

Projects 3 & 4: Christmas Decoration Question and Answer Report

Take Notes by Answering Questions Over Given Material

Overview of Informative Report

You will learn how to write a report in this longer lesson. This is a longer lesson because it is a “research” project.

This means that you are going to research from paragraphs that are given to you.

You will take notes from those paragraphs using a Question and Answer Outline. Then you will write a report from your outline.

Don't worry! I will help you learn how to write a report every step of the way!

I. TOPIC OF REPORT

You will write an informative report about a Christmas decoration.

III. SENTENCES PER PARAGRAPH

- A. **Basic** students will write **4-6 sentences per paragraph**.
- B. **Extension** students will write **5-7 sentences per paragraph**.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR REPORT

- A. **Basic** students will write **2 paragraphs** for the body.
- B. **Extension**⁺ students will write **3 paragraphs** for the body.

IV. OPENING PARAGRAPH

Students will not write an **Opening Paragraph**.

V. CLOSING PARAGRAPH

Students will not write a **Closing Paragraph**

VI. ADDITIONAL SKILLS

- A. **Researching**
- B. **Question and Answer Outline**
- C. **Checklist Challenge Coding**

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

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

Lesson A. Reading and Study Skills: Read About Christmas Decorations

<> A. Read the paragraphs about different Christmas decorations aloud to your teacher or someone else.

Christmas Decoration 1: Tree

The Christmas tree is the main Christmas decoration in numerous homes. This tradition started in the 16th century in Germany. Today, these trees can be real or artificial. They are decorated with lights. Also, people may put garlands or candy canes on them. An angel or star is often placed atop the tree.

Christmas Decoration 2: Lights

A tradition related to the Christmas tree is Christmas lights. In the 18th century, candles were used to light Christmas trees. Today, people use strings of electric lights. Incandescent light bulbs and LEDs are the two most common types of lights. The most commonly used colors are white, red, green, and blue. These lights are also used on the outside of houses and businesses at Christmas.

Christmas Decoration 3: Wreaths

Wreaths are another common Christmas decoration. People use numerous kinds of wreaths for different occasions. The Advent and Christmas wreaths were both first used in 16th century Germany. Advent wreaths include four or five candles. A new candle is lit each week until Christmas. Christmas wreaths are hung on doors or walls and do not have candles.

Christmas Decoration 4: Stockings

A Christmas decoration crucial for Santa Claus is the Christmas stocking. The tradition of gifts in stockings started with an 8th century legend about Saint Nicholas. At first, regular socks were used. Now, people use specially-made holiday stockings. Tradition says that Santa Claus places gifts in nice children's stockings. However, he supposedly puts coal in naughty children's.

Christmas Decoration 5: Nativity

One of the oldest Christmas decorations is the nativity scene. The first of these displays was created by Saint Francis of Assisi in 1223. These scenes today involve either model figures or real people. Every set includes the baby Jesus in a manger, along with Mary and Joseph. Often, angels, shepherds, animals, and wise men are added. Churches, homes, shopping malls, and public buildings set up these displays.

Lesson B. Prewriting: Writing Notes that Become Sentences

- (1) When you are older and you write essays, reports, letters, and stories, you will often take notes from a book or write down some notes that you want to remember to use in your writing.
- (2) This is a good skill to have—and you will start learning little bits of it throughout this book.
- (3) Your parents do this all the time!
- (4) For example, when your dad takes a phone message for your mom, he might write

D. call back after 5 Tues—Sarah at 475-9888 about shower.

- (5) Those are notes!
- (6) Your dad could have written the following down for your mom:

Donna needs to make a call on Tuesday after five o'clock to Sarah. Sarah's number is 475-9888. She wants to talk about the shower.

- (7) But instead your dad took notes!
- (8) And your mom knows how to read your dad's notes!
- (9) It is the same way when you jot down things you want to write later.
- (10) The reason you take notes is because you do not have time to write down everything right now.
- (11) But you do want to remember the information.
- (12) So instead of writing down full sentences now, you just write down notes.

<> **B.** Write down notes that answer the questions listed below with your teacher's help following these steps.

- (1) **Choose two or three Christmas decorations** that you would like to write about from Lesson A (**Basic--two** Christmas decorations; **Extension--three** Christmas decorations).
 - a. **Do not write down complete sentences.**
 - b. Just **write down enough information to help you write** sentences later, such as one word or a few words.
- (2) **Read each question and look back in the paragraph for the answers.**
- (3) **Write your answer in note form** on the line provided.
- (4) **Continue with all questions** for the Christmas decoration you chose.
- (5) Repeat these steps for each Christmas decoration paragraph assigned to you.

Question and Answer Outline Box--Your First Christmas Decoration Choice

Question Outline

(1) What is the name of the decoration? _____

(2) What is the type of decoration (highlight or circle one)

- a. Main Christmas decoration
- b. Decoration related to the Christmas tree
- c. Decoration used for occasions besides Christmas
- d. Crucial decoration for Santa Claus
- e. One of the oldest decorations

(3) Years and/or countries developed _____

(4) What is interesting about this decoration or what is it known for? _____

(5) Another interesting fact about this decoration: _____

(6) Notes from last line of paragraph (if not already used): _____

Question and Answer Outline Box--Your Second Christmas Decoration Choice

Question Outline

(1) What is the name of the decoration? _____

(2) What is the type of decoration (highlight or circle one)

- a. Main Christmas decoration
- b. Decoration related to the Christmas tree
- c. Decoration used for occasions besides Christmas
- d. Crucial decoration for Santa Claus
- e. One of the oldest decorations

(3) Years and/or countries developed _____

(4) What is interesting about this decoration or what is it known for? _____

(5) Another interesting fact about this decoration: _____

(6) Notes from last line of paragraph (if not already used): _____

Extension--Question and Answer Outline Box--Your Third Christmas Decoration Choice

Question Outline

(1) What is the name of the decoration? _____

(2) What is the type of decoration (highlight or circle one)

- a. Main Christmas decoration
- b. Decoration related to the Christmas tree
- c. Decoration used for occasions besides Christmas
- d. Crucial decoration for Santa Claus
- e. One of the oldest decorations

(3) Years and/or countries developed _____

(4) What is interesting about this decoration or what is it known for? _____

(5) Another interesting fact about this decoration: _____

(6) Notes from last line of paragraph (if not already used): _____

SAMPLE

Lesson C. Composition: Writing Sentences From Notes

- (1) In the last lesson, you learned to write notes from information.
- (2) You did this by answering questions.
- (3) This is a good way to take notes from a book.
- (4) Today you will learn how to make notes into sentences.

↔ **C.** Look back in your answers from the last lesson and write two or three paragraphs following these steps:

- (1) **Read the first question and your short answer.**
- (2) Then **use the question and your answer to create a sentence** and say it aloud.
- (3) If you and your teacher agree that it answers the question, makes sense, and is a complete sentence, **write the sentence you created on the lines provided** (or key it on the computer).
- (4) Continue this for all of the sentences in your paragraph.
- (5) Repeat the steps for your assigned paragraphs.

Paragraph 1: _____

SAMPLE

Paragraph 2: _____

SAMPLE

Extension--Paragraph 3: _____

SAMPLE

Lesson D. Composition and Revising: Learning the Checklist Challenge (CC)

- (1) Hopefully you know what a sentence must contain.
- (2) You can learn this with CAVES—the five parts of a sentence.
- (3) This week you will work on being sure that the sentences you and your teacher wrote are really sentences according to CAVES.
- (4) You have probably learned about synonyms.
- (5) Did you remember that synonyms are words that mean the same or almost the same?
- (6) Do you know this trick--
 - Capital at beginning
 - All make sense
 - Verb
 - End mark
 - Subject

<> **D-1.** Read the Checklist Challenge item below with your teacher.

 All All

Check every sentence in one paragraph (or more, according to the check boxes) to make sure that each one is a complete sentence--**CAVES**:

- Capital at beginning
- All make sense
- Verb
- End mark
- Subject

<> **D-2.** Flip back over to Lesson C of this week and use the sentences you wrote there in one paragraph to do the following:

- (1) Check the first one for all five parts of the CAVES list that are listed in the CC item above:
 - C** apital letter
 - A** ll makes sense
 - V** erb
 - E** nd mark
 - S** ubject
- (2) Put a check in the first check box when you are finished with the first sentence.
- (3) Do the same thing for the sentences in Paragraph Two.

↔ **D-3.** Read the Checklist Challenge item below with your teacher.

All Choose a word (or forms of a word) that you used more than one time within each paragraph. If the word sounds **redundant**, change that word, at least once, to a word with a similar meaning. If you do not have any redundancy, just highlight the check box(es) as directed by your teacher.

Examples:

- If *joyful* is redundant, substitute *elated* the next time.
- If *drove* is redundant, substitute *careened* the next time.
- If *answered* is redundant, substitute *retorted* the next time.

⊞ Do not change insignificant words such as *was*, *it*, *and*, etc.

(4) This item is one that uses synonyms—words that mean the same.

(5) When you write about something in a report—like a Christmas decoration—you will use the word *decoration* over and over again.

(6) Sometimes it gets boring to read the same word over and over again.

(7) Because of this, the CC will teach you how to put in more interesting words when needed.

↔ **D-4.** Choose one word that you could put in place of the word *decoration* from the Synonym or Similar Word Box in one of the sentences below and copy the new sentence with your new words in place of *decoration*.

Synonym or Similar Word Box

ornament

illumination

adornment

embellishment

flourish

frill

garnish

elaboration

trimming

beautification

(8) Now you know how to do two CC items really well!

(9) You are becoming a great writer!

Lesson E. Composition and Editing: Edit and Revise Using the Full Checklist Challenge

<> E. Use the Checklist Challenge located after this week's lesson to edit your report.

- (1) Complete **each revision for each paragraph, as indicated.**
- (2) Insert revisions with pen or pencil into your rough draft paper.
- (3) **Highlight (or code) each revision on your rough draft paper** as directed by your teacher.
- (4) **Check off (or code) each item's check box on the Checklist Challenge** for this week.

Note: If you are not familiar with the Checklist Challenge, and you feel that you need more help on it than this book provides, you may desire to use a "How to Do the Checklist Challenge" or "Tools and Tricks" products from the LFAM Store or Teachers Pay Teachers.

Note: Notice that after several tasks of the Checklist Challenge, the items start to contain words like "If you have already done this, highlight the word or sentence in your paper and highlight the check box(es) as directed by your teacher." When you start to see these words, you may just locate the items in your paper and code them for your teacher rather than adding more of them. Be sure you code the items in your paper and in the task list of the CC Chart.