Introduction

Understanding the Purpose of WriteShop I and II

WriteShop is an incremental writing program for middle and high school students that

- Emphasizes clarity, conciseness, colorful vocabulary, and interesting sentences;
- Focuses on developing a strong paragraph;
- Offers a wide variety of writing activities;
- Teaches the writing process and how to edit;
- Helps students know exactly what to look for when refining their own work; and
- Helps parents know how to objectively evaluate their teens' writing.

Materials and Supplies for WriteShop I & II

Student Workbooks Include

- Step-by-step instructions for each lesson with brainstorming worksheets
- Skill Builders to teach and reinforce new concepts
- Student and Teacher Writing Skills Checklists specific to each lesson
- Composition and Essay Evaluation Forms
- 17 comprehensive word banks

Teacher's Manual Includes

- Step-by-step instructions for preparing and teaching each lesson in WriteShop I and WriteShop II
- Tips for editing and evaluating student compositions (with student examples)
- Suggestions for addressing problem areas
- Instructions for using student and teacher checklists
- Answer keys to Skill Builders and pre-writing activities
- Supplemental writing activities (Appendix B)

Other Materials and Supplies You Will Need

- A quality **thesaurus**. We highly recommend *The Synonym Finder* by J. I. Rodale.
- A writing or **English handbook** for in-depth help when grammar questions arise
- A **dictionary,** both for looking up unfamiliar synonyms (to be sure they fit the context of the sentence) and for double-checking spelling
- A **dry-erase whiteboard** and markers for writing practice paragraphs. It saves time (students can dictate while you write) and is both convenient and easy to see, especially when teaching more than one student.

- **Personal Supplies**

  A clear-view 3-ring binder to store Student Workbook pages

  - Remove the pages of the student workbook and insert in binder.
  - Cut apart front and back covers of the workbook and slip them into the binder's clear cover.

  A one-inch 3-ring binder and four dividers. Label the notebook dividers as follows:

  - *Work in Progress* (for keeping all drafts of their current compositions)
  - *Old Drafts* (or throw them away, but only after final draft is complete)
  - *Final Drafts* (for storing compositions that have received a grade)
  - *Copying & Dictation*

  Lined loose-leaf paper

  Pens, pencils, and colored pencils

Regarding Page References

1. When you come across a page reference:

   - **TM p.__** refers to material found in the Teacher's Manual.
   - **p.__** refers to material found in the Student Workbook. Student pages are numbered by lesson and page. In Lesson 2, for example, pages are numbered 2-1, 2-2, 2-3, etc.

2. In the Teacher's Manual, lesson plans refer you to certain pages in the student workbook, where everything needed for that lesson is organized together.

Choosing a Schedule

Depending on your student's ability and interest, you can go through the program in either one or two years. Before beginning WriteShop, choose a track to help you plan. Flexibility is an important element of teaching, so use these schedules as suggestions. Don't let the Teacher's Manual control you. As long as students write and revise on a regular basis, their skills will improve. *This is by far a higher goal than finishing the book*.

Two-Week Lesson Plan (Standard)

Recommended for most students, this track takes them through one book in one year.

	Day One	**Day Two**	**Day Three**	**Day Four**	**Day Five**
Student Focus	Pre-writing Activities Day One Skill Builder	With teacher, brainstorm & write Practice Paragraph Day Two Skill Builder	Brainstorm for the Sloppy Copy Day Three Skill Builder	Write Sloppy Copy	Off
Teacher/ Parent Focus	Intro new concepts and terms	Guide the Practice Paragraph session			
Copying/ Dictation	Copying		Dictation		

	Day Six	**Day Seven**	**Day Eight**	**Day Nine**	**Day Ten**
Student Focus	Edit Sloppy Copy Write First Revision		Polish Final Draft Turn in for evaluation		Off
Teacher/ Parent Focus		Edit student's First Revision		Grade student's Final Draft	
Copying & Dictation	Copying		Dictation		

The Two-Week Plan is the most popular way to use WriteShop I or II. With this schedule, students write **one composition over a two-week period**, revising it twice. Meanwhile, they continue using previously learned material in their writing, so **don't skip around or jump ahead** to what you may perceive as "more advanced" lessons.

Recommended for:

- *most* 7th-9th graders
- the *bright and motivated* 6th grader who possesses basic writing skills
- the 10th/11th grader who needs to master the concepts of writing a paragraph and/or learn to write descriptive, informative, narrative, and persuasive compositions at a beginning to intermediate level

One-Week Lesson Plan (Accelerated)

The fast track covers both levels—WriteShop I and II—in one academic year.

	Day One	Day Two	Day Three	Day Four	Day Five
Student Focus	Pre-Writing Activities With teacher, brainstorm & write Practice Paragraph Day One Skill Builder	Brainstorm for and write Sloppy Copy Day Two Skill Builder	Edit Sloppy Copy and write First Revision Day Three Skill Builder		Polish Final Draft Turn in for evaluation
Teacher/ Parent Focus	Introduce new concepts Guide the Practice Paragraph session			Edit student's First Revision	Grade student's Final Draft
Copying & Dictation	Copying		Dictation		

Bright and motivated older students can tackle both WriteShop I and II in the same year, writing and revising **one composition or essay each week** (30 altogether). With the above schedule, teens spend five hours per week (or more) on their writing assignments, so plan to make writing a *priority*.

Recommended for:

- *Motivated* older students (9th grade and up) who like a challenge, especially those who love to write but need to sharpen existing skills while developing new ones.
- *Struggling* high schoolers who need to come up to speed in basic writing skills (and have the commitment and determination to persevere).

Make sure not to burn your students (or yourself) out. Take a week off now and then. Establishing a long-term goal of helping them become better writers should take priority over the immediate goal of finishing the entire WriteShop program in one year.

Individualized Plans

WriteShop is flexible! So if your middle or high school student has trouble grasping new concepts, it's perfectly fine to customize your schedule. It's more important to work for understanding and eventual mastery of WriteShop concepts, even if it takes two or three years. Go ahead and stretch lessons out—as long as your kids are writing a few times a week.

Recommended for:

- *Younger students* (6th-7th grade) who need to develop strong, consistent writing habits before high school
- *Older students* who learn with difficulty or who need remediation to establish a strong writing foundation.
- *Any students* who benefit from regularly scheduled writing activities that build incrementally, but over a longer time.
- *Any students* who simply need more time to complete writing assignments.

CAN WE SKIP AN EXERCISE OR ACTIVITY?

New concepts, ingrained through frequent practice, eventually become intuitive, so plan to complete *every exercise*. Except for copying and dictation, each activity directly relates to the goal of writing the assigned composition.

Teaching the Lessons

Understand the Layout of the Student Workbooks

In the WriteShop I and II Student Workbooks, each lesson is laid out in a predictable way:

- *The **lesson intro and instructions** always come first.*
- ***Brainstorming worksheets** follow the lesson instructions.*
- ***Skill Builder exercises** appear next.*
- *The **three rubrics** for each lesson always appear last.*

Understand the Parts of Each Lesson

Each WriteShop lesson is divided into sections, as listed on the schedule. Your chosen schedule tells you what to do each day. The **Lesson Plans** in this Teacher's Manual give lesson-specific directions for teaching or facilitating daily activities. Here, you learn which student pages (apart from Skill Builders and Copying & Dictation) to assign.

For planning purposes, we suggest an approximate amount of time to complete each lesson exercise. Be flexible as you get into the WriteShop rhythm and make the lessons work for your family. Rather than look to the Student Workbook to drive the program*, let the schedule grid and Teacher Lesson Plans steer the course*.

- **Skill Builders – 10 to 20 minutes per day for the first three days**
  The Teacher's Manual Lesson Plans don't usually mention Skill Builders because they are self-explanatory. Refer to the schedules on TM pp. 3-5.
  Skill Builders play an important role in WriteShop: they introduce new writing and grammar concepts. More importantly, they give students a chance to practice with these skills *before* applying them to their compositions. Always assign Skill Builders on the first three days of every lesson. Students need to become familiar with these new skills prior to writing a rough draft.

- **Pre-Writing Activities – 5 to 30 minutes**

  There are two parts to pre-writing: (1) warm-up exercises and (2) teaching time.

  Pre-writing warm-up games and exercises

  1. Stimulate thinking and loosen up writing "muscles"
  2. Help students overcome writer's block
  3. Help students put aside distractions and focus on writing
  4. Improve writing vocabulary

Pre-writing teaching time

On the first day of each lesson cycle, introduce new writing terms and concepts. Even if teens are working independently, you should still demonstrate new skills and methods.

Instructions are always found in the Pre-writing section of each lesson plan.

- **Practice Paragraph – 30 minutes**

  The Practice Paragraph, which familiarizes students with the lesson's expectations, is an important time for *modeling the thinking process.* During this exercise, help your student practice playing with ideas and coming up with sentences. Don't stress about or overthink the activity! You're teaching the writing process, not aiming for perfection.

  Do you have to write a Practice Paragraph for every lesson? *Not necessarily*. Try it out for several lessons. If students seem to quickly get the hang of each assignment and follow directions well, it's okay to write a Practice Paragraph only when a new kind of writing is introduced. But if they need more guidance or have trouble grasping lesson concepts, don't skip it.

  HOW TO WRITE A PRACTICE PARAGRAPH

  Start by reading the instructions for the lesson's writing assignment in the WriteShop I or II Student Workbook. Spend about 30 minutes on the Practice Paragraph—it's okay if you don't have time to finish.

  Brainstorm First

  1. Pick a topic and brainstorm together to gather ideas for the Practice Paragraph, using the brainstorming worksheet as a guide.

     Your child needs a fresh worksheet for the actual writing assignment, so use **blank paper** today. Alternatively, print or photocopy an extra worksheet. If the worksheet suggests using certain Word Lists (at the back of the student workbook), do so.

  2. Later in the week, when students prepare to write their own paragraph, they'll brainstorm again, **choosing a different topic** for the new composition.

  Write the Practice Paragraph on the Whiteboard

  1. **This is a partnership activity** between teacher and student, so don't shy away from contributing ideas to the Practice Paragraph.

  2. Follow instructions in the student workbook. Guide the session by inviting students to throw out ideas and sentences based on information gathered during brainstorming. Prompt with related questions: *What might you see as you walk through a forest? What sounds do streams make? What's a more specific word for that?*

3. Always include the **newest Skill Builder concepts**. For example, suggest: *This might be a good place to begin a sentence with paired adjectives*.

Review the Practice Paragraph Together

1. Don't take time for extensive editing of the Practice Paragraph. Instead, ask your teen: *Did we include **most** of the required elements of content and style?*
2. If needed, make simple adjustments together. Since you're writing as they dictate, don't worry too much about grammar, spelling, or punctuation.

   Once you've gone through this exercise, students are ready to choose a brand-new topic and begin the process of writing their own.

- **Copying and Dictation**

Copying and dictation assignments appear on the schedule grids but NOT in the detailed lesson plans.

Copying – 5 to 10 minutes

Copywork helps students recognize and duplicate high-quality writing. It also teaches them to become more conscientious and detail-oriented in their own writing.

1. Working from Copying and Dictation Exercises for WriteShop I (or a classic piece of literature), students copy that day's passage on lined paper. When finished, have them carefully compare their piece with the original model, fixing all spelling and punctuation errors and making sure they haven't left out any words. Double-check their work.
2. Remember: This exercise is about *paying attention to detail*, so it's *essential* that they indent, capitalize, punctuate, and spell **exactly as the model demonstrates**.

Dictation – 5 to 10 minutes

Dictation is a different skill entirely, requiring attention to *auditory* detail. Use the same passage the students copied earlier in the week. They've practiced copying it; now they write it on lined paper as you read it aloud. At first this may seem tedious, but you *will* see results over time.

1. First, read the entire passage as they listen.
2. Then begin to dictate in small chunks, a few words (or a short phrase) at a time. Repeat the phrase as needed.

3. When your student is finished, reread the entire passage once more as he listens closely for inflections and makes any corrections. The tone of your voice and deliberate pauses will help him punctuate more accurately.
4. With younger or struggling writers, don't dictate the whole passage. Stop after 10 minutes, even if there's still more. Over time, most students will gain speed and be able to finish the entire selection, but it's okay to start small.
5. Copywork and dictation can be subjective, so always have students compare their results and fix errors. **Don't let them be tempted to put away their work** without doing this important step.

- **Brainstorming – 10 to 20 minutes**

  On this day, students brainstorm independently to prepare for the lesson's assignment. Brainstorming helps **jumpstart the writing,** making it a key step in the writing process. Do your kids freeze at the sight of the blank page? Thorough brainstorming sets them up for writing success as they think through and organize ideas *before* putting pen to paper.

  The WriteShop program includes a unique brainstorming worksheet for each writing assignment. Teach your student to jot down lists of words and short phrases—not full sentences—on the brainstorming pages.

- **Sloppy Copy – 30 to 60 minutes**

  This is the time for students to jump in and get something on the page! The sloppy copy is the **rough draft**. It's called a "sloppy" copy because it's not supposed to be perfect—it's meant to be edited and revised.

  Students can either write or type the rough draft using ideas they gathered during brainstorming. (The Introduction section of WriteShop I and II workbooks includes a guide for formatting papers.)

  If they aren't able to finish the sloppy copy in the allotted time (or they're having a meltdown), set the sloppy copy aside and return to it the next day when they're rested and refreshed.

- **Self-Editing and Revising – 45 to 60 minutes**

  Most writing programs leap from rough draft to teacher editing. Unfortunately, this skips an important step—student self-editing—which gives kids a chance to tweak their papers and write a revision BEFORE you pull out the red pen.

1. **Don't let students write and edit in the same sitting.** Instead, let the composition rest for a couple of days. When they come back to it, they'll see it with fresh eyes and be more willing to make changes.
2. Photocopy or print out their sloppy copy. *They must do their self-editing on paper* (not on the computer) before making changes to the composition and writing the first revision.
3. Have them proofread and edit according to the lesson's Student Writing Skills Checklist, marking the paper as directed with **colored pencils**. In addition, provide them with a Common Proofreading Symbols chart (p. xv in the Student Workbook).
4. Students should always **type their first revision** on the computer, incorporating all the corrections they made during self-editing. (If they typed their sloppy copy, they don't have to type it again—they just need to tweak it.)

There is no such thing as a perfect sloppy copy. *There is always room for improvement, so the first revision* ***must reflect changes****.*

- **Parent Editing and Feedback – 30 to 60 minutes**
  When students finish their first revision, print it once again. This time, you'll proofread and edit the composition or essay using the Teacher Writing Skills Checklists found in each lesson of the student workbook. You'll also want to use the Common Proofreading Symbols (TM p. 135). Refer to the tabbed section, "Addressing Errors Lesson by Lesson," for help spotting mistakes students frequently make in each different lesson.

- **Final Draft – 30 to 45 minutes**
  Your child now incorporates your corrections and revision suggestions into a polished—and preferably typed—final draft.

- **Evaluation – 15 to 30 minutes**
  Now it's time to grade the best-effort final paper. To keep grading objective, WriteShop includes a Composition or Essay Evaluation Checklist at the last page of each lesson in the student workbook.

- **Lesson Expansion and Additional Writing Activities**
  To offer additional writing exercises, challenge more advanced students, or incorporate other subjects you're studying into the writing lessons, you'll find many ideas for variety, expansion, and enrichment in **Appendix B** of this Teacher's Manual.

Page intentionally left blank

Skill Builder Keys

Skill Builders play an important role in WriteShop: they introduce new concepts and give students a chance to practice them before using them in their compositions. In particular, sentence variations will be taught primarily through Skill Builders; then, students will be expected to use them in their daily writing.

Please be sure to grade each day's Skill Builder before your student moves on to the next one. It is important that he or she completes the assignment correctly. Since all three days usually present different versions of the same assignment, you will want to make sure your student understands what is being asked of him or her before he or she makes unnecessary mistakes on the rest.

Skill Builder Lesson 1

Day One *(Answers will vary.)*

- ☐ Name an animal: horse, squirrel, spider, rabbit, etc.
- ☐ Tell how it moved: galloped, scampered, crawled, hopped, etc.
- ☐ Another word for ground: plains, forest floor, sidewalk, dirt, etc.

1. The horse galloped across the plains.
2. The squirrel scampered across the forest floor.
3. The spider crawled across the sidewalk.
4. The rabbit hopped across the dirt.

Day Two *(Answers will vary.)*

- ☐ *(animal)*
  - rabbit: frightened, white, furry, curious, . . .
  - squirrel: gray, frisky, chattering, bushy-tailed,. . .
- ☐ *(movement)*
  - galloped: smoothly, easily, gracefully, swiftly, . . .
  - crawled: hesitantly, slowly, rapidly, erratically, . . .
- ☐ *(ground)*
  - dirt: packed, hard, rocky, red, . . .
  - forest floor: sunny, shady, deserted, damp, . . .

Day Three *(Answers will vary. Students must choose most of their words from their Day One and Day Two word lists.)*

1. The frightened rabbit hopped quickly across the packed dirt.
2. The curious rabbit hopped energetically across the hard dirt.

3. The black spider crawled erratically across the brick sidewalk.
4. The sleek horse galloped swiftly across the vast plains.
5. The chattering squirrel scampered noisily across the damp forest floor.
6. The gray squirrel scampered nervously across the deserted forest floor.

Skill Builder Lesson 2

Day One *(Answers will vary.)*

☐ synonyms for "good" *(instead of "good" book or "good" pizza, etc.)*:

- wholesome book; appetizing pizza; qualified worker; reliable friend; obedient toddler

☐ synonyms for "nice" *(instead of "nice man" or "nice" time, etc.)*:

- refined manners; winning personality; kind man; rich flavor; enjoyable time

☐ synonyms for "pretty" *(instead of "pretty" rose or "pretty" voice, etc.)*:

- delightful view; lovely rose; beautiful girl; silvery voice; delicate tea cup

Day Two *(NOTE: Watch for correct tense—these answers should all be written in past tense: i.e., "ambled," not "ambles.")*

☐ synonyms for "went": ambled; trekked; traveled; proceeded; walked, etc.

☐ synonyms for "said": uttered; replied; declared; mentioned; whispered, etc.

☐ synonyms for "had": possessed; obtained; acquired; contained; owned, etc.

Day Three

☐ synonyms for "get": receive, achieve, reach, buy, collect, etc.

☐ synonyms for "make": manufacture, produce, construct, build, bake, etc.

☐ synonyms for "big": huge, colossal, gigantic, vast, bulky, etc.

Skill Builder Lesson 3

Caution:

- Watch for redundant pairs, such as "quick and fast," which mean the same thing.
- Make sure the student does not overuse words. It is not unusual for a word like "quick" to appear in five or more sets of paired adjectives.
- Make sure paired adjectives make sense! "Tall and strong, Grandpa loves to tell stories" would not make a good sentence. "Tall and strong" are not related to the fact that he tells stories. "Animated and funny" or "Inspiring and enthusiastic" would fit the context of the sentence better.
- When the word *yet* or *but* connects two paired adjectives, be sure the adjectives are opposites or vastly different.

Day One *(Answers will vary.)*

1. Crunchy and salty, the nuts make me thirsty for a cool glass of lemonade.
2. Sweet and flavorful, this peach tastes good.
3. Delicate and fragile, Mom's collection of glass swans sat on a high shelf.
4. Dainty and colorful, butterflies flutter throughout the garden.
5. Well-written and absorbing, the novel kept my attention.
6. Cunning and quiet, the fox slowly stalked his prey.
7. Shaggy and adorable, my puppy looks like a mop.
8. Crisp yet juicy, this green apple tastes sour.

Day Two *(Answers will vary.)*

1. Fragrant and golden, . . .
2. Crusty yet moist, . . .
3. Motivated and energetic, . . .
4. Exhausted but determined, . . .
5. Cold and tired, . . .
6. Scared but hopeful, . . .
7. Snarling and growling, . . .
8. Cautious but curious, . . .

Day Three *(Make sure students' phrase or sentence begins with paired adjectives.)*

Skill Builder Lesson 4

Day One *(Answers will vary.)*

1. The zoo, an interesting place to visit, houses animals from around the world.
2. The library contains a world of adventure.
3. Soft and comfortable, my bed provides a cozy place for long talks with my friends.
4. Cherished treasures clutter the inside of my closet.

Day Two *(Answers will vary.)*

1. Saturday morning dawned clear and bright.
2. Blazing hot, the sun beats down on Uncle Jake's corn field.
3. Easily trained, whales entertain spectators at Sea World.
4. Elephants help people in many ways.

Day Three

1. Chocolate chip cookies melt in my mouth.
2. Nothing refreshes me like a frosty ice cream cone on a hot day.
3. Tall pines towered above me as I hiked along the winding mountain trail.
4. Desolate yet scenic, the desert attracts campers and hikers.

Skill Builder Lesson 5

Day One

1. A 2. B 3. B 4. C 5. A

(Answers will vary.)

1. A Glimpse of Yellowstone
2. The Extraordinary Arctic Wolf
3. An Exhilarating Ride
4. The Daring Wakeboarder

Day Two *(Students should have capitalized "It's" or "Its" if it appears as the first word of the sentence.)*

1. It's
2. Its
3. its
4. its; it's
5. it's; its
6. it's
7. it's; it's
8. it's
9. its; it's
10. Its
11. it's; it's

Day Three *(Answers will vary.)*

Caution

- Correcting this Skill Builder will take a little more effort on your part. Catching errors may take extra attention, especially if you also struggle with *its/it's* confusion.
- Remember the "it + is = it's" rule.
- "Its" is a possessive pronoun like "his" (it wouldn't be "hi's") ☺

Skill Builder Lesson 6

Day One *(see chart on following page; answers will vary.)*

<u>Choosing Concrete Season Words</u>—possible ideas follow:

- tree — oak, maple
- bird — crow, blue jay
- falling — drifting, floating
- wind — breeze, draft

Day Two

A. *(Underline these phrases.)*

1. like crystals
2. like a quilt (of flowers)
3. as smooth as glass
4. like tiny firecrackers

5. like a steam engine
6. as bright and colorful as tropical parrots
7. as hot as July
8. as refreshing as a dip in a mountain stream
9. as cold as an ocean mist
10. like chattering teeth

B. *(Answers will vary.)*

1. . . . a field of poppies
2. . . . dry autumn leaves
3. . . . stars in the night sky
4. . . . a mother's touch
5. . . . like quaking aspen leaves

Day Three *(Answers will vary.)*

1. . . . as sleepy as a hibernating bear.
2. . . . soothes me like a warm hug.
3. . . . feels as soft as velvet.
4. . . . like a brittle carpet.
5. . . . like clothes in the dryer.
6. . . . like crystal.
7. . . . like loose change.
8. . . . like golden feathers.
9. . . . like shooting stars.
10. . . . as gently as tiny feet.

Cautions:

☐ Just because the sentence contains the word *like* or *as* doesn't mean it's a simile.

☐ Avoid awkward answers like these:

- "My cup of tea is like lava." (Should be "as adj. as lava.")
- "Waves tossed as snow in an avalanche." (Should be "like.")
- "Windows rattled as keys on a ring." (Should be "like.")
- "Spring rain pattered as children's feet." (Should be "like.")
- "The kitten's fur is like silk." (Should be "as adj. as silk.")

Choosing Concrete Season Words

SPRING	SUMMER	AUTUMN/ FALL	WINTER
Nouns (place or thing)	**Nouns** (place or thing)	**Nouns** (place or thing)	**Nouns** (place or thing)
garden	*barbecue*	*leaves*	*icicles*
birds	ice cream	tree	cocoa
flowers	popsicle	smoke	snow
clouds	bees	fire	ice
grass	lawn mower	apples	evergreens
buds	sun	pumpkins	lights
creek	water	squirrels	blizzard
rain	shade	wind	quilt
Adjectives	**Adjectives**	**Adjectives**	**Adjectives**
lavender	*refreshing*	*red*	*drifting*
fragrant	cool	yellow	bare
puffy	droning	cozy	frosty
sweet	blazing	crisp	icy
trickling	rushing	chilly	bleak
gentle	blue	golden	barren
fluttering	green	bushy	powdery
soft	bright	polished	white
Verbs (nature action words)	**Verbs** (nature action words)	**Verbs** (nature action words)	**Verbs** (nature action words)
to bloom	*to melt*	*to twirl*	*to glisten*
to fly	to hum	to fall	to sparkle
to float	to splash	to spin	to freeze
to drift	to bake	to blaze	to drfit
to blossom	to sizzle	to crackle	to wrap
to shower	to jump	to crunch	to cuddle
to melt	to lick	to rake	to sip
to sway	to flash	to stroll	to inhale
Adverbs	**Adverbs**	**Adverbs**	**Adverbs**
gently	*temptingly*	*lazily*	*cententedly*
tenerly	quickly	crisply	fragrantly
warmly	loudly	busily	quietly
calmly	smoothly	slowly	carefully

Skill Builder Lesson 7

Day One *(Answers will vary.)*

1. sprinting, racing, dashing, chasing, pursuing, following, etc.
2. building, constructing, erecting, hammering, climbing, leaning, sitting, bending, etc.
3. playing, sitting, performing, strumming, fiddling, etc.
4. sipping, drinking, sharing, slurping, cuddling, swallowing, etc.
5. sledding, laughing, clinging, holding, sliding, racing, whizzing, etc.
6. speeding, driving, riding, steering, motoring, racing, rolling, traveling, etc.

Day Two

A.

1. sleeping
2. dreaming
3. washing
4. hiding
5. trying
6. cleaning
7. traveling
8. celebrating

B. *(Answers will vary.)*

1. Flying overhead
2. Dancing gracefully
3. Swimming quickly
4. Shouting loudly
5. Hoping for good weather

C. *(Answers will vary.)*

Day Three

A.

1. ☺ ; the children
2. ☹ ; the rain
3. ☹ ; John
4. ☺ ; Janie and Pam
5. ☺ ; Leslie
6. ☹ ; Thanksgiving
7. ☹ ; Shannon
8. ☺ ; the swimmers

B. *(Answers will vary.)*

Skill Builder Lesson 8

Day One

2, 3, 1, 4 4, 5, 3, 2, 1

Day Two

6, 4, 2, 3, 1, 7, 5 4, 3, 1, 5, 2

Day Three

4, 3, 7, 1, 9, 5, 8, 2, 6

Skill Builder Lesson 9 *(Answers will vary.)*

Day One *(Be sure students capitalized the first word and added a comma at the end.)*

A. Smiling

1 Smiling broadly,
2. Smiling at her mother,
3 Smiling joyfully,

B. Waiting

1. Waiting for the train,
2. Waiting patiently,
3. Waiting in line,

C. Strolling

1 Strolling along the garden path,
2. Strolling lazily,
3. Strolling by the lake,

D. Following

1. Following closely,
2. Following the directions on the map,
3. Following in his father's footsteps,

E. Camping

1. Camping in the forest,
2. Camping with the Boy Scouts,
3. Camping near a gurgling creek,

Day Two

A. *(Students should not use "to be" words in their sentences.)*

1. . . . stood up and waved colorful pennants at their team.
2. . . . painted the elderly couple's weather-beaten picket fence.
3. . . . performed in the Fourth of July parade.
4. . . . dug up Grandma's prize roses.
5. . . . tossed the Sunday edition onto the front porch.

B. *(Be sure student added a comma after the introductory participial phrase.)*

1. . . . , my brother treated his buddies.
2. . . . , we sang our favorite songs.
3. . . . , the children entertained the grateful residents.
4. . . . , the toddler threw a tantrum in the store.
5. . . . , my dad left for work.

Day Three

1. . . . my brother snoozed on the couch.
2. . . . the politicians argued their points.

1. . . . Tom searched the refrigerator for a snack.
2. . . . the cubs rolled down the hill like windblown tumbleweeds.
3. . . . the ballerina twirled across the stage like a top.

Skill Builder Lesson 10

Day One

A.

1. , my neighbor,
2. , the Wizard of Menlo Park,
3. , Peter,
4. , yellow roses,

B.

1. , Tom's mom,
2. , Daisy,
3. , a dangerous reptile,
4. , a genius,
5. , a science professor,

Day Two

A.

1. Mary Mullin wrote an article for the *Daily Journal*, our local paper.
   OR, Mary Mullin wrote an article for our local paper, the *Daily Journal*.
2. My dad, a terrific fisherman, takes me to Lake Georgia every Saturday morning.
   OR, Every Saturday morning my dad, a terrific fisherman, takes me to Lake Georgia.
3. Senator Rockwell, the man in the dark gray suit, gave an interesting speech.
   OR, The man in the dark gray suit, Senator Rockwell, gave an interesting speech.
4. The twins played with Lee's puppies, the ones with brown spots.

B. *(Answers will vary.)*

1. George Washington, the first president of the United States, led our country with integrity.
2. Don's favorite jeans, the ones with the patch on the knee, lie in a wrinkled heap on the floor.
3. Burger King, a fast-food restaurant, is located on the corner of Second Street and Cherry Avenue.
4. My drama teacher, Miss Sparks, reads interesting stories.
5. Cindy and her brother, Kevin, enjoy reading the comics.

Day Three *(Answers will vary.)*

A.

1. . . . died last night.
2. . . . is an outstanding baseball coach.
3. . . . did not survive the rugged hike.

B.

1. Undoubtedly, 2. Diligently, 3. Finally, 4. Obviously,

C. *(Make sure each sentence begins with an "-ly" adverb.)*

Skill Builder Lesson 11

Day One *(No Skill Builder today.)*

Day Two *(Answers may vary slightly.)*

1. a mother (or Shelley Smith) and her two children (or Jessica and Lance Smith)
2. survived a kitchen fire
3. early Friday
4. Creekside
5. smoke detector had been disconnected
6. Write the lead. (The lead is the first paragraph.)

Day Three *(answers may vary slightly)*

1. holiday travelers
2. stranded
3. Thursday
4. O'Hare Airport, Chicago
5. flight delays due to sleet, snow, and freezing rain

☐ Possible lead paragraphs *(*Answers will vary.*)*

- Holiday travelers were left stranded at O'Hare Airport Thursday due to a severe snowstorm as sleet, snow, and freezing rain caused flight delays.
- Sleet, snow, and freezing rain left flights delayed and holiday travelers stranded at O'Hare Airport as a severe snowstorm hit the Chicago area Thursday.
- Thursday, as a severe snowstorm hit the Chicago area, sleet, snow, and freezing rain left holiday travelers stranded at O'Hare Airport.

The following paragraphs include more detail. If your students are creative, they may have come up with something like this:

- O'Hare Airport was shut down Thursday by a severe snowstorm that blasted Chicago with snow, sleet, and freezing rain, stranding disappointed holiday travelers.
- A severe snowstorm Thursday left holiday travelers stranded at O'Hare Airport when sleet, snow, and freezing rain pelted Chicago and caused massive flight delays.
- Stranded and disappointed, holiday travelers waited as a snowstorm ravaged the Chicago area Thursday, shutting down runways and delaying flights at O'Hare Airport.

Skill Builder Lesson 12

Day One

A.

1. (example)
2. M E under the table; after dinner
3. B E at noon; past the general store
4. M E for two hours; since Monday
5. M E with building blocks; until nap time
6. B E by tonight; in the closet
7. B M in the theater; behind the woman
8. M E around the corner; of the schoolhouse

B.

1. Since the accident, I have not been myself.
2. In grandpa's pond, a beaver built a dam.
3. Without a word, she turned quickly and left.
4. Before John knew what hit him, the car had crashed.
5. Beyond the bend in the road, a waiting wolf crouched.

6. Throughout the stormy night, the fierce wind howled loudly.
7. Without food and water, Rover would surely die.
8. Like packed sardines, we were stuffed into the small car.

Day Two *(Answers will vary.)*

A.

1. . . . , tiny cabins nestled among the trees.
2. . . . , Jason built a LEGO castle.
3. . . . , the terrified family called for help.
4. . . . , the weary children slept without a peep.
5. . . . , Fred stored water and canned food.

B.

1. Among the trees, blue jays flitted and squawked.
2. Beneath the surface of the pond, orange koi darted through the shadows.
3. Throughout the long afternoon, the men worked quickly to complete their tasks.
4. During summer vacation, the Walkers visited Washington, D.C.
5. Since March, we have not seen a drop of rain.

Day Three *(Answers will vary.)*

A. *(Watch for capitalization of the first word.)*

1. Under the bed
2. Last summer
3. Since her operation
4. In the desk drawer
5. After their car drove away
6. Through the fog

B. *(See example on student page.)*

Skill Builder Lesson 13 (none)

Skill Builder Lesson 14

Day One

A.

	Circle	Underline
1.	snowflakes	danced, twirled
2.	wagon	weary, groaned
3.	clock	supervises
4.	car	proudly boasted
5.	Daffodils	nodded their heads in agreement

6. cat scowled, complained
7. squirrel laughed

B.

1. Earth felt
2. rainbow held out its shiny hand
3. windows gaze
4. sunshine threw his hat
5. wind stood up and gave a
6. moon shout climbed

Day Two

A.

object/animal	human trait
cat	—
fiddle	—
cow	jumped
dog	laughed
dish, spoon	ran away

B.

1. I shivered with terror at the sight of the burly batter.
2. I bathe the room in a warm glow.
3. In the quiet of the darkened kitchen, I chatter and hum all night.
4. Stretching happily, I turn my face toward the warmth.
5. Boldly, I stared into the blackness.
6. As my water begins to boil, I whistle merrily for the cook.

Day Three

Hearing Bob's alarm clock, I watch through the crack in the door of the medicine cabinet. When the bathroom light turns on, I mentally prepare myself for the morning ritual. Crabby and tired, Bob grabs my handle roughly and rinses my bristles under the faucet. Carelessly, he squeezes a blob of minty toothpaste onto my head and jams me into his mouth. As my head rotates dizzily over Bob's teeth, I anxiously await the end of this foamy ordeal. Finally, Bob washes me off under the faucet, smacks me soundly against the sink, and replaces me in the cabinet.

Skill Builder Lesson 15

Day One *(Student may change the sentences to either past or present tense)*

1.	past	used	present	is
2.	past	scrambled	present	sit, hurry
3.	past	*(correct)*	—	—
4.	past	drove, parked	present	opens
5.	past	circled	present	drops
6.	—	—	present	*(correct)*
7.	past	brought	present	visits, takes *(only works if "last week" is crossed out)*
8.	past	went	present	curl, eat, watch
9.	past	determined, was	present	examines

Day Two

	Circle this verb:	Change it to past tense:
A.	are	were
	makes	made
	builds	built
	warms	warmed
	does	did
	will	would
B.	comes	came
	stands	stood
	opens	opened
	points	pointed
	is	was
	stare	stared
	talk	talked

Day Three

	Circle this verb:	Change it to present tense:
A.	were	are
	chopped	chops
	made	makes
	ate	eat

B.

sat	sits
wanted	wants
stared	stares
ran	runs
came	comes
shouted	shout
pointed	point

Skill Builder Lesson 16

Day One *(Answers will vary.)*

1. Tired, a jogger *paused to catch his breath.*
2. Cornered, the frightened raccoon *knocked over the garbage can.*
3. Surprised and delighted, the children *giggled when a clown burst into the room.*
4. Terrified, the three girls *turned off the scary movie*.
5. Endangered, the rare birds *face extinction*.
6. Crushed, the glass figurine *lay in tiny pieces on the tile.*

Day Two

1. Taught to sew, Tara *makes her own clothes.*
2. Followed by a growling dog, *the terrified paper boy dashed away on his bike.*
3. Determined to win, *the swimmers practiced four hours each day.*
4. Hurt by their unkind remarks, *Shelley left the party early.*
5. Braided tightly, *Grandma's colorful rag rug looks beautiful in her entryway.*

Day Three

1. a. Defeated again, the Tigers *determined to practice harder before the next game.*
   b. *The Tigers, defeated again, determined to practice harder before the next game*.
2. a. Caught in a tree, Mike's kite *hung limply from a branch.*
   b. *Mike's kite, caught in a tree, hung limply from a branch.*
3. a. Nestled beneath a warm blanket, the puppy *dozed contentedly*.
   b. *The puppy, nestled beneath a warm blanket, dozed contentedly.*
4. a. Trained as a lifeguard, Matt Smith *worked at Huntington Beach during his summer vacation.*
   b. *Matt Smith, trained as a lifeguard, worked at Huntington Beach during his summer vacation.*

Skill Builder Lesson 17

Day One

A.

1. Confused and hungry, the orphans huddled together in the dark alley.
2. Tired yet exuberant, Jamie won the drag race.
3. Gentle and peaceful, the rolling ripples of the lake lapped the shore.

B.

1. Surprised and shocked, I hit a home run.
2. Enthusiastic and animated, Dad told me tales about his childhood adventures.
3. Huge yet gentle, my St. Bernard likes to play fetch.
4. Cut and bruised, the hurricane victims emerged wearily from their shelter.

C.

1. Kind to animals and gentle-natured, Jeremy cared for the injured sparrow.
2. An enthusiastic pilot and avid fisherman, Uncle Bob loved to fly to Lake Minnetonka.
3. Sweet as honey and golden brown, Mom's oat muffins melt in my mouth.

Day Two *(Answers will vary.)*

A.

1. . . . a moonless night; India ink
2. . . . crisp Fritos; homemade granola
3. . . . dewdrops on a spider web; sunlight on the water
4. . . . a mountain spring; a soft, cool breeze
5. . . . a child's pinwheel; leaves in the wind

B.

1. . . . tasted like summer.
2. . . . covered the ground like a soft down comforter.
3. . . . like fireworks over Dodger Stadium.
4. . . . crept into the harbor like a panther on the prowl.
5. . . . twinkled like a million bright fireflies.

Day Three

A. *(Answers will vary.)*

1. laughing at the clown; laughing uncontrollably

2. strolling through Central Park; strolling quietly
3. comforting the crying child
4. throwing aimlessly; throwing a blue ball; throwing in the towel
5. exploring the hidden cave; exploring secretly; exploring beneath the pier

B. *(Answers will vary.)*

1. Shouting encouragement; Clapping his hands in a cheer
2. Flying above the nervous crowd; Swinging from their platforms
3. Fighting a leg cramp; Struggling in the strong current
4. Leaving the bank; Waiting in the checkout line
5. Scoring in the third quarter; Kicking a field goal

C.

1. a. Running down the hall, the girl dropped her books.
   b. The girl, running down the hall, dropped her books.
2. a. Watching a movie, his dad ate pretzels.
   b. His dad, watching a movie, ate pretzels.
3. a. Expecting guests, Mom is baking a chocolate cake.
   b. Mom, expecting guests, is baking a chocolate cake.
4. a. Floating like a butterfly, the ballerina danced gracefully.
   b. The ballerina, floating like a butterfly, danced gracefully.

Skill Builder Lesson 18

Day One

A. *(Answers will vary.)* Here are three possibilities:

1. In the meadow, a doe and her young fawn drink from a peaceful stream.
2. Since last week's earthquake, numerous aftershocks have rattled Los Angeles.
3. Above the playing field, a small plane pulled an advertising banner.

B. (Answers will vary.)

Day Two

A. *(Answers will vary.)* Here are three possibilities:

1. Swiftly, a herd of wild mustangs raced across the open plain.
2. Weakly, the dehydrated hiker stumbled into camp.
3. Certainly, George Washington earned the title "The Father of Our Country."

B. (*Answers will vary.)* Here are three possibilities:

1. Anxiously pacing, the nervous groom waited for the officiant to arrive.
2. Vigorously practicing, the polo team prepared for Tuesday's match.
3. Happily playing, the toddler built with plastic blocks.

Day Three

1. "x" on "is"; Margaret Smith, the museum curator, supervises the dinosaur exhibit.
2. "x" on "is"; Mr. Elway's mailbox, a red airplane, attracts attention in our neighborhood.
3. "x" on "is"; I delivered flowers to Mrs. Monroe, my piano teacher.
4. x"on"is"; My uncle, a policeman, visited Parker School to talk about neighborhood crime.
5. "x" on "is"; We camped at Yosemite, a majestic national park.
6. "x" on "is"; Please take this note to Sen. Smith, the man in the striped shirt.
7. "x" on "was"; Joy's desire, to visit Mexico, became a reality last March.

Skill Builder Lesson 19

Day One

A.	**Circle**	**Underline**
1.	(example)	
2.	porch	groaned
3.	squirrel	bossed
4.	Chevy	proudly boasted
5.	wind	sighing loudly
6.	crows	mocked

Day One

B.	**Circle**	**Underline**
1.	rain	silver sandals for dancing
2.	Moon	comes to peep (or comes every night to peep)
3.	winter	shakes the door
4.	sun	kiss, puckered

Day Two and Day Three (Answers will vary; do not accept sentences containing “to be” words.) See Day Two of the student's Skill Builder for an example (p. 19-12).

Skill Builder Lesson 20

Day One *(*Answers will vary *according to your dictionary.)*

concise: brief and to the point; containing few words; using as few words as possible.

effective: producing a definite or desired result.

flowery: highly embellished with figurative language.

grandiose: flaunting; showy; pompous.

pompous: self-important; flamboyant; boastful.

pretentious: showy; flamboyant; ostentatious.

verbose: abounding in words; using or containing more words than necessary; wordy.

Day Two

1. chateau: cabin, shanty
   arboreal formations: trees, pine trees, . . .
2. obfuscated: obscured
   infinitesimal: small, tiny
3. adumbrations: silhouettes, shadows
   nugatory: worthless, run-down, dilapidated, shabby, weather-beaten

Day Three *(Answers may vary slightly.)*

1. Before the creaking, overloaded wagons arrived at the majestic mansion, they stopped *(or paused)* to rest in front of a *(choose one: dilapidated, weather-beaten, or shabby)* shanty.
2. The snowman began to melt in the driveway.
3. Sam's shaggy black and white dog solemnly waits on the front porch with his tail between his legs. He lingers until Sam returns victorious from his baseball game.

Skill Builder Lesson 21

Note: Make sure your students are stretching themselves with interesting vocabulary and detail. Do not accept half-hearted, vague, or skimpy sentences.

Day One *(Answers will vary.)*

1. Disabled, the airplane dove precariously toward the pond.
2. Pitching their pup tents in the woods, the Boy Scouts enjoyed the crisp mountain air.
3. As his master backed out of the driveway, Snoopy whimpered anxiously while digging a hole under the fence.
4. Nervous and panicked, John drove his pregnant wife to the hospital in his Chevy truck.

Day Two *(Answers will vary.)*

1. Confidently, the star basketball player dribbled the ball down the court.
2. Lurking mysteriously near the deserted shore, two sleek sharks circled in the green water.
3. In one of Disneyland's famous long lines, we waited impatiently to board the Indiana Jones ride.
4. While washing dishes, Carla accidentally dropped her mother's favorite cut crystal vase.

Day Three *(Answers will vary.)*

1. As Katy purposely released her blue balloon, she watched it gently float away and disappear over the roof.
2. Clumsy and distracted, Jerry bumped into Sharon, knocking a stack of library books from her arms.
3. Joanne, a local artist, entertains beachgoers with her delightful sidewalk sketches.
4. Nestled in a chenille blanket, Susan sat by the crackling fire as her sister softly played the piano.

Skill Builder Lesson 22

(Paragraph content will vary; be sure student adds plenty of vivid description to expand the original paragraph. Keep returning the paragraph for further revision if it lacks description or sentence variations.)

Breathless, he sprinted through the busy city, dodging shoppers and pedestrians and weaving in and out of New York's rush hour traffic. His pursuer followed close behind. It seemed hopeless when, out of the corner of his eye, he saw a subway tunnel. Glancing over his shoulder, the undercover agent slipped unnoticed into the darkness. As he crept deeper into the empty tunnel, the whining of sirens and the honking of horns seemed to disappear behind him. Suddenly, he found himself in front of an old door. Plucking up his courage, he cautiously turned the loose knob. The rusty hinges creaked loudly in the silence as he pushed the door open. Inside sat an old table, a couple of broken chairs, and a heavy iron box. Setting himself on a wooden chair, he caught his breath. Josh Cameron, one of the top secret agents, had outwitted his enemy once again.

Skill Builder Lesson 23 (none)

Skill Builder Lesson 24 (none)

Skill Builder Lesson 25

Day One *(Answers may vary.)*

1. a. Laura danced with <u>grace</u>, <u>elegance</u>, and <u>charm</u>.
   b. Laura danced <u>gracefully</u>, <u>elegantly</u>, and <u>charmingly</u>.
2. a. The stunt plane <u>dipped</u> dangerously, <u>spun</u> crazily, and <u>landed</u> smoothly.
   b. The stunt plane <u>dangerously</u> dipped, <u>crazily</u> spun, and <u>smoothly</u> landed.
3. a. A fierce bull charged wildly <u>across</u> the meadow, <u>over</u> the footbridge, and <u>through</u> the neighbor's pansies.
   b. A fierce bull <u>charged</u> wildly across the meadow, <u>stampeded</u> over the footbridge, and <u>trampled</u> through the neighbor's pansies.
4. a. I admire President Lincoln for his <u>courage</u>, <u>perseverance</u>, and <u>honesty</u>.
   b. I admire President Lincoln for <u>his courage</u>, <u>his perseverance</u>, and <u>his honesty</u>.
5. Reading worthwhile literature <u>stretches</u> the imagination, <u>improves</u> vocabulary, and <u>increases</u> knowledge.
6. a. <u>Untreated water</u>, <u>unwashed hands</u>, and <u>improperly cooked food</u> can promote deadly diseases such as salmonella.
   b. <u>Drinking</u> untreated water, <u>failing</u> to wash hands, and <u>eating</u> improperly cooked food can promote deadly diseases such as salmonella.

Day Two *(Answers may vary.)*

1. a. Camping, fishing, and hiking make ideal vacation activities. (noun - Note that these are *gerunds*, which are *verbals that function as nouns.*)
   b. To camp, fish, and hike are ideal vacation activities. (noun - gerund)
   c. Ideal vacation activities include camping, fishing, and hiking. (noun - gerund)
2. a. Microwave ovens are convenient, inexpensive, and easily operated. (adjectives)
   b. Microwave ovens are convenient to use, inexpensive to purchase, and easy to operate. (adjective + infinitive)
   c. Microwave ovens are conveniently used, inexpensively purchased, and easily operated.(adverb + verb) (noun - gerund)
3. a. As a child, my favorite blanket kept me warm, gave me security, and comforted me. (verb OR verb + adjective)
   b. As a child, my favorite blanket gave me warmth, security, and comfort. (noun)
4. Yosemite National Park provides sanctuary for wildlife, hiking trails for backpackers, and breathtaking scenery for all visitors. (noun + prepositional phrase)
5. a. Restricting children's television time encourages them to develop their imaginations through play, to interact with family members during the evening, and to enjoy outdoor activities on weekends. (infinitive verb + prepositional phrase)
   b. Restricting children's television time encourages them to develop their imaginations through play, interact with family members during the evening, and enjoy outdoor activities on weekends. (infinitive verb + prepositional phrase)
   c. Restricting children's television time encourages the development of their imaginations through play, interaction with family members during the evening, and enjoyment of outdoor activities on weekends. (noun + prepositional phrase)
6. a. When holding babies, handle them gently, carefully, and lovingly. (adverb)
   b. When holding babies, handle them with gentleness, care, and love. (noun)
   c. Be gentle, caring, and loving when holding babies. (adjectives)

Day Three *(Answers may vary.)*

1. a. Leading by example, supporting my activities, and disciplining me with love, my mom inspired me to follow in her footsteps.
   b. My dad has impressed me to become a committed father by his example of leadership, support, and loving discipline.

2. a. Attending college exposes young adults to new ideas, helps them become more well-rounded, and opens the door to greater career opportunities.
   b. Attending college provides young adults with exposure to new ideas, experiences that develop a more well-rounded person, and opportunities for greater career advancement.
3. Already parallel - no corrections needed.
   a. Through budgeting wisely, avoiding credit card debt, and saving for college, young people can learn the importance of money management.
   b. Young people can learn the importance of money management by budgeting wisely, avoiding credit card debt, and saving for college.
4. a. A good book develops an exciting plot, fascinating characters, and a positive moral message.
   b. A good book has an exciting plot, develops fascinating characters, and promotes a positive moral message.
5. a. Smoking is habit forming, causes emphysema and lung cancer, and offends non-smokers.
   b. People who smoke may develop a habit they cannot break, suffer from emphysema or lung cancer, and offend nonsmokers.

Page intentionally left blank

Lesson 1a: Concrete Writing

(Answers will vary.)

The enormous trash truck slowly rumbled down the back alley.

The fluttering hummingbird sipped sweet nectar (from the yellow lilies).

The box of blocks tumbled off the coffee table and clattered on the wood floor.

The contented grandmother rested on the flowered sofa by the potted fern.

My dad barbecued juicy hamburgers at my sister's birthday celebration.

Lesson 3: Elements of a Character Sketch, Part 1

(Answers may vary slightly.)

1. She is painting.
2. sister, girl, she, (possibly her)
3. *(orange)* project, dots of blue paint (splatter), artwork, mess, paints a round yellow sun, picture
4. tongue, mouth, tummy, eyes, bangs, face, arms, cheeks, hands
5. *(red)* pokes (out), lying, squints, brushes, smiles, wipes, carries
6. *(yellow)* concentrates, seriously, absent-mindedly, determined, busy, satisfaction, beaming, proud
7. tongue pokes out of her mouth, squints her eyes, absent-minded, too busy to notice the mess
8. faded denim overalls
9. *(green)* beaming and proud
10. one ("is")

Lesson 3: Elements of a Character Sketch, Part 2

(Answers will vary.)

Obedient and helpful, my younger sister cheerfully unloads the dishwasher. Wearing a red knit shirt and denim overalls, she carefully carries plates in her slim hands. Only as tall as the counter, Katie stretches on her tiptoes to reach the high cupboards. Her bright blue eyes sparkle whenever Mom compliments her. As she puts away the silverware, she pushes her short blond hair behind her ears. With a sunny smile on her freckled face, she quickly finishes her chore and dashes out to play catch with Dad.

Lesson 6: Describing a Season

Example 1

blew
trees
were
warm
sat
blankets
get
drank
played
was

Example 2

arctic
howled
fiercely as a wolf
crystals
bent pines
gust
icy breath
threatened
windowpanes
nestled
comfortably
snug
cozy
fleecy
crackling
defrosting
chilled

cupped
mugs
steaming
adrift
clouds
melodies
floated

Lesson 7: Identifying Elements of a Descriptive Paragraph

1. *(green)* swift as an eagle
2. *(red)* Salty and fishy,
3. *(orange)* Strolling along the sandy shore,
4. *(yellow - choose three)* break, rolls, covering, cries, dives, stings, dig
5. *(blue)* waves, flood, white foam, surf
6. none
7. A Walk on the Beach

Lesson 10: A Five-Sentence Biography

Daniel Boone, Bold Frontiersman

1. *(red)* Marking the trail as he went,,
2. *(green)* Unquestionably,
3. *(orange)* Undaunted and adventuresome,
4. *(yellow)* a daring pioneer
5. *(blue)* Daniel Boone, pioneer, Boone, he
6. *(does not say)*
7. little education
8. forged the way that would become the Wilderness Road
9. Any of these would be correct: daring, undaunted, adventuresome, determined, hardworking, bold, persevering

Mother of the Civil Rights Movement

1. *(red)* Refusing to give up her bus seat,
2. *(green)* Clearly,
3. *(orange)* Alarmed and upset,
4. *(yellow)* mother of the civil rights movement
5. *(blue)* Rosa Parks, mother, heroic figure, Mrs. Parks, remarkable woman
6. Any of these would be correct: segregation or Jim Crow Laws or racial injustice
7. Any of these would be correct: fear, intimidation, existing laws
8. taking a stand for equality
9. Any of these would be correct: remarkable, brave, heroic, courageous

Lesson 11: Examining a Lead Paragraph

Who? **the president**

What? **expected to veto a tax cut**

When? **as early as today**

Where? **the White House**

Why? **believes it will hurt America's economy**

Note: Students may be tempted to say "returned from a trip" "Thursday." The veto, not the president's return, is the focus of the article; therefore, these would not be correct answers. However, the following article poses *two* possibilities.

Who? **Hurricane Floyd**

What? **knocked out power, flooded streets, uprooted trees**

When? **Wednesday night**

Where? **South Carolina**

Why? **because the storm took a turn inland**

OR

Who? **residents**

What? **braced for a hit from Hurricane Floyd**

When? **Wednesday night**

Where? **South Carolina**

Why? **because the storm took a turn inland**

Lesson 12: Details of a Narrative Event

1. First paragraph: one day; Second paragraph: last dive of the day
2. *(orange)* I have a tropical fish tank at home.
3. *(red)* First paragraph: none; Second paragraph: water feels cool, hot skin, sun-dappled rocks, tiny iridescent fish, swish, small bodies brush, tickling, sensitive skin, brilliant fish, lemon yellow, black, fluorescent green, clear, blue-green ocean, yellow fins
4. *(dark green)* First paragraph: afraid, enjoyed; Second paragraph: thrills, exhilarated, free, regretfully, eager
5. *(black)* First paragraph: **who** - my family and I, **what** - went snorkeling, **where** - Lahaina, Maui, **when** - on our trip; Second paragraph: **who** - my dad and I, **what** - went snorkeling, **where** - shallows off the Hawaiian coast, **when** - last plunge of the day
6. *(pink)* First paragraph: On our trip to Maui, my family and I went to Lahaina for a day of snorkeling. Second paragraph: The water feels cool on my hot skin as I take my last plunge into the sheltered cove.
7. *(yellow)* First paragraph: none; Second paragraph: like feathers
8. *(purple)* First paragraph: none; Second paragraph: Peering through my mask at the sun-dappled rocks below me,
9. *(dark blue)* First paragraph: none; Second paragraph: Exhilarated and free,
10. *(brown)* First paragraph: 3 (all “was”); Second paragraph: none
11. *(light green)* First paragraph: none; Second paragraph: Finally, Suddenly,
12. *(light blue)* First paragraph: On our trip to Maui; Second paragraph: Upon reaching the shore

Lesson 16: Elements of a Narrative

☐ How many sentences are in the *first* paragraph? 5 the *second?* 4 the *third?* 5

☐ parakeet, bird, Petey, pet

☐ Bobby, youngster, boy, child

1. *(green)* stared, hopped up and down, begged and pleaded
2. *(red)* longingly, anxiously, excited, proudly, disappointed

3. *(blue)* flapped, flitted, scratching, ruffled, pecking, biting
4. *(yellow)* frantically, nervously, helplessly, trembling, jittery, anxious, fear, frightened, its heart ceased its wild pounding, fell into a peaceful sleep
5. *(orange)* Glancing, Scratching, Disappointed
6. *(purple)* Anxiously, Finally
7. *(brown)* At last, Inside the box
8. *(gray)* a child of eight; his beloved new bird
9. Trembling and jittery

Lesson 18: Practicing with Two Paragraphs

(Student answers will vary. They should try to use all sentence variations.)

Hiking down a desert trail, my brother and I kick clouds of dust behind us. Although we try to walk quietly, our feet crunch along the gravelly path. The sun, lowering in the afternoon sky, bakes us with its intensity. Heat waves rise from the ground like shimmering ribbons, distorting the scenery. Even the twisted old Joshua trees seem to quiver in the blistering air. **I wonder how wildlife can exist in this harsh place.**

Around the bend, I come across a wary jack rabbit, his long ears at attention. Unfortunately, he notices me and disappears into the brush. As I continue on my way, a shadow crosses my path. Startled, I glance up. A lone hawk circles lazily overhead. Up ahead his unsuspecting prey, a kangaroo rat, hops over a sand dune. Inspired and amazed, I marvel at the hidden beauty of the desert.

Lesson 20: Exaggeration

☐ **Read for ideas**.

- Look for key words similar to the following examples. This is by no means an exhaustive list.

  luxurious, rustic, pastoral, provincial, exotic, rare, spacious, lush, panoramic, elegant, serene, tranquil, comfortable, peaceful, tropical, paradise, private, view, soaring, utopia, friendly, perfect, Shangri-la, exciting, romantic, exquisite, exclusive, fine dining, scenic beauty, magnificent, spectacular, hidden, nestled, fresh, cozy, ideal, gourmet dining, private porches, hilltop, heavenly, complementary (beverages, breakfast, . . .) secluded, distinguished, historic, authentic, quaint, island paradise, dream vacation, splendor, adventure

Lesson 20: Practicing With Exaggeration

(Student answers will vary; this is one possibility of an exaggerated paragraph.)

Paradise Palms Resort

Secluded yet inviting, the Paradise Palms Resort sits nestled among a grove of leafy palm trees. Spilling onto the quaint bungalow's sunny veranda, fuchsia bouganvilleas add a touch of tropical color. Many of the resort's comfortable rooms offer a panoramic ocean view. Wildflowers bloom along the scenic trail that leads to the beach. Under bright blue skies, guests sunbathe on the deck around a sparkling pool. After swimming, visitors may stroll through the adjoining vendors' shops, sampling sweet papayas and juicy pineapples. Local natives sell handmade souvenirs. A wide selection of jeeps and bicycles allow sightseers to tour this lovely Shangri-la. Originally a sugarcane plantation, Paradise Palms, a lush island retreat, now offers enticing getaway packages for the discerning vacationer.

Lesson 20: Exaggeration Worksheet (Practice Paragraph)

(Answers may vary. Your students may come up with different answers for their ideal resort.)

The Resort's Actual Features	**The Resort's Features** (Ideal Condition)
❖ Facilities ❖	❖ Facilities ❖
chipped paint	**freshly painted**
sagging porch	**sunny veranda**
weathered	
overgrown with bougainvilleas	**fuchsia bougainvilleas**
aging canvas umbrellas	
droopy beach chairs	**deck for sunbathing**
yellowed pool	**sparkling pool**
old, dilapidated motel	**quaint bungalow, comfortable rooms**
thatched hut	**vendors' shops**
❖ Scenic Environment ❖	❖ Scenic Environment ❖
deserted highway	**secluded, inviting**
sparse grove of shaggy palm trees	**leafy palm trees**
weedy trail	**wildflowers bloom along scenic trail**
sliver of ocean	**panoramic ocean view**
sweltering tropical heat	**bright blue skies**
soaring temperatures	
long way from paradise	**lush island retreat, Shangri-la**
❖ Activities ❖	❖ Activities ❖
rusty old jeeps and bikes for rent	**wide selection for touring**
swimming in the pool	**deck for sunbathing**
hiking trail to ocean	**scenic trail**
shopping for cheap trinkets	**handmade souvenirs**
local fruit	**sweet papayas, juicy pineapples**

Lesson 21: Identifying Descriptive Narration

Our Park Picnic

1. *(red)* animated, delighted, beams with pride
2. *(blue)* yanks, searching, reeling in, rushes, settled down, talk
3. (purple) ear-splitting whistle, yell
4. *(green)* red, navy, orange
5. *(orange)* smoke, pungent aromas

Lesson 24: Identifying Elements of a Persuasive Ad

1. Who is the consumer? *Parents*.
2. What features describe this toy's safety? *Durable*.
3. What features describe this toy's educational appeal? *Appeals to kids' curiosity and love of bugs and insects, comes with compass, magnifying glass, field guide*.
4. What tells you that the child will enjoy this toy? *"Kids and nature were made for each other"; colorful; outdoor toy; real canteen, hiker's belt, flashlight, and working compass; will entertain for hours; opens the door to fascinating adventures*.
5. What need was created? *The need to satisfy kids' curiosity, the need for kids to have fun, to be entertained, to discover nature, to explore the out-of-doors*.
6. How will this toy meet that need? *Provides realistic equipment and ideas.*
7. What claims does this manufacturer make about the toy? *It's colorful, durable, magnifying glass is powerful, will entertain, will satisfy child's curiosity, will open the door to adventure*.
8. Does this ad appeal to emotion or logic? *Can appeal to both. Emotional: Parents want their child to have this wonderful adventure or experience and to feel like a little adult*. *Logical: The toy is educational, functional, and practical.*
9. What are the toy's qualities? *Colorful, durable, realistic, working.*
10. What vivid adjectives describe the toy's components? *Colorful, durable, powerful, battery-operated, real, working*.
11. Find examples of informal writing. Give an example of each below, writing the phrase or sentence:

- Use of first person: *none*
- Use of second person: *your young naturalist; your yard*
- Incomplete sentence: *Know why kids . . .*; *Because kids and nature . . .*; *And that's why . . .*
- Use of a contraction: *That's, they're, there's*
- Use of questions: *Know why kids splash . . .? What creepy crawlies live in your yard?*
- Short sentence: *Because kids and nature were made for each other.*
- Sentence beginning with *and, but, because,* or *so: Because kids and nature were made for each other; And that's why NatureFriends created . . .*

Lesson 25: Identifying Main Points and Transitions

Answers may vary. Students will use a **paragraph symbol** (¶) to mark where a new paragraph should begin. While these paragraph divisions should match the answer key, your student may have chosen different transition words or phrases or found another (or different) place to insert a transition. That's fine, as long as their choice makes sense. *See* word list "Using Transition Words to Make or Introduce Your Points." As long as students are consistent, they may circle parallel words or parallel phrases.

OPTION 1

Because gardening contributes to healthier diets, physical and mental wellbeing, and closer relationships, families and communities should garden together. ¶ **First**, eating right contributes to feeling right. Gardening encourages people to eat better by growing wholesome food. Just-picked fruits and vegetables inspire home gardeners to preserve their harvest, so by canning and freezing, everyone can enjoy tomato sauce, pickles, and luscious jams year-round. ¶ **Second,** working outdoors nourishes body, soul, and mind. Benefitting from exercise, sunlight, and fresh air, those who garden feel more energized. Instead of watching TV or playing video games, they are burning calories and strengthening muscles. Furthermore, mildly strenuous exercise, such as digging or weeding, reduces stress and improves attitudes. ¶ **Third,** because outdoor activities encourage social interaction, a common garden plot brings people together. Families, for example, build relationships as they cultivate their garden beds. In cities, gardening co-ops help neighbors turn empty lots or bare patio spaces into inviting green spaces. Most importantly, gardens encourage neighbors to get outside and interact as they work side by side, grow organic food, and share the bounty. ¶ **In summary,** everyone should

consider starting a garden project. Not only will participants enjoy vine-ripened fruits and vegetables, they will also reap the benefits of physical exercise and healthy relationships. Whether in a backyard, empty lot, or apartment courtyard, gardening makes a productive and meaningful social activity.

OPTION 2

Families and communities should garden together. Growing their own food helps people eat healthier, experience physical and mental wellbeing, and nurture relationships. ¶ **To begin with**, eating right contributes to feeling right. Gardening encourages people to eat healthfully by planting wholesome fruits and vegetables and harvesting them at the peak of freshness. Just-picked tomatoes, peppers, or berries inspire home gardeners to preserve their harvest, so by canning and freezing, everyone can enjoy tomato sauce, pickles, and luscious jams year-round. ¶ **In addition**, gardening benefits body, soul, and mind. Rather than spend time glued to an electronic device or TV, family members can dig, prune, mulch, pull weeds, and push a wheelbarrow. Invigorating and mildly strenuous, yardwork burns calories, strengthens muscles, reduces stress, and clears away mental cobwebs. Because exercise, sunlight, and fresh air are nature's energizers, these activities often feel stimulating and uplifting. ¶ **Furthermore**, gardening encourages social interaction. Whether families spend time on their rural or suburban backyard plot, or members of a gardening co-op transform a vacant lot into a thriving oasis, cultivating a vegetable patch brings together people of all ages. As neighbors and friends share tasks in their communal garden—such as planting and watering—they grow not only food, but lasting relationships. ¶ **In conclusion,** everyone should consider starting a garden project. Participants share in the bounty of vine-ripened produce, but more importantly, they reap the benefits of physical activity through a common, engaging experience.

OPTION 3

Families and communities should spend time planting and tending a vegetable garden together. ¶ **First**, growing and preserving their own food encourages people to eat more healthfully. Nutrient-dense strawberries, peppers, and other fruits and vegetables explode with flavor when picked at the peak of maturity and eaten right away. However, a glut of zucchini or peaches often inspires home gardeners to preserve their bounty. Canning and freezing, two popular methods, ensure that everyone can enjoy wholesome veggies, tomato sauce, or frozen fruit year-round. ¶ **Next**, working in the

garden benefits body, soul, and mind. Mildly strenuous, it burns calories, strengthens muscles, and relieves stress. Rather than spend time glued to an electronic device or TV, family members can head outdoors to break up ground, hoe flower beds, pull weeds, and push a wheelbarrow. Exercise, sunlight, and fresh air are nature's energizers, so activities like these contribute to physical and mental wholeness. ¶ **Finally**, gardening nurtures relationships. Whether families spend time growing food in their backyard plot, or community members transform a vacant lot into an abundant vegetable patch, cultivating a garden brings together people of all ages. A bountiful harvest is the obvious perk. But more importantly, shared tasks in a communal space—such as planting and watering—encourage social interaction and foster healthy friendships. ¶ **Clearly,** the gardening experience yields more than nutritious, vine-ripened produce: it contributes to an overall sense of wellbeing and promotes positive relationships. **Therefore,** friends, neighbors, and families alike would benefit from starting a garden project.