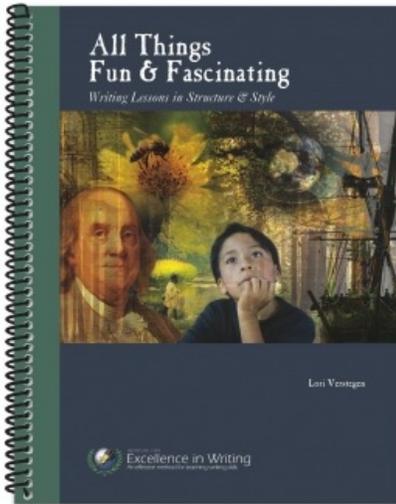


## **All Things Fun and Fascinating Lesson Plans**



**All Things Fun and Fascinating** is a theme-based writing program by Lori Vergesten, published by the Institute of Excellence in Writing. Here is IEW's description of the book: *Humorous characters and fascinating creatures will help young students enjoy learning to write with structure and style.*

The genius behind IEW's program is that it teaches writing, which can be nebulous and subjective, with concrete and manageable steps. Students are given tools and vocabulary with which they can expand and develop their writing style. Parents are given checklists to help them objectively assess their children's writing assignments.

This course is appropriate for third to fifth graders. There are assignments for four days a week for 32 weeks. Each lesson should take about 30 minutes. Some third graders may need

two years to complete this course; most fourth and fifth graders should be able to do it in one year. These lesson plans walk you through each lesson step by step.

The Institute of Excellence in Writing highly encourages all parents to watch *Teaching Writing: Structure and Style Seminar*. However, if you cannot afford the time or money to do so, do not let this hinder you from using this program. My first encounter with IEW's program was at a homeschool conference where an IEW representative told me I could use their themed books, such as *All Things Fun and Fascinating*, without watching the DVDs. The books are quite self-explanatory. It was a great sales pitch on her part because I have been using and recommending their books ever since.

IEW does have some wonderful free resources on their website that will help you understand their method. I highly recommend you listen to these free podcasts before teaching this course:

### **Nurturing Competent Communicators**

<http://iew.com/help-support/resources/mp3-resources/nurturing-competent-communicators>

### **The Four Deadly Errors of Teaching Writing**

<http://iew.com/search/site/four%20deadly%20errors>

For this course, you will need:

- *All Things Fun and Fascinating*, Student Book from [iew.com](http://iew.com)
- The teacher's manual, downloadable from [iew.com](http://iew.com).
- These lesson plans
- A spiral notebook, flashcards, and a writing folder for good copies, checklists, etc.

Finally, I encourage you to help your children as much as needed. Spell tricky words out for them, help them with outlining, brainstorming, and even composing a sentence or two for them if needed. If spelling and handwriting is a struggle, write out the outline and even the first draft while your students dictate. At this stage, you cannot offer too much help. Over time, your students will gain confidence and independence. Also, remember that the process is much more important than the end product. Keep these lessons light-hearted. Happy teaching!

## All Things Fun and Fascinating Lesson Plans

Ch.	Wk/ Day	Page	Lesson
1	1.1	10, 3-5  TM 5	<input type="checkbox"/> Read p. 10, <i>Helpful Symbols and Abbreviations</i> . <input type="checkbox"/> Read p. 3-4, <i>Floating Rocks</i> . <input type="checkbox"/> Number the sentences on p. 4. The first sentence should be numbered with a Roman Numeral I. The second sentence is no. 1, and so on. <input type="checkbox"/> Together, <b>outline</b> <i>Floating Rocks</i> on p. 5. Remember, only 3-4 key words per line. Make up your own abbreviations and symbols as you outline. <input type="checkbox"/> Using the outline, <b>retell</b> the paragraph in your own words. Use complete sentences.
	1.2	10, 6-7	<input type="checkbox"/> Review p. 10, <i>Helpful Symbols and Abbreviations</i> . Memorize. <input type="checkbox"/> Read p. 6, <i>The Stinking Giant</i> . <input type="checkbox"/> Number the sentences on p.6 The first sentence should be numbered with Roman Numeral I. The second sentence is no. 1, and so on. <input type="checkbox"/> Together, <b>outline</b> <i>The Stinking Giant</i> on p. 7. Remember, only 3-4 key words per line. Make up your own abbreviations and symbols as you outline. <input type="checkbox"/> Using the outline, <b>retell</b> the paragraph in your own words. Use complete sentences.
	1.3	8-9	<input type="checkbox"/> Complete the Helpful Symbols and Abbreviations form in the Lesson Plans Appendix. <input type="checkbox"/> Read p. 8, <i>Life Preservers</i> . <input type="checkbox"/> Number the sentences on p. 8. <input type="checkbox"/> Together, <b>outline</b> <i>Life Preservers</i> on p. 9. Remember, only 3-4 key words per line. Make up your own abbreviations and symbols as you outline. <input type="checkbox"/> Using the outline, <b>retell</b> the paragraph in your own words. Use complete sentences.
	1.4	4-10	<input type="checkbox"/> Choose one of your outlines and retell the paragraph again. <input type="checkbox"/> <b>Write</b> the paragraph in your own words. <input type="checkbox"/> <b>Proofread</b> for correct spelling and grammar.
2	2.1	11-13  TM 6	<input type="checkbox"/> Read p. 11-12, <i>A Giant Leap</i> . <input type="checkbox"/> Number the sentences on p. 12. <input type="checkbox"/> Together, <b>outline</b> <i>A Giant Leap</i> on p.13. Remember, only 3-4 key words per line. Make up your own abbreviations and symbols as you outline. <input type="checkbox"/> Using the outline, <b>retell</b> the paragraph in your own words. Use complete sentences.

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	2.2	14-15	<input type="checkbox"/> Read p. 14, <i>Limeys</i> . <input type="checkbox"/> Number the sentences on p. 14. <input type="checkbox"/> Together, <b>outline</b> <i>Limeys</i> on p.15. <input type="checkbox"/> Using the outline, <b>retell</b> the paragraph in your own words.
	2.3	16-17	<input type="checkbox"/> Read p. 16, <i>A Strange Creature</i> . <input type="checkbox"/> Number the sentences on p. 17. <input type="checkbox"/> Together, <b>outline</b> <i>A Strange Creature</i> on p. 17. <input type="checkbox"/> Using the outline, <b>retell</b> the paragraph in your own words.
	2.4	TM 32-37	<input type="checkbox"/> Look at vocabulary pages on p. 32-37 of TM. <input type="checkbox"/> Make Lesson 2 flash cards: Cut out the vocab words for lesson 2. Paste the word on one side of a flash card. Paste the definition on the other side. <input type="checkbox"/> Choose one of your outlines and <b>retell</b> the paragraph again. <input type="checkbox"/> <b>Write</b> the paragraph in your own words. Be sure to use one of your new vocabulary words. <input type="checkbox"/> <b>Proofread</b> for correct spelling and grammar.
3	3.1	19  TM 7	<input type="checkbox"/> Read p. 19. “Dress-Ups” are ways to improve your writing by using descriptive words. <input type="checkbox"/> Memorize the banned verbs. <input type="checkbox"/> See p. 158-159. Read some of the <b>strong verbs</b> you can use to replace the banned verbs. <input type="checkbox"/> Write five sentences using banned verbs. Then re-write them using strong verbs. To expedite the process, the teacher can write out the sentences for the student.
	3.2	21	<input type="checkbox"/> Review the banned verbs by memory. Make up a sentence with a banned verb and then re-state it, replacing the banned verb with a strong verb. Use the list on p. 158-159 for help. <input type="checkbox"/> Read p. 21, <b><i>Using Quotation Marks</i></b> . <input type="checkbox"/> Read p. 22, <i>Belling the Cat</i> . Discuss how the rules are used in this story. Highlight the quotation marks, commas, capital letters, and draw arrows to show the indentation.
	3.3	21-23	<input type="checkbox"/> Review the banned verbs by memory. Review the vocabulary. <input type="checkbox"/> Review the rules for using quotation marks on p. 21. <input type="checkbox"/> Read p. 22, <i>Belling the Cat</i> . Number the sentences and <b>outline</b> on p. 23. Remember to use only 3-4 key words per line and to use symbols and abbreviations. <input type="checkbox"/> Using the outline, <b>retell</b> the story in your own words.
	3.4	22-24	<input type="checkbox"/> Together, complete p. 24, <b><i>Brainstorming Strong Verbs</i></b> . <input type="checkbox"/> <b>Make the vocab cards</b> for lesson 3. <input type="checkbox"/> Using your outline, <b>retell</b> <i>Belling the Cat</i> using your new vocab words and strong verbs from your brainstorming.
	4.1	22-24	<input type="checkbox"/> <b>Write</b> your own version of <i>Belling the Cat</i> . Use your outline and brainstorming ideas. Be sure to include some new vocabulary.

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3B	4.2	25 TM 7-9	<input type="checkbox"/> Photocopy and read p. 9 of the TM, <b>Proofreading Marks</b> . Keep a copy in the front of your writing folder. <input type="checkbox"/> Together, <b>proofread</b> your story, <i>Belling the Cat</i> . <input type="checkbox"/> Read and complete p. 25, <i>Creating Titles</i> . Add a moral and a title to your story.
	4.3	26	<input type="checkbox"/> Write a <b>good copy</b> of your story. Use the checklist on p. 26. <input type="checkbox"/> Illustrate.
	4.4	TM 39, 42	<input type="checkbox"/> Review all your vocab cards. Do the Vocabulary Crossword Puzzle from TM p. 39. <input type="checkbox"/> <b>Make the vocab cards</b> for lesson 4.
4	5.1	27-28 TM 10	<input type="checkbox"/> Read and complete p. 27. Read some of the <b>adverbs (-ly words)</b> on p. 160-161. Make up three sentences that use -ly words. <input type="checkbox"/> Read and complete p. 28. Read some of the <b>quality adjectives</b> on p. 156-157. Make up three sentences that use quality adjectives. <input type="checkbox"/> Memorize the banned adjectives on p. 28.
	5.2	29-31	<input type="checkbox"/> Read p. 29-30, <i>The Crow and the Peacocks</i> . <input type="checkbox"/> Photocopy p. 31 and <b>outline</b> the story. <input type="checkbox"/> Using your outline, <b>retell</b> <i>The Crow and the Peacock</i> . Include some of your new vocab words.
	5.3	32 TM 10	<input type="checkbox"/> Review your vocab cards. <input type="checkbox"/> <b>Brainstorm</b> for your story on p. 32. Be sure to use the word lists on p. 156-159 for ideas. <input type="checkbox"/> From your outline, <b>retell</b> <i>The Crow and the Peacocks</i> using your new vocab words, quality adjectives, strong verbs, and -ly words from your brainstorming.
	5.4	30-33	<input type="checkbox"/> <b>Write</b> your own version of <i>Belling the Cat</i> . Include new vocab words, quality adjectives, strong verbs, and -ly words from your brainstorming. <input type="checkbox"/> Read and complete p. 33. Add a moral and a title to your story. <input type="checkbox"/> Proofread
	6.1	34	<input type="checkbox"/> Write a <b>good copy</b> of your story. Use the checklist on p. 34. <input type="checkbox"/> Illustrate. <input type="checkbox"/> Review your vocab cards.
5	6.2	35-36 TM 11	<input type="checkbox"/> Read and complete p. 35-36. You will learn about <b>sentence openers</b> . <input type="checkbox"/> Turn to p. 160-161 and make up three sentences that begin with adverbs (-ly words). <input type="checkbox"/> Review your vocab cards and <b>make the new ones</b> for lesson 5.
	6.3	37-39 TM 49, 59	<input type="checkbox"/> Do <b>Vocabulary Quiz 1</b> (p. 49 of TM) <input type="checkbox"/> Read p. 37-38, <i>The Ants and the Grasshoppers</i> . <input type="checkbox"/> Photocopy p. 39 and <b>outline</b> the story. <input type="checkbox"/> Using your outline, <b>retell</b> <i>The Ants and the Grasshoppers</i> . Include some of your new vocab words.

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	6.4	37-41	<input type="checkbox"/> <b>Brainstorm</b> for your story on p. 40. Be sure to use the word lists on p. 156-159 for ideas. <input type="checkbox"/> Read and complete p. 41, <b>Alliteration</b> .
	7.1	38-42	<input type="checkbox"/> <b>Write</b> your own version of <i>The Ants and the Grasshoppers</i> . Include new vocab words, quality adjectives, strong verbs, and -ly words from your brainstorming. Add alliteration. <input type="checkbox"/> Add a moral and a title. <input type="checkbox"/> Use the checklist on p. 42. <b>Proofread</b> .
	7.2		<input type="checkbox"/> Write a <b>good copy</b> of your story. <input type="checkbox"/> Illustrate. <input type="checkbox"/> Review your vocab cards.
6	7.3	43-50 TM 12	<input type="checkbox"/> Read p. 43-44. Discuss elements of the <b>Story Sequence Chart</b> . See Lesson Plans Appendix for a simplified Story Sequence Chart. <input type="checkbox"/> Read p. 46: <i>Damocles and the King, Section I</i> . Discuss the setting and characters. <input type="checkbox"/> Read p. 48: <i>Damocles and the King, Section II</i> . What is the conflict? <input type="checkbox"/> Read p. 50: <i>Damocles and the King, Section III</i> . What is the climax and resolution?
6A	7.4	44-47	<input type="checkbox"/> <b>Make vocab cards</b> for Lesson 6. <input type="checkbox"/> Review the story sequence chart on p. 44. <input type="checkbox"/> Read p. 46: <i>Damocles and the King, Section I</i> . <b>Outline</b> the paragraph on p. 47 by answering the questions in the box using key words only. Do not take notes from every sentence. <input type="checkbox"/> Using the outline, <b>retell</b> the story in your own words. <input type="checkbox"/> Complete the brainstorming on p. 47.
	8.1	46-47 TM 12	<input type="checkbox"/> <b>Write</b> your own version of <i>Damocles and the King, Section I</i> . Use the style checklist at the bottom of p. 47. <input type="checkbox"/> Proofread <input type="checkbox"/> Review vocab cards. Add one vocab word to your story.
6B	8.2	44, 48-49 TM 13	<input type="checkbox"/> Review the Story Sequence Chart on p. 44. <input type="checkbox"/> Read p. 48: <i>Damocles and the King, Section II</i> . <b>Outline</b> the paragraph on p. 49 by answering the questions in the box using key words only. Do not take notes from every sentence. <input type="checkbox"/> Using the outline, <b>retell</b> the story in your own words. <input type="checkbox"/> Complete the brainstorming on p. 49.
	8.3	48-49	<input type="checkbox"/> <b>Write</b> your own version of <i>Damocles and the King, Section II</i> . Use the style checklist at the bottom of p. 49. Add one vocab word to your story. <input type="checkbox"/> Proofread

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6C	8.4	50-51 TM 13	<input type="checkbox"/> Read p. 50: <i>Damocles and the King, Section III</i> . <b>Outline</b> the paragraph on p. 51 by answering the questions in the box using key words only. Do not take notes from every sentence. <input type="checkbox"/> Using the outline, <b>retell</b> the story in your own words. <input type="checkbox"/> Complete the brainstorming on p. 51.
	9.1	52	<input type="checkbox"/> <b>Write</b> your own version of <i>Damocles and the King, Section III</i> . Use the style checklist on p.52. Add alliteration and a title. <input type="checkbox"/> Proofread
	9.2		<input type="checkbox"/> Write a <b>good copy</b> of Section I. <input type="checkbox"/> Review your vocab cards.
	9.3		<input type="checkbox"/> Write a <b>good copy</b> of Section II. <input type="checkbox"/> Review your vocab cards.
	9.4		<input type="checkbox"/> Write a <b>good copy</b> of Section III. <input type="checkbox"/> Illustrate.
7	10.1	53-55 TM 14	<input type="checkbox"/> Read p. 53-54, <i>The Little Dutch Boy</i> . <input type="checkbox"/> Photocopy p. 55 and <b>outline</b> the story by answering the questions in the box using key words only. Do not take notes from every sentence. <input type="checkbox"/> Using the outline, <b>retell</b> the story in your own words. <input type="checkbox"/> <b>Make vocab cards</b> for Lesson 7.
	10.2	53-57	<input type="checkbox"/> Read and complete p. 57, <b><i>The Who/Which Clause</i></b> . <input type="checkbox"/> <b>Brainstorm</b> for <i>The Little Dutch Boy</i> on p. 46. <input type="checkbox"/> Review your vocab cards.
	10.3	54-56	<input type="checkbox"/> <b>Write</b> the first paragraph of <i>The Little Dutch Boy</i> in your own words. Include one of your vocab words. <input type="checkbox"/> Proofread
	10.4	54-56	<input type="checkbox"/> <b>Write</b> the second paragraph of <i>The Little Dutch Boy</i> in your own words. Include one of your vocab words. <input type="checkbox"/> Proofread
	11.1	54-56	<input type="checkbox"/> <b>Write</b> the third paragraph of <i>The Little Dutch Boy</i> in your own words. Include one of your vocab words. <input type="checkbox"/> Add a title. <input type="checkbox"/> Proofread and use the checklist on p. 58.
	11.2		<input type="checkbox"/> Write a <b>good copy</b> of paragraph I. <input type="checkbox"/> Review your vocab cards.
	11.3		<input type="checkbox"/> Write a <b>good copy</b> of paragraph II. <input type="checkbox"/> Do the Vocabulary Word Search (TM 40-41)

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	11.4		<input type="checkbox"/> Write a <b>good copy</b> of paragraph III. <input type="checkbox"/> Illustrate
8	12.1	59-61 TM 15	<input type="checkbox"/> Read p. 59-60, <i>Pecos Bill Rides a Tornado</i> . <input type="checkbox"/> Photocopy p. 61 and <b>outline</b> the story by answering the questions in the box using key words only. <input type="checkbox"/> Using the outline, <b>retell</b> the story in your own words. <input type="checkbox"/> <b>Make vocab cards</b> for Lesson 8.
8A	12.2	60-63 TM 15	<input type="checkbox"/> <b>Brainstorm</b> for section I on p. 62. <input type="checkbox"/> Read and complete p. 63, <b><i>Similes and Hyperboles</i></b> . <input type="checkbox"/> Review your vocab cards.
	12.3	60-64	<input type="checkbox"/> <b>Write</b> the first section of <i>Pecos Bill</i> in your own words. Include one of your vocab words. Use the checklist on p. 64. <input type="checkbox"/> Proofread
8B	12.4	60-61 65-66 TM 15	<input type="checkbox"/> <b>Brainstorm</b> for section II on p. 65. <input type="checkbox"/> Read p. 66, <b>#6 Sentence Opener</b> (very short sentence). <input type="checkbox"/> Review your vocab cards.
	13.1	60-61 65-67	<input type="checkbox"/> <b>Write</b> the second section of <i>Pecos Bill</i> in your own words. Include one of your vocab words. Use the checklist on p. 67. <input type="checkbox"/> Proofread
8C	13.2	60-61 68-69 TM 16	<input type="checkbox"/> <b>Brainstorm</b> for section III on p. 68-69 <input type="checkbox"/> Do Vocabulary Quiz 2 (TM 50)
	13.3	60-61 68-70	<input type="checkbox"/> <b>Write</b> the third section of <i>Pecos Bill</i> in your own words. Include one of your vocab words. Use the checklist on p. 70. <input type="checkbox"/> Proofread
	13.4		<input type="checkbox"/> Write a <b>good copy</b> of section I. <input type="checkbox"/> Review your vocab cards.
	14.1		<input type="checkbox"/> Write a <b>good copy</b> of section II. <input type="checkbox"/> Review your vocab cards.
	14.2		<input type="checkbox"/> Write a <b>good copy</b> of section III. <input type="checkbox"/> Illustrate
9	14.3	71-73 TM 17	<input type="checkbox"/> Read p. 71-72. Choose a conflict/story to borrow. <input type="checkbox"/> Outline the story on p. 73. <input type="checkbox"/> Using the outline, <b>retell</b> the story in your own words.

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	14.4	73-74	<input type="checkbox"/> <b>Brainstorm</b> for your story. Older/advanced students can write three separate paragraphs. Younger students may write the story in one paragraph. <input type="checkbox"/> Review your vocab cards.
	15.1	73-74	<input type="checkbox"/> <b>Write</b> the story in your own words. If you are writing three paragraphs, you may want to write one paragraph a day. Use the checklist on p. 74. <input type="checkbox"/> Proofread
	15.2		<input type="checkbox"/> Write a <b>good copy</b> of your story. <input type="checkbox"/> Illustrate <input type="checkbox"/> Review your vocab cards.
	15.3	75-78	<input type="checkbox"/> Read p. 75-78, <b><i>Holiday Poetry</i></b> . <input type="checkbox"/> Choose which type of poem you would like to write: a cinquain, a five-senses poem, or an acronym. <input type="checkbox"/> Brainstorm for your poem on p. 77.
	15.4	75-78	<input type="checkbox"/> Write your poem and proofread. <input type="checkbox"/> <b>Write a good copy</b> and illustrate. <input type="checkbox"/> Review your vocab cards.
10	16.1	79-85  TM 19	<input type="checkbox"/> Read p. 79-80. Memorize the <b>Topic-Clincher Rule</b> . <input type="checkbox"/> Read p. 81-82, <i>Busy Beavers</i> . Look for 5-7 interesting or important facts about beaver homes. Underline these facts. Since your topic is about beaver homes, you want to focus on the facts about beaver homes. <input type="checkbox"/> Read p. 85, <i>Sample Key Word Outline</i> , to get an idea of how to choose and outline the most interesting or important facts about beaver homes. <input type="checkbox"/> <b>Outline</b> your summary on p. 83. <input type="checkbox"/> Using the outline, <b>tell back</b> the information in complete sentences.
	16.2	79-84	<input type="checkbox"/> <b>Make the vocab cards</b> for Lesson 10. <input type="checkbox"/> Review your vocab cards. <input type="checkbox"/> <b>Brainstorm</b> for your summary on p. 84.
	16.3	79-86	<input type="checkbox"/> Review the Topic-Clincher Rule. Say it by memory. <input type="checkbox"/> <b>Write</b> the summary in your own words. Use the checklist on p. 86. <input type="checkbox"/> Proofread.
	16.4	86	<input type="checkbox"/> Write a <b>good copy</b> of your summary. Leave two lines blank at the very beginning of your summary, since you will add an introductory statement later on. <input type="checkbox"/> Illustrate <input type="checkbox"/> Review your vocab cards.

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11	17.1	87-89 TM 20	<input type="checkbox"/> Read p. 87-88, <i>A Bird With a Tasty Nest</i> . <input type="checkbox"/> Choose a topic sentence. Underline 5-7 sentences that are most important and interesting, but make sure they are relevant to your topic sentence. <input type="checkbox"/> Photocopy p. 89 and <b>outline</b> your most important/interesting facts. <input type="checkbox"/> Using the outline, <b>tell back</b> the information in complete sentences.
	17.2	87-91	<input type="checkbox"/> <b>Make the vocab cards</b> for Lesson 11. <input type="checkbox"/> Review your vocab cards. <input type="checkbox"/> <b>Brainstorm</b> for your summary on p. 90. <input type="checkbox"/> Read and complete p. 91, <b>Possessive Nouns</b> .
	17.3	87-92	<input type="checkbox"/> Review the rules about possessive nouns on p. 91. <input type="checkbox"/> <b>Write</b> the summary in your own words. Use the checklist on p. 92. <input type="checkbox"/> Proofread.
	17.4		<input type="checkbox"/> Write a <b>good copy</b> of your summary. <input type="checkbox"/> Illustrate <input type="checkbox"/> Review your vocab cards.
12	18.1	93-95 TM 20	<input type="checkbox"/> Read p.93-94, <i>Honey Bees</i> . <input type="checkbox"/> Choose a topic sentence. Underline 5-7 sentences that are most important and interesting, but make sure they are relevant to your topic sentence. <input type="checkbox"/> Photocopy p. 95 and <b>outline</b> your most important/interesting facts. <input type="checkbox"/> Using the outline, <b>tell back</b> the information in complete sentences.
	18.2	93-95	<input type="checkbox"/> <b>Make the vocab cards</b> for Lesson 12. <input type="checkbox"/> Review your vocab cards. <input type="checkbox"/> <b>Brainstorm</b> for your summary. You can use the Brainstorming Sheet in the Lesson Plan Appendix.
	18.3	93-96	<input type="checkbox"/> <b>Write</b> the summary in your own words. Use the checklist on p. 96. <input type="checkbox"/> Proofread.
	18.4	TM 51-52	<input type="checkbox"/> Write a <b>good copy</b> of your summary. Leave two lines blank at the end of your summary since you will add to this later on. <input type="checkbox"/> Illustrate <input type="checkbox"/> Do Vocabulary Quiz 3 (TM 51-52)
13	19.1	97-99 TM 20	<input type="checkbox"/> Read p.97-98, <i>Army Ants</i> . <input type="checkbox"/> Choose a topic sentence. Underline 5-7 sentences that are most important and interesting, but make sure they are relevant to your topic sentence. <input type="checkbox"/> Photocopy p. 99 and <b>outline</b> your most important/interesting facts. <input type="checkbox"/> Using the outline, <b>tell back</b> the information in complete sentences.

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	19.2	97-101	<input type="checkbox"/> <b>Make the vocab cards</b> for Lesson 13. <input type="checkbox"/> Review your vocab cards. <input type="checkbox"/> <b>Brainstorm</b> for your summary on p.100. Make up three short staccato sentences. <input type="checkbox"/> Read p. 101, <i>Grammar Help</i> .
	19.3	97-102	<input type="checkbox"/> <b>Write</b> the summary in your own words. Use the checklist on p. 102. <input type="checkbox"/> Proofread.
	19.4		<input type="checkbox"/> Write a <b>good copy</b> of your summary. <input type="checkbox"/> Illustrate <input type="checkbox"/> Review your vocab cards.
14	20.1	103-106  TM 21	<input type="checkbox"/> Read p. 103-105, <i>Amazing Animal Homes</i> . <input type="checkbox"/> You are going to combine your last three summaries, the beaver lodge, the swiftet's nest, and the honeybee hive into one report. Add an <b>introductory statement</b> to your first paragraph. <input type="checkbox"/> Add a <b>final clincher</b> to your last paragraph. <input type="checkbox"/> Create a <b>new title</b> for your report using words from your final clincher. <input type="checkbox"/> Do the Vocabulary Word Search (TM 43-44)
15	20.2	107-109  TM 22	<input type="checkbox"/> Read p. 107-108, <i>The Kite Ride</i> . <input type="checkbox"/> Using the pictures on p. 109, make up your own story. Use the questions on p.108 to help come up with ideas. <input type="checkbox"/> Photocopy p.109 and <b>outline</b> your story. Remember, each picture must have a central fact and a clincher. <input type="checkbox"/> Using the outline, <b>tell</b> your story in complete sentences.
	20.3	107-112	<input type="checkbox"/> Read p. 111, <i>Conversation</i> and discuss. <input type="checkbox"/> <b>Brainstorm</b> for the first paragraph on p. 110. <input type="checkbox"/> <b>Write</b> the first paragraph of your story. Use the checklist on p. 112 and proofread.
	20.4	107-112	<input type="checkbox"/> <b>Make the vocab cards</b> for lesson 15. <input type="checkbox"/> <b>Brainstorm</b> for the second paragraph on p. 110. <input type="checkbox"/> <b>Write</b> the second paragraph of your story. Use the checklist on p. 112 and proofread.
	21.2	107-112	<input type="checkbox"/> Review your vocab cards. <input type="checkbox"/> <b>Brainstorm</b> for the second paragraph on p. 110. <input type="checkbox"/> <b>Write</b> the second paragraph of your story. Use the checklist on p. 112 and proofread.
	21.3	107-112	<input type="checkbox"/> <b>Brainstorm</b> for the third paragraph on p. 110. <input type="checkbox"/> <b>Write</b> the third paragraph of your story. Add a title. Use the checklist on p. 112 and proofread.
	21.4		<input type="checkbox"/> Write a <b>good copy</b> of paragraph I. <input type="checkbox"/> Review your vocab cards.

## All Things Fun and Fascinating Lesson Plans

	22.1	TM 53-54	<input type="checkbox"/> Write a <b>good copy</b> of paragraph II. <input type="checkbox"/> Do Vocabulary Quiz 4 (TM 53-54)
	22.2		<input type="checkbox"/> Write a <b>good copy</b> of paragraph III. <input type="checkbox"/> Illustrate
16	22.3	113-114  TM 22	<input type="checkbox"/> Read p. 113-114, <i>The Fishing Trip</i> . <input type="checkbox"/> Using the pictures on p. 114, make up your own story. Use the questions on p.108 to help come up with ideas. <input type="checkbox"/> <b>Outline</b> your story. Remember, each picture must have a central fact and a clincher. Include conversation. <input type="checkbox"/> Using the outline, <b>tell</b> your story in complete sentences.
	22.3	115	<input type="checkbox"/> <b>Make the vocab cards</b> for lesson 16. <input type="checkbox"/> Review your vocab cards. <input type="checkbox"/> Read p. 115, <i>The Because Clause</i> . <input type="checkbox"/> Using the outline, <b>tell</b> your story in complete sentences. Add vocab words and a because clause when you tell your story.
	23.1	113-116	<input type="checkbox"/> Review p. 115, <i>The Because Clause</i> . <input type="checkbox"/> <b>Brainstorm</b> for the first paragraph. You can use the Brainstorming Sheet in the Lesson Plan Appendix. If you do, make 3 copies of it. You will need one for each paragraph. <input type="checkbox"/> <b>Write</b> the first paragraph of your story. Use the checklist on p. 116 and proofread.
	23.2	113-116	<input type="checkbox"/> <b>Brainstorm</b> for the second paragraph. <input type="checkbox"/> <b>Write</b> the second paragraph of your story. Use the checklist on p. 116 and proofread.
	23.3	113-116	<input type="checkbox"/> <b>Brainstorm</b> for the third paragraph. <input type="checkbox"/> <b>Write</b> the third paragraph of your story. Add a title from the final clincher. Use the checklist on p. 116 and proofread.
	23.4		<input type="checkbox"/> Write a <b>good copy</b> of paragraph I. <input type="checkbox"/> Review your vocab cards.
	24.1		<input type="checkbox"/> Write a <b>good copy</b> of paragraph II. <input type="checkbox"/> Review your vocab cards.
	24.2		<input type="checkbox"/> Write a <b>good copy</b> of paragraph III. <input type="checkbox"/> Illustrate

## All Things Fun and Fascinating Lesson Plans

17	24.3	117-121 TM 23	<input type="checkbox"/> Read p. 117-118, <i>Benjamin Franklin</i> . <input type="checkbox"/> Read p. 119, <i>Making Life Better</i> . <b>Underline 5-6 facts</b> that you think are most interesting or important about how Ben Franklin made life better in the colonies. <input type="checkbox"/> <b>Outline the facts</b> on p. 121 under “Source 1: Making Life Better”. <input type="checkbox"/> Read p. 120, <i>An Ingenious Inventor</i> . <b>Underline 5-6 facts</b> that you think are most interesting or important about how Ben Franklin made life better in the colonies. Do not underline facts that you already noted from the first source. <input type="checkbox"/> <b>Outline the facts</b> on p. 121 under “Source 2: An Ingenious Inventor”.
	24.4	117-123	<input type="checkbox"/> <b>Make a fused outline</b> on p.122. Read p. 117-118 for instructions on how to do this. You can also look at p. 123 for an example. <input type="checkbox"/> <b>Tell back</b> your summary from your outline. <input type="checkbox"/> <b>Make the vocab cards</b> for Lesson 17. <input type="checkbox"/> Review your vocab cards.
	25.1	122	<input type="checkbox"/> <b>Brainstorm</b> for your report. You can use the Brainstorming Sheet in the Lesson Plan Appendix.
	25.2	122-124	<input type="checkbox"/> <b>Write</b> your report. Use the checklist on p. 124. <input type="checkbox"/> Proofread. <input type="checkbox"/> Review your vocab cards.
	25.3		<input type="checkbox"/> Write a <b>good copy</b> of your report. Leave two lines blank at the beginning of the report since you will add to this later on. <input type="checkbox"/> Illustrate or add a picture.
18	25.4	125-128 TM 23	<input type="checkbox"/> Read p. 125, <i>Louis Braille</i> . <input type="checkbox"/> Read p. 126, <i>Thanks to Louis Braille</i> . <b>Underline 5-6 facts</b> that you think are most interesting or important about how Louis Braille invented a way for the blind to read. <input type="checkbox"/> <b>Outline the facts</b> on p. 128 under “Source 1: Thanks to Louis Braille”. <input type="checkbox"/> Read p. 127, <i>The World of Braille</i> . <b>Underline 5-6 facts</b> that you think are most interesting or important about how Louis Braille invented a way for the blind to read. Do not underline facts that you already noted from the first source. <input type="checkbox"/> <b>Outline the facts</b> on p. 128 under “Source 2: Thanks to Louis Braille”.
	26.1	125-129	<input type="checkbox"/> <b>Make a fused outline</b> on p.129. Read p. 117-118 for instructions on how to do this. <input type="checkbox"/> <b>Tell back</b> your summary from your outline. <input type="checkbox"/> <b>Make the vocab cards</b> for Lesson 18. <input type="checkbox"/> Review your vocab cards.

## All Things Fun and Fascinating Lesson Plans

	26.2	129	<input type="checkbox"/> <b>Brainstorm</b> for your report. You can use the Brainstorming Sheet in the Lesson Plan Appendix.
	26.3	129 - 130	<input type="checkbox"/> <b>Write</b> your report. Use the checklist on p. 130. <input type="checkbox"/> Proofread. <input type="checkbox"/> Review your vocab cards.
	26.4		<input type="checkbox"/> Write a <b>good copy</b> of your report. <input type="checkbox"/> Illustrate or add a picture.
19	27.1	131-134  TM 24	<input type="checkbox"/> Read p. 131, <i>Thomas Edison</i> . <input type="checkbox"/> Read p. 132, <i>Thomas Edison</i> . <b>Underline 5-6 facts</b> that you think are most interesting or important about how Thomas Edison changed the world. <input type="checkbox"/> <b>Outline the facts</b> on p. 134 under “Source 1: Thomas Edison”. <input type="checkbox"/> Read p. 133, <i>The Wizard of Menlo Park</i> . <b>Underline 5-6 facts</b> that you think are most interesting or important about how Thomas Edison changed the world. Do not underline facts that you already noted from the first source. <input type="checkbox"/> <b>Outline the facts</b> on p. 134 under “Source 2: The Wizard of Menlo Park.”
	27.2	134-135	<input type="checkbox"/> <b>Make a fused outline</b> on p.129. <input type="checkbox"/> <b>Tell back</b> your summary from your outline. <input type="checkbox"/> <b>Make the vocab cards</b> for Lesson 19. <input type="checkbox"/> Review your vocab cards.
	27.3	135-136	<input type="checkbox"/> <b>Write</b> your report. Use the checklist on p. 136. <input type="checkbox"/> Proofread. <input type="checkbox"/> Review your vocab cards.
	27.4		<input type="checkbox"/> Write a <b>good copy</b> of your report. Leave two extra lines blank at the end of this report since you will add to this later on. <input type="checkbox"/> <b>Illustrate</b> or add a picture.
20	28.1	137-140  TM 24	<input type="checkbox"/> Read p. 137-139, <i>Men who Changed the World</i> . <input type="checkbox"/> You are going to combine your last three reports on Benjamin Franklin, Louis Brailled, and Thomas Edison into one report. Add an <b>introductory statement</b> to your first paragraph. <input type="checkbox"/> Add a <b>final clincher</b> to your last paragraph. <input type="checkbox"/> Create a <b>new title</b> for your report using words from your final clincher. <input type="checkbox"/> Use the checklist on p. 140. <input type="checkbox"/> Do the Vocabulary Word Search (TM 46-47).
21	28.2	141-143  TM 24	<input type="checkbox"/> Read p. 141-142, <i>My Favorite Activity</i> . <input type="checkbox"/> <b>Memorize the Question Starter Words:</b> <i>who, what, when, where, why, how, how feel, best, problems</i> . <input type="checkbox"/> <b>Outline</b> your ideas on p. 143.

## All Things Fun and Fascinating Lesson Plans

	28.3	143-144 TM 55	<input type="checkbox"/> Review the Question Starter Words. <input type="checkbox"/> <b>Brainstorm.</b> You can use the Brainstorming Sheet in the Lesson Plan Appendix. <input type="checkbox"/> Do Vocabulary Quiz 5 (TM 55)
	28.4	143-144	<input type="checkbox"/> <b>Write</b> your paragraph. Use the checklist on p. 144. <input type="checkbox"/> Proofread.
	29.1		<input type="checkbox"/> Write a <b>good copy</b> <input type="checkbox"/> <b>Illustrate</b> <input type="checkbox"/> Review your vocab words.
22	29.2	145-147 TM 25	<input type="checkbox"/> Read p. 145-146, <i>A Special Person</i> . <input type="checkbox"/> Review the Question Starter Words. <input type="checkbox"/> <b>Outline</b> your ideas on p. 147.
	29.3	147-148	<input type="checkbox"/> Read p. 148, <i>The #2 Sentence Opener</i> . <input type="checkbox"/> Look at the list of <b>Common Prepositions</b> on p. 155. Make up several sentences that begin with a prepositional phrase. Remember, <b>a prepositional phrase must come before a complete sentence.</b> <input type="checkbox"/> <b>Brainstorm.</b> You can use the Brainstorming Sheet in the Lesson Plan Appendix. <input type="checkbox"/> Review your vocab words.
	29.4	147-149	<input type="checkbox"/> <b>Write</b> your paragraph. Use the checklist on p. 149. <input type="checkbox"/> Proofread.
	30.1		<input type="checkbox"/> Write a <b>good copy</b> <input type="checkbox"/> <b>Illustrate</b> <input type="checkbox"/> Review your vocab words.
23	30.2	150-151 TM 25	<input type="checkbox"/> Read p. 150, <i>A Special Day</i> . <input type="checkbox"/> <b>Outline</b> your ideas on p. 151.
	30.3	150-151	<input type="checkbox"/> <b>Brainstorm.</b> You can use the Brainstorming Sheet in the Lesson Plan Appendix. <input type="checkbox"/> Review your vocab words.
	30.4	150-152	<input type="checkbox"/> <b>Write</b> your paragraph. Use the checklist on p. 152. <input type="checkbox"/> Proofread.
	31.1		<input type="checkbox"/> Write a <b>good copy</b> <input type="checkbox"/> <b>Illustrate</b> <input type="checkbox"/> Review your vocab words.
	31.2	TM 56-58	<input type="checkbox"/> Take the Final Vocabulary Quiz (TM 56-58)

## ***All Things Fun and Fascinating Lesson Plans***

24	31.3	143- 154 TM 26	<input type="checkbox"/> Play the <i>Question Bag Game</i> on p. 153-154.
	31.4		<input type="checkbox"/> Take all the good copies of all your compositions from this year and bind them together into a book. Add a Title Page.

Congratulations! You are done!

**All Things Fun and Fascinating Lesson Plans**

**Helpful Symbols and Abbreviations**

1. Write what each abbreviation or symbols stands for, or write the symbol. Use p. 10 in your text for help, if needed.

b/c	
w/	
w/o	
+	
→	
<	
>	
	unlike, not the same as
	no or not

2. Write some other abbreviations or symbols you know.

b/f	before

## ***All Things Fun and Fascinating* Lesson Plans**

### **Banned Words**

Verbs	go/went, come/came, say/said, get/got
Adjectives	good, bad, pretty, ugly, nice, mean, big, a lot

### **Story Sequence Chart**

I.	Characters	the main people in the story
	Setting	when and where the story takes place
II.	Conflict	the main problem
	Plot	what the characters say, think, or feel
III.	Climax	the most exciting part, the event that leads to the resolution
	Resolution	how the problem is solved and what happens after
	Theme	the moral of the story

## All Things Fun and Fascinating Lesson Plans

### Dress-Ups and Decorations

<b>Dress-Ups</b>	<b>strong verbs (v)</b>
	<b>-ly words (-ly)</b>
	<b>quality adjectives (adj)</b>
	<b>who/which clause</b> - (w/w) a group of words that begins with either the word <i>who</i> or <i>which</i>
	<b>because clause</b> - (cl) a clause that begins with the word <i>because</i> . (A clause must have a subject and a verb). An entire because clause is not a complete sentence and must be added to a sentence that is already complete.
Sentence Openers	<b>#3 -ly sentence openers</b> - a sentence beginning with an adverb
	<b>#6 very short sentence</b> - must have 2-5 words, often used to draw attention to an important point.
	<b>#2 prepositional phrase</b> - when a sentence begins with a preposition. Remember, a prepositional phrase must come before a complete sentence.
Decorations	<b>Conversation/Quotation Marks</b>
	<b>Alliteration</b> - using the same sound at the beginning of two or more words that are close to each other. <i>Bouncy bunny, cunning cat</i>
	<b>Simile</b> - describing something by comparing it to something else by using the words <i>like</i> or <i>as</i> . <i>She is as busy as a bee. He eats like a pig.</i>
	<b>Hyperbole</b> - an exaggeration <i>I'm so hungry I could eat a horse.</i>
	<b>3sss</b> - Three short staccato sentences. This is three #6 sentences in a row. <i>He was fast. He was strong. He was brave.</i>

**Grammar and Composition Rules**

Capitalization	<ul style="list-style-type: none"> <li>• Capitalize proper nouns (specific people and places): <i>Mr. Brown, Main Street</i></li> <li>• Capitalize names of days and months: <i>Monday, January</i></li> <li>• Do not capitalize names of the seasons: <i>winter, summer</i></li> <li>• Capitalize names of holidays: <i>New Year's Day, Veteran's Day</i></li> </ul>
Conversation/ Quotation Marks	<ul style="list-style-type: none"> <li>• Begin the quote with a capital letter. Set it off from the rest of the words with a comma, question mark, or exclamation point.</li> <li>• Periods and commas always go inside the end quotation marks.</li> <li>• Begin a new paragraph when the speaker changes.</li> </ul>
Who/which clause	<ul style="list-style-type: none"> <li>• Put commas before and after the who/which clause.</li> <li>• The who clause describes or tells more about a person.</li> <li>• The which clause describes or tells more about a thing.</li> </ul> <p><i>Hans, who was cold and weary, called out for help.</i></p>
Topic-Clincher Rule	<ul style="list-style-type: none"> <li>• The clincher of the paragraph must repeat or reflect 2-3 key words from the topic sentence. These words should tell the topic of the paragraph.</li> </ul>
Its vs. It's	<ul style="list-style-type: none"> <li>• <i>Its</i> shows possession. <i>The book lost some of its pages.</i></li> <li>• <i>It's</i> is the contraction for <i>it is</i>. <i>It's a wonderful book.</i></li> </ul>
Their vs. There	<ul style="list-style-type: none"> <li>• <i>Their</i> shows possession. <i>Their dresses are in the wash.</i></li> <li>• <i>There</i> shows where something is. <i>I put your ball over there.</i></li> </ul>
Possessive Nouns	<ul style="list-style-type: none"> <li>• For singular nouns, add an 's: <i>the boy's dog</i></li> <li>• For plural nouns that end in s, just add the apostrophe: <i>the boys' dog</i></li> <li>• For plural nouns that do not add in an s, add an 's: <i>the children's dog</i></li> </ul>
Listing items in a row	<ul style="list-style-type: none"> <li>• Separate items in a list with commas. <i>I had a sandwich, an apple, cookies, and a glass of milk for lunch today.</i></li> </ul>

**All Things Fun and Fascinating Lesson Plans**

**Brainstorming Sheet for Lesson 12**

Strong verbs	-ly words

Nouns	Quality adjectives to describe the nouns

Who/which clause

---

#3 - ly sentence opener

---

#6 - very short sentence

---

Alliteration or simile

---

**All Things Fun and Fascinating Lesson Plans**

**Brainstorming Sheet for Lesson 14**

Strong verbs	-ly words

Nouns	Quality adjectives to describe the nouns

Who/which clause

---

Because clause

---

#3 - ly sentence opener

---

#6 - very short sentence

---

Alliteration, simile, 3sss, or conversation

---

**All Things Fun and Fascinating Lesson Plans**

**Brainstorming Sheet for Lessons 17, 18, and 21**

Strong verbs	-ly words

Nouns	Quality adjectives to describe the nouns

Who/which clauses

---

Because clause

---

#3 - ly sentence openers

---

#6 - very short sentences

---

Alliteration, simile, conversation, or 3sss

---

**All Things Fun and Fascinating Lesson Plans**

**Brainstorming Sheet for Lessons 22 and 23**

Strong verbs	-ly words

Nouns	Quality adjectives to describe the nouns

Who/which clauses

---

Because clause

---

#3 - ly sentence openers

---

#6 - very short sentences

---

#2 - prepositional opener

---

Alliteration, simile, Conversation, or 3sss

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