How I Teach... with the Language Arts Lady

Teacher's Notebook Episode Sheets

Twice-Told Tale for Junior High Students (Elves and the Shoemaker)

HIT #37

from WFAM, Christmas Friends Level III

Broadcasts/Podcasts

LanguageArtsLadyBlog.com

From Donna

Introduction

Welcome to your Teacher's Notebook!

These sheets will provide you with tangible resources about each week's How I Teach.... episode that you can keep for yourself and often use with your students.

Here is what you need to know:

1) Each weekly set of sheets will be available at languageartsladyblog.com/howiteach with that week's episode, description, audio and video.

2) You can download the weekly sheets, print off anything to use in your classroom or with your students, and use in any non-commercial way you desire. (They are the intellectual property of Language Arts Lady.)

3) You can find more materials that coincide with that episode's topic at the end of each set of weekly sheets under the header Materials About This Topic to Purchase. These are mostly downloads that you can purchase inexpensively and use to teach skills you are learning from Language Arts Lady!

4) You may also desire to print off the entire Teacher's Notebook booklet (updated each month) so that you have all the sheets from the episodes to date all together (rather than a few sheets at a time). You can access the whole Teacher's Notebook booklet here: languageartsladyblog.com/teachersnotebook

Language Arts Lady

I want so many good things for you and your students!

Love and hope,

Donna

characterinklady@gmail.com

Christmas Friends, Level III

TABLE OF CONTENTS

Projects 1 & 2: Twice Told Tale--The Elves and the Shoemaker.....page 3

Projects 3 & 4: Three Holiday Traditions Essay.....page 37

Appendix A: Editing and Revising .....page 59

Projects 1 & 2: Original Creative Writing--Twice-Told Tale

The Elves and the Shoemaker

Overview of Twice-Told Tale

You will be writing a Creative Writing piece in this lesson. A Creative Writing piece might be a story, a poem, an allegory, an analogy, a compare and contrast paper, or any other time that you use your creativity.

I. TOPIC OF ASSIGNMENT

You will write what is sometimes called a Twice-Told Tale. This is one in which you use a model to create your tale. You are using someone else's story to twice-tell (or create) yours from.

For your story, you will use the famous *The Elves and the Shoemaker* tale to design a story of your own. However, instead of using elves and a shoemaker for your story, you will choose other helpers to assist someone at night. You may choose one from the list below or come up with something different altogether:

A. Elves and baker
B. Tiny gophers and woodcarver
C. Little fairies and seamstress
D. Mice and toymaker
E. Others

II. NUMBER OF PARAGRAPHS* IN THE BODY OF YOUR STORY

A. **Basic** students will write **5-10 paragraphs** for the body (P'soB)--5-10 scenes.
B. **Extension+** students will write **8-12 paragraphs** for the body (P'soB)--8-12 scenes.

***Note: PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph). P'soB stands for Paragraphs of Body (more than one PoB).**

III. SENTENCES PER PARAGRAPH

A. **Basic** students will write **3-6 sentences* per paragraph/scene**.
B. **Extension** students will write **3-7 sentences per paragraph/scene**.

IV. OPENING PARAGRAPH

You will not write a separate Opening Paragraph for your story. You will set the stage/scene right from the beginning, just like the model does.

V. CLOSING PARAGRAPH

You will not write a separate Closing Paragraph for your story. You will close your story as you write the entire piece, so it flows better.

VI. QUOTATIONS WITHIN YOUR STORY

You are not required to have dialogue (using quotation marks) in your story. If you have learned how to use quotation marks and dialogue in another book and you would like to have your characters speaking back and forth to each other, feel free to do so. You will have many short paragraphs if you have dialogue. **It is recommended that you not use dialogue/quotes in your story unless you are experienced with them.**

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lessons is assigned and detailed throughout the weeks(s).

+Extensions are older more advanced writing students who can handle more paragraphs and/or sentences.

Lesson A. Study Skills and Prewriting: Choose Your Helpers/Helped and Brainstorm for Possible Hindrances/Problems

<> A-1. The first step in writing a story is to choose the topic you will be writing about. Read the model *The Elves and the Shoemaker* given below and think about what helpers you think would make a creative, clever The _____ and the _____ story.

The Elves and the Shoemaker Model to Piggyback From

Once there lived a poor shoemaker who worked extremely hard and was also incredibly honest. However, he could not make enough money to sustain him and his wife. Eventually, he reached the point where he had sold everything except enough leather to make one more pair of shoes. So, he cut out the leather that evening, went to bed, and peacefully fell asleep. **Scene 1: The shoemaker's situation**

In the morning, he was stunned to spot two finished shoes on his table! He examined them and discovered that they had been sewn beautifully. Later that day, the shoemaker sold them for a wonderful price. With the money, he was able to buy enough leather for two pairs of shoes. **Scene 2: The first pair of shoes**

The next morning, the shoemaker discovered two more beautiful pairs of shoes on his table. He was able to sell them for enough money to buy leather for four pairs of shoes. Once again, the next morning, four beautiful pairs of shoes had appeared. This continued for some time until the shoemaker was no longer poor. Soon, in fact, the shoemaker was wealthy from selling the beautiful shoes. **Scene 3: The shoemaker grows wealthy**

One evening around Christmastime, the man told his wife that he wished to discover who was helping him. His wife declared *** that she desired the same thing**. So, he and his wife kept one of the candles burning in the room and hid behind some hanging clothes. **Scene 4: The shoe maker and his wife hide**

---

*Notice how the author used the word ***that*** to create an "indirect quote" rather than using real quotes. By using ***that***, the author didn't need to write...His wife declared, "I desire the same thing."

Box A-1 (continued on next page)

At midnight, two elves in old clothes trotted inside. These small men quickly took their place on the workbench and picked up the pieces of leather. Then, they began sewing the shoes with incredible speed and perfection. The shoemaker and his wife watched spellbound. When the shoes were finished, the men slipped out of the shop and disappeared into the street.

Scene 5: The shoemaker and his wife discover their helpers

The shoemaker and his wife felt compassion for the elves. They decided to make new clothes and shoes for them. When the gifts were prepared, the shoemaker placed them on the table in place of cut-out leather. Then, the shoemaker and his wife hid once again and waited. **Scene 6: The shoemaker and his wife create gifts**

When the elves came into the shop, they gave a gasp of delight when they spotted the clothes and shoes. They put them on quickly and then began to laugh, dance, and sing. Finally, they skipped out of the shop, still rejoicing over their beautiful garments. They never returned again, but the shoemaker and his wife continued to prosper. **Scene 7: The elves rejoice over their new clothes and shoes**

Box A-1

<> A-2. Now that you have read the model story, choose a type of helper that you would like to write The _____ and the _____ story about, and write that helper on the line provided below.

The type of helper I will use in my story will be _____

and the person(s) they will help will be _____ .

<> A-3. Brainstorm (and list) problems and hindrances that your helpers and person(s) might encounter in the Brainstorming Box provided. Follow these tips:

1. Now that you know what helpers and person you will be writing about, and you have read the model story, you will want to **brainstorm to think of conflicts, obstacles, or problems that your helpers and person may encounter.**

   What problems does your main character have?

2. Your helpers are going to have many obstacles and problems (perhaps similar to the model story): **lack of clothes, how to get everything done in one night, their small size compared to the items they are working on, etc.**

3. Your person is going to have many obstacles or problems: **poverty, not knowing who is helping them, not knowing how to secretly give a gift or what gift to give, etc.**

4. **Do not worry about whether you will use them all, or if some seem silly or unrealistic.** You will have a chance to delete or further develop your ideas later.

Brainstorming Box for Problems and Hindrances

Helpers	**Main Character**
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Box A-3

Lesson B. Study Skills/Research: Create an Outline for Your Story

When you do a Sentence-by-Sentence Outline over material given to you, you just take a group of paragraphs and write an outline using key words from each sentence of each paragraph.

(1) When you write stories, you may choose to use a different outlining approach.

(2) However, sometimes students just want to write or highlight a few words to remind themselves of what they want each paragraph to contain.

(3) **You will use a scene-by-scene approach from the model** for this project.

<> B-1. Read the student Sample Story "The Toymaker's Mice" (Box B-1) based off the original in Box A-1.

Student Sample Zachary Kieser

"The Toymaker's Mice"

There was once a poor toymaker who was incredibly diligent and scrupulously honest. Unfortunately, he was unable to earn enough income to support his wife and himself. One day, he realized he only had enough wood to craft one more toy. That evening, he cut the remaining section of log into a nice, square piece, so it was ready to be carved the next day. Then, calmly, he went to bed and drifted off to sleep. **[Scene 1: Toymaker's situation]**

The next morning, the toymaker was shocked to discover a finished toy resting on his worktable. He stared at it closely, turning it over in his hands. To his amazement, he realized that it was the most perfectly carved toy he had ever seen. That afternoon, a buyer purchased the toy for an exceptionally large amount. This allowed the toymaker to buy a new log, enough for five toys. **[Scene 2: Found the first surprise toy]**

The following day, five more excellent toys stood on the toymaker's worktable. The profits from these items allowed the toymaker to buy two logs. The next morning the same thing happened. This repeated itself over and over again until the toymaker grew rich. **[Scene 3: Toymaker grows wealthy]**

Then, one December evening, the toymaker shared with his wife his desire to see who was assisting them. His wife shared that she was considering doing the same. Putting a plan into motion, the toymaker and wife extinguished all the candles except one. Then, they concealed themselves behind some window curtains. **[Scene 4: Toymaker and his wife hid]**

In the middle of the night, a group of mice suddenly scrambled into the room through a hole in the wall. They quickly crawled onto the workbench and then onto the table. In a moment, they had begun to chew on the pieces of wood. As the toymaker and his wife watched incredulously, beautiful toys took shape. Finally, when the toys were completed, the mice scrambled back into their hole. **[Scene 5: The toymaker and his wife discover their helpers]**

The toymaker and his wife both desired to repay these mice for their kindness. Eventually, they realized the best gift would be a huge block of cheese. So, after they purchased the gift, that night they replaced the wood pieces with the cheese. Their preparations made, the toymaker and hiswife hid themselves again. **[Scene 6: The toymaker and his wife create gifts]**

As before, the mice appeared and climbed onto the table. When they spotted the cheese, however, they all began to squeak and jump up and down. Then, they began breaking off sections of cheese, eating some but taking most of it back to their hole. This continued until all the cheese was gone, and then the mice disappeared. The toymaker and his wife never spotted them again, but they were both successful the rest of their lives. **[Scene 7: The mice love their gift]**

Box for B-1

<> B-2. Follow these steps to determine paragraph topics/scenes for your story:

1. **Scene Creating Method A:** Check out the "Sample Paragraph Topics Using Model Story" box provided for you. This is *one* way that you may choose what you would like to include in each paragraph. In this method, you will do the following:
    a. **Take the model story provided for you, and after reading each paragraph, write what you will have happen to your helpers and person in that paragraph** of your story on the lines provided for this in **Box B-2** Method A.
    b. In this way, **you will write the same number of paragraphs that the model story has**--and the model story will literally be your "model."

OR

2. **Scene Creating Method B: You may choose to just design all of your own paragraph topics**--with each paragraph being a unit of thought and every time something new happens (a new decision, a new encounter, a new change of scenery, etc.), you will move into the next paragraph. (See **Box B-2** Method B box.)

Paragraph Topics Using Model Story--**Box B-2/Method A**

(You may or may not use original story ideas--having these here can help you get going if that's what you need.)

Once there lived a poor shoemaker who worked extremely hard and was also incredibly honest. However, he could not make enough money to sustain him and his wife. Eventually, he reached the point where he had sold everything except enough leather to make one more pair of shoes. So, he cut out the leather that evening, went to bed, and peacefully fell asleep.

Sample Paragraph/Scene One: Toymaker's situation

My Paragraph/Scene One: _____

In the morning, he was stunned to spot two finished shoes on his table! He examined them and discovered that they had been sewn beautifully. Later that day, the shoemaker sold them for a wonderful price. With the money, he was able to buy enough leather for two pairs of shoes.

Sample Paragraph/Scene Two: Found the first surprise toy

My Paragraph/Scene Two: _____

The next morning, the shoemaker discovered two more beautiful pairs of shoes on his table. He was able to sell them for enough money to buy leather for four pairs of shoes. Once again, thenext morning, four beautiful pairs of shoes had appeared. This continued for some time until the shoemaker was no longer poor. Soon, in fact, the shoemaker was wealthy from selling the beautiful shoes.

Sample Paragraph/Scene Three: Toymaker grows wealthy

My Paragraph/Scene Three: _____

One evening around Christmastime, the man told his wife that he wished to discover who was helping him. His wife declared that she desired the same thing. So, he and his wife kept one of the candles burning in the room and hid behind some hanging clothes.

Sample Paragraph/Scene Four: Toymaker and his wife

My Paragraph/Scene Four: _____

Box B-2 with Method A (continued on next page)

Box B-2 with Method A (continued from previous page)

At midnight, two elves in old clothes trotted inside. These small men quickly took their place on the work-bench and picked up the pieces of leather. Then, they began sewing the shoes with incredible speed and perfection. The shoemaker and his wife watched spellbound. When the shoes were finished, the men slipped out of the shop and disappeared into the street.

Sample Paragraph/Scene Five: The toymaker and his wife discover their helpers

My Paragraph/Scene Five: _____

The shoemaker and his wife felt compassion for the elves. They decided to make new clothes and shoes for them. When the gifts were prepared, the shoemaker placed them on the table in place of cut-out leather. Then, the shoemaker and his wife hid once again and waited.

Sample Paragraph/Scene Six: The toymaker and his wife create gifts

My Paragraph/Scene Six: _____

When the elves came into the shop, they gave a grasp of delight when they spotted the clothes and shoes. They put them on quickly and then began to laugh, dance, and sing. Finally, they skipped out of the shop, still rejoicing over their beautiful garments. They never returned again, but the shoemaker and his wife continued to prosper.

Sample Paragraph /Scene Seven: The mice love their gift

My ParagraphScene Seven: _____

Sample Paragraphs Topics Without Using Each Paragraph From Model Story--**Box B-2 Method B**
(Seamstress and Fairies)

My Paragraph One: Poor seamstress only has enough material for one more sets of clothes

My Paragraph Two: Stunned to discover finished, beautiful clothes in the morning

My Paragraph Three: Keeps going for weeks; seamstress is wealthy

My Paragraph Four: Seamstress hides and waits for helpers to come

My Paragraph Five: Fairies arrive, sew rapidly, disappear

My Paragraph Six: Seamstress buys beautiful shoes for them, places them out

My Paragraph Seven: Fairies love gifts, never come back; seamstress still wealthy

<> B-3. If you did not write your paragraph topics in Box B-2 Method A, write your paragraph topics on the lines provided.

***You may or may not use all of the paragraph lines according to your level/assignment.**

My Paragraph/Scene One_____

_____

My Paragraph/Scene Two:_____

_____

My Paragraph/Scene Three: _____

_____

My Paragraph/Scene Four:_____

_____

My Paragraph/Scene Five:_____

_____

Box B-3/Method B (continued on next page)

Box B-3/Method B (continued from previous page)

My Paragraph/Scene Six_____

_____

My Paragraph/Scene Seven_____

_____

My Paragraph/Scene Eight:_____

_____

My Paragraph/Scene Nine:_____

_____

My Paragraph/Scene Ten:_____

_____

Extension--My Paragraph/Scene Eleven:_____

_____

Extension--My Paragraph/Scene Twelve:_____

_____

Optional--My Paragraph/Scene Thirteen:_____

_____

Optional--My Paragraph/Scene Fourteen:_____

_____

Optional--My Paragraph/Scene Fifteen:_____

_____

Box B-3/Method B

<> B-4. Follow these steps to outline your story:

1. Write each paragraph/scene topic on the topic line (from Method A or B).
2. **Once you have all of your paragraph topics designed, fill in the lines beneath with notes to indicate what you want to include in each paragraph.** You should do this sentence by sentence unless you have your teacher's permission to do it by listing several key points for each paragraph.
3. If, while you are taking sentence notes, you think of more paragraph topics or see that a paragraph will need divided in two paragraphs, just mark this. Your outlining space is for you! **You may add, subtract, or divide however you desire.**
4. **You may write down too much information and omit some of it later** when you are writing, if needed, but do not write down too little information.
5. You **may or may not use all of the sentence lines,** according to the number of sentences assigned to you.
6. Remember, you will not be writing a separate Opening or Closing Paragraph. Your outline will include all of your setting, as well as your closing--just weave all of this into your story like the model story did.

Note: You will just take your notes on outlining lines, much like you do for a Sentence-by-Sentence Outline over given material.

Sample Sentence Outline and Sentence

For example:

Opening Sentence: toymaker/wife desire repay mice

In your story, it might say: The toymaker and his wife both desired to repay these mice for their kindness.

I. Paragraph One of Body ("Scene" 1)

Topic of Paragraph 1 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

II. Paragraph Two of Body ("Scene" 2)

Topic of Paragraph 2 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

III. Paragraph Three of Body ("Scene" 3)

Topic of Paragraph 3 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

IV. Paragraph Four of Body ("Scene" 4)

Topic of Paragraph 4 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

V. Paragraph Five of Body ("Scene" 5)

Topic of Paragraph 5 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

VI. Paragraph Six of Body ("Scene" 6)

Topic of Paragraph 6 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

VII. Paragraph Seven of Body ("Scene" 7)

Topic of Paragraph 7 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

VIII. Paragraph Eight of Body ("Scene" 8)

Topic of Paragraph 8 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

IX. Paragraph Nine of Body ("Scene" 9)

Topic of Paragraph 9 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

X. Paragraph Ten of Body ("Scene" 10)

Topic of Paragraph 10 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

XI. Extension--Paragraph Eleven of Body ("Scene" 11)

Topic of Paragraph 11 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

XII. Extension--Paragraph Twelve of Body ("Scene" 12)

Topic of Paragraph 12 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

XIII. Optional--Paragraph Thirteen of Body ("Scene" 13)

Topic of Paragraph 13 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

_____

Sentence 3 _____

_____

Sentence 4 _____

_____

Sentence 5 _____

_____

Sentence 6 _____

_____

Sentence 7 _____

_____

Sentence 8 _____

_____

XIV. Optional--Paragraph Fourteen of Body ("Scene" 14)

Topic of Paragraph 14 _____

_____

Sentence 1 _____

_____

Sentence 2 _____

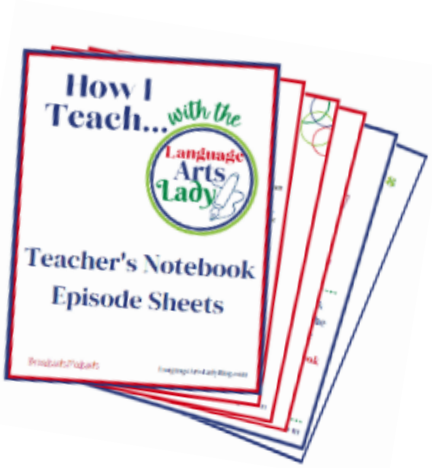
_____

Sentence 3 _____

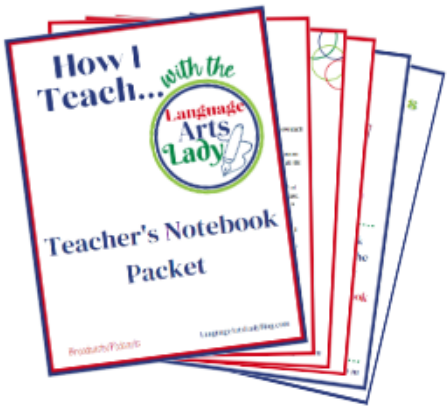
_____

Learn More!
Get More Freebies!

Don't forget to get your free Teacher's Notebook Episode Sheets for this broadcast at:



LanguageArtsLadyBlog.com/howiteach



Get the Teacher's Notebook Packet download with all the episodes' sheets in one pdf:

LanguageArtsLadyBlog.com/teachersnotebook

Language Arts Lady

LanguageArtsLadyBlog.com

Free Products Related to This Episode

Write-for-a-Month, Peter Pan Level III
languageartsladyblog.com/peterpanfreebielevel3

Write-for-a-Month, Mowgli Level IV
languageartsladyblog.com/mowglifreebielevel4

Write-for-a-Month, Peter Pan Level V
languageartsladyblog.com/peterpanfreebielevel5

Language Arts Lady

Digital Products Related to This Episode to Purchase

Available at *languageartsladystore.com*

Alice in Wonderland II: Advanced Writing Boxes with Alice in Wonderland (Lessons 1 & 2)
Beauty and the Beast V: TTT*—Original Spin-Off (Lessons 1 & 2)
Christmas Friends III: Elves & Shoemaker TTT* (Lessons 1 & 2)
Christmas Friends IV: Fir Tree TTT* (Lesson 1)
Christmas Friends IV: TTT* Christmas Carol (Lessons 3 & 4)
Christmas Friends V: Gift of Magi TTT* (Lessons 1 & 2)
Dumbo IV: Dumbo TTT* (Lessons 1 & 2)
Fairy Tales II: Goldilocks TTT* (Lessons 3 & 4)
Fairy Tales III: TTT*—Frog Prince (Lessons 3 & 4)
Fairy Tales IV: Alice TTT* (Lessons 3 & 4)
Fairy Tales V: Pinocchio TTT* (Lessons 3 & 4)
Mowgli IV: Twice-Told Tale* (Lessons 3 & 4)
Peter Pan V: Twice-Told Tale*—Peter Pan (Lessons 1 & 2)
Slinky Dog III: TTT*—Velveteen Rabbit (Lessons 1 & 2)
Slinky Dog IV: Steadfast Toy Soldier TTT* (Lessons 1 & 2)
Slinky Dog V: TTT* Thumbelina (Lessons 3 & 4)
WFAM TTT III: Chicken Little TTT* (Lessons 1 & 2)
WFAM TTT III: Emperor's New Coat TTT* (Lessons 3 & 4)
WFAM TTT IV: Cinderella TTT* (Lessons 1 & 2)
WFAM TTT IV: Jack & the Beanstalk TTT* (Lessons 3 & 4)
WFAM TTT V: Snow White TTT* (Lessons 1 & 2)
WFAM TTT V: Rapunzel TTT* (Lessons 3 & 4)

*TTT stands for Twice-Told Tales---my "piggy-back" story writing projects that spin off from original
classic tales for students to create their own!

Digital Products Related to This Episode to Purchase

Available at *characterinkstore.com*

MC 5 I: Writing for Real
MC 5 II: Creative and Clever
MC 6 I: Long and Strong
MC 7 II: Completely Creative
MC 8 I: Bridging the Gap
MC 9 I: Writing for High School
MC 9 II: High School Creative Writing
MC Jump Start II (remediation book)

Create-A-Class

Visit
LanguageArtsLadyBlog.com/CreateAClass
for more details on how to create
your own online class!

Hire-A-Teacher

Online or Live

One or two hour weekly sessions for as many classes as you would like to delegate!
Instruction, grading, and follow-up all taken care of for you!
Most high school classes available!
But here are some samplings of all levels of classes we can teach for you:

- Phonics/beginning reading (dyslexia/Orton Gillingham trained!)
- Remedial reading
- Writing/composition second through twelfth grades
- Math (elementary through Algebra II and Geometry!)
- SAT prep
- Grammar/spelling
- High school social sciences (economics, government, history, geography, etc.)
- Junior high and high school literature
- ALL sciences up through physics and advanced biology/anatomy

Call or text today to hold slots for your own private class or classes for the next school year!

260-450-7063

LanguageArtsLadyBlog.com

Private Tutoring

Online or In Person

LanguageArtsLadyBlog.com