

All Write

Teach a Mini Lesson using *All Write* page 66 (all)

Student Activity: Fill in the blank and short answer:

1. A sentence has _____ basic parts.
2. The subject of the sentence is what? _____
3. The predicate is what? _____
4. In the following sentence, underline the subject and circle the predicate:

Bob hit the ball.

5. What are the two basic kinds of verbs? _____
6. Write a sentence using an action verb. _____

7. Write a sentence using a linking verb. _____

8. What is a compound subject? _____

9. What is a compound predicate? _____

10. Is a question a sentence? _____

All Write

Teach a Mini Lesson using *All Write* page 67- Subject + Action Verb

Student Activity: Fill in the blank and short answer.

1. Which of these verbs are not action verbs? Circle them:

is, ran, drank, are, drove, throw, cook, gurgle, giggle, hug.

2. What does it mean to say a verb can be intransitive? _____

3. Write 5 sentences that have a subject and an action verb.

a. _____

b. _____

c. _____

d. _____

e. _____

All Write

Teach a Mini Lesson using *All Write* page 67: Subject + Action Verb + Direct Object

Student Activity: Short answer.

Look at your sentences from yesterday. You wrote sentences that contained subjects and intransitive action verbs. There are verbs that *do* need direct objects after them in order to make sense however.

1. Write 5 new sentences using transitive verbs, or verbs that need a direct object after them in order to make sense.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

2. Swap with a partner and have them label the subject (S), the action verb (AV) and the direct object (DO) in each sentence. Help them write a correct sentence if they made a mistake.

STEP ONE: SHORT STORY GUIDELINES

Read about PREWRITING on page 182 in *All Write*.
Brainstorm possible topics for a short story of your own.

All Write

Teach a Mini Lesson using *All Write* page 67- Subject + Verb + Indirect Object + Direct Object

Student Activity: Short answer.

1. Using your sentences from yesterday, *add an indirect object* to your five sentences.

Ex. If your sentence from yesterday was: *Kevin gives silly gifts*. Your sentence today would be: *Kevin gives his friends silly gifts*.

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

2. After changing all 5 of your sentences, switch with a peer, and label the IO in their sentences.

STEP TWO: SHORT STORY GUIDELINES

Read about GATHERING DETAILS on page 182 in *All Write*.
Fill out your own People, Place, Problem, Plot graph.
You will have tomorrow to do this as well.

All Write

Teach a Mini Lesson using *All Write* page 67- Object Complement

Student Activity: Short answer:

1. If you were to define the “object complement” in your own words looking at the example: *The class named Richard the best storyteller*, how would you define ‘object complement’? _____

3. Try adding object complements to the following sentences:
 - a. The opera named Bill the best _____.
 - b. The football team named Favre the _____.
4. Create some of your own sentences.
 - a. _____

 - b. _____

 - c. _____

STEP THREE: SHORT STORY GUIDELINES

Read about GATHERING DETAILS (day 2) on page 182 in *All Write*.
Finish filling out your own People, Place, Problem, Plot graph.

Ask yourself: Are these stimulating ideas? Does the plot seem logically organized?

All Write

Teach a Mini Lesson using *All Write* page 67- Subject + Linking Verb + Predicate Noun

Student Activity: Label each sentence with a subject (S), a linking verb (LV) and a predicate noun (PN).

1. The girl is an amazing poet.
2. The boy is an incredible musician.
3. The man is a carpenter.
4. The baby was a genius.
5. The teacher is a great guy.

Write 5 sentences of your own following the pattern.

1. _____

2. _____

3. _____

4. _____

5. _____

STEP FOUR: SHORT STORY GUIDELINES

Read about WRITING THE FIRST DRAFT on page 183 in *All Write*.

The text references a myth, but students won't necessarily be writing a myth.

The strategy that might be helpful for some is plotting out the graph in box-like, storyboard form as you see.

If they have a clear idea of where they are going, begin writing your first draft. We will revise for voice and word choice later, but remind students to keep these things in mind as they write their draft to begin with.

Character Based Literacy Program All Write
Riding Freedom, Week 2 Day 2

Name: _____
Date: _____

All Write

Teach a Mini Lesson using *All Write* page 67- Subject + Linking Verb + Predicate Adjective

Student Activity: Label each sentence with a subject, linking verb and predicate *adjective*. If the sentence ends in a predicate *noun*, label it that way!

1. The ballerina was very somber.
2. The grocery clerk is bald.
3. The banker is handsome.
4. The chef is an amazing cook.
5. The electrician is hardworking.
6. The doctor is a serious baseball fan.

Directions: Write 5 of your own sentences, using both predicate adjectives and predicate nouns. Switch with a partner to check.

1. _____

2. _____

3. _____

4. _____

5. _____

STEP Five: SHORT STORY GUIDELINES

CONTINUE WRITING THE FIRST DRAFT.

Try to have the first rough draft completed by the end of the hour.

Character Based Literacy Program All Write
Riding Freedom, Week 2 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 68- Fragments

Student Activity: Short answer:

1. What is a sentence fragment? _____

Directions: Correct the following fragments by turning them into complete sentences.

1. Is a hilarious person: _____
2. Henry was a bad: _____
3. Melinda had: _____
4. many wrong turns: _____
5. plays a lot of football: _____
6. going to: _____
7. cleans the hotel lobby: _____

STEP SIX: SHORT STORY GUIDELINES

Read about REVISION on page 183 in *All Write*.

Read the revision questions and revise your story as needed. Pay particular attention to DIALOGUE.

Also, reference p.18. Focus on revision of WORD CHOICE

All Write

Teach a Mini Lesson using *All Write* page 68- Run-on Sentence

Student Activity: Short answer.

1. Define 'run-on sentence.' _____
2. Write 5 run-on sentences.
 - a. _____

 - b. _____

 - c. _____

 - d. _____

 - e. _____

3. Exchange with a partner. Have them correct the sentences to make 2 complete sentences.

Run-on example: I went to the store to buy bread and milk they were out of milk.

Correct: I went to the store to buy bread and milk.
They were out of milk.

STEP SEVEN: SHORT STORY GUIDELINES

Read about REVISION on page 183 and page 18 in *All Write*.
Read the revision questions and revise your story as needed. Pay particular attention to VOICE.

Character Based Literacy Program All Write
Riding Freedom, Week 2 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 68- Comma Splice

Student Activity: Short answer.

1. Define comma splice. _____

2. Create your own incorrect sentences. Switch with a peer and correct their sentences.

Example: Kay and Harold go to many concerts, they love sitting up front.

Correct: Kay and Harold go to many concerts. They love sitting up front.

- a. _____

- b. _____

- c. _____

STEP EIGHT: SHORT STORY GUIDELINES

Read about EDITING on page 183 in *All Write*. Also, review correct, accurate copy on page 18.

They will write their final draft in two days. Today and tomorrow focus on capitalization, spelling, grammar and punctuation.

Option: peer editing

Character Based Literacy Program All Write
Riding Freedom, Week 3 Day 1

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 68-Rambling Sentence

Student Activity: Short answer.

1. Define "rambling sentence": _____
2. Do you know anyone who talks this way? Why might it be okay to talk this way but not to write this way? _____

3. Create a rambling sentence. Read it aloud to the class. Have them write an 'x' on their paper every time they think there needs to be a period to stop the sentence and start a new one. Does everyone agree? Talk about it.

STEP NINE: SHORT STORY GUIDELINES

Read about EDITING on page 183 in *All Write*. Also, review correct, accurate copy on page 18.

They will write their final draft in tomorrow. Finish correcting capitalization, spelling, grammar and punctuation.

Option: peer editing

All Write

Teach a Mini Lesson using *All Write* page 69- One Subject

Student Activity: Short answer:

1. What does it mean to have your sentences 'agree' with one another? _____

2. If I use a singular subject, what kind of verb should I use? _____

3. If I use a plural subject, what kind of verb should I use? _____

Directions: Make the following parts of the sentences agree with one another.
The first step is to label whether the subject is singular or plural. Then locate the verb and see if it is a singular or plural verb. If it's the same as the subject leave it alone. If it is different, correct it. Good luck!

1. Elisa go to Mexico every summer. _____
2. Pedro work in the fields. _____
3. Bob are very proud of his son. _____
4. Miranda are smart. _____
5. Lauren go to Hawaii with her family in April. _____

STEP TEN: SHORT STORY GUIDELINES

WRITE FINAL DRAFT. Students are striving for a clean, accurate copy.

All Write

Teach a Mini Lesson using *All Write* page 69- compound subjects

Student Activity: Correct the following sentences, keeping in mind that compound subjects require a *plural verb*. If compound subjects are connected with the word *or*, choose the subject closest to the verb and decide if it is singular or plural. Then match the verb.

1. Bob and Carol is going to Florida later in the year.
2. Huong and Eva plays together every day after school.
3. Ryan and Brian goes to the grocery store every Friday.
4. My mother or my roommates is coming to the concert.
5. My brothers or my sister are paying my way.

STEP 11: SHORT STORY GUIDELINES

OPTIONAL: Author's chair. Share stories aloud or in small groups.

OPTIONAL: ARTWORK on title page or throughout story as appropriate.

Character Based Literacy Program All Write
Riding Freedom, Week 3 Day 4

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 70- Unusual Word Order

Student Activity: Short answer:

1. What does the text suggest you do when there is unusual word order in the sentence? How should you decide whether to use a plural or singular verb?

Directions: Write 4 unusual sentences with correct subject/verb agreement following the model in the book.

1.

2.

3.

4.

Now go ahead and alter some of the sentences to make them incorrect.
Switch with a partner and see if you can fix all their inaccurate sentences.

Character Based Literacy Program **All Write**
Riding Freedom, Week 3 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 70-Indefinite Pronouns

Student Activity: Make a class list of indefinite pronouns. Put them on the wall. All of these words use singular verbs. Practice using these pronouns in sentences correctly.