ALL THINGS
FUN &
FASCINATING

STUDENT AND TEACHER BOOK

Lori Verstegen

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Institute for Excellence in Writing, Inc.
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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

<table>
<thead>
<tr>
<th>Week</th>
<th>Lesson</th>
<th>Teach lesson in class; assign writing for home</th>
</tr>
</thead>
</table>
| 1    | 1      | Floating Rocks  
*(Note: If Christmas break will fall on week 14, consider combining Lessons 1 & 2, letting students choose 4 of the 6 sources.)* |
| 2    | 2      | A Giant Leap |
| 3    | 3      | Listen to Oral Reports assigned w/ Lesson 2  
*Belling the Cat RD*  
*(Do not teach 3B yet)* |
| 4    | 4      | The Crow and the Peacocks RD  
*(Do not teach 4B yet)* |
| 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  
*(Save moral & alliteration for next week)*  
*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  
Assign all three sections of Damocles & the King FD  
*Vocab Quiz 2* |
| 14   | 7      | 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  
*(Lesson 9 homework optional over Christmas break)* |
<p>| 16   | 8, 8A  | Pecos Bill, Sec. I RD |
| 17   | 8B     | Pecos Bill, Sec. II RD |
| 18   | 8C     | Pecos Bill, Sec. III, plus Assign <em>Entire Story FD</em> |</p>
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<thead>
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<td>10</td>
<td>Busy Beavers RD</td>
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<td>20</td>
<td>11</td>
<td>A Bird with a Tasty Nest RD</td>
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<td>21</td>
<td>12</td>
<td>Honeybees RD</td>
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<tr>
<td>22</td>
<td>13</td>
<td>Army Ants FD <em>(Ask parent to proofread RD)</em></td>
</tr>
<tr>
<td>23</td>
<td>14</td>
<td>Amazing Animal Homes FD</td>
</tr>
<tr>
<td>24</td>
<td>15</td>
<td>The Kite Ride RD</td>
</tr>
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<td>25</td>
<td>16</td>
<td>The Fishing Trip RD</td>
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<td>Benjamin Franklin RD</td>
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<td>29</td>
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<td>Louis Braille RD</td>
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<td>Thomas Edison RD</td>
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<td>A Special Day</td>
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<tr>
<td>35</td>
<td>24</td>
<td>Review Games</td>
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</table>

**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.
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.

1. mil, rocks, floating, sol syst
   1. some, pulled, Earth
   2. burn, zoom, air
   3. look, ดาว stars
   4. most, < grain, sand
   5. few, ผล ground → crater
   6. ثنائی 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. ______________________________________________

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.

<table>
<thead>
<tr>
<th>Strong Verbs</th>
<th>-ly Words</th>
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</thead>
<tbody>
<tr>
<td><em>Swiftlets make their nests.</em></td>
<td></td>
</tr>
<tr>
<td><em>Men get the nests.</em></td>
<td></td>
</tr>
<tr>
<td><em>Your ideas</em></td>
<td></td>
</tr>
</tbody>
</table>

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, it’s’) 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)

<table>
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<th>Strong verb <em>(v)</em></th>
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<tr>
<td>-ly word <em>(ly)</em></td>
</tr>
<tr>
<td>Quality adjective <em>(adj)</em></td>
</tr>
<tr>
<td>Who/which clause <em>(w/w)</em></td>
</tr>
</tbody>
</table>

Sentence Openers (Number each in left margin)

#3 -ly word
#6 vss (2–5 words)

Decorations (One required. Label in right margin)

Alliteration *(allit)* or Simile *(sim)*

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. ______________________________

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.)

<table>
<thead>
<tr>
<th>Strong verb <em>(v)</em></th>
<th>-ly word <em>(ly)</em></th>
<th>Quality adjective <em>(adj)</em></th>
<th>Who/which clause <em>(w/w)</em></th>
<th>Because clause <em>(cl)</em></th>
</tr>
</thead>
</table>

**Sentence Openers** (Number each in left margin.)

<table>
<thead>
<tr>
<th>#2 preposition</th>
<th>#3 -ly word</th>
<th>#6 vss (2–5 words)</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Alliteration</th>
<th>Conversation</th>
<th>3sss</th>
<th>Simile</th>
</tr>
</thead>
</table>

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.*

   *These are Sample Pages for preview only! Copyrighted Material!*
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.
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

<table>
<thead>
<tr>
<th>VERBS</th>
<th>ADJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>go / went</td>
<td>good / bad</td>
</tr>
<tr>
<td>come / came</td>
<td>nice / mean</td>
</tr>
<tr>
<td>say / said</td>
<td>pretty / ugly</td>
</tr>
<tr>
<td>get / got</td>
<td>big / a lot</td>
</tr>
</tbody>
</table>

### SOME COMMON PREPOSITIONS

(#2 sentence openers)

<table>
<thead>
<tr>
<th>about</th>
<th>beside</th>
<th>except</th>
<th>like</th>
<th>over</th>
</tr>
</thead>
<tbody>
<tr>
<td>across</td>
<td>by</td>
<td>for</td>
<td>near</td>
<td>through</td>
</tr>
<tr>
<td>after</td>
<td>concerning</td>
<td>from</td>
<td>of</td>
<td>to</td>
</tr>
<tr>
<td>among</td>
<td>despite</td>
<td>in</td>
<td>off</td>
<td>until</td>
</tr>
<tr>
<td>around</td>
<td>down</td>
<td>instead</td>
<td>on</td>
<td>up</td>
</tr>
<tr>
<td>at</td>
<td>during</td>
<td>into</td>
<td>out</td>
<td>with(out)</td>
</tr>
</tbody>
</table>
# QUALITY ADJECTIVES

<table>
<thead>
<tr>
<th>GOOD</th>
<th>PRETTY</th>
<th>NICE</th>
<th>INTERESTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>adept</td>
<td>beautiful</td>
<td>agreeable</td>
<td>astonishing</td>
</tr>
<tr>
<td>admirable</td>
<td>elegant</td>
<td>charming</td>
<td>baffling</td>
</tr>
<tr>
<td>awesome</td>
<td>enticing</td>
<td>delightful</td>
<td>captivating</td>
</tr>
<tr>
<td>clever</td>
<td>exquisite</td>
<td>genial</td>
<td>incredible</td>
</tr>
<tr>
<td>cunning</td>
<td>glorious</td>
<td>kind</td>
<td>fascinating</td>
</tr>
<tr>
<td>flourishing</td>
<td>glowing</td>
<td>pleasant</td>
<td>intriguing</td>
</tr>
<tr>
<td>holy</td>
<td>golden</td>
<td>sweet</td>
<td>mysterious</td>
</tr>
<tr>
<td>honorable</td>
<td>lovely</td>
<td>cordial</td>
<td>puzzling</td>
</tr>
<tr>
<td>magnificent</td>
<td>ornate</td>
<td>friendly</td>
<td></td>
</tr>
<tr>
<td>majestic</td>
<td>stunning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>powerful</td>
<td>vibrant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>praiseworthy</td>
<td>radiant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>respectable</td>
<td>captivating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sacred</td>
<td>breathtaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>terrific</td>
<td>colorful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>delicious</td>
<td>majestic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>delectable</td>
<td>lush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yummy</td>
<td>ravishing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>savory</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nourishing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>prudent</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>wise</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ingenious</td>
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</tbody>
</table>

**BIG**

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>broad</td>
</tr>
<tr>
<td>colossal</td>
</tr>
<tr>
<td>enormous</td>
</tr>
<tr>
<td>huge</td>
</tr>
<tr>
<td>massive</td>
</tr>
<tr>
<td>towering</td>
</tr>
<tr>
<td>sizeable</td>
</tr>
<tr>
<td>vast</td>
</tr>
<tr>
<td>immense</td>
</tr>
<tr>
<td>monstrous</td>
</tr>
</tbody>
</table>