

1. START WITH A QUESTION

Do you hate homework? Do you wonder why it was even invented? Can you imagine how great it would be to come home in the afternoon and be able to watch TV, play video games, text with friends, or have a snack without having to think about school?

2. START WITH A STORY

On a dark December night in 1776, as he led a barefoot brigade of ragged revolutionaries across the icy Delaware River, George Washington said, "Shift your fat behind, Henry. But slowly or you'll swamp the darn boat."

3. START WITH A DESCRIPTION

As the fire grew, sparks crackled into the sky, floating up until they cooled and faded into the darkness. The six runaways, weary and worried, huddled silently around the flames, listening to the night and wondering what the morning would bring.

4. START WITH A THOUGHT

"This is it; I'm going to die," I said to myself, as I closed my eyes, put both hands on the steering wheel, and waited for it to happen.

5. START WITH A CONVERSATION

"We're moving."

That's what she told me. I couldn't believe it! I had just made the basketball team and was meeting new friends.

"What?!" I screamed.

7. START WITH A LIST

Darkness. Kids running wild. Crazy costumes. All that candy. And scaring people. Of all the holidays in the year, I love Halloween the most.

6. START WITH FEELINGS

My heart jumped up in my throat as I raised my fist. I was sweating, and my knees felt weak. I was so scared about what might happen next that no one heard my timid tapping at the door. I just stood there, in the cold, waiting: anxious, confused, and embarrassed.

1. END WITH ADVICE

There are many activities you can choose to make your birthday celebration an unforgettable one. But if you're thinking about skydiving, take my advice: stop thinking. In years to come, I'm going back to good old cake and ice cream.

2. END WITH STRONG FEELINGS

As I drove away, I was overwhelmed by my emotions. I was still shaking a little from the collision, and I was angry that my car had been so badly damaged. But I realized I was also thankful. A few feet one way or the other, and I could have been killed. Yet I wasn't hurt at all. As strange as it seemed, I felt like this was the luckiest day of my life.

3. END WITH A CALL TO ACTION

Make a commitment today to get in shape. Turn off the television, put down whatever it is you're reading (unless it's this article), and start living a healthy life right now. You'll be glad you did.

4. END BY TALKING ABOUT THE FUTURE

Last year was definitely the hardest, craziest year of my life. And I loved it! Things are going great now. I never knew the incredible feeling of accomplishing things that in the past seemed impossible, not only at school but throughout my entire life. Every day is another chance to do something great. And now I have the confidence and motivation to conquer anything in front of me. I feel I owe this to many things and to many people, but most of all I owe it to myself. Now I think about the consequences of everything I do and say. This helps me make better decisions, decisions that help me build a better future. The future! For the first time, I'm looking forward to it.

5. END WITH SOMETHING YOU LEARNED

I learned that I shouldn't lie because it gets me into worse trouble. If I'm ever in this situation again, I'm not going to lie. The next time I have a problem, I'm going to tell someone about it and ask for help.

6. END WITH A RECOMMENDATION

Even after all the bad things that happened, it was still a fun evening, and the food was delicious. If you go to surprise!, I can't guarantee that strange things won't happen to you. But I can recommend this restaurant to any family looking for something a bit out of the ordinary.

7. END WITH A QUESTION

Back in April, when they threw out the first ball, no one in the city expected such success. But as this sensational season comes to a close, the one thought on every fan's mind is this: can they do it again next year?

8. END WITH A WISH, A HOPE, OR A DREAM

I hope someday I can be a good parent just like my mom. I don't know how she does it, how she always seems to know what to do when things go wrong, and how she stays so positive all the time. I guess there are a lot of things about parenting I have to learn. So for now, I'll work on being a kid.

Onomatopoeia

Sounds People Make

Achoo
Ahem
Argh
Bawl
Belch
Blab
Blurt
Boohoo
Chat
Chomp
Chortle
Eek
Gargle
Gasp
Giggle
Grunt
Guffaw
Huh
Hum
Humph
Hush
Knock
Moan
Mumble
Munch
Murmur
Mutter
Phew
Snap
Slap
Slurp
Smack
Sniff
Snore
Snort
Ugh
Whisper
Whoa
Yawn
Yikes

Sounds Animals Make

Arf
Baa
Bark
Bow-wow
Buzz
Cackle
Caw
Chatter
Cheep
Chirp
Cluck
Cock-a-doodle-doo
Coo
Cuckoo
Eeyore
Gobble
Growl
Hee-haw
Hiss
Honk
Hoot
Howl
Maa
Meow
Moo
Neigh
Oink
Peep
Prattle
Purr
Quack
Ribbit
Roar
Screech
Snarl
Tweet
Warble
Whimper
Whine
Whinny
Woof

More Onomatopoeia Examples

Bam
Bang
Bash
Beep
Blah
Blare
Bling
Boing
Boink
Boo
Boom
Brrr
Bubble
Buck
Bumble
Bump
Burp
Choo-choo
Chuckle
Clap
Cough
Clang
Clank
Clash
Clatter
Click
Clickety-clack
Clink
Clip clop
Clunk
Crackle
Crash
Creak
Croak
Crunch
Ding dong
Drip
Fizz
Fizzle
Flick
Flip
Flutter
Glug
Groan
Grr
Gurgle
Hiccup
Ha-ha
Ho ho ho

Jangle
Jingle
Ka-boom
Kerplunk
Mmm
Ooze
Ow
Pant
Ping pong
Pitter patter
Plink
Plop
Pluck
Poof
Pop
Pow
Puff
Rattle
Ring
Ruff
Rumble
Rustle
Sizzle
Slash
Slip
Slither
Slop
Smash
Snip
Splash
Splat
Splatter
Splish
Splosh
Sputter
Squawk
Squeak
Squeal
Squelch
Squish
Swoosh
Thud
Thump
Thwack
Tick tock
Tic-toc
Tinkle
Trickle
Tsk
Vroom
Waffle
Wallop
Whack
Wham
Whip
Whir
Whiz
Whoop
Whoosh

Opinion Transitions

Sentence starters for stating your opinion:

- In my opinion
- I think
- I feel
- I believe
- I prefer
- My favorite

Transitions when providing reasons:

- First
- To start
- To begin with
- Second
- Next
- Another reason
- Finally
- Lastly
- Most importantly
- One last reason

Transitions when providing examples/details:

- For example
- For instance
- In particular
- Specifically
- Additionally
- In other words
- In fact
- An example is

Transitions when coming to a conclusion:

- In conclusion
- Finally
- To summarize
- To sum it up
- All in all
- As you can see

Citing Evidence from the text

- According to the text
- The author wrote, "Students who..."
- As the author mentioned in paragraph 3
- One example from the text is

Persuasive Essay Outline

INTRODUCTION

- Hook or **Good Question** move
- Both sides of opinions presented
- State your opinion.
 - In my opinion
 - I believe
 - In my experience

BODY PARAGRAPHS

- Reason #1, -Supporting fact/example 1, 2 ...
- Reason #2, -Supporting fact/example 1, 2 ...
- Reason #3, -Supporting fact/example 1, 2 ...
- **Opposite Side** move and why you disagree

CONCLUSION

- Short summary of issue
- **Call to Action** or **If...Then** move.

Personification Examples

- Lightning danced across the sky.
- The wind howled in the night.
- The car complained as the key was turned.
- Rita heard the last piece of pie calling her name.
- My alarm clock yells at me every morning.
- The avalanche devoured anything standing in its way.
- Traffic slowed to a crawl.
- The door protested as it opened slowly.
- My house is a friend who protects me.
- The moon played hide and seek with the clouds.
- That book was so popular, it flew off the shelves.
- My car's headlights winked at me.
- She is so beautiful the camera loves her.
- The stairs groaned as we walked on them.
- Winter's icy grip caused people to shudder.
- Our vacuum hums a happy tune while it cleans.
- You need to cross over at the mouth of the river.
- Time flies and waits for no one.
- My flowers were begging for water.
- The ivy wove its fingers around the fence.
- The thunder was grumbling like it was angry.
- Hail pounded the houses and streets.
- The cactus saluted those who drove past.
- The wildfire ran through the forest at an amazing speed.

Personification in Advertising

- Oreo: Milk's favorite cookie - Oreo
- Nothing hugs like Huggies - Huggies diapers
- Goldfish: The snack that smiles back - Goldfish snack crackers
- Kleenex says bless you - Kleenex facial tissues
- The car that cares - Kia

Examples of Long and Short Sentences

Last Holiday Concert by Andrew Clements

Usually his mom had to pull Hart out of bed at the last second so he could throw on some clothes, drag a comb through his hair, grab a piece of toast and swallow of juice, and then sprint to catch the school bus. And as he hurried through the kitchen Sarah always said something like, "It's so stupid to be late!"

Not today. Hart was starting a second bowl of cereal when his parents had come into the kitchen a little before seven.

P. 9

The principal was smart, too. Because Hart understood why the man had told him to wait in the office until the period was over. Mr. Richards didn't think it would be a good idea for Hart and Mr. Meinert to be in the same room again, at least not right away.

And Hart agreed. Completely. p. 27

Hart hadn't budged from his chair. His desk was like his lifeboat, a safe place to watch from. Only four other kids besides Hart were still sitting at their desks. Two of them had begun doing homework, and the other two kids – Colleen and Ross – were arguing. Colleen Hester was almost yelling at Ross Eastman, and he was shaking his head and making a face back at her. Hart didn't care much for either of them, especially Colleen. Too bossy. As Hart watched, Colleen and Ross stood up and walked down front to Mr. Meinert's desk. Pg. 54

Repeaters

Last Holiday Concert by Andrew Clements

“You see, no one’s coming to that concert to see me. I’m just the music teacher. Everyone is coming to see *you*, to listen to you. To watch the wonderful program. So *that’s* when things will start to get fun. Because from this moment on, the holiday concert is all up to you. To *you*. Not me. It not my concert. It’s *your* concert.” Pg. 49

And whenever Mr. Meinert glanced up, there was Hart in the thick of it all, walking from cluster to cluster with his clipboard, making notes, making jokes, making friends, pulling the whole chorus together. p.78

Hart smiled and nodded as Jim Barker explained his exciting plan to rearrange the whole auditorium...Hart smiled and nodded as Lisa Morton explained how she wanted to fly around the stage on wires like Peter Pan...Hart smiled and nodded as Olivia Lambert and Shannon Roda described their dance routine...And Captain Hart Evans smiled and nodded and took careful notes in his ship’s log...p.90, 91

He was the one convincing the PE teacher to double up their classes and stay out of the old gym for a few days. He was the one convincing teachers with lunch duty to take the kids to the playground instead of the old gym on these blustery December days. He was the one assuring the principal that he hadn’t lost his mind and that he wasn’t trying to give the school a black eye by letting sixth graders run their own concert. He was the one showing up at school early, and working with the soloists late almost every evening. He was the one making sure the doors of the old gym were open...144

Book of Shadows

So Olive flopped around the house. She flopped on couches, she flopped in easy chairs, she flopped on the porch swing, and she flopped on empty beds. She thought and thought and thought until she could feel the neurons in her brain sizzling out like Fourth of July sparklers. But nothing new came to her. If she was trying to put a puzzle together, Olive realized, she was still missing most of the pieces. Pg 79

Thought Bubbles

Last Holiday Concert by Andrew Clements

Then he thought, *Except what about the second day? Staying late two days in a row is gonna look fishy. Mom'll want all the details. And what about Sarah being alone for half an hour both days? Mom won't like that.*

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Hart knew that if he got caught telling anything less than the whole truth, that would mean big trouble. He reached for the sausage-and-mushroom pizza, and he thought, *So maybe I should just tell what happened and take my chances.*

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Zoom In

The strategy of 'zooming in' goes by many names: 'exploding a moment' 'magnifying a moment', 'hotspot' 'snapshot', 'adding detail' or 'slowing the action.' What ever the name, the idea is the same. The author writes in a way that expands a significant part of the story with the intention of drawing the reader's attention to the words and the events.

In introducing this strategy to students, it is important to use authentic examples from children's literature, your own writing, and writing by students. Such examples will prove powerful in illustrating how this strategy takes the reader closer to the subject and the action of the piece. It is also important to provide opportunities for students to learn in different modes — by drawing, talking to peers, moving their bodies, etc .to better appreciate the concept of zooming in.

When sharing passages where the author has clearly zoomed in ask the students to visualize what the characters are doing and then discuss with their writing partners what they are visualizing. Ask them to think beyond any illustrations that may accompany the relevant text. Encourage students to discuss in groups their visual observations. Following this, ask students to share what their group saw in their minds while reading the passages.

You might ask questions about how much action could be seen from the beginning of the passage to the point where the passage ends.

Repeat this with other passages, reinforcing what the students are describing. Hopefully they will notice that the authors keep moving closer and closer to what is being described.

Have students divide a blank piece of paper into three sections.

Display an illustration from a familiar book and ask students write a description in the first section. Then cover half of the illustration, and the students write a description of what they see. Finally, covers all but one small aspect of the illustration, ask students write their descriptions.

Share student descriptions —with a partner, in small groups, whole class etc.

Ask students to go to a story in their writer's notebooks and find a place where they now believe they can 'zoom in.' It might prove useful to have students talk to a partner about where they might "zoom in" before they start writing. After the students have tried the strategy, ask some of them to read their revised work. Then have the class discuss how the writer "zoomed in" on the action.

Key Features Of Zooming In

- Focuses on a brief, yet important moment in the text
- Enlarges images in the same way a camera lens works. The scene becomes crisper!
- Provides a specific use of the strategy, 'Show, Don't Tell'
- Involves the use of precise words, the senses, characters feelings/emotions
- Builds the tension in the story.

