

Character Based Literacy Program All Write
HUSH, Day 1

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 423: irregular verbs. 1st half of last column

Student activity: Fill in the blank. Review.

1. An *irregular verb* is a verb that you do NOT add _____ to when stating a past action.
2. Instead, the word _____ or you use _____, _____ or _____.

Directions: Look at the last column on page 423. Create 3 x 5 cards with the 1st half of the list. On one side should be the present tense and on the back the past tense. Practice learning the tenses with partners, in small groups, or as a class. If that becomes too easy, add other forms of the verb.

Character Based Literacy Program All Write
HUSH, Day 2

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 423. 2nd half of last column

Directions: Look at the last column on page 423. Create 3 x 5 cards with the 2nd of the list. On one side should be the present tense and on the back the past tense. Practice learning the tenses with partners, in small groups or as a class. If that becomes too easy, add other forms of the verb. 😊

Character Based Literacy Program All Write
HUSH, Day 3

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 103: Read aloud: writing to persuade.
Remind students that this quarter the first written product will be a persuasive essay.
The exercise today gives them an overview of what to expect.

Student activity: Fill in the blank.

1. When writing to persuade, your goal is to get readers to _____ with your opinion about something.
2. Define persuade:
_____.
3. After deciding on a topic that interests you, name the next step, which describes how you feel about the subject. _____
4. What are you supposed to do in that step?
5. *Investigate* in the 2nd step you will be doing. What are you supposed to do in this step?
6. When you *read* about your subject, you are actually doing _____.
7. When you end up writing your essay, you will have to *show* the reader _____ and _____ to support your main point.
8. The last step is to *plan*. This is divided into 4 steps. What are they? _____

REPORT ITEM 1: Brainstorm, using a web, all the things you feel strongly about.
Use the phrase "I feel strongly about..." as the hub in the middle of your web. See the bottom of page 40 in *All Write* for additional ideas about things to persuade people about.

All Write

Teach a Mini Lesson using *All Write* page 94: Read the sample persuasive essay.

Student activity: Short answer.

1. The report is divided into 3 main parts. What are they? _____

2. In the beginning, specifically in the 1st paragraph, what is the *writer trying to persuade you of*?

3. In the 2nd paragraph, the writer gives you a reason for why he feels the way he does. *What is his reason? Describe his point.* _____

4. In the 3rd paragraph, the writer gives you another reason why he thinks capital punishment is not a good idea. *What is the reason? What are the supporting facts?* _____

5. What is the *last reason* the writer gives against using the death penalty? _____

6. The last paragraph is the conclusion. What is the purpose of the ending?

Character Based Literacy Program **All Write**
HUSH, Day 5

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 95: Read the section on prewriting only.

REPORT ITEM 2: Deciding on a topic. On Day 3 each student created a brainstorming web with possible essay topic ideas. Look back at that web. Is there anything else you would like to add? Did you accidentally put any subjects on your web that are more suited for an informational essay? If so, cross them out.

Then, choose the one topic you feel most strongly about. This will become what you write your essay about.

All Write

Teach a Mini Lesson using *All Write* page 92 & 95: gathering details

Student activity: Short answer.

1. What is a line diagram? Draw one.
 - a. Inside the top box put the topic of interest you decided on for your report on Day 5.
2. What are the four components to “gathering details” on page 92? _____
3. Read page 95 as a review.

REPORT ITEM 3: After drawing a line diagram you should have possibly 3 main ideas that you would like to find more facts about.

Download from the CBL sourcebook (under CBL Basics) the Rhetorical Devices Scavenger Hunt sheet.

Talk through with students some of the strategies they may wish to make their argument. Which technique they choose for each main point will determine how they gather their research.

Goal for today: Research and support one of your main ideas. Write a paragraph describing what the main point is and why you think it is true.

Persuasive essay organizer: You can also find this in the sourcebook.

- ☐ Introduction: Who cares?
- ☐ Thesis: What do I think?
- ☐ Body of the paper:
 1. I think this because...which is true because...MAIN IDEA 1
 2. I think this because...which is true because...MAIN IDEA 2
 3. I think this because...which is true because...MAIN IDEA 3
- ☐ COUNTERARGUMENTS:
 - a. You might think...but what about...
 - b. Some people might say...but what about...
- ☐ CONCLUSION: So what? Why should people care?

Character Based Literacy Program All Write
HUSH, Day 7

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 96: topic outlines

Student activity: Short answer.

1. What is an outline? _____

2. What is a topic outline? _____

3. Given your brainstorming list, create a topic outline for your paper.

Character Based Literacy Program All Write
HUSH, Day 8

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 96: sentence outline

Student activity: Short answer.

1. What is a sentence outline? _____

2. Create a sentence outline of your paper.

All Write

Teach a Mini Lesson using *All Write* page 356: dash- read part 1: to show a sudden break in a sentence.

Student activity: Fill in the blank.

A dash is used to show a _____ in a sentence.

Note: Often what can be “lifted” out of the sentence, where the sentence would still make sense, is where the dashes belong.

Directions: Rewrite the following sentences adding the dashes where you think they belong.

1. Cameron who thought she was dying was really okay. _____

2. Mr. Green who had testified against his old friends knew that what he had done was right. _____

3. Evie who longed to be back in Denver missed Lulu terribly. _____

Character Based Literacy Program **All Write**
HUSH, Day 10

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 356: dash- part 2

Student activity: Fill in the blanks.

A dash may be used to emphasize a _____, a series of _____, a _____, or a clause.

Directions: Rewrite these sentences, adding dashes where appropriate.

1. Mama made a delicious meal salad, ribs, cornbread, pie last night for dinner.

2. Evie missed many things the cat, her grandmother, Lulu, the mountains in Colorado.

3. The girls all of whom were mean surrounded Evie on the playground.

All Write

Teach a Mini Lesson using *All Write* page 357: quotation mark- part 1: to set off exact words of the speaker

Student activity: Fill in the blank.

1. Question marks are used to _____ a speaker's words in dialogue.

Directions: Add quotation marks to the following sentences; Check page 95 to see if you did it correctly.

2. What you need to do it get up out of that chair and get looking for a job, my mother says now.
3. A job, my father says, his voice breaking. A job?
4. Yes, Mama says. You've been sitting at that window like some sick old man for all these months. Playtime is over...Made some other choices.
5. After a long time has passed, she says, You did the right thing.

All Write

Teach a Mini Lesson using *All Write* page 357: QM- 2: to set off quoted material

Student activity: Fill in the blank.

1. Quotation marks are placed _____ and _____ the exact words you quote from magazines and books.

Student Activity: Correct or Incorrect. Look at the following sentences. If they are correct, place a 'C' after the sentence. If they are incorrect, rewrite the sentence with appropriate punctuation.

1. "4 out of 5 dentists surveyed preferred Carefree gum," the magazine ad read. ____

2. San Francisco is 40 miles away from San Jose, reported the Mercury News. ____

3. California's state flower is the poppy, reported the Farmer's Almanac. ____

4. 99% of students who read improve their literacy skills, a recent report stated. ____

5. "9 out of 10 teenagers prefer pizza over hamburgers," reported the Gazette. ____

All Write

Teach a Mini Lesson using *All Write* page 357- QM-3: to punctuate titles

Student activity: Fill in the blank.

1. Quotations marks are also used to punctuate titles of _____, _____,
_____, book chapters, articles in _____, newspapers, or magazines.

Directions: Write down and punctuate correctly:

1. Your favorite song: _____
2. The name of a poem from a textbook: _____
3. A short story: _____
4. A chapter title in a book: _____
5. The name of a newspaper article: _____

All Write

Teach a Mini Lesson using *All Write* page 358: QM-4: for long quotations

Student activity: Fill in the blank.

1. If a report is _____ or more paragraphs long; place quotation marks _____ each paragraph and _____ at the end of _____ paragraph.
2. When a quotations is more than _____ lines in length we set it off from the rest of the paper.
3. We indent _____ spaces from the left and _____ quotation marks are used.

Directions: Take out your social studies or science textbook and choose 2 paragraphs that are no more than 4 lines in length that you want to hypothetically add to something you are writing. Write them down and punctuate them appropriately.

2nd step: Find a paragraph in your text that in more than 4 lines long. How would you add this to a report?

All Write

Teach a Mini Lesson using *All Write* page 358:QM-5: placement of punctuation

Student activity: Fill in the blank.

1. _____ and _____ are always placed inside quotation marks.
2. Place an exclamation mark or question mark _____ the quotation marks when it punctuates the _____.
3. Place an exclamation mark or question mark _____ the quotation marks when it punctuates the main _____.

Directions: Practice punctuating these sentences:

1. You are such a great friend said Lulu.
2. I am in love with Joseph said Cameron.
3. I don't like my new city said Evie.
4. The other Toswiah asked aren't you the new kid in town?
5. Did Toswiah really say San Francisco was horrible?

All Write

Teach a Mini Lesson using *All Write* page 358: QM-6

Student activity: Fill in the blank.

1. We also sometimes use quotation marks around words that are used in a _____ way.

Directions:

2. Think of as many “clean” slang expressions as you can. Like “chill out.”

3. Write 5 sentences with your slang expressions using correct punctuation.

All Write

Teach a Mini Lesson using *All Write* page 466: map skills-latitude

Student activity: Fill in the blank.

1. The imaginary lines on a map that move from east to _____ are called _____.
2. The line that goes around the earth exactly halfway between the North Pole and the South Pole is called the _____.
3. Latitude is measured in _____.
4. The latitude of the equator is _____.
5. Lines above the equator are called _____ and measure from 0 to 90 degrees north.
6. Below the equator the lines are called _____ and measure from 0 to 90 degrees south.

Directions: Take a look at the map on page 469. Can you locate the latitude of Denver, where Toswiah used to live? What is it? _____

What do you think the latitude of San Francisco is? _____

Find the latitude of the city where you live. _____

All Write

Teach a Mini Lesson using *All Write* page 466: longitude

Student activity: Fill in the blank.

1. The lines on a map that run north and south are called _____.
2. The line of longitude that runs through Greenwich, England is called the _____.
3. It is at _____ degrees longitude.
4. Can you estimate the longitude of Denver, looking again at the map on page 469? _____
5. What about the longitude of San Francisco? _____
6. Find the longitude of the city where you live. _____