

***ALL THINGS
FUN &
FASCINATING***

Writing Lessons in Structure & Style

by
Lori Verstegen

TEACHER'S MANUAL

Second Edition, January 2012
Institute for Excellence in Writing, L.L.C.

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All Things Fun and Fascinating

Writing Lessons in Structure and Style

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ALL THINGS FUN & FASCINATING
TEACHER SUPPLEMENT

All the suggestions in this supplement are optional. They are here to help you teach and enrich the lessons in *All Things Fun and Fascinating*. There are seven sections:

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***Vocabulary Words:** *These are highly recommended. They are great words chosen to fit easily into many of the assignments, so students will have plenty of opportunity to practice using them. This is the best way to insure that such vocabulary becomes part of the natural writing vocabulary of a student. Puzzles, games, and quizzes are also provided to help students review the words. **The words should be copied from pages 31–37 of this e-book and given to students during Lesson 2.** Instructions for using them are on page 31 and throughout the teacher tips.*

****Reward Tickets:** *I give my students points (in the form of tickets) for things such as using extra vocabulary words, winning games, scoring 100%, or whatever I determine is worth “points” for a particular assignment. The points are given in tickets (p. 63). Twice a year we have an auction using the tickets the students have earned. Parents each supply 1–3 things (new or used) to auction for this. My students LOVE to see tickets attached to their work and will do just about anything to earn them. They are a great motivator!*

SCHEDULING FOR THE YEAR

The lessons in *All Things Fun & Fascinating* are designed to be taught weekly. Longer lessons are broken into sections so that students may complete them at their own pace. Younger students may need an entire week for each section, whereas older students may be able to do all the sections in a week.

In a Daily Class

If you have class every day, be flexible and work at a pace that is comfortable for your student(s). You have the advantage of being able to break up lessons into daily parts.

Here is a suggested week's schedule for Lessons in Units II–VI:

- Day 1: Outline together. Tell back info from outline.
- Day 2: Tell back info from outline again. Brainstorm elements of style.
Begin the rough draft.
- Day 3 Review Day 2. Finish rough draft. Have Mom or teacher proofread.
- Days 4–5: Write a final draft. (Make corrections and add a picture.)

In a Weekly Class Setting

If you are teaching a class that meets only weekly for instruction, the schedule on the following pages will allow time for you to proofread rough drafts before assigning final drafts. I find that students learn much from correcting and polishing their first drafts. I do not grade rough drafts, but proofread them and use the proofreading marks on page 9 of this supplement to mark errors. You should copy this page for each student. It is good to help students develop a habit of writing, proofing, editing, and polishing their work.

***NOTE:** A more detailed schedule (the one I use and give to parents) is part of the parent packet that begins on page 64. It may differ slightly from the schedule on the next page.*

SCHEDULE FOR CLASSES THAT MEET ONCE A WEEK

(For a more detailed schedule, see pages 67–71.)

RD= Rough Draft; **FD**= Final Draft

Week	Lesson	Teach lesson in class; assign writing for home.
1	1	Floating Rocks and More <i>(Note: If winter break will fall on week 14, consider combining Lessons 1 & 2, letting students choose 4 of the 6 sources.)</i>
2	2	A Giant Leap and More
3	3	Listen to Oral Reports assigned w/ Ls 2 Belling the Cat RD <i>(Do not teach 3B yet.)</i>
4	4	The Crow and the Peacocks RD <i>(Do not teach 4B yet.)</i>
5	3B	Proofreading Marks from Tips for Lesson 3B Read “Belling” rough drafts (see p. 2 above) / Discuss morals Assign Belling the Cat FD
6	4B	Read “Crow and Peacocks” rough drafts/ Discuss morals Assign The Crow and the Peacocks FD Study for Vocab Quiz 1
7	5	Ants and Grasshoppers RD <i>(Save moral and alliteration for next week)</i> Vocab Quiz 1
8	5	Let students read rough drafts. Offer suggestions as necessary. Teach alliteration (p. 41) / Discuss morals and titles Assign Ants and Grasshopper FD
9	6A	Damocles and the King, Sec I RD
10	6B	Damocles and the King, Sec. II RD
11	6C	Damocles and the King, Sec. III RD
12	7	The Little Dutch Boy RD Study for Vocab Quiz 2
13	6	In class, share favorite elements of RD of Damocles Vocab Quiz 2 Assign all three sections of Damocles and the King FD
14	⁷ Holiday Poetry	Holiday Poetry, pp. 75–78 Assign The Little Dutch Boy FD
15	9 (opt)	Read holiday poems or The Little Dutch Boy Play a Vocabulary Review Game <i>(Lesson 9 homework optional over WINTER BREAK)</i>
16	8, 8A	Pecos Bill, Sec I RD
17	8B	Pecos Bill, Sec II RD
18	8C	Pecos Bill, Sec III, plus Assign Entire Story FD

19	10	Busy Beavers RD	
20	11	A Bird with a Tasty Nest RD	Study for Vocab Quiz 3
21	12	Honeybees RD	Vocab Quiz 3
22	13	Army Ants FD (<i>Ask parent to proofread RD</i>)	
23	14	Amazing Animal Homes FD	Study for Vocab Quiz 4
24	15	The Kite Ride RD	Vocab Quiz 4
25	16	The Fishing Trip RD	
26	15	In class, begin group writing from pictures (Let students draw pictures.) At home, The Kite Ride FD <i>*See note below</i>	
27	16	In class, finish the group writing from pictures At home, The Fishing Trip FD	
28	17	Benjamin Franklin RD	
29	18	Louis Braille RD	
30	19	Thomas Edison RD	Study for Vocab Quiz 5
31	20	Men Who Changed the World FD	Vocab Quiz 5
32	21	My Favorite Activity	
33	22	A Special Person	Study for final quiz
34	23	A Special Day	Final Vocabulary Quiz
35	24	Review Games	

***Weeks 26–27:** After discussing errors from the rough drafts of the stories written from the pictures in the book, assign the final drafts for homework. Then, in class instruct students to draw a simple picture. Divide the class into groups of 2–4 students. Each group should choose one of the pictures to write about as a group. They will have both class periods to work on their story. Instruct them to tell what happened BEFORE the picture, DURING the picture, and AFTER the picture. They should use the questions on page 108 of their books for help. Encourage the use of dress-ups and openers. Offer tickets for vocabulary words included. If a group finishes too soon, they can always add more elements of style. Remember a creative title. Save time at the end of class on week 27 to let the groups read their stories. These stories should not be graded; they are just for fun and practice. However, you could give tickets for outstanding elements.

TIPS FOR TEACHING and ANSWERS TO REVIEW QUESTIONS

LESSON 1 FLOATING ROCKS AND MORE

In a class, outline together at least the first source text. Let students choose the three (or fewer) words for each sentence, then you write the words on the whiteboard. Encourage the use of simple symbols and abbreviations. (See Teacher Note on page 3.) Students may then write their choice of words and abbreviations on their outline. Here is a sample outline for “Floating Rocks” using symbols and abbreviations.

I. **mil.**, rocks, floating, **sol syst**

1. some, pulled, Earth
2. burn, zoom, air
3. look, ↓ stars
4. most, < grain, sand
5. few, **lg**, ground → crater
6. ☉ worry, only 1 killed
7. dog, Egypt, 1911
8. atmosphere, good, protecting

When the outline is finished, call on one student at a time to tell back the information from one of the lines in a complete sentence.

If there is class time left, allow students to outline the next source, “The Stinking Giant,” on their own. Students will complete the remaining outlines at home during the week.

(Note: Lessons 1 and 2 may be combined by allowing students to choose 4 of the 6 source texts for outlining. I do this if I need to in order to reach the holiday poetry lesson before break. Each year this depends on what day of the week I am teaching in relation to holidays like Labor Day and Thanksgiving.)

LESSON 2 “A GIANT LEAP” AND MORE

- Review**
1. Three words per sentence
 2. Unlimited symbols and abbreviations

After you have outlined the first source together, allow time for students to practice an oral report. Do this by pairing off the students. Each pair of students can practice giving an oral report to each other, choosing from any of the sources they have outlined from Lessons 1 and 2.

If you will be including vocabulary, hand out the vocabulary words form pages 31–37. Explain that this week students should make cards for the words for Lesson 2. Go over them together. They should learn these words.