

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 1 Day 1

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 71- Wordy Sentences

Over the next few days we will be talking about sentence problems. The idea is to know what the problems are so we can avoid them in our writing.

Student Activity: Short answer:

1. Describe what it means to say a sentence is 'wordy'. _____

2. Write 3 examples of wordy sentences.
 - a. _____

 - b. _____

 - c. _____

3. Then, switch with a peer and simplify the sentences.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 1 Day 2

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 71-double

Student Activity: Short answer:

1. Describe what a 'double subject' is. _____

2. Why should we avoid it in our writing? _____

3. Write 3 examples of double subject sentences.
 - a. _____

 - b. _____

 - c. _____

4. Switch with a partner and correct the sentences.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 1 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 71-Pronoun-Antecedent Agreement

Student Activity: Short answer.

1. What is a pronoun? _____
2. What is a pronoun antecedent? _____
3. True or False: Subjects and verbs need to agree. _____
4. If the pronoun (subject) of the sentence is singular, what does its antecedent have to be? _____
5. If the pronoun is plural, what about its antecedent? _____

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 1 Day 4

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 71-Pronoun Reference

Student Activity: Short answer:

1. If you use a pronoun in a sentence, what do you have to be careful to do when it comes to what the pronoun refers to? _____
2. Describe why you think this would be important. _____

3. Can you think of an incorrect sentence where what the pronoun is referencing is unclear? _____

4. Now rewrite the sentence so it is clear to the reader what the pronoun is referencing. _____

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 1 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 72- Pronoun Shift

Student Activity: Short answer:

1. When you use a pronoun to replace a noun, what needs to happen? _____

2. What does it mean to say they have to 'agree in person?' _____

3. What is a first-person pronoun? Second-person? Third-person? Reference pages. 413-414. _____

STEP ONE: CLASS REPORT

Read page 195-198

Begin brainstorming options for your topic.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 2 Day 1

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 72-Double Negatives

Student Activity: Short answer:

1. What is a negative word? List some. _____
2. Can we use more than one of them in a sentence? Why or why not? _____

3. Can you use *barely*, *hardly* or *scarcely* with a negative word? _____

4. Try reading some of the sentences aloud. Can you hear the difference between the correct and incorrect sentences? _____

STEP TWO: CLASS REPORT

Read page 198

Complete web and finalize topic.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 2 Day 2

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 72-Confusing OF for HAVE

Student Activity: True or False.

1. It is okay to use *could of* in place of *could have* in a sentence. _____
2. It is okay to use *could of* verbally but not in written form. _____
3. Practice correcting yourself or your peers if you hear or see them using 'could of' instead of 'could have. Neither is correct.

STEP THREE: CLASS REPORT

Read page 199-200

PREWRITING- Begin listing research questions and looking for information from various sources.

Begin gathering details.

Use gathering grid if you wish.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 2 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 72-Misplaced Modifiers

Student Activity: Short answer.

1. After reading the examples of misplaced modifiers and correctly placed modifiers, how would you describe what a modifier is? _____

2. Describe why it is important to make sure the modifiers are close to the words they describe. What happens when they are not? _____

3. Write 3 examples of sentences in which the modifiers are misplaced.
 - a. _____

 - b. _____

 - c. _____

4. Switch with another student and correct one another's misplaced modifiers.

STEP FOUR: CLASS REPORT

Read page 199-200

PREWRITING- Continue listing research questions and looking for information from various sources.

Use gathering grid.

All Write

Teach a Mini Lesson using *All Write* page 73-74- Key Words

Student Activity: Short answer:

1. Why can it be helpful to combine sentences? _____

2. What are the advantages? _____

3. Are there any disadvantages? _____

4. When trying to combine two sentences with related ideas, one way is to move a _____ from one sentence to another.
5. Sometimes this word is an adjective, sometimes it is an _____.
6. Practice writing your own short sentences. Combine some with an adjective and some with an appropriate adverb.
 - a. _____

 - b. _____

 - c. _____

STEP Five: CLASS REPORT

Read page 199-200

PREWRITING- Continue listing research questions and looking for information from various sources.

Use gathering grid.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 2 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 74- Series of Words or Phrases

Student Activity: Practice combining these short sentences.

1. In California, summertime is hot.
In California, summertime is dry.
In California, summertime is brown.

2. In Minnesota, winter is cold.
In Minnesota, winter is snowy.
In Minnesota, winter is windy.

STEP SIX: CLASS REPORT

Read page 201- NOTECARDS

Some students like to move into using notecards. It gives them more space than just using the gathering grid. Review notecard skills and continue researching.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 3 Day 1

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 75-Phrases

Sometimes we can combine sentences using prepositional phrases. First, remind yourself of all the prepositions you know.

Student Activity: Combine the following examples using prepositional phrases.

1. Brinky's dog loves to sleep. It likes to sleep on the bed. _____

2. William's pet cow loves to eat. It eats in the pasture. _____

3. Raymond loves to sing. He loves to sing in the concert hall. _____

4. Eliza's mother loves to cook. She loves to cook in her sister's kitchen. _____

STEP SEVEN: CLASS REPORT

Read page 201- NOTECARDS

Some students like to move into using notecards. It gives them more space than just using the gathering grid. Review notecard skills and continue researching.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 3 Day 2

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 75-Compound Subjects and Verbs

Student Activity: Practice combining the following sentences.

1. Luis ran around the field. Ricardo ran around the field also. _____

2. Luis caught the football. Luis ran for the touchdown. _____

3. Create two of your own examples: one where the sentences are combined with a compound subject and one with a compound verb.
 - a. _____

 - b. _____

STEP EIGHT: CLASS REPORT

Read page 206- REVIEW BIBLIOGRAPHY

Review how to write a bibliography. Make sure students are citing sources correctly.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 3 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 76- Use Compound Sentences (top)

Student Activity: Practice combining the following longer sentences with an appropriate conjunction.

1. August and September are hot months in California. Families love to go to the pool.

2. Norbert and Tilly play tennis. They are in the number 1 doubles position on the team.

STEP NINE: CLASS REPORT

Read page 205- PLAGIARISM

Review notions around plagiarism.

Continue researching. Tomorrow we will begin writing the beginning of your report.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 3 Day 4

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 76-Use Complex Sentences

Student Activity: Use a subordinate conjunction to combine the two sentences below into one complex sentence.

1. Eric is moving to the Alps. He is going to train for the biggest bicycle race of the year.

2. Suzy had to learn how to run, bike and swim. She is competing in an Ironman.

STEP TEN: CLASS REPORT

Read page 202- BEGINNING

Write the opening paragraph or two of your report.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 3 Day 5

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 350-(bottom) Comma: Intro Phrases and Clauses

Student Activity: Fill in the blank.

1. A comma should be used to separate a longer _____ or clause that comes _____ the main part of the sentence.
2. You usually _____ need a comma when the phrase or clause comes after the main part of the sentence.
3. You usually do not need a comma after a _____ opening phrase.
4. Practice writing 3 of these specific sentences.

- a. _____

- b. _____

- c. _____

STEP ELEVEN: CLASS REPORT

Read page 203- MIDDLE

Begin writing the middle paragraphs of your report.

You will have time tomorrow for this task as well.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 4 Day 1

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 351- To Separate Adjectives

Student Activity: Practice placing commas (if) needed in the following sentences.

1. There are many tasty ice cream flavors at Ben & Jerry's.
2. I have a small red convertible.
3. Lucy wears pink blue and orange beads around her neck.
4. Bruno wants to paint his car black red and white.
5. I have many unusual books in my library.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 4 Day 2

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 351- Explanatory Phrases

Student Activity: Short answer:

1. Describe what is meant by an 'explanatory phrase'. _____

Directions: Add the appropriate commas in the sentences below.

2. Yolanda in her quest to be perfect rewrote all her papers.
3. Brian thinking he was the biggest class clown had to crack a joke every 2 minutes.
4. Our team eager to win the tournament practiced every day.
5. Our school wanting to raise money decided to sell magazine subscriptions.

STEP TWELVE: CLASS REPORT

Read page 203- MIDDLE

Continue writing the middle paragraphs of your report.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 4 Day 3

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 352- Appositive Phrases

Student Activity: Fill in the blank.

1. An appositive phrase renames the _____ or _____ before it.

Directions: Circle the appositive phrases in the following sentences.

1. Ms. Long, our English teacher, gives us difficult assignments.
2. Dr. Dwight, our pediatrician, has been seeing me since I was a baby.

Create your own sentences, with appositives, but without commas. Exchange your paper. Have your partner first circle the appositive and then add the appropriate punctuation.

STEP 13: CLASS REPORT

Read page 203- ENDING
Write the end of your report.

Character Based Literacy Program All Write
Where the Red Fern Grows, Week 4 Day 4

Name: _____

Date: _____

All Write

Teach a Mini Lesson using *All Write* page 352- Nonrestrictive Phrases and Clauses

Student Activity: Short answer.

1. What does it mean to say a phrase is 'nonrestrictive'? _____

2. Define 'restrictive phrase'. _____

3. When do you use a comma? _____
4. Write an example of both types of sentences.
 - a. _____

 - b. _____

STEP 14: CLASS REPORT

Read page 204- REVISION

Answer the suggested prompts and revise your report.

Remember to access page 18 for traits of effective writing as well.

All Write

Teach a Mini Lesson using *All Write* page 353- Independent Clauses

Student Activity: Fill in the blank.

1. A semicolon is sometimes used in the same way as a _____.
2. A semicolon usually means a _____ stop.
3. A semicolon's phase is _____ than that of a period.
4. I can use a _____ when joining two independent clauses when there is no connecting word like _____ or _____.
5. Create 2 sets of examples where you connect 2 independent clauses with the appropriate punctuation.
 - a. _____

 - b. _____

STEP 15: CLASS REPORT

Read page 204-EDITING

Complete final editing process and write final draft.

Remember to access page 18 for traits of effective writing as well.