

All Write

Teach a Mini Lesson using *All Write* page 427- Adjectives Intro

Student activity: Fill in the blank.

1. **Adjectives** are words that describe _____ or _____.
2. **A noun** is a _____, place or _____.
3. **A pronoun** is _____.
(see page 408 if you have forgotten).
4. **Adjectives tell** what kind, how many, or _____.
5. In English, adjectives usually come _____ the words they describe.
6. In English, adjectives are never _____, even when the nouns they describe are plural.

Directions: Read the following paragraph and circle all the adjectives.

Just then we hit a deep hole and I lifted up off my seat. I saw another one coming and I took my hand from Pablo's fizzing snout and reached for the steering wheel and Mom slapped my hand away

GOAL for 1st week of this unit- Write daily summary reports (page 154).

- The organization for the week's activity will be a little different than usual.
- Each day students will complete a 5W's and H brainstorming web as seen on page 154.
- They will then write a short summary report of the day's reading.
- At the end of the week, they will summarize the last 5 days of reading, compiling the week's main ideas using a 3g6 plot graph. They will then write one last summary.
- The idea of doing this activity consistently is that students will begin to develop the innate skill of summarizing reading material, which is a middle school writing standard.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 1 Day 2

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 427- Articles

Student activity: Fill in the blank.

1. The words _____, _____, and _____ are special adjectives called _____.

Directions: Underline the articles in the following paragraph.

That's one thing I liked about him already. Her mind was on him, him, him. Usually it was on me, me, me, and I couldn't do or say anything that she didn't notice, but now I was hiding inside his shadow like a drop inside an ocean, and he got to take the blame for her bad nerves.

GOAL for 1st week of this unit- Write daily summary reports (page 154).

- Complete a 5W's and H brainstorming web as seen on page 154.
- Write a short summary report of the day's reading.
- At the end of the week, they will summarize the last 5 days of reading, compiling the week's main ideas using a 3g6 plot graph. They will then write one last summary.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 1 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 427-Proper Adjectives

Student activity: Short answer.

1. Define what a proper adjective is. _____

Directions: Circle the Proper Adjectives in the following sentences.

1. She had a Greek fisherman's hat on at the party.
2. He was a Roman scientist named Alfonso.
3. She had not studied Greek mythology in years.
4. It was Asian noodles she most craved.

GOAL for 1st week of this unit- Write daily summary reports (page 154).

- Complete a 5W's and H brainstorming web as seen on page 154.
- Write a short summary report of the day's reading.
- At the end of the week, they will summarize the last 5 days of reading, compiling the week's main ideas using a 3g6 plot graph. They will then write one last summary.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 1 Day 4

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 427-Common Adjectives

Student activity: Short answer.

1. What is a **common adjective**? _____

Directions: Circle all the common adjectives in the following sentences.

He had a bad habit of chewing a big hole in the torn sheet and digging a deep burrow in the mattress. I think he was part prairie dog too.

GOAL for 1st week of this unit- Write daily summary reports (page 154).

- Complete a 5W's and H brainstorming web as seen on page 154.
- Write a short summary report of the day's reading.
- At the end of the week, they will summarize the last 5 days of reading, compiling the week's main ideas using a 3g6 plot graph. They will then write one last summary.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 1 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 428-Compounds

Student activity: Short answer.

1. What is a compound noun? _____

2. What is a **compound adjective**? _____

Directions: Underline the compound adjectives in the following sentences.

1. Then I turned a corner and came face-to-face with two red-cheeked teachers guarding an arched doorway.
2. Maybe it was someone's flower-laden entrance.
3. The boxwood trees swayed in the courtyard.

Practice summary report due. Compile all in Plot graph.

GOAL for 1st week of this unit- Write daily summary reports (page 154).

- Complete a 5W's and H brainstorming web as seen on page 154.
- Write a short summary report of the day's reading.
- Summarize the last 5 days of reading, compiling the week's main ideas using a 3g6 plot gra

All Write

Teach a Mini Lesson using *All Write* page 428-Demonstrative Adjectives

Student activity: Fill in the blank.

1. Demonstrative adjectives point out specific _____.
2. *This* and *these* point out nouns that are _____. And *that* and *those* point out nouns that are _____.
3. When *this*, *that*, *these*, and *those* do not come before nouns, they are _____, not adjectives.

Directions: Place a DA over the demonstrative adjectives in the following sentences. If it is a pronoun, place a P above it.

1. This student has more books than that student.
2. This chest is heavy.
3. These officers are so strict.
4. I think this is a good idea.
5. I know that.
6. These terraces are beautiful.

Review: *All Write* page 191-194 overview

Goal for 2nd week of unit- Write daily summary reports using a different methodology.

- After reading the day's reading answer the following questions:
 - *What is the most important idea of the reading?*
 - *Are there any other ideas that are important?*
 - *What do I really want to remember about this reading?*
- After answering those three questions, write a brief summary incorporating the answer to those three questions.
 - You could use each question as a sentence beginning for each different paragraph:
 - The most important idea of this reading is....
 - Other really important ideas are...
 - I think what I want to remember most about the reading is...
- Again, like in week 1, the idea is to follow this template every day this week, so students become proficient in this method of summarizing. You want it to become second nature for them.
- Unlike the 1st week, there will be no end of the week summary report.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 2 Day 2

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 428-Indefinite Adjectives

Student activity: Fill in the blank.

1. Indefinite adjectives tell _____ how many or how _____.

Directions: Circle the indefinite adjectives.

1. Most of the people I know love this book.
2. Some people do not.
3. Few people can't stand it.
4. A few of the men were still afraid for their lives.
5. Many people love hearing stories.

Review: *All Write* pages 191-193

Goal for 2nd week of unit- Write summary report #2 using a different methodology.

- After reading the day's reading answer the following questions:
 - *What is the most important idea of the reading?*
 - *Are there any other ideas that are important?*
 - *What do I really want to remember about this reading?*
- After answering those three questions, write a brief summary incorporating the answer to those three questions.
 - You could use each question as a sentence beginning for each different paragraph:
 - The most important idea of this reading is....
 - Other really important ideas are...
 - I think what I want to remember most about the reading is...
- Again, like in week 1, the idea is to follow this template every day this week, so students become proficient in this method of summarizing. You want it to become second nature for them. ☺
- Unlike the 1st week however, there will be no end of the week summary report.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 2 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 428-Predicate Adjectives

Student activity: Fill in the blank and short answer.

1. Predicate adjectives follow _____ and describe _____.
2. The *subject* of a sentence is what? _____
3. What is a linking verb? (Use the index if you can't remember.) _____

Directions: First find the linking verb then fill in the blank using your own predicate adjective.

1. The school is _____. (Put in a word describing the school)
2. The chemistry teacher appeared _____ in his lab coat.
3. The kids looked _____ when they were standing in the hallway.
4. The principal appears _____ most of the time.
5. The chest is _____.

Goal for 2nd week of unit- Write summary report #2 using a different methodology.

- After reading the day's reading answer the following questions:
 - *What is the most important idea of the reading?*
 - *Are there any other ideas that are important?*
 - *What do I really want to remember about this reading?*
- After answering those three questions, write a brief summary incorporating the answer to those three questions.
 - You could use each question as a sentence beginning for each different paragraph:
 - The most important idea of this reading is....
 - Other really important ideas are...
 - I think what I want to remember most about the reading is...
- Again, like in week 1, the idea is to follow this template every day this week, so students become proficient in this method of summarizing. You want it to become second nature for them. 😊
- Unlike the 1st week however, there will be no end of the week summary report.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 2 Day 4

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 429-Positive Adjective

Student Activity: Fill in the blank.

1. A positive adjective describes a noun without _____.

Directions: Add your own positive adjectives to these sentences.

1. The mall is _____.
2. Joey is _____.
3. The plot is _____.
4. His home life is _____.
5. His mother is _____.

Goal for 2nd week of unit- Write summary report #2 using a different methodology.

- After reading the day's reading answer the following questions:
 - *What is the most important idea of the reading?*
 - *Are there any other ideas that are important?*
 - *What do I really want to remember about this reading?*
- After answering those three questions, write a brief summary incorporating the answer to those three questions.
 - You could use each question as a sentence beginning for each different paragraph:
 - The most important idea of this reading is....
 - Other really important ideas are...
 - I think what I want to remember most about the reading is...
- Again, like in week 1, the idea is to follow this template every day this week, so students become proficient in this method of summarizing. You want it to become second nature for them. 😊
- Unlike the 1st week however, there will be no end of the week summary report.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 2 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 429-Comparative Adjectives

Student activity: Short answer or fill in the blank.

1. Comparative adjectives compare two _____, _____, _____ or _____.
2. The *ending* _____ is used to form a comparative adjective.
3. The writer can also use the word *more* if the adjective has two or more _____.

Directions: Add *er* to the following adjectives to form *comparative* adjectives.

Example: large → larger

1. Big _____
2. Small _____
3. Happy _____
4. Sad _____
5. Cute _____

Directions: Now use the comparative form of those adjectives in your own sentence.

Example: The SUV is *larger than* the Corvette.

1. _____
2. _____
3. _____
4. _____
5. _____

Directions: Turn the following sentences into comparative statements by adding *more* in front of the adjective, thereby making it a comparative adjective.

1. He was _____ handsome than his brother.
2. She is _____ interesting than her roommate.
3. Tiffany is _____ beautiful than Suzie.

Goal for 2nd week of unit- Write summary report #2 using a different methodology.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 3 Day 1

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 429-Superlative Adjectives

Student activity: Short answer or fill in the blank.

1. The *ending* _____ is used to form a superlative adjective.
2. The writer can also use the word *most* if the adjective has two or more _____.

Directions: Add *est* to the following adjectives to form *superlative* adjectives.
Example: large → largest

1. Big _____
2. Small _____
3. Happy _____
4. Sad _____
5. Cute _____

Directions: Now use the superlative form of those adjectives in your own sentence.
Example: The SUV is *largest* car on the road.

1. _____
2. _____
3. _____
4. _____
5. _____

Student Activity: Turn the following sentences into superlative statements by adding *most* in front of the adjective, thereby making it a superlative adjective.

1. He was the _____ handsome guy in the palace.
2. She is the _____ interesting girl I've ever met.
3. Elizabeth is the _____ beautiful Queen that ever lived.

Review: *All Write* page 336-338 mock essay. Discuss together as a class.

Goal for week 3 of unit- Become more familiar with how to take an essay test and to write an overall book review.

- After today's reading complete a 5W's and H chart or web.
- Looking at the specific words used in essay tests on page 336, *write 3 of your own essay questions* about what you read. Use the words listed.
- Next, choose the question you think is the most thoughtful.
- Trade papers with a peer (optional) or keep your own.
- Reviewing what you read on page 337 about planning your answer, write down the key words to your answer and any facts that would help answer the question.
- You may use another graphic organizer if you'd like.
- Briefly answer your chosen question in essay form.
- You will do this again with tomorrow's reading.

All Write

Teach a Mini Lesson using *All Write* page 429- Two Syllable Adjectives

Student activity: Short Answer

1. Can some adjectives that are two syllables long show comparisons in more than one way? _____
2. If so, would one of the ways of forming a comparison be to add *er* or *est*? _____

3. Would the other way be to add *more* and *more more*? _____
4. What about adding *more* and *most*? _____

Student Activity: Practice with the adjective *friendly*.

Friendly → *friendlier* → _____

What about:

Friendly → *more friendly* → _____

Directions: Brainstorm as a class other adjectives that might fall into this category and then create all three forms of the adjective.

Goal for week 3 of unit- Become more familiar with how to take an essay test and to write an overall book review.

- After today's reading complete a 5W's and H chart or web.
- Looking at the specific words used in essay tests on page 336, *write 3 of your own essay questions* about what you read. Use the words listed.
- Next, choose the question you think is the most thoughtful.
- Trade papers with a peer (optional) or keep your own.
- Reviewing what you read on page 337 about planning your answer, write down the key words to your answer and any facts that would help answer the question.
- You may use another graphic organizer if you'd like.
- Briefly answer your chosen question in essay form.
- You can practice writing and answering essay questions any time you'd like. It's a great way to study!

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 3 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 429- Special Forms Box

Student activity: True or False.

1. It is okay to use *more* or *most* with forms of *good* and *bad*. _____

Student Activity: Create 3x5 cards with the positive, comparative and superlative forms of these special adjectives. Practice as a class or with a partner. Can you get them all right?

Teach a Mini Lesson using *All Write* page 149-153. Read about book reviews. We are going to write an abridged version.

Goal for next 3 days- Gather information on the 3g6 plot graph for 3 days, finish novel, and then write an overall book review.

- Look back at your summary reports from the **1st week**. Using a highlighter, highlight those events that have **significantly shaped the novel**.
- On Day 15 you will be gathering all the key events from the novel and writing your overall review of the book.
- When people write book reviews however, they must support their opinions from things that have happened in the text or mention the way the text was written and so forth.
- As is mentioned on page 150 you can think about the plot, characterization, setting and theme.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 3 Day 4

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 430- Adverbs Intro

Student Activity: Fill in the blank and short answer.

1. Adverbs are words that modify _____.
2. What does modify mean? _____
3. Where are modifiers placed? _____

Directions: Circle the adverbs in the following sentences.

1. Our plane landed roughly.
2. We were extremely happy that he came to visit.
3. We talked very quickly until the doorbell rang.
4. We walked rather slowly before saying goodbye forever.
5. She softly called his name.

Goal for next 3 days- Gather information on the 3g6 plot graph for 3 days, finish novel, and then write an overall book review.

- Look back at your summary reports from the **2nd week**. Using a highlighter, highlight those events that have **significantly shaped the novel**.
- On Day 15 you will be gathering all the key events from the novel and writing your overall review of the book.
- When people write book reviews however, they must support their opinions from things that have happened in the text.
- As is mentioned on page 150 you can review your thought and opinions about the plot, characterization, setting and theme.

Character Based Literacy Program All Write
Joey Pigza Loses Control, Week 3 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 430-Adverbs of Time

Student Activity: Short answer.

1. List all the adverbs that deal with the notion of *time*: _____

2. Use each one in a sentence:
 - a. _____
 - b. _____
 - c. _____

Review: *All Write* page 149-153 (as needed).

Goal for next 3 days- Gather information on the 3g6 plot graph for 3 days, finish novel, and then write an overall book review.

- Look back at the **3g6 from this week**.
- Using a highlighter, highlight those events that have **significantly shaped the novel**.
- TODAY, gather all the key events from the novel and write an overall review of the book.
 - One paragraph may begin: *I thought the plot....*
 - Another paragraph might begin: *I felt the characterization...*
 - Another: *The setting....*
 - Lastly: *The theme(s)...*
 - Your last paragraph might mention whether you would or would not recommend this book and why.
- Congratulations! You have just written a book review! 😊