

How I
Teach... *with the*



Teacher's Notebook Episode Sheets

“5 Paragraph” Essay for Junior High and High School

HIT #43

from Write-for-a-Month, Fairy Tales Level IV

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

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

Love and hope,

Donna

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Projects 1 & 2: Original Expository Essay--Three Ways Fairy Tales Help Kids

3 P'soB Plus Opening Paragraph and Closing Paragraph

Overview of Original Expository Essay Using 1-3-1 Approach

This week we will learn about non-persuasive essay writing (using the Sentence-by-Sentence Outlining method) with the 1-3-1 Paragraph Essay Approach. Expository essay writing explains to the reader (or “exposes” him to information)—but without all of the statistics and data that more research-based informative writing contains.

I. TOPIC OF ESSAY

You will be writing an **Expository Essay** about **three ways fairy tales help kids**. You may choose one given below or others.

- A. Imagination
- B. Character
- C. Creativity
- D. Understanding the world
- E. Fun
- F. Family connection
- G. Dealing with problems well
- H. Discovering the power of ordinary people
- I. Seeing good conquer evil

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR ESSAY

All students will write **3 paragraphs** for the Body (P'soB).

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **6-8 sentences per paragraph**.
- B. **Extension** students will write **7-10 sentences per paragraph**.

**Note: You may always choose to write fewer sentences per paragraph but more total paragraphs in any CI writing assignment, with your teacher's permission.*

IV. OPENING PARAGRAPH

All Students **will** write an **Opening Paragraph**.

V. CLOSING PARAGRAPH

All Students **will** write a **Closing Paragraph**.

VI. SOURCES

Students will **not** cite sources, but may use sources to find information about their chosen actions/person if needed or desired.

VII. QUOTATIONS WITHIN YOUR ESSAY

Students **are** assigned the addition of at least **one quote**. Any added quotes will **not** have to be formally cited; you may just include the author of the quote, if desired.

VIII. WRITE ON/ADDITIONAL SKILLS

Students will learn various ways to **open and close an essay**.

- A. 1-3-1 Essay Approach (“Five Paragraph” Approach)
- B. Quotation Punctuation and Capitalization
- C. Transitions
- D. Thesis Statement (Without Opening Paragraph)
- E. Thesis Statement “Reloaded” (Without Closing Paragraph)

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 lesson is assigned and detailed throughout the week(s).

Lesson A. Study Skills/Prewriting: The 1-3-1 Paragraph Approach

There are many ways to write Expository Essays. We will learn the 1-3-1 Essay Approach this week—while writing original paragraphs for a “three ways” Essay.

Three Topics—One-Topic-Per-Paragraph

1. In this type, an Opening Paragraph (or opening sentence) introduces a major topic of which you will be writing about three “sub-parts” in the body of your paper. In this case, your topic will be three ways fairy tales help kids—and each paragraph will be about a different action.
2. This is the most simplified method because it is truly **like writing three one-paragraph essays and then putting those three together into one.**
3. In this method, you do not need as much information in your head about one topic—but rather smaller amounts of information about three topics.

This will create your three paragraphs of body (P'soB)--three ways.

<> **A-1.** Read the student sample, "Three Ways Fairy Tales Help Kids," paying close attention to:

- (1) Opening Paragraph and Closing Paragraph
- (2) 3 P'soB
- (3) Three Ways
- (4) Thesis Statement
- (5) Thesis Statement Reloaded
- (6) Transition from one paragraph/one reason to the next

Student Sample - Three Ways Fairy Tales Help Kids

Three important ways fairy tales help kids are providing a starting point for imagination, revealing the power of ordinary people, and showing how good can conquer evil. People around the world, children and adults, love fairytales. Often, different cultures share similar types of stories. So, in 1910, Antti Aarne, a Finnish scholar, created an index to classify and sort the world's fairy tales into different categories. After Stith Thompson and Hans-Jörg Uther updated this system in 1961 and 2004, folklorists named it the Aarne-Thompson-Uther (ATU) index. Today, the ATU index sorts all stories into seven broad categories of Animal Tales, Tales of Magic, Religious Tales, Realistic Tales, Tales of the Stupid Ogre (Giant, Devil), Anecdotes and Jokes, and Formula Tales. Each section has at least three subfields, so, for example, the Animal Tales category divides further into Wild Animals, Wild Animals and Domestic Animals, Wild Animals and Humans, Domestic Animals, and Other Animals and Objects. Folklorists love studying fairy tales as a science, but all the way down at the level of a child, fairy tales prove helpful. **[Opening Paragraph—History of Fairy Tales]**

First, fairy tales give kids constructive ideas for imaginative play. When kids play, they use the characters and ideas they know. The modern world of mundane office jobs and peaceful suburban living fails to provide much material for the imagination. Fairy tales expand kids' ideas, giving them the concepts and characters to populate the world around them. After reading a fairy tale, kids can now ponder what might be lurking behind the neighbor's house or what invisible weapons they can use to kill the monster. Kids need role models, people to copy, and fairy tales provide that. The heroes of fairy tales make wonderful models because they embody good and defend it against evil. Finally, fairy tales help kids imagine healthy things they might achieve or have in life. **[PoB A: Constructive ideas for imaginative play]**

Kids' ideas of what they might accomplish in life seem achievable because fairy tales also show the power of ordinary people. Cinderella discovers love and wealth despite beginning the story as a poor servant girl. Jack starts in poverty, but becomes wealthy through the magic beans and the beanstalk. Most kids do not feel rich or famous, and they can relate to these characters in their ordinary state. The rise of these characters gives kids the idea that they also might achieve something extraordinary. Not only that, seeing the reactions of ordinary characters to their problems shows kids how to handle their own struggles. Cinderella demonstrates character in her suffering, while Jack shows resourcefulness. In the real world, these qualities distinguish those who handle suffering well from those who do not. **[PoB B: Power of ordinary people]**

Box A (continued on next page)

Knowing how to handle evil is invaluable, but a child (or an adult) must also have hope that good can conquer evil, not just withstand it. In order to demonstrate the hope that evil can be conquered, fairy tales always begin by defining the good and evil characters. This helps kids identify the scary or difficult things in their own life with the evil character and see themselves or some higher power as the good character. Then, they can witness the hero conquer the evil that seems invincible in the story. As G.K. Chesterton observed, "Fairy tales do not tell children the dragons exist. Children already know that dragons exist. Fairy tales tell children the dragons can be killed." In Snow White or Sleeping Beauty, the witch seems to succeed, but then somehow the hero or heroes succeed in defeating her. Captain Hook terrifies and overpowers everyone, but he proves no match for Peter Pan or the ticking crocodile. Thus, in fairy tales, children witness both the power of evil and the stronger ability of good to overcome it. They can then apply this to their own lives, giving them confidence and hope. **[PoB C—Showing how good conquers evil]**

Fairy tales help kids by equipping their imagination, encouraging them to see the power of ordinary people, and showing them that good can overcome evil. Merriam-Webster.com offers two definitions for the words "fairy tale." The first is "a story (as for children) involving fantastic forces and beings (such as fairies, wizards, and goblins)." This kind of fairy tale is what helps kids. However, the words "fairy tale" also impact how all Americans think and speak. Merriam-Webster.com reflects this, also defining a fairy tale as "a story in which improbable events lead to a happy ending." Today, this gives us sentences like, "Winning the championship capped a fairy tale season for this team." The words "fairy tale" likely began to be used this way because people know all fairy tales overflow with unlikely happenings. Because of this, when something unlikely happened in real life, it reminded them of a fairy tale. These two divergent definitions for the words "fairy tale" show just how deeply the ideas of fairy tales reach within our minds and overflow in our speech. **[Closing Paragraph—Definition Paragraph]**

█ = Thesis Statement & Thesis Statement Reloaded
Bold & underline = Transition/paragraph topic sentences
PoB = Paragraph of Body

For instance, if you were writing an opening sentence about one of your paragraphs, like the one about fairy tales providing a starting point for imagination, you might say *First, fairy tales give kids constructive ideas for imaginative play.*

However, you cannot use that sentence for the Thesis Statement of your entire essay because it only tells what the one paragraph is about—the paragraph about salt. **The Thesis Statement must tell what the entire essay is about.**

For example, *Three important ways fairy tales help kids are providing a starting point for imagination, revealing the power of ordinary people, and showing how good can conquer evil.*

<> **B-1.** Now that you have thought about your ways and possibly researched them, you are probably ready to write a “Working” Thesis Statement about them. Consider these tips when you design your Thesis Statement:

1. **Write one sentence that tells the reader what your essay is about.**
2. Be sure it **includes all aspects of your essay.**
3. Tell your reader what you plan to include in your essay (to a small extent, if desired).
4. Do **not** say, *In this essay, you will learn about....* or *In this essay, I will tell you about...*

Sample “Working” Thesis Statement

Three important ways fairy tales help kids are providing a starting point for imagination, revealing the power of ordinary people, and showing how good can conquer evil.

My “Working” Thesis Statement for this essay: _____

<> **C-1.** Study the Quote Boxes provided to learn how to include basic quotations in your outline then in the body of your essay.

General Quote Inclusion in Outline

When you include a quotation in your writing, you may write the entire quote in your outline so that when you are ready to write, you will not have to look it up. Or you may include a note on your outlining lines that tells you to look up your quote later when you are writing.

Unless your teacher tells you to do otherwise, you should **write the entire quote in your outline** for now so that you are ready to include your quote when you are writing your paper.

Follow these tips for putting your quote in your outline:

1. Write your quote neatly on the lines provided word-for-word as it appears in your source.
2. Be sure you use the exact wording, punctuation, and spelling of the original quote. (When you are quoting a person or a source word-for-word, your copy of it must be identical to the original.)
3. Put quotation marks around your quote, with the first one coming before the first word of the quote and the last one coming after the final punctuation mark of your quote.
4. Just like you do any time you create an outline that contains details, be sure you include anything that you will need for that sentence--the correct spelling of the person who said it, a date or place, etc. You do not want to have to look up information later.

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Citation Examples for "People" Quotes in Outline

(Already Quoted in the Source)

- A. If your quote is by a person, you may just include that person's name, if you and your teacher agree that this is all the information you need.

Example on Outlining Lines:

"Fairy tales do not tell children the dragons exist. Children already know that dragons exist. Fairy tales tell children the dragons can be killed." G.K. Chesterton

- B. If your quote is by a person, but you want to have other information to tell the reader more about the person who said the quote, be sure to indicate that in your outline.

Example on Outlining Lines:

"Being born in a duck yard does not matter, if only you are hatched from a swan's egg."
Hans Christian Anderson, Danish writer, famous for his fairy tales

Citation Examples for "Book" Quotes in Outline

(Lifted Text--Not Already Quoted in the Source)

- A. A "book quote" may come from a book, newspaper, magazine, web site, etc.--any words you lift from a source and make into a quote. These words were not quoted in your source, but any time you use any words, word-for-word, they must be quoted with quotation marks since they belong to someone else.)
- B. When you quote a source, you will just lift words from a book (or other source) and put them in your essay or report, along with quotation marks and the name of the source. (Again, put as much information as you can, so you will have it when you write your paper. You may or may not use the title and the author, but if you include them both in your outline, you will be ready.)

Example on Outlining Lines:

"The simplicity of good overcoming evil is deeply reassuring to a child struggling to make sense of the wide world around them." "5 Reasons Fairy Tales are Good for Children" on Learning Through Literature

Note: If you are quoting a person (not just lifting words from a source but actually using words that were spoken by a person (even if the quote came from a book or source), just treat the words like a "person quote" for now and use a speech tag that tells who the speaker is (not the book or source title containing this quote). (See the "Quoting a Person" boxes.)

Note: These samples are for the outline. In your text, you will use the author's name in the speech tag.

<> **C-2.** Study the quotation box provided below, following these steps:

- (1) Read the quote at the top of each one, noticing the capitalization and punctuation of it.
- (2) Read the Tips, one at a time, and look back in the quote to see how those tips apply to that quote.
- (3) Read the Details of the Quote Rule, also one at a time, and follow the underlining, bold fonting, and shading in the sample that explains the exact punctuation of that type of quote, speech tag placement, capitalization needed, etc.
- (4) Get help from your teacher to review these, if needed.
- (5) Go **S-L-O-W-L-Y** through the box. Circle, underline, highlight—whatever is needed to help cement the rules and examples given.

Basic Quotes With Beginning Speech Tag and Ending Speech Tag in Your Essay or Report

When you write a quotation, you will include a speech tag. The **speech tag is the group of words that tells who said the quoted words**. You may either put the speech tag before your quote or after your quote. Either way, just be sure you punctuate it correctly. You might want to get help from your teacher for this.

1. When you get to the place in your outline that contains your quote, you will **write your quote in your paper--right within the paragraph you are writing**.
2. You will either put your information about where you got your quote (the person who said it or the book from which you got it) before or after the quote itself. **These words are called the speech tag**.

Details of Quote Rule -- With Beginning Speech Tag:

Helen Keller said, "Although the world is full of suffering, it is full also of the overcoming of it."

- * said.--A comma should follow most beginning speech tags. (Only use a colon if the speech tag is a complete sentence.)
- * "Although—Most of the time, a quote begins with a capital letter.
- * it." —Be sure the sentence's ending period goes **inside** the closing quotation mark.

Details of Quote Rule -- With Ending Speech Tag:

"Although the world is full of suffering, it is full also of the overcoming of it," said Helen Keller.

- * "Although—Most of the time, a quote begins with a capital letter.
- * it," —Be sure to **end your statement quote with a comma** (rather than a period) when you have an ending speech tag since your complete sentence will end in a period. Also be sure that your **comma is inside the closing quotation mark**. (You place a comma at the end of your quote when you have an ending speech tag because your sentence will have a period at the end of it. **A sentence should only have one period used as an end mark**.)
- * said Helen Keller. —**A speech tag found at the end of the quote begins with a lower case letter** (unless the first word of it is a proper noun). The entire sentence ends with a period since the sentence itself (the whole sentence--containing the quote) is a statement.

Lesson D. Study Skills and Prewriting: Outline Original Paragraphs

<> D. Outline each paragraph of your ways fairy tales help essay on the outlining lines provided, following these tips:

- (1) **Review the list** of ways fairy tales help that you put in your Brainstorming Box earlier that you might want to include in your essay.
- (2) **Add** to it as you think of more ideas--or do more research as needed.
- (3) **“Work” in your Brainstorming Box** by doing the following:
 - a. **Review it** and add to it as you think of more ideas.
 - b. **Mark through anything you do not want** to include in your essay.
 - c. **Number the ideas you have in the order that you think you would like to include them** in your paragraph.
- (4) **Outline your essay one paragraph at a time** in a Sentence-by-Sentence (S-by-S) manner. You may use complete sentences, statements, or key words for each sentence.
- (5) You may or may not use all of the outlining lines provided.
- (6) Somewhere in your first sentence or two, you need to **transition** into your paragraph--a sentence or two that does all of the following:
 - a. Transitions **from the previous paragraph into this one**
 - b. **Introduces the next way fairy tales help**
 - c. **“LINKS” that way fairy tales help with the thesis.**

Note: This is why the first two outlining lines for each paragraph have the words LINK/Transition provided--to remind you to include that LINK/Transition.

All--Paragraph A of Body

Topic of PoB-A--First Way Fairy Tales Help: _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph B of Body

Topic of PoB-B--**Second Way Fairy Tales Help:** _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

SS-5 _____

SS-6 _____

SS-7 _____

SS-8 _____

SS-9 _____

SS-10 _____

All--Paragraph C of Body

Topic of PoB-C--**Third Way Fairy Tales Help:** _____

LINK/Transition (+) _____

LINK/Transition (+) _____

Support Sentence 1 (SS-1) _____

SS-2 _____

SS-3 _____

SS-4 _____

- SS-5 _____
- SS-6 _____
- SS-7 _____
- SS-8 _____
- SS-9 _____
- SS-10 _____

+ Eighty percent of the time the paragraph's topic sentence (or LINK) falls within the first two sentences of a paragraph.

Lesson E. Composition: Writing Original "Expository" Essay

<> E. Follow these steps to write your essay.

- (1) **Read your original "Working" Thesis Statement** to remind you of what your entire essay needs to be about. (If, after researching and outlining, you do not feel that your Thesis Statement is representative of your topic, feel free to tweak it.)
- (2) **Read the topic of your first Paragraph** of the Body **and the sentence notes** beneath it.
- (3) **Add any notes to this paragraph that you desire**—or mark through things that you do not want or re-number the sentence lines if you want your information in a different order.

Note About Thesis Statement: You will be writing an Opening Paragraph later. You do not need to include the Thesis Statement in your essay yet. You will tweak the rough Thesis Statement you wrote earlier and include it in the Opening Paragraph of your essay (at the time of that writing). For now, you will just write the three paragraphs of the Body (P'soB) of your essay--as though the LINK has already been introduced in your Opening Paragraph.

- (4) **Write the first paragraph of the body** of your essay (PoB-A) in your notebook or key it on the computer.
- (5) Be sure to **double space** (if keying) or **write on every other line** if writing by hand.
- (6) **Continue the steps above** for the rest of the essay.

Note: Be sure you write in the third person for the body. This is not a narrative, re-telling, story, or journal entry. Write it in the "formal" third person. Use the words *people, others, individuals, etc.*, not *I* or *you*.

Lesson F. Study Skills/Prewriting/Composition: Take Notes and Write an Original Opening Paragraph

<> F-1. Now that you have written the body of your essay, you are ready to write notes for an original* Opening Paragraph. Follow these steps:

- (1) Read the body of your report aloud to yourself, and consider these options for opening your essay.
 - a. Scripture passage or other “words of wisdom”
 - b. Song
 - c. Story
 - d. Definition
 - e. Statistic
 - f. Quote that you want to include in your essay
 - g. Rhyme
 - h. Something you want to use to open and close your essay (a continuing poem, verse, story, etc.)
- (2) In your notes, plan on what you will include in your Thesis Statement.* (You may tweak your original Thesis Statement to fit in your Opening Paragraph however you see fit.)
 - a. Remember, a **Thesis Statement is a statement that tells the “thesis” of your paper**--what your entire paper is about.
 - b. It should be a sentence or two in length and should introduce your reader to your topic.
 - c. It **may be at the very beginning of your Opening Paragraph or at the end of your Opening Paragraph.**
 - d. It **should bridge the gap between your catchy Opening Paragraph and the body** of your paper.
 - e. It should state your position clearly.
- (3) Write enough notes for 6-8 sentences on the lines provided, again not worrying about the order, having too much information, etc.
- (4) You may just jot down some thoughts, references, etc., for your Opening Paragraph notes, or you may create a “Sentence-by-Sentence” Outline like you did for the body of your essay.

***Note: If you are used to writing Thesis Statements and Opening Paragraphs, you may experiment with putting your Thesis Statement later in your Opening Paragraph--even at the very end of your Opening Paragraph, if desired. Sometimes this helps the flow of your Opening Paragraph when you are using a story or other information in your Opening Paragraph that you want to keep all together--then follow all of this with the Thesis Statement.**

Lesson G. Study Skills/Prewriting/Composition: Take Notes for an Original Closing Paragraph

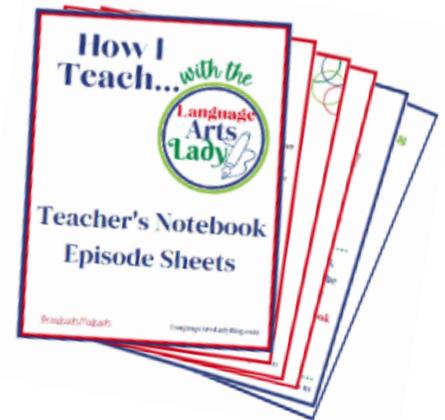
<> **G-1.** Now that you have written the body and Opening Paragraph of your essay, you are ready to write a Closing Paragraph.

- (1) Your Closing Paragraph will include a Thesis Statement “Reloaded.”
 - a. Remember, a **Thesis Statement “Reloaded” is a statement that “closes” your paper**--sums up what your entire paper is about.
 - b. It should be a sentence or two in length and should close your essay.
 - c. It **may be at the very beginning of your Closing Paragraph or at the end of your Closing Paragraph.**
 - d. It **should bridge the gap between your catchy Closing Paragraph and the body of your essay.**
 - e. It should leave your reader with a feeling of satisfaction after reading your paper.
 - f. It **may repeat something catchy from your opening or may repeat the title of your report or essay**, if desired.
 - g. Be sure your Thesis Statement “Reloaded” is not identical to your Thesis Statement---it should be “reloaded” with the key words still in it.
- (2) Write enough notes for 6-8 sentences on the lines provided, again not worrying about the order, having too much information, etc.
- (3) You may just jot down some thoughts, references, etc., for your Closing Paragraph notes, or you may create a “Sentence-by-Sentence” Outline like you did for the body of your essay.

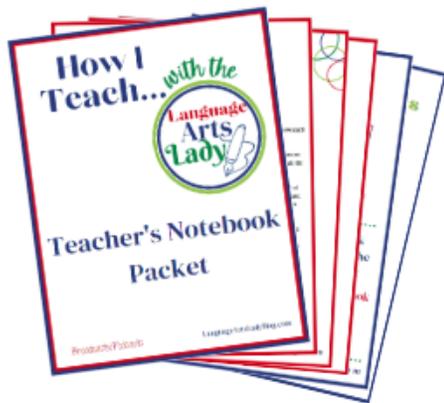
Note: If you are used to writing Thesis Statements “Reloaded” and Closing Paragraphs, you may experiment with putting your Thesis Statement “Reloaded” later in your Closing Paragraph--even at the very end of your Closing Paragraph, if desired. Sometimes this helps the flow of your Closing Paragraph when you are writing a story or other information in your Closing Paragraph that you want to keep all together--then follow this with the Thesis Statement “Reloaded.”

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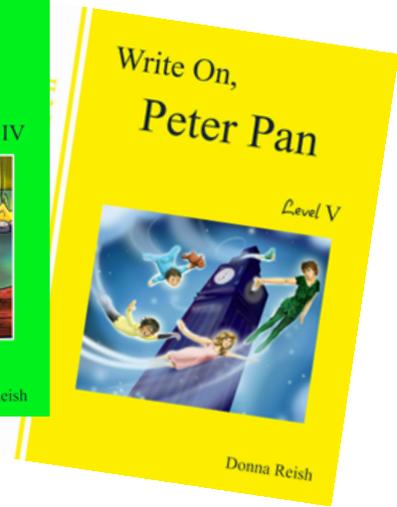
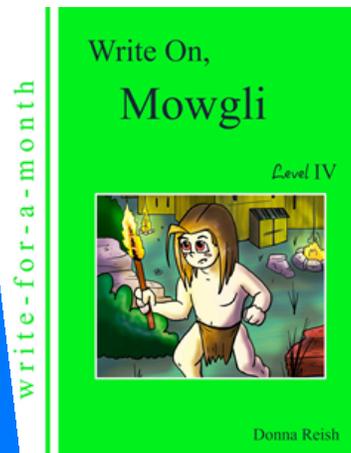
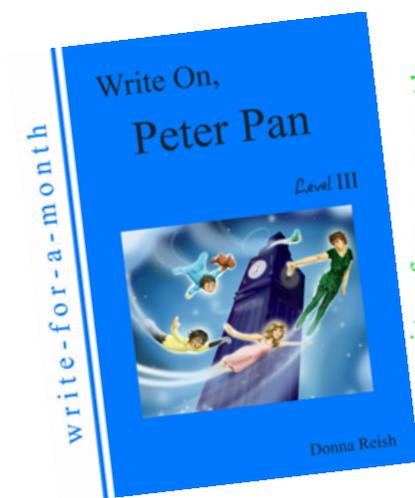
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