

All Write

Read *All Write* page 369: plurals- adding an 's

Student Activity: Fill in the blank.

1. The plurals of _____, _____, and _____ discussed as words are formed by adding an _____ and an _____.

Student Activity: Make the following words plural in these sentences.

1. Palmer knew his A, B, Cs. _____
2. Dorothy, who was, 4 years old, loved practicing her hellos and goodbyes. _____
3. When I counted all the punctuation in my paper, I had 34 !s and only 2?s. _____

4. When we looked through the magazine, we found three 7s and 2 24s on the football players' jerseys. _____

Directions: Practice writing some of your own examples.

Character Based Literacy Program All Write
Wringer, Week 1 Day 2

Name: _____
Date: _____

All Write

Read *All Write* page 369: irregular spelling

Suggestion: Keep a list of irregular verbs either in the back of your notebook or posted in the classroom. When you come across them, write down their singular and plural form.

Student Activity: Practice turning these irregular words in their plural form.

1. child _____
2. man _____
3. woman _____
4. ox _____
5. box _____
6. cactus _____
7. goose _____
8. moose _____
9. tooth _____
10. data _____

All Write

Read *All Write* page 369: abbreviations- acronyms

Student Activity: Answer the following questions in **complete** sentences:

1. What is an abbreviation?

2. What is an acronym?

3. Why do you think acronyms could be helpful?

4. Think of and write down 5-10 acronyms that you know, and what they stand for.

All Write

Read *All Write* page 369: initialisms

Student Activity: Answer the following question in **complete** sentences:

1. How does an initialism differ from an acronym?
2. What does the following initialism stand for?

- a. EBI _____
- b. PTA _____
- c. PSA _____
- d. PDA _____
- e. IRS _____
- f. PO _____

Can you think of anymore? List as many as you can think of.

STEP ONE- WRITING SHORT STORY- PREWRITING

Remind students that this is a short story with a moral. The story should be related to the courage requires moderation theme.

Begin Prewriting. Create a list or web of possible story ideas.

All Write

Read *All Write* page 370: State abbreviations

Test yourself and look at a United States map. How many state abbreviations can you positively identify?



Character Based Literacy Program All Write
Wringer, Week 2 Day 1

Name: _____
Date: _____

All Write

Read *All Write* page 370: address

Student Activity: Study the list of address abbreviations. Write the postal abbreviation after each word.

1. Avenue _____
2. Boulevard _____
3. Court _____
4. East _____
5. Expressway _____
6. Heights _____
7. Highway _____
8. Lane _____
9. Park _____
10. Parkway _____
11. Place _____
12. Road _____
13. Rural _____
14. Square _____
15. Street _____
16. Terrace _____

STEP 2- WRITING SHORT STORY- ROUGH DRAFT- IDEAS

Focus on creating a storyboard that outlines the entire story.
The area of emphasis for today should be on the story's ideas.

Character Based Literacy Program All Write
Wringer, Week 2 Day 2

Name: _____
Date: _____

All Write

Read *All Write* page 370: common abbreviations

Write out the meaning of these common abbreviations.

1. ASAP _____
2. C.O.D. _____
3. D.A. _____
4. etc. _____
5. FM _____
6. M.D. _____
7. R.S.V.P. _____
8. vs. _____
9. pg. _____
10. mpg _____

STEP 3- WRITING SHORT STORY- ROUGH DRAFT- ORGANIZATION

Focus on deciding if you like the order or progression of your story.

Do you want to change anything in your storyboard?

The area of emphasis for today should be on the story's organization.

All Write

Read *All Write* page 371: numbers intro

Student Activity: Answer the following questions in complete sentences:

1. Numbers that are one to nine are usually written in what way? _____

2. What do you do if you are comparing the numbers in a sentence? _____

STEP 4- WRITING SHORT STORY- ROUGH DRAFT- WORD CHOICE

Focus on the word choice in your story.

Are you using active verbs and descriptive adjectives and adverbs?

The area of emphasis for today should be on the story's word choice.

Go for 'juicy' words, not overused, boring words! 😊

Character Based Literacy Program All Write
Wringer, Week 2 Day 4

Name: _____
Date: _____

All Write

Read *All Write* page 371: very large

Student Activity: True or False.

1. It is never okay to use a combination of both numerals and words in a sentence.

2. It is appropriate to spell out large numbers that can be written as two words, like *four million*.

3. If you need more than two words to spell out a number, write it as a numeral.

STEP 5- WRITING SHORT STORY- ROUGH DRAFT- ADD DIALOGUE

Focus on adding dialogue or improving dialogue in your story.

Character Based Literacy Program All Write
Wringer, Week 2 Day 5

Name: _____
Date: _____

All Write

Read *All Write* page 371: sentence beginnings

Student Activity: Answer the following questions in complete sentences.

1. What does a writer do if she wants to start a sentence with a number?

2. Do you think that is still true for a number like 9,876?

STEP 6- WRITING SHORT STORY- ROUGH DRAFT- EDITING

Focus on checking spelling, capitalization, indentations, and punctuation.

Character Based Literacy Program All Write
Wringer, Week 3 Day 1

Name: _____
Date: _____

All Write

Read *All Write* page 371: numerals only

There are many instances where the writer would use numerals for any numbers in different forms. Study the examples and then make an illustrated chart for your classroom illustrating those forms.

STEP 7- WRITING SHORT STORY- FINAL DRAFT
Focus on writing the final draft of your story.

Character Based Literacy Program All Write
Wringer, Week 3 Day 2

Name: _____
Date: _____

All Write

Read *All Write* page 378: i before e

Rules in the English language are tricky because there always seem to be exceptions to the rule. With time, you will be able to know the exceptions without thinking so much about it. In the meantime, try to spend your time getting to know the rule first and then the exceptions.

Student Activity: Short Answer

1. What is the rule about writing *i before e*? _____

Directions: Take a look at some of the exceptions to that rule. Circle the words that are *misspelled* and on the line following them spell the word correctly. If the word is not misspelled, write *correct*.

1. either _____
2. foreign _____
3. height _____
4. sheik _____
5. species _____
6. leisure _____
7. their _____
8. heir _____
9. seize _____

STEP 8- WRITING SHORT STORY- FINISH FINAL DRAFT.
OPTIONAL: Create a cover for your story.

Character Based Literacy Program All Write
Wringer, Week 3 Day 3

Name: _____
Date: _____

All Write

Read *All Write* page 378: silent e

Student Activity: Please answer the following question using a **complete** sentence.

1. What should a writer do when a word ends in a silent e and we want to add a suffix that begins with a vowel?

Directions: Practice on the following words.

1. judge _____
2. create _____
3. relate _____

STEP 9- OPTIONAL-Author's chair or story exchange.
Celebrate one another's stories! 😊

All Write

Read *All Write* page 378: words ending in y

Student Activity: Please answer the following questions in **complete** sentences.

1. What should a writer do when y is the last letter in a word (and a consonant is just before the y)? _____

2. What do we do if we want to make a word plural that ends in y?

Practice on the following words

1. candy _____
2. body _____
3. story _____
4. country _____
5. toy _____
6. pray _____

Character Based Literacy Program All Write
Wringer, Week 3 Day 5

Name: _____
Date: _____

All Write

Read *All Write* page 378 - ending in consonant

Student Activity: Read over the rule regarding words ending in a consonant. If you were going to try to explain this rule to 4th graders, how would you do it? Write the rule discussed on page 378 in the form of a rap or a rhyme to help the 4th graders understand.

Directions: Practice on the following words

1. permit _____
2. bed _____
3. pad _____
4. sit _____
5. pet _____
6. hit _____

Character Based Literacy Program All Write
Wringer, Week 3 Day 4 and 5

Name: _____
Date: _____

All Write

Lesson Plan for Week 3 Day 5 and Week 4
Wringer

During this book, students have learned about different literary devices, abbreviations, irregular spellings, and numbers. For the remainder of this novel, students will choose one of the areas covered in the *ALL Write* lessons covered and create a poster that explains their rule with some examples. Posters should be neat, colorful, and grab the attention of someone looking at it on the wall. You may choose to laminate the best ones and display them in your classroom.