

TABLE OF CONTENTS

SCOPE AND SEQUENCE	4
INTRODUCTION	6
OVERVIEW / LESSONS IN POETRY	
Lesson 1: America	9
Lesson 2: Native Americans & European Explorers	13
WRITING FROM KEY WORDS (IEW UNITS I & II)	
Lessons 3 & 5: Jamestown	19, 32
Lessons 4 & 6: <i>The Mayflower</i>	25, 37
SUMMARIZING REFERENCES (IEW UNIT IV)	
Lesson 7: Oral Report on Colonial Life	41
Lesson 8: Written Report on Colonial Life	47
Lesson 9: The French and Indian War	49
THANKSGIVING POETRY (OPTIONAL)	56
NARRATIVE STORIES (IEW UNIT III)	
Lessons 10 & 12: The Boston Tea Party	58, 71
Lessons 11 & 13: "The Shot Heard 'Round the World"	66, 74
CHRISTMAS PARTY REVIEW GAMES (OPTIONAL)	79
RESEARCH REPORTS (IEW UNIT VI)	
Lessons 14-16: The Declaration of Independence	80
Lessons 17-18: Biography of a Revolutionary War Figure (Body Paragraphs)	96
FORMAL ESSAYS / REPORTS (IEW UNIT VIII)	
Lesson 19: Biography: Introduction & Conclusion	103
Lesson 20: Biography: Anecdotal Opening / Closing	110
Lesson 21: Biography: Final Draft with Bibliography / Oral Report	112
Lesson 22: The Preamble to the Constitution (One Paragraph)	114
Lessons 23 & 24: The Constitution of the United States	119
CREATIVE WRITING FROM A PROMPT (IEW UNIT VII)	
Lesson 25: The Bill of Rights: How I Practice Freedom of Religion	126
Lesson 26: What I Think of When I See the American Flag	133
CRITIQUES (IEW UNIT IX)	
Lessons 27, 28: The Lewis and Clark Expedition	136
WRITING FROM PICTURES (IEW UNIT V)	
Lessons 29 & 31: The Oregon Trail	143, 150
POETRY	
Lesson 30: The Battle of the Alamo / The Trail of Tears	147
Lesson 32: The California Gold Rush	153
FINAL REVIEW PARTY	156
APPENDIX I: Student Samples	A-1
APPENDIX II: Adapting for Different Age / Ability Levels	A-28
APPENDIX III: Answer Keys for Vocabulary Quizzes	A-31

SCOPE AND

LESSONS	STRUCTURE	STYLE
1,2	Poetry	Quality adjectives, Alliteration Strong verbs Banned words
3,4,5,6	Units I & II Writing from Notes	Openers: #2, #3, #6 The who / which clause Titles from clinchers
7,8,9	Unit IV Summarizing Reference Material Topic Sentences /Oral Reports	One sentence introduction and conclusion for short reports
10,11,12,13	Unit III Narrative Stories	Appealing to 5 senses & emotions DEC's: 3sss. Similes & Metaphors
14,15,16	Unit VI Research Reports with Bibliographies	Dramatic Openers / Closers
17,18,19, 20, 21	Unit VI & VIII Research Reports in Formal Essay Format Oral Reports	#5 sentence opener www.asia clausal dress-up Anecdotal opening paragraphs
22,23,24	Unit VIII Review of the Formal Essay / Report	Smooth transitions #4 sentence opener
25,26	Unit VII Creative Writing from a Prompt	Review DEC's and Imagery
27,28	Unit IX Critiques	Critique Vocabulary Banning "I" and "my"
29,30,31,32	Unit V Writing from Pictures Poetry: Event Poems & Haiku	Dual verbs, -ly words, adjectives Personification

SEQUENCE

VOCABULARY	GRAMMAR	TOPIC
pillar prosperity transfixed coax	Action verbs versus State of being verbs	Native Americans European Explorers
askew, presume, flank, reverently, resolve, endeavor, appalled, frivolous, hostile, subside, perilous secluded, cunning, contemplate, gravity, persevere	Adjective clauses (Rule 7) Comma Rules 1a & b	Jamestown <i>The Mayflower</i>
fathom, imperative, impotent, placidly, diligent, squander, waver, inevitable, animosity, provoke, indignant, audacious	Frequently confused words (Rules 5 & 6)	Colonial Life The French & Indian War
warily, vehemently, destined, confront	Quotation marks in dialogue (Rule 4) Refining the who/which clause (Rule 7b)	The Boston Tea Party “The Shot Heard ‘Round the World”
compliant, obstinate, compel, deliberate, solemn, tyrant, adept, enthrall	The Ellipsis Semicolons & Colons (Rules 2 & 3)	The Declaration of Independence
incessant, zealous, trepidation, exemplary	Comma Rules 1 c,d,e,f,g The Adverb Clause (Rule 8)	Biography of a Revolutionary War Figure
prominent, privily, affirm, espouse, tedious, implement, scrutinize, potential	Transitions Avoiding Dangling & Misplaced Modifiers (Rule 9)	The Preamble The Constitution
aspire, elated, auspicious, adverse	Avoiding the Indefinite “You” (Rule 10)	Freedom of Religion The American Flag
amiable, antagonist, distraught, awestruck, trite, formidable, obscure, laden	Checking verb tenses (Critiques in present tense)	The Lewis & Clark Expedition
revel, jaunty, encounter, lure	Writing with the past perfect tense	The Oregon Trail The Battle of the Alamo The Trail of Tears The California Gold Rush

Introduction: A Note to Teachers

This course is designed to be taught in weekly class sessions that last 1 ½ hours, with students completing assignments over the remainder of the week at home. This is because the IEW method of teaching writing works exceptionally well with groups of students; however, the lesson plans may also be used successfully by parents at home with one or more children. In this case, instruction may be broken into shorter daily lessons.

All units in the IEW syllabus are covered as well as a small amount of poetry designed to practice some of the “dress-ups” and “decorations.” Vocabulary and grammar rules are also incorporated. Topics of the compositions focus on milestones in early American history. Since source texts are provided, it is not necessary to be studying American history concurrently. At the end of the year, students will have a wonderful collection of a variety of compositions that focus on milestones in our nation’s history. Appendix I contains sample final drafts.

THE GRADE LEVEL

The IEW method of writing reaches to a wide range of grade levels and abilities. Given the same source text, and even the same outline and stylistic requirements, beginning writers and more mature writers will produce very different compositions, each at their own level. For this reason, this course can be adapted for use with students from fourth grade through early high school. Beginning writers may need to spend more than the suggested week on difficult lessons and/or omit some of the grammar. Mature students may move more quickly to allow time for additional research reports and/or more creative essay writing. APPENDIX II CONTAINS SUGGESTIONS FOR ADAPTING THIS COURSE TO DIFFERENT AGE OR ABILITY LEVELS.

REQUIREMENTS / SUPPLIES

Most instruction and brainstorming is to be done once a week during class time. The actual writing is to be completed independently during the remainder of the week. For this reason, parents should be encouraged to go through the Basic IEW Seminar entitled “**Teaching Writing: Structure and Style.**” If a live seminar is not available, it may be ordered on video tape through IEW at www.writing-edu.com or 800-856-5815. While this is not mandatory, the seminar will give parents an understanding of the program that will enable them to best help their children. As with any course, parental involvement will make the year more successful.

Before the first class, I recommend that teachers send a letter to each parent that includes a list of supplies their child will need to bring to class. These include the following:

1. Payment for the Student Resource Packet for this course. These should be ordered from IEW by the teacher and distributed the first day of class.
2. A ½ inch three-ring binder with eight divider tabs (for the Resource Packet). The tabs should be labeled as follows:
VERBS; -LY; ADJ; 5 SENSES/EMO; DEC’S; TRANS; GRAMMAR; OTHER
3. A one-inch binder with five divider tabs labeled as follows:
HOMEWORK; HAND-OUTS; VOC; ROUGH/NOTES; FINALS
4. A thesaurus (may be electronic); I prefer the *Synonym Finder* by Rodale.
5. By week seven students will need the book *...if you lived in Colonial Times* by Ann McGovern (published by Scholastic Book Services) or another book describing aspects of Colonial life.

Teachers will also need a few supplies:

1. A large whiteboard and dry erase markers
2. The Student Resource Packet (available from IEW).
3. A roll of tickets (available at office supply stores). These are optional, but I have found them to be very effective in motivating students to do their best. I give them to students for several things: a particularly good stylistic technique, extra vocabulary words used, and pictures. Sometimes I have contests and give extra tickets for the best title, the best decoration, or the most vocabulary words used in an assignment. Students “cash in” their tickets during the class before Christmas break and again during the last class of the year. Instructions for doing so are included in the lesson plans.
4. Access to a copy machine for duplicating handouts not in the Resource Packet. These are grouped together at the end of each lesson. *For your convenience they are also listed on page 8.*

THE STUDENT RESOURCE PACKET

Each student should purchase the Student Resource Packet. It is to be placed in the ½ inch binder on the first day of class. It contains the following items: a chart of all the IEW Stylistic Techniques, the IEW Models of Structure, a mini-thesaurus of great verbs, adjectives, and -ly words (especially replacements for banned words), IEW decorations with practice worksheets, grammar rules with practice worksheets, lists of transition words and phrases, and other class handouts that students may want to refer to for future writing. It also contains the vocabulary cards. The resource packet is necessary for every student for the course to be taught properly.

VOCABULARY

While the students' vocabulary will naturally grow as they brainstorm quality adjectives, strong verbs, and -ly words, teaching a few great words each week and requiring some of them to be used in each composition will greatly improve students' writing. The vocabulary cards for this course are at the end of the Student Resource Packet. They should be placed in the back pouch of the student notebook until needed. Each week one sheet is to be cut out and the cards are to be placed on a metal book ring for easy reference. Since students continue to use all of the words throughout the year, the words become part of their natural writing vocabulary.

GRADING

Each assignment is worth a pre-determined number of points. Checklists are provided that itemize how many points each element is worth. To grade a composition, simply use the checklist. On the blank next to each requirement, put a check if the requirement is met, or write the number of points to be subtracted if it is not. To determine the points earned, subtract the points noted from the total possible points. To convert to a percent, divide the points earned by the points possible.

IMPORTANT: Many assignments are broken into a rough draft and a final draft. Do not grade the rough drafts, but mark on them and use the BACK of the checklist to make comments, suggestions, and corrections. On the front of the checklist you may circle missing elements in pencil so students will know what must be added. Other than this, try to reserve the front of the checklist for comments concerning the final draft only. Students attach the same checklist to the final draft. This way you can check to see that corrections were made and suggestions were followed. Checklists also help students to be sure they have met all requirements. Allow them to check things off in pencil as they work. If you use a red pen to grade, your marks won't be confused with theirs.

PAGES TO COPY

If you are teaching more than one student, you will want to copy the student pages for each lesson. These are the source texts, the homework assignments with checklists, and a few worksheets. They are grouped together at the end of each lesson. The following list should help simplify the copying process.

Lesson	Pages
1	12
2	16-18
3	22-24
4	28-31
5	33, 36
6	39-40
7	44-46
8	48
9	52-55
<i>Thanksgiving</i>	56
10	62-65
11	68, 70
12	73
13	76-78
14	83-87
15	91
16	94-95
17	97, 98
18	101, 102
19	105, 106, 109
20	111
21	113
22	115, 116, 118
23	120-122
24	125
25	130-132
26	135
27	137, 139, 140
28	none
29	145-146
30	149
31	152
32	154, 155

VOCABULARY GAMES

Vocabulary games are included in the lesson plans, but may be played more often than suggested. Instructions for each of the games may be found on the following pages:

Elimination	25
Pictionary	35
Wheel of Fortune	72
Think Fast	90
Hot Potato	100
Round Robin	142

OTHER HELPFUL PAGES

Proofreading Marks	33
Symbols for Note Taking	97

OVERVIEW / POETRY: America

LESSON 1 **QUALITY ADJECTIVES / ALLITERATION**

(After you and your students have introduced yourselves to each other, introduce your students to the IEW course.) IEW is a writing program unlike most others. In this class you will learn various ways to write with both structure and style. What do I mean by *structure*?" My dictionary defines it as "*the manner in which anything is built; the arrangements or relationships of parts, elements, or organs.*"

To understand this a little better, think of a house; it has structure. What had to happen before the actual building of it? The architect had to draw out the plans (a blueprint) for the builder to follow. Without those plans, the builder might put a sink in the middle of the living room or place stairs where the bathroom should go. We wouldn't want that, so we plan how everything will be arranged and in what order each part will be built.

Writing a paper is much the same. If we were to just begin writing without planning, our facts and details would probably not be arranged in the most logical way. Our composition would not be *structured* well and would not communicate our thoughts effectively. In our class, we will "draw plans" for everything before we write. Our "plans" will be outlines and they will follow a particular model for each type of composition. We will learn more about *structure* later.

Today we will focus more on *style*. Does anyone know what I mean by *style*? What comes to your mind when you hear that word? I think of clothes. Clothes come in a variety of styles, don't they? You would dress differently to go to a wedding or other formal occasion than you would to go out to play baseball. That's because formal events require a formal style of clothing, whereas casual events do not.

There are also different styles of language, both written and spoken. Look at the board. You see two sentences that communicate the same information in different styles.

He hit the ball.

The determined little leaguer firmly smacked the spinning baseball with all his might.

Which do you like better? (*probably the second*) Why? (*more descriptive; easier to picture*)

But, what if you were at the baseball game with your friend and the batter was your little brother who rarely hits the ball—which of the two sentences would be better for you to yell? Obviously, the first would be more appropriate. Your friend would probably think you were crazy if you jumped up and shouted. "*The determined little leaguer firmly smacked the spinning baseball with all his might!*" Why the difference?

Spoken language is more casual than most written language. Also, when you are speaking to people, they are there with you, experiencing the same scene/event as you are. You do not need to fill in the details. But when you write, you must realize that the readers are not with you and cannot "see" what is in your mind. You must help them see, hear, feel, and experience the scene you are writing about. You will be learning some techniques that will help you do this.

THE RESOURCE NOTEBOOK

Take out your ½ inch binder with eight divider tabs. We are going to fill this notebook with all kinds of resources that will help you write with structure and style. (*Pass out the Resource Packets and guide the students in placing each section in front of or behind the appropriate tab. Follow the instructions on the first page of the packet. Vocabulary cards should be placed in the back pocket.*)

STYLISTIC TECHNIQUES

Now turn to the first page—*STYLISTIC TECHNIQUES*. At the top you see a section labeled “DRESS-UPS.” We are going to fill this section in a little at a time as we learn ways to “dress-up” our writing. Can you guess what kinds of things might be called “dress-ups”? What kinds of words make writing fancier or more formal? What about descriptive words?

What kind of words do you think of when I say “descriptive words”? Most students think of adjectives. Adjectives are words that describe nouns (people, places, or things). They tell which one, what kind, and how many. An adjective could fill in the blank in this sentence: *The _____ person (or thing).* Let’s try filling in the blank by thinking of some adjectives. We’ll use “*The _____ person*” first. (*Let students fill in the blank with appropriate adjectives. Try words that are not adjectives as well; for example, “The eat person,” to show that they won’t work. Repeat with “The _____ thing.”*)

But not every adjective will make a good dress-up. We want to learn to use quality adjectives. On the first blank under DRESS-UPS on your *STYLISTICS TECHNIQUES* page, write **quality adjectives** (adj). (*While students are writing, put the sentence below on the whiteboard.*)

The land was big and pretty.

Now look at the sentence on the whiteboard. What are the adjectives?

The adjectives are *big* and *pretty*. Do you think they are quality adjectives? No, they are boring and overused words. In fact, adjectives like these are so boring that we are going to ban them from your writing. Turn to the back of your *STYLISTIC TECHNIQUES* page and find the section that says “BANNED WORDS.” In the adjective column, write the following boring adjectives: *good, bad, pretty, ugly, nice, mean, big, and a lot.* **YOU MAY NOT USE THESE WORDS WHEN YOU WRITE FOR THIS CLASS.** Try to memorize them. Your notebook has lists of better words that can be substituted for these. Where do you think you can find them? Behind the tab labeled ADJECTIVES. When you are tempted to use one of the banned adjectives, turn to these lists or a thesaurus and find a better one.

Now, who can improve the sentence on the board? (*Let several students find different substitutes for “big” and “pretty” in the sentence.*)

THE WRITING ASSIGNMENT

This year all of our writing topics will focus on early American history. I am going to ask you to save all of your final drafts so that at the end of the year you can have them bound into your own personal book of American history. For this reason, I will ask you to illustrate much of your work. I hope you will also make your final drafts as neat as possible. If you can type (or Mom is willing to help you type), you will have a great finished product. Making corrections and changes to your rough drafts is also much easier if you do your work on a computer.

This week you are going to write a poem about America. It will be the cover for your book. The model you will follow is designed to give you practice using quality adjectives. (*Hand out the HOMEWORK, page 12, and have students look at the model.*)

Notice that you need to describe various parts of our land. Let’s brainstorm together to try to think of adjectives we could use to describe each. You may use the word lists in your resource notebook and your thesaurus for ideas. (*One at a time, write each of the parts of America on the whiteboard and have the students give you adjectives to describe them. Encourage the students to think beyond just what the things will look like, but also adjectives that describe what they may sound, feel, or smell like. The “five senses” section of the resource notebook may be helpful. See SAMPLE WHITEBOARD, page 11, for help.*)

In the last section of the poem, you will have to describe the people of America. Think of the character of those who come to live here. Why do people come here? What do Americans value or love? What do

we stand or fight for? What about our forefathers? Are we all the same or of different races? *(Help the students think of adjectives and clauses that communicate the spirit of Americans. See SAMPLE WHITE-BOARD for help.)*

SAMPLE CLASS WHITE BOARD		
<u>Seashores</u>	<u>Forests</u>	<u>Mountains</u>
shimmering	pine-scented	towering
sandy	lush	purple
white	green	majestic
welcoming	immense	snow-capped
beautiful	towering	giant
sunlit	serene	rugged
shining	peaceful	rocky
roaring	massive	jagged
<u>Rivers</u>	<u>Plains</u>	<u>People</u>
sparkling	vast	courageous
raging	golden	freedom-loving
gurgling	sunlit	patriotic
winding	grain-filled	diverse
sparkling	dusty	strong
cool	fruited	determined
splashing		pleasant

ALLITERATION

Today we are going to learn one more element of style that will work well in your poems. It is alliteration. This is simply using two or more words together that begin with the same sound. On your **STYLISTIC TECHNIQUES** page there is a section entitled DECORATIONS. Write ALLITERATION (allit) on the first blank under DECORATIONS. Here are some examples:

Rapid, raging rivers

Majestic mountains

Try to use alliteration in at least one line of your poem. DO NOT OVERUSE IT. Unlike dress-ups, decorations should be used sparingly or your writing will be unnatural. *(Read the sample poem in the appendix. Note the alliteration. Then have students look at the CHECKLIST at the bottom of the HOMEWORK page. Be sure the students understand that they should use it to be sure they have included all requirements. They must also turn it in with their homework next week.)*

VOCABULARY

Vocabulary word cards are included in your student resource packets. Each week you will need to cut out the cards that correspond to our lesson. After you cut them out, punch a hole in the upper right corner (not through the words), and place them on a large metal book ring. Then learn them. Soon you will be required to use them in your compositions. We will also have a lot of fun playing some games with them. You will be quizzed periodically over them as well, and all quizzes are cumulative, so you will want to review them regularly each week. Carry your ring of cards with you everywhere you go—the car is a great place to review your words. Store them in the back pocket of one of your notebooks. *(Go over the words with the students.)*

HOMEWORK—LESSON 1

Use the model below to help you write a poem about America that is filled with *quality* adjectives. Use the adjective lists in your notebook, your class brainstorming notes, and a thesaurus for help. Follow the CHECKLIST carefully. Be sure to attach it to your poem when you are done.

This will be the cover of your book, so place your name and the school year toward the bottom of the page. Make the title very large & bold as it will be the title of your book. Illustrate your poem or copy it onto specialty paper. (*You may make some changes to the model; it is meant to be a general guide.*)

Remember to make and learn your vocabulary word cards. Cut them out, punch a hole in the right corner of each one, and attach them to a metal book ring.

America,

land of...

<u>(1 or 2 adjectives)</u>	seashores	(that, of, or with)	*
<u>(1 or 2 adj)</u>	forests	(that, of, or with)	
<u>(1 or 2 adj)</u>	mountains	(that, of, or with)	
<u>(1 or 2 adj)</u>	rivers	(that, of, or with)	
<u>(1 or 2 adj)</u>	plains	(that, of, or with)	

(Older students may add others, such as cities, towns, farms, churches, historical landmarks, ...)

America, land of

(1 or 2 adj) people who _____

(1 or 2 adj) people who _____

"The free and the brave."

***"God Bless America,
My Home Sweet Home."***

*That, of, or with phrases are optional. To include them, choose one of the three words and follow it with a phrase to complete a thought,

CHECKLIST

Title of poem ("America") is large and bold	_____ (5 pts)
Name & school year follows poem	_____ (2 pts)
At least 10 quality adjectives (<i>Underline on rough draft</i>)	_____ (10 pts)
Alliteration (<i>Underline on rough draft</i>)	_____ (3 pts)
Picture / Neatness	_____ (10 pts)
NO BANNED WORDS	_____ (-1 each)

TOTAL: _____ (30 possible)

POETRY: Native Americans and European Explorers

LESSON 2 STRONG VERBS & -LY WORDS

Let students who would like to share their America poem do so, then collect them all to grade. As you grade them this week, make encouraging comments and corrections on the rough drafts, so that the final drafts will be unmarked.

REVIEW GAME: “HANGMAN”

Before class, write the following on the whiteboard. Blanks represent letters of each of the banned adjectives: **good, bad, pretty, ugly, nice, mean, big, a lot.**

— — — — —	— — — — —	— — — — —	— — — — —	— — — — —
— — — — —	— — — — —	— — — — —	— — — — —	— — — — —

During the year, you will be able to earn tickets for various things. The tickets will be used at Christmas time and at the end of the year in an auction for prizes. Today I have a puzzle on the board that is worth five tickets for the student who can solve it. The blanks represent letters. (*Students take turns guessing letters, one letter per turn. If the letter is in the phrase, you fill it in on the correct blank. If not, write the letter below the blanks so no one else guesses it. Any time a student thinks he knows the entire puzzle, he may raise his hand and attempt to solve it. It does not have to be his turn. If correct, he wins the five tickets if he can identify the words as the banned words.*)

MORE DRESS-UPS: STRONG VERBS & -LY WORDS

Last week we learned one way to “dress-up” our writing. What was it? *Quality* adjectives. Remember, not just any adjectives, but *quality* adjectives. Do you remember the adjectives we banned because they are not quality? (*good, bad, pretty, ugly, nice, mean, big, a lot*)

Today we will learn two more dress-ups. Turn to the *STYLISTIC TECHNIQUES* page in the front of your notebook. On the next line add *strong* verb (v). Notice that I said **STRONG** verb, not just any verb. Just like there are boring and overused adjectives, many verbs are boring and overused. The best verbs show action. Look at this sentence on the whiteboard:

The boy came into class

What is the verb? *Came*. Can you picture *came*? Not really. It communicates very little. But what if I wrote,

The boy dashed into class.

Can you picture that better? What does it communicate?

Turn to the back of the *STYLISTIC TECHNIQUES* page. We are going to ban some more words. Under the verb column, write GO (WENT), COME (CAME), SAY (SAID), GET (GOT), SEE (SAW). You may not use these words in the writing you do for this class. But there are lists of words you may use in place of them in your resource notebook. Where do you suppose you will find them? Behind the “**VERB**” tab.

Now use the GO (WENT) / COME (CAME) list to help you find a better word to use in our sentence. What words could you use if the boy was excited about coming to class? Dreading coming? Late for class? Trying to sneak in? Always choose verbs that best communicate what you want your reader to picture. (*Write several on the whiteboard above “came.”*)

-LY WORDS

You can make your verbs even more interesting by using words that describe them. Who knows what words describe verbs? *Adverbs*. Many adverbs end in -ly. In this program we are going to simply call them -ly words. There are lists of many good -ly words that you may be able to add to your writing in your notebook behind the “-LY” tab.

Try to add an -ly word to a sentence on the board. Be sure it matches the verb. You would not want to say something like *He charged slowly into class* or *He cheerfully trudged into class*.

ACTION VERBS

In addition to the banned verbs, there is another kind of verb we want to try to avoid. What are the verbs in this poem?

THE IRISH DANCER

*Her hair is red and curly.
Her eyes are blue.
Her arms are still at her sides.
Her feet are quick.*

“Is” and “are” are verbs, but they do not show any action. They are called state of being verbs. All forms of *to be* are state of being verbs (*is, am, are, was, were, be, being, been*). Too many of these make writing boring. Action verbs are much more interesting. Let’s try to rewrite the poem with action verbs. What could her hair, eyes, arms, and feet be doing? (*Let students give suggestions for each.*) Now look at this version of the above poem:

THE IRISH DANCER

*Her red curls bounce as she dances.
Her blue eyes twinkle as they spot the judges.
Her rigid arms flank her sides in true Irish form.
Her agile feet fly quickly across the dance floor.*

What are the verbs in this poem? Did they make this version more interesting than the first?

THE WRITING ASSIGNMENT

This week we will be writing two poems—one about Native Americans and the other about the European explorers. In both, you will be required to use strong verbs. (*Hand out page 16 – “STRONG VERBS ARE ACTION VERBS.” Work through it together. Write ideas on the whiteboard and encourage everyone to write them down. See the SAMPLE CLASS WHITEBOARD for help. Then hand out the HOMEWORK page and CHECKLISTS, pages 17 and 18. Demonstrate how to plug some of the ideas on the whiteboard into the model on the HOMEWORK page. When you are finished, you may want to read the sample poems from the appendix. Finally, read over the CHECKLISTS together and remind students to make and learn the new vocabulary words. If time permits, read over them. How might they fit into our poems?*)

SAMPLE CLASS WHITEBOARD

Native Americans

Explorers

Hair/Helmet

hangs and covers shoulders
blows in the breeze
frames brown face
glistens in sun

hides under helmet
whips in the wind
frames white face
helmets reflect sun
shine in sun

Eyes (see/saw)

wonder gape
peer scan
*transfix behold
question watch

search investigate
espy reveal weariness
scout fix on land
behold gaze

Mouths/ Voices (say/said)

remain silent hold breath
murmur question
tremble in/with fear
gasp gape

shout with joy chorus
claim / kiss the land
tremble with excitement
exclaim bellow

Arms/ Hands

clutch bows, knives
shade their eyes
grasp

place country's flag
carry _____
raise, wave in excitement
embrace one another

Bodies

crouch
tremble
creep silently

collapse
kneel reverently in thanks

Legs/ feet (go / went)

tip toe
maneuver
keep still, quiet
flock
plow

trudge give out
tremble shake
rush scramble
stagger buckle
charge wade

STRONG VERBS ARE ACTION VERBS

Picture Native Americans on the shores of America watching the ships of the European explorers coming or watching the explorers stepping onto their land. Picture the explorers either on their ships or landing on the New World. In your poems this week you will describe each WITHOUT USING "IS" OR "ARE" AS A MAIN VERB. For example, you will not be able to write, "Their hair is black." You must think of an ACTION verb that could describe what their hair is **doing**. Note the examples for each:

Their black hair hangs in braids down their shoulders.

Their hair whips in the wind as the ship sails on.

To help with your homework, list as many strong verbs as you can think of for each of the following (what could they DO?):

Native Americans

Explorers

Hair

(or helmet
or headdress)

Eyes

(check see/saw list
behind verb tab)

Mouth (or voice)

(check say/said list
behind verb tab)

Arms

(or hands)

Body

Legs (or feet)

(check go/went and move
lists behind verb tab)

HOMEWORK—LESSON 2

*Cut out the new vocabulary cards and learn them. Review the old ones.

*Following the model below, write two poems—one describing Native Americans watching the explorers coming to their land and the other describing the explorers. Fill in the blanks with an action verb and a phrase to continue the thought. For help, use your class notes and the verb section of your handbook. Add a picture to each. You will only turn in final drafts (with checklists attached).

Title (Native Americans or _____ Explorers)

Their hair (or head or helmet) _____
Their eyes _____
Their mouths (or voices) _____
Their arms (or hands) _____
Their bodies _____
Their legs (or feet) _____
They rarely (or frequently/never/always) _____
They remember _____ (remember can be your strong verb)
They dream (or hope, or wonder) _____ (your choice can be s. verb)

They are Native Americans (or Spanish or English Explorers)

You may omit up to three lines if you don't like them. You may also add as many lines as you would like (ie: faces, hearts, ships). You may change the order. It is your poem; the model is just a guide to get you started. The requirements are listed on the CHECKLISTS. Follow them carefully.

Here is a sample poem describing a hockey player:

THE HOCKEY PLAYER

His hair sticks to his head, drenched in sweat beneath his helmet.
His body poises at the red line, ready for action.
His eyes quickly scan the court for an open teammate.
His skillful hands carefully maneuver the puck.
His heart fills with determination.
He will never give up.
He remembers the exhilarating thrill of victory.
He dreams of gliding around the rink clutching the Stanley Cup.
HE IS A HOCKEY PLAYER

Name: _____

CHECKLIST—NATIVE AMERICAN POEM

Checklist attached	_____ (2)
Action verb in every line (except last)	_____ (10)
Two -ly words	_____ (4)
Two adjectives	_____ (4)
Neatness / Picture	_____ (5)
No Banned words	_____ (-1 each)
Vocab words (extra credit)	_____
Alliteration (extra credit)	_____
TOTAL: _____	
(25 possible)	

CHECKLIST—EXPLORER POEM

Checklist attached	_____ (2)
Action verb in every line (except last)	_____ (10)
Two -ly words	_____ (4)
Two adjectives	_____ (4)
Neatness / Picture	_____ (5)
No Banned words	_____ (-1 each)
Vocab words (extra credit)	_____
Alliteration (extra credit)	_____
TOTAL: _____	
(25 possible)	

WRITING FROM KEY WORD OUTLINES: Jamestown

LESSON 3

STYLISTIC TECHNIQUES: SENTENCE OPENERS #3 & #6

(Note: In a home school setting, or if you meet daily rather than weekly, see suggested schedule for this lesson in Appendix II.)

Return the “America” poem. Instruct students to place only the final draft behind the “FINAL DRAFT” tab of their larger notebook. Place the rough draft and checklist behind the ROUGH / NOTES tab. Take up the Native American and Explorer poems. Tell the students you will read some when you return them next week. As you grade them, attach a ticket for each vocabulary word or alliteration or anything else outstanding, such as a picture.

KEY WORD OUTLINES

Today we are going to leave poetry and begin to work on writing paragraphs based on a given source text. Our source text today is about the first permanent English settlement in the New World—Jamestown. *(Pass out the source text on page 22. Use the Level A paragraph for the class demonstration. If you have advanced students, they should try the “Level B” at home, following the same procedures.)*

I call this a “source” text because it is going to be the source of the information for the paragraph you will write. We are going to take the information from the paragraph in a special way. But first we are going to read it straight through so we will have a clear understanding of our subject. *(Read it aloud)*

Now take out a sheet of paper. On the top line write the title of the source text; on the next line write a Roman numeral I. In our class Roman numerals will signify paragraphs. We are going to read this paragraph again, but this time we are going to write down three words—and three words only—from each sentence. We are going to choose words that will help us remember the meaning of the sentence. We can also use abbreviations and numbers without counting them as one of our words, but be careful to use only abbreviations you will understand. The point is to write as little as possible while still remembering the ideas.

(As a group, choose three key words from each sentence. You write them on the whiteboard and instruct the students to write them on their papers in the same way. Refer to Units I & II of the IEW syllabus if you are unsure about how to do this. See SAMPLE CLASS WHITEBOARD, page 21.)

When you have finished, don’t forget to go back and be sure everyone understands the notes. Do this by asking one child at a time to look at one line of notes and make a complete sentence out of it. Help them as needed.)

You are going to use this outline to help you write your own paragraph about Jamestown this week. ***(Demonstrate the first few sentences on the whiteboard until you are sure everyone understands. See SAMPLE CLASS WHITEBOARD, page 21.)***

DRESS-UPS

When you write your paragraph, I am going to ask you to “dress it up” a bit. What do you think I mean by this? I would like you to include at least one of each of our dress-ups. Who remembers what these are? *(quality adj, strong verbs, -ly words).*

To find a good place for an adjective, find a noun. Every sentence has at least one noun. For example, in the first sentence (and repeated later) is “Englishmen.” Who can think of adjectives that might describe

them? (Write some on the whiteboard and have students copy them down. See SAMPLE CLASS WHITEBOARD, page 21, for ideas.)

Now let's find a few boring verbs and brainstorm for better replacements. Try to match -ly words to each. (Again, see SAMPLE WHITEBOARD.)

When you write your report, I would like you to underline **one** of each kind of dress-up in each paragraph and indicate each in the right margin by writing *v-*, *adj*, or *-ly*. (Demonstrate on the whiteboard—see SAMPLE for help.)

VOCABULARY

Some of your vocabulary words can be used as dress-ups. Look through your cards. Do you see any verbs or adjectives we could work into this report? What about the new cards for this week? Read through them; most will fit (see SAMPLE WHITEBOARD). When you write your report, use as many vocabulary words as you like, and write *VOC* in the right margin across from each. (Demonstrate.)

SENTENCE OPENERS

Write the following on the whiteboard and ask students to tell you the difference between the two versions:

*John Smith was the leader of Jamestown. He was captured by Indians.
He was going to be killed. A young Indian princess saved him.*

*John Smith was the leader of Jamestown. Unfortunately, one day he was
captured by Indians. As he was going to be killed, a young Indian princess saved him.*

In the first version, all of the sentences are structured the same—they all begin with the subject. This is boring. We can add variety to our paragraphs by beginning some sentences with something other than the subject. The second version on the board began one sentence with “unfortunately, one day” and another with “as he was going to be killed.” Did these additions improve the paragraph?

Today we are going to learn two simple sentence openers. Turn to your *STYLISTIC TECHNIQUES* page in your resource notebook. Under “OPENERS” notice that there are six numbers. This is because we are going to identify openers by giving them different numbers. Next to #3, write “-ly.” What do you suppose a #3 sentence will begin with? An -ly word. You already have been using these words, now you simply must place one AT THE BEGINNING OF A SENTENCE. You will still need one in the middle of a sentence, too. So now how many -ly words will you have in your paragraph? (2) Let's practice. Here is a sentence that might be in your paragraph:

John Smith made a rule: “He who will not work shall not eat.”

Can anyone think of an -ly word we could put IN FRONT of this sentence? You may use your -ly lists in the resource notebook for help. (Write student ideas on board.)

(Now try a sentence from your whiteboard model. Show the students how to write a “3” in the left margin of their paragraph next to a sentence that begins with an -ly word. Do not underline. See p. 21.)

The other simple sentence is a #6. It is a very short sentence (five words or less). By #6 under the list of openers write “vss.” In your paragraph, I would like you to have at least one sentence that is no more than five words. Place a “6” in the left margin by this sentence. That should be easy enough. (Hand out the appropriate HOMEWORK page--Level A, page 23 or Level B, page 24). Note that there will be a vocabulary quiz next week, and go over the CHECKLIST carefully.)

SAMPLE CLASS WHITEBOARD

Key Word Outline:

- I. 1607, Englishmen, New World
1. Virginia, "Jamestown," King
 2. struggled, b/c farm, work
 3. Eng gentlemen, only, riches
 4. not survive, w/o Capt. John Smith
 5. peace, trade, w/ Indians
 6. rule: work = food
 7. gold, successful, colony
 8. still, city, VA, today
 9. famous, 1st perm Eng. settlement

= not or no
w/ = with

b/c = because
w/o = without

Model first few lines:

In 1607 greedy Englishmen adj
came to the New World. They v
named their settlement
6 Jamestown after their King. It
3 was in Virginia. (Unfortunately)*
they struggled to survive because
most of them did not know how to
farm. They constantly complained ly
about working. The English gentle-
men only thought about riches (and
prosperity).* VOC

*Insert underlined words after discussing dress-ups.
Insert (words)* after you discuss openers &/or vocab.*

ADJ

Englishmen

spoiled
refined
snobby
sophisticated
cultured
high-minded
greedy
hopeful
determined

VERBS

Came

sailed
journeyed
traveled
arrived

Made (a rule)

announced
devised
worked out
created
drafted
contrived
formulated

-LY

anxiously
bravely
greedily
eventually

quickly
wisely
cleverly
deliberately
insightfully
cunningly

Vocabulary Ideas

prosperous settlement
frivolous gentlemen
the appalled leader
a pillar in Jamestown

presumed there would be riches
coax the gentlemen to work
transfixed by the harshness of the land
resolved to make them work
endeavored to make Jamestown succeed

LEVEL A: THE FIRST PERMANENT ENGLISH SETTLEMENT

In 1607 a group of Englishmen sailed to the New World. They landed in Virginia and named their settlement Jamestown, after England's King James. The settlers in Jamestown struggled for survival because they did not know how to farm, and they were not interested at all in working. Most of them were English gentlemen and only wanted to search for riches. The settlement would not have survived without Captain John Smith, their leader. Captain Smith knew how to keep peace with the Indians and trade with them for food. He also made a very wise rule: *"He who will not work shall not eat!"* Even though the men never found gold, they built a successful colony. Jamestown is still a city in Virginia today. It is famous for being the first permanent English settlement in the New World.

LEVEL B: THE FIRST PERMANENT ENGLISH SETTLEMENT

In 1607 a group of 105 Englishmen, mostly merchants, sailed to the New World and landed in what is now Virginia. They named their settlement Jamestown, after England's King James. The men had come to find gold, silver, and copper that would make them rich, but they found a harsh wilderness instead. Within a few months of their landing, about half of them had died. There was little to eat, and the few sea rations that remained were full of worms. Few of these men knew how to farm, and they were not interested at all in working. Most of them were English gentlemen. They did not want to help with growing food or building shelter. They wanted to spend all their time looking for gold. To make matters worse, the land was swampy, the drinking water bad, and the climate extreme. This New World was not the land of riches they had expected.

Jamestown would not have survived if it had not been for the leadership of a red-bearded man named Captain John Smith. Captain Smith knew how to keep peace with the Indians and trade with them for food. As head of the colony, he also made a very wise rule: *"He who will not work shall not eat!"* And he made sure it was enforced. Once that rule was in effect, things went more smoothly for Jamestown. While the men never found gold, they did grow tobacco, which they discovered was just as valuable. They sold it to England by the ton, even though King James said smoking was "a custom loathsome to the eye, hateful to the nose, harmful to the brain, dangerous to the lungs." Eventually two hundred more English colonists—men, women, and children—arrived in Jamestown to live. Thanks to John Smith, their colony survived and Jamestown is still a city in Virginia today. It is famous for being the first permanent English settlement in America.

HOMework—LESSON 3 (LEVEL A)

Cut out and learn new VOCAB words. VOCAB QUIZ NEXT WEEK!

Use the key word outline we did in class to help you write a paragraph about Jamestown. You may add information from your own knowledge or reading if you would like. This week you will only do a rough draft, so please DOUBLE SPACE. The rough draft may have cross-outs and such, but it should be readable. Mark all required elements of style as indicated. **Do not make a title yet.** (Note: The blanks will be used to add a new dress-up and opener before the final draft. Ignore them for the rough draft.)

CHECKLIST

Checklist attached; Name in upper R corner _____ (3)

DRESS-UPS (*underline & indicate in R margin*):

1 strong verb _____ (2)

1 quality adj _____ (2)

1 -ly word _____ (2)

_____ (2)

SENTENCE OPENERS (*number in L margin*):

#3 (-ly) _____ (2)

#6 (vss) _____ (2)

_____ (2)

TWO VOCAB WORDS (*VOC in Rt margin*) _____ (2)

TITLE FROM CLINCHER _____ (5)

No banned words (-1 each) _____ (1)

DEC (extra credit) _____

TOTAL _____
(Possible 25)

HOMework—LESSON 3 (LEVEL B)

Cut out and learn new vocabulary words. VOCAB QUIZ NEXT WEEK!

Make a key word outline of the two paragraphs about Jamestown. Do it the same way as we did the one in class—three key words per sentence. Then use your outline to write a ROUGH DRAFT of your own version of the first permanent English settlement. You may add information from your own knowledge or reading if you would like. **Follow the checklist** and mark requirements on your rough draft. DO NOT MAKE A TITLE. PLEASE DOUBLE SPACE. (*The blanks will be used to add a new dress-up and opener before the final. Ignore them for the rough draft.*)

CHECKLIST

Checklist attached; Name in upper right corner (2) _____

- I. Dress-ups underlined & indicated in Rt margin (2) _____
 strong verb (2) _____
 -ly word (2) _____
 quality adjective (2) _____
 _____ (2) _____

Sentence Openers numbered in L margin (2) _____
 _____ (2) _____
 #3 (-ly word) (2) _____
 #6 (vss) (2) _____

- II. Dress-ups underlined & indicated in R margin (2) _____
 strong verb (2) _____
 -ly word (2) _____
 quality adjective (2) _____
 _____ (2) _____

Sentence Openers numbered in L margin (2) _____
 _____ (2) _____
 #3 (-ly word) (2) _____
 #6 (vss) (2) _____

THREE VOCAB WORDS (6) _____
TITLE FROM FINAL CLINCHER (5) _____
DEC (extra credit) _____
No banned words (-1 each) (1) _____

TOTAL: _____ / 50

WRITING FROM KEY WORD OUTLINES: The Mayflower

LESSON 4 USING ACTION VERBS & IMAGERY

Read some of the Native American and Explorer poems before returning them. If there are too many, pick out your favorite parts of each. When you return them, be sure students place them behind the FINAL DRAFT tab of their notebooks.

Collect the Jamestown report. As you read them this week, write comments and corrections directly on the rough drafts (using proofreading marks from page 33) or on the BACK of the CHECKLISTS. Save the front of the CHECKLISTS for the final draft comments.

VOCABULARY REVIEW GAME (“ELIMINATION”)

Divide students into groups of three. The three will not be a team; they will compete against each other. You will read definitions of the vocabulary words to one group at a time. The first student in the group to shout out the matching word receives a ticket. Continue until one student has earned three tickets. When he does, he eliminates the other two. Then move to the next group and do the same. After you have gone to all of the groups, form new groups (pairs this time) out of the winners only. Continue until you have eliminated all except one student. That student receives five extra tickets.

Finally, hand out the VOCABULARY QUIZ, page 31. Instruct the students to complete it at home (no peeking at their cards) and bring it back next week.

STORIES FROM KEY WORD OUTLINES

Today we are going to write a story, but don't worry, you won't have to make up the plot. We are going to get the plot from a source text just as we got information for the report on Jamestown. But stories are different from reports. Which do you like to read more? Why? What makes a story interesting to read? (*Guide discussion to include vivid descriptions with five senses words and lots of action.*)

Look at the whiteboard. I have two versions of a sentence from a story. Which do like better?

When John hit a home run, his team was excited.

*When John hit a home run, his team bolted out of the dug out,
screaming and jumping all over one another.*

The second version is much easier to picture. I can't quite picture “was excited,” but I can picture bolting, screaming, and jumping. These are ACTION VERBS—verbs that show action that we can picture. Remember when we wrote the Native American & Explorer poems we used action verbs. What kind of verbs did we avoid? State of being verbs like *was* and *is*.

Here is another example:

The jet was hit by a missile. The pilot was afraid.

Do you see any state of being verbs? Can we make them action verbs by describing what the pilot experienced and how he showed his fear? Listen to this revision and note the use of words that appeal to the senses as well as the action verbs. Do they paint a clearer and more interesting picture?

Suddenly he heard a deafening bang. He smelled smoke and the jet began to tremble violently. The ground was getting closer and closer. Frantically he pushed, pulled, yanked, and tugged every button and switch in sight.

THE WRITING ASSIGNMENT

Today we are going to take key word notes from a very boring story. When we rewrite it, we are going to make it a lot more interesting by using action verbs and describing scenes in such a way that the reader can picture (or hear, feel, smell) them. We will also add dress-ups (What are they?) and openers (Which two have we learned?) And we will avoid banned words. Who can tell me the words we have banned? *Adjectives: good, bad, pretty, ugly, nice, mean, big, a lot. Verbs: go (went), come (came), say (said), get (got), see (saw).*

Hand out THE MAYFLOWER, page 28. Read it aloud to the class. Then instruct students to take out a piece of paper. Together make a key word outline of the story. (You write on the whiteboard and they copy it onto their paper.) Use a new Roman numeral for each paragraph. (See SAMPLE CLASS WHITEBOARD, page 27.)

**As you make the outline, instruct the children to put a star by each note from a bold line on the source story. These are the parts you are going to improve with action verbs and vivid descriptions. (See SAMPLE CLASS WHITEBOARD.)*

When the outline is finished, have the students try to make a complete sentence orally out of each line (without using a banned word).

Now hand out the BRAINSTORMING worksheet, page 29. Read over the top, then brainstorm together as a class or in small groups. If in groups, be sure each group shares their ideas with the class. See the SAMPLE CLASS WHITEBOARD, page 27, for help.

Hand out and go over the HOMEWORK, page 30. Be sure the students understand that they are to use the BRAINSTORMING page ideas to help them include vivid descriptions of the starred notes on their outline. Reading the sample story in the appendix may help.

Begin a sample first paragraph on the whiteboard to be sure students understand how to write from their notes and add the descriptions.

Note: Even though "TITLE FROM CLINCHER" is on the checklist, students should not make a title yet. They will learn how to create interesting ones before they write the final draft. Also, the unlabeled blanks on the checklist are for other elements to be added to the final draft at a later date.

Don't forget to remind students to cut out the new vocabulary cards. If time allows, discuss how they might fit into the story.

SAMPLE CLASS WHITEBOARD

THERE WAS A STORM

waves rocked the boat/ exploded on the deck
thunder boomed
black clouds loomed overhead
wind whipped
boat creaked

THE PILGRIMS WERE SCARED

(What did they think? How did they SHOW it?)

Think of the men, women, & children)

wondered if they should have come
prayed
cradled children who were crying
softly sang or read to distract themselves
held each other tightly
shivered with cold and fear

JOHN HOWLAND WAS SCARED

screamed for help
clutched the rope
was slammed against the ship by the hostile waves
was whipped by the wind
prayed or cried out to God
thought he was going to die

JOHN HOWLAND WAS RELIEVED & GRATEFUL

fell to his knees trembling
praised God
hugged sailors
tears flowed

PILGRIMS WERE GLAD TO SEE HOWLAND

(How did they show they were? What did they do/say?)

smiled
hugged/embraced him
sang hymns & praised God
wrapped him in a blanket

KEY WORD OUTLINE

- I. 1620, Eng., worship, freely, Amer
1. now, "Pilgrims"
2. went, boat, Mayflower
3. during, trip, storm *
4. stayed, gun deck
5. crowded, water, cracks
6. wet, cold
7. scared*
- II. J. Howland, tired, cooped
1. climb, upper, deck
2. w/o warning, rolled, fell
3. grabbed, rope
4. afraid *
- III. Sailors, saw
1. got, w/ boat hook
2. relieved, grateful, back *
3. thanked, sailors, rtned,
4. Pilgrims, glad, safe *
5. knew, journey, difficult

THE MAYFLOWER

In 1620 a group of English people who wanted to be able to worship God freely decided to come to America. They are now known as the Pilgrims. They went on a boat called the *Mayflower*. During the trip **there was a storm.*** The Pilgrims stayed below in the gun deck. It was crowded, and sea water came in through the cracks. They were wet and cold. **They were scared.***

One day Goodman John Howland became tired of being cooped up. He decided to climb to the upper deck. Without warning the ship rolled, and he fell into the ocean. As he fell, he grabbed a hanging rope. **He was afraid.***

Luckily the sailors saw what had happened. They were able to get him with a boat hook. Goodman Howland was **relieved and grateful to be back on the boat.*** He thanked the sailors for saving his life and then returned to the gun deck. The Pilgrims were **glad to see that he was safe.*** But they knew that this journey to the New World would be a long and difficult one.

BRAINSTORMING

Good writers use strong action verbs to SHOW not just tell what is happening. Notice the sentences below do not have action verbs—*was* and *were* are boring. We need to add action!

Good writers also use plenty of description to help their readers see, hear, feel, smell, and even taste with the characters. They also reveal the thoughts and feelings of the characters.

To help you improve your story, describe the following scenes from the *Mayflower* story with action verbs & five senses adjectives.

THERE WAS A STORM

(Which action verbs tell what the storm did? What did the pilgrims see, hear, feel, smell, taste?)

THE PILGRIMS WERE SCARED *(What did they think? How did they SHOW their fear? What did they do? Think of the men, women, & children)*

JOHN HOWLAND WAS SCARED *(What did he do, say, think?)*

JOHN HOWLAND WAS RELIEVED & GRATEFUL *(How did he SHOW his relief and gratitude? What did he do/ say/think?)*

PILGRIMS WERE GLAD TO SEE HOWLAND *(How did they show they were? What did they do/say?)*

HOMEWORK—LESSON 4

Take the vocabulary quiz, then make and learn the new cards.

Use the class outline to help you write your own version of the *Mayflower* story. Try to do one paragraph each day. Remember, if we put a star by a note, describe the scene with action verbs and/or vivid descriptions. (See the BRAINSTORMING hand-out.)

This is a ROUGH DRAFT, so DOUBLE SPACE. You don't need a picture yet, and it does not have to be perfectly neat. You may have cross-outs and words added, but it should be readable.

Remember, dress-ups are in the middle of a sentence. Underline only one of each per paragraph and label in the RIGHT margin. Openers are words that begin a sentence. Do not underline, simply place the number in the margin. Even though only one of each is required, you may use more. Indicate all the 3's and 6's that you use.

Even though it is on the checklist, DO NOT MAKE A TITLE FOR YOUR STORY YET.

CHECKLIST

Checklist attached; Name in upper right corner _____ (2)

I Describe the storm _____ (3)
Describe Pilgrims during the storm _____ (3)
Dress-ups: _____ verb _____-ly _____adj _____ (8)
Openers: _____ #3 _____ #6 _____ (6)

II. Describe Goodman Howland on rope _____ (3)
Dress-ups: _____ verb _____-ly _____adj _____ (8)
Openers: _____ #3 _____ #6 _____ (6)

III. Describe how Goodman Howland shows relief/gratitude _____ (3)
Describe what Puritans do when they see Howland _____ (3)
Dress-ups: _____ verb _____-ly _____adj _____ (8)
Openers: _____ #3 _____ #6 _____ (6)

2 VOCAB WORDS (*write VOC in right margin*) _____ (2)

TITLE FROM CLINCHER (*highlight words reflected*) _____ (3)

NO BANNED WORDS (-1 each) _____

TOTAL _____
(POSSIBLE 60)

Name _____

VOCABULARY QUIZ 1

prosperity pillar reverently flank

askew presume coax transfixed

Fill in the blanks with the appropriate word. Be sure to spell correctly.

with feelings of deep respect _____

not lined up straight (crooked) _____

to try to persuade _____

to assume to be true _____

to be placed at the side of _____

motionless with amazement or horror _____

to act without permission or authority _____

a slender upright column _____

the state of being successful _____

one who strongly supports a cause _____

WRITING FROM KEY WORD OUTLINES: Jamestown, continued

LESSON 5

WHO-WHICH CLAUSE / #2 SENTENCE OPENER TITLES FROM CLINCHERS

Return the rough drafts of the Jamestown report. Instruct the students to look over your comments and ask about anything that is not clear. They will write the final draft this week. Collect the Mayflower rough draft. As you read them this week, make comments directly on the rough draft or on the BACK of the CHECKLIST. Save the front of the CHECKLIST for the final draft.

PROOFREADING MARKS

When I read over your rough drafts, I make corrections using a variety of proofreading marks. You will need to understand what they mean in order to make appropriate corrections, so I have a chart that translates these marks for you. *(Pass out copies of PROOFREADING MARKS, page 33.)*

THE WHO / WHICH CLAUSE

Today we are going to learn how to add a new dress-up and a new sentence opener to your report, so keep it in front of you. Let's start with the dress-up. Which dress-ups have we already learned? *(Quality adjectives, strong verbs, and -ly words)*. Turn to the *STYLISTIC TECHNIQUES* page in the front of your resource book and find the list of dress-ups. Add "who / which clause (w/w)." Does anyone know what a clause is? It is simply a group of words that has both a subject and a verb. A "who / which clause," then, is just a group of words that begins with either the word *who* or *which* and also has a verb (the *who* or *which* is the subject).

A who/who clause cannot stand alone as a complete sentence. It must be added to another already complete sentence. To understand this better we are going to do a worksheet together. Turn to the GRAMMAR section of your resource notebook. Find *Rule 7a THE WHO / WHICH CLAUSE*. *(Read and discuss the top half with the class. Have students complete the bottom half, either alone or with a partner, then share answers with the class.)*

Possible answers to "THE WHO / WHICH CLAUSE" Worksheet:

John Smith, who was appalled at their frivolity, made a clever rule.

John Smith, who knew how to trade with the Indians for food, helped save Jamestown.

The settlers, who were starving, could not eat the remaining sea rations, which had to be tossed.

When everyone understands the who/which clause, ask students to pull out their Jamestown rough drafts. On the CHECKLIST tell them to add "who/which clause" on the blank line under DRESS-UPS. Then have them look through their report and try to add one. Students who wrote more than one paragraph should add a clause to each paragraph. Remind them that these clauses describe people or things, so look for people or things in their report to attach them to.

Let everyone share what they have done.

Note: Since you will not be learning grammar rules in order, it would be helpful to have the students highlight the title of each rule as you cover it. That way they will know which rules they are responsible to know and apply at any given time.

PROOFREADING MARKS

I like this word, phrase, or sentence. Be prepared to share it in class.

RO (a run-on sentence) The "RO" will be placed in a good spot to separate the sentence into two.

frag (fragment) Add more information to make it a complete sentence.

Capitalize this letter. *the declaration of independence*

/ Don't capitalize this letter. *Our Country was at war.*

sp (spelling error) See the bottom of your checklist for correct spelling.

Begin a new paragraph.

Add a space. *PaulRevere rode like the wind.*

Close the space. *The Red coats were marching.*

You repeated the same word too soon or too often. Change one of them.

Five men were chosen to write the Declaration of Independence. Thomas Jefferson was the best writer, so they decided he should write it.

(After Lesson 6)

R-(#) You broke one of the grammar rules we have learned. The number indicates which rule. Look for it in the GRAMMAR section of your resource notebook to correct your mistake.

(After Lesson 22)

You need a better transition between these sentences. Use the TRANSITION section of your resource notebook for help.

THE PREPOSITIONAL OPENER (#2)

We are now going to learn a new sentence opener. Turn back to the *STYLISTIC TECHNIQUES* page of your resource notebook and find the list of openers. Which ones have we used thus far? The #3 (-ly word) and #6 (a very short sentence). Next to the number 2, I want you to write “prepositional phrase.” How many of you have learned the prepositions? If you haven’t, don’t worry; just turn the page. There is a list of almost all of them on the back of your *STYLISTIC TECHNIQUES*. You may refer to this list whenever you need help using the #2 opener. So, what does the #2 opener look like? It is just a sentence that begins with one of the words listed in the preposition box. The preposition will be part of a phrase in front of a complete sentence. The phrase will contain the preposition and a noun or pronoun called the *object of the preposition*. Here is an example using the preposition *during*:

During the winter, many of the men starved.

Let’s try to create a few together. (*Write the following sentences on the board. Ask each child to think of a prepositional phrase they could put in front of at least one of them.*)

The settlers struggled for survival.

(*Some possibilities: With no experience farming; Because of the harsh winter; Before John Smith’s rule; Instead of an easy life; Throughout the first several months*)

John Smith made a wise rule.

(*Some possibilities: To save Jamestown; Because of their laziness; Without hesitation; With no other choice; Regarding (or concerning) food; Out of frustration*)

When you are sure everyone understands, have them add #2 to their CHECKLIST under SENTENCE OPENERS. Tell them they must add one #2 sentence to each paragraph of their Jamestown report when they do the final draft this week.

TITLES FROM FINAL CLINCHERS

The last thing you will add to your final draft of the Jamestown report is a title. What is the purpose of a title? It is not just to tell what the report is about; it is to grab the readers’ attention and make them want to read it. We want to try to be a little creative with our titles. This particular report may not be as easy to be creative with as others, but we still want to create an interesting title. In this class I want you to look at the key words in the last sentence. We call this sentence the “final clincher.” Then try to use or reflect some of those words in a title. For example, if you ended with, “Jamestown is famous for being the first permanent English Settlement in America,” your key words would be all of the words I underlined. (*Write this sentence on the whiteboard with underlines.*) Here are some possible ways to use some of them OR REFLECT some of them in a title:

“A Famous Settlement” “First in America” “A Famous First” “An Enduring Settlement”

VOCABULARY

*(Before playing the vocabulary game, hand out and go over the HOMEWORK, page 36, carefully). Have students take out the new vocabulary cards and go over them. Help students understand the difference between endeavor and persevere. I like to explain that to persevere is to endeavor or **persist** through **severe** circumstances. That is why the pictures for both words show mountain climbers, but the one who is climbing during a snowstorm is not only endeavoring, but persisting through something severe—he is persevering.*

VOCABULARY Pictionary

Need: 2 whiteboards (or one large one, with a line dividing it into two sections)
2 whiteboard markers
2 dice
a set of vocabulary words
tickets

To Play:

*Divide the class into two teams. Assign each team a whiteboard and a marker.

*Call one person from each team to their whiteboard. Have each of them roll both dice to determine the number of tickets their teams will receive if they win the round. Have them write the numbers on their whiteboards so no one forgets. (If a 2 or 3 is rolled, let the player who rolled it roll again and add the new total to the 2 or 3).

*Show the two players the same vocabulary word without letting anyone else see it. They must draw a corresponding picture for their team when you say, “Go.” Both players draw at the same time. No words or numbers may be included in the pictures. The first team to guess the word wins the number of tickets equal to the number their player rolled on the dice.

***Special Rule:** Each of the team members who are guessing the words may only guess once per round. Without this rule, kids just start shouting out all of the vocabulary words they can think of. With this rule they are more careful to look at the picture and think before they shout.

*Repeat with two new drawers and a new word. Play several rounds.

*At the end of all rounds, divide the tickets between team members. Add enough to each team’s pile to make it even for them. (For example: If there are 5 team members and they won 22 tickets, add 3 so everyone can get 5.)

HOMework—LESSON 5

Write or type a final draft of your report about Jamestown. Don't forget to **add a w/w** clause and a **#2 opener** to each paragraph. Also, create a **title** using some key words from your final clincher. FOLLOW THE CHECKLIST attached to your rough draft carefully. Be sure to pay attention to my comments and corrections.

At least two vocabulary words are required this time. Extra credit (*tickets*) will be given if you use more than the required number of vocabulary words, but be sure they fit well. Label by writing "voc" in the right margin of your rough draft.

I also would like you to add a picture. Note this on your checklist, so you don't forget. The picture will be worth 5-10 tickets, depending on the quality of it.

Remember to label everything required on the checklist on your ROUGH DRAFT, not on the final. Keep the final clean to be part of your book at the end of the year. On the rough draft most items are already labeled, just add the new requirements.

Next week you must turn in the following things paper-clipped together in this order:

Checklist (with name in upper right corner)

Final Draft (may single or 1.5 space; add picture)

Rough Draft (with name in upper right corner)

VOCABULARY

*Don't forget to make and learn new VOCABULARY cards and review old. There will be an IN-CLASS VOCAB QUIZ NEXT WEEK and it will include the new words.

WRITING FROM KEY WORD OUTLINES: The Mayflower, continued

LESSON 6 GRAMMAR RULE 1: COMMAS FIVE SENSES WORDS

Do not return the Mayflower stories yet. Before you collect the Jamestown final drafts, choose one or two students to read theirs. Before they do, write the required elements of style and structure across the top of the whiteboard:

adj s. verb -ly w/w #2 #3 #6 Voc Clincher-Title

As each student reads, write the elements you hear under the appropriate heading. When he is finished, ask the class which ones they particularly like and why.

Collect all the reports. As you grade them this week, use the blanks on the checklist to indicate points to be deducted for missing elements. Use the spaces in the right margin and at the bottom to make encouraging comments and/or to correct grammar and spelling errors. Try not to mark on the final draft.

GRAMMAR RULE 1: COMMAS

Today we are going to discuss two of the grammar rules in your resource notebook. Take out these notebooks and find the GRAMMAR section. Then turn to *RULE 1: COMMAS*. (Read over Rules a and b carefully with the students.)

Now turn to the next page, *COMMA RULES WORKSHEET*. With a partner, try to add commas according to the two rules we just learned. (Walk around the room as they are working to be sure they understand. When everyone is finished, go over the correct answers.)

Answers to worksheet in resource notebook:

1. The Pilgrims were glad that John Howland was safe, but they knew the trip would continue to be perilous.
2. The Pilgrims spotted the coast of Massachusetts and thanked God for land.
3. They had intended to go to Virginia, but Plymouth would now be their home.
4. The men, women, and children all helped build a settlement.
5. The Pilgrims wanted law and order, so they wrote the *Mayflower Compact*.
6. There was little food, so many Pilgrims died the first winter.
7. Indians helped them plant corn and hunt for food.
8. They had a feast and celebrated the first bountiful harvest.
9. They had popcorn, wild game, and berries to eat.
10. The Pilgrims prayed and thanked God.

From this time forward, points will be deducted from composition grades if these rules are violated. If you break one of these rules, I will note it by writing *R 1a* or *R 1b* on your rough draft so that you can read the appropriate rule and correct the mistake in the final draft.

POLISHING THE MAYFLOWER

As you return the rough drafts of The Mayflower story, read your favorite description from each to the class.

This week you will be writing the final draft of *The Mayflower* story. What new dress-ups and sentence openers have we learned that we can add to the story? (*The who/which clause and the #2 prepositional phrase opener.*) **Instruct the students to add each of these to their CHECKLISTS next to the appropriate blanks.**

How do we find good places for who/which clauses? We look for nouns—who's and which's—to add more detail about. Does anyone see a possible place for a w/w clause in your first paragraph? (*Listen to some ideas. Sample: In 1620 a group of Englishmen, who are now known as Pilgrims, journeyed to America.*)

The other element of style you will add is a #2 sentence opener. Who can tell me what that is? (*Ask every student to try to find a place in their story to add a #2 opener. Listen to each to be sure they understand how to use them correctly.*)

FUN WITH THE FIVE SENSES

(Have students take out their resource notebooks and turn to the FIVE SENSES word lists.)

These word lists can help you add interesting words to your stories that appeal to the five senses. Why are these kinds of words important? A story is more enjoyable for a reader if he can clearly see, hear, feel, smell, and/or taste each scene. You included vivid descriptions in your *Mayflower* story already, but you may be able to improve some of them. Good writers are never satisfied with the first draft of what they write. They edit and rewrite and edit and rewrite until they feel it is the best it can be. We are going to practice thinking about ways to get more of these “five senses” words into your stories.

Give the class three minutes to look through the lists of sight words and put as many as they can into their Mayflower stories. At the end of the time, listen to their ideas and give each student a ticket for each idea they have that works well. Repeat with the other senses.

THE WRITING ASSIGNMENT

This week you will write a final draft of your *Mayflower* story. Be sure to remember to add the new dress-up and opener (w/w clause & #2). Try to add more five senses words. Also, don't forget to add a title. How will you create your title? By repeating or reflecting two or three of the key words of your final clincher. Notice that the CHECKLIST asks you to highlight those words. Does everyone understand? (*Practice with some of the students' final clinchers if necessary.*)

VOCABULARY

Pass out the vocabulary quiz. Allow enough time for everyone to complete it. When everyone is finished, collect the papers. Go over the quiz.

There are no new vocabulary words this week. Extra credit tickets will be given for extra vocabulary words included in your story. (*If time allows, brainstorm some possibilities.*)

HOMEWORK—LESSON 6

1. Add any missing requirements to your rough draft of the *Mayflower* story. This includes a w/w clause, a #2 opener, and a title. Be sure everything on the checklist is labeled on the ROUGH DRAFT. Read the back of the checklist for any comments or suggestions before beginning your final draft.

2. Write or type a final draft of the story. Do not label. Add a picture for extra credit.

Due next week, paper-clipped in this order:

The CHECKLIST

The FINAL DRAFT (picture highly recommended)

The ROUGH DRAFT (completely labeled)

Name _____

VOCABULARY QUIZ 2

prosperity	coax	pillar	reverently	flank
resolve	frivolous	appalled	hostile	secluded
perilous	subside	cunning	gravity	contemplate
askew	presume	transfixed	persevere	endeavor

Fill in the blanks with the appropriate word. Be sure to spell correctly.

with feelings of deep respect _____

not lined up straight (crooked) _____

to make a major effort _____

to regard thoughtfully _____

dangerous _____

motionless with amazement or horror _____

to act without permission or authority _____

to become less in strength or violence _____

to keep on; to persist _____

one who strongly supports a cause _____

not serious or important _____

kept apart from everything else _____

to make a firm decision _____

seriousness _____

surprised and dismayed _____