

# **Primary Arts of Language: Writing**

Part I Student Book

by  
Jill Pike

First Edition, January 2011  
Institute for Excellence in Writing, L.L.C.

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Also by Jill Pike:

*Phonetic Zoo Teacher's Notes*

*Primary Arts of Language: Reading Program*

*Primary Arts of Language: Writing Program*

*Student Writing Intensive Handouts (Levels A, B, and C)*

*SWI Continuation Course Handouts (Levels A, B, and C)*

*A Syllabus for Introduction to Literary Analysis*

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*Part I Student Book*

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Complete instructions for using this Student Book are contained in the *Primary Arts of Language: Writing Teacher's Manual*.

Although you will find reminder instructions on these student pages, please do not neglect the complete instructions contained in the Teacher's Manual. This is not a student workbook; it is a tool for the teacher to use while teaching a child how to print.

Also, remember that these printing lessons progress rapidly. If your child is young or is just learning to print, add additional days of practice between printing lessons. The lessons in the *Primary Arts of Language: Reading* and *Primary Arts of Language: Writing* can progress at different rates.

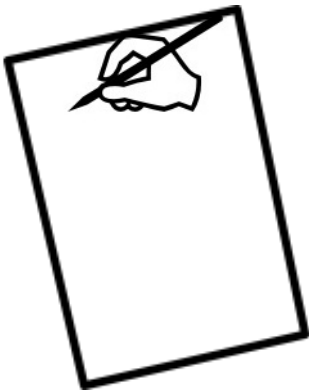
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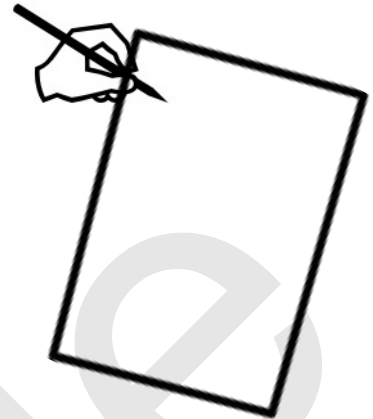
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## Printing Reminder Sign

---



Right or Left?



### Correct Grip

- not too tight
- use fingertips
- write softly

**Sit Up Straight!**



# Lesson 1

# Lowercase Letters: c, o, and a

**The Happy Letter: c**

*This letter says, "I'm a happy cookie because somebody took a bite out of me; |c|, |c|, cookie!"*

c				

**The Sad Letter: o**

*This letter says, "Aww, nobody took a bite out of me."*

o				

**The Angry Letter: a**

*This letter says, "[ä]; Don't pull my ponytail!"  
(She keeps her ponytail short, so it is harder to pull.)*

a				

## Lesson 1 Letter Story Cards



The Happy Letter



The Sad Letter



The Angry Letter

# Goldilocks and the Three Bears

Once upon a time there were three bears who lived in a little cottage in the forest. There was an enormous Papa Bear, a middle-sized Mamma Bear, and wee little Baby Bear. It was their custom to take a morning walk, so Mamma Bear poured hot porridge into their bowls to cool while they were out sharpening their claws and strengthening their muscles.

A little girl named Goldilocks was also out for a walk that morning. She had wandered farther than she should have and was becoming very tired and hungry. Seeing the little cottage deep in the forest, she wondered who lived there. She knocked, but no one answered. Overcome with curiosity, she decided to peek inside.

On the kitchen table, she saw the porridge. Since she was so very hungry from her walk, she decided to taste some from Papa Bear's big bowl. She exclaimed, "Ooh! This porridge is too hot!" She found that Mamma's porridge was too cold, but Baby Bear's porridge was just right. Before she knew it, she had gobbled it all up!



Goldilocks decided to rest before going home, so she flounced into the living room. She plopped in Papa Bear's chair and grunted, "Ugh! This chair is too big." Mamma's chair was too small, but Baby Bear's chair was just right. However, it broke shortly after she dropped into it.

She decided she really wanted to lie down, so she clumped upstairs to find a bed. She tried Papa Bear's bed, but it was too hard. She tried Mamma Bear's bed, but it was too soft. When she tried Baby Bear's bed, it felt just right, and she fell asleep.

Soon, the bears returned home. Seeing the table, Papa Bear complained, "Someone has been eating my porridge!" Mamma Bear gasped, "Someone has been eating my porridge!" and Baby Bear cried, "Someone has been eating my porridge, and ate it all up!"

They went into the living room and discovered that someone had been there too! Papa Bear grumbled, "Someone has been sitting in my chair." Mamma Bear complained, "Someone has been sitting in my chair!" And Baby Bear whimpered, "Someone has been sitting in my chair, and broke it all to bits!"

Hearing a creak above their heads, the bears decided to investigate. The bears crept up the stairs and looked around. When they came up to their beds, Papa Bear growled, "Someone has been sleeping in my bed." Mamma Bear snarled, "Someone has been sleeping in my bed," and Baby Bear snapped, "Someone has been sleeping in my bed, and she is still there!"

Just then, Goldilocks woke up. Seeing the three bears glaring at her, she screamed, leapt out of bed, and bolted down the stairs. The bears were after her in an instant, but they tripped on the stairs and landed in a heap at the bottom, giving Goldilocks time to race out the door and flee for home.

Safe at home, she decided never to go deep into the forest again, for she feared the wrath of the three bears.





(Characters and Setting)

## Who?

Who is in the story?  
[main character(s)]

## What?

What does he look like?  
What does he say/do?

## When?

When does it happen?

## Where?

Where does he live?  
Where does he go?



## Problem or Surprise

What do they need or want?  
What do they think?  
What do they say?  
What do they do?



## Solve Problem or Reveal Surprise

How is the problem solved?  
What happens after?  
What is learned?



## A Closing Clincher Sentence

## Lesson 2

## Lowercase Letters: d, g, and u

Review c, o, and a

Have your student tell the letter stories as he prints them.

d				
o				
c				

The Dog Letter: d

First, make the dog's head; then draw up for the tail.

d				

**The Draggy-Leg Letter: g**

*This letter drags his bent leg as he walks.*

g				

**The Princess Letter: u**

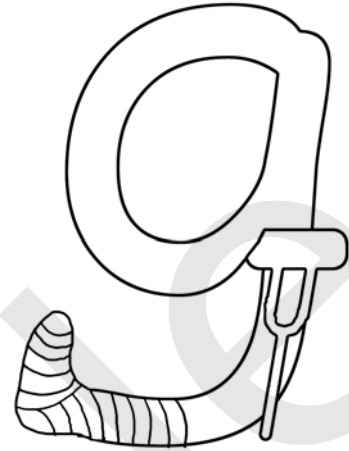
*Princess u holds up her hands and says, "/ũ/" (baby talk for "up").*

u				

## Lesson 2 Letter Story Cards



The Doggy Letter



The Draggy-leg Letter



Princess u

## Lesson 14

## Lines and Spaces: a, c, s

Explain how letters live in houses. Most letters stay on the main floor, but some are so tall that their heads stick up into the attic. Others have parts that sink into the basement.

If your student is ready (can easily print the letters in the letter blocks), practice the three letters that only live on the main floor: a, c, s. Be sure to make them fill the entire main floor; their heads should bump the top of the main floor, and they should sit on the floor and not float.

Have your student practice printing two lines of each as he is able. Circle the best one in each line.



# Lesson 15

# Capital Letters: L, M, T Lines and Spaces: a, e, i, o, u

This lesson teaches more capital letters that almost look like their lowercase counterparts. Use the blank squares to practice the other capitals (Ww, Xx, Yy, Zz, Bb, Ii, Jj, and Kk).

Five of the capital letters look similar to the lowercase versions.

The next page will continue the work with lines and spaces.

Ll			
Mm			
Tt			

## Lesson 15


## Lines and Spaces: a, e, i, o, u

Review lines and spaces. Today your student will practice the vowels, which all live on the main floor only. Practice one line of each.

Make sure your student is holding his pen correctly and not pressing too hard. If he is finding this practice on lines and spaces frustrating, go back to letter blocks for a while.

As your student practices, ask him how each letter worked out. If it is not perfect, that is fine; just try again. That is why there is a whole line to print on. When artists plan a painting, they make many sketches to practice before they make the real thing; this is just the same.

Make sure your student is making each letter bump its head on the main floor ceiling and that it is sitting on the floor and not floating.

 a e i o u

## Lesson 16

## Capital Letters: A, D, E Lines and Spaces m, n, r

*This lesson teaches the capital letters that are very different than their lowercase counterparts. Use the blank squares to practice the other capitals (Ww, Xx, Yy, Zz, Bb, Ii, Jj, Kk, Ll, Mm, and Tt).*

*The next page provides more work with lines and spaces.*

Aa			
Dd			
Ee			



Aa Bb Cc Dd Ee

Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo

Pp Qq Rr Ss Tt

Uu Vv Ww Xx

Yy Zz

0 1 2 3 4 5 6 7 8 9

## Lesson 24

## Printing: Words

Now it is time for your student to practice printing so that it will become easy. On the top line are several words for him to copy. Set a timer for fifteen minutes, and have him spend that time copying the words. He should try to finish the page, but it is more important to be neat than fast. Speed will come with time. He should be sure to read and say the words as he copies them. He should also mark the vowels and helpers as described in the Teacher's Manual as he goes.



can can can



run run run



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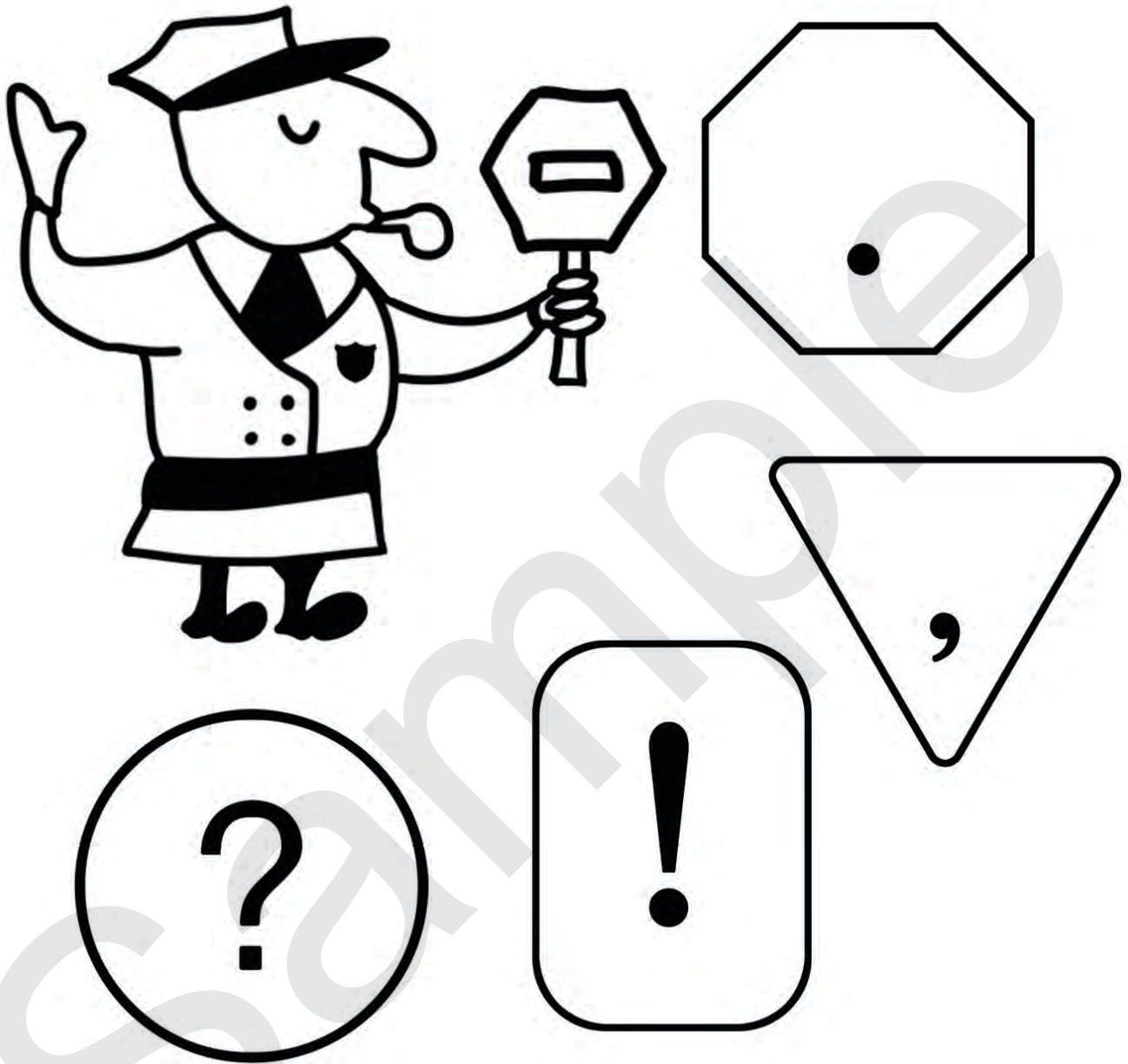
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# Punctuation Signs

---



(Characters and Setting)

## Who?

Who is in the story?  
[main character(s)]

## What?

What does he look like?  
What does he say/do?

## When?

When does it happen?

## Where?

Where does he live?  
Where does he go?



## Problem or Surprise

- What do they need or want?
- What do they think?
- What do they say?
- What do they do?



## Solve Problem or Reveal Surprise

- How is the problem solved?
- What happens after?
- What is learned?



## A Closing Clincher Sentence

# Lesson 1

# Copy Work

Help your student mark the sentence as described in the Teacher's Manual. He can then copy each sentence on the provided lines or on a separate piece of paper.

 Look at Sam.



 Sam likes to jump.





Draw a person.

Write 3–4 names or positions, e.g., Tom, Fluffy, Mrs. Smith, father, dentist.

---

# Person

---

Draw the outline of your state or country.

Write 3–4 places, e.g., Texas, England, town, street.

# Place

---

Draw any thing (box, chair, toy).

Write 3–4 things, e.g., table, rock, carrot.

# Thing

---

Write in pronouns as you think of them. There are many: I, you, he, she, it, we, they, me, him, her, it, us, them.

# Pronouns

---

# Who/Which Project

(Introduced in Lesson 9)

Help your student to choose nouns to go with each letter of the alphabet, and compose a who or a which clause to go with it. Use who for people and which for things.

**A** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

**B** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

**C** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

**D** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

**E** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

**F** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

**G** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

**H** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

**I** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

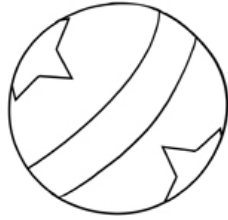
**J** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

**K** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

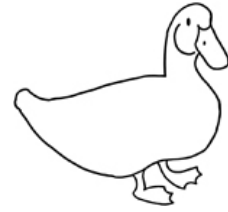
**L** is for \_\_\_\_\_ (who/which) \_\_\_\_\_

As your student copies these sentences onto a separate sheet of paper, he should fill in the missing letter. He does not need to print it on this sheet.

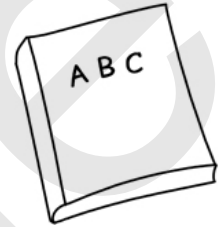
b



d



1. This is a \_\_ook.



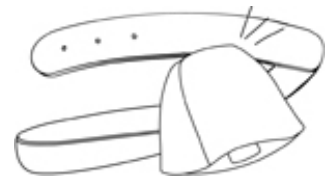
2. This is a \_\_oor.



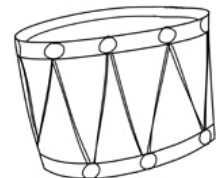
3. This is a \_\_alloon.



4. This is a \_\_ell.



5. This is a \_\_rum.



6. This is a \_\_ird.





sadly  
mournfully  
hopelessly  
miserably  
sorrowfully



happily  
cheerfully  
gleefully  
willingly  
brightly  
playfully  
pleasantly  
beautifully



angrily  
grumpily  
harshly  
stubbornly  
violently  
ferociously



slowly  
slyly  
softly  
gently  
tenderly  
thoroughly



quickly  
briskly  
immediately  
boldly  
speedily  
greedily  
impulsively  
instantly

**etc.**

suddenly  
fortunately  
immediately  
surprisingly  
naturally  
usually  
rarely  
commonly

As your student copies these sentences onto a separate sheet of paper, he should fill in the missing word using the word bank. He does not need to print the words on this sheet.

Word Bank

hand arm leg neck head foot

1. This is my \_\_\_\_\_.

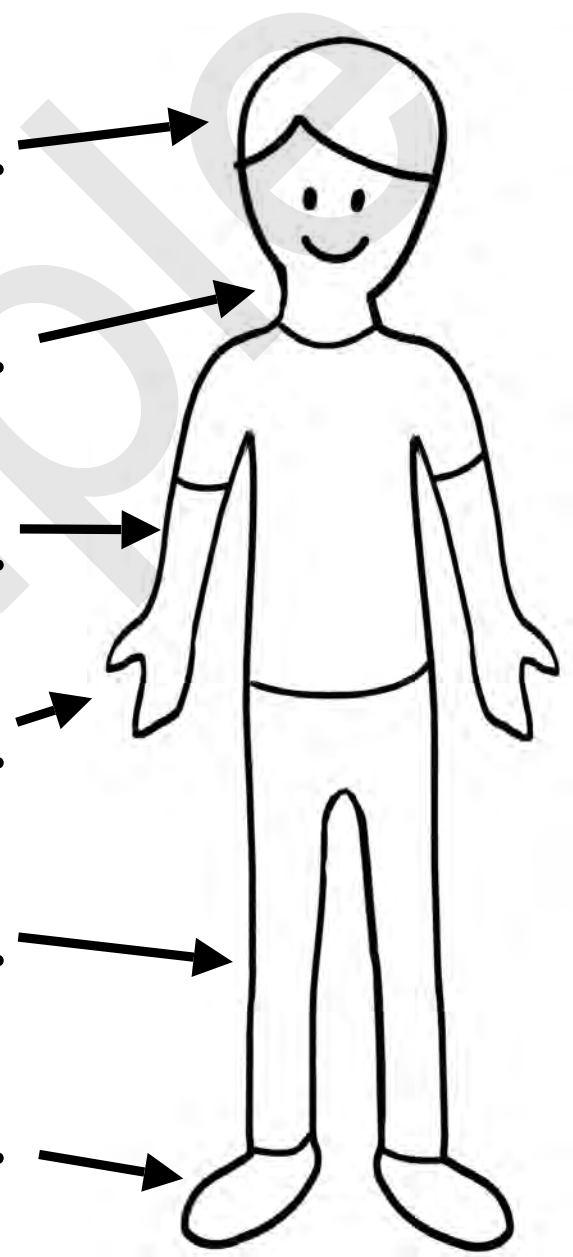
2. This is my \_\_\_\_\_.

3. This is my \_\_\_\_\_.

4. This is my \_\_\_\_\_.

5. This is my \_\_\_\_\_.

6. This is my \_\_\_\_\_.



Have your student change the first letter in the word to make new words. He may print the new letters on this sheet, and then copy the new words onto another piece of paper. He may illustrate his new words if desired.



1. log      \_ og      \_ og

---



2. mop      \_ op      \_ op

---



3. tub      \_ ub      \_ ub

---



4. bug      \_ ug      \_ ug

---

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Once upon a time there were three bears who lived in a little cottage in the forest. There was an enormous Papa Bear, a middle-sized Mamma Bear, and wee little Baby Bear. It was their custom to take a morning walk, so Mamma Bear poured hot porridge into their bowls to cool while they were out sharpening their claws and strengthening their muscles.

A little girl named Goldilocks was also out for a walk that morning. She had wandered farther than she should have and was becoming very tired and hungry. Seeing the little cottage deep in the forest, she wondered who lived there. She knocked, but no one answered. Overcome with curiosity, she decided to peek inside.

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Goldilocks decided to rest before going home, so she flounced into the living room. She plopped in Papa Bear's chair and grunted, "Ugh! This chair is too big." Mamma's chair was too small, but Baby Bear's chair was just right. However, it broke shortly after she dropped into it.

She decided she really wanted to lie down, so she clumped upstairs to find a bed. She tried Papa Bear's bed, but it was too hard. She tried Mamma Bear's bed, but it was too soft. When she tried Baby Bear's bed, it felt just right, and she fell asleep.

Soon, the bears returned home. Seeing the table, Papa Bear complained, "Someone has been eating my porridge!" Mamma Bear gasped, "Someone has been eating my porridge!" and Baby Bear cried, "Someone has been eating my porridge, and ate it all up!"

They went into the living room and discovered that someone had been there too! Papa Bear grumbled, "Someone has been sitting in my chair." Mamma Bear complained, "Someone has been sitting in my chair!" And Baby Bear whimpered, "Someone has been sitting in my chair, and broke it all to bits!"

Hearing a creak above their heads, the bears decided to investigate. The bears crept up the stairs and looked around. When they came up to their beds, Papa Bear growled, "Someone has been sleeping in my bed." Mamma Bear snarled, "Someone has been sleeping in my bed," and Baby Bear snapped, "Someone has been sleeping in my bed, and she is still there!"

Just then, Goldilocks woke up. Seeing the three bears glaring at her, she screamed, leaped out of bed, and bolted down the stairs. The bears were after her in an instant, but they tripped on the stairs and landed in a heap at the bottom, giving Goldilocks time to race out the door and flee for home.

Safe at home, she decided never to go deep into the forest again, for she feared the wrath of the three bears.



# Story Sequence Chart for Composition

Poster

Keep this poster for Story Writing reference. Do not write on this poster.  
The questions may be asked in any order.

## I. Characters and Setting

- Who is in the story?
- What does he look like?
- What does he say/do?
- When does it happen?
- Where does he live?
- Where does he go?



I.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

## II. Problem or Surprise

- What do they need or want?
- What do they think?
- What do they say?
- What do they do?



II.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

## III. Climax and Resolution

- How is the problem solved?
- What do they see/do/think/say?
- What happens after?
- What is learned?



III.	_____
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

## A Closing Clincher Sentence

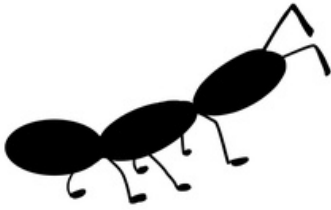
### For the Teacher: Story Writing Steps

- Step 1: Read and discuss the story.
- Step 2: Use the Story Sequence Chart to create a key-word outline on a separate piece of paper.
- Step 3: Brainstorm dress-ups, if desired.
- Step 4: Write each paragraph; use the 4-point check.

# 4-Point Check



1. Capitals
2. Spacing
3. Punctuation . ? !
4. Does it make sense?

**The Ant and the Chrysalis****Attributed to Aesop**

An Ant, nimbly running about in the sunshine in search of food, came across a Chrysalis that was very near its time of change. The Chrysalis moved its tail and thus attracted the attention of the Ant, who then saw for the first time that it was alive.

“Poor, pitiable animal!” cried the Ant disdainfully. “What a sad fate is yours! While I can run hither and thither at my pleasure and if I wish, ascend the tallest tree, you lie imprisoned here in your shell with power only to move a joint or two of your scaly tail.” The Chrysalis heard all this but did not try to make any reply.

A few days after, when the Ant passed that way again, nothing but the shell remained. Wondering what had become of its contents, he felt himself suddenly shaded and fanned by the gorgeous wings of a beautiful Butterfly. “Behold in me,” said the Butterfly, “your much-pitied friend! Boast now of your powers to run and climb as long as you can get me to listen.” So saying, the Butterfly rose in the air and borne along and aloft on the summer breeze, was soon lost to the sight of the Ant forever.



*text courtesy of [www.aesopfables.com](http://www.aesopfables.com)*

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**For the Teacher: Story Writing Steps**

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## Dairy Cows

<sup>1</sup>Some cows are raised for their milk. <sup>2</sup>One cow can give four gallons of milk a day. <sup>3</sup>The farmer milks his cows twice a day. <sup>4</sup>The milk is put into a large metal tank. <sup>5</sup>The tank keeps the milk cold. <sup>6</sup>A truck takes the milk to the dairy.



### Discuss

- Have you ever seen a cow? Where?
- How much is a gallon?
- How does a farmer “milk” a cow?
- Is the milk warm or cold when it comes out of the cow?
- Why does the milk need to stay cold?
- Does the farmer send the milk to our grocery store?
- What do they do with the milk at the dairy?

### Key-Word Outline

**On a separate piece of paper**, copy the paragraph title and number lines as shown at right.

**Choose and circle up to three key words per sentence.** Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

**Copy the key words** that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

<u>Dairy Cows</u>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____

## Oral Report

Using the outline only, have your student give an oral report on *Cows* by creating sentences from the key words. Help him read the key words as needed.

Have him look at the outline, read the key words silently, think of a sentence, look up, and say the sentence.

## Brainstorm Dress-Ups

### *who/which clause*

cows, which \_\_\_\_\_

metal tank, which \_\_\_\_\_

truck, which \_\_\_\_\_

### *“-ly” adverb*

\_\_\_\_\_ raised

\_\_\_\_\_ milk the cows

\_\_\_\_\_ takes

## Written Summary

Using the key-word outline, have your student write a paragraph on *Dairy Cows*. Help as needed.

Have your student write the title on the first line. On the next line he or she should write “by” and his or her name.

Check each sentence with the “4-Point Check.”

Create a title from words in the last sentence.

<u>Title</u> by _____  Dairy cows are
--

## Timid Sheep

<sup>1</sup>Sheep are timid animals. <sup>2</sup>They like to follow each other. <sup>3</sup>If one runs to the field, the rest will follow. <sup>4</sup>If one sheep runs into the road, they all will run into the road. <sup>5</sup>Sheep need to be watched closely.



### Discuss

- What does “timid” mean?
- Can you think of other animals that are timid? (rabbits, deer)
- Why do you think sheep are so timid?
- Why would sheep follow each other?
- Who usually watches the sheep?

### Key-Word Outline

**On a separate piece of paper**, copy the paragraph title and number the lines as shown at right.

**Choose and circle up to three key words per sentence.** Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

**Copy the key words** that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

<u>Timid Sheep</u>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____



## Oral Report

Using the outline only, have your student give an oral report on *Timid Sheep* by creating sentences from the key words. Help him or her read the key words as needed.

Have your student look at the outline, read the key words silently, think of a sentence, look up, and say the sentence.

## Brainstorm Dress-Ups

***who/which clause***

***“-ly” adverb***

***quality adjectives***

## Written Summary

Using the key-word outline, have your student write a paragraph on *Timid Sheep*. Help as needed.

Have your student write the title on the first line. On the next line he or she should write “by” and his or her name.

Check each sentence with the “4-Point Check.”

Create a title from words in the last sentence.

<p><u>Title</u> by _____ Sheep are timid</p>
--



# Creative Writing

1.	_____
1.	_____
2.	_____
3.	_____
4.	_____
Clincher	_____

Who?

What?

Where?

When?

Why?

How?

Best?

Worst?

Problems?

Solutions?

Senses?



## Clincher:

Repeat or reflect key words from the first sentence.

Month 20, 2010

Dear \_\_\_\_\_ ,

My topic sentence. Details.

Details. Details. Details.

Details. Clincher.

Love,

\_\_\_\_\_

# Letters

My Name  
My Street  
My City, State Zip Code



To: Their Name  
Their Street  
Their City, State Zip Code