

Lesson 3: Writing an Adventure

Lesson Focus: Writing a Fictitious Adventure Story

Objectives

Your child will:

- Learn to write an adventure story.
- Review or learn that an adventure story has a *main character* who solves a *problem* as part of the adventure.
- Identify how the *setting* in an adventure is often in a far-away and exciting place.
- Vary sentence length to create slow-moving or high-action scenes.
- Review or learn about compound sentences and conjunctions.

Materials

Resource Packs

Remove these pages from each Pack (or print them, if you have the digital version):

- Level 2 Fold-N-Go Grammar Pack
 - ~ *Compound Sentences Fold-N-Go* pages*
- Student Worksheet Pack E
 - ~ *Reading log of your choice* (optional, as needed)
 - ~ *Activity Set 3:2 Create-a-Scene Cards*
 - ~ *Activity Set 3:3*
 - *Spin-a-Story: Adventure! spinners**
 - *Spin-a-Story: Adventure! activity page*
 - *Journal Prompt*
 - ~ *Activity Set 3:4 Brainstorming*
 - ~ *Activity Set 3:5 Adventure World Story Page Template* (print as many as you need)
 - ~ *Activity Set 3:6*
 - *All-Star Editing! Poster** (optional: save a master copy)
 - *Self-editing Check*
- Time-Saver Pack E
 - ~ *Activity Set 3:3 Spin-a-Story Adventure! (spinners)**
- Junior Writer's Notebook (optional)
 - ~ *Character Interview*
 - ~ *Staging the Setting*
 - ~ *Planning the Plot*
 - ~ *Title Toolbox*

*Advance prep may be required

Required Supplies for Lesson 3

All Activity Sets

- Everyday supplies as noted in Introduction, pp. TK-TK. (Everyday supplies include items you should already have on hand. They will not be listed below.)

Activity Set 3:3

- File folder or 9- x 12-inch piece of cardboard (not needed if using “Spin-a-Story Adventure!” spinners from Time-Saver Pack E)

Activity Set 3:7

- Supplies to make a book cover, such as:
 - ~ Blue scrapbooking paper or other sturdy paper.
 - ~ Image of a world map from a magazine or the Internet.
 - ~ Poster board, cardboard, or a file folder.

Optional Supplies for Lesson 3

Activity Set 3:4

- WriteShop *StoryBuilders* E-books (writing prompt card decks), available at **www.writeshop.com/store**

Activity Set 3:5

- Travel brochures (for *Flying Higher*)

Activity Set 3:6

- Laminating machine or clear contact paper
- Wipe-off or dry-erase markers

Activity Set 3:8

- Microsoft Word or other computer typing program

ACTIVITY SET 3:1

“My son said he never understood compound sentences until now. This lesson really helped!”

—Lisa, TX

At a Glance: Activity Set 3:1

- Fold-N-Go Grammar
- Reading Log

Fold-N-Go Grammar - Compound Sentences

Advance Prep

Remove the six pages for the Lesson 3 “Compound Sentences Fold-N-Go” from the Level 2 Grammar Guide Pack. If you are using the digital version, print out all six pages. Assemble the *Compound Sentences Fold-N-Go* and two bookmarks.

Follow the *Fold-N-Go Grammar* instructions introduced in Activity Set 1:1. Spread the activity over 2-3 days, if needed.

Parents Say . . .

Many of these concepts were new to my kids, so we spent three days on the Fold-N-Go. Letting the information “marinate” seemed to help with retention.

Reading Log

Advance Prep

If needed, photocopy a new reading log.

If your child continues to show interest in using a reading log, use this time to update the log and discuss his progress.

ACTIVITY SET 3:2

Lesson Overview

Children love tales of adventure, where characters face exciting situations in far-away places. Lesson 3 invites students to write an *adventure* story whose main character must solve a problem. To make the story action speed up or slow down, students will also learn how to vary their sentence length.

At a Glance: Activity Set 3:2

- Lesson Overview
- Pre-writing Activity
- Model and Teach

Pre-writing Activity - Create-a-Scene

Advance Prep

Remove the “Create-a-Scene Cards” page from your Student Worksheet Pack. If you are using the digital version, print a copy. Cut apart the 10 cards.

Talk about the importance of using sentences of different lengths to add interest to your child’s writing. Compound sentences and sentences longer than 5 words help create scenes that feel lazy or slow. Short sentences of 5 or fewer words help create fast-action scenes that hold a reader on the edge of his seat. When writing an adventure story, using short sentences during the most exciting part will give the story an added thrill.

“We loved this lesson. In the past, it’s been a struggle to get five sentences out of my son, but this time he just wrote and wrote!”

—Mindy, IN

Directions

Practice using sentences of different lengths. By participating in this simple activity now, the writing process will be easier and more fun for your child during brainstorming and writing sessions. *You will not be doing any writing during this activity.*

1. Place the 10 Create-a-Scene cards randomly face down on the table.
2. Take the first turn. Choose a card by turning it over and reading it aloud. Based on the card’s prompt, decide whether to create a slow scene or a fast-action scene.
3. Using three or more sentences, describe the scene aloud.
 - *If it’s a slow scene:* Describe it using sentences longer than 5 words. (This is also a good opportunity to practice using compound sentences.)

- *If it's a fast scene:* Describe it using short, exciting sentences to give a sense of fast-paced action and adventure. Short sentences should have 5 or fewer words.

When finished, set the card aside.

4. Next, have your child take a turn choosing a card and reading it aloud. Discuss whether he will create a slow scene or a fast-action scene based on the prompt. Remind him to:
 - Use three or more sentences.
 - Create a slow scene using long sentences. (At least one sentence should be a compound sentence.)
 - Create a fast-action scene using short sentences.
5. Continue taking turns until you have each described several scenes.

Parents Say . . .

*Listening to a **Little House on the Prairie** audio, I kept my ears open for examples of the long and short sentences "rule." I heard them! So today we read the chapter where the Ingalls family crosses the ford and the creek rises mid-stream. My children were able to identify fast action with shorter sentences, mixed in with longer compound sentences.*

Model and Teach

Overview

Today you will model writing an adventure story. A sample dialogue will guide you to introduce and teach the following concepts:

- The adventure *genre* is fiction. As long as any part of the story is imaginary—even if most of it is true—it is called fiction.
- An adventure is exciting to read.
- An adventure usually has a realistic *main character* who tries to solve a big *problem* in such a way that there is a lot of action.
- The *setting*—or where the story takes place—is important when creating an adventure because it can add danger, build excitement, or add tension to the story.
- Using a variety of different sentence lengths makes an adventure story more interesting.

Longer sentences can be used to describe the slow parts of the story. Short sentences give a sense of speed, so they can be used to tell about the exciting, adventurous parts.

Directions

Read aloud the following writing sample, "Kate's Deep Sea Fishing Adventure." Explain that this story is an adventure because it tells about something exciting that happened to the main character in a thrilling setting.

Kate's Deep Sea Fishing Adventure

Last summer, Kate and her family went deep sea fishing on a cool, cloudy day. As they drifted far from shore in the big boat, Kate fished with the blue fishing pole. She fished for hours, but she didn't catch anything. Her big brother didn't catch anything either, but her father caught a small fish.

Suddenly a storm blew in. Crash! Waves crashed over the sides. Kate was soaked.

"The boat is sinking!" the captain cried. "Everyone in the lifeboat!"

Kate ran to the raft. She jumped in. Her family climbed in, too. They lowered the lifeboat. Splash!

Rain poured like crazy! The boat tossed about. Then Kate saw a fin. "Shark!" she cried. She pointed nervously. Her mom gasped.

Just then another boat came near. "Hang on! We will help you!" their captain shouted.

Soon they were all on the new boat and heading back toward shore. It finally stopped raining, and the storm clouds blew away. By the time they landed at the dock, the sun was shining again. Kate was glad her adventure was finally over, and everyone was safe.

Discussion and prompts continue to play an important role in modeling and teaching. Prompting with questions such as *what*, *where*, or *how* help reluctant students contribute details to the story. If your student tends to ramble, providing sentence starters can help him stay on topic.

Here is a possible script or example of how to guide the writing through modeling. Since your child will answer differently, use it to help you think of similar ways to prompt him and steer conversation.

You: *Today we're going to be learning about adventure stories. The adventure genre is fiction. Most of the story is made up, even if parts of it are true.*

In an adventure, the main character usually runs into some sort of problem. The story often takes place in an exciting setting. Sometimes we call this the "where" and "when" of a story, because the setting is both the time and place where the story happens. When creating an adventure, the setting is important because it can help build excitement and add suspense.

One way we can make a story more interesting is to write sentences of different lengths. Long sentences such as compound sentences can help us create a scene that is slower than other parts of the story.

Do you remember from your Fold-N-Go what a compound sentence is?

Child: It's when two sentences are joined together to make one sentence.

You: *Can you point out a compound sentence at the beginning of the story we just read?*

Child: _____

(Possible answer: She fished for hours, but she didn't catch anything.)

You: *Good. Now let's talk about using short sentences. Short sentences work well in the exciting part of the story. They make us read faster, which helps us sense that action is happening in the adventure.*

In our sample paragraph, the story starts by introducing the deep sea fishing trip. There isn't much action happening yet. All those long sentences help to show that it's a little boring to fish for hours without catching anything.

But what happens to the sentence length when the storm hits?

Child: The sentences get short?

You: *Yes. That makes us read quickly, and we feel anxious about the storm.*

Then, at the end of the story, everyone is safe and they're going home. See how longer sentences and compound sentences are used again to show that the story is slowing down and coming to an end?

Today we're going to write an adventure story together. Do you want to write about a deep sea fishing adventure, or do you want to choose a different setting?

Child: _____

(Possible answer: Deep sea fishing.)

You: *Who should be the main character in this adventure?*

Child: _____

(Possible answer: Can I be the main character? I want to go on an adventure with my friends.)

You: *Of course! We also need to think about the "when" part of the setting. Kate's story was set last summer. When is the time of your story?*

Child: _____

(Possible answer: Last weekend.)

You: *That'll work! I'll start the story with an opening sentence.*

(e.g., Last weekend, my friends and I went on a deep sea fishing trip.)

(Write this down.)

What would you like to have happen in the beginning of the story? Let's start by creating a slow, lazy scene. Then after that, we can write a scene that's action packed.

Child: _____

(Possible answer: What about sea turtles? They're slow and lazy. We could watch sea turtles swimming past our boat.)

You: *That would be perfect. Let's write a sentence about (e.g., how you and your friends watched the turtles).*

Using a compound sentence will make the sentence long and create a lazy feeling. Remember: to make a compound sentence, you'll need to join two sentences with a conjunction. Start by thinking of two sentences you'd like to write in our story.

Child: _____

(Possible answer: Um . . . Josh and I watched a group of giant sea turtles.)

You: *That's good for the first half of our compound sentence. (Write that down but don't add a period at the end.) Now give me another sentence as the second part of the compound sentence.*

Child: _____

(Possible answer: They swam slowly past our fishing boat.)

You: *That's a slow scene, for sure! Do you remember what comes after the first sentence when we're writing a compound sentence?*

Child: A comma?

You: *That's right. (Write the comma.) Now we need a conjunction to join the two sentences together. Do you remember FANBOYS from your Fold-N-Go?*

Child: _____

(Possible answer: **For, and, but** . . . I forgot the rest.)

You: *The conjunctions we use in compound sentences are for, and, nor, but, or, yet, so. Which one would you like to choose for our compound sentence?*

Child: _____

(Possible answer: And . . . and they swam slowly past our fishing boat.)

You: *Good choice. (Write down the rest of the compound sentence.) Now we need another sentence that gives a slow feeling to the story. What happens next that's not terribly exciting?*

Child: _____

(Possible answer: We sat on deck for hours staring at the horizon and waiting for a fish to bite.)

You: *Perfect! (Write this down.) Next, we need to introduce a more exciting scene. At this time, your sentences need to become shorter to create a sense of action.*

Continue gently guiding and prompting your child in this manner until finished. When you are done, discuss possible titles and write his favorite at the top.

ACTIVITY SET 3:3

Review - Creating an Exciting Setting

Review how the setting—or where the story takes place—can make an adventure story exciting to read. It can add a sense of risk, build excitement, or add tension. To create excitement, the setting can include elements of danger, including:

- Wild weather such as a *tornado*, *blizzard*, or *flood*.
- A vehicle or vessel such as a *raft*, *dune buggy*, *submarine*, or *airplane*.
- A place where someone becomes trapped such as an *abandoned mine shaft*, *collapsed building*, or *old well*.

In addition to *place*, the setting also includes *time*.

Skill Builder - Spin-a-Story: Adventure!

Advance Prep

Activity Page

Remove the Activity Set 3:3 “Spin-a-Story: Adventure!” activity page from the Student Worksheet Pack. If you are using the digital version, print a copy.

Spinners Page

Remove the Activity Set 3:3 “Spin-a-Story: Adventure!” spinners page from Time-Saver Pack E. If you are using the digital version, print a copy on cardstock.

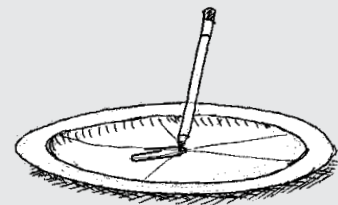
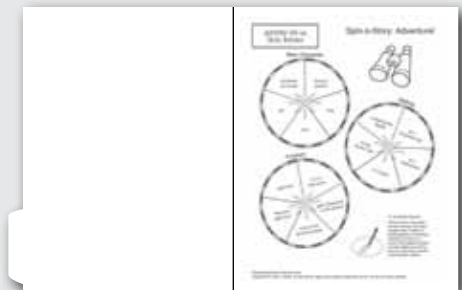
If you do not have the Time-Saver Pack, use the Activity Set 3:3 spinners page found in the Student Worksheet Pack. Affix this page to the inside of a file folder or a piece of cardboard, as shown at right.

Assemble the three spinners.

1. Poke a hole in the center of each spinner with a pen and insert a brad, leaving a little wiggle room for the paperclip to spin freely.
2. Create each of the three spinners by positioning a large safety pin or paperclip on each brad and spinning it around in a circle. If the paperclip does not spin freely around the brad, try spinning it around a pencil point instead, as shown.

At a Glance: Activity Set 3:3

- Review
- Pre-writing Activity
- Journal Writing Practice



Directions

Complete this activity to help students review and focus on the elements found in an adventure story.

- Give your child the “Spin-A-Story: Adventure!” activity page.
- Invite him to spin the spinner to choose a main character. At the top of his activity page, have him write this name in the corresponding blank line.
- Ask him to spin again to pick the setting and problem. Have him write each of these on the corresponding lines.
- After he spins all three spinners, invite him to draw a picture of an adventure story that could take place with this character, setting, and problem.
- If your student enjoyed this activity, he can play again another time. He can spin to choose a new main character, setting, and problem. Then he can draw a picture on that paper to illustrate another adventure story. He can also use the spinners during Activity Set 3:4 “Brainstorming” to help him plan his Writing Project.

Tip

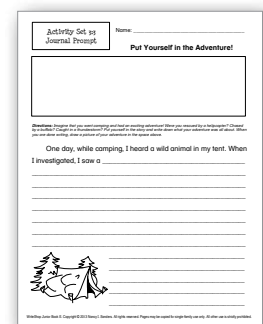
If your child is not interested in drawing, have him tell oral summaries of his adventure story. For example:

- George Washington had to live in a cave for three days when a bad snowstorm hit. *(famous person, in a bad storm, in a cave)*
- Jeremiah fell into a ravine and broke his leg while hiking on a mountain top. *(boy, falls and gets hurt, on a mountain top)*
- When a great white shark began to chase my mom, she escaped in a purple submarine. *(someone you know, gets chased by a wild animal, in a submarine)*

Journal Writing Practice - Writing an Adventure

Give your child the Activity Set 3:3 Journal Prompt from the Skill Builder Worksheet Pack. Invite him to spend 5-15 minutes answering the prompt and writing in his journal. If he is interested, he may draw a picture about his story.

The journal prompt will not be edited or revised. This is a freewriting exercise and is an opportunity for students to independently practice the writing the skills they just learned. When finished, add this page to their journal binder or pocket folder. Take time for students to share with you what they have written.



Alternative Journal Topics

If a child does not want to write about an imaginary camping adventure, give him a copy of a blank Journal Prompt page from his Skill Builder Worksheet Pack and let him choose a different topic, such as:

- *I had an exciting adventure when I rode a camel through the desert.*
- *Last year, when I flew to the Grand Canyon, my airplane...*

- *One day I was walking in the woods when I heard a rustling sound.*
- *When the storm broke and lightning hit a nearby tree, I...*
- *No one noticed that the snake had slithered out of its cage.*
- *It had rained all night and all day. I was lost and far from home.*
- *The tide had come in. We were stuck on a rock, completely surrounded by water!*

ACTIVITY SET 3:4

Brainstorming

For this Writing Project, your child will write an adventure story. The ideas he generates during today's brainstorming will provide many of the ingredients he will include in his story.

At a Glance: Activity Set 3:4

- **Brainstorming**
- **Junior Writer's Notebook (optional)**

Smaller Steps and Flying Higher

Are you teaching a reluctant or more advanced writer? Read ahead to Activity Set 3:5 "Smaller Steps" and "Flying Higher" (page TK). If you plan to do one of these activities with your student, brainstorm accordingly today.

Note that "Flying Higher" encourages your student to research an exotic setting, so make sure you have the necessary materials on hand and set aside time for him to do his research.

Junior Writer's Notebook

If your child made a *Junior Writer's Notebook* in Activity Sets 1:8 and 2:8, he might enjoy using the optional "Character Interview," "Staging the Setting," "Planning the Plot," and "Title Toolbox" worksheets for added fun and creativity. He may use just one worksheet or all four—whatever interests him. Make sure to save the masters so they are available to photocopy for future use.

Instructions for using each page can be found in the Junior Writer's Notebook Pack.

Directions

1. Give your student the Activity Set 3:4 "Brainstorming" worksheet from the Skill Builder Worksheet Pack.
2. If he objects to brainstorming and wants to jump straight into writing, remind him that his story will be better organized and make more sense if he plans it out first. A disorganized composition is much harder to edit, so brainstorming now will save a lot of time later.
3. Working on a large writing surface, use a marker to draw a picture similar to the one on your student's worksheet. Explain that you'll be brainstorming together to organize his ideas. As you write ideas on your writing surface, he can select his favorite and write it on his own worksheet.

Tip

Your child should only write complete sentences when asked to do so on the brainstorming sheet. The square boxes are meant for lists of words or short phrases only, not sentences. On your larger writing surface, however, you might include ideas for complete sentences as examples to use for his actual Writing Project.

When brainstorming with a struggling learner, consider writing on his worksheet as he discusses his ideas with you. It's okay to let him dictate until he has the skills to write on his own.

4. Ask your child to suggest a main character, setting, and problem for the adventure he will be writing. Discuss ideas for each and write his favorite choice on the lines provided. If he needs help thinking of ideas, use one of these to spark creativity:

- “Spin-A-Story: Adventure!” spinners (Activity Set 3:2)
- Alternative journaling topics, p. TK
- Character, setting, and plot cards from WriteShop *StoryBuilders* (available at **www.writeshop.com/store**)

He may also draw from a previous activity such as your Activity Set 3:2 Model and Teach story or his Activity Set 3:3 journal prompt.

Time is an important part of a story’s setting. Ask your student, “When did this adventure happen?” Explain that time doesn’t have to mean a specific hour of the day. Here are some ways he can incorporate time into his story:

- *One day*
- *One stormy (rainy, foggy, moonlit) night*
- *Last winter*
- *Two years ago*
- *When (character name) was young*
- *During the hottest summer in history*
- *On a freezing January morning*
- *Late one night*
- *Long ago*

“Both boys enjoyed creating character pages. Matthew has created four so far and has ideas for more!”

– Lisa, TX

Have him add his choice to the “Setting” line of his brainstorming worksheet.

5. Plan the elements of the story. Remind your student to think of basic ideas at this time, not a full-blown story.
- *Beginning.* Discuss ideas for the beginning of the story. Guide him to think of ways to start the story slowly and build up toward an exciting middle. Think of three things that could happen early on, and add details about each to its own box on the worksheet. Write down one actual compound sentence he can use in the beginning of his story.
 - *Middle.* Talk about what takes place in the middle of the story. Be sure to include the problem. Again, write down three things that could happen. Write down two actual short sentences he can use in the middle to increase the excitement of the adventure.
 - *End.* Discuss how the story will end. Write three details that could happen. Be sure to solve the problem in a satisfying way.
6. Discuss various ideas for a title, perhaps using the “Title Toolbox” page from the *Junior Writer’s Notebook*. Ask your student to write down his favorite title on his brainstorming worksheet.

Parents Say . . .

*When my son had trouble coming up with details to fill the boxes, I asked him to tell me what he was thinking. He proceeded to give me an entire story! Working backwards, I filled in the blanks with the story elements he had given me orally. This showed him he **did** have details for his story—he just didn't **recognize** them as such.*

Luke kept wanting to write his whole story on the worksheet. I reminded him that it's a place to organize and record ideas, and it's okay to jot down his ideas as fragments. He was frustrated that he couldn't "just write his story" since he knew what he wanted to say, but I assured him this would help get the right details down in the right order. When he was finished brainstorming, he was pleasantly surprised to discover Mom was right!

ACTIVITY SET 3:5

The Writing Project - Writing an Adventure

For today's Writing Project, your child will write a fictitious adventure story. As he writes his story, make sure he includes all the elements he has been learning throughout Lesson 3. See Model and Teach (p. TK) if you need a refresher.

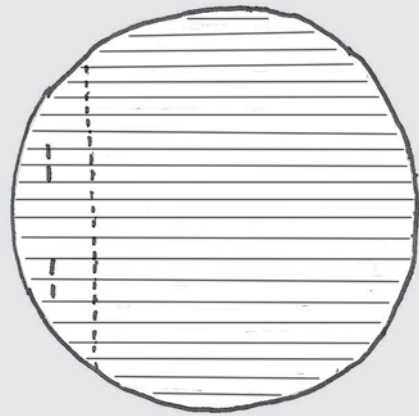
At a Glance: Activity Set 3:5

- The Writing Project
- Smaller Steps or Flying Higher

Advance Prep

Photocopy or print out several pages of the Activity Set 3:5 "Adventure World Story Page Template" from the Activity Pack.

If you don't have access to a copier, you can make your own pages by cutting several 8-inch circles from wide-ruled notebook paper. To prevent your child from writing too close to the staples, it may help to draw a vertical line about 1-inch from the left edge, as shown at right.



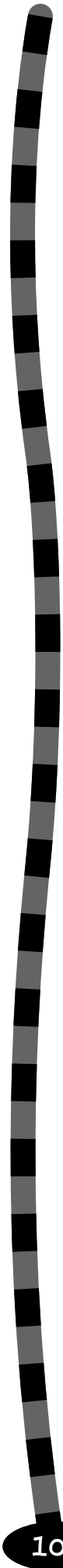
Pages will be stapled into a book during Activity Set 3:7, Publishing the Project.

Directions to the Teacher

1. Adjust the Writing Project for a younger or more reluctant writer by using Smaller Steps, or consider the Flying Higher activity if your advanced learner would enjoy an additional challenge.
2. Display the writing sample from Activity Set 3:2 "Kate's Deep Sea Fishing Adventure" (p. TK) as a reference while he writes.
3. Provide the circle-shaped "Adventure World Story Pages." *If your student prefers a neatly revised final draft*, he may write his sloppy copy on notebook paper instead and recopy his story onto the circle pages during Activity Set 3:6.
4. If you see that he will need more pages, photocopy or print out extras, or cut out matching circles from wide-rule notebook paper. (See illustration in Advance Prep, above.)

Directions to the Student

1. Refer to the Activity Set 3:4 brainstorming worksheet as you write so you can incorporate those ideas into your story.

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2. You do not have to use every single brainstorming idea.
 3. Include at least one compound sentence during a slow part of your adventure story. Include at least two short sentences during an exciting part. Refer to your *Compound Sentences Fold-N-Go* if you need help writing longer sentences.
 4. Indent the first line of the paragraph.
 5. Skip every other line as you write. This will leave you enough space to make corrections during Editing and Revising.

Parents Say . . .

We did not use the "Adventure World Story Pages," as my son typed his rough draft on the computer.

Smaller Steps - Focus on One Scene

Creating an entire adventure story may seem overwhelming to a reluctant writer. To help build confidence, focus on writing about one short scene instead of the entire story.

Flying Higher - Research the Setting

Researching an exotic setting can be an exciting challenge for an accelerated learner. Collect travel brochures about that place, either online or at a local travel agency or Automobile Club. Look up the place in an encyclopedia. Adding realistic details about the setting from in-depth research can really pump up the adventure and excitement.

“*This really appealed to my daughter!”*

—Mary, PA

ACTIVITY SET 3:6

Editing and Revising

At a Glance: Activity Set 3:6

- Editing and Revising

Advance Prep

Remove the Lessons 3-10 “All-Star Editing!” page from the Student Worksheet Pack, or print a copy if you are using the digital version. Give your student the option of coloring the page.

Permanent Poster: To keep score on the page with wipe-off markers, either laminate it or slip it inside a plastic page protector. Display the *All-Star Editing!* poster in the writing center, since you will use it for all remaining lessons.

Duplicate Worksheets: If you prefer to keep score on a new “All-Star Editing!” sheet each lesson, photocopy this page and keep the master copy for future lessons.

Set aside enough time for editing so your child doesn’t feel rushed or stressed. If he does become overwhelmed, see “Tips for Reluctant Editors” in Activity Set 2:6 (p. TK).

A child who is not yet working well independently can benefit from hearing you read his story aloud and discussing changes as you write them on his paper.

Said It, Read It, Edit Bag

Read your student’s adventure story together. Invite him to choose a highlighter from the bag and do a “Job Well Done” search.

1. Together, look over the story and guide him to highlight:
 - A difficult word he spelled correctly.
 - A sentence he wrote correctly by starting it with a capital letter and using correct punctuation.

Praise him for a job well done.

2. Using the “Proofreading Marks” page from Lesson 1, review or continue to teach the different marks used for editing. Encourage your student to choose 2-3 proofreading

“My daughter is excited to pull out her bag and highlight everything she’s done well.”

—Hanlie, MI

Tip

If your child is not yet working well independently, you might prefer reading his story aloud and letting him make suggestions orally. This will not address errors such as capitalization or punctuation, but he can try to identify overly repeated or weak words, run-on sentences, and wording that doesn’t make sense.

marks to write on his paper during today's editing. Keep the page handy for reference.

3. Ask if his adventure has all the elements it needs. If not, discuss ideas for improvement, having him write corrections on the blank spaces between the lines.
 - Does his fiction story have a beginning, a middle, and an end?
 - Does his story have a main character who has to solve a big problem in an exciting way?
 - Did he include details for the setting that make it feel like a thrilling adventure?

All-Star Editing

Ask your child to choose a team name and write it on the top blank line of the *All-Star Editing!* poster. Referring to the poster, instruct him to read the adventure story four different times. Focusing on one step at a time will keep your child from getting overwhelmed.

Explain that writers who write books or magazine articles read over their stories many, many times. Writers often practice reading their stories aloud, so encourage him to read his aloud as well while he edits.

“This editing page was a ‘hit!’”

—Ellie, 10

Directions to the Student

You can be an All-Star Editor by learning to focus on one specific thing each time you read your story.

1. **First time:** Read your adventure story to check SPELLING. Circle any difficult words you want to check in the dictionary.
 - Use a dictionary to check spelling of words you're unsure about.
 - Write each misspelled word correctly on the blank spaces between the lines.
2. **Second time:** Read your story to examine the PUNCTUATION MARKS.
 - Does each sentence end with the correct punctuation?
 - Are quotation marks used correctly?
3. **Third time:** Read your story to check for CAPITAL LETTERS.
 - Did you begin each sentence with a capital letter?
 - Did you follow the rules for capitalizing names of proper nouns?
4. **Fourth time:** Look for a SPECIFIC SKILL you just learned. In this lesson, make sure you included sentences of different lengths (at least one compound sentence during a slow part and at least two short sentences during an exciting part).

Each time you read through your story to check for one of these four self-editing skills, mark an X in a box next to your team name. This represents the number of “hits” you got. When finished, add up the total number of hits and write down your final score. If you read through your Writing Project all four times, your final score is 4.

Fold-N-Go Grammar

Encourage your child to refer to his *Compound Sentences Fold-N-Go* if he still needs help creating longer sentences.

Self-editing Check

When your student is ready, give him the Activity Set 3:6 “Self-editing Check” page from the Student Worksheet Pack. Go down the checklist together. Have him check off each task that he already accomplished. If he has forgotten to do something, allow time for him to complete that task and then check it off the list.

Tip

Some children may be overwhelmed by too many editing tools and techniques. If this describes your student, let him choose one or two favorites.

Final Check

Parent Editing

When your student has finished self-editing, take time to give his paper one final edit. Refer to the “Proofreading Marks” page so you can write the correct marks on the page.

If he would like to turn *All-Star Editing!* into an exciting game of competition, you can step up to the plate, too!

1. Choose your own team name and write it on the other blank line of the poster.
2. Complete the Parent Editing by following the student directions on p. TK.
 - If you find two or more *spelling errors* your child missed, you score a hit. Mark an X in the box next to your team name.
 - If you find two or more *punctuation errors*, you score a hit. Mark another X.
 - If you find two or more missing or incorrect *capital letters*, you score a hit. Mark another X.
 - If you find two or more mistakes with *sentence length*, you score another hit. Mark another X.
3. Add up your final score and write it in the box. Whoever has the highest score wins the game!
4. To break a tie, give your student a chance to score an extra point.
 - He may earn 1 extra point for correctly writing each misspelled word 3-5 times.
 - If he has no spelling errors, choose one sentence from his story and have him write it 3 times for the extra point.

Revising

Have your child revise his writing. He may do this today, or he may save it for Activity Set 3:7.

- He may write the corrections on the blank spaces between the lines.
- If he chooses, he may rewrite his corrections on new paper instead. Provide enough Adventure World Story Pages or wide-rule notebook paper cut into 8-inch circles.
- Don't worry if you notice new errors in your child's final copy. (See Activity Set 1:6 “What If the Final Copy Has New Mistakes?”)

ACTIVITY SET 3:7

Publishing the Project - Adventure World Book

Today your child will publish his adventure story with your help by making it into a book.

Directions to the Student

1. Working with a parent, make a cover for your book using ONE of these ideas:
 - Find a picture of a world map on the Internet or in a magazine. Glue it to cardboard, a file folder, or a sturdy piece of poster board, and cut it out to form a 9-inch circle.
 - Cut a 9-inch circle from blue scrapbooking paper and decorate it with markers to resemble a globe.
 - Cut a 9-inch circle from sturdy paper and illustrate the cover with a scene from his story.
2. Glue two 1- x 4-inch strips of white paper to the front, one above the other as shown. Write the title on the top strip and your name on the bottom.
3. To make a sturdier book, cut a plain 9-inch circle from heavy paper for the back cover, if you like.
4. If you want to add illustrations to your book, draw on the back side of the lined pages, or add blank sheets of typing paper cut into 9-inch circles and draw pictures on these. Make sure you stay away from the edge that will be stapled.
5. Stack the story pages in order beneath the book cover and staple the book together along the left side. If the book is too thick to be stapled, punch two holes along the left side and tie the book together with yarn.
6. When finished, share your book with family and friends.

At a Glance: Activity Set 3:7

- Publishing the Project

“Amazing how something as simple as a shape book can make such a difference. She was so proud!”

—Hillary, 1N



Parents Say . . .

Because her typewritten story was quite long, Hope chose not to rewrite it in the round book. She used one of the alternate publishing ideas from the appendix instead.

My son opted to write his story on notebook paper and make a cover from scrapbooking paper. He felt a little too old to make the circle book.

ACTIVITY SET 3:8

Evaluating the Student's Work

Use the Junior Writing Skills Evaluation Chart for Lessons 1-5 to evaluate your student's progress *as of today*.

Want to Do More?

Writing Across the Curriculum – Spotlight on Social Studies

Encourage your student to learn some new things about the place he chose as a setting for his story.

1. Learn a custom that people in this region of the world do in a unique way.
2. Many regions are known for their arts and crafts. Discover a craft from this place and make it together.
3. Cook a recipe that is a favorite in this region.
4. Have fun speaking the language of this region. Even if the language is the same one your child already speaks, each locale usually has its favorite sayings or way of speaking. Practice talking like the people who live here.
5. When finished, invite your child to write a short report about what he learned about this region of the world.

Parents Say . . .

My kids picked such ordinary settings for their stories (mountains, the woods) that it was hard at first to know how to learn more about the region. When we began to think outside the box, my older son decided to learn about life in the Himalayan mountains. The younger one picked England as his region because he knew from Robin Hood that there were woods in Nottingham.

Computer Capers – Using the Find Tool to Spot Weak Words

Show your child how to use the "Find" tool in your computer typing program (such as Microsoft Word).

1. Type your child's story into a Microsoft Word document. (Or use a document already on your computer.)

At a Glance: Activity Set 3:8

- **Evaluating the Student's Work**
- **Want to Do More? (optional)**
Writing Across the Curriculum
- **Want to Do More? (optional)**
Computer Capers

“We loved using the ‘Find’ tool this way!”

–Joanie, NJ



2. With the file open, locate the “Find” tool in one of these ways:

- Click “Edit” in the toolbar. Then click “Find.”
- On a PC keyboard, press CTRL+F (press the CTRL key and the F key at the same time).
- On a Mac® computer keyboard, press the Command key + F.

A search box will pop up.

3. Type one word from his story into the search box. To count the number of times that word is used, click “Find Next.” Continue clicking “Find Next,” counting as you go, until a dialogue box tells you your search is complete.
4. Discuss the number of times that word was used. Was it overused? Could it sometimes be replaced by other words to make the story more interesting?
5. Repeat the exercise with several common and weak words such as *had*, *was*, *said*, *did*, *went*, *made*, or *ran*. Replace some of these overused words with stronger, more interesting words.

Activity Set 3:2
Pre-writing

Create-a-Scene Cards

You're on a boat in
a storm at sea with
crashing waves.

Lesson 3 WriteShop Junior Book E

You're curled up
with your cat on
a rainy day.

Lesson 3 WriteShop Junior Book E

You're driving a
racecar, speeding
to the finish line.

Lesson 3 WriteShop Junior Book E

You're stretched
out on a raft, floating
down a lazy river.

Lesson 3 WriteShop Junior Book E

You're hiking up a
volcano when it
suddenly erupts.

Lesson 3 WriteShop Junior Book E

You're watching the
first snowflakes drift
down from the sky.

Lesson 3 WriteShop Junior Book E

You're skiing down
a mountain, trying
to outrace an avalanche.

Lesson 3 WriteShop Junior Book E

You're talking to
your horse and
brushing it.

Lesson 3 WriteShop Junior Book E

The waters of a flood
are rushing up to
your house.

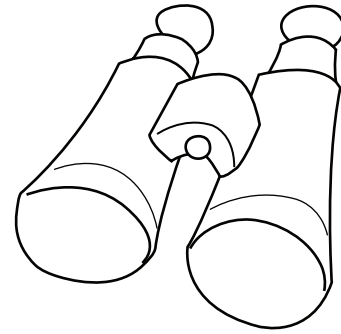
Lesson 3 WriteShop Junior Book E

You're resting
under a cactus
in the desert.

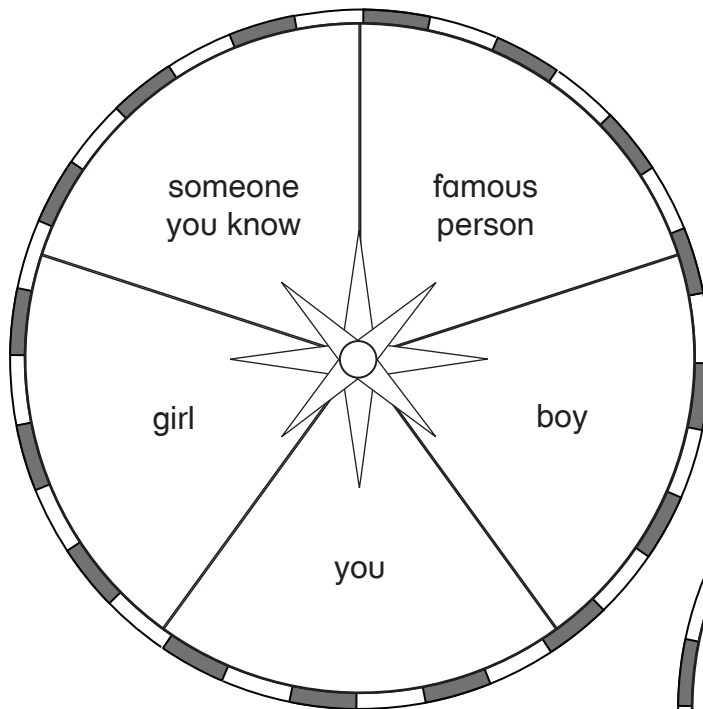
Lesson 3 WriteShop Junior Book E

Activity Set 3:3 Skill Builder

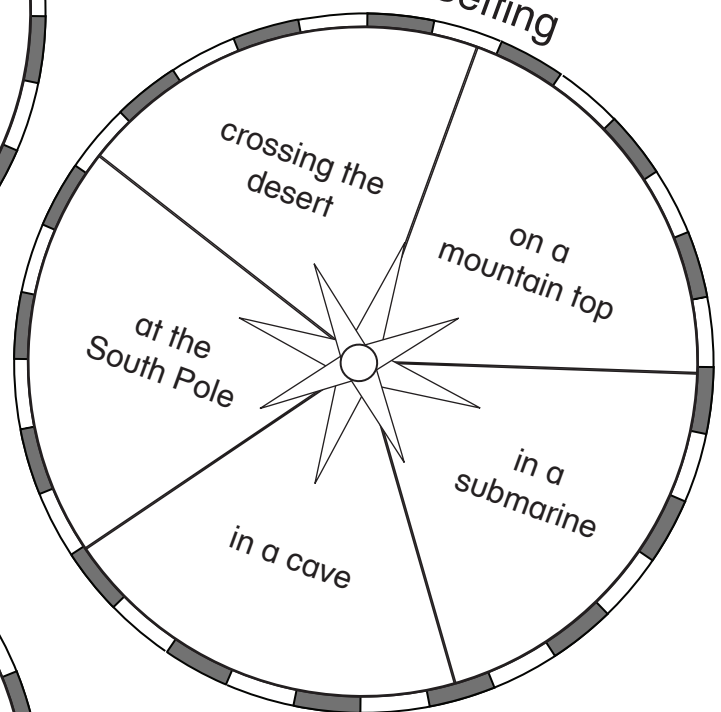
Spin-a-Story: Adventure!



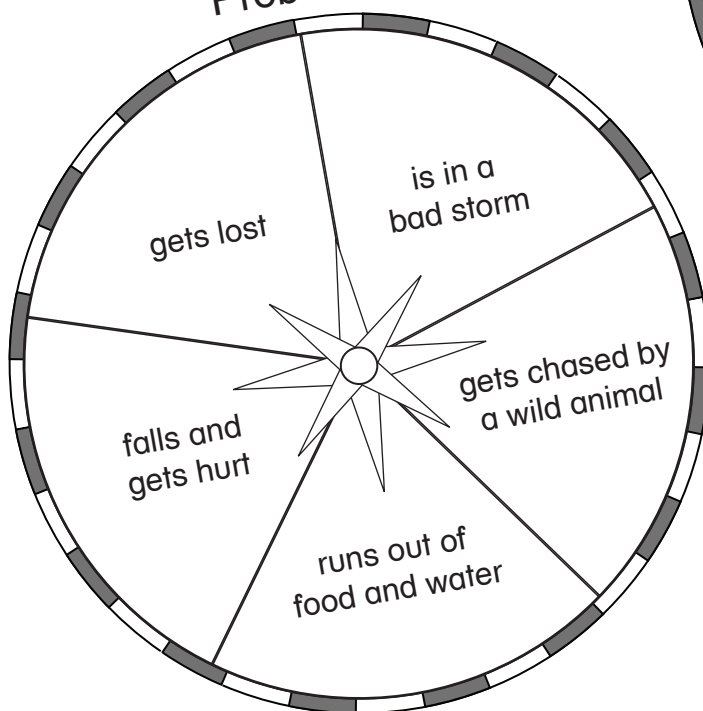
Main Character



Setting



Problem



To Assemble Spinner:

Poke a hole in the center of each spinner and insert a paper brad. Position a large paperclip on the brad and spin it around in a circle. If the paperclip does not spin freely around the brad, try spinning it around a pencil point instead.



Activity Set 3:3
Skill Builder

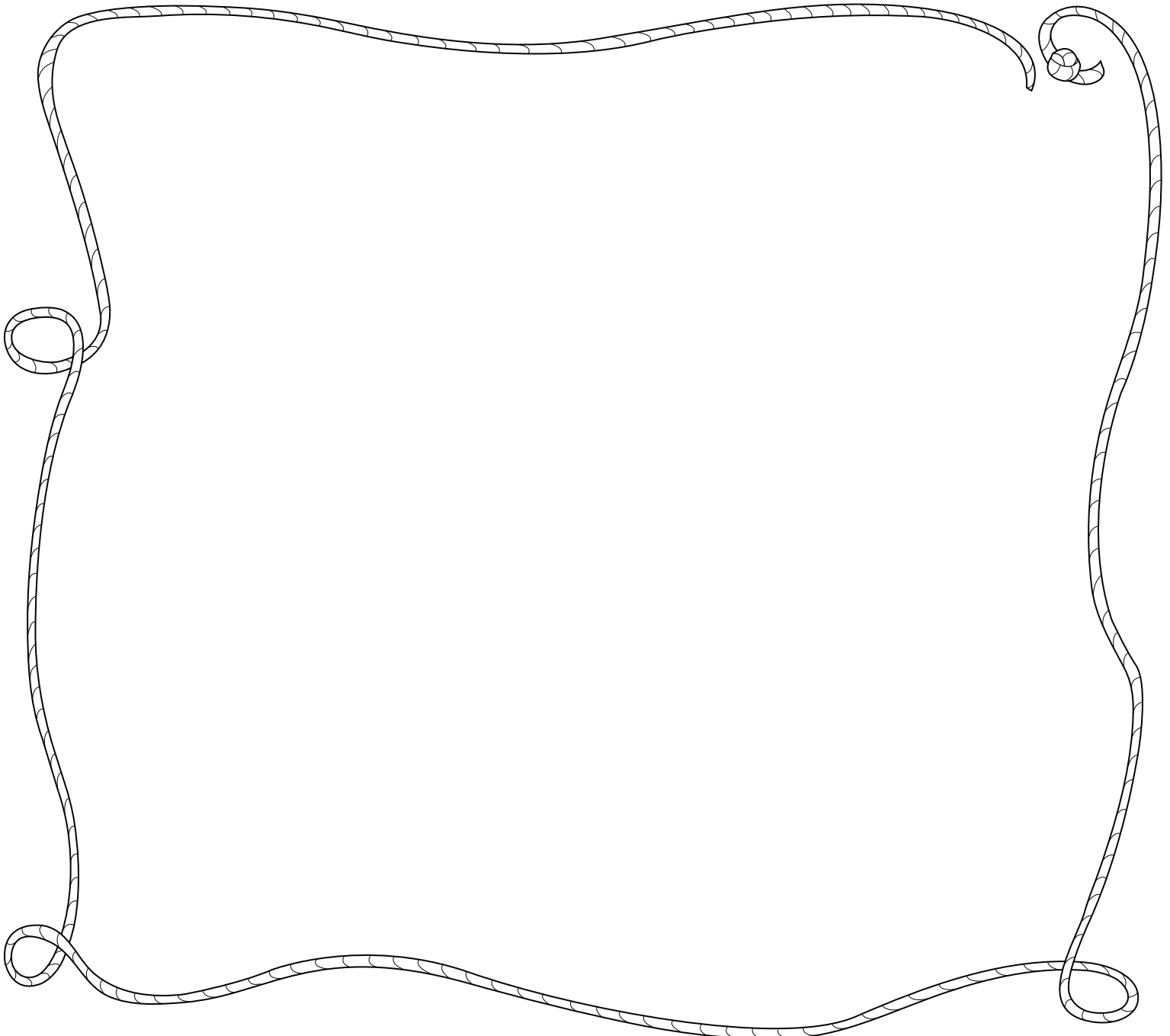
Name: _____

Spin-a-Story Adventure!



Main Character: _____ Setting: _____

Problem: _____



Activity Set 3:3
Journal Prompt

Name: _____

Put Yourself in the Adventure!

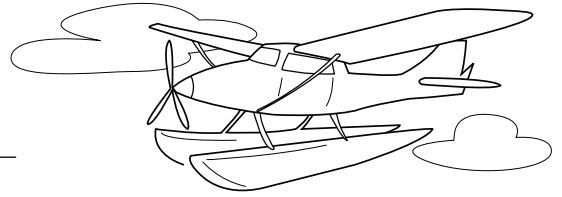
Directions: Imagine that you went camping and had an exciting adventure! Were you rescued by a helicopter? Chased by a buffalo? Caught in a thunderstorm? Put yourself in the story and write down what your adventure was all about. When you are done writing, draw a picture of your adventure in the space above.

One day, while camping, I heard a wild animal in my tent. When I investigated, I saw a _____



Activity Set 3:4 Brainstorming

Name: _____



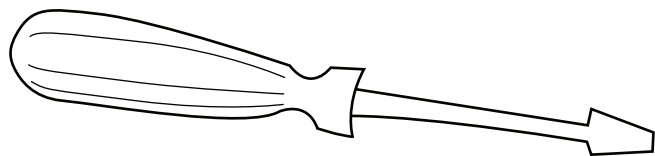
Main Character: _____

Setting: _____

Problem: _____ Title: _____

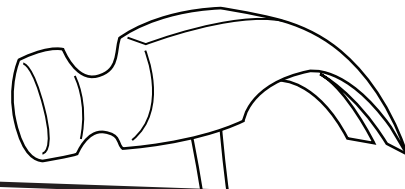
BEGINNING			
	1 long, compound sentence:		
MIDDLE			
	2 short sentences:		
END			

TITLE TOOLBOX



The title tells the main idea of a story.
Brainstorm different titles for your story.
Then pick your favorite title to use.

Write a title you like:



Write a title with your main character's name in it:

Write a title with the setting in it:

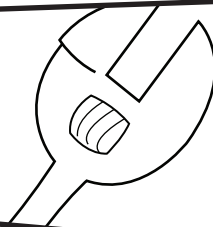
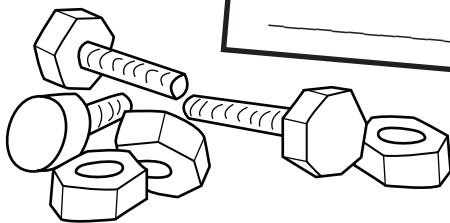
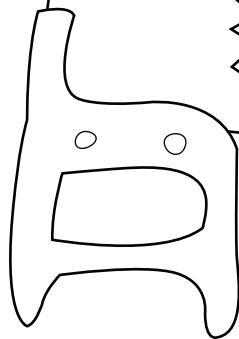
Write a title that has some words that rhyme:

Write a title using alliteration (most of the words start with the same letter or sound):

Write a title that is silly:

Write a title that is just one word:

Write a title that is five words long:



Activity Set 3:5
Writing Project

Adventure World Story Page Template

A large circle containing horizontal lines for writing. On the left side of the circle, there is a vertical dashed line. The horizontal lines are arranged in a way that they are not perfectly straight across the circle, but follow a slightly curved path, creating a sense of depth and space for writing.