

ALL THINGS FUN & FASCINATING

STUDENT AND TEACHER BOOK

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SCOPE AND SEQUENCE

Lesson	Structure	Style	Subject
1	IEW Unit I: Key Word Outlines Oral Reports		Earth and Life Science Asteroids, Rafflesia, Seeds
2			Neil Armstrong on the Moon, Vitamins, Sea Horse
3	IEW Unit II: Writing from Outlines Creating Titles	Strong Verbs	Aesop's Fables "Belling the Cat"
4		Quality Adjectives -ly Words	"The Crow and the Peacocks"
5		#3 Sentence Opener Decoration: Alliteration	"The Ants and the Grasshoppers"
6	IEW Unit III: Narrative Stories		Stories from around the World "Damocles and the King"
7	Allegories	Who/Which Clause	<i>The Pilgrim's Progress</i>
8	Tall Tales	Simile, Hyperbole #6 Sentence Opener	Pecos Bill
9	Borrowing a Conflict		An Original Story
optional	Christmas Poetry	Cinquain, Acronym, Five-Senses Poem	Christmas
10	IEW Unit IV: Topic Sentences and Clinchers Three-Paragraph Report		Amazing Animals Beaver Lodges
11			Swiftlet Nests
12			Honeybee Hives
13		Decoration: 3sss	Army Ants
14			Amazing Animal Homes
15	IEW Unit V: Writing from Pictures	Decoration: Conversation	Cartoon Capers The Kite Ride
16		The Because Clause	The Fishing Trip
17	IEW Unit VI: Research Reports (one paragraph)		Men Who Changed the World Benjamin Franklin
18			Louis Braille
19		Quoting People	Thomas Edison
20			Men Who Changed the World
21	IEW Unit VII: Creative Writing		My Favorite Things My Favorite Activity
22		#2 Sentence Opener	A Special Person
23			A Special Day

INTRODUCTION

Giant stinky flowers. Soup made from a bird's nest. Men who changed the world. These are just a few of the “fun and fascinating” things you will write about in the lessons of this book. More importantly, you will also learn how to write with structure and with style. You will write stories, reports, a mini-research paper, poems, and creative essays. You will be surprised at how much fun you will have writing!



To the Parent or Teacher

The lessons in this book are designed to be taught weekly. On the first day or two of the week, read through the lesson with your student(s). Write student ideas for key word outlines and for the brainstorming pages on a whiteboard. Students may write the ideas they like in their books, then have the rest of the week to complete the assignment.

Style Helps

The appendix that begins on page 155 contains the style helps students will want to refer to when they write. These include a list of the banned words, a list of some common prepositions, and lists of great adjectives, verbs, and -ly words to replace banned or boring words. Students should tab this section for easy reference.

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* (AFF). There are six sections:

- | | |
|---|---------|
| I. Scheduling for the Year | page 2 |
| II. Tips for Teaching & Answers to Review Questions | page 5 |
| III. Review Games | page 23 |
| IV. Vocabulary Words* | page 27 |
| V. Vocabulary Puzzles & Quizzes | page 34 |
| VI. Reward Tickets | page 58 |

*The vocabulary words 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 ensure 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 28–33 of this e-book and given to students during Lesson 2.** Instructions for using them are on page 27 and throughout the teacher tips.

SCHEDULING FOR THE YEAR

The lessons in *All Things Fun & Fascinating* (AFF) 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 Home School or Daily Class

If you are home schooling or otherwise meet every day, be flexible and work at a pace that is comfortable for your child. 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

Day 2: Tell back info from outline; brainstorm elements of style

Day 3 Review Day 2; write a rough draft, then have Mom/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 you time 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 8 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.

SHARING COMPOSITIONS

In a group, most students enjoy sharing their work. To make the most out of this time, as a student reads, write down good uses of the elements of style. Then, ask the class questions about them, such as “What quality adjective did she use to describe _____?” If you are using the vocabulary words, as a students reads, have the class clap once quietly each time they hear one. These things will keep everyone paying attention.

SCHEDULE FOR CLASSES THAT MEET ONCE A WEEK

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

Week	Lesson	Teach lesson in class; assign writing for home
1	1	Floating Rocks <i>(Note: If Christmas 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
3	3	Listen to Oral Reports assigned w/ Lesson 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 & Peacocks” rough drafts/ Discuss morals Assign The Crow and the Peacocks FD Study for Vocab Quiz 1
7	5	Ants & Grasshoppers RD <i>(Save moral & alliteration for next week)</i> Vocab Quiz 1
8	5	Let students read rough drafts. Offer suggestions as necessary. Teach alliteration (AFF p. 41) / Discuss morals & titles Assign Ants & Grasshoppers FD
9	6A	Damocles & the King, Sec. I RD
10	6B	Damocles & the King, Sec. II RD
11	6C	Damocles & the King, Sec. III RD
12	7	Christian’s Burden Gone 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 & the King FD
14	7 Christmas Poetry	Christmas Poetry, AFF pp. 75–78 Assign Christian’s Burden Gone FD
15	9 (opt)	Read Christmas poems or Christian’s Burden Gone Play a Vocabulary Review Game <i>(Lesson 9 homework optional over Christmas 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 kids 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 AFF books for help. Encourage the use of dress-ups and openers. Offer tickets for vocabulary words included. If a group finished 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.

KEY WORD OUTLINES (IEW Unit I): Fun Facts from Science

LESSON 1 FLOATING ROCKS

Goal: To practice key word outlining

Key word outlining will help you gather information to write about and will help you organize information in your compositions. Before you begin to write, you should practice key word outlining.

The Assignment

1. Read “Floating Rocks” (page 4) all the way through. Then reread it, one sentence at a time. On the blank outline on page 5, with the help of your teacher, write no more than three key words from each sentence. Choose words that will help you remember the idea of the sentence. You may use abbreviations and symbols. These do not count as one of your three words. (See page 10.)
2. Using only your key word outline, try to tell back the information in your own words in complete sentences. Do this out loud for your teacher or parent.
3. Repeat this process with pages 6–9.



Teacher note: You can have some fun helping students learn some common abbreviations and symbols if, one at a time, you write the symbols from page 10 on the whiteboard and see if the students can guess what they mean.

TIPS FOR TEACHING & ANSWERS TO REVIEW QUESTIONS

LESSON 1 FLOATING ROCKS

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 in AFF, page 3.) Each student 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 & 2 may be combined by allowing students to choose four of the six source texts for outlining. I do this if I need to in order to reach the Christmas lesson before Christmas break. Each year this depends on what day of the week I am teaching in relation to holidays like Labor Day and Thanksgiving.)

FLOATING ROCKS

Did you know that there are millions of rocks floating in our solar system? Some of these get pulled toward Earth. Then they burn brightly as they zoom through the air. They look like falling stars. Most of the rocks are no larger than a grain of sand, so they burn up before they hit the earth. However, a few larger ones have reached the ground and left huge craters. But don't worry—only one is known to have killed a living creature. It hit a dog in Egypt in 1911. Our atmosphere does a wonderful job of protecting us from falling rocks.



OUTLINE

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Remember, you may use symbols and abbreviations, and they do not count as words. Can you guess what the following symbols and abbreviations might mean? Create your own.

sol. syst.

(solar system)

< gr sand

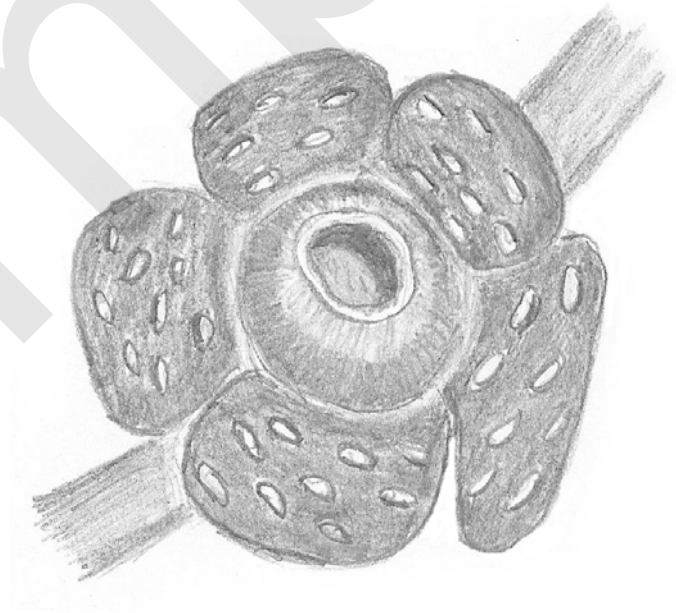
(smaller than a grain of sand)

lg, hit → craters

(when large ones hit, they leave craters)

THE STINKING GIANT

The rafflesia is the biggest flower in the world. Its bloom can be three feet wide. It takes two years to form and stays open for a week. Unlike other flowers, it has no stem or leaves. It grows on the roots of another plant. You do not want to get too close to this giant flower, though, because its big blossom gives off a big stink! Some people say that it smells like rotting meat. Because of the awful smell, the rafflesia is also called a “corpse flower” or a “stinking lily.”



OUTLINE

I. _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

SUMMARIZING REFERENCES (IEW Unit IV): Amazing Animals

LESSON 11
A BIRD WITH A TASTY NEST

Goal: To continue to practice summarizing references

Review

1. What is the topic-clincher rule? (*p. 80*)
2. How do you indicate the key words in the topic sentence and clincher that tell the topic of the paragraph? (*p. 85*)

The Assignment

1. Read the source text on page 88. Follow the same steps you followed in Lesson 10 to write one paragraph about swiftlets' nests. Be sure to have a clear topic sentence and clincher.
2. There is a Grammar Help on page 91.
3. The checklist is on page 92.

A BIRD WITH A TASTY NEST

Swiftlets are birds that make nests tasty enough to eat! Their nests are not made from sticks like other birds' nests because swiftlets do not live in trees. These birds live in caves in Asia. They craft their nests from their saliva (spit). How?

First, with its tongue, the male outlines the shape of the nest on the cave wall. Next, the male and female work together. They expel a layer of saliva over the outline. Their saliva is very thick and hardens quickly. Then they expel more saliva. They keep layering on the saliva. Soon the nest looks like half of a bowl stuck to the cave wall. Now the nest is ready. It looks and feels like dried white glue.

One cave may have hundreds of swiftlets' nests. Men go into the caves to gather them. It is very dangerous, but they do it because the nests are very valuable. One pound of nests is worth almost \$1000!

Who buys the nests? Chefs buy them. They use them to make bird's nest soup. This soup is considered a delicacy in Asia. One bowl of it contains only a few pieces of nest, but it can cost up to \$100. The swiftlet probably has not only the tastiest home, but also the most expensive home in the animal world!



Note: If you outline on a separate sheet of paper, it will be easier to use the outline with the brainstorming page and the checklist.

KEY WORD OUTLINE

I. Topic Sentence: swiftlets', nests _____

1. _____

2. _____

3. _____

4. _____

Choose at least 5 facts, but no more than 7. [5. _____

6. _____

7. _____

Clincher: _____

(Repeat or reflect 2–3 key words from your topic sentence.)

Brainstorming Elements of Style

Quality Adjectives

Find nouns (people, animals, places, or things) in your paragraph. Think of quality adjectives that could describe each. Here are two nouns:

caves: _____

nests: _____

What other nouns could you describe?

Strong Verbs & -ly Words

Replace these boring verbs with strong verbs. Add -ly words.

Strong Verbs	-ly Words
Swiftlets make their nests.	
Men get the nests.	
Your ideas	

Decoration Idea

Grammar Help

POSSESSIVE NOUNS

For singular nouns, add an 's:

The boy's dog = the dog that belongs to the boy

For plural nouns that end in *s*, just add the apostrophe:

The boys' dog = the dog that belongs to more than one boy

For plural nouns that do not end in an *s*, add an 's:

The children's dog = the dog that belongs to the children

Practice Exercise

Review the Grammar Help on page 80 as well as the Grammar Help above.

Circle the correct word in each of the parentheses.

1. (*Swiftlet's*, *Swiftlets'*) nests are made of spit.
2. (*There*, *Their*) saliva is thick and dries quickly.
3. One (*swiftlet's*, *swiftlets'*) eggs are safe in each nest.
4. The male uses (*its*, *it's*, *its'*) tongue to outline the nest.

Lesson 11

CHECKLIST “A Bird with a Tasty Nest”

Structure

Paragraph has a topic sentence (*Key words highlighted*) (3 pts) ____

Paragraph ends with a clincher
(*Words reflected from the topic sentence are highlighted*) (3 pts) ____

Title reflects words from clincher (5 pts) ____

Style

(Worth 2 pts each)

Dress-ups (Underline one of each and label in right margin)

Strong verb (<i>v</i>)	
-ly word (<i>ly</i>)	
Quality adjective (<i>adj</i>)	
Who/which clause (<i>w/w</i>)	

Sentence Openers (Number each in left margin)

#3 -ly word	
#6 vss (2–5 words)	

Decorations (One required. Label in right margin)

Alliteration (<i>allit</i>) or Simile (<i>sim</i>)	
--	--

No banned words (-1 ea) ____

TOTAL ____
(Possible 25)

CREATIVE WRITING (IEW Unit VII): My Favorite Things

LESSON 21 MY FAVORITE ACTIVITY

Goal: To learn to ask questions to help you write from your own ideas

Notes from Your Brain

In the final lessons of this book, you will be given prompts that tell you what to write about, but you will not be given source texts or pictures. Where will you get your ideas about what to write? From your brain! How will you get the ideas out of your brain? By asking yourself questions.

Here is the prompt for this lesson:

Write about one of your favorite activities. An activity could be as simple as playing with a particular toy or as special as going on camping trips with your family. What do you like to do?

The Assignment

1. Before you begin writing, you must outline your ideas so that your paragraph will be well organized. On page 143, write key word notes that will help you write a clear topic sentence. (This should be the answer to the question in the prompt: What is one of your favorite activities?)
2. Now you will need to write notes about what you will say about the activity. To help with this, think about the answers to questions similar to the questions in the box on page 142.

3. Make up more of your own questions and answer them. The question starter words in the box on page 143 will help you.

Memorize these question starter words.

4. When you have 5–7 lines of notes, add an idea for a clincher that repeats words from your topic sentence.
5. Use your outline to guide you in writing a paragraph. You may add details as you write. You may omit some of the notes. You may write the ideas in a different order from your notes (except for the topic sentence and clincher). The notes are only a guide to help your ideas flow.
6. Be sure to include everything on the checklist on page 144.

SAMPLE QUESTIONS

What do you like about the activity? *Why*?

When and *where* do you do the activity?

Who does it with you?

How often are you able to do it?

How do you feel about it? How do you show your feelings?

What is the *best thing* about the activity? *Why*?

MY FAVORITE ACTIVITY

OUTLINE

I. (Topic Sent): _____

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

WHO?

WHAT?

WHEN?

WHERE?

WHY?

HOW?

HOW
FEEL?

BEST?

PROBLEMS

Clincher: _____

(Repeat or reflect 2–3 words from the topic sentence.)

Lesson 21

CHECKLIST My Favorite Activity

Structure

Topic Sentence (*Key words highlighted*) (3 pts) _____

Clincher
(*Words reflected from the topic sentence are highlighted*) (2 pts) _____

Title reflects words from clincher (2 pts) _____

Style

Each paragraph must contain at least one of each element of style. (Worth 2 pts each)

Dress-ups (Underline one of each and label in right margin.)

Strong verb (<i>v</i>)	
-ly word (<i>ly</i>)	
Quality adjective (<i>adj</i>)	
Who/which clause (<i>w/w</i>)	
Because clause (<i>cl</i>)	

Sentence Openers (Number each in left margin.)

#2 preposition	
#3 -ly word	
#6 vss (2–5 words)	

Decorations (Choose *one* anywhere in your essay. Label in right margin.)

Alliteration	Conversation	3sss	Simile
--------------	--------------	------	--------

No banned words (-1 ea) _____

TOTAL _____
(Possible 25)

LESSON 24

FINAL REVIEW

Review the things you have learned this year by playing the “Question Bag Game.” Instructions are on page 154. Use the following questions.



QUESTION BAG GAME QUESTIONS

1. Name three banned adjectives and give a substitute for each.
2. Name three banned verbs and give a substitute for each.
3. List the dress-ups you have learned.
4. What are the three sentence openers you learned (other than a #1)?
5. Report paragraphs should begin with a _____ sentence.
6. What should the clincher of a report paragraph do?
7. The time and place of a story is called the _____.
8. The main problem of a story is called the _____.
9. In a story, the event that leads to the problem being solved is the what?
10. How should you create a title?
11. What is the difference in the meanings of *it's* and *its*?
12. What is the difference in the meanings of *there* and *their*?
13. What are the question starter words?
14. Name five prepositions (#2 openers).
15. What's wrong with the following sentence:

My teacher, who works hard to help us.

THE QUESTION BAG GAME

To prepare:

1. Obtain a small gift bag (or basket). Draw a big question mark on it.
2. Obtain fifteen 3x5" note cards. On each write one number, 1–15.
Put the cards in the bag.

To play, each player or team, in turn, should do the following:

1. Choose a question number from the bag.
2. Find the matching question from the list of numbered questions on page 153. If they answer correctly, the team rolls a die to determine the number of points they receive. If they answer incorrectly, the question number card should be left out of the bag. It is now worth double points if another team chooses it and answers it correctly.
3. Continue until all questions have been answered, being sure that each team is allowed the same number of turns. (You may have to add or delete a question to accomplish this.)

For home schools with only one student: Play Mom against student. Your student will hear and learn from your answers. Rolling the die will make the winner random.

APPENDIX STYLE HELPS

This appendix contains word lists that will help students use the elements of style taught in this course. These include the following: banned words and prepositions (below), quality adjectives, strong verbs, and -ly words.

BANNED WORDS

VERBS

go / went

come / came

say / said

get / got

ADJECTIVES

good / bad

nice / mean

pretty / ugly

big / a lot

SOME COMMON PREPOSITIONS (#2 sentence openers)

about

beside

except

like

over

across

by

for

near

through

after

concerning

from

of

to

among

despite

in

off

until

around

down

instead

on

up

at

during

into

out

with(out)

QUALITY ADJECTIVES

GOOD

adept
admirable
awesome
clever
cunning
flourishing
holy
honorable
magnificent
majestic
powerful
praiseworthy
respectable
sacred
terrific
delicious
delectable
yummy
savory
nourishing
prudent
wise
ingenious

PRETTY

beautiful
elegant
enticing
exquisite
glorious
glowing
golden
lovely
ornate
stunning
vibrant
radiant
captivating
breathtaking
colorful
majestic
lush
ravishing

NICE

agreeable
charming
delightful
genial
kind
pleasant
sweet
cordial
friendly

INTERESTING

astonishing
baffling
captivating
incredible
fascinating
intriguing
mysterious
puzzling

BIG

broad
colossal
enormous
huge
massive
towering
sizeable
vast
immense
monstrous