

Report to Use for Checklist Challenge Lesson

Three little pigs built three little houses. The first pig built a home out of straw. The wolf knocked down the house and ate the pig. The second pig built a home out of sticks. The wolf knocked down the house and ate the pig. The third pig built a home out of bricks. The wolf could not knock down this house.

The third pig's house had a chimney. The wolf tried to get into it. The pig put a pot in the fireplace. The wolf came down the chimney and dropped into the pot. The pig put a lid on the pot. Then, he ate the wolf for supper.

<> **A-1. Choose two paragraphs that you wrote earlier in this book (or use the Three Little Pigs one provided on the previous page), and pull them out of your notebook or photocopy them. You will use these paragraphs this week and next week to Complete the Checklist Challenge (CC).**

Read your composition to your teacher or an older sibling. Together, listen for sentences that sound unclear. **Be sure to read aloud.** You will “hear” errors you would otherwise not find. **Place a check mark in each CC box with a pen or pencil when this step is completed.**

☞ **Focus on content errors at this time.**

- (A) The first item of the CC has to do with listening for errors.
- (B) When you read your essay “in your head,” you often miss errors because you read what you think you wrote, not what is really there. You may skip errors that you would find if you were reading it aloud.
- (C) Thus, the first item in the CC is to read your essay aloud (hopefully to someone else) and listen for things that do not sound correct.
- (D) You may also see errors at this time--maybe something that needs capitalized or something that is misspelled--and that is fine, but the real focus of this item is to **hear** mistakes.
- (E) You will be surprised how many errors can be **heard!**

<> **A-2. Do the first item (reading aloud and listening for errors) with your teacher for the two paragraphs you have chosen to edit in this lesson. Place check marks in the boxes when you have completed it.**

Lesson B. Checklist Challenge II

<input type="checkbox"/> All	<input type="checkbox"/> 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 . Place a check mark in each CC box with a pen or pencil when this step is completed.
		<ul style="list-style-type: none">• Capital at beginning• All make sense• Verb• End mark• Subject
		<div style="text-align: right;"><input type="checkbox"/> Box B-1</div>

(A) You have learned earlier in this book what a sentence must contain in order to be a sentence. Do you remember CAVES?

(B) It is good when you are first learning to write to check your sentences sometimes to be sure they are real sentences!

<> B-1. Check the sentences of your paragraphs for CAVES, and check off the boxes (in Box B-1) when you are finished. Be sure to change any sentences that are not real sentences to make them into sentences.

<input type="checkbox"/> All	<input type="checkbox"/> All	Check to make sure one paragraph (or more, according to the check boxes) contains all five parts of a paragraph-- OCCTI . Place a check mark in each CC box with a pen or pencil when this step is completed.
		<ul style="list-style-type: none">• Opening sentence• Closing sentence• Content is all the same• Three or more sentences• Indented
		<div style="text-align: right;"><input type="checkbox"/> Box B-2</div>

You have learned earlier in this book what a paragraph must contain in order to be a paragraph. Do you remember OCCTI? It is good when you are first learning to write to check your paragraphs sometimes to be sure they are real paragraphs!

<> B-2. Check your paragraphs using OCCTI, and check off the boxes (in Box B-2) when you are finished. Be sure to change anything that keeps your paragraphs from being real paragraphs.

Lesson C. Checklist Challenge III

All All Circle each **verb** with a light colored highlighter. This will make it easier to change your verbs and to add adverbs (*ly* words and others) as further directed. **“Code” the CC boxes in the same way that you coded the located verbs in your paper.**

Be sure to circle all of the following verbs (not just the sentence’s main verb):

- Action verbs--show what the subject *does*
- Be, a Helper, Link verbs (BHL)—being, helping, and linking verbs (is, are, am, was, were, has, had, do, does, etc.)
- Infinitives--to + verb (to +action verb [to run] or to + BHL verb [to be])

☞ Be sure you circle the verbs in your writings as this step is crucial later in the Checklist Challenge. However, do not get discouraged if you miss some. You do not need to labor over each word, fearful of missing a verb. The more you look for the verbs, the better you will get at finding them--and the better you will get at the verb-related CC items.

Box C

(A) You have probably learned that there are **two main kinds of verbs--Be, a Helper, Link verbs and action verbs.** You have also learned that if a verb has a *to* in front of it, it is a verb (*to run, to be, to jump*).

(B) One of the ways you can improve your paragraphs is to find as many of the verbs as you can and circle them with a highlighter.

1. The reason you should learn to do this is because many of the other CC items have to do with those verbs.
2. If you can spot your verbs easily, you will be able to do the other items more easily.

(C) A quick review of verbs is in order so that you can find them in your paragraphs.

(D) **Action verbs are words that show action.**

1. They tell **what the subject of your sentence is *doing*.**
2. Anything you can *do* is an action--*write, jump, sing, sleep, stand, think, ride, etc.*

Be, a Helper, Link Verb Song

ABCDEFGH

Be, a Helper, Link verbs,

HIJKLMN

Is, Are, Am, Was, & Were.

QRSTU

Be, & Being, Been, Become,

WXYZ

Has, & Had, & Have are ones.

Now I said my ABC's

Can, Could, Shall, Should—they are fun

Next time won't you sing with me?

Will, Would, Do, Did, Does, & Done

ABCDEFGH

May, Might, Must—they are some as well,

HIJKLMN

Appear, Look, Seem, Remain, Taste, Feel, & Smell

(E) The other group of verbs is Be, a Helper, Linking verbs. These are **verbs that show *being*, not action.**

<> C-1. Study the Be, a Helper, Link verb song. Practice singing it several times to remind you of what BHL verbs are.

- (A) When you are studying verbs, you have to remember that anytime you see a verb with a *to* in front of it, it is still a verb.
- (B) When you do the next CC item, do not worry about finding every verb--or getting some wrong. This item is not a test to see if you can find all the verbs. It is an exercise that will help you later. The more verbs you find and circle, the easier the other items in the Checklist Challenge will be.
- (C) At first it may be hard for you to find the verbs--especially the BHL verbs. Do not let that bother you. Just find as many as you can. You will get better and better at this as you complete the CC on your essays.

<> C-2. Complete the CC item (Box C) following these tips:

- (1) It might be easier for you to have your teacher read your essay aloud, while you listen for verbs, and you stop her when you hear a verb (or the other way around).
- (2) It also might be easier for you if you do all of the action verbs first, then do the BHL verbs.
- (3) You may want to look back in the BHL verb song for help.

Lesson D. Checklist Challenge IV

All All Change one of the “boring” verbs in each paragraph to a “strong” verb. You may select one from the list below or choose one of your own. “Code” the CC boxes in the same way that you coded the added verbs in your paper.

<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>	<u>Instead of</u>	<u>Use</u>
found	discovered	looking	appearing	run	sprint
coming	visiting	sit	recline	talk	communicate
go	hasten to	asked	interrogated	lay	recline
said	announced	write	pen	lie	deceive
look	examine	answered	responded	play	frolic
walk	saunter	lie	stretch out	talk	proclaim
list	enumerate	become	develop	work	toil
look	scan	see	determine	add	enhance
help	assist	teach	instruct		

☞ Be sure you add or delete words in the sentence when inserting your new verb, as needed for clarity.

Box D-1

- (A) You will be glad that you circled as many verbs as you could find in the last assignment because in this lesson you are going to learn how to change boring verbs into interesting verbs.
- (B) **Sometimes we get stuck in “writing ruts.”** We just keep using the same words over and over again with out thinking of any new words. The next item will get you thinking about new words!
- (C) **Verbs are the forward motion of your sentences.** Verbs make your sentences sing. If you have all boring verbs in your paragraphs, your paragraphs will be boring!
- (D) For the next revision, you will look at those verbs you circled earlier and try to find a boring one to change to something more interesting.
- (E) One way to do this is to say the sentence containing your boring verb aloud.
1. Then try some other verbs that mean the same or almost the same--also reading it aloud with those in place of the boring one.
 2. See which one sounds best and means what you wanted your sentence to mean.
- <> D-1. Do the “change the boring verb” item (in Box D-1). Be sure to place check marks in the boxes when you have completed this item.**

All All Add one descriptive **adjective** to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded the added adjectives in your paper.**

Examples

stringent	gracious	lengthy	trusted	courteous	infallible
meek	meager	valiant	understanding	trustworthy	horrendous
courageous	fulfilling	preoccupied	horrific	incapable	significant
presumptuous					

☞ An adjective is a describer that describes a noun or a pronoun. It tells *whose, which one, how many, or what kind*. You should add descriptive adjectives--those that tell *what kind*.

Box D-2

(A) Are your paragraphs starting to sound more interesting?

(B) You probably remember when you learned about describers earlier in this book. One of the describers you learned about is called an adjective.

(C) **Adjectives tell what kind, how many, and which one.**

(C) The **best kind** of adjectives to use are the **ones that tell *what kind***. These are more interesting adjectives.

<> **D-2. Do the adjective item (in Box D-2). Be sure to place check marks in the boxes when you have completed this item.**

All All

Add an **adverb** (*ly* word or other) to each paragraph. You may select one from the list below or choose one of your own. **“Code” the CC boxes in the same way that you coded the added adverbs in your paper.**

Examples

only	totally	joyfully	willingly	completely	never
practically	significantly	closely	finally	diligently	seldom
cheerfully	carefully	laboriously	gladly	slowly	later
extremely	gratefully	curiously	sometimes	always	tomorrow
fully	thoughtfully	interestingly	apparently	cautiously	repeatedly

 **An adverb is a describer that describes or modifies a verb, adjective, or other adverb. An adverb tells *where, when, how, or to what extent.***

Box D-3

- (A) Another one of the describers you learned about is called an adverb.
- (B) **Adverb has the word verb in it**, so what kind of word do you think an adverb describes?
- (C) If you said verb, you are right!
- (D) An **adverb describes a verb**. It tells **how, to what extent, when, and where**.
- (E) You can usually place an adverb before your verb or after your verb.
- (F) Read your sentence aloud with your chosen adverb before it, then after it. See which one sounds better.

<> D-3. Do the adverb item (in Box D-3). Be sure to place check marks in the boxes when you have completed this item.

Lesson E. Checklist Challenge V

All

Create a **title**, and put it at the top of the your paper. *If you have already done this, you should still “code” the CC check box and the title in your paper as directed by your teacher. +*

Consider the following ideas:

- Something catchy
- Something comical
- Something bold
- A song title or line
- A Scripture
- Something biblical
- Something about character
- Something informative
- Other

🔑 **Tips:**

- Center your title at the top of the first page of your composition.
- Capitalize the first letter of the first and last word.
- Capitalize all the words within the title that are important--but not three-letter-or-fewer articles, pronouns, or prepositions.
- Do not italicize your title, though you may treat it like a minor work and surround it with quotation marks (regular ones, not single ones), if desired.

Box E-1

(A) When you write longer essays--and even oftentimes when you write one paragraph essay--you will want your essays to have titles.

(B) **A title tells the reader what he will be reading.**

1. It whets his appetite to read the entire essay.
2. It makes the essay sound interesting to others. Titles are fun!

(C) Making up titles for your essays is actually an activity many students like. It is fun to call your essay whatever you want--and whatever you think will most be interesting for your readers.

(D) You can think of various categories of titles by looking at the list provided below.

(E) For example, you could possibly give the Three Little Pigs paragraphs one of the titles listed below:

- Something catchy: **“This Little Piggie”**
- Something comical: **“The Revenge of the Bacon”**
- Something bold: **“Wolf vs. Pig”**
- A song or rhyme title or line : **“Three Little Pigs”**
- Something about character: **“Build Wisely”**
- Other: **“How to Cook Wolf”**
- Informative: **“The Pig Who Tricked the Wolf”**

↔ **E-1. Do the title item (Box E-1). Be sure to place check marks in the boxes when you have completed this item.**

All All

From the **Banned Words List** below, select one word (or form of that word) that you have in one of your paragraphs, omit it, and substitute a similar, but stronger, word. **If you do not have any Banned Words, just “code” the CC check box(es) as directed by your teacher (or place a check mark in each one that represents a paragraph with no Banned Words). +**

Banned Word List

very	big	really	good	great	fine	slow
say	bad	little	want	see	look	such
ask	lot	find	walk	said	go	become
sit	think	soft	fast	many	find	

*like (*Like* is only banned when it is a verb. When used as a preposition, *like* often creates a simile--and is not a Banned Word.)

☞ **Advanced students should omit as many Banned Words as possible throughout all paragraphs.**

Box E-2

- (A) You have already learned how to change your boring verbs into stronger verbs. Besides weak verbs, you might have other words that are also boring and could be changed.
- (B) The next item you will be doing in the Checklist Challenge is looking for a word that is called a Banned Word.
1. Banned Words are words that you should try not to use in your writing because people use them too much.
 2. You should also try not to use them because they are boring!
- (C) To do the next item, you will need to look through your paragraphs carefully to see if you have any of the words that are “banned” in your paragraphs.
- (D) If you find more than one, just choose the one that you think is the most boring and change it.

<> E-2. Do the Banned Word item (in Box E-2). Be sure to place check marks in the boxes when you have completed this item.

Lesson F. Checklist Challenge VI

All Add a sentence to the very end of your paragraph or essay that **restates the title** in some way. This is called the **closing sentence**. If you have done this, highlight it as directed by your teacher.

(A) If you are not assigned a Closing Paragraph (or if your Closing Paragraph is not one that “wraps” up your essay, but more of a continuing paragraph), you will want to add a closing sentence. (Most closing paragraphs have a closing sentence already.)

(B) Some CC items say, “If you have already done this, highlight it as directed by your teacher.”

(C) For these items, you may just find them in your essay or report and highlight them (rather than adding something you already have).

(D) You will see this note (“If you already have this...”) for items that would be repeated too much if done again.

(E) For example, you would not want your paragraphs to have two closing sentences or two titles!

<> F-1. Choose one of your earlier reports that does not have a strong closing sentence (or that has one that you would like to change), and write a new closing sentence for those paragraphs on the lines provided below, using the technique you just learned about.

--Or--

--Or--

All Add a sentence to the very end of your writing that **restates your Thesis Statement** in some way. This is called the **Thesis Statement “Reloaded”** and should conclude your paper. *If you have already done this, you should still “code” the CC check box and the Thesis Statement “Reloaded” as directed by your teacher.*

Key You may choose to include Thesis Statement “Reloaded” that restates the title of your paper rather than the Thesis Statement--this would be the Title “Reloaded.”

(A) Another way to close your essay is to add a sentence to the end that restates your opening sentence in some way.

(B) For example, if your opening sentence was *Once upon a time, there was a trio of pigs who built a trio of small houses*, you could close your essay with, *The trio of little pigs were now safe.*

<> F-2. Choose one of your earlier reports that does not have a strong closing sentence (or that has one that you would like to change), and write a new closing sentence for those paragraphs on the lines provided below, using the technique you just learned about.

Lesson G. Extension--Checklist Challenge VII

All All

Using a thesaurus, if needed, change one word in each paragraph to a **more advanced or distinct word**. **If you and your teacher feel that your vocabulary is advanced and sophisticated enough, you should still “code” the CC check box(es) and the advanced words in your paper as directed by your teacher. +**

Instead of:

tree

kind

grass

Use:

maple

compassionate

blades

Instead of:

deep

turn

loud

Use:

bottomless

swerve

obnoxious

☞ **This may be any type of word--noun, verb, describer, etc. When choosing the new word, select one that paints a more vivid picture, gives better detail, is more distinct, etc. Do not just randomly select a word. Your new word choice should be *intentional*.**

- (A) While a dictionary lists words and their spellings and definitions, a thesaurus lists words and their synonyms.
- (B) A synonym is a word that means the same or almost the same. You need to learn how to use a thesaurus well because it will help you greatly in your editing and revising.
- (C) When you cannot think of a better verb for one of your paragraphs, just look up the verb you have circled in your thesaurus and you will find a list of words beneath that one that mean the same as the one you are looking up. You can just choose the one you like the best that fits in your paragraph.
- (D) In this editing item, you will look for any kind of word in each paragraph that is weak.
- (E) This could be a describer, like *wonderful*, or a verb, like *show*.
- (F) Then you can look in the thesaurus and find a synonym.
1. For example, instead of *wonderful*, you could use *stupendous*, *terrific*, *awesome*, *incredible*, etc.
2. Instead of *show*, you could use *display*, *instruct*, *teach*, *demonstrate*, etc.
- (G) The thesaurus should be the writer's best friend.

<> G-1. Extension--Beside each word that is listed, write another word that is stronger and means the same or almost the same. You may come up with some on your own, but find at least four new words for this exercise in the thesaurus.

1. very _____

2. sit _____

3. little _____

4. big _____

5. good _____

6. fun _____

7. great _____

8. bad _____

9. some _____

10. more _____

All All Add one **word you have never used before in writing** (or more than one, according to your level), if you and your teacher think it is appropriate. ***If you have already done this, you should still “code” the CC check box(es) and these words in your paper as directed by your teacher.***

☞ **A word you have never used in writing might be one you use in speaking but not in your compositions. Do not be afraid to use words you cannot spell! Use spell check on the computer or a dictionary to spell these challenging words that will add more depth to your writing.**

- (A) While writing is just the spoken word written down, we sometimes need to change how we speak or write--expand our vocabulary in speech and writing so that we are not always using the same words over and over again.

- (B) This CC item will force you to think about words that you might use when you speak, but that you have never used in writing.

- (C) Maybe you use bigger, more interesting words when you speak than you do when you write because you do not know how to spell those longer words.

- (D) Maybe when you write, you are just focusing on getting your thoughts down so much that you do not think of other words you could use.

<> G-2. Extension--Choose a different paragraph (that you wrote earlier in this book) to complete the following steps:

- (a) Find two words that you think could be stronger words.
- (b) Write the two sentences containing those words on the lines provided.
- (c) Find two stronger words in the thesaurus that you have never used in writing before, and write them in the sentences in place of the weak words.
