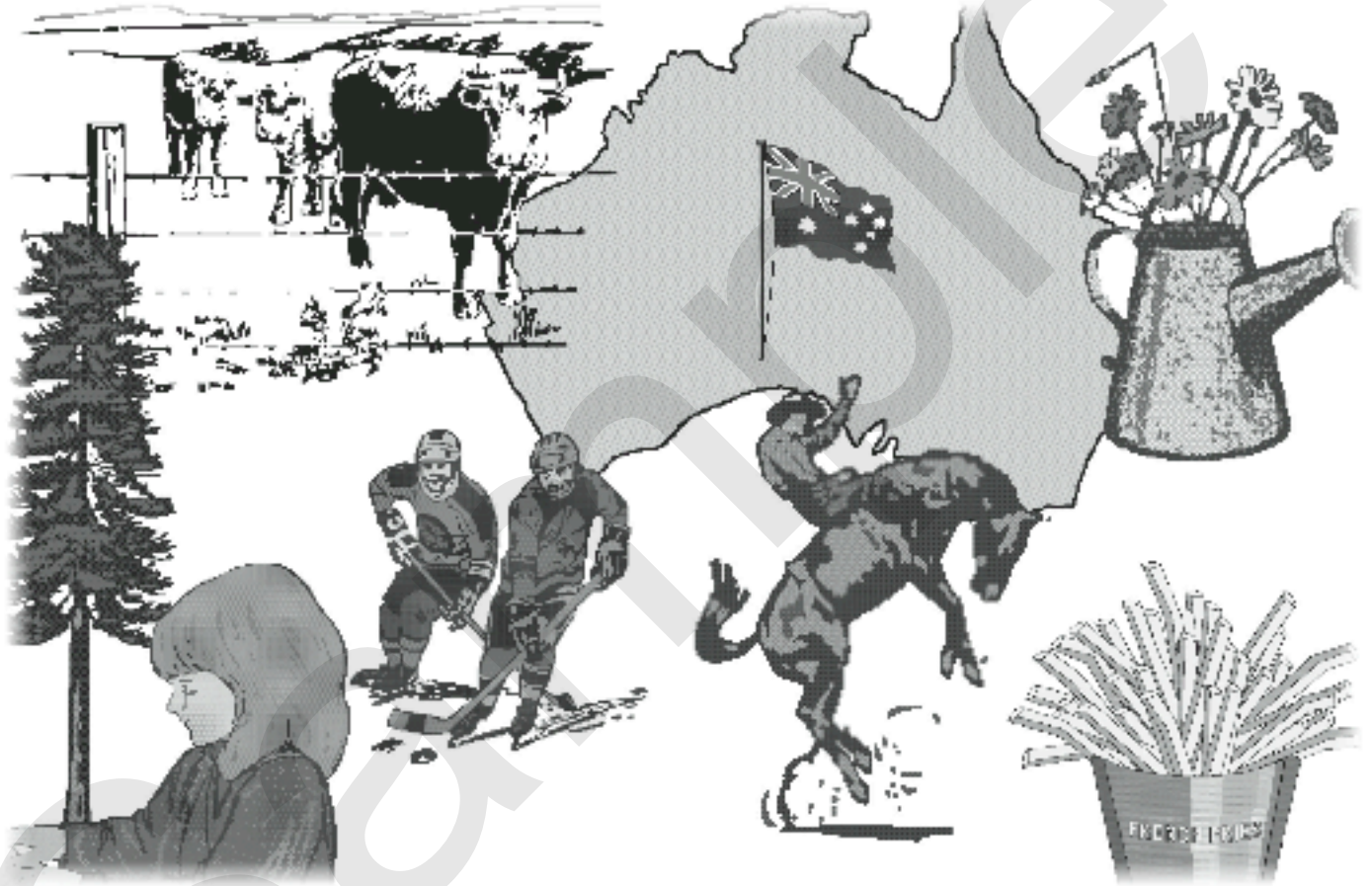


# Articles and Stories

*For Units 1 and 2*



INSTITUTE FOR  
**Excellence in Writing**  
An effective method for teaching writing skills

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## Articles for Note-Taking and Summarizing

	<i>Dress-Up Modeled</i>	Reading Level	Student Page #	Teacher Page #
<b>General Subjects</b>				
Rocks .....	“-ly” adverb	2.4	7	47
Cattle Ranchers .....	because clause	1.6	8	49
Growing a Garden .....	quality adjective	4.1	9	51
Rodeo .....	adverbial clause	4.4	10	53
Clubs .....	quality adjective	2.0	11	55
Piano Lessons .....	strong verb	3.9	12	57
Hockey .....	who/which clause	6.3	13	59
Lodgepole Pine .....		4.8	14	61
Australia .....		8.4	15	62
Harmful Foods .....		5.0	16	63
Stars .....		3.3	17	64
All-Terrain Vehicles .....		3.8	18	
The Ear .....		3.5	19	
Mushrooms .....		3.8	20	
Eggplant (a satire) .....		6.6	21	
Jigsaw Puzzles .....		8.5	22	
Carnivorous Fungus .....		6.0	23	
<b>Animals</b>				
Horses .....		5.5	24	
Pigs .....		1.0	25	
Buffalo Hunt .....		5.0	26	
Penguins .....		2.9	27	
Fawns .....		3.8	28	
Egret .....		3.1	29	
Eagle Eyes .....		5.7	30	
Whales .....		3.2	31	
Beluga Whales .....		5.3	32	
Narwhals .....		5.2	33	
The Mysterious Chameleon .....		10.4	34	
<b>Unbelievable Bugs</b>				
Vulture Bees .....		6.5	35	
Fungus Gnats .....		4.2	36	
Booklice .....		6.2	37	
Dance Flies .....		5.8	38	
Petroleum Flies .....		5.3	39	
<b>Aesop’s Fables</b>				
The Eagle and the Arrow .....		7.5	40	
The Goose with the Golden Eggs .....		5.4	41	
The Bald Man and the Fly .....		7.4	42	
The Wind and the Sun .....		4.8	43	
The Tortoise and the Birds .....		5.8	44	
The Ant and the Grasshopper .....		5.7	45	
<b>Blank Lesson Plan Page</b> .....				65

These articles and stories are convenient general paragraphs to use when teaching Units 1 and 2 of *Teaching Writing: Structure and Style*. Generally, students will spend a month or two on Units 1 and 2 before moving on to the other structural units.

### Scope and Sequence

The key to success in using *Teaching Writing* is modeling. The teacher shows the student what is expected and then keeps modeling the process until the student grabs the pen and insists, “I can do it myself!”

The plain articles in the first section are for the student and may be used in any order. The second section contains several teacher’s pages to help you model the Unit 1 and 2 process with your student.

The teacher’s pages are not intended for independent student work but should be explored with the student. Some students will understand after the first lesson and will be able to do future paragraphs easily with just a little guidance. Others will need intensive help for weeks or months before they can internalize the process. Since the goal is mastery of the writing process and not adherence to some arbitrary schedule, the teacher can be free to cheerfully help the student as much as he needs to succeed. Once the method is internalized, the student is free to complete several more paragraphs independently. Not all the paragraphs need to be completed. When your student has a good grasp of Units 1 and 2, you should move on to Unit 3.

Use the articles and stories in any order, but be sensitive to your student’s reading level. When a paragraph is *at or below a student’s grade level*, he can more easily focus on the writing task. On the Contents page the reading comprehension level is shown for each paragraph. Older students can likely use any paragraph, but younger students should use only those that are at or below their reading level.

### Dress-Ups

As *Teaching Writing: Structure and Style* emphasizes, one dress-up should be introduced at a time and practiced until it is easy before adding another one. Therefore, once your student can choose key words and summarize them, choose which dress-up you would like to teach first, go through the modeling with your student, and then choose other paragraphs to practice that one dress-up before choosing another dress-up to try. Dribble in the dress-ups, one at a time.

To help you present a dress-up for the first time, seven paragraphs (see pp. 48–60) provide modeling for introducing each of the six dress-ups. Therefore, *reserve these paragraphs for when you intend to teach that dress-up*, and use the rest of the paragraphs for practice.

The quality adjective has two modeling paragraphs, because those two paragraphs happened to have many of what we might call “banned words.” You can use them to begin a mini-thesaurus for your student to keep in his writing notebook for future use.

## You Cannot Help Too Much

In addition to modeling the process, feel free to help your student as much and in whatever manner he needs. Help him choose key words if necessary. If a student struggles with handwriting, you can help by writing everything down for him, and then use the outline or paragraph for copy work during handwriting practice. Be a human dictionary and provide the spelling whenever asked. Offer to be a thesaurus or provide an electronic thesaurus, which might even become a favorite toy. Completing the lessons orally—while the skills of handwriting and spelling are mastered separately—will ensure that writing will not suffer while the other processes are being mastered. There is no such thing as giving too much help.

### Sample Lesson Plans

On pages 61–64 four different paragraphs have been given with *sample* lesson plans. Each lesson plan models steps for four days of writing activities. You may, of course, make up your own activities, but a typical four-day progression might go like this:

**day 1:** Read the paragraph and discuss. Ask many questions! Then together create the key-word outline.

**day 2:** Bring out the key-word outline from day 1 and re-read the paragraph if necessary. Next, have your student give his oral report. Having planned ahead which dress-up your student should add into his composition (if applicable), brainstorm and insert the dress-up into the outline.

**day 3:** Today your student writes up his rough draft composition from the key-word outline, or you scribe it for him as he dictates. Before handing in his rough draft, he reads it aloud to himself checking for capitals, double spacing, punctuation, and sensibility. You can also help your student create a title for his composition. Choose a couple of key words about the main idea. If the main idea was, “Australia, the land down under,” the title could be “Down Under” or even just “Australia.”

**day 4:** After you edit a *few* mistakes (no lecture), have your student word process or rewrite his rough draft into a neat version. If needed, you write his neat version while he does a picture.

### Pacing

How long to spend on a paragraph and how to pace lessons is dependent upon how the student is doing. Some children can zip through an entire outline and paragraph in one sitting; others will need several sessions to rewrite just one paragraph. Since younger children have a limited attention span, it is a good idea to let the clock be the guide. Begin by planning fifteen to thirty-minute sessions and see what can be accomplished. If your student enjoys working longer, do so. However, if wiggles and distractions set in, then break it off and continue the lesson later. Actively modeling the process with gestures, personal stories, and interaction will keep his attention fixed and will activate many learning pathways, which will help make the information stick. A cheerful, smiling teacher who has all the time in the world to complete a writing activity makes a student feel smart each time he works on writing. There is no set pace.

Therefore, model the process in as many different ways as your student requires and provide help as often as your student asks. There is nothing special about the paragraphs and stories provided; they are just convenient to use because they are all ready to go. Feel free to substitute paragraphs from other subjects, and do not feel like you need to complete them all. Enjoy reading and exploring the writing process with your student!



### Cattle Ranchers

<sup>1</sup>A cattle rancher must check his cows every day. <sup>2</sup>He watches as they move about. <sup>3</sup>He checks the water supply. <sup>4</sup>He counts them. <sup>5</sup>If flies pester them, he puts a fly tag on their ear. <sup>6</sup>He calls a vet when they are sick. <sup>7</sup>He likes to see the calves on their feet. <sup>8</sup>Ranchers enjoy looking after their cows.



### Egret

<sup>1</sup>An egret is a bird like the heron. <sup>2</sup>They have long legs and a long neck. <sup>3</sup>Their bill is thin and long. <sup>4</sup>Their wingspan is 170 cm. (6 feet) long. <sup>5</sup>They live everywhere in the world except the far North. <sup>6</sup>Hunters killed many for their feathers. <sup>7</sup>They became nearly extinct. <sup>8</sup>Now laws protect them. <sup>9</sup>The egret can be found near almost any body of water. <sup>10</sup>The egret and heron are close relations.



### Eagle Eyes

<sup>1</sup>Eagles have eyes quite different from most animals. <sup>2</sup>They have two focal points in each eye. <sup>3</sup>Each focal point has a very high concentration of light receptors. <sup>4</sup>This makes it possible for them to see fine details.

<sup>5</sup>Humans have the focal point of each eye straight ahead. <sup>6</sup>This allows us to see most effectively at the center of our field of vision. <sup>7</sup>Eagles have two focal points in each eye: one straight ahead and one sideways.

<sup>8</sup>Because of this, eagles can see much better than we can. <sup>9</sup>For example, they can spot a rabbit from two miles away! <sup>10</sup>Relatives of eagles such as hawks and falcons share this remarkable ability. <sup>11</sup>Their excellent vision helps them be efficient hunters.



## Whales

<sup>1</sup>A whale is a huge sea mammal. <sup>2</sup>They are among the most intelligent animals. <sup>3</sup>There are many species of whales. <sup>4</sup>The blue whale can grow up to thirty meters (100 ft.) long and weigh up to 200 tons! <sup>5</sup>Some whales are much smaller. <sup>6</sup>The belugas are only three to five meters (16 ft.) long. <sup>7</sup>Like all mammals, whales breathe air. <sup>8</sup>They can hold their breath for a long time. <sup>9</sup>People used to hunt whales for oil and food. <sup>10</sup>Today all whales are protected. <sup>11</sup>They are important and huge sea creatures.

## Dance Flies

<sup>1</sup>Dance Flies are found all over North America. <sup>2</sup>These tiny flies often gather in huge mating swarms over forest streams and other damp areas. <sup>3</sup>The swarms of flies swirl and twirl up and down in the air, just like graceful dancers. <sup>4</sup>But the most amazing thing about these insects is that they give “courting gifts.” <sup>5</sup>To attract a female, a male will capture a smaller insect and present it to his mate-to-be. <sup>6</sup>Some of the gifts can get pretty fancy. <sup>7</sup>In the Northwest, male dance flies spin little balloons of silk and tuck a dead insect inside each one!

## Petroleum Flies

<sup>1</sup>The petroleum fly of California lives where most animals can't—in pools of black oil bubbling up from the earth. <sup>2</sup>Other insects get caught in these pools and drown, but not petroleum flies. <sup>3</sup>The females lay their eggs right on the surface of these oily pools. <sup>4</sup>When the larvae hatch, they feed on the other insects which get trapped in the oil. <sup>5</sup>But the larvae don't stay on the oil pools forever. <sup>6</sup>They burrow into the soil at the end of the pools, slowly change into adults, and then crawl out of the oil to mate. <sup>7</sup>Females return to the black pools of oil to lay their eggs.



### The Eagle and the Arrow

<sup>1</sup>An Eagle was soaring through the air when suddenly it heard the whiz of an arrow and felt itself wounded to death. <sup>2</sup>Slowly it fluttered down to the earth, with its life-blood pouring out of it. <sup>3</sup>Looking down upon the arrow with which it had been pierced, it found that the shaft of the arrow had been feathered with one of its own plumes. <sup>4</sup>“Alas!” it cried as it died, “We often give our enemies the means for our own destruction.”

## **Section 2: Teacher's Pages**

This second section may be used by a teacher to model the Unit 1 and 2 process.

The first seven paragraphs include dress-up modeling. Reserve these paragraphs for when you are ready to present a new dress-up.

You may wish to give your student the article or story from the first section while you keep these teacher's pages in front of you as you model the process.

A Blank Lesson Plan Page is provided; with the method you have learned you can plan more lessons and help your student to improve his writing skills.

## Cattle Ranchers

<sup>1</sup>A cattle rancher must check his cows every day. <sup>2</sup>He watches as they move about. <sup>3</sup>He checks the water supply. <sup>4</sup>He counts them. <sup>5</sup>If flies pester them, he puts a fly tag on their ear. <sup>6</sup>He calls a vet when they are sick. <sup>7</sup>He likes to see the calves on their feet. <sup>8</sup>Ranchers enjoy looking after their cows.

### Discuss

- How often does the rancher check his cows?
- Why do you think the rancher needs to check his cows every day?
- What does he watch for as they move about? (limping, getting along, sneezing, stampede?)
- What does their water supply look like? How does it stay full? What about the winter?
- Why should he count them? What do you think he does if there are some missing (or a few extra)?
- What is a fly tag? How else could they avoid flies?
- What is a vet? Do you think they take the cows to the vet's office?
- Why would he want to see calves on their feet? What does it mean if they are down? (You might need to discuss how calves eat and why they need to be able to run to get away from predators.)
- Would you enjoy being a rancher?

### Key-Word Outline

**On a separate piece of paper**, copy the paragraph title and number lines as shown at right.

**Choose and circle up to three key words per sentence.** Remember that symbols and numbers are free, but the symbols need to be pretty common and easy to draw. When choosing your key word, remember also that key words will answer one of the following questions: who, what, where, when, why, or how.

**Copy the key words** that you circled in the model onto your outline. If your symbol takes longer to draw than the time it takes for you to draw the number 4, then it is not a legal symbol.

#### Cattle Ranchers

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

### Oral Report

Using your outline only, give an oral report on *Cattle Ranchers* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

**Dress-Up**

**Because Clause**

Cattle ranchers do what they do for a reason. Go through the original paragraph below and see if you can add a reason for everything the rancher does. The first one is done for you.

ex. A cattle rancher must check his cows every day because cows need a lot of care.

He watches as they move about because \_\_\_\_\_

He checks the water supply because \_\_\_\_\_

He counts them because \_\_\_\_\_

If flies pester them, he puts a fly tag on their ear because \_\_\_\_\_

He calls a vet when they are sick because \_\_\_\_\_

He likes to see the calves on their feet because \_\_\_\_\_

Ranchers enjoy looking after their cows because \_\_\_\_\_

Which because statement do you like the best? Circle it, and add key words from your “because” statement to your outline so you can remember to add it to your paragraph.

**Written Summary**

From your outline, write a paragraph on *Cattle Ranchers*. Remember to add your favorite because clause to the paragraph when you write it up.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title By My Name
→ I always indent and
I always skip lines _____
when I write. _____
_____

## Stars

<sup>1</sup>There are billions of stars in the sky. <sup>2</sup>They can be red, white, or blue. <sup>3</sup>They make patterns in the sky which are called constellations. <sup>4</sup>The Big Dipper is one of them. <sup>5</sup>It is easy to find because its stars are so bright. <sup>6</sup>Stars are actually huge even though they look tiny. <sup>7</sup>Our sun is one of the stars in the sky. <sup>8</sup>Scientists who study them are called astronomers. <sup>9</sup>We do not know exactly how many stars there are. <sup>10</sup>Astronomers who study the sky think there may even be trillions of stars.

### Discuss

Discuss the paragraph: Can you name any constellations? What does the Big Dipper look like? What is an astronomer? Can you count all the stars?

### Key-Word Outline

- On a separate piece of paper, copy the paragraph title and number lines as shown at right.
- Choose and circle up to three key words per sentence.
- Copy the key words.

<u>Stars</u>	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____

### Oral Report

Using your outline only, give an oral report on *Stars* by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

### Dress It Up

Choose a dress-up to add into this paragraph. Brainstorm ideas with your teacher; then add it to your key-word outline.

### Written Summary

From your outline, write a paragraph on *Stars*. Remember to add the dress-ups you have been working on.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

<u>Title</u>	
By My Name	
→	I always indent and
	_____
	I always skip lines
	_____
	when I write.
	_____
	_____

**Source Text –** \_\_\_\_\_

**Discuss**

Discuss the paragraph:

**Key-Word Outline**

- On a separate piece of paper, copy the paragraph title and number lines as shown at right.
- Choose and circle up to three key words per sentence.
- Copy the key words.

_____
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

**Oral Report**

Using your outline only, give an oral report on \_\_\_\_\_ by creating sentences from your key words. Read the key words silently, think of a sentence, look up, and say the sentence.

**Dress It Up**

Choose a dress-up to add into this paragraph: \_\_\_\_\_  
Brainstorm ideas with your teacher; then add it to your key-word outline.

**Written Summary**

From your outline, write a paragraph on \_\_\_\_\_.  
Remember to add the dress-ups you have been working on.

After you are done, read it out loud to be sure it sounds right and give it to your teacher for checking. Once it is correct, you may want to write it up neatly and perhaps add an illustration.

Title By My Name
→ I always indent and
I always skip lines
when I write.
_____
_____