

## About Write On, Christmas Friends!

The Write On! series of books is from Character Ink Press' Book-Movie-Book line of publications. The Write On! books are writing/composition books of three to four lengthy lessons each, between 50 and 120 pages per book (depending on the level). These books contain writing projects based on old books/current movies that children and adults love. The program contains all types of writing, especially focusing on research reports, essays, and stories.

The projects in the series all use the author's signature "Directed Writing Approach," which takes students by the hand every step of the way from prewriting (brainstorming, character and plot development, research, etc.) to skill building (for projects requiring certain skills, such as quotes or imagery or persuasion, etc.) to outlining (based on the type of writing) to writing rough drafts to editing (via the Checklist Challenge) to final copy. No vagueness. No questions as to what to write or how to write.

This Level I book is designed for elementary students and contains the following projects (from pre-writing through final product with all the instruction and skills needed for each assignment): Writing Boxes with Frosty Story; Original Christmas Riddle Essay; Snowman Instructional Essay.

Each series (Peter Pan, Mowgli, Beauty & the Beast, and Christmas Friends) contains five books:

Level I: Early Elementary

Level II: Upper Elementary

Level III: Junior High

Level IV: High School

Level V: Advanced High School

These books in this Write On! series are available as downloadable e-books (at Character Ink Press and Teachers Pay Teachers) and as print books through Character Ink Press and Amazon. Current and upcoming titles (five books in each title) include the following:

Write On, Mowgli (April 2016)

Write On, Peter Pan! (January 2017)

Write On, Beauty & the Beast! (February 2017)

Write On, Christmas Friends (2020)itma

# Christmas Friends, Level I

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SAMPLE

SAMPLE

# Projects 1 & 2: Writing Boxes With Frosty Story

## Story Over Given Material Using Writing Boxes

### Overview of Writing Boxes Lesson

This week you will be writing a story over given material. That is, you will not find your own material to write from, but you will use material provided for you in this lesson.

Don't worry! We will use Character Ink's Writing Boxes to learn how to write from a source.

It will be fun—and you will be surprised how quickly you learn how to take notes and write.

**Note:** This is a two-week "project."

#### I. TOPIC OF STORY

**Sentence-by-Sentence Outline and Writing Boxes** over given material about the story of **Frosty the Snowman**.

#### III. SENTENCES PER PARAGRAPH

**All** students will write the number of sentences that each paragraph contains in the given passage.

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

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

#### IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Introduction to the Sentence-by-Sentence (S-by-S) Outline**
- B. **Creating an S-by-S Outline**
- C. **Writing From a Sentence-by-Sentence Outline**

**\*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).

**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 projects. Each step of each lesson is assigned and detailed throughout the week(s).

## Given Passage to Learn to Write From

PoB-A	Paragraph 1	<p>A group of children were playing in the snow. They built a snowman. They put a broomstick in his hand. They made his two eyes out of coal. Then, they set a hat on his head. Suddenly, he moved and danced.</p>
PoB-B	Paragraph 2	<p>The children were happy with their friend. He laughed, talked, and threw snowballs. Then, he ran with the children into the town. The policeman told them to stop. They did not run slower.</p>
PoB-C	Paragraph 3	<p>The policeman went after them. The children soon stopped running. However, Frosty kept going down the street. He told everyone he would be back. Then, he went out of town.</p>

# Lesson A. Study Skills: Outline First Paragraph With Writing Boxes

When you write from a given source (either one that you find or one that your LFAM book provides for you), you want to write the material in your own words.

You do not want to use the words that the original author wrote because that is plagiarism—stealing someone else’s words and calling them your words.

So anytime you get information from a source, whether it is a book, online source, magazine, or other, it is important to use the information in such a way that you write in your own words—not in the author’s words.

How can you write from a source but still make it your own?

There are two important tips to remember in using sources in writing:

**(1) Always outline before you write!**

- a. The outline will take you one step away from the source when you write your own report or essay.
- b. Each step that you take away from the source when you write helps you write more originally.

**(2) Choose synonyms (words that mean the same) for the words in the original source—rather than using the author’s exact words.**

We will work on those two steps extensively in this lesson. We will use a simple, short passage of material about Frosty in which to practice these skills.

And you will be creating outlines and writing like a pro by the end of the first week!

<> **A.** Read the **entire Frosty passage aloud** with your teacher or to yourself to get an idea of what you will be writing about this week.

**Note: Help Boxes are provided for all sentences of each paragraph following the student Writing Boxes for each paragraph.**

PoB-A

Paragraph 1

A group of children were playing in the snow. They built a snowman. They put a broomstick in his hand. They made his two eyes out of coal. Then, they set a hat on his head. Suddenly, he moved and danced.

SAMPLE

<> **A-1a.** In the first sentence of the first paragraph that is provided by itself below, highlight the following words:

- 1. group      2. children
- 3. playing    4. snow

*A group of children were playing in the snow.*

These four words are the most important words in the sentence.

They are also words you will want to change when you write the sentence in your own words. This is because they are so important to the sentence, and the author chose those himself.

<> **A-1b.** Choose three to five\* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **A-1c.** Once you have three to five\* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-1d.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence One (**no** descriptors added)

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*\*Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-1e.** Choose three to five\* descriptors for each of the new words you changed in your new sentence and write them on the lines provided. You may use a thesaurus or online reference source if desired.

Do not worry if you are unsure of the differences between adjectives and adverbs for now. You will learn those thoroughly as you complete the Checklist Challenge provided in all Character Ink curriculum.

Descriptors for	Descriptors for	Descriptors for
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-1g.** Now write your new sentence again—this time with the descriptors you highlighted added to it.

Paragraph 1: Sentence One (**with** descriptors added)

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<> **A-1f.** Once you have three to five\* listed, choose the word in each column that you think sounds the best and highlight each one.

*\*Older or more advanced students should write five words whenever possible.*



<> **A-2a.** Now repeat that process by highlighting the three most important words in the second sentence of the passage (provided below).

*They built a snowman.*

<> **A-2b.** Write those words on the top line in the following columns.

<> **A-2c.** Choose three to five\* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-2d.** Once you have three to five\* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-2e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Two (**no** descriptors added)

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*\*Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-2f.** (1) Write two of the words you just changed in your new sentence on the lines.  
(2) Choose three to five\* descriptors for each of the words you listed  
(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors  
for

Descriptors  
for

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<> **A-2g.** Once you have three to five\* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-2h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Two (**with** descriptors added)

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*\*Older or more advanced students should write five words whenever possible.*

<> **A-3a.** Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).

*They put a broomstick in his hand.*

<> **A-3b.** Write those words on the top line in the following columns and underline them with a highlighter.

<> **A-3c.** Choose three to five\* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **A-3d.** Once you have three to five\* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-3e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Three (**no** describers added)

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*\*Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-3f. (1)** Write three of the words you just changed in your new sentence on the lines.

**(2)** Choose three to five\* describers for each of the words you listed

**(3)** Write these describers in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Describers  
for

Describers  
for

Describers  
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-3g.** Once you have three to five\* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-3h.** Now write your new sentence again—this time with the describers you just highlighted added to it.

Paragraph 1: Sentence Three (**with** describers added)

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*\*Older or more advanced students should write five words whenever possible.*

<> **A-4a.** Now repeat that process by highlighting the four most important words in the fourth sentence from the passage (provided below).

*They made his two eyes out of coal.*

<> **A-4b.** Write those words on the top line in the following columns.

<> **A-4c.** Choose three to five\* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **A-4d.** Once you have three to five\* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-4e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Four (**no** descriptors added)

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*\*Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-4f.** (1) Write three of the words you just changed in your new sentence the lines.  
 (2) Choose three to five\* descriptors for each of the words you listed  
 (3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors  
for

Descriptors  
for

Descriptors  
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-4g.** Once you have three to five\* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-4h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Six (**with** descriptors added)

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*\*Older or more advanced students should write five words whenever possible.*

<> **A-5a.** Now repeat that process by highlighting the four most important words in the fifth sentence from the passage (provided below).

*Then, they set a hat on his head.*

<> **A-5b.** Write those words on the top line in the following columns.

<> **A-5c.** Choose three to five\* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **A-5d.** Once you have three to five\* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-5e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Five (**no** descriptors added)

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*\*Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-5f.** (1) Write three of the words you just changed in your new sentence on the lines.  
(2) Choose three to five\* descriptors for each of the words you listed  
(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors  
for

Descriptors  
for

Descriptors  
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-5h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Five (**with** descriptors added)

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<> **A-5g.** Once you have three to five\* listed, choose the word in each column that you think sounds the best and highlight each one.

*\*Older or more advanced students should write five words whenever possible.*

<> **A-6a.** Now repeat that process by highlighting the three most important words in the sixth sentence of the passage (provided below).

*Suddenly, he moved and danced.*

<> **A-6b.** Write those words on the top line in the following columns.

<> **A-6c.** Choose three to five\* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-6d.** Once you have three to five\* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-6e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Six (**no** descriptors added)

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*\*Note: Younger students may stop at this point if your teacher so chooses.*

<> **A-6f.** (1) Write two of the words you just changed in your new sentence on the lines.  
(2) Choose three to five\* descriptors for each of the words you listed  
(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors  
for

Descriptors  
for

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<> **A-6g.** Once you have three to five\* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-6h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Six (**with** descriptors added)

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*\*Older or more advanced students should write five words whenever possible.*

<> **A-7.** Write all of your final sentences from each page of Lesson A on the lines provided as one complete paragraph.

Handwriting practice lines for writing a paragraph. The page contains 20 horizontal lines. A large, diagonal watermark reading "SAMPLE" is overlaid across the center of the page.

Sample of Paragraph One With New Sentences and Describers

A large crowd of excited kids were frolicking in the fresh snowfall. The energetic bunch quickly constructed a snow statue. The creative youngsters carefully lodged a ragged broom in his arm. The determined children cleverly formed his two missing eyeballs out of charcoal. Then, they carefully settled a worn headpiece on the snowman's hard scalp. Unexpectedly, he joyfully stirred and excitedly capered.

SAMPLE

## Writing Boxes Sample First Paragraph

<> **A-1a.** Highlight words

A group of children were playing in the snow.

<> **A-1b & 1c.** Three to five synonyms or substitute words for the words in the sentence

<u>group</u>	<u>children</u>	<u>playing</u>	<u>snow</u>
<u>crowd</u>	<u>youths</u>	<u>reveling</u>	<u>snowfall</u>
<u>body</u>	<u>kids</u>	<u>cavorting</u>	<u>precipitation</u>
<u>band</u>	<u>youngsters</u>	<u>romping</u>	<u>blizzard</u>
<u>gang</u>	<u>minors</u>	<u>amusing themselves</u>	<u>snowstorm</u>
<u>bunch</u>	<u>juveniles</u>	<u>frollicking</u>	<u>white cotton</u>

<> **A-1d.** New sentence--no describers

A crowd of kids were frollicking in the snowfall.

<> **A-1e & 1f.** Three to five describers for new words

<u>crowd</u>	<u>kids</u>	<u>snowfall</u>
<u>energetic</u>	<u>loud</u>	<u>large</u>
<u>large</u>	<u>rambunctious</u>	<u>beautiful</u>
<u>cold</u>	<u>happy</u>	<u>cold</u>
<u>lazy</u>	<u>excited</u>	<u>fresh</u>
<u>milling</u>	<u>angry</u>	<u>first</u>

<> **A-1g.** New sentence with describers

A large crowd of excited kids were frollicking in the fresh snowfall.

<> **A-2a.** Highlight words

They built a snowman.

<> **A-2b & 2c.** Three to five synonyms or substitute words for the words in the sentence

<u>They</u>	<u>built</u>	<u>snowman</u>
<u>The kids</u>	<u>constructed</u>	<u>snowperson</u>
<u>The children</u>	<u>assembled</u>	<u>person of snow</u>
<u>The band</u>	<u>created</u>	<u>snow statue</u>
<u>The bunch</u>	<u>fabricated</u>	<u>snow monument</u>
<u>The youngsters</u>	<u>made</u>	<u>mannequin</u>
<u>The youths</u>	<u>produced</u>	<u>snow figure</u>

<> **A-2d.** New sentence--no describers

The bunch constructed a snow statue.

<> **A-2g.** New sentence with describers

The energetic bunch quickly constructed a snow statue.

<> **A-2e & 2f.** Three to five describers for new words

<u>bunch</u>	<u>constructed</u>
<u>excited</u>	<u>easily</u>
<u>creative</u>	<u>quickly</u>
<u>ambitious</u>	<u>rapidly</u>
<u>energetic</u>	<u>swiftly</u>
<u>cold</u>	<u>speedily</u>