

Just Write



Book
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Teacher's Guide

Page 12. After completing Exercise 1, divide the class in half. Have one half write down three sentence fragments containing only subjects while the other half writes three fragments containing only predicates. Then have them switch papers and ask each student to turn the fragments into complete sentences.

Working With Describing Words

Page 15. Before beginning this page, spend some time talking about describing words. Select a familiar book and read two or three paragraphs aloud to demonstrate how the author uses good describing words to enhance his sentences. Bill Peet's books use wonderful and appealing language, and there is plenty of descriptive writing in Roald Dahl's *James and Giant Peach* (Penguin USA). Explain how describing words liven up a sentence and enrich an idea so it is more realistic. When your students have a good grasp of adjectives and what they do, they are ready to tackle page 15.

Page 18. In class ask your students to think of all the different ways one could describe how someone walks, how a bird flies, how a baby eats, etc. It might help to try acting. For example, students could work in groups. In each group, one student could think of an adverb that describes how a very young child walks, then act it out for his or her group while another student makes a list of the appropriate adverbs that describe what the actor is doing. Another group could be working on something else, perhaps how an elderly person crosses the street, while the designated writer makes a list of appropriate adverbs. At the end, each group could read their list of adverbs.

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of downloadable
sample.



Another way to make students more aware of describing words is to have them make a list of describing words they hear as you read a story aloud. They could start by listing the adjectives, then list the adverbs during a second read. Alternatively, you could write a paragraph containing many adjectives and adverbs and photocopy the paragraph for each student. The students could go through and circle the describing words, focusing on adjectives the first time through and adverbs the second.

Page 21. After completing this exercise, ask for a few volunteers to read their sentences aloud. Ask the other students to listen for the details that have been incorporated into each sentence. You could assign one person to listen for the *where* details, another to listen for the *when*, and another the *why* details. The specific listeners could list their details on the board for the class to see. When the reader is finished, go through the lists on the board. Allow time for questions and discussion.

Combining Your Sentences

Page 24. Explain and demonstrate how lots of short sentences together sound choppy, abrupt, and are difficult to listen to. Combining sentences is a way to have a more



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