenated)

While this may look inconsistent, it actually follows widely accepted standards for hyphen use. If a student expresses confusion, here's how you can explain this rule.

*What Are Compound Adjectives?*
A compound adjective occurs when two or more words are joined together to modify the same noun or noun phrase. Sometimes the compound adjective has a hyphen.

short-haired dog | dog is short haired
fruit-flavored vitamins | vitamins are fruit flavored
flower-covered meadow | meadow is flower covered

*Hyphens and Compound Adjectives*
Hyphens can be tricky and confusing. When compound words are used as adjectives, they take different forms depending on where they are positioned in the sentence.

**Before the noun:** If the compound adjective comes *before* a noun or noun phrase, it uses hyphens.

Ben wanted to write a **third-person** story.
(The compound adjective *third-person* comes before the noun *story.*)

He wrote the story using **third-person** point of view.
(The compound adjective *third-person* comes before the noun phrase *point of view*.)

Ben had the story's narrator use the **third-person-omniscient** point of view.
(Three words form this compound adjective. The noun phrase is *point of view*.)

**After the noun:** If the compound adjective comes *after* the noun, it *does not* use hyphens.

Ben's story uses **third person**.
(The compound adjective *third person* comes after the noun *story*.)

To figure out when to use hyphens in a compound adjective:

- First find the noun or noun phrase. Then find the adjective that describes it.
- If the compound adjective comes before the noun, use a hyphen.

## Reading Log

If your student continues to show interest in using a reading log, use this time to update the log and discuss her progress.

During this lesson, students will be writing **historical fiction**. This is a great opportunity to read historical fiction at their age or interest level, which they can track on their reading log, if they choose.

# ACTIVITY SET 4:2

## Lesson Overview

**At a Glance: Activity Set 4:2**

- Lesson Overview
- Pre-writing Activity
- Model and Teach

Lesson 4 introduces students to the genre of *historical fiction*. Historical fiction brings past events to life in a story where real historical events or people play a part in the storyline. Although historical fiction stories are based on events that really happened, most of the characters who experience these events are fictional characters—products of the writer's imagination.

Children will learn to blend fact and fiction to write a historical fiction story of their own.

## Pre-writing Activity - You Were There! Game

### Advance Prep

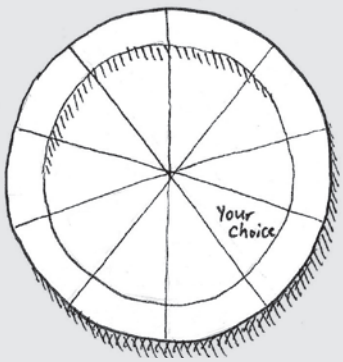
Remove the following Activity Set 4:2 "You Were There!" pages from Time-Saver Pack F: ***Game Board, Spinner,*** and ***Blank Spinner***. You will also need to remove the Activity Set 4:2 "You Were There! List of Historical Figures" page from the Student Worksheet Pack.

If you do not have the Time-Saver Pack, remove the following Activity Set 4:2 "You Were There!" pages from the Student Worksheet Pack: ***Game Board, Spinner,*** and ***Historical Figures***. If using the digital version, print out the pages. To make the pages sturdier, photocopy or print the game board and spinner on cardstock or glue them to posterboard.

*Game Board*
Laminate the game board, if desired, or slide it into a page protector.

*Spinner*
Select one of the spinners to use in this game.

- **Prepared spinner.** This spinner already includes a selection of nine famous people from history.
- **Blank spinner.** This spinner allows you choose your own historical figures.
  - ~ In Time-Saver Pack F, you'll find a ready-to-use blank spinner. Otherwise, you may create a blank spinner from a paper plate divided into 10 sections, as shown. Write in the names of nine historical figures your student is familiar with. (For suggestions, refer to Activity Set 4:2 "Historical Figures for Blank Spinner" page.) Label the tenth space "Your Choice!"
  - ~ Assemble the spinner by following the spinner directions on p. 74.



***Before You Play the Game***

1. Introduce or review the historical fiction genre.
   - Historical fiction usually takes place during a time period **at least 50 years in the past.**
   - The setting is historically accurate.
   - Many facts are true. However, a fictional character is created to experience the event or meet the people of that period.
   - Both real and fictional characters do realistic things. They have an obstacle to overcome or a realistic problem to solve—something that could really happen during this time in history.
2. Review the names on the spinner.
   - Read a brief biography about any unfamiliar names. For suggested online biographies, visit **writeshop.com/book-f-resources**. When using an online source, you can usually click the magnifying glass symbol to search for a person's name.
   - Alternatively, use the blank spinner, writing names of historic people students have recently studied.

***Directions***

Played with two or more players, this game gives students practice telling a historical fiction story from beginning to end. It is an oral activity, so there will be no writing involved.

If your children don't enjoy competitive games, play using only one marker, with players taking turns tossing the coin and moving the marker. When they land on a "Beginning/Middle/End" prompt, players take turns answering (one player for "beginning," the next for "middle," and so on).

1. Each player chooses a marker such as a coin or button and places it on "Start."
2. Take turns tossing a penny. Heads moves ahead 2 spaces. Tails moves ahead 1 space.
3. Play the game once together. The first person to reach "Finish" wins the game.
4. Follow the direction of the arrows to move around the board.
   - If a space has a picture of a historic place or event, the player lands here safely.
   - If a space has special instructions, such as "Take another turn," follow the instructions.
   - If a space has a "Beginning/Middle/End" prompt:
     ~ Player spins the spinner to choose a historic person. If the spinner lands on "Your Choice!" choose any person from history.
     ~ Player answers the prompt by pretending she is back in time with that historic character.

       **Note about tense:** Since the player answers the prompt as if she is with the person at this moment, she will give her responses in present tense for "Beginning" and "Middle" of this activity.

*"This game was a hit!"*

*–Jenni, GA*

- Allow time for the player to come up with a beginning, middle, and end to a simple historical fiction story. If she gets stumped, discuss possibilities.

  **Example**
  *Beginning:* **I move next to Sacagawea, and…** become part of her Native American tribe. I love learning how to hunt, fish, and build a teepee.
  *Middle:* **Sacagawea shows me…** her new baby, and I get to hold him. Then she tells me some exciting news. She has been asked to be a guide for a very important expedition! She asks me to come with her on the trip, so I do. We end up having exciting adventures.
  *End:* **Hopefully, one day I can…** go on another trip like the one I went on with Sacagawea. It was an amazing experience.

During free time, if your student is interested, or if you want to provide more practice working in this genre, play the game again.

---

*Parents Say…*

*We played this game at our public library—very convenient when you need some information on a person!*

*One reason my kids know so much about history (other than by reading great books) is through listening to* Adventures in Odyssey *and* Your Story Hour *CDs and watching* Nest *videos, which also made it easy for them to describe the time period, add adjectives, and use their senses.*

*The blank spinner was perfect for connecting our recent history studies with a language arts activity.*

*We imposed a time limit to make things more exciting.*

---

## Model and Teach

**Tip**

Lesson 4 is an excellent opportunity to use information your students are studying in history or social studies. In the various activities throughout this lesson, encourage them to choose people they already know a lot about from their recent studies for an exciting curriculum connection.

***Directions***
Read aloud the following writing sample, "The Most Exciting Day of My Life." Explain that this story is historical fiction. It is based on a true event from history but also includes fictional characters and dialogue.

**Note:** Unlike the "You Were There!" game, in which students responded in present tense, the rest of the writing activities in Lesson 4 will be written in *past tense*.

The Most Exciting Day of My Life

My parents invited me to go see an airplane—a modern new invention. I was excited about the idea of seeing a plane for the very first time, so I asked if my friend, Amelia Earhart, could come, too.

"Of course!" my mother said.

We arrived at the open, treeless field, but the airplane wasn't there yet. Father said, "The airplane will be flying here soon."

Amelia and I strolled around and waited for the plane to appear, but nothing happened for a long time. We felt bored because there was nothing to do. So we took a short hike through the nearby pine forest.

Not long after, we heard a loud noise. Amelia grabbed my arm. "I think it's the airplane!" she cried.

Quickly, we ran out from the thick, dark trees and into an open, sunny field. I spotted the red biplane high up in the sky. We gasped as it performed loop-de-loops. The whole time, the engine sound made me think of hundreds of dragonflies buzzing around in the air.

The biplane turned one more time. Suddenly, it started zooming closer and closer to us. I screamed! The plane came so close that I ran back toward the woods for safety. But Amelia stood there in the field. It was as if she dared that plane to come even nearer. At the last minute, the red airplane flew back into the cloudless blue sky.

Amelia sprinted over to me. "Did you see that?" she cried. Her eyes were shining with happiness. "I'm going to fly an airplane one day, just like that one!"

I could tell by the thrilled look on her face that one day her dream would come true. I'm glad we went together to see the airplane. It was the most exciting day I can ever remember.

Use the following script as an example of how to guide the writing through modeling. Since your child will answer differently, the dialogue will help you think of similar ways to prompt her and steer conversation.

*You:* *In Lesson 1, we learned there are many different genres. Do you remember what genre means?*

Child: Genres are different kinds of stories.

*You:* *Right. And historical fiction is the genre we're learning about in this lesson.*

*When we played the "You Were There!" game, we learned that historical fiction combines fiction with nonfiction. Though the story is always set during an actual historic period of time, the details of the setting can be both real and imagined.*

*The word "historical" tells us parts of the story are true. Can you think of one thing in historical fiction that is factual?*

Child: _____
(Possible answer: It includes people who really lived during that time?)

*You:* *That's right! Historical fiction always blends real people with made-up characters. The main character is almost always a fictional person who experiences the actual event and meets real people of that time period. Both real and made-up characters do realistic things.*

*Characters in a historical fiction story have a problem to solve or an obstacle to overcome—something that could have actually happened during that time in history.*

*This is important to know: Even though we can make up some details, we can't imagine a different ending or outcome—like changing how a war ends or who becomes President. That would be considered "alternate history." Alternate history is a completely different genre and isn't the same as historical fiction.*

*The example story we just read includes quite a few factual details. What is one thing that you think really happened?*

Child: _____
(Possible answer: Amelia Earhart really went to see an airplane for the first time?)

*You:* *Yes! Amelia Earhart really did go to an air show with her friend. It's also true that the stunt pilot flew his red airplane straight toward Amelia, but she stood still and didn't run away—and from that moment on, she wanted to be pilot.*

*In "The Most Exciting Day of My Life," who is the main character?*

Child: Is it Amelia Earhart?

*You:* *Amelia is the historical character in the story. Her friend, the one who's telling the story, is the fictional main character. The dialogue is also made up. Can you think of something else that was fictional?*

Child: _____
(Possible answer: The hike in the woods.)

*You:* *That's right. We don't know if it really happened like that.*

*In the example story, the main character was "I." In the story we write today, you'll be the main character too. From your* Point of View Fold-N-Go, *do you remember what point of view is used when the main character tells the story?*

Child: First person?

*You:* *Good! We're going to tell our story in first person today, too. You'll need to pretend that you were really there!*

**Tip**

Children who see things literally can have a hard time writing in first person because the historic event didn't really happen to them. They may find more success imagining themselves as an animal observer or companion, such as Paul Revere's horse, a mouse on board Magellan's ship, or an elephant crossing the Alps with Hannibal.

*Let's pick someone from history we already know a lot about. Remember that the event had to happen at least 50 years ago.*

*Who would you like to include in our historical fiction story today?*

Child: _____
(Possible answer: Helen Keller)

*You:* *Great choice! There are a lot of different things we could write about, so let's narrow our topic and pick one actual event in our historical character's life that interests you. Which event would you choose?*

Child: _____
(Possible answer: I liked when Helen was little, and Anne Sullivan first came to teach her.)

*You:* *So much happened during that time. Can we narrow that topic even further and write about one single part of that event? What's your idea? And how could you include yourself in the story?*

Child: _____
(Possible answer: I was thinking about the time Miss Sullivan taught Helen to spell "water." I could be the servant boy who was pumping the water.)

*You:* *That's a great idea. Can you think of a descriptive way to introduce the story? Try to use your senses to describe a smell or a sound.*

> *"This entire lesson was a winner and made writing enjoyable!"*
>
> *–Jessica, CA*

Child: _____
(Possible answer: It was a warm spring day, and the air smelled like honeysuckle. I saw Anne Sullivan walking in the garden with Helen.)

*You:* *Excellent. Our historical fiction story is off to a great start.* (Write the sentences down.)

*Now let's write a few sentences to tell about the problem in our story. What kind of problem would you like our historical fiction story to have?*

Child: _____
(Possible answer: Helen was blind and deaf, and she couldn't talk.)

*You:* *Good! I'll write that down. Now tell me the first thing that happened.*

Child: _____
(Possible answer: My mama was washing clothes. "Moses!" she called. "Go fetch me some clean water." So I grabbed a bucket.)

*You:* *I like that!* (Write the sentences down.) *What happened next?*

Child: _____
(Possible answer: Just then, Helen and Miss Sullivan came down the path. They stopped at the pump.)

*You:* (Write the sentences down.) *And then what happened?*

Child: _____
(Possible answer: Helen was being naughty. She stuck her hand in the water and kept splashing it everywhere. Her foot bumped against my bucket. Suddenly, she kicked it over. I was soaked!)

*You:* *That's a great detail to add!* (Write the sentences down.)

*Historical fiction is always more interesting when the characters talk to each other. Can you try adding dialogue?*

Child: _____

(Possible answer: Miss Sullivan took Helen's hand. She held it under the faucet and said, "Moses, please pump some water.")

*You:* *Super!* (Write the sentences down.)

Spend 20-30 minutes gently guiding and prompting your child in this manner until finished. The story might look something like this:

It was a warm spring day, and the air smelled like honeysuckle. I saw Anne Sullivan walking in the garden with Helen. Helen was blind and deaf, and she couldn't talk. Miss Sullivan was her teacher.

My mama was washing clothes. "Moses!" she called. "Go fetch me some clean water." So I grabbed a bucket. Just then, Helen and Miss Sullivan came down the path and stopped at the pump.

Helen was being naughty as usual. She stuck her hand in the water and kept splashing it everywhere. Her foot bumped against my bucket. Suddenly, she kicked it over. I was soaked!

Miss Sullivan took Helen's hand. She held it under the faucet again and said, "Moses, please pump some water." I pumped cool water over Helen's hand. Then Miss Sullivan started tapping her fingers on Helen's other hand.

"What are you doing?" I asked.

"I'm spelling the word 'water,'" she told me. She showed me how she could make different letters with her fingers to spell w-a-t-e-r.

I asked, "Does Helen know what you're spelling?"

"No. She doesn't understand that things have names. I'm trying to teach her," she said.

I was fascinated! I watched her spell "water" again and again on Helen's hand. At first, she spelled very slowly. Then she started spelling faster and faster. Helen stood still. She barely moved a muscle. All of a sudden, she smiled. Then she laughed. She finally understood!

That memory will always stay in my mind. I will never forget the day Helen Keller learned that everything has a name.

When you are finished, discuss ideas for a title and write it at the top.

*Parents Say…*

*For Model and Teach, we chose John "Johnny Appleseed" Chapman as our historical character since we had learned about him in the Tall Tales lesson.*

*I modified Model and Teach. Instead of modeling an entire story, I use it as a way to jumpstart writing ideas. If I see her writing decline, we'll reinstitute full modeling.*

*With two kids, we try creating our Model and Teach story by taking turns, but it often ends in disappointment or argument. Now I guide one child to tell his story, and then the other. We do this orally instead of writing them down.*

*We do our Model and Teach together. I let the kids get silly and have fun with the activity, if they want. They also love competing to see whose ideas get written down!*

# ACTIVITY SET 4:3

**Weak writing** can result from making general statements about a broad topic. When a topic is *too broad*, children may have no idea where to start or what to write about. Narrowing a topic helps them zero in on one "snapshot event" to make their writing more focused and interesting—and therefore stronger.

**At a Glance: Activity Set 4:3**

- Skill Builder
- Journal Writing Practice

## Skill Builder - Go-Back-In-Time Machine

### Advance Prep

Remove the Activity Set 4:3 "Go-Back-In-Time Machine" page from the Student Activity Pack. If you are using the digital version, print out a copy.

Cut apart the five squares so you have five time machines of different sizes.

***Directions***

Today, you will teach or review how to narrow a broad topic. This is an oral activity. There is no writing involved.

> *"A helpful tool and great visual reminder!"*
>
> *–Shea, WA*

1. Stack the "Go-Back-In-Time Machine" squares from smallest to largest, with the biggest one on top.
2. Tell your child you are going to practice choosing a topic together for a potential historical fiction story. Your goal is to narrow the topic and think of a more specific idea.
3. Explain that if you want to go back in time to write a historical fiction story, simply choosing a person from history is too general. For example, "Squanto" is too general, because many things happened to him in his lifetime.
4. Remove the largest time-machine square from the stack and set it aside.
   - Explain that you can narrow the topic. For example, you could narrow it to how Squanto helped the Pilgrims survive.
   - Even though the topic of how Squanto helped the Pilgrims survive is narrower than just writing about Squanto, it's still too broad.
5. Remove the second largest square from the stack and set it aside.
   - Explain that you can still narrow the topic—perhaps to how Squanto helped the Pilgrims survive *after their very first winter.*
   - Even though this new topic is narrower than the previous one, it's still too broad.

6. Remove the third largest square and set it aside.
   - Explain that you can narrow the topic even further—perhaps to how Squanto helped the Pilgrims survive after their first winter *by showing them how to plant corn in the spring*.
   - Even though you've done a good job narrowing the topic, it can still be more specific—and the more specific the topic, the stronger the writing will be.
7. Remove the fourth largest square and set it aside. You'll now be looking at the smallest box.
   - Say that you're going to narrow the topic one more time.
   - This time, explain that you can narrow the topic to how Squanto *planted a fish with three kernels of corn into each hole* when he helped the Pilgrims survive after their first winter in America.

Repeat this activity several times, starting with a broad topic and narrowing it down to a very specific topic—one your student could write a historical fiction story about. She can choose people from the Activity Set 4:2 "You Were There! Historical Figures" list or someone she has already studied.

**Additional Ideas for Narrowing a Topic**

- While narrowing a topic is important, it's also possible to make it *too narrow*. When this happens, you'll find there's usually not much left to say about the subject at all.
- Sometimes students may only need to remove **two or three squares** from the "Go-Back-in-Time Machine" in order to narrow a topic sufficiently. Talk about the "Squanto" exercise, and ask whether narrowing the topic four times was just right, or whether they think it was narrowed too much.
- Some children are more visual in their learning style. As you go through each step together, try writing the newly narrowed topic on a sticky note and affixing it to the corresponding time machine square. This helps them more clearly visualize the process of narrowing a topic.
- Other students may not be interested in using the "Go-Back-In-Time Machine" at all. Consider drawing a target (four rings and a bull's-eye) on a sheet of paper. Narrow the topic by moving a sticky note from the outer ring toward the center until you reach the bull's-eye.

---

*Parents Say…*

*The kids loved this! We went through this activity a bunch of times for practice till the concept of narrowing down a topic really started to click.*

*Though my children thought this was a little silly, they did admit it helped them!*

*My son much preferred the bull's-eye. I drew it on the whiteboard, and he had fun using his Nerf dart gun instead of sticky notes!*

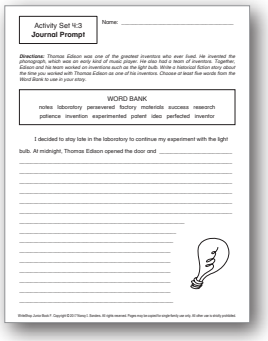
---

# Journal Writing Practice - Writing Historical Fiction

*"The journal prompts are so creative! J has loved every single one."*

*–Mindy, UT*

Give your student the Activity Set 4:3 Journal Prompt page from the Skill Builder Worksheet Pack. Read the words in the Word Bank together. If any of the words are unfamiliar to her, look them up in a dictionary so she understands the meaning of each one. Read the directions and invite her to spend 5-15 minutes answering the prompt.



Activity Set 4:3
**Journal Prompt**

Name: _____

***Directions:*** *Thomas Edison was one of the greatest inventors who ever lived. He invented the phonograph, which was an early kind of music player. He also had a team of inventors. Together, Edison and his team worked on inventions such as the light bulb. Write a historical fiction story about the time you worked with Thomas Edison as one of his inventors. Choose at least five words from the Word Bank to use in your story.*

WORD BANK

notes laboratory persevered factory materials success research patience invention experimented patent idea perfected inventor

I decided to stay late in the laboratory to continue my experiment with the light bulb. At midnight, Thomas Edison opened the door and _____

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When she is finished, add this page to her journal. Take time for her to share with you what she has written.

***Alternative Journal Topics***

If your child doesn't want to write a historical fiction story about Thomas Edison, give her a copy of a blank Journal Prompt page from her Student Worksheet Pack and let her choose a different theme.

- *The Southern mansion was turned into a hospital during the Civil War. When I knocked on the door, Clara Barton greeted me as a new volunteer to help the wounded soldiers. She showed me how to…*
- *I climbed onto my complaining camel and followed Marco Polo as he started off on a journey to China. Just then I heard a shout, so I…*
- *The ground in front of the Lincoln Memorial was packed with people waiting for Dr. Martin Luther King, Jr. to speak. From the side, I heard Dr. King call my name, and he…*
- *An unexpected storm dumped rain on me as I raced to tell Pocahontas the news that…*
- *A crowd gathered on the walkway that bordered the muddy street. All of a sudden, around the corner came a Model T automobile driven by Henry Ford! I had never seen such a wonderful thing, and I ran…*

# ACTIVITY SET 4:4

## Brainstorming

*"Once again, brainstorming was essential in helping keep her on track."*

*–Kim, FL*

**At a Glance: Activity Set 4:4**

- Brainstorming
- Junior Writer's Notebook (optional)

For this Writing Project, your child will write a historical fiction story. Ideas she generates during today's brainstorming will provide many of the ingredients she will include in her story.

### Smaller Steps and Flying Higher

Are you teaching a reluctant or more advanced writer? Read ahead to Activity Set 4:5 Smaller Steps and Flying Higher (pp. 138-39). If you plan to do one of these activities, brainstorm accordingly today. Smaller Steps may require a trip to the library, and Flying Higher invites students to create a historical newspaper. Allow extra time accordingly.

***Junior Writer's Notebook***

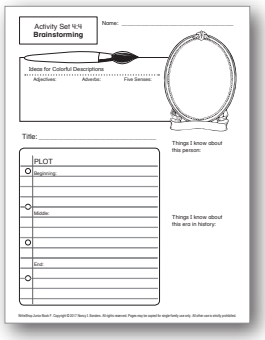
If you have the optional Junior Writer's Notebook, your child might enjoy printing out the "Genre: Historical Fiction" page for additional help planning his historical fiction story. He may also find some of the other planning pages helpful, such as "Create Interesting Characters," "Map Your Plot," or "Track Your Timeline."

***Directions***

Brainstorming encourages students to make lists of ideas to choose from when they write. Their lists help them think of various story ingredient ideas.

Brainstorm ideas together to help your child write her own historical fiction story. Students will become the main character in the story. In addition, have them pick an actual person from history who will appear in the story with them.

1. Give your student the Activity Set 4:4 brainstorming worksheet from the Student Worksheet Pack.
2. When brainstorming together, continue to write on a large writing surface or on a copy of the brainstorming worksheet. As you discuss ideas, first write them on your large example. Then, have your child copy her favorites onto her own worksheet.
3. Choose a historical figure.


Activity Set 4:4
Brainstorming
Name:
Ideas for Colorful Descriptions
Adjectives: Adverbs: Five Senses:
Title:
Things I know about this person:
PLOT
Beginning:
Middle:
Things I know about this era in history:
End:

- This can be a person from the Activity Set 4:2 "You Were There! Historical Figures" list or someone she's already studied.
- Look up this person on the Internet or in a book and read a short biography. (If it's hard to find information, choose a more well-known figure your child knows a lot about or has recently studied.)

  To find biographical information about her subject, visit **writeshop.com/book-f-resources** for a list of suggested online resources.

  *Caution: Please supervise your children's Internet use so you can guide them to sites with age-appropriate content.*
- On the back of the brainstorming worksheet, have students list the main references (books or websites) used when researching their historical figure.
- In the oval at the right of the worksheet, invite students to draw a picture of their historical figure and write the person's name in the banner below.

> **Tip**
> During brainstorming, use the "Go-Back-in-Time Machine" from Activity Set 4:3 if students need more help narrowing their topic.

- Below this, they will list information they know about both the person and the historical time period. Instruct them to write key words or phrases, not complete sentences.
  - ~ Words or phrases about George Washington could include *General, Valley Forge,* and *first President.*
  - ~ Words or phrases about this era in history could include *patriots, taxation without representation, Revolutionary War,* and *fight for independence.*

4. Include colorful descriptions.
   - For ideas, encourage students to refer to the *Colorful Descriptions Paint Box* from Activity Set 3:3.
   - In the space provided, students will write short lists of adjectives, adverbs, and sensory details they could include in their story.
5. Plan the plot.
   - *Beginning*
     - ~ Discuss ideas for the beginning of the story.
     - ~ Think of three details that could happen to introduce the story. Write the details as words or phrases, one on each line.
     - ~ Ask: *What could happen first at the beginning of the story? What's another thing that could happen in the beginning? What could happen after that?*
   - *Middle*
     - ~ Think of three or four details that could take place in the middle of the story. Write them down as words or phrases, one on each line.

- ~ Ask: *What could take place first, second, and third in the middle of the story when there's a problem to solve?*

- *End*
  - ~ Discuss how the story will end.
  - ~ Think of three details that could help solve the problem or end the story in a satisfying way. Write the details as words or phrases, one on each line.

6. Ask students to suggest several titles for their story. Invite them to choose a favorite and write it on their "Title" line.

---

*Parents Say…*

*We took an extra day to read a biography of a person from the time period we're studying.*

*Before brainstorming, we watched some online videos about my son's subject, Jonas Salk.*

---

# ACTIVITY SET 4:5

## The Writing Project - Writing Historical Fiction

For today's Writing Project, your student will write a historical fiction story. As she writes, make sure she includes all the elements of historical fiction she has been learning throughout Lesson 4. See Activity Set 4:2 Model and Teach (pp. 125-29) if you need a refresher.

**At a Glance: Activity Set 4:5**

- The Writing Project
- Smaller Steps or Flying Higher

***Directions to the Teacher***

1. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity if your advanced learner would enjoy the additional challenge of creating a historical newspaper.
2. Display the writing sample from Activity Set 4:2 "The Most Exciting Day of My Life" (p. 126) as a reference while she writes. Having the sample as a guide will help keep her from turning a historical fiction *story* into a history *report*.

***Directions to the Student***

1. Refer to your Activity Set 4:4 brainstorming worksheet as you write so you can incorporate those ideas into your actual story.
2. You don't have to use every single brainstorming idea.
3. Write in past tense.
4. If you have trouble writing your very first sentence, look through this list of story starters to find one that could work with your historical setting and character.
   - *The damp, salty air stung my cheeks as…*
   - *Huge waves crashed onto the deck. I grabbed…*
   - *As I waited for (historical character) in the (cramped room, vast hall, apple orchard, etc.)…*
   - *Climbing onto (the stage, my horse, a boulder, the roof, etc.), I…*
   - *A loud crash startled me, and I raced to the (laboratory, barn, kitchen, etc.) To my surprise, (historical character) was…*
   - *The crowd was so thick I could barely squeeze my way to the front. Like everyone else, I wanted to watch (historical character) (do what?)…*
   - *By the dim light of a (lantern, torch, gas lamp, etc.), (historical character) and I hurried along the (street, alleyway, dock, path, etc.) toward…*
   - *I pushed the small trunk toward the open window and…*

> *"She loves to start all of her stories with 'One day…' This gave her many ideas of how to start her story instead."*
>
> *–Brina, CA*

- *We both knew it. (Historical character) was on the verge of discovery!*
- *The expedition took many weeks, and we were exhausted.*
- *As we moved through the silent forest, (historical character) and I…*
- *The sun's rays woke me from a deep sleep, but I was too excited to stay in bed. Today I was going to…*
- *Standing on the steps of (historic building), I waited anxiously with the growing crowd for (historical character) to appear.*
- *The first time (historical character) ever (did what?), we were only __ years old, but I remember as if it were yesterday.*

5. Your story must include colorful descriptions and other important details from your worksheet. Don't forget to use strong verbs!
6. Include dialogue, using "The Most Exciting Day of My Life" as an example.
7. Indent the first line of each paragraph, and remember to skip every other line.

---

*Parents Say . . .*

*My son is getting more confident in writing from the brainstorming sheet. I was excited to see him interested in writing without me today.*

---

## Smaller Steps - Practice

A reluctant writer might gain confidence retelling a scene in her own words from a biography about a person from history.

1. Read an excerpt together from a grade-appropriate nonfiction biography.
2. Invite your student to put herself in the story in place of one of the supporting characters.
3. Guide her to imagine how she would react, what she would do, and what she would say in the scene.
4. Use the brainstorming worksheet as directed, based on the story she read.

**Tip**

If your child seems to struggle with writing abstractly in first person, relax the rules by inviting her to write the historical fiction story in third person instead. Book F will offer plenty of other opportunities to write in first person.

## Flying Higher - Historic Newspaper

1. An accelerated learner may enjoy creating a newspaper for the city and era in which a historical person lived.
2. Include a historical fiction story as one of the main features starring your student interacting with the person from history.
3. Look for samples of advertisements published during that era, and include an ad in the historical newspaper as well. To view historic newspapers online, visit **writeshop.com/book-f-resources** for suggested resources.
4. For added fun, design the newspaper on a computer typing program or publishing program with columns, headings, and a creative logo. For ideas on newspaper logos, visit **writeshop.com/book-f-resources** for suggested online resources.

---

*Parents Say…*

*We typed short stories, cut them out, and glued them to an actual newspaper to pretend he had really published them.*

---

# ACTIVITY SET 4:6

## Editing and Revising

**At a Glance: Activity Set 4:6**

- **Editing and Revising**

### Advance Prep

Remove the Activity Set 4:6 "Punctuation Foundation" page from the Student Worksheet Pack. Laminate for durability (or slide it into a page protector) and display it as a poster in the writing center.

**Said It, Read It, Edit Bag**

Read your student's historical fiction story together.

1. Together, look over the story and guide her to highlight:
   - A difficult word she spelled correctly.
   - A sentence she wrote correctly by starting it with a capital letter and using the correct punctuation.
   - At least one strong adjective, adverb, or sensory detail that she included in her story.
2. Pull out the "Proofreading Marks" page. Ask your child to choose a few proofreading marks to write on her Writing Project. Keep the page handy for reference.
3. Ask if her historical fiction story has all the elements it needs. If not, discuss ideas for improvement. Specifically, ask:
   - Does the story have a beginning, middle, and end?
   - Is it written in past tense?
   - Is your story based partly on historical fact and partly on fiction?
   - Does it include dialogue between characters?
   - Did you add interesting details and colorful descriptions?
4. Instruct your student to read the story **aloud**. Have her examine each sentence to make sure she:
   - Indented the first line of the paragraph(s).
   - Began each sentence with a capital letter and used correct ending punctuation. Refer to the "Punctuation Foundation" page as a guide.
   - Used commas and quotation marks correctly. Refer to the "Punctuation Foundation" page as a guide.
   - Does not have any missing words in the sentences.
5. Encourage her to use a thesaurus to exchange weak words for concrete words.

> *"Having tools for editing is a tremendous help."*
>
> *–Jessica, CA*

6. Have her circle, look up in the dictionary, and correct any difficult words whose spelling she is unsure about.

**Concrete Word Bank (optional)**
If your child has been enjoying earning "hard cash" by trading weak words for strong ones at the Concrete Word Bank, use the Editing and Revising time for her to earn play money based on the updated guidelines in Activity Set 3:6 (pp. 112-13).

Because future lessons in this book will cover genres such as poetry and nonfiction, this is the last lesson that will specifically incorporate the Concrete Word Bank into the editing and revising session. However, if your student is highly motivated by this system, please feel free to continue using the Concrete Word Bank as you choose.

---

*Parents Say…*

*My son was starting to get wordy in order to earn more Concrete Word Bank dollars. Adding a penalty for intentional redundancy nipped it in the bud!*

---

**Self-editing Check**
When your student is ready, give her the Activity Set 3:6 "Self-editing Check" page from the Student Worksheet Pack. Go down the checklist together. Have her check off each task she has already accomplished. If she has forgotten to do something, allow time for her to complete that task and check it off the list.

> *"The self-editing checklist is a must! It helps him to catch things and creates less work for me."*
>
> *–Erika, TX*

**Final Check**
*Parent Editing*
When your student has finished self-editing, give her paper one final edit. Refer to the "Proofreading Marks" page to help you write the correct marks on the story.

*Revising*
Have your child revise her writing.

- For the most attractive published project, she may wish to rewrite her corrections on specialty paper as instructed in Activity Set 4:7 "Publishing the Project." Otherwise, she may simply write the corrections on the blank spaces between the lines.
- Don't draw attention to new errors that may appear on her final copy.

# ACTIVITY SET 4:7

## Publishing the Project - Calligraphy

Young writers might enjoy experiencing how some writers actually wrote during the past—with calligraphy!

**At a Glance: Activity Set 4:7**

- **Publishing the Project**

### Advance Prep

Gather paper and supplies for writing calligraphy. There are several options:

- *On the computer:* Type the historical fiction story using free, downloadable calligraphy fonts. To find free calligraphy fonts online, visit **writeshop.com/book-f-resources** for suggested websites.
- *By hand:* Calligraphy sets or pens, markers, and instruction books are available at hobby stores such as Michael's® or Hobby Lobby®. How-to books may also be found at the library.

***Directions to the Teacher***

1. Explain that many documents from history were written in a beautiful style of writing called calligraphy.
2. Help your student decide which form of calligraphy to use (either handwritten or typed on the computer).

***Directions to the Student***

1. Decide how much of the Writing Project you would like to do in calligraphy. Here are some options:
   - Write the story in regular handwriting, but write a **fancy title** in calligraphy.
   - Use calligraphy to write a fancy large letter for the **first letter of the story**. Write the story in regular handwriting.
   - Use calligraphy to write a large, fancy letter for the **first letter of each paragraph**. Write the story in regular handwriting.
   - Write or type the **entire story** in easy-to-read calligraphy.

2. If using pen and ink, allow the ink to dry. If using the computer, print out your story. For a more antique look, use parchment-style paper.
3. Roll up the Writing Project like a scroll and tie with a ribbon.
4. Share your historical fiction story with friends and family. They'll have fun opening the scroll and reading your story. If you don't want to roll up your story, place it inside a report folder instead. A one-page story can even be framed as a work of art!

*Parents Say…*

*My boys chose to publish their story as a newspaper article.*

*I had my less "artistic" child write the final draft in her neatest handwriting for added practice with cursive.*

*We started the story with one calligraphy letter. This was lots of fun and introduced the kids to something new.*

*We chose to type the final copies using a computer calligraphy font. Then we printed their stories on parchment-style paper. Their stories looked so ancient and beautiful. We rolled them up and made scrolls. Easy and memorable!*

# ACTIVITY SET 4:8

## Evaluating the Student's Work

Use the Junior Writing Skills Evaluation Chart for Lessons 1-6 to evaluate your student's progress *as of today.*

**At a Glance: Activity Set 4:8**

- Evaluating the Student's Work
- Want to Do More? (optional)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook
- Let's Look Ahead

## Want to Do More?

***Writing Across the Curriculum – Spotlight on Visual Arts***

*If your child expresses an interest in art, plan to spend several days or even a week on these related—but entirely optional—art activities.*

Study a famous artist who lived during the same time period as your student's historical fiction story.

1. In an art book or online, help your student search for the name of an artist that interests her. To find websites featuring artists' biographies, visit **writeshop.com/book-f-resources** for links to online resources.

   *Caution: Please supervise your children's Internet use so you can guide them to sites that support your family's values.*

2. Learn about the technique the artist used, and guide your student to create an original piece of art using a similar technique. For suggested online art lessons and resources for kids, visit **writeshop.com/book-f-resources**.
3. After the art project is finished, invite your student to write a historical fiction story about helping the artist create a new masterpiece.

***Computer Capers – Adding Footnotes***

When brainstorming for her historical fiction story, your student read books or online references to learn more about the time period and her chosen figure from history. Today, show her how to cite research sources by adding **footnotes** at the bottom of the typed page.

> *"My daughter loved how the footnotes made her story look professional!"*
>
> *–Lauren, VA*

1. Have your student type her story into a Microsoft Word document.
   - Remind her to place her fingers correctly on the keyboard.
   - If she is still learning typing skills, set a timer for 5-15 minutes and let her type until time is up. Finish typing the story for her, if necessary. Make sure to save it.

2. In the story, place the cursor immediately following the word or sentence where you want to insert a footnote. Microsoft Word will insert a reference mark in the text and add the footnote mark at the bottom of the page. Add a footnote in one of these ways:
   - Click "References" in the menu bar. Then click the "Insert Footnote" symbol in the toolbar (Fig. 1); or
   - Use a keyboard shortcut:
     ~ On a PC: ALT+CTRL+F (Fig. 2)
     ~ On a Mac: COMMAND(⌘)+OPTION+F (Fig. 3)

Figure 1

Figure 2

Figure 3

In the space you created for the footnote, type the title of the book or other resource your student used. Include the author's name and the page number, if applicable.

## Flying Higher - Creating Accurate Citations

As students practice writing formal research reports, they will need to learn the proper way to cite their references in footnotes, endnotes, and bibliographies.

Using accurate citations doesn't have to be intimidating! Turn to an online tool that creates free MLA citations. This makes it easy for students to build a list of their research resources. If your advanced or motivated writer is interested in learning this skill, visit **writeshop.com/book-f-resources** for links to reputable (and free) citation tools.

***Directions***

1. Follow the Computer Capers instructions above to create a footnote.
2. Choose an online citation tool. For suggestions, visit **writeshop.com/book-f-resources**..
   - Choose MLA format.
   - Enter the book title, URL, or other source used. The program will generate a correctly formatted citation.
3. Copy and paste this citation into the Microsoft Word document in the space you created for the footnote.

---

*Parents Say . . .*

*Footnoting was a little over my son's head at this time. We opted to practice typing skills instead.*

---

***Junior Writer's Notebook – Genre: Historical Fiction***

Read the "Genre: Historical Fiction" worksheet together. Have your student add the master copy to her *Junior Writer's Notebook*. On a separate sheet of lined paper, invite her to write down ideas for future historical fiction stories by answering the prompts from the worksheet.

## Let's Look Ahead: Lesson 5

Reading a collection of limericks will help prepare students for Lesson 5. See p. 150 for resource ideas.

*"My daughter uses her Junior Writer's Notebook frequently. A valuable tool for years to come!"*

*–Hannah, MN*

# Lesson 5: Limericks

## Lesson Focus: Using Rhyme and Meter

## Objectives

**Students will:**

- Learn about different types of poems, focusing on limericks.
- Study meter (rhythm) in poetry.
- Add emotion words to develop strong voice.
- Learn various rhyme patterns in poetry.

> *"This poetry lesson was a welcome break between fiction stories and 5-paragraph writing."*
>
> *–Kelley, SD*

## Materials

**Resource Packs**

Remove these pages from each Pack (or print them, if you have the digital version)

- Level 3 Fold-N-Go Grammar Pack
  - ~ Lesson 5 *Poetry Fold-N-Go* pages*
- Student Worksheet Pack F
  - ~ *Reading log of your choice* (optional, as needed)
  - ~ Activity Set 5:2
    - *Wild and Wacky Limericks*
    - *Rhyme Time Rhyming Word Lists*
  - ~ Activity Set 5:3
    - *Dramatic Voice*
    - *Journal Prompt* (2 pages)
  - ~ Activity Set 5:4 *Brainstorming*
  - ~ Activity Set 5:6 *Limerick Self-editing Check*
- Time-Saver Pack F (optional)
  - ~ Activity Set 5:7 *Mini Poem Pages** (2 sheets)
- Junior Writer's Notebook 2 (optional)
  - ~ *Genre: Poetry*

*Advance prep may be required

**Required Supplies for Lesson 5** *(In addition to Everyday Supplies)*

Activity Set 5:7

- 12- x 18-inch sheet of construction paper (other sizes will not work)
- "Mini Poems" pages from Time-Saver Pack F, or sturdy scrapbooking paper or cardstock to make your own

**Optional Supplies for Lesson 5**

Activity Set 5:1

- Book of poetry that contains limericks, such as:
  - ~ *The Book of Pigericks: Pig Limericks* by Arnold Lobel
  - ~ *Random House Book of Poetry for Children,* selected by Jack Prelutsky

  Choose a book aimed at children, as limericks for adults are often rude or suggestive.

Activity Set 5:2

- Page protector or clear plastic report cover
- Dry-erase markers

Activity Set 5:3 and Activity Set 5:5

- Rhyming dictionary such as *The Scholastic Rhyming Dictionary* or a free online rhyming dictionary (for both Journal Writing and Flying Higher)

# ACTIVITY SET 5:1

*"We've never done any poetry before. This was an excellent introduction."*

*–Janeé, TX*

**At a Glance: Activity Set 5:1**

- Fold-N-Go Grammar
- Reading Log

## Fold-N-Go Grammar - Poetry

### Advance Prep

Remove the six pages for Lesson 5 *Poetry Fold-N-Go* from the Level 3 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages. Assemble the *Fold-N-Go* and two bookmarks.

Complete the *Fold-N-Go* activities, spreading the work over 2-3 days if needed.

**A Note about Rhythm**
Page 2 of the *Poetry Fold-N-Go* introduces the concept of *rhythm*. This can be a challenging concept for some students to grasp. If your child finds it confusing, practice with several familiar rhymes, such as:

**TWIN-**kle, **TWIN-**kle, **LIT-**tle **STAR**,
**HOW** I **WON-**der **WHAT** you **ARE**.
**UP** a-**BOVE** the **WORLD** so **HIGH**,
**LIKE** a **DIA-**mond **IN** the **SKY.**

**LIT**-tle Boy **BLUE** / Come **BLOW** your **HORN**;
The **SHEEP'S** in the **MEAD-**ow / The **COW'S** in the **CORN**.
**WHERE** is the **BOY** / Who looks **AF-**ter the **SHEEP**?
He's **UN-**der the **HAY-**stack / **FAST** a-**SLEEP**.

**THREE** little **KIT-**tens,
They **LOST** their **MIT-**tens,
And **THEY** be-**GAN** to **CRY**,
"Oh, **MOTH-**er **DEAR**, we **SAD-**ly **FEAR**
Our **MIT-**tens **WE** have **LOST**."

Take turns reading the poems aloud, accenting or emphasizing the **BOLD** syllables. It can help to read with exaggeration.

*Parents Say . . .*

*The Fold-N-Go had lots of great poetic devices to learn. I took several days to teach these and tried to integrate them into our literature studies.*

## Reading Log

During this lesson, your child will be studying poetry and writing a **limerick**. This would be a great opportunity for him to read poems and limericks at his age or interest level and track them on his reading log. Consider collections such as:

*Random House Book of Poetry for Children,* selected by Jack Prelutsky
*Twimericks: The Book of Tongue-Twisting Limericks* by Lou Brooks
*The Book of Pigericks: Pig Limericks* by Arnold Lobel

A Google search for "limericks for children" will direct you to some good websites. For suggested online limerick resources, visit **writeshop.com/book-f-resources**.

*Use discretion to ensure each book and website meets with your family's standards and values. Limericks for adults are often rude or suggestive, so choose materials specifically written for children.*

# ACTIVITY SET 5:2

## Lesson Overview

Lesson 5 offers a break from story writing with a hilarious exercise in writing a limerick. Students will learn that poems have *meter* (also called *rhythm*) and will specifically practice using meter in a limerick. Because a limerick is usually a silly poem, children will also incorporate humor into their poems.

**At a Glance: Activity Set 5:2**

- Lesson Overview
- Pre-writing Activity
- Model and Teach

## Pre-writing Activity - Wild and Wacky Limericks

***Directions***

This oral pre-writing exercise introduces students to limericks and helps them gain confidence working with this genre. The only writing involved will be to make lists of single-syllable rhyming words.

> *"The limericks are a blast—we had a lot of fun! The word lists were a huge help."*
>
> *–Brina, CA*

1. Give your student the "Wild and Wacky Limericks" page from the Student Worksheet Pack.
2. Together, read aloud Limerick #1 from the worksheet, pausing to fill in the blanks as directed with words from the Word Banks. (Some non-rhyming words such as adjectives or verbs do not need to be selected from the Word Banks.)
3. Read aloud Limerick #2 from the worksheet, filling in the blanks as directed. (If a plural form is required, add *–s* or *-es* as needed to the word.)
4. Repeat this activity several times, using different words from the suggested Word Banks. Try to make the limericks as silly as possible.
5. If your child is feeling confident forming his own limericks, create two new Word Banks (D and E) that rhyme with one-syllable names such as *Ben, Blair, Brooke, June, Chad,* or *Mark* or one-syllable place names such as *Wales, Leeds, Cork,* or *Flint.*

**Tip**

Students are welcome to complete the limericks by reading them aloud without writing them down. However, if they would like to fill in the blanks with their word choices, place the worksheet inside a page protector or plastic report cover and write the words using dry-erase markers. When finished, erase the words to create a different limerick.

## Model and Teach

*For this activity, students will need a copy of Activity Set 5:2 "Rhyme Time Rhyming Word Lists" from the Student Worksheet pack.*

***Directions***

Read aloud the following writing sample, an example of a limerick.

The Itchy Giant

There was a tall giant named Jack
Who had a great itch on his back.
He used three tall trees
To scratch all his fleas,
Then he ate the three trees for a snack.

Use this script as an example of how to guide the writing through modeling. As you work with your student, *continually check that the rhythm and rhyme patterns follow the rules for writing a limerick.*

*You:* *Since Lesson 1, we've been learning about different types of writing. Do you remember the word that describes different kinds of writing?*

Child: Genre?

*You:* *Yes! Good! And did you know poetry is a genre too? There are all kinds of poems. In this lesson, we're going to focus on one type of poem called a limerick.*

*I think you'll love this lesson because limericks are usually silly. They're fun to read and say aloud—and they're also fun to write.*

*Each kind of poem has its own special rules—including limericks. Limericks have a specific rhyme and rhythm pattern that we have to follow as we write. If we don't follow the rules, we won't end up with a limerick.*

*Let's read "The Itchy Giant" again.* (Read aloud together.)

*Now, let's look at the rhyme pattern in "The Itchy Giant." Which three lines rhyme?*

Child: _____
(Possible answers: Lines one, two, and five; OR Jack, back, and snack.)

*You:* *Well done! Let's call that Rhyme A. Which other two lines rhyme?*

Child: _____
(Possible answer: The third and fourth lines.)

*You:* *Right again. We'll call that Rhyme B. That means our five-line limerick has the rhyme pattern AABBA. You learned about this in your* Poetry Fold-N-Go, *remember? This is the rhyme pattern for a limerick.*

> *"I was nervous about teaching poetry, but the script saved me! We finished a limerick without any problem."*
>
> *–Heidi, NY*

*I'm going to repeat the limerick using the rhythm or beat of the poem. This is also called the meter. In your* Fold-N-Go*, you learned about stressed and unstressed syllables.*

*First I'll say a line from the limerick. Then listen as I say "da" for every unstressed syllable and "DUM" for every stressed syllable.*

*Say:* *There was a tall giant named Jack*

*Then say:* *da DUM da da DUM da da DUM*

*Say:* *Who had a great itch on his back.*

*Then say:* *da DUM da da DUM da da DUM*

*Say:* *He used three tall trees*

*Then say:* *da DUM da da DUM*

*Say:* *To scratch all his fleas,*

*Then say:* *da DUM da da DUM*

*Say:* *Then he ate the three trees for a snack.*

*Then say:* *da da DUM da da DUM da da DUM*

*There are three stressed syllables in the first, second, and last lines of a limerick. Did you hear them? And the third and fourth lines have two stressed syllables. That rhythm is what makes it so much fun to say aloud.*

*To start writing our own limerick, let's pick the name of a person, an animal, or a place that's just one syllable. You can use your "Rhyme Time Rhyming Word Lists" for ideas. Which name do you want to choose?*

Child: _____
(Possible answer: Fred. That's Grandpa's name!)

*You:* *This should be fun! Limericks start in different ways. These are three common ways to start a limerick:*

*There once was an old man named _____*
*There was a fierce dragon named _____*
*There was young lady from _____*

*How would you like to start our limerick so that it has three stressed syllables?*

Child: _____
(Possible answer: There was a green lizard named Fred.)

*You:* *Very good! (Write down the first line of the limerick.)*

*For the second line, pick a new rhyming word from your list. Don't forget: limericks can be really silly! How do you want to write the second line?*

Child: _____
(Possible answer: Who wanted to stand on his head.)

*You:* *Great rhythm and rhyme—just what a limerick needs! Now let's write the next two lines. In these two lines, we'll explain what happens. But first, we need to pick two different words that rhyme—but from a different rhyme list. Do you remember the rhythm we use in the next two lines? It sounds like this:*

*da DUM da da DUM*
*da DUM da da DUM*

*Each of these lines has* ***two*** *stressed syllables. Did you hear it? How would you like to write lines 3 and 4 so they follow this rhythm?*

Child: _____
(Possible answer:
He stubbed his big toe
When he fell in the snow)

*You:* *That's a great pair of rhyming words!*

*OK. Let's look back at our first list of rhyming words. Go ahead and pick one to finish off the limerick. How can you end it in a silly way?*

Child: _____
(Possible answer: And he wanted to go back to bed.)

*You:* *Yes, I love it!*

Limericks rarely have titles, but if your student wants to include one, he may think up a silly title to add at the top.

## Are Stressed Syllables Causing Stress?

Some children have trouble hearing the stressed/unstressed syllable pattern. Before writing limericks, spend extra time simply ***reading*** limericks—just to get a feel for them. See p. 150 for a list of limerick-rich books and websites.

***Helpful Tips***

After reading a few limericks, stop to discuss stressed syllables.

- Explain that a stressed syllable often sounds LOUDER than unstressed syllables.
  TAR-get, O-pen, FIN-ish, SAND-wich
  GAR-den, GAR-den-er, GAR-dened
  ex-PECT, re-MAIN, de-CIDE, a-BOUT
  en-JOY, en-JOY-ing, en-JOY-able
- Practice with familiar words, saying them aloud and deciding where to place the stress:
  rabbit, donkey, lion, zebra, giraffe, gazelle, koala, elephant, kangaroo
  cherry, apple, lemon, strawberry, banana, tomato, tangerine, nectarine
  decide, escape, pretend, reply, shelter, argue, listen, educate, disappear
- Invite the student to place a hand under his chin (not quite touching) as he says a word. Because the stressed syllable is the loudest and has the strongest vowel sound, his chin should drop further on the stressed syllable.

  **Note:** This trick works better with certain vowel sounds. For example, it's effective with the words *happy, alive, holiday, animal*, and *remain,* but less so with *kangaroo, eagle, Jupiter, picture*, or *seaweed.*

# ACTIVITY SET 5:3

Strong writing has a strong voice. One way to develop a strong voice is to add emotion words that show what the characters in the story or poem feel.

**At a Glance: Activity Set 5:3**

- Skill Builder
- Journal Writing Practice

## Skill Builder - Dramatic Voice

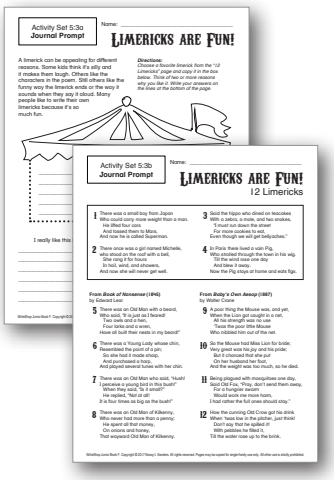
***Directions***

Today children will learn the importance of adding emotion.

1. Give your student the Activity Set 5:3 "Dramatic Voice" page from the Student Worksheet Pack, and read the directions.
2. In each box, have him draw a simple face that shows the corresponding emotion. For extra help, refer to a chart of emotion faces. For suggested online resources, visit **writeshop.com/book-f-resources**.
3. Take turns reading the limerick aloud, choosing different emotion words to fill in the blanks. (Don't write these words on the blanks; simply say them aloud.)
4. Encourage your child to read the limerick aloud with lots of drama, exaggerating the emotions he has chosen.
5. Discuss how the words he chose made a difference in the voice of the poem.

## Journal Writing Practice - Limericks are Fun!

Give your child the Activity Set 5:3a and 5:3b Journal Prompt pages, "Limericks Are Fun," from the Skill Builder Worksheet Pack. Invite him to spend 5-15 minutes answering the prompt. When he is finished, add this page to his journal.


Activity Set 5:3a
Journal Prompt
Name: _____
LIMERICKS ARE FUN!

A limerick can be appealing for different reasons. Some kids think it's silly and it makes them laugh. Others like the characters in the poem. Still others like the funny way the limerick ends or the way it sounds when they say it aloud. Many people like to write their own limericks because it's so much fun.

*Directions:*
*Choose a favorite limerick from the "12 Limericks" page and write it in the space below. Think of two or more reasons why you like it. Write your answers on the lines at the bottom of the page.*

I really like this

Activity Set 5:3b
Journal Prompt
Name: _____
LIMERICKS ARE FUN!
12 Limericks

1 There was a small boy from Japan
Who could carry more weight than a man.
He lifted a car
And tossed them to Mars,
And now he is called Superman.

2 There once was a girl named Michelle,
Who sang in the hall with a bell,
She rang it in hour
In hail, wind, and showers,
And now she will never get well.

3 Said the hippo who dined on teacakes
With a zebra, a mole, and two snakes,
"I'm sorry I'm greedy
For more cookies to eat,
Even though we will get bellyaches."

4 In Paris there lived a vain Pig,
Who thought he looked fine in his wig,
"Oh the wind blew one day
And blew it away,
Now the Pig stays at home and eats figs.

**From *Book of Nonsense* (1846)**
by Edward Lear

5 There was an Old Man with a beard,
Who said, "It is just as I feared!
Two owls and a hen,
Four larks and a wren,
Have all built their nests in my beard!"

6 There was a Young Lady whose chin,
Resembled the point of a pin;
So she had it made sharp,
And purchased a harp,
And played several tunes with her chin.

7 There was an Old Man who said, "Hush!
I perceive a young bird in this bush!"
When they asked, "Is it small?"
He replied, "Not at all!
It is four times as big as the bush!"

8 There was an Old Man of Kilkenny,
Who never had more than a penny;
He spent all that money,
On onions and honey,
That wayward Old Man of Kilkenny.

**From *Baby's Own Aesop* (1887)**
by Walter Crane

9 A poor thing the Mouse was, and yet,
When the Lion got caught in a net,
All his strength was no use
"Twas the poor little Mouse
Who nibbled him out of the net.

10 So the Mouse had Miss Lion for bride;
Very great was his joy and his pride;
But it chanced that she put
On her husband her foot,
And the weight was too much, so he died.

11 Being plagued with mosquitoes one day,
Said Old Fox, "Pray, don't send them away,
For a hungrier swarm
Would work me more harm,
I had rather the full ones should stay."

12 How the cunning Old Crow got his drink
When 'twas low in the pitcher, just think!
Don't say that he spilled it!
With pebbles he filled it,
Till the water rose up to the brink.

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### *Alternative Journal Topics*

If your student isn't interested in writing about why he likes his chosen limerick, give him a copy of a blank Journal Prompt page from his Student Worksheet Pack and let him choose a different topic, such as:

- *I just read a book of limericks. I liked this book because…*
- *When I read a limerick out loud, it makes me feel…*
- *"How to Write a Limerick": When writing a limerick, the first step is _____…*
- *Poetry is fun to read and write. I like to write poems because…*
- *My favorite poet is _____ because…*
  *Examples: Shel Silverstein, Robert Louis Stevenson, Theodor Geisel (Dr. Seuss), Christina Rossetti, Jack Prelutsky, Roald Dahl*

# ACTIVITY SET 5:4

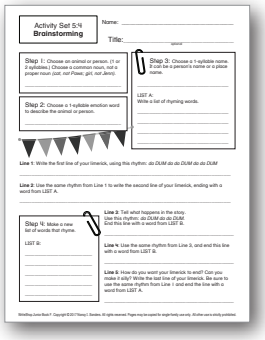
*"The brainstorming sheet was awesome and made writing a breeze!"*

*–Ellie, ID*

**At a Glance: Activity Set 5:4**

- **Brainstorming**

## Brainstorming


Activity Set 5:4
Brainstorming

Name: _____

Title: _____

Step 1: Choose an animal or person. (1 or 2 syllables.) Choose a common noun, not a proper noun (cat; not Pawz; girl; not Jenn).

Step 2: Choose a 1-syllable emotion word to describe the animal or person.

Step 3: Choose a 1-syllable name. It can be a person's name or a place name.

LIST A:
Write a list of rhyming words.

Line 1: Write the first line of your limerick, using this rhythm: *da DUM da da DUM da da DUM*

Line 2: Use the same rhythm from Line 1 to write the second line of your limerick, ending with a word from LIST A.

Step 4: Make a new list of words that rhyme.

LIST B:

Line 3: Tell what happens in the story. Use this rhythm: *da DUM da da DUM*. End this line with a word from LIST B.

Line 4: Use the same rhythm from Line 3, and end this line with a word from LIST B.

Line 5: How do you want your limerick to end? Can you make it silly? Write the last line of your limerick. Be sure to use the same rhythm from Line 1 and end the line with a word from LIST A.

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For this Writing Project, your child will write a limerick. The ideas he generates during today's brainstorming will provide many of the ingredients he will include in his limerick.

***Directions***

When writing a limerick, there are certain rules to follow. This brainstorming session will help your student think of ideas while learning to follow those rules. As you write words or phrases on your large example, have your child copy his favorites onto his own worksheet.

Give your student the Activity Set 5:4 brainstorming worksheet. Read ahead to Activity Set 5:5 Smaller Steps and Flying Higher. If you plan to do one of these activities with your child, brainstorm accordingly today.

*Step 1*

1. Choose an animal or person to star in the limerick.
2. This common noun can be one syllable, such as *girl, king, goat,* or *fox,* or it can be two syllables such as *doctor, cowboy, dragon,* or *weasel*.

*Step 2*

1. Choose a 1-syllable name for the animal or person in Step 1, such as *Ann, Mike,* or *Reese*.
2. Under LIST A, write several words that rhyme with this name. You may make an original list or use the "Rhyme Time Rhyming Word Lists" from Activity Set 5:2.

*Step 3*

1. Choose a 1-syllable emotion word or character quality to help create a strong voice in the limerick. Examples include: *wise, sad, brave, glad, bored, mad, sly, kind,* or *shy*.
2. ***Write Line 1***
   - The first line of the limerick will use the words from Steps 1, 2, and 3.
   - Write your favorite on the line, remembering that most limericks start with "There was" or "There once was."
   - Be sure the rhythm follows the correct meter: *da DUM da da DUM da da DUM*. In other words, the line must include **three** stressed syllables.

3. ***Write Line 2***
   - Talk about ideas for the second line of the limerick. Often, the second line of a limerick begins with "Who" or "Whose."
   - End this line with a word from LIST A.
   - Be sure the rhythm follows the correct meter: da DUM da da DUM da da DUM. Again, the line must include **three** stressed syllables.

*Step 4*

1. Make a new list of rhyming words under LIST B. You may make an original list or use the "Rhyme Time Rhyming Word Lists" for ideas.
2. ***Write Lines 3 and 4***
   - Discuss silly story ideas for the limerick.
   - Talk about how Line 3 and Line 4 could be written, following the correct meter: *da DUM da da DUM*. In other words, these lines must each include **two** stressed syllables.
   - Check that the two lines rhyme.
3. ***Write Line 5***
   - Think of ways to finish the limerick.
   - End this line with another word from LIST A.
   - Add humor if possible. Write your favorite idea on the line.
   - Be sure the rhythm follows the correct meter: *da DUM da da DUM da da DUM*—meaning this line includes **three** stressed syllables.

*Title:* (optional) Limericks rarely have a title. Interested students are welcome to think of one and write it at the top of the page.

# ACTIVITY SET 5:5

## The Writing Project - Writing a Limerick

For today's Writing Project, children will write a limerick in which they incorporate all the elements they have been learning about during Lesson 5.

**Activity Set 5:5 At a Glance**

- The Writing Project
- Smaller Steps or Flying Higher

***Directions to the Teacher***

1. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity if your advanced learner would enjoy an additional challenge.
2. Display the writing sample from Activity Set 5:2 "The Itchy Giant" (page 152).
3. Remind your child that when he writes a limerick, he must follow the rules for rhyme and rhythm patterns, as well as number of lines.

***Directions to the Student***

1. Refer to your Activity Set 5:4 brainstorming worksheet as you write.
2. Follow the rules for writing a limerick:
   - Rhyme pattern: AABBA
   - Rhythm patterns

     Line 1: *da DUM da da DUM da da DUM* (3 stressed syllables)

     Line 2: *da DUM da da DUM da da DUM* (3 stressed syllables)

     Line 3: *da DUM da da DUM* (2 stressed syllables)

     Line 4: *da DUM da da DUM* (2 stressed syllables)

     Line 5: *da DUM da da DUM da da DUM* (3 stressed syllables)
3. Make sure your limerick includes an emotion word and other important details you planned.
4. Each line of the limerick should begin with a capital letter.
5. Place a period at the end of Line 5. Refer to Activity Set 5:3b "Limericks Are Fun: 12 Limericks" poems to see other punctuation examples.
6. Skip every other line as you write.

*Parents Say . . .*

*We added a bit of music to this lesson. Tapping out the beat on a drum seemed to help her write each line and added to the fun!*

*My son wanted to write seven lines . . . even though I told him the poem would no longer be a limerick. So I first required him to write a "by-the-rules" limerick for his writing assignment. Only then was he allowed to write a 7-line poem.*

## Smaller Steps - Fill in the Blanks

A reluctant writer might feel overwhelmed trying to create an original limerick that follows the rules for rhyme and rhythm. If so, use the following limerick and brainstorm ideas to fill in the blanks with his own words.

There once was a _____ _____ named Lou
(1-syllable emotion word) (1-syllable animal)

Who liked to cook _____ in a stew.
(1-syllable silly plural noun)

One day a(n) _____ fox
(1-syllable emotion word)

Showed Lou a _____ box
(1-syllable adjective)

Full of _____, so she cooked with those, too!
(1-syllable silly plural noun)

## Flying Higher - More Complicated Rhymes

An accelerated learner may enjoy the challenge of creating limericks with multiple-syllable rhyming words.

Limericks have three stressed syllables in lines 1, 2, and 5. They have two stressed syllables in lines 3 and 4. There can be extra *unstressed* syllables spread throughout the lines, but there may never be more *stressed* syllables. The following limerick adds extra *unstressed* syllables to each line, but the poem still maintains its correct rhythm.

There **WAS** a young **LAD** from Mon**TAN**a
*da DUM da da DUM da da DUM (da)*
Who re**MEM**bered his **YEL**low ban**DAN**na
*da (da) DUM da da DUM da da DUM (da)*
It got **CAUGHT** in a **TRAP**
*da (da) DUM da da DUM*
With a **VER**y loud **SNAP**
*da (da) DUM da da DUM*
And was **SAVED** by his **SIS**ter Su**SAN**nah.
*da (da) DUM da da DUM da da DUM (da)*

> *"I love the more challenging rhyming opportunities for the limerick."*
>
> *–Kim, WA*

To look for rhyming words with multiple syllables, use a rhyming dictionary (*The Scholastic Rhyming Dictionary* is a good one). For a list of recommended online rhyming dictionaries, visit **writeshop.com/book-f-resources**.

*As always, supervise your child's use of Internet resources to make sure website content and search results meet your family's values.*

# ACTIVITY SET 5:6

## Editing and Revising

Continue having students write a variety of proofreading marks on their paper during the different stages of self-editing. Refer to the "Proofreading Marks" page as needed.

**At a Glance: Activity Set 5:6**

- **Editing and Revising**

**Said It, Read It, Edit Bag**

Encourage your student to look over the limerick by himself and highlight:

- A difficult word he spelled correctly.
- An emotion word or character quality he used in his poem.

Ask if the limerick has all the elements it needs.

1. Does the poem follow the rules for writing limericks?
   - 5 lines
   - Rhyme pattern: AABBA
   - Rhythm patterns

     Line 1: *da DUM da da DUM da da DUM*

     Line 2: *da DUM da da DUM da da DUM*

     Line 3: *da DUM da da DUM*

     Line 4: *da DUM da da DUM*

     Line 5: *da DUM da da DUM da da DUM*
2. Did your student:
   - Choose strong words?
   - Begin each line with a capital letter?
   - Use correct ending punctuation when appropriate?
   - Use commas and quotation marks correctly?
   - Check for any missing words?
   - Circle, look up in the dictionary, and correct any difficult words whose spelling he is unsure about?

**Tip**

Use this time to exchange weak words with ones that are more colorful and concrete or that fit the rhyme scheme better.

**Concrete Word Bank (optional)**

If your student has been motivated by the system, invite him to continue using the Concrete Word Bank today.

**Self-editing Check**

Give your child the Activity Set 5:6 "Limerick Self-editing Check." Go down the checklist together.

**Final Check**

*Parent Editing*

When your student has finished self-editing, give the limerick one final edit. Refer to the "Proofreading Marks" page to help you write the correct marks on the poem.

*Revising*

Have your child revise his writing.

- For the most attractive published project, he may choose to rewrite his limerick on a "Mini Poems" page during Activity Set 4:7 Publishing the Project.
- Otherwise, he may simply write the corrections on the blank spaces between the lines.
- Don't draw attention to any new errors that may appear on his final copy.

# ACTIVITY SET 5:7

*"The creative publishing options are my daughter's favorite part of the WriteShop experience. She loved the accordion mini book!"*

*–Heather, NY*

**At a Glance: Activity Set 5:7**

- **Publishing the Project**

## Publishing the Project - Poetry Mini-Book

What's even more fun than one silly limerick? A whole collection of favorite limericks and silly poems! Today your student will publish his limerick as the first poem in a miniature book of poetry. See "Parents Say" on p. 165 for alternate ideas.

### Advance Prep

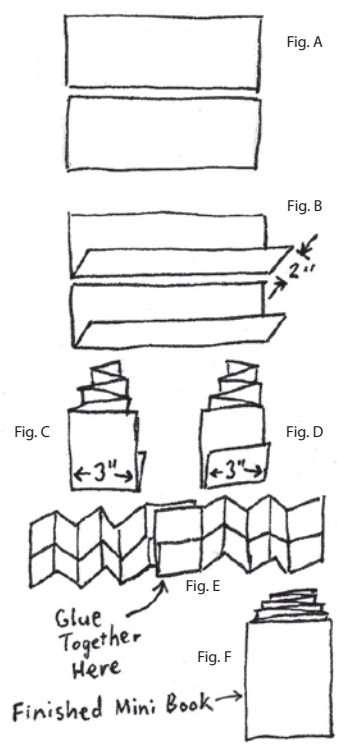
Remove both Activity Set 5:7 "Mini Poems" pages from Time-Saver Pack F and cut apart the 12 miniature pages, or create your own by cutting cardstock or sturdy scrapbooking paper into 2 ½- x 3 ½-inch rectangles. You will need 10-12 rectangles to complete the project.

This activity requires a 12- x 18-inch piece of construction paper in order for the accordion book to fold properly.

***Directions to the Student***

Ask an adult for help if needed.

1. Fold a 12- x 18-inch piece of construction paper in half lengthwise. Cut the paper in half along the fold to form two 6- x 18-inch strips. (See Fig. A.)
2. Measure 2 inches up from the bottom edge of one long strip. Fold the entire length of the bottom edge to form a long flap. Repeat with the second strip of paper. (See Fig. B.)
3. Starting with the flap *inside* the front, fold one strip accordion-style so each folded page is 3-inches wide. The very last page will be shorter than the others. (See Fig. C.)
4. Starting with the flap *outside* on the front, fold the other strip accordion-style so each folded page is 3-inches wide. The very last page will be shorter than the others. (See Fig. D.)



5. Glue or tape both accordion books together in the center as shown to form one long accordion (See Fig. E). Use a product such as Scotch® Quick-Drying Tacky Glue if you want the mini-book to dry within minutes.

***Directions to the Teacher***

1. Your child can make individual "cards" to store in the flaps of the mini book. Here's how:
   - Have your child write his limerick in tiny writing on the front of one of the miniature pages. If it's too hard for him to write this small, he may dictate the limerick to you as you write it on the miniature page.
   - If he'd rather type his limerick in a tiny font to glue on the front of a miniature page, follow the directions in Activity Set 5:8 Computer Capers for changing the font size.
   - Your student may glue his limerick to the front of his mini-book as the "cover," or he may tuck it inside as the first poem of his collection. (If he chooses to tuck it inside a pocket, have him decorate the cover of his book.)
   - Invite him to look for other favorite limericks or short silly poems to write on the other miniature pages, or he can write more limericks of his own. Tuck each one into a different pocket for a fun collection of miniature poems.
2. When finished, host a special poetry reading night with friends and family. Poetry is meant to be shared and read aloud, so give each person a turn to stand in front of the group and read (or recite from memory) a favorite poem or two. Encourage your student to share his limerick when it's his turn. Afterward, serve cookies and cocoa!

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## *Parents Say*

*My child was overwhelmed at the idea of filling the little book with poems. He was relieved to learn he only needed to start with his limerick.*

*We used a bone folder tool to make sharper creases in our folding book.*

*My son typed his limerick before putting it in the mini book. He had fun changing the font colors highlighting the words that rhymed.*

*The children had fun finding silly poems online. We printed their favorites so they could add them to their mini book over the next several days.*

*The kids combined their limericks into one accordion book and called it "Limerick Stew"!*

*We're studying and writing a lot of poetry this year. So instead of making the mini book, my kids wrote their limericks in a blank book from* **barebooks.com***, which we've been using to record all their original poems.*

---

# ACTIVITY SET 5:8

## Evaluating the Student's Work

Use the Junior Writing Skills Evaluation Chart for Lessons 1-6 to evaluate your student's progress as of today.

## Want to Do More?

***Writing Across the Curriculum – Spotlight on Music***

Invite your student to write a song and sing his limerick to music. If he knows how to play a musical instrument, encourage him to learn to play his song as well.

**At a Glance: Activity Set 5:8**

- Evaluating the Student's Work
- Want to Do More? (optional)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook

---

*Parents Say . . .*

*We practiced writing down the rhythm of the limerick using music notation.*

*What a great idea! My son came up with his song on the piano for his limerick.*

---

***Computer Capers – Computer Skills***

Have your student type and save his limerick into a Microsoft Word document. Continue encouraging him to place his fingers correctly on the keyboard. Once his limerick has been typed, explain how to use several important computer skills.

> *"Love the computer activities in each lesson. Even I am learning something!"*
>
> *–Lisa, TX*

1. *Remind him how to center the text.* Highlight the entire limerick and center the text in one of these ways:
   - Click on the "Center" symbol in the toolbar; or
   - Right-click the mouse and click on the "Center" symbol ; or
   - Use a keyboard shortcut
     - ~ PC keyboard: CTRL+E
     - ~ Mac keyboard: COMMAND (⌘)+E
2. *Show him how to change the size of the font.*
   - Highlight the selected text.
   - In the toolbar, click the dropdown menu for font size 12 and highlight the desired size.

3. *Show him how to change the color of the font*. Highlight the selected text and then change the font color in one of these ways:
   - Click on the "Font Color" symbol or dropdown menu in the toolbar. Select the desired color in the window. If prompted, click "OK"; or
   - Right-click the mouse and click the "Font Color" symbol or dropdown menu . Select the desired color.

***Junior Writer's Notebook – Genre: Poetry***

Read the "Genre: Poetry" worksheet together. Have your student add the master copy to his *Junior Writer's Notebook*. On a separate sheet of lined paper, invite him to write down ideas for future poems by answering the prompts from the worksheet.

# Lesson 6: Persuasive Letter

## Lesson Focus: Using a Strong Voice to Convince Readers

## Objectives

**Students will:**

- Review or learn the main parts of a letter.
- Learn to write a persuasive letter by sharing examples of how the reader will benefit.
- Develop a stronger voice by visualizing who the reading audience is.
- Add emotion words to create a stronger voice.

## Materials

**Resource Packs**

Remove these pages from each Pack (or print them, if you have the digital version)

- Level 3 Fold-N-Go Grammar Pack
  - ~ Lesson 6 *Contractions Fold-N-Go* pages*
- Student Worksheet Pack F
  - ~ *Reading log of your choice* (optional, as needed)
  - ~ Activity Set 6:2 *Pets for Sale*
  - ~ Activity Set 6:3 *Journal Prompt*
  - ~ Activity Set 6:4 *Brainstorming*
  - ~ Activity Set 6:6
    - *Concrete Word Bank Register, Lessons 6-10* (optional)
    - *Persuasive Letter Self-editing Check*
- Time-Saver Pack F (optional)
  - ~ Activity Set 6:3 *Picture Perfect*
  - ~ Activity Set 6:7a and 6:7b *Alphabet Monograms*
- Junior Writer's Notebook 2 (optional)
  - ~ *Writing a Letter*

*Advance prep may be required

**Required Supplies for Lesson 6** *(In addition to Everyday Supplies)*

Activity Set 6:7

- "Alphabet Monograms" page from Time-Saver Pack F, or a selected font to make your own.

**Optional Supplies for Lesson 6**

Activity Set 6:1

# ACTIVITY SET 6:1

*"I appreciate the 'Major Mix-ups' page. I didn't realize how much trouble my daughter was having with those words."*

*–Joanna, AB*

**At a Glance: Activity Set 6:1**

- Fold-N-Go Grammar
- Reading Log

## Fold-N-Go Grammar - Contractions

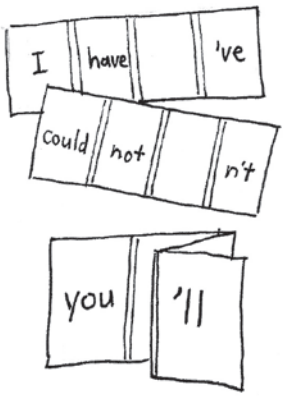
### Advance Prep

Remove the six pages for Lesson 6 *Contractions Fold-N-Go* from the Level 3 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages. Assemble the *Fold-N-Go* and two bookmarks.

Spread the *Fold-N-Go* activity over 2-3 days, if needed.

**Added Practice – Contraction Fold-ups**
Visual and kinesthetic learners who need additional practice with contractions might enjoy this optional activity. You will need an assortment of 4-color paint chips.

***Directions to the Student***




1. Select a paint chip. In the first two boxes, write two words from your *Contractions Fold-N-Go* that can be combined to form a contraction, such as *I have, could not,* or *you will*. (Because *will not* forms an irregular contraction, do not use it for this activity.)
2. In the fourth box, write the contracted ending as shown, including the apostrophe.
3. Accordion-fold the last two squares so the new ending replaces the second word to form a contraction.
4. Repeat this activity, making several paint-chip fold-ups for each page in your *Contractions Fold-N-Go*.

For added reinforcement, provide lined paper and have students use each contraction in a sentence. Return to this activity any time they need help with certain contractions.

## Reading Log

If children continue to show interest in using a reading log, use this time to update the log and discuss their progress.

# ACTIVITY SET 6:2

## Lesson Overview

Lesson 6 will familiarize students with writing a *persuasive letter.* The main purpose of persuasive writing is to convince the reader about something that's important to the person writing the letter.

**At a Glance: Activity Set 6:2**

- Lesson Overview
- Pre-writing Activity
- Model and Teach

## Pre-writing Activity - Pets for Sale

***Directions***

This pre-writing activity will give students practice trying to convince another person to do something. It is an oral activity that will help them gain confidence with what to say in a persuasive letter. There will be no writing involved.

1. Place the "Pets for Sale" worksheet where both you and your student can read the prompts.
2. Demonstrate this exercise by choosing one of the pets from the worksheet. Tell your child you're pretending you have a pet for sale, and you want to convince her to buy it.
3. Starting with the first prompt, answer each prompt in a way that might persuade her to buy that pet. Include at least **two** reasons.
4. You might say: *I have a dog for sale. I think* _____...
   - *You'll like this pet because* you can play fetch with it, and it can sleep in your room.
   - *With this pet, you'll have fun* taking it on walks, playing Frisbee at the park, and chasing it in the back yard.
   - *This is the best pet you could ever have because* it will keep you company and will always love you.
   - *This pet is great for your family because* it's good with children. It can go with you on family vacations and camping trips.
   - *This pet is better than a (cat) because* it doesn't scratch up the furniture to sharpen its claws. It can also protect your home and family.
5. When finished, it's your student's turn to try to convince *you* to buy one of the pets on the worksheet.
6. Play at least six rounds, taking turns convincing each other to buy a different pet.

> *"One word: FUN!'"*
>
> *–Tammy, NM*

**Alternative Persuasive Prompts**

If your student would like a break from the pet theme, convince each other to buy something different, such as:

- *Vehicles:* bike, sports car, speedboat, airplane, motorhome, dune buggy, ATV, snowmobile, truck, SUV, helicopter
- *Sports equipment:* snowboard, water skis, basketball hoop, rollerblades, Frisbee, surfboard, batting cage, bike helmet
- *Specialty items:* big-screen TV, swimming pool, mountain cabin, trip to Hawaii, limousine, beach house, season tickets

Use prompts similar to the pet prompts:

- *You'll like this _____ because…*
- *With this _____, you'll have fun…*
- *This _____ would be great for your family. You can…*
- *This _____ is better than _____ because…*
- *With this _____, you'll be able to…*

---

*Parents Say . . .*

*Once we exhausted the pet list, we continued playing using our own ideas—giraffe, dinosaur, raccoon, elephant, turtle, ostrich—and had a good laugh over them!*

*The alternative prompts were perfect! My older child thought the pet activity seemed a bit young, but she had a great time "selling" sports equipment instead.*

---

## Model and Teach

***Directions***

Read aloud the following writing sample of a persuasive letter.

January 3, 20____

Dear Mrs. Redding,

We love Redding's Book Shop and visit often! Last week, I saw a sign in the window that says you're looking for suggestions for a pet mascot that can live in the bookstore.

I think an iguana should be your mascot. Children would feel overjoyed with an iguana because it can rest on their shoulder and ride around while they look for books. Iguanas are friendly pets, which would make Redding's Book Shop an even more delightful place to visit. This would bring more customers and sell more books.

Some children are allergic to cats, but nobody is allergic to an iguana. Everyone could come inside without worrying about itchy eyes or sneezing fits. A dog can be noisy, but an iguana is quiet. Since most people like peace and quiet when they are looking at books, it would be a great bookstore pet.

An iguana moves very slowly, so it would be a relief that it wouldn't get lost easily among all your bookshelves. When you leave the store at night, you can pick it up and settle it in its cage. You wouldn't have to worry about the iguana running loose all night around the store, wondering if it was creating a mess.

I hope you get an iguana as the pet mascot for your store!

Sincerely,
Thomas Studebaker

Use the following script as an example of how to guide the writing through modeling. Since your student will answer differently, the dialogue will help you think of similar ways to prompt her and steer conversation.

*You:* *In a persuasive letter, we try to convince our reader to buy or do something that's important to us. The best way to persuade someone is to explain the benefits of this item or activity. We need to tell them how it will be good for them or help them.*

*A persuasive letter uses the standard format of a letter.* (As you review each part of a letter, point it out on the persuasive letter sample.)

***Date:*** *The* date *at the top right includes the month, day, and year.*

***Salutation:*** *The* salutation *goes at the left. It usually begins with "Dear _____" and includes the name of the person you're writing the letter to. If you don't normally call this person by their first name, include the proper title, such as* Grandpa, Mrs. *or* Dr.

***Body:*** *The* body *of the letter is written in* paragraph form. *Indent each new paragraph of a letter, just as you indent paragraphs in a story.*

- *Introduce yourself.*
- *Explain what you want to persuade the reader to do.*
- *Give several examples of how the reader will benefit if he does what you're trying to convince him to do.*

***Closing:*** *The closing uses words like* Sincerely, Kind regards, *or* Yours truly, *followed by a comma. A persuasive letter is more formal than a friendly letter, so you would probably not choose a closing such as* Love *or* Your friend.

***Signature:*** *The signature is where you sign your name.*

> *"The persuasive examples in the sample letter made a great starting point for our conversation."*
>
> *–Gina, IN*

*In our persuasive letter example, Thomas recommends several reasons for getting an iguana as the bookstore's mascot. Tell me one reason that convinced you a pet iguana was a good idea?*

Child: _____

(Possible answer: I'm allergic to cats, so it convinced me that an iguana would be better than a cat.)

*You:* *I agree. That was very convincing! For our persuasive letter today, think of a pet you'd like to recommend for the mascot in this imaginary bookstore. What pet should we write about?*

Child: _____

(Possible answer: A gerbil.)

*You:* *Fun! Let's start by writing the date and the salutation, which is the greeting.* (Write these down.)

*Now let's start writing the body. In the body of a persuasive letter, you'll need to introduce yourself, tell the reader what you want to persuade them to do, and give some examples of how the reader will benefit.*

*Start the body of the letter by introducing yourself. How would you like to introduce yourself to the owner of the bookstore?*

Child: _____

(Possible answer: When my mom and I were buying a book this morning, we heard that you're looking for a pet mascot for the store.)

*You:* *Perfect!* (Write the sentence down.) *It's also important to explain what you want to persuade the store owner to do. How would you like to make your suggestion?*

Child: _____

(Possible answer: I think a gerbil would make a great mascot.)

*You:* *Let me write that down.* (Write the sentence.) *Next, tell me three reasons you think a gerbil would be a good choice.*

Child: _____

(Possible answer: Well, gerbils are entertaining and fun to watch. They're friendly and good with kids. And they're clean pets that don't smell.)

*You:* *Those are very persuasive reasons! As we write the body of the letter, you'll get a chance to explain each reason in more detail, just like in the sample letter we read earlier.*

Spend 20-30 minutes gently guiding and prompting your child in this manner until finished. Be sure to include several reasons why a certain pet would make an excellent mascot. Invite your student to sign her name.

# ACTIVITY SET 6:3

## Skill Builder - Picture Perfect

> *"The exercise clearly showed the importance of knowing your audience before you write a letter."*
>
> *–Jessica, CA*

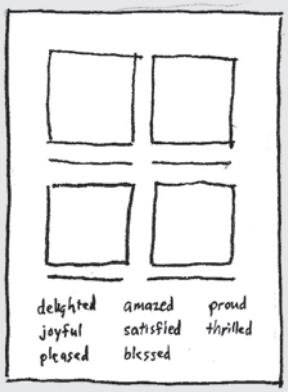
**At a Glance: Activity Set 6:3**

- Skill Builder
- Journal Writing Practice

### Advance Prep

Remove the Activity Set 6:3 "Picture Perfect" page from your Book F Time-Saver Pack, or create your own as follows:

1. Draw four squares as shown.
2. At the bottom of the paper, make a short word bank of emotion words by writing 8-10 happy or thankful adjectives such as *delighted, joyful, happy, pleased, thrilled, blessed, satisfied, thankful, content, proud,* or *amazed*.




Good writing has a strong *voice* that's full of personality and emotion. In Lesson 5, students practiced adding emotion words to show feelings. Another way they can develop a strong voice is to picture someone in their mind and imagine writing to that person. Adding emotion words makes the voice even stronger.

***Directions***

It can help to draw a picture of the person, whether real or imagined, who will read the letter. This exercise helps children picture their target audience in their mind. Remind them to keep it simple and not overthink this activity.

1. Have your student draw pictures of four different people on the "Picture Perfect" worksheet, including:
   - *One famous person*
   - *One relative*
   - *One community helper she knows well such as a pastor or librarian*
   - *One friend*

   She may also use photos or clipart in place of one or more drawings, taping them to the appropriate squares. Label each picture with the person's name.
2. Ask your child to imagine she has a pet to sell, and the *famous person* is interested. She will try to convince this person that owning the pet will make him or her feel special.

- From the "Emotions Word Bank," ask her to choose at least two words.
- Invite her to share what she would say to persuade the famous person to buy this pet. Remind her to use the words she selected from the word bank.

3. Repeat this activity, imagining the *relative* is interested, then the *community helper*, and finally the *friend*.
4. When she is finished, discuss how her "voice," or the way she communicated, was different for each person she was trying to convince.

**Tip**

If your student is having a hard time understanding voice, invite her to use exaggeration and dramatic expressions.

For example, the famous person she tries to persuade could be the Queen of England. Your child could say, "Your Majesty, I would deem it a great honor if you would consider buying my lovely bulldog. It will truly bring joy to you and to the hearts of your loyal subjects."

For her friend, your child could say, "Parker, you ***have*** to buy this awesome bulldog. It rocks! Owning this pet will make you happier and prouder than you've ever been in your entire life."

---

*Parents Say . . .*

*Since my child becomes easily upset with her artwork, we found photographs online and printed them off.*

*We aren't a "pet" family, so my kids weren't interested at first. We talked about how being a good salesman means you know how to be convincing, no matter what product you're trying to sell—even if it's a pet.*

*My daughter didn't love the pet theme, so she thought of other things to sell. She picked Archimedes as her "famous person" and tried to convince him to buy a smartphone!*

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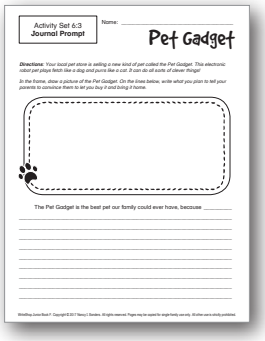
# Journal Writing Practice - Pet Gadget

Give your child the Activity Set 6:3 Journal Prompt from the Student Worksheet Pack. Invite her to spend 5-15 minutes answering the prompt. When she is finished, add this page to her journal.



Activity Set 6:3
Journal Prompt

Name: _____

Pet Gadget

***Directions:*** *Your local pet store is selling a new kind of pet called the Pet Gadget. This electronic robot pet plays fetch like a dog and purrs like a cat. It can do all sorts of clever things!*

*In the frame, draw a picture of the Pet Gadget. On the lines below, write what you plan to tell your parents to convince them to let you buy it and bring it home.*

The Pet Gadget is the best pet our family could ever have, because _____

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### *Alternative Journal Topics*

If your student isn't interested in persuading her parents to buy a Pet Gadget, give her a copy of a blank Journal Prompt page from the Student Worksheet Pack and let her choose a different persuasive topic:

- *Persuade people to buy your latest invention.*
- *Convince your mom to buy you a new toy or video game.*
- *Persuade your best friend to go to summer camp with you.*
- *Talk your grandparents into coming to visit for a week.*
- *Persuade the neighbors to stop littering.*
- *Convince a famous musician to perform at your birthday party.*
- *Persuade your parents to let you to play a sport (such as gymnastics, soccer, or surfing) or start a hobby (such as collecting model cars, playing guitar, or knitting).*

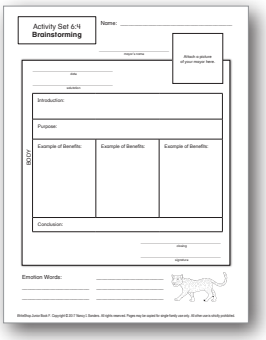
# ACTIVITY SET 6:4

## Brainstorming

For this Writing Project, your child will write a persuasive letter. The ideas she generates during today's brainstorming will provide many of the ingredients she will include in her letter.

**At a Glance: Activity Set 6:4**

- **Brainstorming**


Activity Set 6:4
Brainstorming
Name:
Attach or picture of your mayor here.
Introduction:
Purpose:
BODY
Example of Benefits:
Example of Benefits:
Example of Benefits:
Conclusion:
closing
signature
Emotion Words:

***Directions***

Read ahead to Activity Set 6:5 "Smaller Steps." If you plan to do this activity, brainstorm accordingly today.

1. Give students the Activity Set 6:4 brainstorming worksheet.
2. They will base their persuasive letter on the following writing prompt. As you write words or phrases on your large writing surface, have them copy their favorites onto their own worksheet.

> A famous zoo is closing its doors, so the animals must find new homes. The zoo is asking communities all across America to consider adopting an animal such as an alligator, elephant, hippo, grizzly bear, or giraffe. You want your community to help out, so you write a persuasive letter to your mayor, convincing him to have your town or city adopt your favorite zoo animal.

If the topic of adopting zoo animals doesn't appeal to your child, she can write to the mayor about a different concern, such as:

- Building a new dog park or sports field
- Installing a community pool
- Turning a vacant lot into a community garden
- Establishing a community library
- Staging a marathon, auction, or other event to raise funds for a cause
- Hosting a new annual parade (Thanksgiving Day, Veterans Day, etc.)

3. To give the writing a strong voice, invite children to draw a picture of the mayor in the box at the top of the brainstorming worksheet. This will help them visualize who will be reading the letter. If a student isn't wild about drawing, look for a photo online, print it out to size, and tape it in the box. Write down the mayor's name.
4. Plan the parts of a persuasive letter together.
   - *Date.* Today's date is fine.
   - *Salutation.* Since this persuasive letter is addressed to an important person, the salutation should include the mayor's official title: *Dear Mayor Smith*.
   - *Body.* This part of the letter is written in paragraph form and includes these elements:

~ **Introduction:** Discuss ways your student can introduce herself to the mayor. Choose a favorite.

~ **Purpose:** Talk about ideas for explaining what your student wants the mayor to do. Write down words or phrases she would like to include.

~ **Examples:** List several examples of how the mayor and the community will benefit by adopting this zoo animal, having a community garden, or hosting a New Year's Day parade. These should be convincing enough to persuade the mayor to take action. Jot down key words or phrases rather than complete sentences.

- *Closing*. Discuss an appropriate way to close the letter, such as *Sincerely, Yours truly, Kind regards*, or *Gratefully*. Only the first word of the closing should be capitalized.
- *Signature*. This is where the student signs her name.

5. At the bottom of the brainstorming worksheet, write down a list of possible emotion words to include. Words like *fortunate* or *thrilled* will help the letter have a stronger voice. For more ideas, refer to the "Emotions Word Bank" from Activity Set 6:3 Picture Perfect.

---

*Parents Say . . .*

*My daughter didn't know who our city mayor is, so we looked up information on the Internet about him. Then we printed out his picture and glued it on the worksheet. I think this really helped her visualize who would be reading her letter.*

*Wanting to choose a more personal topic, my child wrote a letter to her dad asking for an electronic tablet.*

*My son wanted to write a persuasive letter to the mayor on a topic that was more meaningful to him. We're planning to have him mail the final draft.*

---

# ACTIVITY SET 6:5

## The Writing Project - Writing a Persuasive Letter

For today's Writing Project, your child will write a persuasive letter in which she incorporates all the elements of persuasion she has been learning throughout Lesson 6.

**At a Glance: Activity Set 6:5**

- The Writing Project
- Smaller Steps or Flying Higher

***Directions to the Teacher***

1. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps.
2. Display the sample letter from Activity Set 6:2 "Dear Mrs. Redding" (pp. 172-73) as a reference.

***Directions to the Student***

1. Refer to your Activity Set 3:4 brainstorming worksheet as you write so you can include those ideas in your letter.
2. Format your letter correctly (date, salutation, body, closing, and signature).
3. Your letter must include emotion words and other details from your worksheet.
4. Indent the first line of each paragraph, and remember to skip every other line. You might want to make an X in pencil on every other line to remind yourself not to write there.

### Smaller Steps - Use Familiar Prompts

A reluctant writer might gain confidence planning her persuasive letter by using the prompts she practiced with during Activity Set 6:2 "Pets for Sale." Adjust the prompts to fit accordingly.

### Flying Higher - Cursive Writing

Some students may enjoy practicing cursive when writing their persuasive letter. When publishing the Writing Project in Activity Set 6:7, invite them to write the letter in their best cursive handwriting.

# ACTIVITY SET 6:6

## Editing and Revising

**At a Glance: Activity Set 6:6**

- Editing and Revising

### Advance Prep

(Optional) Remove the Lessons 6-10 "Concrete Bank Register" page from the Student Worksheet Pack, or print a copy if you are using the digital version.

Continue having students write a variety of proofreading marks on their paper during the various stages of self-editing. Refer to the "Proofreading Marks" page as needed.

**Said It, Read It, Edit Bag**

Read your student's persuasive letter together. Invite her to choose a highlighter from the bag and do a "Job Well Done" search by highlighting some things she did correctly.

1. Ask if her persuasive letter has all the elements it needs. If not, discuss ideas for improvement. Specifically, ask:
   - Does the letter include a *date, salutation, body, closing,* and *signature?*
   - Does the body have an *introduction,* an explanation of the *purpose* of the letter, and *several examples* of the benefits her community or the mayor would enjoy?
   - Does the letter include emotion words to give it a stronger voice?
   - Does the letter make sense?
2. Instruct your student to read the letter **aloud**. Have her examine each sentence to make sure she:
   - Indented the first line of the paragraph(s).
   - Began each sentence with a capital letter and used correct ending punctuation. Refer to the "Punctuation Foundation" page as a guide.
   - Used commas and quotation marks correctly. Again, refer to the "Punctuation Foundation" page as a guide.
   - Does not have any missing words in the sentences.
3. Encourage her to use a thesaurus to exchange weak words for concrete words.
4. Have her circle, look up in the dictionary, and correct any difficult words whose spelling she is unsure about.

**Concrete Word Bank (optional)**

If your student has been highly motivated by the system, invite her to continue using the Concrete Word Bank today. You will find a new Concrete Bank Register in the Student Worksheet Pack.

**Fold-N-Go Grammar**

Encourage your child to refer to her *Contractions Fold-N-Go* to make sure she has used any contractions correctly.

**Self-editing Check**

When your student is ready, give her the Activity Set 6:6 "Persuasive Letter Self-editing Check" page from the Student Worksheet Pack. Go down the checklist together.

**Tip**

Refer to "Tips for Reluctant Editors" in Activity Set 2:6 if your child is still feeling overly sensitive about finding her mistakes.

**Final Check**

*Parent Editing*

When your student has finished self-editing, give her paper one final edit. Refer to the "Proofreading Marks" page to help you write the correct marks on the persuasive letter.

*Revising*

Have your child revise her writing.

- For the most attractive published project, she may prefer to rewrite her corrections on a new piece of lined paper or type her letter on the computer. Otherwise, she may simply write the corrections on the blank spaces between the lines.
- If your student would like to add a monogrammed initial to the top of the letter, leave enough blank space at the top of the page for Activity Set 6:7 Publishing the Project.
- Don't draw attention to new errors that may appear on her final copy.

# ACTIVITY SET 6:7

## Publishing the Project - Monogrammed Stationery

**At a Glance: Activity Set 6:7**

- **Publishing the Project**

A letter looks impressive when it is written on monogrammed stationery. Today your student will publish her persuasive letter by writing it on her own monogrammed stationery.

### Advance Prep

Remove the Activity Set 6:7a and 6:7b "Alphabet Monograms" pages from the Student Worksheet Pack. If you are using the digital version, print out one or both pages.

Alternatively, create your own monogram pattern by printing your child's initial using the computer font of her choice. The monogram letter should be between 1/2 and 1 inch tall.

***Directions to the Student***

1. Choose your favorite "Alphabet Monograms" page. If you would rather use a different font, find a favorite on your computer or ask an adult to help you search online for free calligraphy fonts. For suggestions, visit **writeshop.com/book-f-resources**.
2. Center the top of the persuasive letter over your first initial on the "Alphabet Monograms" page (or other favorite font).
3. Trace your initial on the letter with light pencil. If you wish, you may also include middle and last initials. When you're satisfied with the results, use a felt-tip pen to trace and fill in the monogram letter.

**Tip**

Tape the "Alphabet Monograms" page to a window and place the plain sheet of paper over the monogram. The light from behind will make tracing easier.

***Directions to the Teacher***

Invite her to share her persuasive letter by reading it aloud. Or have her address an envelope and mail the letter to herself so she can experience the fun of receiving such a letter in the mail!

---

*Parents Say…*

*We found a nice monogram font on the computer and enlarged it on the screen. My son placed his paper directly against the computer monitor and lightly traced the outline of the letter. The screen provided just enough backlight to make it easy to trace.*

*My daughter wrote a letter to our mayor about a real issue in our community, so she chose to mail it to him.*

---

# ACTIVITY SET 6:8

## Evaluating the Student's Work

> *"The evaluation charts really help me keep things in perspective and see how far my kids have come."*
>
> *–Kelley, SD*

**At a Glance: Activity Set 6:8**

- Evaluating the Student's Work
- Want to Do More? (optional)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook

Use the Junior Writing Skills Evaluation Chart for Lessons 1-6 to evaluate your student's writing as of today.

***Greater Independence Can Slow Progress***

It's possible that after several lessons of dictating her stories to you, your student has finally begun writing independently. That's great news! However, along with this new independence, you might notice some backsliding. On the Evaluation Chart, progress might drop from "Most of the time" when dictating to "Some of the time" when writing independently. That's okay! Just make a note that she's begun writing on her own.

The evaluation chart is for you. Use it as a tool to help track progress, even if it means writing a note to yourself that at Lesson 6, Ella began typing her own compositions and is no longer dictating.

Alternatively, divide each box in half on the chart. Mark on the left side if she has dictated to you that lesson and on the right side if she has written independently. This way, you can see that she does X or Y "Most of the time" when dictating, but only "Some of the time" when writing on her own. You can track her progress depending on which writing method you're using for that lesson.

## Want to Do More?

***Writing Across the Curriculum – Spotlight on Science***

Encourage students to learn more about the zoo animal they wrote about in their persuasive letter. Invite them to look up the animal in a book or on the Internet, noting key facts such as the habitat in which it lives, the food it eats, and how it raises its young. Have children rewrite their persuasive letter, adding in the information they discovered.

> *"What a fun tie-in to the lesson!"*
>
> *–Mary, AZ*

---

*Parents Say . . .*

*We looked up her animal and added four new facts to her letter. Now it sounds even more persuasive. This step only took a little time, but the facts made her letter realistic.*

---

***Computer Capers – E-mail a Letter***

Have your student type and save her persuasive letter Writing Project on your computer. As she works, encourage her to place her fingers correctly on the keyboard. If she is still learning typing skills, set a timer for 5-15 minutes and let her type until time is up. Finish typing the letter for her, if necessary.

Once her letter has been typed, demonstrate how to copy and paste the letter into an e-mail. Show her how to adjust the format of the letter to fit the format of an e-mail.

1. Omit the date because an e-mail automatically dates a letter.
2. Align all paragraphs to the left. Do not indent the beginning of a paragraph.
3. Add a space between each paragraph.
4. Move the closing and the signature so they are aligned on the left of the e-mail.

When finished, e-mail the letter to another family member or another e-mail account on your own computer. Print out the received e-mail. Talk about how an e-mail and a letter are similar and how they are different.

---

*Parents Say . . .*

*My daughter emailed her letter to her uncle. (I asked him in advance to reply via email, responding to her request.) I think it would be fun to do the same thing via snail mail. Kids love getting things in the mail!*

*This could easily lead into a writing assignment comparing and contrasting emails and letters!*

---

***Junior Writer's Notebook – Writing a Letter***

Read the "Writing a Letter" worksheet together. Have your student add the master copy to her *Junior Writer's Notebook*. On a separate sheet of lined paper, invite her to write down ideas for future letters by answering the prompts from the worksheet.

# Lesson 7: Personal Narrative

## Lesson Focus: Adding Sensory Details to a Story

## Objectives

**Students will:**

- Review or learn how to write a personal narrative.
- Learn to write using five or more paragraphs.
- Practice adding sensory details to a story.
- Use a variety of sentence starters.

## Materials

**Resource Packs**

Remove these pages from each Pack (or print them, if you have the digital version)

- Level 3 Fold-N-Go Grammar Pack
  - ~ Lesson 7 *Paragraph Pointers Fold-N-Go* pages*
- Student Worksheet Pack F
  - ~ *Reading Log of your choice* (optional, as needed)
  - ~ Activity Set 7:2 *Five Senses Spin-off Game Cards** (not needed if using "Five Senses Spin-off Cards" from Time-Saver Pack F)
  - ~ Activity Set 7:3
    - *Sentence Dominoes** (not needed if using "Sentence Dominoes" from Time-Saver Pack F)
    - *Journal Prompt*
  - ~ Activity Set 7:4
    - *Brainstorming*
    - *Indoor Scavenger Hunt Clues** (optional)
  - ~ Activity Set 7:6
    - *Galaxy Pinball Editing*
    - *Self-editing Check*
  - ~ Additional Resources section
    - *Junior Writing Skills Evaluation Chart for Lessons 7-10*
- Time-Saver Pack F (optional)
  - ~ Activity Set 7:2
    - *Five Senses Spin-off Game Cards**
    - *Five Senses Spin-off Spinner**
    - *Sentence Dominoes**
    - *Sentence Dominoes (Blank)**
- Junior Writer's Notebook 2 (optional)
  - ~ *Personal Narrative*

*Advance prep may be required

**Required Supplies for Lesson 7** *(In addition to Everyday Supplies)*

Activity Set 7:4

- Supplies to go geocaching or to create your own treasure hunt at home (see p. 198 for details)

Activity Set 7:7

- Small purchased scrapbook or photo album, or supplies to make your own, such as:
  - ~ Report cover or binder
  - ~ Computer, scrapbooking, or specialty paper
  - ~ Double-stick photo tape or other adhesive

**Optional Supplies for Lesson 7**

Activity Set 7:3

- Cardstock or sturdy scrapbooking paper

Activity Set 7:4

- 4 or 5 small prizes (if doing the "Indoor Scavenger Hunt" activity)
- Digital camera

Activity Set 7:6

- Vinyl page protector or access to a laminating machine
- Wipe-off or dry-erase markers

# ACTIVITY SET 7:1

## Planning Ahead - Geocaching

Activity Set 7:4 suggests brainstorming for a personal narrative by taking part in and photographing a geocaching outing with your family. If this appeals to your child, and you can work it into your schedule, read ahead to p. 198 and plan your excursion accordingly. Otherwise, you'll find alternative brainstorming suggestions that will work equally well.

### At a Glance: Activity Set 7:1

- Planning Ahead
- Fold-N-Go Grammar
- Reading Log

*"Loved how the Intro, Body, and Closing all got their own pages filled with helpful explanations."*

*–Tammy, NM*

## Fold-N-Go Grammar - Paragraph Pointers

### Advance Prep

Remove the six pages for Lesson 7 *Paragraph Pointers Fold-N-Go* from the Level 3 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages. Assemble the *Fold-N-Go* and two bookmarks.

The *Paragraph Pointers Fold-N-Go* is a little more involved than earlier ones, so you may need to spread the work over 2-3 days.

## Reading Log

If students continue to show interest in using a reading log, use this time to update the log and discuss their progress.

# ACTIVITY SET 7:2

## Lesson Overview

Lesson 7 focuses on *narrative writing*. Students will write a personal narrative in which they are the main character. This lesson will guide them to write their story using five or more paragraphs.

They will also learn the importance of adding sensory details.

**At a Glance: Activity Set 7:2**

- Lesson Overview
- Pre-writing Activity
- Model and Teach

## Pre-writing Activity - Five Senses Spin-off

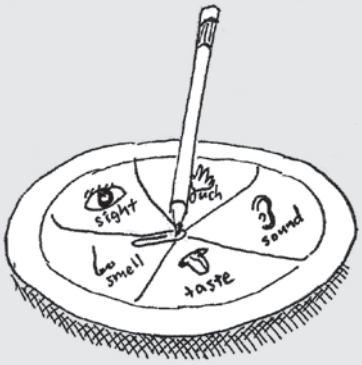
### Advance Prep

*Cards*
Remove the Activity Set 7:2 "Five Senses Spin-off Game Cards" from Time-Saver Pack F. If you are using the digital version, print them onto cardstock. Cut the cards apart.

If you do not have the Time-Saver Pack, remove the page of "Five Senses" cards from the Student Worksheet Pack, or print them if you are using the digital version. To make the cards sturdier, photocopy or print them out on cardstock. Cut the cards apart.

*Spinner*
If you have Time-Saver Pack F, remove the Activity Set 7:2 "Five Senses Spin-off" spinner and assemble as directed. Otherwise, create your own spinner by following these instructions.

1. Divide the front of a paper plate into five sections by drawing lines as shown.
2. Draw and label the five sections: *sight, sound, smell, taste, touch*. Optionally, add a simple drawing representing each of the senses as shown.
3. Poke a hole in the center of the plate with a pen and insert a paper fastener (brad). Create a spinner by positioning a paperclip on the brad and spinning it around in a circle.
4. Alternatively, spin the paperclip around the point of a pencil, as shown.



***Directions***

Do this oral pre-writing activity together to give your student practice incorporating sensory details into a personal narrative

1. Place all the cards face down on the table in a stack.
2. The first player takes the top card, reads the story prompt aloud, and spins the spinner.
3. The player then completes the prompt by describing the imaginary experience, making sure to include sensory details based on whatever sense the spinner selected.
4. When finished, the player places the card in a discard pile.
5. Take turns drawing cards from the stack, spinning the spinner, and completing the story prompt with sensory details about the imaginary experience.

## Model and Teach

***Directions***

Read aloud the following writing sample, "Five-Star Family Farm."

Five-Star Family Farm

My cousins recently moved to live on a special farm that raises animals for petting zoos, and last Saturday they invited me to spend the day with them. At first I didn't want to go. I thought it sounded boring devoting an entire day to feeding animals and cleaning out their pens, but then I decided to take a chance and go after all. I'm really glad I did! First we got to ride their pet ostrich. Then we taught tricks to one of the goats. While I was there, their pot-bellied pig gave birth to six baby piglets, and I got to hold one in my arms. My cousins even have a pet skunk named Petunia. Now I want to go back next Saturday and spend the day with them again.

When I got to my cousins' house, the first thing they said was, "It's time to feed the ostrich." This grabbed my attention because I had never ever seen an ostrich up close. I helped fill a bucket with ostrich food that smelled like a strange combination of dog food and bread. As I poured the food into the ostrich's bowl, the big bird nibbled my arm and made me laugh. After the ostrich finished its breakfast, my cousins helped me climb up on its back, hold onto its long skinny neck, and ride it like a pony.

Next, it was time to clean out the goat pen. They were the tiniest goats I'd ever seen. And so active! Jumping up to stand on top of an old doghouse, they would play king of the hill and try to push all the other goats off. They cried, "Maaa! Maaa! Maaa!" and sounded like they were talking to us. My cousins said one goat was really smart, so we tried teaching it to sit like a dog and roll over.

Then we threw an empty water bottle and taught it to play fetch. It kept racing after the water bottle, grabbing it in its teeth, and trotting back to us to drop it at our feet. I fed it a treat every time. When the goat got tired of the treats, it started to eat the water bottle instead. That's when we knew the game of fetch was over.

Then, my cousins told me they had a surprise waiting in the pigpen. Their pot-bellied pig was having babies! One baby had already been born. While we watched, three more babies were born. My aunt let me hold one in my arms. It was soft and warm, even if it did still smell like a pig. By the time I left, six baby pigs were born. They were so cute!

When my aunt told me they had a pet skunk named Petunia, I wasn't sure if I wanted to see her. "Don't worry," she said. "She doesn't stink. We had her scent glands removed." My cousins took me into Petunia's pen, where she was sleeping in a ball with her tail curled around her nose. I petted her just like a cat. But I still thought she smelled a little bit like skunk.

The rest of the morning, Petunia followed us around like a dog. For lunch we had corn dogs with mustard and sweet red watermelon that dribbled juice down my chin. I shared a bite of my watermelon with Petunia. I think we're best buddies now. That's why I want to go back soon, so she'll remember me as her friend. Not only that, but I had a lot of fun. If I had to rate my cousins' new family farm, I'd give it a five-star review!

**Tip**

Use the *Paragraph Pointers Fold-N-Go* as a reference while you teach your children how to write each of the paragraphs in the story.

Even if you aren't able to finish all five paragraphs in 30 minutes, it's okay to stop. As long as students demonstrate an understanding of how to write an introductory paragraph and can develop one or two subtopics in their own paragraphs, you can continue with the lesson. However, if they seem to struggle with this, feel free to take an extra day to finish the Model and Teach composition before moving on to Activity Set 7:3.

This script is an example of how to guide the writing through modeling.

*You:* *In the Paragraph Pointers* Fold-N-Go*, you learned about writing a story or report using five or more paragraphs. For a 5-paragraph composition, there are three main kinds of writing: narrative, expository, and persuasive. Narrative writing* ***tells a story****. Expository writing* ***explains****. Persuasive writing* ***persuades*** *or convinces.*

*For each of the remaining lessons, we'll be writing five or more paragraphs. Today we'll start with a* ***personal narrative****. A personal narrative is a story about something you've experienced for yourself. It can be a true experience, or it can be imaginary.*

*The first paragraph in a personal narrative is the* ***introduction****. It introduces the main topic of the story. Our writing sample is called "Five-Star Family Farm." What is the main topic of this personal narrative?*

Child: Visiting his cousins' farm.

*You: Yes, good. And what four things did he do at the farm?*

Child: _____, _____, _____, _____,
(Possible answers: Rode the ostrich, taught a goat to play fetch, held a baby pig, and petted a skunk.)

*You: Super! The introduction gives us a hint about each of these events. Then, in the body, each paragraph gives more details about each one. For our own personal narrative today, we can write about something you actually did, or we can make up a pretend story. Which would you like to do?*

> *"The Fold-N-Go bookmarks made a great reference during Model and Teach."*
>
> *–Mindy, UT*

Child: _____
(Possible answer: I want to write about our vacation at the beach.)

*You: Good choice! The first sentence of this first paragraph is very important because it tells the main idea or topic of the whole story. How would you like to start our first paragraph?*

Child: _____
(Possible answer: Last summer, we went to the Outer Banks in North Carolina and rented a house on the beach.)

*You: You're off to a great start.*

(Write the sentence down.)

*Can you remember three or more things you did while you were _____ (at the beach, at Scout camp, rock climbing, visiting Grandma and Grandpa, etc.)? We'll introduce them all in the opening paragraph of our story, and later we'll write a paragraph in the body about each one.*

Child: We _____, _____, _____, and _____.
(Possible answers: We caught crabs in the bay under the bridge, rode the waves on our body boards, collected a bucket of seashells, and saw a herd of wild ponies walking on the sand.)

*You: You have a great memory! That gives us a lot to write about.*

*The second sentence in the introduction mentions your first subtopic. This is the idea you'll develop in Paragraph #2. Which is the first subtopic you want to write about?*

Child: _____
(Possible answer: Well, the very first thing we did was go crab catching.)

*You:* *OK, then let's make your second sentence about crab catching. It might help to begin with "First" or "As soon as we arrived."*

Child: _____
(Possible answer: The minute we got there, we grabbed pails and raced off to the bay to catch crabs.)

*You:* *Good. Let's write that down as Sentence #2 in our introduction.*

*(Write the sentence.)*

*The third sentence in the introduction will tell about a new idea you'll develop in Paragraph #3. What subtopic would you like to choose next?*

Child: _____
(Possible answer: Going to the beach and riding the waves.)

*You:* *That's another good choice. How can we say that as a complete sentence? Maybe we could start with "Every day…" or "Each afternoon…" What do you think?*

Child: _____
(Possible answer: Every day, I played at the beach and rode the waves on my body board.)

Spend about 30 minutes gently guiding and prompting your child in this manner until finished. *Be sure to add sensory details to the body of the story and finish with a closing paragraph.* When you are finished, discuss ideas for a title and write it at the top.

# ACTIVITY SET 7:3

## Skill Builder - Sentence Dominoes

**At a Glance: Activity Set 7:3**

- Skill Builder
- Journal Writing Practice

### Advance Prep

If you have Time-Saver Pack F, remove both the Activity Set 7:3 "Sentence Dominoes" and optional "Sentence Dominoes (Blank)" pages. Otherwise, remove the one "Sentence Dominoes" page from the Student Worksheet Pack, or print it out if using the digital version. If you wish to make the cards more durable, photocopy or print them on cardstock before cutting them apart.

To find out how use the blank dominoes, see the Tip box on p. 196.

***Game Overview***

In a personal narrative, it's not unusual for children to start every sentence with the word *I* or *Then: I went..., I wanted to…, Then I ate…, Then I got to…,* etc. To encourage them to think of different ways to start each sentence in a story, play the game of Sentence Dominoes.

> *"A fun way to reinforce starting sentences in different ways."*
>
> *–Kim, CA*

***Directions***

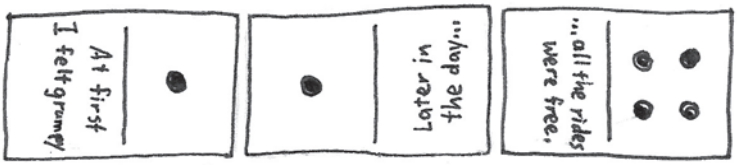
Most of the sentences on the cards could start with *I,* but none actually do. Strong writing uses sentences that start in a variety of ways.

There are a variety of ways to play dominoes. This is a modified version.

1. Place the dominoes face down on the table to form a random draw pile. Gently move them around to mix them up.
2. Invite the youngest player to pick a domino tile from the pile.
3. Each tile has two ends. One end has a number, represented by dots. The other end has part of a sentence.
   - If the selected domino has the **beginning** of a sentence, the player may play it by setting it on the table.
   - If the domino has the **ending** of a sentence, he must "pass" for now and keep his tile to play at a later time.
   - Any tile he keeps should be placed face-up in front of him.

4. Moving clockwise around the table, each person takes a turn drawing from the pile until the first domino can be played. Once the first tile has been placed on the table, the next player must draw a domino from the pile and try to match it to the one on the table by:
   - Connecting matching numbers; or
   - Completing a sentence with an **ending** that makes sense, thus creating a match.

   *Example:*




5. Play the tiles in a **straight line** as shown above. If someone reaches the edge of the table or runs out of room, simply turn the corner by placing the next domino at a right angle to the previous matching domino and continue in the new direction.
6. Play continues clockwise. At the beginning of each turn, the next player draws a new domino from the draw pile. He may either:
   - Play the new domino;
   - Play a domino he already has; or
   - Pass (if he can't match a number or complete a sentence in a way that makes sense).

   **Note:** If a tile on the table has a sentence **beginning**, the player may complete it with the **ending** of a sentence. If the tile has a sentence **ending**, he may complete it with the **beginning** of a sentence. Either way, the complete sentence *must make sense*.
7. The winner of the game is the first person to play all his tiles. Sometimes, there are dominoes that can't be played because of how the previous ones were laid on the table. If this happens, the player with the fewest remaining tiles is the winner.
8. When the game is finished, read the completed sentences aloud. Point out how every sentence starts with a different word.

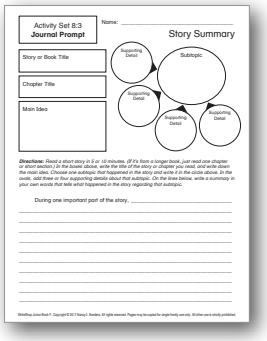
**Tips**

If your family already plays dominoes and uses different rules, this game may be adapted to your own rules.

Students who really enjoy this game may like to play an expanded version. Time-Saver Pack F includes a **blank sheet** of dominoes for making up your own sentence beginnings and endings. Write sentence *beginnings* in domino tiles with 1, 2, and 3 dots. Write sentence *endings* in tiles with 4, 5, and 6 dots. For added fun, think up a few silly sentence starters or endings!

# Journal Writing Practice - Team Tournament

*Note: This journal exercise is not meant to be a 5-paragraph story.*


Activity Set 8:3
Journal Prompt

Name: _____

Story Summary

Story or Book Title

Chapter Title

Main Idea

Supporting Detail

Subtopic

Supporting Detail

Supporting Detail

Supporting Detail

**Directions:** *Read a short story in 5 or 10 minutes. (If it's from a longer book, just read one chapter or short section.) In the boxes above, write the title of the story or chapter you read, and write down the main idea. Choose one subtopic that happened in the story and write it in the circle above. In the ovals, add three or four supporting details about that subtopic. On the lines below, write a summary in your own words that tells what happened in the story regarding that subtopic.*

During one important part of the story, _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Give students the Activity Set 7:3 Journal Prompt from the Student Worksheet Pack. Invite them to spend 5-15 minutes answering the prompt. (If a student doesn't want to do the drawing activity, you can make that part optional.) When finished, they can add this page to their binder or pocket folder.

***Alternative Journal Topics***

If your child does not want to write about a personal narrative that takes place at a sports event, give him a copy of a blank "Journal Prompt" page from his Student Worksheet Pack and let him choose a different theme for his personal narrative, such as:

- *Last summer we planted a garden and…*
- *When I went to the zoo, I looked for my favorite…*
- *One summer, my family bought tickets to a (concert, play, theme park) where…*
- *Yesterday, I went to my friend's birthday party and…*
- *This week I watched the Olympics on TV. My favorite event was the…*
- *When I was eight, my family went to Walt Disney World. The best part of the day was when…*

Invite your student to write **just one paragraph** that describes the experience. It may be an imaginary experience or a real one. Instruct him to write the paragraph as if it were in the body of his personal narrative. He should not write five paragraphs for this journal activity.

---

*Parents Say . . .*

*My daughter has never competed in a tournament, but she's a huge sports fan. She was easily able to answer the journal prompt by remembering the tournaments her brothers have participated in.*

---

# ACTIVITY SET 7:4

## Brainstorming

For this Writing Project, your child will write a narrative about a personal experience. It can either be an imaginary experience or a real one. The ideas he generates during today's brainstorming will provide many of the ingredients he will include in his story.

### At a Glance: Activity Set 7:4

- Brainstorming

### Advance Prep

***Geocaching***

Your student might feel anxious about trying to think of what to say in five or more paragraphs. It can seem like a lot of writing!

To help him more easily transition into multi-paragraph writing, engage him in an exciting activity that will provide lots of fresh material to write about. A suggested activity is the popular treasure hunt, **geocaching**, in which players search for hidden containers called *geocaches* while using a GPS-enabled device. Adventurers all over the world enjoy geocaching; it's a great family activity.

If you would like to experience a day of geocaching with your family before this brainstorming session, learn more about how to play and where to find hidden treasures by visiting a geocaching website. For suggestions, visit **writeshop.com/book-f-resources**.

If you prefer not to go geocaching, consider organizing a fun treasure hunt in your own home or backyard where you provide clues to find *at least four or five different treasures*. This will give your student plenty of material to write about and stimulate the creative juices of even the most reluctant writer.

- For a premade clue hunt, remove the Activity Set 7:4 "Indoor Scavenger Hunt Clues" page from the Student Worksheet Pack, or print a copy if you have the digital version.
- For suggested online resources, visit **writeshop.com/book-f-resources**.

**Plan Ahead:** To complete Activity Set 7:7 Publishing the Project, be sure to take plenty of photos of your student searching for the clues or treasures.

*Skip this activity if writing about a treasure hunt does not appeal to your student. Instead, let him brainstorm about any memorable personal experience. Pull out photos from the event to jog those special memories! He might enjoy using the Junior Writer's Notebook "Personal Narrative" page from Activity Set 7:8 as a springboard for ideas.*

***Directions***

Brainstorm ideas together with your child to help him write his own personal narrative. Have him refer to the "Colorful Descriptions Paint Box" from Activity Set 3:3 for ideas on incorporating sensory details and concrete writing into his story.

1. Give your student the Activity Set 7:4 brainstorming worksheet.
2. Working on a large writing surface, draw elements from your child's worksheet:
   - Introduction, Body, and Closing
   - Blanks to fill in Main Topic, Subtopics, Details, Closings, and Sensory Details

   You do not need to draw the boxes on your paper. They're only for quick "idea sketches" your child will draw on his own worksheet.
3. Explain that you'll be brainstorming together to organize your student's ideas. As you write ideas on your writing surface, he can select his favorites and write them on his own worksheet. If the spaces on the worksheet are too small for all his ideas, he may use a separate piece of paper.
4. *Choosing a Topic:* Your student will be writing about his recent treasure hunt in a personal narrative.
   - He will be the main character in his story.
   - Each paragraph in the body will be about a different treasure he found.
   - He will write at least three paragraphs in the body, but encourage him to brainstorm ideas for four or five, as time allows.

   Again, if your child does not want to write about a treasure hunt, he may choose to brainstorm about any memorable event he has personally experienced.
5. *Pencil Sketches:* Before writing down brainstorming ideas, invite your student to draw some sketches. Perfectionists may have trouble keeping these drawings simple, so encourage them to use stick figures. Have them use a pencil in case they want to revise the sketch later.
   - *First Paragraph box:* Sketch something that represents the Main Topic.
   - *Paragraph #2 box:* Sketch something that represents the first subtopic he would like to write about. If he is writing about geocaching or a treasure hunt, for example, this sketch would be about finding the first treasure.
   - *Paragraph #3 box:* Draw a quick sketch for the second subtopic (for example, finding the second treasure).
   - *Paragraph #4 box:* Draw a quick sketch for the third subtopic (for example, finding the third treasure).

**Tip**

A reluctant student may not be ready to write a 5-paragraph story. If this describes your child, read ahead to Activity Set 7:5 "Smaller Steps" and brainstorm accordingly today.

- *Additional Paragraphs:* For each additional subtopic, invite him to draw a quick sketch on a sticky note (for example, finding the fourth or fifth treasure). Affix these to the right-hand edge of the brainstorming worksheet.
- *Last Paragraph box:* Sketch something that represents how the story ends.

6. *Introduction:* Discuss the Main Topic and write it on the blank line.
7. *Body:* As you plan the body of the story, remind your child that he will be writing **key words and short phrases**, *not* complete sentences.

   Plan the Subtopics

   - Subtopic #1
     - ~ Discuss the first subtopic in the Body and write it on the blank line for Subtopic #1.
     - ~ Copy this onto the line for Subtopics in the Introduction.
   - Subtopic #2
     - ~ Discuss the second subtopic and write it on the blank line for Subtopic #2.
     - ~ Copy this onto the line for Subtopics in the Introduction.
   - Subtopic #3
     - ~ Discuss the third subtopic and write it on the blank line for Subtopic #3.
     - ~ Copy this onto the line for Subtopics in the Introduction.
   - Additional Subtopics
     - ~ Discuss additional subtopics. Write these on separate sticky notes and affix them to the left of the worksheet.
     - ~ Copy these onto the lines for Subtopics in the Introduction. If there is no more room, use a sticky note.

   Plan the Details

   - Paragraph #2
     - ~ Discuss three or more details your student would like to include about Subtopic #1. Write each one on the blank lines.
     - ~ Discuss ways to close that paragraph, and write his favorite idea on the line for Closing.
   - Paragraph #3
     - ~ Discuss three or more details he would like to include about Subtopic #2. Write these details on the blank lines.
     - ~ Discuss a way to close that paragraph, and write it on the line for Closing.

- Paragraph #4
  - ~ Discuss three or more details he could include about Subtopic #3. Write them on the blank lines.
  - ~ Discuss a way to close that paragraph, and write it on the line for Closing.
- Additional Paragraphs
  - ~ Write the details on new, corresponding sticky notes, and place them along the left-hand edge of the brainstorming worksheet.

8. *Closing:* For the last paragraph, discuss how your child wants to end the narrative. Write the ideas on the blank lines.
9. *Sensory Details:* As a final step, discuss sensory details he would like to include in each paragraph, referring to the "Colorful Descriptions Paint Box" for ideas. He can jot these down in the boxes along the right-hand side of the worksheet.
10. *Title:* Discuss various title options. Invite him to write down his favorite.

---

### *Parents Say . . .*

*My daughter doesn't like to draw, so she wrote key words in the boxes instead.*

*We didn't do geocaching but used this assignment to write our family's holiday letter as a personal narrative. During the brainstorming part, my son interviewed family members.*

*The brainstorming sheet looked a little overwhelming to the kids. With colored pencils, I drew a square around the intro, body and closing. On my large writing surface, I wrote the three "Intro" subtopics in three different pen colors. Then I filled in the info for each paragraph in its corresponding color.*

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# ACTIVITY SET 7:5

## The Writing Project - Writing a Personal Narrative

For today's Writing Project, students will write a personal narrative using five or more paragraphs. Your child will be the main character in his own story.

**At a Glance: Activity Set 7:5**

- The Writing Project
- Smaller Steps or Flying Higher

The first paragraph is the **Introduction**.

- Sentence #1 will introduce the main topic or idea of the story.
- Sentence #2 will refer to the first subtopic in Paragraph #2.
- Sentence #3 will refer to the second subtopic in Paragraph #3.
- Sentence #4 will refer to the third subtopic in Paragraph #4.
- Additional sentences will refer to additional subtopics he chooses to include in the remaining paragraphs of the body.
- The last sentence will wrap up the introduction.

All the middle paragraphs together make up the **Body**. Unless your child is doing "Smaller Steps" (p. 203), the body should have three or more paragraphs. Each paragraph will follow the same format.

- Sentence #1 will introduce the subtopic.
- Sentence #2 tells one detail about the subtopic.
- Sentence #3 tells a second detail.
- Sentence #4 tells a third detail.
- Additional sentences tell more details.
- The last sentence wraps up the paragraph or transitions to the next paragraph.

The last paragraph of the personal narrative is the **Closing**. It can be long or short and will tell how the story ends.

***Directions to the Teacher***

1. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity to give advanced learners an additional challenge.
2. Display the writing sample from Activity Set 7:2 "Five Star Family Farm" (pp. 191-92) as a reference.
3. When working on 5-paragraph writing, anticipate that students may need an extra day to finish their first draft.

***Directions to the Student***

1. Refer to the Activity Set 7:4 brainstorming worksheet while you write so you can include those ideas in your story.

2. Include at least five paragraphs. Indent the first line of each new paragraph, and remember to skip every other line.
3. Your story will be more interesting to read when you start your sentences in different ways. Refer to your "Sentence Dominoes" tiles for ideas.
4. Add sensory details to make your story more colorful and descriptive.

## Smaller Steps - Just One Paragraph

A reluctant writer might gain confidence learning how to construct a single, well-written paragraph instead of launching into a writing project of great length.

Choose one paragraph to write. It may either be the introduction or one of the paragraphs in the body. Referring to the first page of the *Paragraph Pointers Fold-N-Go,* guide your student to write a strong paragraph with a topic sentence and three or more sentences that describe additional details about the main idea. End the paragraph with a closing sentence.

## Flying Higher - Encourage Enthusiasm

An accelerated learner might be eager to write a long story. Encourage him to tap into this enthusiasm and write about his experience while guiding him to follow the instructions for writing an introduction, body, and closing.

Invite your child to write as many paragraphs as he wants for the body of his personal narrative—as long as each one has a topic sentence, three or more details about the subtopic, and a closing sentence that wraps up the paragraph or transitions to the next paragraph. If needed, spread this activity over two days.

# ACTIVITY SET 7:6

## Editing and Revising

Some students may need two days to edit and revise.

### At a Glance: Activity Set 7:6

- Editing and Revising

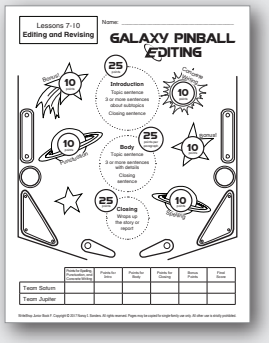
**What's New?**

Lesson 7 introduces students to a new editing tool: **Galaxy Pinball Editing**. From now through Lesson 10, the editing process will follow these general steps:

- *Said It, Read It, Edit Bag:* Students continue to do a "Job Well Done" search.
- *Galaxy Pinball Editing:* NEW! Students take a closer look at different parts of the Writing Project.
- *Self-editing Check:* As a follow-up to Galaxy Pinball, students use the checklist to make one last pass through the story.
- *Parent Editing:* During final proofreading, you can also play Galaxy Pinball (optional).

### Advance Prep

Remove the Lessons 7-10 "Galaxy Pinball Editing" page from the Student Worksheet Pack, or print a copy if you are using the digital version. Interested students can color their pinball page.




- *Wipe-off Pinball Page:* If you plan to keep score on the "Galaxy Pinball Editing" page using wipe-off markers, either laminate it or slip it inside a vinyl page protector. Display "Galaxy Pinball Editing" in the writing center. You will be using it for all remaining lessons in WriteShop Junior Book F.
- *Consumable Pinball Pages:* If you prefer to keep score on a new worksheet for each new lesson, photocopy the "Galaxy Pinball Editing" page, and keep the master copy for future lessons.

Continue having students write a variety of proofreading marks on their paper during each stage of self-editing. Refer to the "Proofreading Marks" page as needed.

**Said It, Read It, Edit Bag**

1. Read your student's narrative together. Invite him to choose a highlighter from the bag and do a "Job Well Done" search by highlighting some things he did correctly.
2. Ask if his narrative has all the elements it needs.
   - Does the story have an introduction, a body, and a closing?
   - Does the story make sense?
   - Did you indent the first line of each paragraph?

- Is each sentence in each paragraph doing its job? Refer to the *Paragraph Pointers Fold-N-Go* as a guide.
- Are there words missing from any of your sentences?

If any of these elements are missing, discuss ideas for improvement.

**Galaxy Pinball Editing - NEW!**

Editing multi-paragraph stories and reports can feel overwhelming and lead to carelessness. Galaxy Pinball Editing, an exciting new editing tool, keeps students focused, not frazzled. As they play Galaxy Pinball, they will read through their stories several times, concentrating on one specific element each time.

***Directions to the Teacher***

1. Give your child the "Galaxy Pinball Editing" page and tell him he will be "Team Saturn." Ignore "Team Jupiter" for now. (If he enjoys a little competition, you can be "Team Jupiter" during parent editing, pp. 207-08.)

> *"I like focusing on one task per pinball round. This has been very successful at our house."*
>
> *– Heather, NY*

2. Explain that writers who write books or articles read over their stories many, many times. Encourage him to read his story aloud while he edits. Reading aloud will help him do a better job of catching his mistakes.
3. Tell him there are no partial points (e.g., 8 points out of 10). He either earns the full 10 or 25 points, or he gives himself zero points for that item.
4. Show him how to keep track of points he earns by writing each score in its corresponding box. (If he is self-motivated, he will have fun seeing how many points he can earn. If not, let him choose a small reward or treat to encourage working toward a goal.)

***Directions to the Student***

You can be a Galaxy Pinball Editor by learning to focus on one specific thing each time you read your story. *Important: Do not use your Self-editing Check during this activity. That part comes later.*

1. **First Time:** Earn up to 30 points by checking SPELLING, PUNCTUATION, and CONCRETE WRITING.
   - *Spelling:* Do the following to earn 10 points.
     - ~ Use a dictionary to check spelling of words you're unsure about.
     - ~ Write each misspelled word correctly on the blank spaces between the lines.
   - *Punctuation:* To earn 10 points, examine each sentence to make sure you have done all of the following.
     - ~ Started each sentence with a capital letter and ended with the correct punctuation
     - ~ Used commas and quotation marks correctly
   - *Concrete Writing:* To earn 10 points, use a thesaurus to exchange weak words for more concrete words.

2. **Second Time:** Give yourself 25 points if the INTRODUCTION paragraph has all of the following.
   - Topic sentence
   - Three or more sentences telling about the subtopics of the main idea
   - Closing sentence
3. **Third Time:** Read each paragraph in the BODY. As you read, give yourself 25 points for ***each*** paragraph that has all of the following.
   - Topic sentence
   - Three or more sentences with details about the subtopic
   - Closing sentence
4. **Fourth Time:** Give yourself 25 points if the CLOSING paragraph wraps up your story in a satisfying way.
5. **Fifth Time:** Earn up to 30 BONUS POINTS by making sure your story includes:
   - Sensory or concrete details in every paragraph (10 points)
   - Sentences that start in a variety of ways (10 points)
   - Synonyms you have substituted for overly repeated words (10 points)

Tip

**Did you do Smaller Steps?**

If you only wrote one paragraph, you will not be able to take all the points allowed for writing five or more paragraphs. Instead, you can earn a total of 25 points for completing either Step 2 (writing an INTRODUCTION paragraph) or Step 3 (writing one BODY paragraph).

---

*Parents Say . . .*

*We absolutely loved the exciting Galaxy Pinball Editing! I could use this for editing every week and he would never tire of it.*

*My daughter still struggles to self-edit, since she just can't see her own errors. We go through Pinball Editing together, but we skip the parent competition part during "Final Editing."*

*My son writes very factually and isn't great about including description. Galaxy Pinball was a perfect reminder to add more sensory detail.*

*Pinball Editing helped her find some mistakes that kept eluding her. We were able to discuss how writers can always improve what they've written.*

---

**Concrete Word Bank (optional)**
If your student is still motivated by the system, continue using the Concrete Word Bank today.

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*Parents Say . . .*

*My son loves the points system. He gets no reward now—he's only interested in beating his record.*

---

**Fold-N-Go**
Students should refer to their *Contractions Fold-N-Go* to make sure they have used contractions correctly.

**Self-editing Check**
Give your child the Activity Set 7:6 "Self-editing Check." Independent students should now be able to do this step on their own. Otherwise, work down the list together to catch loose ends and make sure the editing is complete.

> *"A great tool for empowering my son to improve his writing all by himself."*
>
> *–Krystin, KY*

**Final Check**
*Parent Editing*
After he has finished editing his own work, take time to give it one final edit. Use the "Proofreading Marks" page to help you write the correct symbols on his narrative.

*Galaxy Pinball Parent Editing*
If your student would like to turn Galaxy Pinball Editing into a game of competition, you can play, too.

You will be "Team Jupiter" in the score boxes. Follow the student directions on pp. 205-06. Score your own points according to the following rules.

1. *Spelling*
   - If you find one or no spelling errors, you score one less point for a total of 9 points.
   - If you find two or more spelling errors your student missed, give yourself one extra point for a total of 11 points.
2. *Punctuation*
   - If you find one or no punctuation errors, you score one less point for a total of 9 points.
   - If you find two or more punctuation errors, give yourself one extra point for a total of 11 points.
3. *Concrete Writing*
   - If your student used concrete writing throughout the paper, you score one less point for a total of 9 points.
   - If he used few or no concrete words, give yourself one extra point for a total of 11 points.

4. *Paragraphs*
   - For *each* paragraph that contains all the elements it needs, you score one less point (24 points) per paragraph. This includes the Introduction, each paragraph in the Body, and the Closing.
   - For *each* paragraph that does not contain the elements it needs, give yourself one extra point (26 points).
5. *Bonus Points*
   - Bonus categories are worth 10 points each (30 points).
   - If your student added sensory details, used a variety of sentence starters, or replaced several repeated words, you score one less point per bonus (9 points each, for a maximum of 27 points).
   - If he did not add sensory details, use a variety of sentence starters, or replace several repeated words, give yourself one extra point per bonus (11 points each, for a maximum of 33 points).

Write your points in the boxes and add up your final score. Whoever has the highest score wins the game.

---

*Parents Say . . .*

*My kids like any activity where they can keep score and beat me!*

*This activity turned editing into a really fun game. The children were motivated to gain more points and were extra careful with their proofreading so that I wouldn't score more points than they did.*

---

*Revising*

Have your child revise his writing.

- For the most attractive published project, he may type or rewrite his final draft.
- Otherwise, he may simply write the corrections on the blank spaces between the lines.
- Don't draw attention to any new errors that may appear on his final copy.

# ACTIVITY SET 7:7

*"Five stars! Scrapbooking ties in perfectly with a personal narrative."*

*–Megan, FL*

**At a Glance: Activity Set 7:7**

- **Publishing the Project**

## Publishing the Project - Scrapbook

A scrapbook is a great way to capture a special memory for your child. Today, your student will publish his personal narrative by including it in a scrapbook that features the adventure he wrote about.

### Advance Prep

Purchase a small scrapbook or photo album from a craft store or store that sells scrapbooking supplies, or make your own by filling an inexpensive report cover or binder with several sheets of typing paper, construction paper, or specialty paper.

Print out an assortment of photographs you took of your student's geocaching or treasure-hunting adventure. If you were unable to take photographs of the activity, or if your child wrote about a different experience (real or imagined), he may download and print relevant clipart or photos instead.

***Directions to the Student***

1. Use scrapbooking supplies to create a pocket on the first page inside the scrapbook. Add a picture to this page, if you wish. Fold the Writing Project and tuck it into the pocket. If you don't want to bend or crease your original story, place a photocopy of the story in the pocket instead.
2. Use double-stick photo tape or other adhesive to affix pictures of your treasure hunt in the pages of the scrapbook. If you're using a photo album with clear sleeves, simply slide the photos into the sleeves. It will make more sense if you attach them in the order you write about finding each treasure during the treasure hunt.
3. When finished, share your scrapbook with friends or extended family members such as grandparents or cousins. Ask them to read your personal narrative before looking at all the pictures.

*Parents Say . . .*

*Scrapbooking! Fabulous tie-in for this narrative piece. What an authentic way to use the writing.*

*We have so many scrapbooking supplies that my daughter went to town publishing her paper. She loved showing it off.*

*My son turned the scrapbooking idea into a storybook. He used clipart and additional drawings to capture each stage of the narrative. His eyes lit up at this idea. It's a winner!*

*The kids used cheap photo albums to make their scrapbooks. I typed the story, and they cut out and edited the paragraphs and photos to fit.*

# ACTIVITY SET 7:8

## Evaluating the Student's Work

Remove the Junior Writing Skills Evaluation Chart for Lessons 7-10 from the Student Worksheet Pack and use it to evaluate your child's narrative. If you are using the e-book version, print out a copy. Add the chart to your folder or file.

**At a Glance: Activity Set 7:8**

- Evaluating the Student's Work
- Want to Do More? (optional)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook

## Want to Do More?

***Writing Across the Curriculum – Spotlight on Spelling***

Whenever a new topic is introduced, it's always beneficial to teach students how to spell related vocabulary. Create a spelling list of 20 grade-level words relating to the event your child wrote about in his personal narrative. Add this list to your spelling work for this week. Once he knows how to spell each of these words with confidence, instruct him to go back through his narrative story and look for ways to add in as many of these new words as possible.

***Computer Capers – Paragraph Tabs***

Have your student type and save his narrative story. Encourage him to place his fingers correctly on the keyboard. If he is still learning typing skills, set a timer for 5-15 minutes and let him type until time is up. Finish typing the story for him, if necessary.

Once his story has been typed, demonstrate how to indent each paragraph.

1. Align each paragraph along the left side of the document without indenting it.
2. Place the cursor at the beginning of the first line of the paragraph.
3. Press the "Tab" key. This will automatically indent the first line of the paragraph.
4. Repeat for each new paragraph.

***Junior Writer's Notebook – Personal Narrative***

Read the "Personal Narrative" worksheet together. Have your student add the master copy to his *Junior Writer's Notebook*. On a separate sheet of lined paper, invite him to write down ideas for future personal narratives by answering the prompts from the worksheet.

# Lesson 8: Summary

## Lesson Focus: Summarizing the Main Idea and Supporting Details of a Story

## Objectives

**Students will:**

- Write a summary using five paragraphs.
- Review how to use transition words.
- Learn rules for correctly using apostrophes.

## Materials

**Resource Packs**

Remove these pages from each Pack (or print them, if you have the digital version)

- Level 3 Fold-N-Go Grammar Pack
  - ~ Lesson 8 *Apostrophes Fold-N-Go* pages*
- Student Worksheet Pack F
  - ~ *Reading Log Summary* (optional)
  - ~ Activity Set 8:2a and 8:2b *Pre-writing*
    - *Story Stacker Game Board* (one per player; not needed if using "Story Stacker Game Board" pages from Time-Saver Pack F)
    - *Story Stacker Cards** (not needed if using "Story Stacker Cards" from Time-Saver Pack F)
  - ~ Lessons 8-10 *Transitions*
  - ~ Activity Set 8:3
    - *Transitions Word Search*
    - *Journal Prompt*
  - ~ Activity Set 8:4 *Brainstorming*
  - ~ Activity Set 8:6 *Self-editing Check*
- Time-Saver Pack F (optional)
  - ~ Activity Set 8:2
    - *Story Stacker Board*
    - *Story Stacker Cards**
- Junior Writer's Notebook 2 (optional)
  - ~ *Summary*

*Advance prep may be required

**Required Supplies for Lesson 8** *(In addition to Everyday Supplies)*

Activity Set 8:2

- Dice, one per player
- Grade-level reading selection (See p. 218 "Advance Prep" for instructions)

Activity Set 8:4

- Grade-level reading selection (See p. 218 "Advance Prep" for instructions)

Activity Set 8:7

- Paper plate (Styrofoam will not work for this activity)
- 2-inch wide fabric ribbon
- Paperclips

**Optional Supplies for Lesson 8**

Activity Set 8:8

- Atlas or map (or online tool such as Google Maps™)

# ACTIVITY SET 8:1

*"Nice review of a grammar concept that confuses many kids—mine included!"*

*–Jennifer, IL*

**At a Glance: Activity Set 8:1**

- Fold-N-Go Grammar
- Reading Log

## Fold-N-Go Grammar - Apostrophes

### Advance Prep

Remove the six pages for Lesson 8 *Apostrophes Fold-N-Go* from the Level 3 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages. Assemble the *Fold-N-Go* and two bookmarks.

Complete the *Fold-N-Go* activities, spreading the work over 2-3 days if needed.

## Reading Log

During this lesson, children will be writing a **summary**. This would be a great opportunity for them to track their reading on the "Reading Log Summary" reading log.

# ACTIVITY SET 8:2

## Lesson Overview

Lesson 8 focuses on writing a summary. Students will learn to identify the main idea and supporting details in a short story and summarize them in their own words. They will also review or learn to use transitions.

**At a Glance: Activity Set 8:2**

- Lesson Overview
- Pre-writing Activity
- Model and Teach

## Pre-writing Activity - Story Stacker

### Advance Prep

*Game Boards*
Note: Players will need their own game board. Two are provided, but you may photocopy more as needed. Do not cut the boards apart.

Remove the Activity Set 8:2 "Story Stacker Game Board" pages from Time-Saver Pack F. If you have the digital version, print two copies. For added durability, print on cardstock.

If you don't have the Time-Saver Pack, use the Activity Set 8:2 "Story Stacker Game Board" pages found in the Student Worksheet Pack.

*Cards*
Remove the Activity Set 8:2 "Story Stacker Cards" from Time-Saver Pack F. Cut the cards apart.

If you don't have the Time-Saver Pack, use the Activity Set 8:2 "Story Stacker Cards" found in the Student Worksheet Pack.

***Directions***

This oral pre-writing activity helps students gain confidence working with story summaries. They will practice summarizing a story by identifying the main idea, three subtopics, and supporting details. There will be no writing involved.

1. Place all the cards face up on the table and spread them out in three groups: "The Three Little Pigs," "Goldilocks and the Three Bears," and "Jack and the Beanstalk."
2. Give each player a board and one die.
   - As soon as you say "Go!" all players toss their die over and over as fast as they can. (With more than three players, play in teams and take turns rolling the die.)

**Tip**

If the idea of working with these simple tales bothers an older student, explain that using a familiar story such as a fairy tale makes it easier to practice the skill of summarizing. When it's time to do the Writing Project, children will have the freedom to select a story of their choice.

- When someone rolls a 6 for the first time, they pick one "Main Idea" from the cards on the table and place it on their board in the "Main Idea" box.

> *"Story Stacker was another huge hit!"*
>
> *–Kelley, SD*

3. Players continue rolling their dice repeatedly. Their goal is to collect—in order—the remaining six cards for their story.
   - As soon as a player rolls a 1, she selects the coordinating "Subtopic #1" card from the table and places it on her board in the "Subtopic #1" box.
   - She continues rolling the die quickly. As soon as she rolls a 2, she selects the coordinating "#1 Supporting Details" card from the table and places it on her board in the "#1 Supporting Details" box.
4. Meanwhile, other players continue rolling and collecting their own cards.
5. The first player to collect all six cards *in order* (along with the "Main Idea" card), and place them on their board, wins the game. At this time, all players collect their remaining cards and place them on their boards.
6. Read all the "summaries" aloud for each of the three stories. Point out that these cards *summarize* the main idea, subtopics, and supporting details about each subtopic, but they don't tell the actual story.

---

*Parents Say . . .*

*My kids don't like chaos and competition, so they chose to take turns rather than race each other. They played it more like a game of "Cootie," so the pieces still had to be collected in order.*

---

# Model and Teach

## Advance Prep

During Model and Teach, your student will write a summary about a story she has recently read. To help her experience a successful session, it's important to provide a story for her to read *before you work together.*

Select a short story she can easily read on her own in 5 to 10 minutes. Try to find a grade-level selection that uses vocabulary and sentence structure appropriate for her age and reading comprehension level. Screen the stories ahead of time. If your child likes to have a choice, give her two or three from which to pick. Some suggestions:

**Internet Sources**
For links to short-story resources online, visit **writeshop.com/book-f-resources**. *Use discretion to ensure each website and story meets with your family's standards and values.*

**Book Anthologies**

- *The Book of Virtues: A Treasure of Great Moral Stories* by William Bennett
- *Every Living Thing* by Cynthia Rylant, a collection of short stories about animals

If you don't have any short stories at your student's reading level, choose a short chapter or section from a longer book.

***Directions***
Instruct your child to read the selected short story before beginning the Model and Teach session. (Even if she read this story recently, invite her to read it again so it's fresh in her mind.) When working with a reluctant or struggling reader, you may read the selection aloud. Either way, make sure you are also familiar with the story, as it will streamline Model and Teach.

Read aloud the following writing sample, "An Unequaled Adventure."

An Unequaled Adventure

In the book *Sir Cumference and the First Round Table* by Cindy Neuschwander, when a neighboring army gathered near the border of Camelot, King Arthur met with his knights to discuss what to do. Unfortunately, the table was so long that no one could hear him. So Sir Cumference, along with the help of his wife Lady Di and their son Radius, tried tables of different shapes. None worked. When they tried a round table, however, they finally experienced success.

The first time the knights met with King Arthur, Sir Cumference got a sore throat from shouting so hard from the end of the long, rectangular table. Lady Di suggested a square table, but the knights at the corners whispered while the king

was talking. Lady Di then suggested a parallelogram, but the corner poked the king like a sword. Next they built an octagon, but the knights fought over which side to sit on. Even an oval didn't work because no one had enough room on the narrow ends.

After all these discouraging attempts, Radius found a fallen tree and shouted, "There's your table!" Eagerly, the men cut off a gigantic slice to build a round table. They loaded the huge, heavy slab onto an oxcart. Then they headed straight to the workshop of their carpenter, Geo of Metry. He worked on it all night long.

Finally, the round table was finished. Now the knights sat around it with contentment. Nobody whispered anymore. No one complained of a sore throat. Nobody got poked by the corners. King Arthur and his knights were finally able to come up with a plan to try making peace with the neighboring army.

Therefore, peace was declared in the land. The king decided to honor all those who made the round table. He named the measurement "diameter" after Lady Di. He named the "radius" of a circle after their son. And the outside of the circle was named "circumference" after the trustworthy and creative knight, Sir Cumference.

When all was said and done, a great celebration took place. Everyone cheered and whistled. It was the happiest celebration in the kingdom.

## Summary vs. Book Report

An online search for the definitions of "summary" and "book report" will yield conflicting results. Some sources use the terms interchangeably. Others make varying distinctions between them. In Book F, here is how we've chosen to approach each one.

**Summary**
To write their summary in Lesson 8, children will learn to recap, or *summarize,* a book or story from beginning to end. Because a summary is meant to be objective, they won't be asked to share their opinion of the book or make a recommendation.

**Book Report**
While a book report certainly *can* summarize a book, a thought-provoking book report will invite students to *respond* to what they have read. Responding to literature introduces the subjective element that distinguishes a book report from a summary.

In Lesson 9, children will use the skills learned in Lesson 8 to write a summary as part of their book report. They will also learn to *respond to literature* as they discover simple ways to analyze, compare, question, and give their opinion.

This script is an example of how to guide the writing through modeling.

*You:* *In a summary, you'll be writing an overview of a story you read using your own words.*

*To start the summary, it first helps to identify the main idea of the story. Then choose three or more subtopics. Each of these subtopics will be its own paragraph. Within each paragraph, you will include three or more supporting details about each subtopic. Finally, you'll wrap up the summary with a closing paragraph.*

*Which short story have you decided on?*

Child: _____

(Possible answer: I like *Clara Barton: Spirit of the American Red Cross*.)

*You:* *That's a great choice! Can you tell me in your own words what you think the main idea of that story is?*

Child: _____

(Possible answer: Even though Clara Barton was quiet and shy, she found the courage to help others and formed the American Red Cross.)

*You:* *That wraps it up in a nutshell. We'll start our summary by writing this down as our very first sentence. (Write this down.) Now, can you think of three or more subtopics that support the main idea and tell us more about the story?*

Child: _____

(Possible answers: Clara Barton was the youngest of five children. When she was a young woman, the Civil War broke out, and she wanted to help. Clara got permission to help wounded soldiers, so she started giving them medical aid. This work was so important to her that after the Civil War ended, she formed the American Red Cross.)

*You:* *These are all important subtopics for the main idea. Let's write one sentence about each subtopic in our first paragraph. (Write these down.)*

*When we move from one paragraph to another, it's called a* ***transition****. So let's transition into the second paragraph where we'll write down supporting details about the first subtopic.*

*We'll start our second paragraph by introducing the first subtopic. How would you like to introduce it?*

Child: _____

(Possible answer: When Clara was growing up, she had four older brothers and sisters, which was both good and bad.)

*You:* *Excellent! I'll write that down. (Write this down.) Now, can you tell me in your own words three or more supporting details about this? Don't try to copy the story exactly, but summarize these details in your own words.*

Spend about 30 minutes guiding and prompting your child in this manner until finished. *Be sure to include three or more subtopics, each with its own paragraph full of supporting details about each subtopic.* When you're finished, discuss ideas for a title and write it at the top.

# ACTIVITY SET 8:3

*"My 12-year-old was so excited about the Transitions page … he thought it was GREAT!"*

*–Kim, CA*

**At a Glance: Activity Set 8:3**

- Skill Builder
- Journal Writing Practice

## Skill Builder - Transitions Word Search

### Advance Prep

Remove the Lessons 8-10 "Transitions" page and Activity Set 8:3 "Transitions Word Search" from your Student Worksheet Pack, or print them if you have the digital version. Photocopy or print a set for each child.

***Directions***

This activity will help you teach or review transitions with your child.

1. First, read over the "Transitions" page together. Referring to the Model and Teach example "An Unequaled Adventure," ask your student to locate at least four transition words or phrases in the writing sample: *The first time… After… Finally… Therefore… When.*
2. Point out that each of these transitions connects the ideas between two different paragraphs. Explain that transitions can be placed at the beginning of a new paragraph (as in the writing sample) or at the end of the previous paragraph.
3. When finished reviewing the poster, give your student the Activity Set 8:3 "Transitions Word Search" page to complete by finding and circling the transitions from List 1. If time permits (or on another day), she may then find and circle the transitions from List 2.

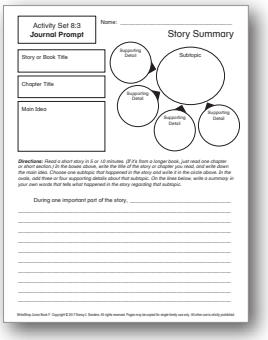
**Tip**

At first, the words ***by*** and ***on*** may not seem like transitions. Here are examples to help your student understand how to use them.

***By*** morning, the weather had cleared and the ocean grew calm.
***By*** March, the soldiers had reached the base camp.
***By*** the time the doctor arrived, Henry's fever had worsened.

***On*** Saturdays, the Ingalls family would hitch up the wagon and head into town.
***On*** April 2, seven ships sailed for Spain.
***On*** Laura's birthday, her mother baked a chocolate cake.

# Journal Writing Practice - Writing a Summary



Activity Set 8:3
**Journal Prompt**

Name: _____

Story Summary

Story or Book Title

Chapter Title

Main Idea:

Subtopic

Supporting Detail

Supporting Detail

Supporting Detail

Supporting Detail

***Directions:*** *Read a short story in 5 or 10 minutes. (If it's from a longer book, just read one chapter or short section.) In the boxes above, write the title of the story or chapter you read, and write down the main idea. Choose one subtopic that happened in the story and write it in the circle above. In the ovals, add three or four supporting details about that subtopic. On the lines below, write a summary in your own words that tells what happened in the story regarding that subtopic.*

During one important part of the story, _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Give your child the Activity Set 8:3 Journal Prompt page from the Student Worksheet Pack. Invite her to spend 5-15 minutes answering the prompt. When finished, add this page to her journal.

### *Alternative Journal Topics*

Because your student has the option to choose which story she wants to use when she writes her summary, there are no alternative journal topics for this lesson.

# ACTIVITY SET 8:4

## Brainstorming

For this Writing Project, your child will write a summary of a short story. The ideas she generates during today's brainstorming will provide many of the ingredients she will include in her summary.

### At a Glance: Activity Set 8:4

- Brainstorming

### Advance Prep

To help your student experience a successful brainstorming session, provide a short book or story for her to read before you brainstorm together—one she can easily read by herself in 5 to 10 minutes. Try to find a grade-level selection that uses vocabulary and sentence structure appropriate for her age and reading-comprehension level.

If you don't have a short story at this reading level, choose a short chapter or section from a longer book. Your child may either read a new story or one that she has already read for a previous Activity Set during this lesson. See Activity Set 8:2 Model and Teach (pp. 218-19) for suggested short story resources.

Instruct your student to read the selection before beginning the brainstorming session together. (If she used this story earlier, invite her to read it again so it is fresh in her mind.)

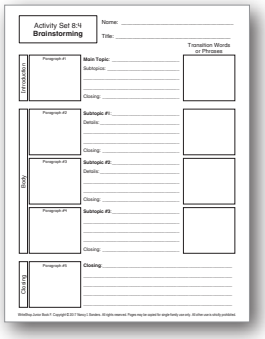
***Before You Begin***

- If your student is reluctant or accelerated, adjust the reading level of the story she will write a summary about.
- Read ahead to Activity Set 8:5 Smaller Steps. If you plan to do this activity with your reluctant or struggling writer, brainstorm accordingly today.

***Directions***

1. Give your student the Activity Set 8:4 brainstorming worksheet.
2. Working on a large writing surface, draw elements from your child's worksheet:
   - Introduction, Body, and Closing
   - Blanks to fill in Main Topic, Subtopics, Details, Closings, and Transitions

   You do not need to draw the boxes on your paper. They're only for quick "idea sketches" your child will draw on her own worksheet.


Activity Set 8:4
Brainstorming
Name:
Title:
Transition Words or Phrases
Introduction
Paragraph #1
Main Topic:
Subtopics:
Closing:
Body
Paragraph #2
Subtopic #1:
Details:
Closing:
Paragraph #3
Subtopic #2:
Details:
Closing:
Paragraph #4
Subtopic #3:
Details:
Closing:
Conclusion
Paragraph #5
Closing:
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3. Explain that you'll be brainstorming together to organize her ideas for a summary. As you write ideas on your writing surface, she can select her favorites and add them to her own

worksheet. If the spaces on the worksheet are too small for all her ideas, she may affix sticky notes or use a separate piece of paper.

> *"Our joint brainstorming sessions give us that important time to talk about and plan his story details."*
>
> *–Marci, SC*

4. *Summary Overview:* Your student will be writing a summary about a short story she read.
   - She will identify the main idea or topic of the story.
   - Each paragraph in the body will be about a different subtopic in the story.
   - She will write at least three paragraphs in the body, but encourage her to brainstorm ideas for four or five, as time allows.
5. *Pencil Sketches:* As in Lesson 7, these sketches should be quick and simple stick figures.
   - *First Paragraph box:* Sketch something that represents the Main Topic.
   - *Paragraph #2 box:* Sketch something that represents the first subtopic she would like to write about (something that happens near the beginning of the story).
   - *Paragraph #3 box:* Draw a quick sketch for the second subtopic (something that happens next in the story).
   - *Paragraph #4 box:* Draw a quick sketch for the third subtopic (something that happens next in the story).
   - *Additional Paragraphs:* For each additional subtopic, invite her to draw a quick sketch on a sticky note (something that happens nearer to the end of the story). Affix these to the right-hand edge of the brainstorming worksheet.
   - *Last Paragraph box:* Sketch something that shows or represents how the story ends.
6. *Introduction:* Discuss the Main Topic and write it on the blank line.
7. *Body:* As you plan the body of the story, remind your student that she will be writing **key words** and **short phrases**, *not* complete sentences.

   Plan the Subtopics
   - Subtopic #1
     - ~ Discuss the first subtopic in the Body and write it on the blank line for Subtopic #1.
     - ~ Copy this onto the line for Subtopics in the Introduction.
   - Subtopic #2
     - ~ Discuss the second subtopic and write it on the blank line for Subtopic #2.
     - ~ Copy this onto the line for Subtopics in the Introduction.
   - Subtopic #3
     - ~ Discuss the third subtopic and write it on the blank line for Subtopic #3.
     - ~ Copy this onto the line for Subtopics in the Introduction.

- Additional Subtopics
  - ~ Discuss additional subtopics. Write these on separate sticky notes and affix them to the left of the worksheet.
  - ~ Copy these onto the lines for Subtopics in the Introduction. If there is no more room, use a sticky note.

Plan the Details

- Paragraph #2
  - ~ Discuss three or more details your student would like to include about Subtopic #1. Write each one on the blank lines.
  - ~ Discuss ways to close that paragraph, and write her favorite idea on the line for Closing.
- Paragraph #3
  - ~ Discuss three or more details she would like to include about Subtopic #2. Write these details on the blank lines.
  - ~ Discuss a way to close that paragraph, and write it on the line for Closing.
- Paragraph #4
  - ~ Discuss three or more details she could include about Subtopic #3. Write them on the blank lines.
  - ~ Discuss a way to close that paragraph, and write it on the line for Closing.
- Additional Paragraphs
  - ~ Write the details on new, corresponding sticky notes, and place them along the left-hand edge of the brainstorming worksheet.

8. *Closing:* For the last paragraph, discuss how the story ends. Write the ideas on the blank lines.
9. *Transitions:* In the box along the right of the brainstorming worksheet, invite your student to list various transition words or phrases she might use to move smoothly from one paragraph to the next. Refer to the "Transitions" page for ideas.
10. *Title*
    - When choosing a title for a summary, do not use the name of the book or story. In the example summary from Activity Set 8:2, the book itself is *Sir Cumference and the First Round Table*, but the title of the summary is "An Unequaled Adventure."
    - Discuss various title ideas and invite her to write down her favorite.

*Parents Say . . .*

*Choosing a familiar story made it so much easier for my kids to brainstorm and write.*

*We appreciated the freedom to use the same story we summarized during Model and Teach. She was able to do most of the brainstorming and writing by herself with just a little guidance from me.*

*The 10-year-old took one look at the worksheet and told me she isn't good at these. We took it step by step and she was surprised by how easy it was!*

*My daughter still isn't quite ready for five paragraphs, so we brainstormed and planned for just three.*

# ACTIVITY SET 8:5

## The Writing Project - Writing a Summary

For today's Writing Project, students will write a summary using five or more paragraphs. They will add transition words or phrases to move smoothly from one paragraph to the next.

**At a Glance: Activity Set 8:5**

- The Writing Project
- Smaller Steps or Flying Higher

The first paragraph is the **Introduction**.

- Sentence #1 will introduce the main topic or idea of the story.
- Sentence #2 will refer to the first subtopic in Paragraph #2.
- Sentence #3 will refer to the second subtopic in Paragraph #3.
- Sentence #4 will refer to the third subtopic in Paragraph #4.
- Additional sentences will refer to additional subtopics she chooses to include in the remaining paragraphs of the body.
- The last sentence will wrap up the introduction.

All the middle paragraphs together make up the **Body**. The body should have three or more paragraphs, with each paragraph following the same format.

- Sentence #1 will introduce the subtopic.
- Sentence #2 tells one detail about the subtopic.
- Sentence #3 tells a second detail.
- Sentence #4 tells a third detail.
- Additional sentences tell more details.
- The last sentence wraps up the paragraph or transitions to the next paragraph.

The last paragraph of the summary is the **Closing**. It can be long or short and will tell how the story ends.

**Tip**

When writing a summary at this level, students should write a minimum of five paragraphs. However, because this is a summary, or shortened retelling of the story, the finished Writing Project should not be longer than two pages.

***Directions to the Teacher***

1. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity to give advanced learners an additional challenge.
2. Display the writing sample from Activity Set 8:2 "An Unequaled Adventure" (pp. 218-19) as a reference.
3. When working on 5-paragraph writing, anticipate that students may need an extra day to finish their first draft.

***Directions to the Student***

1. Refer to the Activity Set 8:4 brainstorming worksheet as you write so you can include those ideas in your story.
2. Include at least five paragraphs. Indent the first line of each paragraph, and skip every other line.
3. Use transition words at the end of one paragraph or at the beginning of the next.
4. Take care not to copy the words in the story. Instead, you must summarize the story in your own words. It often helps to put the book or story away when you are writing the summary.
5. Start each sentence in a different way to practice the skill you learned Lesson 7. You may refer to the "Sentence Dominoes" tiles for ideas.

---

*Parents Say . . .*

*My daughter wrote her first 5-paragraph essay without shutting down or feeling overwhelmed. I was so proud of her—all this hard work is paying off.*

*I've learned my son works best if we don't write the entire paper in one sitting. Instead, we do 2-3 paragraphs at a time and save the rest for the next day.*

---

## Smaller Steps - Read-Aloud Story

A reluctant writer may not have the skills to read a grade-level story independently. If this describes your student, read the selected story aloud to her, and then follow the directions for brainstorming.

Alternatively, allow her to read a book or story written at a lower reading level to give her more confidence in writing a summary.

## Flying Higher - Book Club

An accelerated learner may enjoy participating in a book club where members meet to discuss different books they read. If your student would like to organize or join a book club, encourage members to write a summary of at least one book for each meeting, and share their summaries with the group before their discussions take place.

For helpful tips and guides to starting and running a children's book club, visit **writeshop.com/book-f-resources** for links to suggested websites.

---

*Parents Say . . .*

*Both kids chose a simple fairy tale for their summaries, so it didn't take them long to write their paragraphs. It gave them confidence to find this lesson so "easy."*

*One of my favorite parts of the program is the opportunity to slow down or move ahead with a fun plan—like the book club in Flying Higher!*

---

# ACTIVITY SET 8:6

## Editing and Revising

If your students need extra editing time, and your schedule permits, consider spending two days on the editing and revising activities.

**At a Glance: Activity Set 8:6**

- **Editing and Revising**

### Advance Prep

If you did not laminate the "Galaxy Pinball Editing" page during Activity Set 7:6, print out or photocopy the master page to use as a consumable worksheet for this lesson.

Continue having students write a variety of proofreading marks on their paper during each stage of self-editing.

**Said It, Read It, Edit Bag**

1. Read your student's summary together. Invite her to do a "Job Well Done" search by highlighting some things she did correctly.
2. Ask if her summary has all the elements it needs.
   - Does the summary have an introduction, a body, and a closing?
   - Did you indent the first line of each paragraph?
   - Is each sentence in each paragraph doing its job? Refer to the *Paragraph Pointers Fold-N-Go* from Lesson 7 as a guide.
   - Are there words missing from any of your sentences?

   If any of these elements are missing, discuss ideas for improvement.

**Galaxy Pinball Editing**

***Directions to the Student***

Read your summary aloud five different times, referring to the page as you go. Focus on one specific thing each time you read your summary. Keep track of the points you earn by writing each score in the "Team Saturn" boxes at the bottom of the "Galaxy Pinball Editing" page.

> *"Galaxy Pinball is a hit!"*
>
> *– Yannah, OK*

1. **First time:** Check SPELLING, PUNCTUATION, and CONCRETE WRITING. Earn up to 30 points.
   - *Spelling:* Do the following to earn 10 points.
     - ~ Use a dictionary to check spelling of words you're unsure about.
     - ~ Write each misspelled word correctly on the blank spaces between the lines.

- *Punctuation:* To earn 10 points, make sure you have done the following.
  - ~ Started each sentence with a capital letter and ended with the correct punctuation
  - ~ Used commas and quotation marks correctly
- *Concrete Writing:* To earn 10 points, use a thesaurus to exchange weak words for more concrete words.

2. **Second Time:** Give yourself 25 points if the INTRODUCTION paragraph has all of the following.
   - Topic sentence
   - Three or more sentences telling about the subtopics of the main idea
   - Closing sentence
3. **Third Time:** Read each paragraph in the BODY. As you read, give yourself 25 points for ***each*** paragraph that has all of the following.
   - Topic sentence
   - Three or more sentences with details about the subtopic
   - Closing sentence
4. **Fourth Time:** Give yourself 25 points if the CLOSING paragraph wraps up your story in a satisfying way.
5. **Fifth Time:** Earn up to 30 BONUS POINTS by making sure your summary:
   - Uses transition words or phrases to connect paragraphs (10 points)
   - Is written in your own words, without copying from the story (10 points)
   - Includes sentences that start in a variety of ways (10 points)

---

*Parents Say . . .*

*Pinball Editing is still a winner. It makes it so much easier to do the multiple read-throughs when it's part of a game.*

*So important to read the summary out loud. The kids are catching so many mistakes! I think this is key to becoming a better writer.*

---

**Concrete Word Bank (optional)**
If your student is still motivated by the Concrete Word Bank, continue using it today.

---

*Parents Say . . .*

*We like having options! This week, my son chose the Concrete Word Bank instead of Pinball Editing.*

*The kids still ask to use the Concrete Word Bank. It's been wonderful for our family. They put more effort into their writing when they're getting rewarded.*

---

**Fold-N-Go**
Children should refer to their *Apostrophes Fold-N-Go* to make sure they have used any apostrophes correctly.

**Self-editing Check**
Give your student the Activity Set 8:6 "Self-editing Check." Independent students should now be able to do this step on their own. Otherwise, work down the list together to catch loose ends and make sure the editing is complete.

**Final Check**
*Parent Editing*
After she has finished editing her own work, take time to give it one final edit. Use the "Proofreading Marks" page to help you write the correct symbols on her summary.

*Galaxy Pinball Parent Editing*
If your student has enjoyed turning Galaxy Pinball Editing into a game of competition, take your turn now. Follow the student directions on p. 230-31. Score your own points as "Team Jupiter" according to the following.

1. *Spelling*
   - If you find one or no spelling errors, you score one less point for a total of 9 points.
   - If you find two or more spelling errors your student missed, give yourself one extra point for a total of 11 points.
2. *Punctuation*
   - If you find one or no punctuation errors, you score one less point for a total of 9 points.
   - If you find two or more punctuation errors, give yourself one extra point for a total of 11 points.
3. *Concrete Writing*
   - If your student used concrete writing throughout the paper, you score one less point for a total of 9 points.
   - If she used few or no concrete words, give yourself one extra point for a total of 11 points.

4. Paragraphs
    - For *each* paragraph that contains all the elements it needs, you score one less point (24 points) per paragraph. This includes the Introduction, each paragraph in the Body, and the Closing.
    - For *each* paragraph that does not contain the elements it needs, give yourself one extra point (26 points).
5. Bonus Points
    - Bonus categories are worth 10 points each (30 points).
    - If your student used transitions, wrote the summary in her own words without copying, or included a variety of sentence starters, you score one less point per bonus (9 points each, for a maximum of 27 points).
    - If she did not do these, assign yourself one extra point per bonus (11 points each, for a maximum of 33 points).

Add up your final score. Whoever has the highest score wins the game.

*Revising*
Have your child revise her writing.

- For the most attractive published project, she may type or rewrite her final draft.
- Otherwise, she may simply write the corrections on the blank spaces between the lines.
- Don't draw attention to any new errors that may appear on her final copy.

# ACTIVITY SET 8:7

*"My sons were so proud to see their summaries displayed like this."*

*– Tammy, NM*

**At a Glance: Activity Set 8:7**

- **Publishing the Project**

## Publishing the Project - Story Plate

Showcase your student's hard work on the wall in the writing center!

***Directions to the Student***

Use the illustration below as a guide to make your wall art. Be sure to use a paper plate, as paint and markers won't stick to Styrofoam.

1. On the front of a dinner-size paper plate, use markers or paints to create a scene from the story you wrote a summary about. (Be sure this is one of the subtopics you included in your summary.)
2. At the top of the plate, punch a hole and tie on a yarn hanger.
3. Staple a 2-inch wide ribbon to the back of the paper plate, on the flat part near the bottom of the scene.
4. Use paper clips to clip the summary to the ribbon so it hangs below the plate.
5. Mount the finished project on a wall in your writing center.

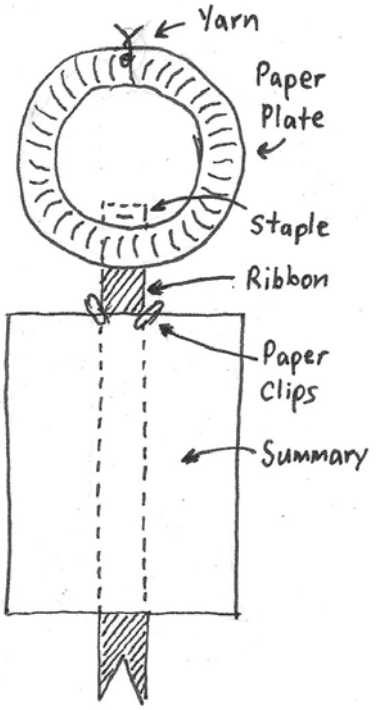
*Parents Say . . .*

*My non-artsy kids printed an image from the Internet and glued it to the plate.*

*As an alternate way to publish, my child typed and printed her summary, taped it to posterboard, and printed pictures that pertained to the story she read.*

*Instead of the wall hanging, my child decided to roll up the summary of her Greek myth like a scroll.*

*Since my daughter doesn't care for crafty publishing, she drew a picture to go with her summary and shared her final project with three people before adding it to her portfolio.*



# ACTIVITY SET 8:8

## Evaluating the Student's Work

Use the Junior Writing Skills Evaluation Chart for Lessons 7-10 to evaluate your student's writing.

**At a Glance: Activity Set 8:8**

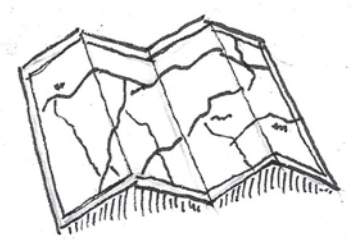
- Evaluating the Student's Work
- Want to Do More? (optional)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook

## Want to Do More?

***Writing Across the Curriculum – Spotlight on Geography***

Where did the story your student read for her summary take place? Help her locate it on a map or atlas. (If you don't know the story's setting, choose an unfamiliar region where it *could* have taken place.)

1. Calculate how far it is from where you live.
2. If she were to visit this place, discuss how she might get there and how long it would take to reach her destination.
3. Talk about the type of transportation she would have to take to get there.



Encourage your student to use these details to write a short essay about how she would visit the real or imagined location where the story happened.

---

*Parents Say . . .*

*We used Google Maps to calculate the distance. It also told us how long it would take to walk, ride a bike, or drive. What a neat tool!*

*My son also made a list of items he would bring on a trip to his destination.*

---

***Computer Capers – Check Word Count***

Sometimes a writing assignment will ask for a specific word count, such as a 300-word essay. **Word count** tells your child how many words she has typed in her story or report.

Have your student type and save her summary in a Microsoft Word document. Finish typing it for her, if necessary. Then, demonstrate how to check the word count in one of two ways.

> *"I like the way she's increasing her word-processing knowledge lesson by lesson."*
>
> *– Kim, WA*

1. *Status bar.* The word count displays in the status bar located at the bottom of the document. You can see how many words are in a document without having to open another window. It says *Words: 329*.
2. *Toolbar.* When you need more than just a word count, the Word Count pop-up window gives additional information, such as how many paragraphs are in the document.
   - On a PC
     - ~ In the toolbar, find and click "Review."
     - ~ Click the icon that says "Word Count" (Fig. 1).
     - ~ In the popup window, note the number of words in your document. (You can also note the number of paragraphs the summary contains.)
   - On a Mac
     - ~ On the Tools menu, click "Word Count."
     - ~ In the popup window, you can view the number of words (along with other information about your document, such as number of paragraphs).

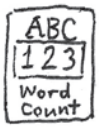


Figure 1

If the student wants to check the number of words in just one paragraph or section of the document, first highlight the section in the document, and then repeat the previous steps.

***Junior Writer's Notebook – Summary***

Read the "Summary" worksheet together. Have your student add the master copy to her *Junior Writer's Notebook*. On a separate sheet of lined paper, invite her to write down ideas for future summaries by answering the prompts from the worksheet.

# Lesson 9: Responding to Literature

## Lesson Focus: Investigating Literature and Responding with Opinions

## Objectives

**Students will:**

- Review or learn how to write a book report.
- Learn to identify the author's main message.
- Respond to a book with their own opinion.
- Connect a story to their own life.

## Materials

**Resource Packs**

Remove these pages from each Pack (or print them, if you have the digital version)

- Level 3 Fold-N-Go Grammar Pack
  - ~ Lesson 9 *Responding to Literature Fold-N-Go* pages*
- Student Worksheet Pack F
  - ~ *5-Star Reading Log* (optional)
  - ~ Activity Set 9:2 *Take a Book Walk!** (not needed if using the "Take a Book Walk!" cards from Time-Saver Pack F)
  - ~ Activity Set 9:3 *Journal Prompt*
  - ~ Activity Set 9:4 *Brainstorming*
  - ~ Activity Set 9:6 *Self-editing Check*
- Time-Saver Pack F (optional)
  - ~ Activity Set 9:2 *Take a Book Walk!**
  - ~ Activity Set 9:3 *Story Tree**
- Junior Writer's Notebook 2 (optional)
  - ~ *Book Report*

*Advance prep may be required

**Required Supplies for Lesson 9** *(In addition to Everyday Supplies)*

Activity Set 9:1 and 9:2

- Five or more favorite books your student has read

Activity Set 9:7

- Five or more file folders
- Clear wide packing tape

**Optional Supplies for Lesson 9**

Activity Set 9:7

- 3-D foam squares

# ACTIVITY SET 9:1

## Fold-N-Go Grammar - Responding to Literature

**At a Glance: Activity Set 9:1**

- Fold-N-Go Grammar
- Reading Log

### Advance Prep

*Fold-N-Go*
Remove the six pages for Lesson 9 *Responding to Literature Fold-N-Go* from the Level 3 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages. Assemble the *Fold-N-Go* and two bookmarks.

*Familiar Book*
To complete this *Fold-N-Go,* students will need a book or story they have read recently. Ideally, you should also be familiar with this book to make it easier to talk through the questions together and help them find appropriate answers.

Struggling learners may feel more successful responding to literature if they practice with a short story or picture book.

**Guiding a Literal Thinker**
This may be a challenging *Fold-N-Go* lesson for some children. Learning to analyze literature takes time and practice. Literal thinkers can get tripped up by questions that require them to think figuratively. For example, on p. 5 ("Connect") a child who sees things in black and white may have trouble relating the story he read to an event in his own life.

Suppose the story is about a salmon named Sam who sets out on an adventure. Sam and his family migrate to the ocean, but they get separated. Along the way, Sam has some adventures, but he ultimately decides to fight the strong current in order to return to his own stream.

A literal thinker might say: *Nothing like this has happened to me. I'm not even slightly similar to a fish.* He assumes that since he's not a salmon, he can't relate to the story. The good news? With coaxing and conversation, you can guide him to think of ways to associate the fish's experiences with some of his own.

*You:* *Was this an easy journey for Sam?*

Child: No.

*You:* *Why not? What made it hard for him?*

Child: He got separated from his family, and that made him sad. He got lonely out in the ocean.

*You:* *Have you ever felt sad to be separated from someone you love? Describe what that was like for you.*

Child: I always love when Grandma comes to visit, but I hate it when she has to leave. I miss her when she's not here.

*You:* *See? Even though you're not a fish, you can identify with Sam's sadness at being separated from his family.*

Guided conversation can spark ideas to help a literal thinker see things more abstractly. Most children will be able to relate to several of these themes from the "Sam" story:

- Loss or separation
- Fear
- Adventure
- Unexpected friendship
- Perseverance
- Facing danger or adversity
- Daring to be different

The following examples might inspire you to creatively prompt a reluctant child.

- Have you ever gone somewhere you thought would be great, only to be disappointed that it wasn't what you hoped it would be?
- Sam's goal was to get home. In the story, you learned how salmon swim upstream. Does that sound easy to you? Can you think of a time when you had to do something that was really difficult in order to reach your goal?
- Sam got lost in the ocean. Remember that time you got lost at the zoo? Tell me how you felt.
- In the ocean, Sam had different adventures … like when he met a friendly crab. Tell me about a time when you were in a situation where you didn't know anyone, and somebody reached out to become your friend.

Complete the *Fold-N-Go* activities, spreading the work over 2-3 days if needed.

## Reading Log

During this lesson, students will write a **book report** where they

- Investigate a story
- Evaluate what lesson the author was trying to teach
- Give their opinion about what they read
- Share a similar event from their own life that the story brought to mind

This would be a great opportunity for children to read stories at their age or interest level and track them on the 5-Star Reading Log.

# ACTIVITY SET 9:2

## Lesson Overview

Activities throughout Lesson 9 will familiarize children with writing a book report in which they respond to literature. They will identify what the author is trying to say, give an opinion about the story, and share a personal example that relates to the story.

**At a Glance: Activity Set 9:2**

- Lesson Overview
- Pre-writing Activity
- Model and Teach

## Pre-writing Activity - Take a Book Walk!

### Advance Prep

*Familiar Books*
You will need five or more favorite books that your child is very familiar with. In the interest of time, you might choose the books instead of letting him pick out his own.

To make the activities in this lesson more manageable, select picture books or ***short*** chapter books. (Children who are avid readers might enjoy using one or two favorite novels or lengthier nonfiction books.) If possible, you should also be familiar with these books so you can more easily guide the discussion.

*Footprint Cards*
Remove the Activity Set 9:2 "Take a Book Walk!" page from Time-Saver Pack F. Cut the footprint cards apart. If you're not using the Time-Saver Pack, remove the Activity Set 9:2 "Take a Book Walk!" page from the Student Worksheet Pack. If you're using the digital version, print out the page. For added durability, photocopy or print on cardstock.

***Directions***
This pre-writing activity will give students practice responding to literature. It is an oral activity that will help them gain confidence writing a book report. There will be no writing involved.

Explain that in a book report, it's helpful to write a summary or tell what happened in the beginning, the middle, and the end of the book. As you're "walking" through the pages of a story, you'll be "talking" about important story elements.

> *"What a unique way to identify the elements of a story."*
>
> *– Lauren, VA*

1. Open the book to the beginning pages. Point out an interesting part that shows how the story starts.
   - Place the "Beginning" card in this page.

- Talk about who the main character is.
- Identify the problem the main character needs to solve.

2. Turn to the middle pages of the story. Point out an interesting part that shows something important that happened.
   - Place the "Middle" card in this page.
   - Discuss reasons different events are happening in the middle of the story in order to influence how the story will end.
3. Turn to the last pages. Point out an interesting part that shows how the story ends.
   - Place the "End" card in this page.
   - Explain that the **climax** of a story is when the problem in the story is resolved. The story's climax happens before the story ends and is often the most exciting part.
   - Identify the climax of the story. Ask your student to share the feelings he experienced when the problem was resolved.
4. Explain that when writing a book report, it's also important to understand the book's **theme**. "Theme" is the overall message or lesson the author wants to teach, such as *loyalty, courage,* or *doing the right thing*.
   - Pick up the fourth card. Tell what you think the author is trying to say in the book. For instance, if the book is *The Whipping Boy*, you could say, "I think the author is saying that if you try to see things from each other's point of view, even enemies can become friends."
   - Look for a page in the book that supports this concept. Place the "Opinion" footprint in this page.
   - Ask for your student's opinion of the story, and have him share what he liked or would have wanted to change.
   - Invite him to recount an event in his own life that the story brought to mind.
5. When finished, remove all four footprints. Pick up another book and repeat this activity. Ask your child to find the beginning, middle, and end of the book and share his opinion.

---

*Parents Say . . .*

*My daughter was surprised that she had so many opinions and ways the picture book related to her life.*

*The kids want to tell every detail and have a hard time condensing the story. The footprint cards really helped them isolate the "nuggets."*

---

## Model and Teach

This Model and Teach activity takes longer than most, so even if you aren't able to finish all five paragraphs in 30 or 40 minutes, it's okay to stop. As long as your child demonstrates an understanding of how to summarize story content and can express his opinions about what the author is trying to say, you may continue with the lesson. However, if he's having a hard time, consider taking an extra day to finish the Model and Teach composition before moving on to Activity Set 9:3.

### Advance Prep

During Model and Teach, your student will write a book report. Before beginning this activity, ask him to have on hand a favorite book he has recently read (or any book he's very familiar with). In order to more easily guide the discussion, it's best if the book is familiar to you, too. Struggling learners may find the activity less overwhelming if they use one of the picture books from "Take a Book Walk!"

***Directions***

Read aloud the following writing sample, "*The Lion, the Witch and the Wardrobe* by C. S. Lewis."

*The Lion, the Witch and the Wardrobe* by C. S. Lewis

In *The Lion, the Witch and the Wardrobe*, the author is trying to give us hope that no matter how evil things might get, good conquers all. The story starts out with four brothers and sisters being sent to an old house in the country during World War II to escape the bombing in London. There, Lucy discovers a magical wardrobe and enters the strange land of Narnia, where animals can talk and it is always winter. In the middle of the story, the children learn that the snow is melting and spring is coming because Aslan is on the move. However, Edmund gets tricked by the White Witch and she takes him to her ice castle, so he must be rescued before it is too late. By the end of the story, Edmund is rescued, Aslan conquers the White Witch, and the children return back through the wardrobe to the old house. It was scary but exciting! I was happy to find out that Aslan was full of good, and that his great goodness made everything turn out right.

This book started out in the real world in England, but soon the four children traveled through the wardrobe and entered the land of Narnia. It was a world of ice and snow. The White Witch called herself the Queen of Narnia. All the good, sweet creatures were afraid of her because she turned them into statues and made the whole land frozen and cold. The animals still had hope because they believed that Aslan, the true king of Narnia, would return one

day and bring good back to the kingdom. I think the author is trying to say that no matter how bad things might get, good will win in the end.

By the middle of the story, the four children each had an important part to play. I think the author was trying to say that even the smallest or youngest person can do things to influence good or evil. Everyone was surprised to see winter change into beautiful spring in just a matter of hours. This meant that Aslan was coming back to Narnia! One brother, Edmund, had run away to join the White Witch, only to discover how truly evil she was. Peter, Susan, and Lucy, along with the Beavers, went to search for Aslan. They finally met him. It was terrible and wonderful all at the same time because he was so majestic, yet so good.

At the end of the story there was a great battle between good and evil so that Narnia could be taken back from the power of the White Witch. Much to everyone's surprise, Aslan sacrificed his own life so that Edmund could be saved from the power of the White Witch. This reminded me of my great-grandpa Fritz. He was in Germany during World War II. He helped all the children in our family and also many children in his neighborhood leave the country and live with other families. But then he got caught. He sacrificed his own life to help others, just like Aslan did.

Then an amazing thing happened. Aslan came back to life and became even more powerful than before. The White Witch completely lost her power, and all the statues became living creatures again. They helped the four children fight the battle against the White Witch. After their exciting victory, Narnia once more became a kingdom of good.

I liked reading *The Lion, the Witch and the Wardrobe* because the author taught a very important lesson about sacrifice, good conquering evil, and hope. I also liked the adventure and the strange world of Narnia. Now I want to read all the rest of the books in this series.

This script is an example of how to guide the writing through modeling.

*You:* *A book report is one kind of expository writing. It explains what happens in a book that you read. We've been working on writing five or more paragraphs, so that's what we'll do when we write our book report.*

*Which book have you decided on for our practice time today?*

Child: _____
(Possible answer: *Jim Ugly* by Sid Fleishman.)

*You:* *Good choice! First, let's place the three footprint cards (from Activity Set 9:2) in the beginning, middle, and end of the book to help us remember what happened.* (Do this together.)

*Now let's think about the "Opinion" card. What's the theme of this story? In other words, what lesson does the author want us to learn?*

Child: _____

(Possible answer: I think he's trying to say that things aren't always what you think they are. Also that there's hope.)

*You:* *That sounds right. What clues in the story told you to think this?*

Child: _____

(Possible answer: Well, even though there was a funeral for Jake's dad, Jake was starting to believe they buried an empty coffin.)

*You:* *Good observation! So… the first paragraph will be the Introduction. In the Introduction, the first sentence introduces the whole book report. This sentence is very important because it tells the reader two things: the title of the book and the lesson the author is trying to teach.*

*Thinking about what you just told me, how would you like to start the first sentence of your book report?*

Child: _____

(Possible answer: In the story *Jim Ugly*, the author is trying to say that things aren't always what they seem, so we shouldn't lose hope if something really looks bad.)

*You:* *That sounds great.* (Write down the sentence.)

*The second sentence in this first paragraph will tell what happened in the beginning of the story. Let's open the book to the first footprint and see what the beginning is all about.* (Look together at the beginning pages of the book.) *Can you tell me in your own words what happened in the beginning of the story? How did the story start?*

Child: _____

(Possible answer: The funeral for Jake's father happened a week ago, but his dog, Jim Ugly, was acting like the dad wasn't dead at all.)

*You:* *That was so interesting, wasn't it? Very good! Now, the next sentence in the first paragraph tells about what happened in the middle of the story. Let's open the book to the second footprint and see what the middle is all about.* (Look together at the middle pages of the book.) *Can you tell me in your own words what happened in the middle?*

Continue guiding and prompting your student in this manner until finished, taking two days if necessary. In the Model and Teach book report, include three or more subtopics, each with its own paragraph containing supporting details about each subtopic. When you're finished, write the title at the top. Be sure it includes the title of the book as well as the author's name, using the sample book report on pp. 242-43 as a model.

# ACTIVITY SET 9:3

> *"What a beautiful idea this was! I can't say enough about it."*
>
> *– Tammy, NM*

**At a Glance: Activity Set 9:3**

- Skill Builder
- Journal Writing Practice

## Skill Builder - Story Tree

### Advance Prep

Remove the Activity Set 9:3 "Story Tree" page from Time-Saver Pack F. Cut the tree and leaves apart.

If you don't have the Time-Saver Pack, remove the Activity Set 8:2 "Story Tree" page from the Student Worksheet Pack. If you are using the digital version, print out the pages. For added durability, photocopy or print on cardstock.

***Directions***

This activity will help students learn to add details, interest, and information to their writing. They can choose any story they have recently read. Just make sure you're also familiar with the story so you can prompt and guide them as needed.

**Tip** Refer to the "Colorful Descriptions Paint Box" from Activity Set 3:3 for ideas on including adjectives, adverbs, and sensory details.

1. Place the picture of the tree on the table. Explain that when we write, it's important to add interesting details. A story without details is like a dead tree with bare branches: it's boring and not very interesting to look at. But when details are added, the writing begins to bloom—just like a tree that's alive and covered with leaves.
2. Ask your child to tell you one event that happened in a story he read. As he dictates, write down his words (either on a whiteboard or lined paper). If he read *Charlotte's Web* he might say:

   Charlotte made a plan to save her friend Wilbur's life.
3. Next, invite him to tell one more interesting detail to describe that event. He could add:

   Charlotte *the spider* made a plan to save her friend Wilbur's life. *She spun a sparkling web that had a message about Wilbur woven in it.*

   Write his words as he dictates. After he tells you this detail, have him place a leaf on the bare tree.
4. Ask your student to add another interesting detail about that event. He might say:

   Charlotte the spider made a plan to save her friend Wilbur's life. She spun a sparkling web that had a message about Wilbur woven in it. *Everyone believed that the message was a miraculous sign.*

After he tells you this new detail, have him add another leaf to the tree.

5. Continue having him add more details about one specific event until he has filled the tree with as many leaves as possible. The key is to flesh out this single event with more descriptive details, *not describe other events that happened in the story.*
6. When the tree is full, remove the leaves and repeat the activity. This time, ask him to tell you about a different event in same the story. Invite him to add more details about that event until the tree is full of leaves again.

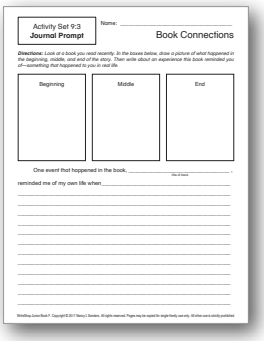
---

*Parents Say . . .*

*When my children gave me a detail that didn't pertain to the specific event we were discussing, I drew a new tree on a piece of paper and put the leaf on that tree. I explained that this detail helps flesh out a different event in the story, so it can't go on our original tree.*

---

## Journal Writing Practice - Book Connections


Activity Set 9:3
Journal Prompt

Name: _____

Book Connections

*Directions: Look at a book you read recently. In the boxes below, draw a picture of what happened in the beginning, middle, and end of the story. Then write about an experience this book reminded you of—something that happened to you in real life.*

| Beginning | Middle | End |
|---|---|---|
| | | |

One event that happened in the book, _____ (title of book), reminded me of my own life when _____

_____

_____

_

# ACTIVITY SET 9:4

*"I like how everything we're focusing on is found on the brainstorming page."*

*– Rosemary, CA*

**At a Glance: Activity Set 9:4**

- **Brainstorming**

## Brainstorming

For this Writing Project, your child will write a book report that includes a personal response to what he read. The information he comes up with during today's brainstorming will provide many of the elements he will need to include in his book report.

Have him use his "Colorful Descriptions Paint Box" for ideas on how to add details to his book report. Refer to the "Transitions" page for different ways to connect paragraphs.

### What Is the Author Saying?

When reading a book or story, or even part of a story, how can we determine the *message, lesson,* or *theme?* What *big idea* is the author trying to get across to the reader? In other words, *what is the author trying to say?*

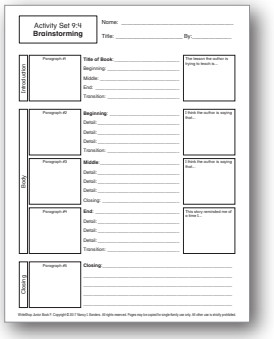
A story's theme is usually *inferred* rather than stated, meaning students must rely on story details, observations, and logic to identify the lesson the author is trying to teach. There is no "right answer" as long as they can support their claim with details from the text.

To guide students in discovering the main message or lesson in a book or in a part of a story, prompt them with questions, such as:

- Emotional responses can give us clues about what the author is trying to say. Did something in the book/this part of the story cause you to feel an emotion such as _____ (fear or hope)? Could the author be trying to tell us something about being _____ (brave or optimistic)?
- Throughout the book (or in this part of the story), did a main character exhibit qualities that influenced others, such as courage, loyalty, or friendship?
- What are some important details that can help us find the most important message in the book (or in this part of the story)?

***Directions to the Teacher***

1. Read ahead to Activity Set 9:5 "Smaller Steps." If you plan to do this activity, brainstorm accordingly today.
2. If he's ready, encourage your child to brainstorm independently today. If not, walk him through "Directions to the Student." Either way, be prepared to offer help if he has trouble identifying what the author is trying to say or relating the story to his own life. Refer to pp. 238-39 and p. 247 for guidance.
3. Give your child the Activity Set 9:4 brainstorming worksheet.


Activity Set 9:4
**Brainstorming**

Name: _____

Title: _____ By: _____

Introduction

Paragraph #1

**Title of Book:** _____

Beginning: _____

Middle: _____

End: _____

Transition: _____

The lesson the author is trying to teach is...

Body

Paragraph #2

**Beginning:** _____

Detail: _____

Detail: _____

Detail: _____

Transition: _____

Check the author is saying true...

Paragraph #3

**Middle:** _____

Detail: _____

Detail: _____

Detail: _____

Closing: _____

Check the author is saying true...

Paragraph #4

**End:** _____

Detail: _____

Detail: _____

Detail: _____

Transition: _____

This story reminded me of books I...

Closing

Paragraph #5

**Closing:** _____

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***Directions to the Student***

Today, you'll be brainstorming to organize your ideas for a book report.

1. *Choose a Book:* For your book report, you may use one of the books from an earlier Activity Set in this lesson, or you may pick a different book you have read recently.
2. *Pencil Sketches:* Remember! Your sketches should be quick, simple stick figures.
   - *First Paragraph box:* Sketch something that shows the theme or lesson the author is trying to teach in the story. For instance, if the book report is about *The Whipping Boy,* you could draw a picture of Jemmy and Prince Brat to show that if you try to see things from each other's point of view, even enemies can become friends.
   - *Beginning box:* Sketch something that represents what happened in the beginning of the book.
   - *Middle box:* Quickly make a sketch to represent what happened in the middle of the book.
   - *End box:* Draw a simple sketch that represents how the story ended.
   - *Last Paragraph box:* Sketch something that shows how you would like to wrap up your book report. For example, if reading that book inspired you to read other books in the series, you could draw a book.
3. *Introduction (First Paragraph):* Write the title of the book and the author's name on the blank lines. In the box along the right of the First Paragraph, write the lesson the author is trying to teach in the story. If finding the main message is still hard for you, discuss it with an adult.
4. *Body*
   - Beginning
     ~ Write a **word** or **phrase** on the blank line that represents what happened at the beginning of the story. (Don't write a complete sentence.)
     ~ Copy this onto the line for Beginning in the Introduction.
   - Middle
     ~ Write a word or phrase that represents what happened in the middle of the story.
     ~ Copy this onto the line for Middle in the Introduction.

- End
  - ~ Write a word or phrase that represents what happened at the end of the story.
  - ~ Copy this onto the line for End in the Introduction.
- Move back up to the Beginning
  - ~ Think of three or more details about the beginning of the story. Write them on the blank lines. (If there are enough details to write more than one paragraph, list details for a second paragraph on a sticky note and place it along the left-hand edge of the worksheet.)
  - ~ Refer to the "Transitions" page and think about how you could close the paragraph or transition into the next one. Write your favorite idea on the line for Transition.
  - ~ In the box along the right of the Beginning, write your opinion about what the author is trying to say at the beginning of the book.
- Move to the Middle
  - ~ Think of three or more details about the middle of the story, and write them on the blank lines. (If there are enough details to write more than one paragraph, list details for a second paragraph on a sticky note and place it along the left-hand edge of the worksheet.)
  - ~ Think about a way you could close that paragraph or transition into the next one. Write it on the line for Transition.
  - ~ In the box along the right, write your opinion about what the author is trying to say in the middle of the story. If you're having trouble with this, ask for help.
- Move to the End
  - ~ Think about how the story ends, and write this on the blank line for End.
  - ~ In the box along the right, jot down a personal experience this story relates to.
  - ~ Discuss three or more details about your personal experience and write them on the blank lines. (If there are enough details to write more than one paragraph, list details for a second paragraph on a sticky note and place it along the left-hand edge of the page.)
  - ~ Think of a way you could close this paragraph or transition into the next one. Write your idea on the line for Transition.

5. *Closing (Last Paragraph):* How would you like to end your book report? Write your ideas on the blank lines.
6. *Title:* The title of the book plus the author's name will be the title of your book report (for example, "*Charlotte's Web* by E. B. White"). Write your book report title on the lines at the top of the page.

*Parents Say . . .*

*To give them a bit of a head start, I encouraged the children to choose a book we had worked with earlier in this lesson. Because the details were already familiar, they could focus more on the writing.*

*Even though my children would like more space on the worksheet, I appreciate how the limited space forces them to think through what needs to go in a box. It makes them condense and prioritize the information.*

*We used the story tree while brainstorming to help my son come up with details.*

# ACTIVITY SET 9:5

## The Writing Project - Writing a Book Report

For today's Writing Project, students will write a book report using five or more paragraphs. They will identify the book's main message or the lesson the author is trying to teach.

**At a Glance: Activity Set 9:5**

- The Writing Project
- Smaller Steps or Flying Higher

The first paragraph is the **Introduction**.

- The first sentence will introduce the book students read and identify the lesson the author is trying to teach.
- The next sentences will refer to what happened in the beginning of the book.
- The next sentences will refer to what happened in the middle of the book.
- The next sentences will refer to what happened in the end of the book.
- The last sentence will wrap up the first paragraph.

> *"He wrote over 3 pages (skipping lines) for his report! This was a miracle!"*
>
> *– Jennifer, IL*

All the middle paragraphs together make up the **Body**. The body should have three or more paragraphs, with each paragraph following the same format.

- Sentence #1 will introduce the subtopic.
- Sentence #2 tells one detail about the subtopic.
- Sentence #3 tells a second detail.
- Sentence #4 tells a third detail.
- Additional sentences tell more details.
- The last sentence wraps up the paragraph or transitions to the next paragraph.

The last paragraph is the **Closing**. It can be long or short and will wrap up the book report.

***Directions to the Teacher***

1. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity to give advanced learners an additional challenge.
2. Display the writing sample from Activity Set 9:2 "*The Lion, the Witch and the Wardrobe* by C. S. Lewis" (pp. 242-43) as a reference.
3. Allow an extra day or two as needed for writing the book report.

***Directions to the Student***

1. Refer to the Activity Set 9:4 Brainstorming worksheet so you remember to include the colorful descriptions, transitions, and other important details you planned.

2. Include at least five paragraphs. Indent the first line of each paragraph, and skip every other line.
3. Try to start sentences in different ways. Your "Sentence Dominoes" tiles from Lesson 7 can help.
4. Use transition words at the end of one paragraph or at the beginning of the next.
5. Remember not to copy the words in the story. Instead, summarize story details in your own words. If you're tempted to copy, set the book aside.

---

*Parents Say . . .*

*This week, my daughter asked for no help with writing her report. I love that she's becoming less and less dependent on my assistance with the writing each lesson.*

*My kids seem to do better if they dictate and I transcribe for them. Doing two things at once (thinking of what they want to say and physically writing the words) seems to derail the process at times.*

---

## Smaller Steps - Table of Contents

A reluctant writer might gain confidence choosing which events to write about in the beginning, the middle, and the end of a book by looking at the table of contents. Choose a book whose table of contents includes a different title for each chapter. At the beginning of the brainstorming session, look over the chapter titles and identify which events to focus on in the book report.

## Flying Higher - Write the Author

An accelerated learner may enjoy writing a book report, expressing his opinion, and mailing or e-mailing a copy to the book's author. To find the mailing address or e-mail address of the author, search online for the author's name. If the author has a website or blog, look under "Contact." If you cannot locate an address, simply look in the front of the book for the address of the publisher and mail a copy of the book report to the publisher, attention the author's name. For a list of popular authors' websites, visit **writeshop.com/book-f-resources**.

---

*Parents Say. . .*

*Smaller Steps was brilliant! Using the table of contents helped the kids narrow down what to write, because they wanted to write it all!*

---

# ACTIVITY SET 9:6

*"The boys have gotten really good at catching things along the way as they write."*

*– Tammy, NM*

**At a Glance: Activity Set 9:6**

- **Editing and Revising**

## Editing and Revising

If students need extra editing time, and your schedule permits, consider spending two days on the editing and revising activities. Continue promoting more independent editing, but be mindful of the child who still needs extra help finding and fixing errors.

Provide a copy of the "Proofreading Marks" page so children can write a variety of proofreading marks on their paper during each stage of self-editing.

---

*Parents Say . . .*

*I divided editing and revising into two days. On the first day, K chose to do the Said It, Read It, Edit Bag and Galaxy Pinball Editing. On the second day, with fresh eyes, she did the Concrete Word Bank and Self-editing Check.*

---

**Said It, Read It, Edit Bag**

***Directions to the Student***

1. Read your book report aloud and do a "Job Well Done" search by highlighting some things you did correctly.
2. Next, check that your book report has all the elements it needs.
   - Did you include an introduction, a body, and a closing?
   - Did you indent the first line of each paragraph?
   - Is each sentence in each paragraph doing its job? Refer to the *Paragraph Pointers Fold-N-Go* from Lesson 7 as a guide.
   - Are there words missing from any of your sentences?
   - Did you add transition words or phrases either at the end of one paragraph or at the beginning of the next?
   - Does your book report make sense? Is it told in your own words?

   If any of these elements are missing or need improvement, make the corrections now. Ask for help if needed.

**Galaxy Pinball Editing**

***Directions to the Student***

Here's a review of Galaxy Pinball Editing. For more detailed instructions, refer back to pp. 205-06.

Read your book report aloud five different times, referring to the page as you go and keeping track of your points. Focus on one specific thing each time you read your book report.

1. **First time:** Check SPELLING, CAPITALIZATION, and CONCRETE WRITING.
2. **Second time:** Check the INTRODUCTION.
3. **Third time:** Check each paragraph in the BODY.
4. **Fourth time:** Check that the CLOSING wraps up the book report.
5. **Fifth time:** Earn BONUS POINTS if you did each of the following.
   - Used transition words or phrases to connect paragraphs (10 points)
   - Wrote in your own words, without copying from the story (10 points)
   - Related the story to an experience from your own life (10 points)

**Concrete Word Bank (optional)**

If your student is still motivated by the Concrete Word Bank, continue using it today.

**Self-editing Check**

Give your child the Activity Set 9:6 "Self-editing Check." Independent students should now be able to do this step on their own. Otherwise, work down the list together to catch loose ends and make sure the editing is complete.

**Final Check**

*Parent Editing*

When your student has finished self-editing, take time to give his paper one final edit. Use the "Proofreading Marks" page to help you write the correct proofreading marks on his book report. If he is interested, you can also play Galaxy Pinball Editing (See Final Check, pp. 207-08.)

*Revising*

Have your child revise his writing.

- For the most attractive published project, he may type or rewrite his final draft.
- To publish his project, your child will be cutting apart his book report, so instruct him to write ONLY on the front side of the paper. Use additional sheets of paper if his book report is longer.
- Don't draw attention to any new errors that may appear on the final copy.

# ACTIVITY SET 9:7

## Publishing the Project - Accordion Book

Invite students to showcase their book report in a fun and attractive display!

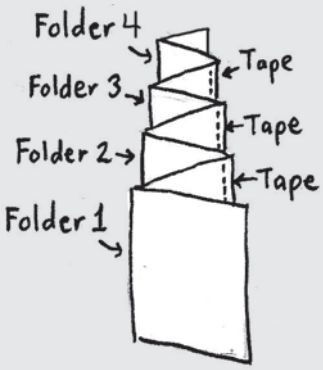
**At a Glance: Activity Set 9:7**

- **Publishing the Project**

### Advance Prep

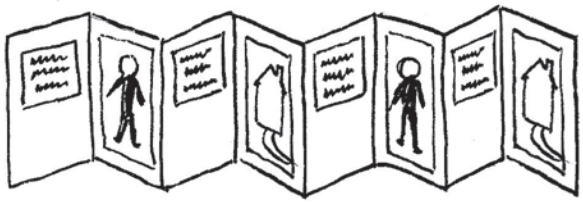
If a child is reluctant to take scissors to his book report, make a photocopy that he can cut apart.

Gather five or more file folders and trim the edges by cutting off the tabs and making all the folders the same size. Use clear wide packing tape to tape the file folders together and form an accordion, as shown. Students will need one file folder for each paragraph in their book report.




***Directions to the Student***

1. Cut apart each paragraph of your book report. Glue each paragraph, in order, on every other page inside the file folders, as shown below.
2. Draw an illustration that corresponds with each paragraph. Or, with an adult's permission, search for clipart or photos that you can print. Glue these, in order, on every other page, as shown.
3. Design a figure to mount on the front cover of the book report, as shown. You can glue it directly to the cover, or you can attach it using 3-D foam squares to give it added dimension.
4. When finished, display the accordion book by standing it where friends and family members can read and enjoy it. If possible, place the book you read next to the display!



# ACTIVITY SET 9:8

## Evaluating the Student's Work

Use the Junior Writing Skills Evaluation Chart for Lessons 7-10 to evaluate your student's writing.

**At a Glance: Activity Set 9:8**

- Evaluating the Student's Work
- Want To Do More? (optional)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook

## Want to Do More?

***Writing Across the Curriculum – Spotlight on Literature***

Students love to learn more about an author, especially an author of a favorite book or series. Invite your student to write a report about his favorite author or the author who wrote the book featured in his book report.

Gather information about the author's biography by searching for his or her name on the Internet and reading the author's website. Also search for a list of books the author has written, either on the author's website or on **Amazon.com**. Then invite your student to write a short report telling the personal story of the author as well as the books the author has written.

If you can't find websites of your own, visit **writeshop.com/book-f-resources** for links to websites of favorite children's authors.

***Computer Capers – Copy and Paste***

Sometimes, it helps to copy and paste a portion of text from one part of a document to another. This makes it easier for your child to refer to this portion of text as he is typing. If your child learned to copy and paste in WriteShop Junior Book E, or if he needs more practice with this skill, these instructions will help him use the "Copy" and "Paste" tools in your computer typing program.

*How to Highlight Text*

1. Type your child's book report into a Word document. (Or use a document already on your computer.)
2. With the file open, highlight the beginning three sentences of the book report or document. To highlight text using your mouse:
   - Place the cursor at the beginning of the text.
   - Press and hold the left mouse button and drag the cursor to the end of the text. Let go of the button and don't click again.
   - To select multiple lines of text, drag the mouse down while pressing the left mouse button.

*How to Copy and Paste Text*

1. Once the section is highlighted, locate the "Copy" tool in one of these ways.
   - Right-click on your mouse and click "Copy"; *or*
   - In the toolbar, find and click the "Copy" icon. It will look similar to Fig. 1; *or*
   - Click "Edit" in the toolbar. Then click "Copy"; *or*
   - On a PC keyboard, press CTRL+C. See Fig. 2; *or*
   - On a Mac keyboard, press the Command key (⌘) + C. See Fig. 2.

Figure 1

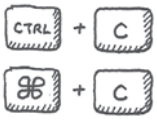


Figure 2

2. Scroll down on the document to the end of the book report. Click the mouse to put the curser at the end of the report. Then locate the "Paste" tool in one of these ways.
   - Right-click on your mouse and click "Paste"; *or*
   - In the toolbar, find and click the "Paste" icon. It will look similar to Fig. 3; ***or***
   - Click "Edit" in the toolbar. Then click "Paste"; *or*
   - On a PC keyboard, press CTRL+V. See Fig. 4; *or*
   - On a Mac keyboard, press the Command key (⌘) + V.

   The first three sentences of the book report should now appear at the bottom of the report.

Figure 3

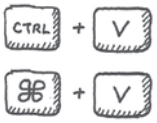


Figure 4

*How to Cut or Delete Text*

When you highlight and cut text, that portion of text is available to paste elsewhere.

1. Highlight the text you want to cut and move. To use the "Cut" tool:
   - In the toolbar, find and click the "Cut" icon. It will look similar to Fig. 5; ***or***
   - Click "Edit" in the toolbar. Then click "Cut"; *or*
   - On a PC keyboard, press CTRL+X. See Fig. 6; *or*
   - On a Mac keyboard, press the Command key (⌘) + X. See Fig. 6.

Figure 5

Figure 6

2. Now, delete the text that was pasted at the end of the book report in Step 2 of "How to Copy and Paste Text," above.

***Junior Writer's Notebook – Book Report***

Read the "Book Report" worksheet together. Have your student add the master copy to his *Junior Writer's Notebook*. On a separate sheet of lined paper, invite him to write down ideas for future book reports by answering the prompts from the worksheet.

# Lesson 10: Nonfiction Report

## Lesson Focus: Expanding a Nonfiction Report with Added Details

## Objectives

**Students will:**

- Review or learn how to write a nonfiction report.
- Learn how to research a topic.
- Learn to expand nonfiction writing with added details and visual aids.
- Improve their understanding of comma use.

## Materials

**Resource Packs**

Remove these pages from each Pack (or print them, if you have the digital version)

- Level 3 Fold-N-Go Grammar Pack
  - ~ Lesson 10 *Commas Fold-N-Go* pages*
- Student Worksheet Pack F
  - ~ *Nonfiction Reading Quest reading log* (optional, as needed)
  - ~ Activity Set 10:2
    - *Story Stretchers*
    - *Story Stretchers Expansion Cards*
  - ~ Activity Set 10:3a, 10:3b, and 10:3c *Skill Builders*
    - *Choose Your Own Report Game Board* (not needed if using the game board from Time-Saver Pack F)
    - *Choose Your Own Report Game Pieces** (not needed if using the game pieces from Time-Saver Pack F)
    - *Choose Your Own Report Display Boards** (not needed if using the display boards from Time-Saver Pack F)
  - ~ Activity Set 10:3
    - *Journal Prompt*
  - ~ Activity Set 10:4
    - *Brainstorming* (two pages)
    - *Nonfiction Report* (optional for Smaller Steps)
  - ~ Activity Set 10:6
    - *Self-editing Check*
    - *Blue Ribbon Editor*

*Advance prep may be required

- Time-Saver Pack F (optional)
  - ~ Activity Set 10:3
    - *Choose Your Own Report Game Board*
    - *Choose Your Own Report Game Pieces**
    - *Choose Your Own Report Display Boards**
- Junior Writer's Notebook 2 (optional)
  - ~ *Nonfiction Report*

*Advance prep may be required

**Required Supplies for Lesson 10** *(In addition to Everyday Supplies)*

Activity Set 10:2
- Reference such as nonfiction book or online source for Model and Teach

Activity Set 10:3
- Game markers
- Coin

Activity Set 10:4
- Reference such as nonfiction book or online source (gather 3 or more resources if doing Flying Higher)
- Sticky notes

Activity Set 10:7
- 36- x 48-inch tri-fold project display board or poster board

**Optional Supplies for Lesson 10**

Activity Set 10:7
- Large alphabet stickers or foam alphabet letters

# ACTIVITY SET 10:1

## Fold-N-Go Grammar - Commas

*"Comma rules, but taught with excitement and imagination!"*

*– Tammy, NM*

**At a Glance: Activity Set 10:1**

- Fold-N-Go Grammar
- Reading Log

### Advance Prep

Remove the six pages for Lesson 10 *Commas Fold-N-Go* from the Level 3 Fold-N-Go Grammar Pack. If you are using the digital version, print out all six pages. Assemble the *Fold-N-Go* and two bookmarks.

Complete the *Fold-N-Go* activities, spreading the work over 2-3 days if needed.

For added fun, let your child play an online game to practice with commas. Visit **writeshop.com/book-f-resources** for suggested links.

## Reading Log

### Advance Prep

If your student continues to show interest in using a reading log, photocopy or print out "Nonfiction Reading Quest" or other favorite reading log from the back of the Student Worksheet Pack.

During this lesson, students will be writing a **nonfiction report**. This would be a great opportunity for them to read nonfiction at their age or interest level and record it on the Nonfiction Reading Quest log.

# ACTIVITY SET 10:2

## Lesson Overview

Activities throughout Lesson 10 will familiarize students with writing a nonfiction report. They will learn to expand their report by adding more information about key details. They will also review or learn how to research a topic and add visual aids to a report.

**At a Glance: Activity Set 10:2**

- Lesson Overview
- Pre-writing Activity
- Model and Teach

***Plan Ahead!***

Because children will gather more facts and write longer reports than in previous lessons, anticipate that Lesson 10 will require extra time to brainstorm, write the report, and edit it. They may benefit from spreading this lesson over four weeks.

## Pre-writing Activity - Story Stretchers

### Advance Prep

Remove the Activity Set 10:2a, b, c, and d "Story Stretchers" pages from the Student Worksheet Pack. Cut apart the pieces of the "Story Stretchers Report" and "Story Stretchers Expansion Cards" along the dotted lines. Do not cut the "Story Stretchers Diagram" or answer key.

***Directions***

This pre-writing activity will give students practice expanding a nonfiction report with added details.

*Story Stretchers Report*

Turn the answer key face down on the table and set aside the four expansion cards. You will not need the "Story Stretchers Diagram" at this time.

1. From top to bottom, assemble the Statue of Liberty report in this order: Introduction, Body, and Closing. (See Fig. A.)
2. Read the report aloud. Point out how the Body is made up of three paragraphs, and each paragraph includes three or more details.
3. Have your student cut apart the three paragraphs of the Body (see Fig. B). As she returns the pieces to the table, instruct her to leave spaces between paragraphs (see Fig. C).
4. Although "The Statue of Liberty" is a good nonfiction report, it can be stretched to become even more interesting by

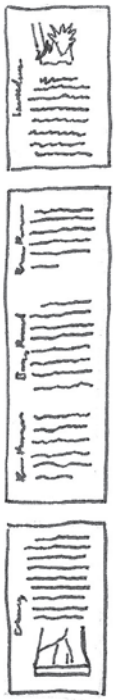


Figure A

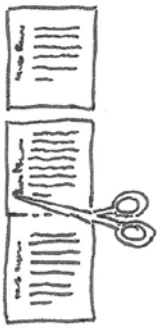


Figure B

(1) choosing a detail that is already mentioned in one of the paragraphs, and (2) expanding this detail by writing another paragraph that tells three or more facts about it.

5. Turn over the four expansion cards and read them together. Discuss where each new paragraph might best fit into the report. Ask your child to:
   - Look at the original report.
   - Find the topic sentence containing the detail that goes with the expansion-card paragraph.
   - Place the card below the original paragraph to "stretch" the report with added information about that detail.

If your child is having trouble deciding where to place the expansion cards, suggest that she highlight the sidebar of each card in a different color. As she reads the expansion cards, invite her to highlight the topic sentence in each main paragraph using the same color as the corresponding expansion card.

Figure C

Once she has inserted all four expansion cards, turn over the Answer Key and compare the results.

*Story Stretchers Diagram*

This is meant to be an oral exercise. As you guide your child to expand a report with added details, it is recommended that you write her ideas on the diagram as she dictates.

1. Explain that it can be fun and interesting to write a report about a familiar topic we enjoy. Ask your child to name a subject she knows a lot about, such as ballet (if she takes ballet lessons), dachshunds (if you have one as a pet), or seashells (if she likes to collect them). Write this topic on the line at the top of the page.
2. Have her tell you three things she knows about her subject. She might say, "Dachshunds make good pets, dachshunds hunted badgers in Germany, and dachshunds are easy dogs to train."
3. In the **circles** on the diagram, write down a word or short phrase to represent each of her three subtopics. For example, on the line under Subtopic #1 you could write *good pets*. For Subtopic #2 you could write *Germany*, and for Subtopic #3 you could write *easy to train*.
4. Next, invite her to list three or more facts about each idea. Write them in the corresponding circle under "Details." In the Subtopic #1 circle for "good pets," she might say, "They are small, they are loyal, they are friendly, and they like to be with other Dachshunds." Write words or short phrases to conserve space, such as *small, loyal, friendly, like other Dachshunds*.

**Tip**

**Keep It Simple!**

Do not overthink this activity or spend too much time on it. The goal is to show students how a report can be stretched by adding more details than they might normally include. Don't spend time looking up an unfamiliar topic or worrying whether the "details" are actually true. Save that work for the Writing Project. For now, just demonstrate how subtopics in a report can be expanded to include more details.

5. After **each circle** is filled in with a subtopic and several supporting details, explain that if she were writing a report, each of these circles would represent a separate paragraph in the Body. However, to add interest and stretch the report, she can choose one or more details from each of these paragraphs and give even more information about each.

   The goal is not to add general information about the main topic, but to stretch the report by including more focused information about a fact or detail she has already mentioned. This makes the report more interesting.

6. Expand Subtopic #1. As before, *use words or short phrases* when you write your student's ideas down.
   - The circle that says Subtopic #1 represents the first paragraph in the Body. Ask your child to choose one detail from the circle, such as "Dachshunds are small." Write this on the "Detail" line in the box to the **left** of the circle.
   - In this same box, under "More Information," write three or more facts about that subtopic. For example, for "Dachshunds are small," she might say, "Our dog, Lucy, is smaller than our cat. She weighs 10 pounds. She's only nine inches tall."
   - Next, ask her to choose a second detail from the circle, such as "Dachshunds like other dachshunds." Write this on the "Detail" line in the box to the **right** of the circle.
   - In this same box, under "More Information," write three or more facts about that subtopic. For "Dachshunds like other dachshunds," she might say, "Ethel is Lucy's sister. They aren't lonely when they're home by themselves. They romp together and play with toys. They like sharing the same doggie bed."
7. If she wants to fill in Subtopics #2 and #3 with details and more information, encourage her to do so. But if she is satisfied to stretch the story by filling in just Subtopic #1, that's fine, too.

## Model and Teach

This Model and Teach activity may take longer than most, so even if you aren't able to finish all five paragraphs in 30 or 40 minutes, it's okay to stop. As long as students demonstrate an understanding of how to organize and add detail to a report, you may continue with the lesson. However, if these are still challenging concepts, consider taking an extra day to finish the Model and Teach composition before moving on to Activity Set 10:3.

***Directions***

Read aloud the following writing sample, "The Statue of Liberty."

The Statue of Liberty

If you visit New York City, you will see a famous landmark called the Statue of Liberty guarding the harbor. Not an ordinary statue, Lady Liberty is a noble green figure that can be seen by people both near and far away. The statue was given as a gift from France to America. She is a symbol of freedom to many people.

To begin with, this monument is an amazing achievement of grand architecture. It is hard to believe how big the statue really is. On her pedestal, the

Statue of Liberty towers 300 feet above New York Harbor. Her head is 18 feet tall, and each eye is nearly three feet across. Her waist measures 35 feet around. Each ray on the statue's crown is nine feet long and weighs 150 pounds. She is so tall that visitors must climb 154 steps to go from the top of the pedestal to her head. As this impressive statue stands high against the city skyline, she raises her massive torch for all to see.

Since Lady Liberty is so big, people wonder what she is made of. Weighing 225 tons, the statue is built from a frame of steel supports covered with hundreds of thin copper sheets. There is enough copper to make 30 million pennies! Over the years, the shiny brown copper developed a green patina from sun, rain, and weather. Because the statue's green color has become so famous, great care is taken not to damage the patina. Workers who make repairs even treat new copper so that it turns green right away.

Before the Statue of Liberty was ever built, a historian from France suggested his country should honor America's 100th anniversary of the signing of the Declaration of Independence. He wanted France to give the United States a special gift. Several years later, a famous French sculptor, Frederic-Auguste Bartholdi, designed a gigantic statue. This would be France's gift to America. It showed the friendship between the two countries. France and America worked together to make the statue a reality.

By the time the project was finished, many important people had become involved, including two famous architects. Alexandre-Gustave Eiffel helped design the structure inside the statue, and Richard Morris Hunt designed the pedestal she stands on. The famous American newspaper publisher, Joseph Pulitzer, helped raise enough money for the United States to build the pedestal. And a poet named Emma Lazarus wrote a brand-new poem, "The New Colossus," to raise funds. It is inscribed on a plaque and mounted on the pedestal. This poem has become a message of hope to immigrants.

As soon as the Statue of Liberty was finished, people began to look at her as a symbol of freedom. Immigrants who sailed to America from other countries first noticed her as their boat drew near to New York City. They felt happy that they were reaching the shores of a free country. Some immigrants said, "I felt like the statue was welcoming me with outstretched arms."

In fact, one of the reasons so many immigrants saw the Statue of Liberty when they first came to America is because she stands on Liberty Island. Liberty Island is right next to another island called Ellis Island. This was the official place where all immigrants from Europe had to stop before they could go on to

America. Today there is a museum on Ellis Island where you can find interesting information about this piece of America's history. Both Ellis Island and Liberty Island are part of the National Park Service.

Today, you can visit the Statue of Liberty, a national monument. Small boats carry people from New York City to Liberty Island where she stands. Sometimes the statue is having work done to keep her in good shape. No visitors are allowed when the landmark is closed for repairs. But when the statue is open, you can climb the stairs all the way to her crown! One day, I want to visit the famous Lady Liberty.

The following script is an example of how to guide the writing through modeling. Asking questions such as *who, what,* or *where* will help a reluctant child contribute more details to the report. A child who has trouble thinking of a topic may need some prompting to help her decide on a subject. Guide her to think about things she's interested in or already knows a lot about that could make an interesting topic for a report.

*You:* *A nonfiction report is one kind of expository writing. We'll write five or more paragraphs, just like we did for our book report.*

*First, we'll write a sample report together, so let's pick a topic. You can write about anything you want, but it's always helpful to choose something that really interests you.*

Child: _____

(Possible answer: Okay. I want to write about the St. Louis Arch we saw last summer when we visited Nana and Papa.)

*You:* *That would be a great topic. Before we write a nonfiction report, though, it's important to learn more about our subject. Let's look it up together and read about it.* (Look up the topic on the Internet, in an encyclopedia, or in a book you have on hand.)

*The first paragraph in our report will be the Introduction. The very first sentence in this paragraph needs to introduce the topic we'll be writing about. What would you like the first sentence to say?*

Child: _____

(Possible answer: The famous St. Louis Arch in Missouri is known as the Gateway to the West.)

*You:* *What a great way to start your report. That will definitely grab your readers' attention!*

*Each of the next three sentences in the first paragraph will introduce a different subtopic about _____ (the main topic). For now, tell me three subtopics you would like to include in your report. Let's look together at the article we read to help us choose.* (Look over the resource you are using.)

Child: _____

(Possible answer: St. Louis was an important city during pioneer days. The Gateway Arch was built to remember how important the city was in the history of America. Now, tourists can ride up in the arch.)

*You:* *Very good. Let's write down those three sentences in our first paragraph.*

Normally, 30 minutes is enough time for Model and Teach. However, because this is a more detailed report, plan to spend extra time.

- Include three subtopics, each with its own paragraph full of supporting details about that subtopic.
- Look over those paragraphs together. Choose at least one detail or fact to expand by adding another paragraph with more information about that detail.
- If time permits, choose another detail about a different subtopic. Expand it by adding a new paragraph with further information about that detail.

When you are finished, discuss ideas for a title and write it at the top.

---

*Parents Say . . .*

*We picked a very familiar topic, which helped tremendously.*

*My daughter didn't feel like she knew enough about anything to write a report about it. But once we settled on a topic and I helped her flesh out subtopics, she was able to fill in the details.*

---

# ACTIVITY SET 10:3

*"What a wonderful peek into a finished report. My kids are really excited to get to work now!"*

*– Marisa, SD*

**At a Glance: Activity Set 10:3**

- Skill Builder
- Journal Writing Practice

## Skill Builder - Choose Your Own Report

### Advance Prep

Remove the three Activity Set 10:3 "Choose Your Own Report" pages from your Book F Time-Saver Pack. Cut apart the 14 game pieces and 2 display boards along the dotted lines.

If you're not using the Time-Saver Pack, use the Activity Set 10:3 "Choose Your Own Report" pages from the Student Worksheet Pack. If you have the digital version, print out the pages. For added durability, you can photocopy or print on cardstock. To determine how many display boards to print out, see "Directions" (Step 1) below.

This Skill Builder uses make-believe reports to help students become familiar with the following.

- The step-by-step process of writing a nonfiction report
- The importance of including visual aids such as a graph, chart, illustration, diagram, or map
- The need to include a list of resources used during research

***Directions***

1. Determine how you want to play the game.
   - As **one team**, working together to finish one report: Use one display board together.
   - Between **two players**, the winner being the first who finishes her report: Each *player* gets his or her own display board.
   - Between **two teams**, the winner being the first team that finishes their report: Each *team* gets their own display board.
2. Use buttons or tokens as markers. Toss a coin to move forward. Heads moves forward one space. Tails moves forward two spaces.
   - Start with both markers on the first space of the game board. The youngest player goes first. Toss the coin and move the marker forward on each space, following the directions.
   - When directions are given to take a game piece, your student may choose which one she wants to take. She will then place it on a corresponding spot on her display board.

- If she chooses a robot game piece, she must pick robot pieces for the rest of the game. If she chooses a zebra game piece, she must always choose zebra pieces. (Graphs are neutral and may be selected by either player.)

3. The ALL STOP HERE spaces have special instructions to follow:
   - Every player must land on these spaces, whether or not it is an exact toss of the coin.
   - Follow the instructions to take a game piece and place it in the corresponding spot on the display board.

   When finished, talk about the process of writing a report based on the steps shown on the game board.

---

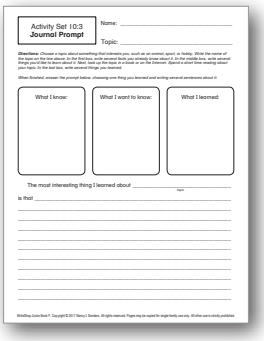
*Parents Say . . .*

*My kids got such a kick out of the game pieces that show a sample report. I had to remind them that this is called "filler text" and doesn't give them permission to say "This is a report" when they write their own paper!*

---

## Journal Writing Practice - Nonfiction Report

Give your child the Activity Set 10:3 "Journal Prompt" page from the Student Worksheet Pack. She will probably need more than the normal 15 minutes for this activity. To complete the prompt, she will need a book on the topic she chooses or help finding an online resource.


Activity Set 10:3
Journal Prompt

Name: _____

Topic: _____

*Directions: Choose a topic about something that interests you, such as an animal, sport, or hobby. Write the name of the topic on the line above. In the first box, write several facts you already know about it. In the middle box, write several things you'd like to learn about it. Next, look up the topic in a book or on The Internet. Spend a short time reading about your topic. In the last box, write several things you learned.*

*When finished, answer the prompt below, choosing one thing you learned and writing several sentences about it.*

| What I know: | What I want to know: | What I learned: |
|---|---|---|
| | | |

The most interesting thing I learned about _____ (topic)

is that _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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***Alternative Journal Topics***

Because your student has the option to choose which topic she wants to use when she writes in her journal, there are no alternative journal topics for this lesson.

### Smaller Steps

Struggling writers may feel discouraged writing about yet another new subject. Instead, encourage them to either choose a topic from their Story Stretchers diagram or use the topic you wrote about during Model and Teach.

# ACTIVITY SET 10:4

## Brainstorming

For this Writing Project, students will write a nonfiction report. They will also learn how to expand a 5-paragraph report with additional facts and details.

### At a Glance: Activity Set 10:4

- Brainstorming

---

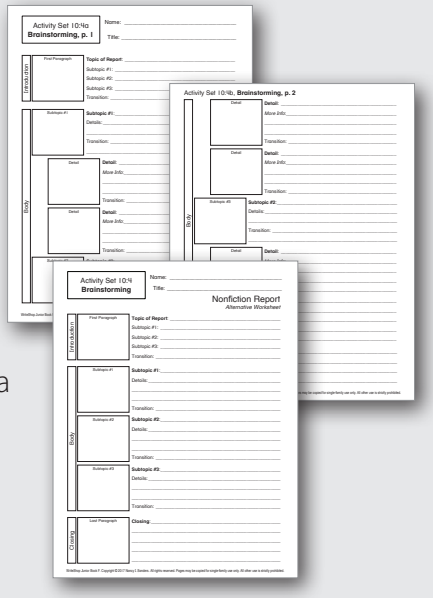
*Parents Say . . .*

*We stretched brainstorming over three days so we could work together, do some research, work independently, and then check back in. It also gave us a day to work on visual aids.*

*My child works slowly and is easily overwhelmed. I reminded her that even though it's a longer worksheet, it's still very much the same as the ones she's used before.*

---

### Advance Prep




Remove the appropriate brainstorming worksheet(s) from the Student Worksheet Pack.

*Most Students*
Remove the Activity Set 10:4a and 10:4b brainstorming worksheets (two pages) from the Student Worksheet Pack.

*Smaller Steps*
Adding more detail to a report can intimidate or overwhelm a student who works slowly or has learning difficulties. Use the alternative Activity Set 10:4 "Nonfiction Report" worksheet if you plan to do Smaller Steps (p. 276) with a reluctant writer during Activity Set 10:5.

*Flying Higher*
If you plan to do Flying Higher (p. 276), use the Activity Set 10:4a and 10:4b brainstorming worksheets.

All students will need a reference to use for research, such as a book or Internet website. Those doing Flying Higher will need ***three or more*** library books or other references before beginning to brainstorm.

***Directions to the Teacher***

1. Give students the Activity Set 10:4a and 10:4b brainstorming worksheets. It may be helpful to tape them together top to bottom to form one long worksheet. Alternatively, use the "Nonfiction Report" worksheet with a reluctant writer.

2. Review several of these topics. Discuss whether each one is narrow enough or too broad for a short report.

| | | |
|---|---|---|
| *Weather* | *Volcanos* | *Cities of the world* |
| *National parks* | *Endangered animals* | *Baseball* |
| *Recycling* | *Ancient Egypt* | *Pearl Harbor* |
| *World landmarks* | *Niagara Falls* | *Biomes* |
| *Butterfly migration* | *Famous explorers* | *Pony Express* |
| *Famous battles* | *The Great Depression* | *Fishing* |

3. Ask students to think of a subject they would like to write about for a nonfiction report. They may use a topic from an earlier Activity Set or choose a completely original topic. If they get stuck, ask:
   - *What are you interested in?*
   - *What do you like to do for fun that might be an interesting report topic?*
   - *What do you know a lot about?*
   - *What would you like to know more about?*
   - *What topics are we currently studying in history or science?*
4. When the subject is too general, it's easy to get overwhelmed with all the available information. Pull out the "Go Back in Time Machine" from Activity Set 4:3 if your child needs help narrowing the topic. For example:
   - England > London > historical sites > *Tower of London*
   - Antarctica > animal life on Antarctica > birds of Antarctica > *penguins*
   - Sports > Olympics > gymnastics > women's gymnastics > *Simone Biles*
   - Space > space travel > moon voyages > *Apollo 13*
   - Musical instruments > brass instruments > *trumpet*
   - Scientists > African-American scientists > *George Washington Carver*
5. Children who are not used to doing research can easily fall victim to information overload. Unless they are doing the Flying Higher activity (p. 276), limit the number of resources they may use to one book and one Internet source.
6. Encourage your child to brainstorm without your help. Be prepared to come alongside as needed. If she is not yet working independently, walk through "Directions to the Student" together.

**Tip**

Knowing how to expand or stretch a report is a useful skill. In Step 6 (p. 273), students are guided to do one "Story Stretcher" activity and encouraged to try at least one more. Because this is a valuable report-writing tool, encourage capable students to expand several of their subtopics with additional details. They may be more open to stretching their report if you work alongside them.

*Parents Say . . .*

*My son felt overwhelmed by two brainstorming worksheets, so I wrote out his ideas as he dictated them to me.*

*Going back to the Time Machine was a great suggestion. It definitely helped them narrow their topic to one that's more manageable!*

*We always invest time to brainstorm thoroughly. It makes writing the rough draft go so much faster for the kids.*

*Working through the lesson with my son has been a great confidence builder for him.*

***Directions to the Student***

Today, you'll be brainstorming to organize your ideas for a nonfiction report.

1. Once you have decided on a topic, look it up in a book or on the Internet. Spend 5-10 minutes reading about the topic.
2. Before writing down brainstorming ideas, draw some quick, simple stick figures.
   - *First Paragraph box:* Sketch something that shows the main topic you want to write about.
   - *Subtopic #1 box:* Sketch something that represents the first subtopic you want to write about.
   - *Subtopic #2 box:* Draw a quick sketch to represent your second subtopic.
   - *Subtopic #3 box:* On page 2 of your brainstorming worksheet, quickly sketch something that represents your third subtopic.
   - *Last Paragraph box:* Sketch something that shows how you would like to wrap up your report. For example, if reading about that topic inspires you get a job in a certain profession (such as nursing or mechanics), you could draw a picture of yourself in that career.
3. *Introduction (First Paragraph):* Write the name of the main topic on the first line, "Topic of Report." Leave the other lines blank for now.
4. Body
   - Subtopic #1
     - ~ Decide on your first subtopic. In the Body section of the worksheet, write a **word** or **phrase** that represents this on the Subtopic #1 line.
     - ~ Copy it onto the line for Subtopic #1 in the Introduction.
   - Subtopic #2
     - ~ Choose your second subtopic. Write a word or phrase that represents this on the Subtopic #2 line.
     - ~ Copy it onto the line for Subtopic #2 in the Introduction.

- Subtopic #3
  - ~ Choose your third subtopic. On page 2 of your worksheet, write a word or phrase that represents it on the Subtopic #3 line.
  - ~ Copy it onto the line for Subtopic #3 in the Introduction.
- Return to Subtopic #1 in the Body.
  - ~ Think of three or more details about the first subtopic. Write them on the blank lines.
  - ~ Refer to the "Transitions" page from Lesson 8 and think about how you could close the paragraph or transition into the next one. Write your favorite idea on the line for Transition.
- Move to Subtopic #2.
  - ~ Think of three or more details about the second subtopic. Write them on the blank lines.
  - ~ Think about a way you could close that paragraph or transition into the next one. Write it on the line for Transition.
- Move to Subtopic #3.
  - ~ Think of three or more details about the third subtopic. Write them on the blank lines.
  - ~ Think about how you might close that paragraph or transition into the next one. Write it on the line for Transition.

5. *Closing (Last Paragraph):* How would you like to end your report? Write your ideas on the blank lines.
6. *Story Stretchers:* Look over the worksheet with a parent or teacher. Discuss ways you can add more information about some of the details listed in the Body to expand the report and make it more interesting.
   - Choose one detail to expand from one of the subtopics.
     - ~ Draw a quick sketch in the corresponding "Detail" box that represents the detail you will be expanding.
     - ~ Write that detail on the blank line.
     - ~ Think of three or more things you could say about it and write them on the blank lines for "More Info."
   - Choose up to five more details to expand in similar ways in the other sections of the worksheets. You do not need to expand every subtopic or fill in all the "Detail" boxes and lines, but be willing to try at least one more!
7. *Title:* Think of title ideas and write your favorite on the line at the top of page 1.
8. *Resources:* On a sticky note, list one or more research sources you used when looking up information for your report. Place the sticky note at the bottom right of the worksheet.

## Visual Aids

When you publish your Writing Project in Activity Set 10:7, you will be displaying one or more visual aids that enhance or complement your report. Today, you will simply explore online sources or books for ideas.

Don't worry if the definitions or examples below overlap. The important thing is to pick visual aids that add meaning and value to your report. Decide on one or more visual aids, write their names on another sticky note, and attach this to the bottom left of your brainstorming worksheet.

Illustration

- *Definition*: Image depicting subjects related to the report
- *Examples*: Photograph of the Eiffel Tower, drawing of a volcano or iceberg, illustration of a famous person, image of a painting or sculpture

Graph

- *Definition:* Data results (usually displayed in lines and curves) showing amounts, percentages, measurements, comparisons, etc.
- *Examples:* Bar graph, bell curve, line graph, pie chart

Diagram

- *Definition*: Flow chart or 2-dimensional model that explains something
- *Examples:* Labeled illustrations (e.g., parts of a flower or cross-section of a human heart), family tree, food pyramid, water cycle, life cycle, branches of government

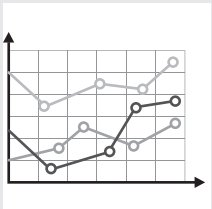
Chart

- *Definition:* Sheet that displays information (sometimes interchangeable with graphs and diagrams)
- *Examples:* Tally chart, pie chart, table, pictogram, plant classification, states of matter, chart showing seashells or dog breeds

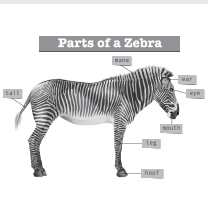
Map

- *Definition:* Flat-surface representation of the features of an area; can represent a whole area or just a part; usually includes symbols
- *Examples:* Physical map (geographic features such as mountains and rivers), political map (e.g., state and national boundaries, capitals), economic map (e.g., natural resources, world exports), thematic map (e.g., constellations, population density of China, blue whale migration, Lewis and Clark journey)

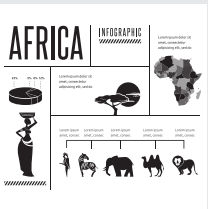
Illustration



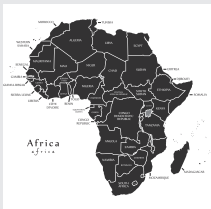
Graph




Diagram




Chart




Map

# ACTIVITY SET 10:5

## The Writing Project - Writing a Nonfiction Report

For today's Writing Project, students will write a nonfiction report using multiple paragraphs. They will also expand at least one detail in the report by writing an extra paragraph containing additional facts and information.

**At a Glance: Activity Set 10:5**

- **The Writing Project**
- **Smaller Steps or Flying Higher**

The first paragraph is the **Introduction**.

- The first sentence will introduce the topic of the report.
- The next several sentences will refer to the three subtopics of the report.
- The last sentence will wrap up the first paragraph.

The **Body** should contain three or more paragraphs, with each paragraph following the same format:.

- Sentence #1 will introduce the subtopic.
- Sentence #2 tells one detail about the subtopic.
- Sentence #3 tells a second detail.
- Sentence #4 tells a third detail.
- Additional sentences tell more details.
- The last sentence wraps up the paragraph or transitions to the next paragraph.

The last paragraph of the report is the **Closing**. It can be long or short and will wrap up the nonfiction report.

***Directions to the Teacher***

Allow an extra day or two as needed for writing the nonfiction report.

1. If your child brainstormed for Smaller Steps or Flying Higher during Activity Set 10:4, adjust the Writing Project accordingly.
2. Display the writing sample from Activity Set 10:2 "The Statue of Liberty" (pp. 265-66) as a reference.

***Directions to the Student***

1. Refer to the Activity Set 10:4 brainstorming worksheet so you remember to include transitions and other important details you planned.
2. Include at least five paragraphs. Indent the first line of each paragraph, and skip every other line.
3. Try to start sentences in different ways. Your "Sentence Dominoes" tiles from Lesson 7 can help.

4. Use transition words at the end of one paragraph or at the beginning of the next.
5. Use synonyms to avoid repeating main words and make your writing more interesting. For example, the Statue of Liberty can also be referred to as *Lady Liberty, statue, monument, landmark,* or *famous figure.*

---

*Parents Say . . .*

*We worked on just one paragraph per day. It spread the writing over a longer period, but the boys were happier participants.*

---

## Smaller Steps - Practice

A reluctant writer might gain confidence focusing on writing a 5-paragraph report rather than expanding it to add more details. Provide a copy of the Activity Set 10:4 "Nonfiction Report" brainstorming worksheet from the Student Worksheet Pack. Brainstorm for writing a 5-paragraph report, and then complete the Writing Project following that format.

## Flying Higher - Three or More Sources

An accelerated learner may enjoy researching her topic at a more advanced level. Provide additional materials on her topic by visiting the library and collecting three or more books about it. Allow ample time for her to enjoy reading about her topic before beginning the brainstorming session.

---

*Parents Say . . .*

*To avoid meltdown, we used Smaller Steps and focused on writing a 5-paragraph report, rather than expanding it.*

*We started with the goal of writing just five paragraphs, but in the end, his sloppy copy was seven paragraphs long!*

---

# ACTIVITY SET 10:6

## Editing and Revising

Continue promoting more independent editing, but be mindful of the child who still needs extra help finding and fixing errors. Because of the length of the nonfiction report, consider spending two days on the editing and revising activities.

**At a Glance: Activity Set 10:6**

- **Editing and Revising**

### Advance Prep

Remove the Activity Set 10:6 "Blue Ribbon Editor" page from the Student Worksheet Pack. If you are using the digital version, print a copy. For added durability and fun, photocopy or print on blue cardstock.

**Said It, Read It, Edit Bag**

***Directions to the Student***

1. Read your report aloud and do a "Job Well Done" search by highlighting some things you did correctly.
2. Choose a few proofreading marks to write on your report.
3. Next, check that your book report has all the elements it needs.
   - Did you include an introduction, a body, and a closing?
   - Did you indent the first line of each paragraph?
   - Is each sentence in each paragraph doing its job?
   - Are there words missing from any of your sentences?
   - Did you add transition words or phrases either at the end of one paragraph or at the beginning of the next?
   - Does your report make sense?
4. If any of these elements are missing or need improvement, make the corrections now. Ask for help if needed.

**Galaxy Pinball Editing**

***Directions to the Student***

Here's a review of Galaxy Pinball Editing. For more detailed instructions, refer back to pp. 205-06.

Read your nonfiction report aloud five different times, referring to the Galaxy Pinball Editing page as you go and keeping track of your points. Focus on one specific thing each time.

1. **First time:** Check SPELLING, CAPITALIZATION, and CONCRETE WRITING.
2. **Second time:** Check the INTRODUCTION.
3. **Third time:** Check each paragraph in the BODY.
4. **Fourth time:** Check that the CLOSING wraps up the book report.
5. **Fifth time:** Earn BONUS POINTS if you did each of the following.
   - Expanded your report by adding at least one extra paragraph that tells more information about a detail you wrote about in another paragraph (10 points)
   - Used transition words or phrases to connect paragraphs (10 points)
   - Wrote in your own words, without copying actual sentences from your research (10 points)

**Concrete Word Bank (optional)**
If your student is still motivated by the Concrete Word Bank, continue using it today.

**Fold-N-Go**
Students should refer to their ***Apostrophes*** and ***Commas Fold-N-Go*** folders to make sure they have used these punctuation marks correctly.

**Self-editing Check**
Give your child the Activity Set 10:6 "Self-editing Check." Independent students should now be able to do this step on their own. Otherwise, work down the list together to catch loose ends and make sure the editing is complete.

**Final Check**
*Parent Editing*
When your student has finished self-editing, take time to give her paper one final edit. Use the "Proofreading Marks" page to help you write the correct proofreading marks on her report. If she is still interested, play one last round of Galaxy Pinball Editing (see Final Check, pp. 207-08).

*Revising*
Have your child revise her writing.

- For the most attractive published project, she may type or rewrite her final draft.
- Don't draw attention to any new errors that may appear on her final copy.

**Blue Ribbon Editor**
Present your child with the Blue Ribbon award. Congratulate her for her hard work and the amazing job she has done through these past lessons as a Blue Ribbon Editor. Interested students can color the ribbon blue and hang the award in the writing center.

# ACTIVITY SET 10:7

## Publishing the Project - Preparing a Display Board

Students will feel a sense of accomplishment when they assemble their nonfiction report and visual aids on a large display board. For a small-scale display, suggest the **manila file folder idea** in the Appendix (p. 286).

### At a Glance: Activity Set 10:7

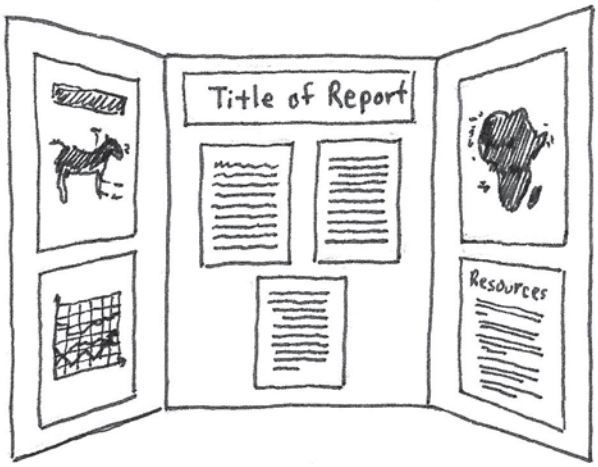
- Publishing the Project

### Advance Prep

Each student will need a large sheet of poster board or 36- x 48-inch tri-fold project display board, available at office supply stores or online.

***Directions to the Student***

1. Referring to your brainstorming worksheet, prepare each of the following on its own sheet of paper.
   - A list of the research sources you referred to for your nonfiction report
   - One or more visual aids such as a *chart, graph, map,* or *diagram*. You can find a printable visual aid online, cut one from a magazine, or even create your own (see Writing Across the Curriculum, Activity Set 10:8).
2. Arrange your visual aids in an attractive display on the right and left panels of the display board. Include the list of resources. Glue or tape these in place.
3. In the center of the board, arrange the pages of your report and glue or tape them in place.
4. Print out the title of your report in a large font. Cut it out and affix it to the top center of the board. Alternatively, use markers or alphabet stickers to write the title.



*Parents Say . . .*

*My daughter folded a sheet of 11- x 17-inch construction paper to look like a display board and created original artwork and poetry to enhance her hummingbird report.*

*We made a display from a colored file folder instead. My son stapled his report on one side and added pictures and a map to the other side.*

*We didn't have a display board, so we laid out her project on the whiteboard in our schoolroom. The results were still impressive!*

*My child enjoyed incorporating various lapbooking techniques into this project.*

# ACTIVITY SET 10:8

## Evaluating the Student's Work

Use the Junior Writing Skills Evaluation Chart for Lessons 7-10 to evaluate your student's writing.

**At a Glance: Activity Set 10:8**

- Evaluating the Student's Work
- Want to Do More? (optional)
  - ~ Writing Across the Curriculum
  - ~ Computer Capers
  - ~ Junior Writer's Notebook

## Want to Do More?

***Writing Across the Curriculum – Spotlight on Math***

Invite children to research their topic even further by drawing their own graph or pie chart using numbers or statistics they learned about. When finished, have them write one more paragraph to add to their report that explains details about the graph.

To find chart and graph-making tutorials, visit **writeshop.com/book-f-resources** for links to online resources.

***Computer Capers – Creating a Backup***

There's nothing worse than losing a document your child has spent time and effort writing. At the very least, she should be saving her documents regularly to your computer's hard drive. In addition, especially with the possibility that a computer virus or malfunction could wipe out a hard drive, it's helpful to teach her how to create a backup of her work so it doesn't get lost.

1. *Save to a portable device*. Show her how to save the document to a flash drive, burn it on a disk, or save it to an external hard drive.
2. *Save via email*. Demonstrate how to use email to send a copy of her report. Attach the report to an email and send it to yourself. If you use an email service such as gmail.com, the report will be saved in cyberspace. If your computer ever crashes, you can access another computer and retrieve the report online.
3. *Save via Google Docs*. Google Docs is a free service that lets you store documents securely online and access them on any computer with an Internet connection by signing in to your Google Docs account. You can save any Microsoft Word document in your Google Docs.
4. *Save to the cloud.* From Dropbox to Apple iCloud, many companies now offer free cloud storage. If you have a cloud system you like to use, show your child how to save her stories and reports that way. If not, a quick Google search for "free cloud storage" will yield a variety of options, or visit **writeshop.com/book-f-resources** for links to reputable sites.

***Junior Writer's Notebook – Nonfiction Report***

Read the "Nonfiction Report" worksheet together. Have your student add the master copy to her *Junior Writer's Notebook*. On a separate sheet of lined paper, invite her to write down ideas for future nonfiction reports by answering the prompts from the worksheet.

# Appendix

## Additional Publishing Ideas

During Activity Set 7 of each lesson, students will publish a final draft of the Writing Project in a special way. If a particular publishing project doesn't especially appeal to your child, feel free to let him choose from one of the following substitutes. Many of these can be used more than once. Discuss the options and determine whether he can work independently or whether he may need adult assistance.

> *"My son thinks it's a great idea to have alternate publishing ideas for kids like him."*
>
> *– Marisa, SD*

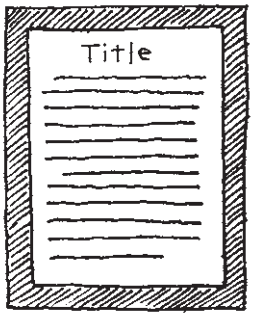
*Note: Directions for the following publishing projects are written to the student so you can encourage independent work whenever possible.*

**Keeping It Simple**

Try one of these options when you need a fast and easy way to create a polished final draft.

*Mat Mount*

The quickest way to display your story is to attach it to a slightly larger sheet of colored construction paper. The construction paper forms a simple mat that gives your final draft a polished, published look.

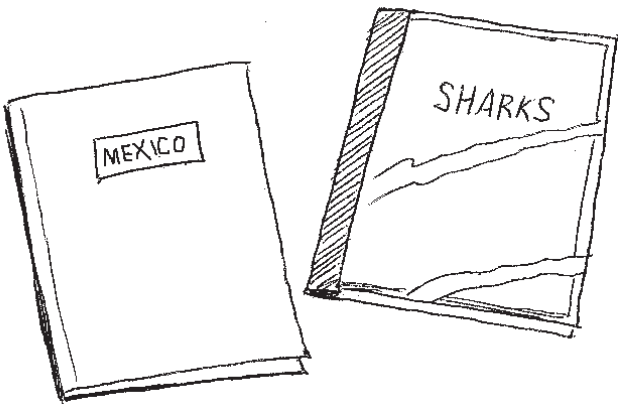



*Computer Publishing*

Type the story on the computer, or ask an adult to help you. If you wish, add clipart or photos.

*Presentation Folder*

If you're not a fan of crafty publishing projects, you may enjoy displaying your final draft in a store-bought report cover or presentation folder. There are many kinds from which to choose—such as ones with page protectors or pockets—but any report cover will give your Writing Project a more professional or "official" look.




> *"My daughter liked how clean and nice the published project looked in the report folder."*
>
> *– Heidi, NY*

**Bookmaking Ideas**

Have fun turning your Writing Project into a small book using one of these ideas:

*Basic Book*

Place your Writing Project inside a sheet of 12- x 18-inch construction paper folded to resemble a book. Glue or staple your story or report inside. Draw a picture and write the story title on the front cover of the "book."

*Miniature Books*

Use a computer publishing program or card-making software to design a card. On the front of the card template, paste a clipart or photo image and add a story title in a special font. Type your story on the inside of the card. If you don't know how to type, you may dictate to an adult as she types. Print out the miniature book.

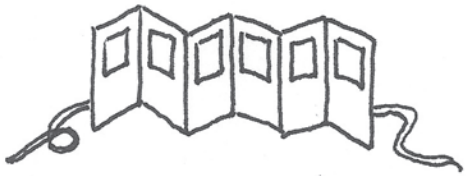
For online tutorials, visit **writeshop.com/book-f-resources**.

*Accordion Book*

Accordion books are perfect for an exhibit or display because you can stand them up to see all the pages at one time. These small folded books can even be tied with ribbon or twine for easy storage.

Each page can hold a few sentences or even an entire typed paragraph. If it looks like you'll have more pages than you need for your report or story, add illustrations, clipart, graphs, charts, or tables to go along with your text.

For online tutorials, visit **writeshop.com/book-f-resources**.



**File Folder and Lapbook Ideas**

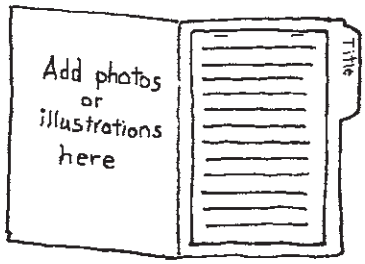
If you aren't feeling especially creative, one of the following publishing projects may give you some inspiration. The possibilities are endless when file folders are involved!

*Simple Story or Report Folder*

You will need one manila file folder for each story or report you publish this way.

1. Illustrate one part of the story on the inside left of the file folder.
2. Staple the story along the top, positioning it on the inside right of the folder.
3. Write the story title on both the tab and front of the folder, and decorate the cover to match the story or report.

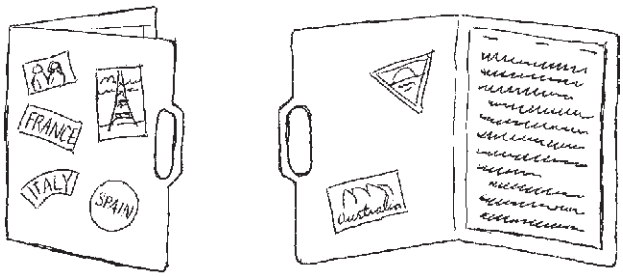
Front Cover




Inside

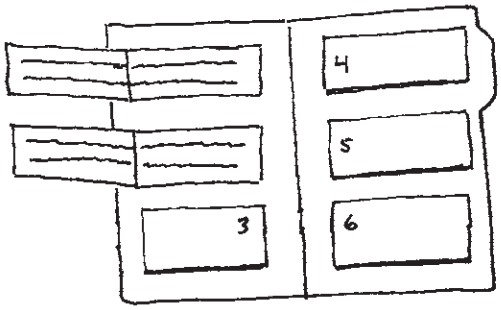
*Story Suitcase*

Use a manila file folder with a center tab. Open the folder and place your story on the right-hand side. Staple the paper(s) across the top and cut out a handle for the suitcase from the center tab as shown. Decorate the front cover to look like a suitcase using travel-themed craft or scrapbooking supplies, Internet clipart, or stickers that look like tickets, photographs, or travel-related art.




*Lift-the-Flap Lapbook*

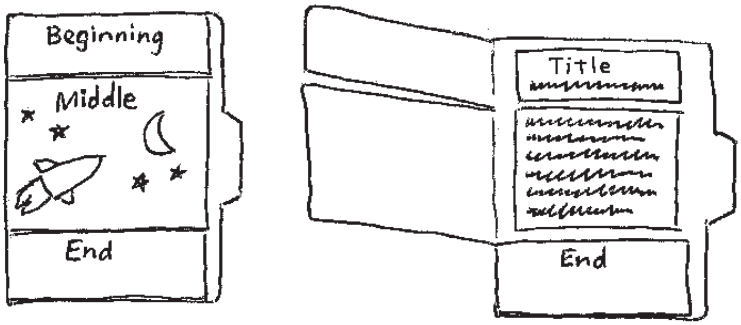
A lapbook can be a great publishing tool. Made from a manila file folder, a lapbook is often refolded and personalized inside with flaps and mini books. You're never too old to make lapbooks! Online, you can find lapbooking ideas, instructions, photos, examples, and even free templates to help you make lapbooks. For links, visit **writeshop.com/book-f-resources**.




Since lapbooks often contain compartmentalized information, you may wonder how to turn a WriteShop Junior Writing Project into a lapbook. One idea: Create a lapbook like the one pictured above that contains one numbered flap or mini book for every sentence or paragraph in the story or report.

*Flap Book*

Flap books work well when you want to reveal one part of the story at a time, such as beginning, middle, and end. Or maybe you want to hide a surprise ending. For this kind of lift-the-flap book, cut the front cover of a file folder horizontally to form two or three flaps. Then cut the story into strips and glue into the file folder under the corresponding flaps. To make your flap book even more eye-catching, glue clipart, magazine pictures, or even a small map on the inside of each flap.

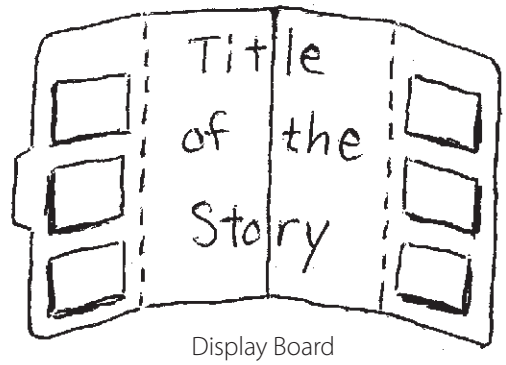


*Mini Display Board*

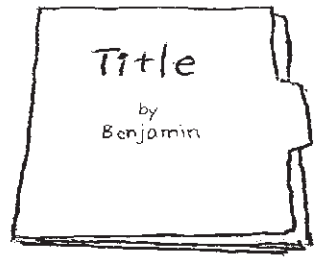
*Display Board*

Instead of creating a full-size project display, use a manila file folder as the backboard of a small-scale display.

1. Fold the left side of the folder into the middle and open it up again to form the "left section."
2. Next, fold the right side into the middle and open it up again to form the "right section."
3. In the center sections, write the title of your story, article, or report.
4. In the left and right sections, add artwork, photographs, illustrations, maps, or other visual aids that go along with your story, article, or report.



Display Board



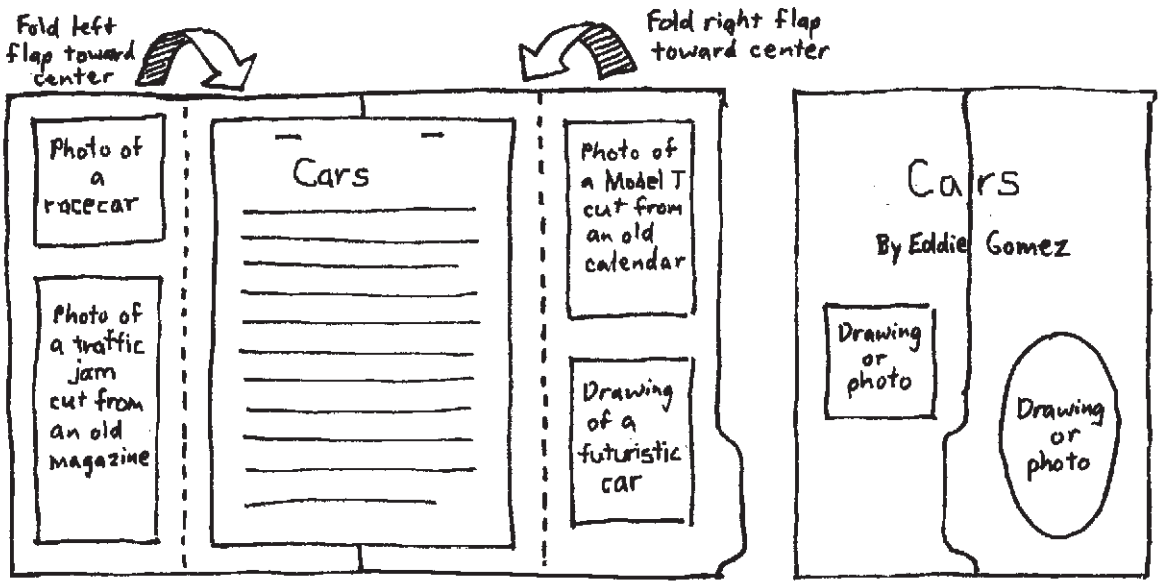
Report Folder

*Report Folder*

The final draft of your Writing Project can be inserted into a second file folder and placed in front of the freestanding backboard to create an interesting presentation.

*Lapbook with Visual Aids*

Open up a manila folder and fold the edges into the center to make a different type of lapbook. Publish your project by stapling the story, article, or report in the center and adding photos, illustrations, charts, maps, tables, or graphs inside the two flaps.



**Dioramas**

A diorama is a way to build a scene in a shoebox or other small space. Dioramas often capture a moment from nature or history. They can also represent an exciting part of a book. Making a diorama is ideal when you want to publish a story, book report, or nonfiction report in a crafty way.

*Basic Diorama*

To make a basic diorama, set an empty shoebox on one of its long sides and create a scene inside by gluing magazine photos and small objects that represent your story or report. For example, a nonfiction report about how to raise and show dogs can be decorated with pictures of dogs, a model of a plastic dog, a blue ribbon, or even a dog collar.

For online resources, visit **writeshop.com/book-f-resources**.

*Displaying Your Writing*

Once you have created your diorama, put the story or report in a file folder or presentation folder to display next to the diorama. For another idea, glue an envelope to the top of the shoebox. Fold the story and insert it into the envelope.

## Internet Resources

Most WriteShop Junior Book F lessons include links to helpful, informative websites. For your convenience, we have provided a master list at **writeshop.com/book-f-resources**.

Please supervise your children's Internet use so that you can guide them to sites with age-appropriate content. Though we take care to select websites that are safe and wholesome, we make no guarantee that our recommendations will always match your family's criteria for acceptable website viewing.

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