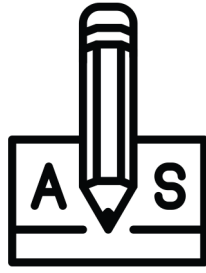




Writing Strands

— BEGINNING 1 —

Developed for students at a basic level,
able to write simple sentences.



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≡ BEGINNING 1 ≡

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Using Writing Strands

Features: The suggested weekly schedule enclosed has easy-to-manage lessons that guide the reading, worksheets, and all assessments. The pages of this guide are perforated and three-hole punched so materials are easy to tear out, hand out, grade, and store. Teachers are encouraged to adjust the schedule and materials needed in order to best work within their unique educational program.

Lesson Scheduling: Students are instructed to read the pages in their book and then complete the corresponding section provided by the teacher. Assessments that may include worksheets, activities, quizzes, and tests are given at regular intervals with space to record each grade. Space is provided on the weekly schedule for assignment dates, and flexibility in scheduling is encouraged. Teachers may adapt the scheduled days per each unique student situation. As the student completes each assignment, this can be marked with an “X” in the box.



Approximately 30 to 45 minutes per lesson, five days a week



Worksheets for each section



Reading and writing assignments are included to help reinforce learning and provide assessment opportunities



Designed for grades 2 to 3 in a one-year course

Course Objectives: Students completing this course will

- ✓ Learn basic principles of reading and writing, including spelling and structure.
- ✓ Demonstrate the meaning and usage of adjectives, nouns, pronouns, and commas.
- ✓ Discover the importance of character through the lives of those mentioned in biblical accounts.
- ✓ Explain how a character’s beliefs can be seen through his or her actions.
- ✓ Assess learning through a writing skills mastery list utilized throughout the course.

Course Description

Introduction: *Writing Strands Beginning 1* is designed to give younger students a grounding in the very complicated process of giving others their thoughts in written form. These exercises will make it easier because they present much of the planning and detail of the writing process.

Lessons are easy to teach and do not require preparation. Most seven- and eight-year-olds are too inexperienced to work independently. Sit with the student, read the lesson together, and discuss anything that is not clear. Remember, composition is a skill that is learned over time. We strongly recommend that you get the *Writing Strands Teaching Companion*. It will save you a great deal of time, and it will help your students to learn quicker.

Although *Writing Strands* was not written for grade-level working, this book has been designed for students who are at the second- or third-grade level. When a child can independently write the sentence “The dog is big,” that child is ready for this level.

The books in this series are designed for one school year each, which now includes our reading program. In this way, you will have a full school year of language arts. We have made it easy by providing a Daily Schedule to follow.

The reading half of any language arts program should involve reading and talking about books and ideas. The “Reading Strands” section found in the *Teaching Companion* provides extra guidance to get the most out of the reading week.

The final lessons of this course are devoted to teaching communication techniques that foster thoughtful, positive interactions. Students will enjoy interactive lessons that teach personal skills, such as making eye contact, shaking hands, and making introductions. These life skills are important to creating healthy and productive relationships.

Grading Options for This Course: Grading Options for This Course: It is always the prerogative of an educator to assess student grades however he or she might deem best. For *Writing Strands* the teacher is to evaluate primarily whether a student has mastered a particular skill or whether the student needs additional experience. A teacher may rank these on a five-point scale as follows:

Skill Mastered				Needs Experience
5 (equals an A)	4 (B)	3 (C)	2 (D)	1 (equals an F)

-
- A — Student showed complete mastery of concepts with no errors.
 - B — Student showed mastery of concepts with minimal errors.
 - C — Student showed partial mastery of concepts. Review of some concepts is needed.
 - D — Student showed minimal understanding of concepts. Review is needed.
 - F — Student did not show understanding of concepts. Review is needed.

Reading and Evaluating Literature

Each week students will read biblical passages as assigned, as well as a book their teacher will assign. This book can be short enough to be read within an hour, or longer to be read over the course of the full week.

Studying the Literature of the Bible: The Bible is a collection of 66 God-inspired books of historical accounts, poetry that was often set to music, wisdom that taught how to live in God's truth, prophecy that refers to future events, letters, and revelation, written by over 40 different authors, ranging from shepherds to kings, over the time span of 1,500 years, all revealing God's Word and showing us the way of salvation through Jesus Christ. The following is a guideline to help you gain the most from every biblical passage, and is provided with each biblical passage in this course:

Step One: Pray for the Lord's wisdom and inspiration in your reading.

Step Two: Determine the genre of the literature (history, poetry, prophecy, proverbs, letters, parables, etc.).

Step Three: Read each passage, keeping in mind the cultural and historical setting of the text. (This can often be found in the introductory material to a book in the Bible.)

Step Four: Try to look for the intended meaning.

Step Five: Once the original meaning is understood, seek to find a simple life application. (Is the message about sin, or salvation, or faith, or hope, etc.?)

Step Six: Seek other passages to help define the meaning (Scripture interprets Scripture).

Studying Classical or Contemporary Literature: When reading classical or contemporary books, a primary concern should always be the worldview or moral viewpoint of the author. A writer who believes that God created the heavens and the earth and who created people in His own image realizes that God instilled us with purpose and meaning. This writing will be distinctly different from an atheistic author who most likely believes that the earth and everything in the universe came about by random chance events, and that life rose from non-life, with no direction, intention, or purpose. So in your evaluation of fiction, keep in mind these five principles, provided for you with each book you choose to read during this course. Feel free to present these steps to each student at his or her skill level:

Step One: Analyze the writer's worldview or belief system (Christian or non-Christian, secular humanism or cosmic humanism, etc.).

Step Two: Determine the genre of the literature (historical fiction, fantasy, crime drama, western, thriller, poetry, satire, etc.).

Step Three: Read the book, keeping in mind the main setting of the text and the primary roles of each character.

Step Four: Look for the flow of the story.

Step Five: Seek other passages to help better understand the story and its possible meaning.

How to Make *Writing Strands* Work for You

1. Students should keep a writing folder or 3-ring binder to contain all written work, which can be kept for the next level. This will give the teacher a place to store and record the student's progress and skills.
2. The teacher and student should track what the students have learned and what they still need to learn. Here are some ways to do that:
 - a) After every assignment, the teacher or student should fill in the Student Progress Report that follows the assignment.
 - b) The teacher should fill out the Weekly Skills Writing Mastery Chart (page 10) as the student completes assignments.
 - c) Writers can always learn new things. Young writers should not expect to fix all their problems right away. The teacher can keep track of the problems they have noted but the student has not yet solved using the "Spelling List" and "List of Problems to Solve."
3. Many of the exercises suggest that the teacher will work with the student during the writing period, reading what the students have written. If this is done, it will serve two purposes:
 - a) It will give the student constant feedback and will allow the teacher to catch many writing problems before they appear in the final papers.
 - b) It will greatly cut down on the teacher's correcting time. Most of the proofreading can be done during writing time, so, even though students will be writing much more than they previously have, the teacher should be able to help the students more using less time.
4. We recommend teachers use the *Writing Strands Teaching Companion* from Master Books to help with the writing process. It can help a great deal with the development of writing skills, including grammar, spelling, and other challenging areas and demonstrates to teachers how to provide supportive and effective feedback on writing assignments.

Principles of *Writing Strands*

1. John 1:1 says, “the Word was made flesh and dwelled among us.” God used the Living Word, Jesus Christ, to reveal Himself to us, and so as His followers, the ability to communicate clearly with words is intrinsically important to how we express Christ to the world.
2. Every person needs to learn to express ideas and feelings in writing.
3. There is no one right way to write anything.
4. The ability to write is not an expression of a body of knowledge that can be learned like a list of vocabulary words.
5. Writing teachers and their students both learn in any effective writing situation.
6. The product of each student’s writing efforts must be seen as a success for the following reasons:
 - a) A student in a writing experience is not in competition with anyone else.
 - b) There is no perfect model against which any effort can be compared for evaluation, so there is no best way for any student to write.
 - c) Every controlled writing experience will help students improve the ability to express themselves.
7. All student writing efforts are worthy of praise. The most help any writing teacher can give at any point is to show, in a positive way, what is good about a piece and how it might be improved.
8. Any writing lesson assigned that does not receive a teacher’s reinforcement and suggestions represents a missed opportunity for the student.
9. All writing at any level is hard work, and every writer should be encouraged to feel the pride of authorship. Students should learn that writing is fun, exciting, and rewarding.
10. All young authors need to be published. This can be accomplished by having their work read to other family members, posted on bulletin boards, hung on the refrigerator, printed in “books,” or read by other family members.

Writing Guidelines

Why should we follow guidelines, or rules, when we write? Guidelines help us communicate better. They provide us with the things that we should do, that we agree to do, and that make life nicer for everyone if we do them.

An example of a writing rule is the rule that says every sentence must start with a capital letter. This is written down, and we all must write using this rule. It helps us know when a new sentence is beginning. Following this rule helps us to communicate better.

Our list of guidelines consists of just a few rules to keep in mind when you write. We suggest students review the rules before each writing exercise:

1. Do not use exclamation points! This makes any writing look amateurish and fuzzy. If you are saying something that is important, the way you say it should be strong enough so that you do not have to tell your reader that it is important by using exclamation points at the end of your sentences.
2. Do not underline the titles of your papers. The only time there should be an underline in one of your titles is when you use the names of books or magazines.
3. Skip a line after the title in any paper you are giving to someone else to read.
4. Never write “The End” at the end of anything you write for a school exercise.
5. Do not try writing humor until you have studied it and really know the difference between being funny and being corny.
6. Do not skip a line between paragraphs.
7. Always leave a margin at the bottom of each page.

Weekly Skills Writing Mastery Chart

Student Name: _____

Teacher: Below is a list of each assignment’s objectives. As your student completes an assignment, indicate whether each objective has been met. If your student needs experience with an objective, revisit this assignment or this skill before proceeding to the next *Writing Strands* level.

	Skill Mastered	Needs Experience
Lesson 1: What Is It?		
Adjectives		
Lesson 2: What We Did		
Listing		
Lesson 3: Like a Reporter		
Reporting		
Lesson 4: Good Deed Report		
Paragraphing		
Lesson 5: My Day		
Ordering Actions		
Lesson 6: Groups		
Grouping and Variety		
Lesson 7: Smart Bird		
Telling a Story		
Lesson 8: Sell It		
Convincing		
Lesson 9: Interview		
Dialogue		
Lesson 10: Dear Class Member		
Letter Writing		
Lesson 11: I Helped		
Personal Experience		
Lesson 12: What’s It Like?		
Comparisons		
Lesson 13: “Hi There”		
Greeting Cards		
Lesson 14: Animals		
Role Playing		
Lessons 15/16: Summer!		
Imagination		
Lessons 17/18: Communication		
Eye Contact/Meeting People		

Spelling List

The research on how people learn to spell indicates that spelling mastery comes from spelling words correctly through the practice of writing. Words studied in isolation, in abstracted lists, do not carry over from the study to correct use.

This page is not to be used as a word list to be memorized. Rather, it is for the instructor and the teacher to keep a record of the words the student has problems spelling. Turn back to this page after each exercise, and record the words that the student wants to work on in the future weeks.

If the student picks out one word a week — one that is used constantly — and the next week is

spent working on that one problem word, the student will remember it much better than if it had been memorized for a spelling test. More importantly, in two or three years, the student will have mastered several words without the frustration of unsuccessful testing.

To help the student learn how to spell the problem word, help the student find the word's origins in a large dictionary, study the prefixes and suffixes, and practice the basic spelling rules that apply.

The teacher might check the *Teaching Companion* for more on this subject.

List of Problems to Solve

As the teacher and student work through this book, use this page as a convenient place to keep a running list of the problems that should be solved throughout the year. Keep in mind that the student will have years to work on writing skills. Progress is the goal rather than perfection.

Record here the writing problems the student has not yet solved. For each exercise, point out only one way to improve the mechanics of the writing. This allows students to master the concept without feeling overwhelmed. Check our *Teaching Companion* for more on this process and why it is so very important.

First Semester Suggested Daily Schedule

Date	Day	Assignment	Due Date	✓	Grade
First Semester-First Quarter					
Week 1	Day 1	Read introductory portion • Pages 6–15 • Writing Lesson 1: What Is It? Learning Adjectives • Page 21			
	Day 2	Learning nouns and adjectives • Pages 23-24			
	Day 3	Using adjectives • Page 25			
	Day 4	Describing objects • Page 26			
	Day 5	Student Progress Report • Page 27			
Week 2	Day 6	Reading Lesson 1: Main Idea and Characters • Page 28			
	Day 7	Discuss assigned passage • Page 29			
	Day 8	Reading and discussion with instructor • Page 30			
	Day 9	Short paragraph • Page 31			
	Day 10	Read and discuss assigned book • Page 32			
Week 3	Day 11	Writing Lesson 2: Listing Actions and Items • Page 33			
	Day 12	Adding information to your core sentence • Page 34			
	Day 13	Creating a new core sentence • Page 35			
	Day 14	Writing your own core sentence • Page 36			
	Day 15	Student Progress Report • Page 37			
Week 4	Day 16	Reading Lesson 2: Character's Actions • Page 38			
	Day 17	Discuss assigned passage • Page 39			
	Day 18	Reading and discussion with instructor • Page 40			
	Day 19	Complete activity • Page 41			
	Day 20	Read and discuss assigned book • Page 42			
Week 5	Day 21	Writing Lesson 3: Reporting What They Have Learned • Page 43			
	Day 22	Learning to write a paragraph • Page 44			
	Day 23	Beginning steps to writing a paragraph • Pages 45-46			
	Day 24	Writing the rest of the sentences • Page 47			
	Day 25	Student Progress Report • Page 48			
Week 6	Day 26	Reading Lesson 3: Descriptions of Character Appearances • Page 49			
	Day 27	Discuss assigned passage • Page 50			
	Day 28	Reading and discussion with instructor • Page 51			
	Day 29	Complete activity • Page 52			
	Day 30	Read and discuss assigned book • Page 53			
Week 7	Day 31	Writing Lesson 4: Using Pronouns and Paragraphing • Page 55			
	Day 32	Writing short sentences • Pages 56-57			
	Day 33	Writing a very short story • Pages 58-59			
	Day 34	Write the story down • Page 60			
	Day 35	Student Progress Report • Page 61			

Date	Day	Assignment	Due Date	✓	Grade
Week 8	Day 36	Reading Lesson 4: Developed Characters • Page 62			
	Day 37	Discuss assigned passage • Page 63			
	Day 38	Reading and discussion with instructor • Page 64			
	Day 39	Complete activity • Page 65			
	Day 40	Read and discuss assigned book • Page 66			
Week 9	Day 41	Writing Lesson 5: Ordering Actions • Page 67			
	Day 42	Writing Sentences • Page 68			
	Day 43	Feelings • Page 69			
	Day 44	Rewriting Sentences • Page 70			
	Day 45	Student Progress Report • Page 71			
First Semester-Second Quarter					
Week 1	Day 46	Reading Lesson 5: Protagonist and Antagonist • Page 72			
	Day 47	Discuss assigned passage • Page 73			
	Day 48	Reading and discussion with instructor • Page 75			
	Day 49	Complete activity • Page 77			
	Day 50	Read and discuss assigned book • Page 78			
Week 2	Day 51	Writing Lesson 6: Grouping and Variety • Page 79			
	Day 52	Grouping Worksheet • Pages 80-81			
	Day 53	Writing sentences • Page 82			
	Day 54	Writing topic sentences • Page 83			
	Day 55	Student Progress Report • Page 84			
Week 3	Day 56	Reading Lesson 6: Cause and Effect • Page 85			
	Day 57	Discuss assigned passage • Page 86			
	Day 58	Reading and discussion with instructor • Page 87			
	Day 59	Complete activity • Page 88			
	Day 60	Read and discuss assigned book • Page 89			
Week 4	Day 61	Writing Lesson 7: Telling a Story • Page 91			
	Day 62	Creating a Story • Page 92			
	Day 63	Writing Out Sentences • Page 93			
	Day 64	Completing the Story • Pages 94-95			
	Day 65	Student Progress Report • Page 96			
Week 5	Day 66	Reading Lesson 7: Foils in a Story • Page 97			
	Day 67	Discuss assigned passage • Page 98			
	Day 68	Reading and discussion with instructor • Page 99			
	Day 69	Complete activity • Page 100			
	Day 70	Read and discuss assigned book • Page 101			
Week 6	Day 71	Writing Lesson 8: Convincing • Page 103			
	Day 72	Selling • Page 104			
	Day 73	Creating ad • Pages 105-106			
	Day 74	Finishing the ad • Page 107			
	Day 75	Student Progress Report • Page 108			



1. Introduce a simple object to your students, like a pen or a pencil. Have your students write this sentence: *It is a pencil.*

2. Ask your students to call out in one word a description of the pencil. Your students may say a word like “yellow” or “long.” Have them write it.

3. Ask your students to say a sentence that contains one of the adjectives (*descriptive words*) descriptive of the pencil. (The teacher may need to explain adjectives.)

You might hear, “It is a yellow pencil” or “It is a long pencil.” Ask them to write the sentence.

4. Ask your students to say the sentence again and include two of the adjectives (*descriptive words*). Your students might say, “It’s a long and yellow pencil.” Have students write their sentence.

Objectives:

- ❶ Write a sentence.
- ❷ Write a sentence with adjectives.
- ❸ Write a sentence separating adjectives with commas.

HINT! Adjectives are descriptive words.

5. Introduce to your students the idea of separating adjectives (descriptive words) with commas. The rule that guides using commas in a series can be explained by showing that the word “and” can be used instead of a comma. If “and” can be used, a comma should go in its place.

Have students say a sentence that has three adjectives. Ask them to write the sentences, using what they have learned about commas.



1. Tell your students that words that name things are called nouns and pronouns. Nouns name the things we are talking about, but pronouns can be used to stand-in for them.

Ask your students to write the day-one sentences so that the pronoun *it* becomes the noun *pencil*. Your students might write *The pencil is yellow*, or *The pencil is long*.

HINT! Nouns name the things we are talking about, but pronouns can be used to stand-in for them.

2. Tell your students that by adding information to their sentence, they can make it interesting. Prompt them to give further descriptions of the pencil by asking questions about it:

“Whose pencil is it?”

“Where is the pencil kept?”

“What is the pencil used for?”

Your students should be encouraged to reply (write) in full sentences. Examples: *It is my parent’s pencil. The pencil is kept in the desk.*

Have students write a sentence with new information for each question:

“Whose pencil is it?”

“Where is the pencil kept?”

“What is the pencil used for?”

3. Ask your students to add this information to the sentences written for day one.

Examples:

Day one sentences:

It is a pencil.

It is a yellow pencil.

It is a long, yellow pencil.

Day two sentences:

My parent’s pencil is yellow.

My parent’s pencil is long.

My parent’s yellow pencil is kept in the desk.



4. Ask your students to combine two adjectives in a new sentence and write it. The new sentence might now read like this:

My parent's pencil is long, yellow, and kept in the desk.



1. Ask your students to use an adjective describing a parent and then add this information to the sentences. When you ask them to call out adjectives about a parent, encourage students to use adjectives like *good looking*, *fun*, *nice*, or even *wonderful*.

2. Have your students add this new description to the sentence and write it. The sentence might now read: *My nice parent's pencil is long and yellow.*



1. Hold up another object. This time it should not belong to you and should not be a pencil. Have your students go through the same procedure in describing this object. Have them write down their new sentence.

2. Have your students to read this sentence to the class.

Remember to fill out the writing skills mastery check-off form in the front of the book, and if necessary, to record spelling words and other problems that you need to address in the future with your students.

Objectives:

- ❶ Use one word to describe the object.
- ❷ Say a sentence that contains an adjective to describe it.
- ❸ Say the sentence again and include two adjectives.



Student Progress Report

This is the best sentence I wrote this week:

I think it is the best because:

I made this mistake this week, and this is what I learned to help me avoid making the mistake again:

This is the sentence showing how I fixed this mistake:

Comments:



Assign book to be read this week. (Note: This may be a favorite book that takes the full week to read or simply one you would like the student to read within an hour.)

Introduce your students to the idea that literature is about characters and their stories. When they read, they are meeting characters, who are normally people but may be animals, and learning about what happens to them. These characters may go on a journey, or they may have a problem that needs to be fixed.

Also talk to students about the Bible. They'll be reading one Bible account every other week. Introduce them to the idea that the Bible is a collection of books. When students go to the library, they will see shelves full of many different books. The Bible is like a library in that it has many different books inside it. Some are histories, some are poetry, some are letters, but even though they are separate books, these books all work together to tell God's message for us.

One big difference between the stories students read and the Bible is that the others are fiction and the Bible is not. Fiction means that the story came from the writer's imagination. Some fiction stories are based on true events, but the writer is still using his or her imagination to tell the story. Nonfiction means the book is telling the reader facts rather than a story — these facts can be about animals or other countries or something that happened in history. Unlike fiction, the Bible is all true and can be trusted completely.

Have students think about some of their favorite stories and discuss them together. Who are the characters in these stories? How would students describe these characters? Remind them they can describe a character's appearance, as well as a character's personal qualities. What happens to these characters during the story? Would the story be the same if the characters were different?

Objectives:

- ❶ Learn about the importance of characters in the biblical accounts.
- ❷ Learn about the Bible's message.
- ❸ Learn the difference between fiction and nonfiction.
- ❹ Read the assigned Bible passage.
- ❺ Discuss the Bible passage.
- ❻ Write sentences with adjectives that describe characters.
- ❼ Read and discuss an assigned book (teacher's choice).

Note: You may choose to use a children's Bible that is easier to understand. If so, you can find the biblical accounts that match the Bible verses listed in this course.



Discuss assigned passage

Read the following passage together: Gen. 3:1–24. Teacher and student may take turns reading the passage aloud.

Step One: Pray for the Lord’s wisdom and inspiration in your reading.

Step Two: Determine the genre of the literature (history, poetry, prophecy, proverbs, letters, parables, etc.).

Step Three: Read each passage, keeping in mind the cultural and historical setting of the text. (This can often be found in the introductory material to a book in the Bible.)

Step Four: Look for the intended meaning.

Step Five: Once the original meaning is understood, seek to find a life application. (Is the message about sin, or salvation, or faith, or hope, etc.?)

Step Six: Seek other passages to help define the meaning (Scripture interprets Scripture).



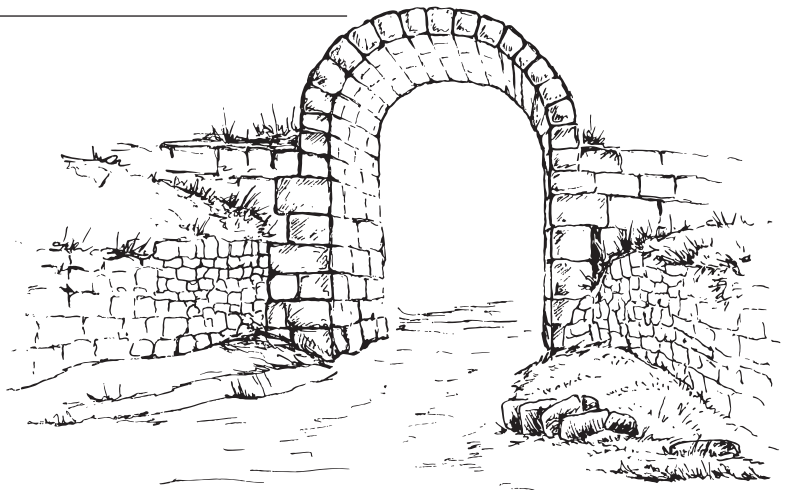
Discuss the Bible passage from the previous day, and have students answer the following questions:

- Who are the characters in the biblical account?

- What adjectives are used in the passage to describe the characters?

- What additional adjectives would you use to describe the characters?

- What happens to these characters during the account?





Complete the following activity

In the previous lesson, students were asked to think of adjectives for the characters in the story of Adam and Eve. What adjectives did the students come up with for each character?

Perhaps they described the serpent as tricky or God as wise. Now have them write a sentence for each character that includes 2 adjectives.

Example: *The crafty serpent is tricky.*

Ask students to explain the adjectives they picked. Why did they choose those words to describe the characters?



Read and discuss assigned book

Remember to keep in mind these five principles when reading the book of your choice this week:

Step One: Analyze the writer's worldview or belief system.

Step Two: Determine the genre of the literature.

Step Three: Read the book, keeping in mind the main setting of the text and the primary roles of each character.

Step Four: Look for the flow of the story in the book.

Step Five: Seek other passages to help better understand the story and its possible meaning.

