

# Extreme Makeover Writing Edition



Mini Lessons and Revision Practice  
to Aid Young Authors



## ELA Core Plans

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# Extreme Makeover Writing Edition

**Mini Lessons and Revision Practice  
to Aid Young Authors**

By Tammy D. Sutherland and Shannon B. Temple

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ELA Core Plans

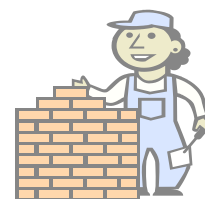
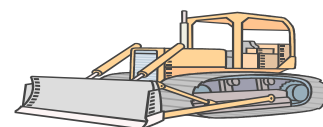
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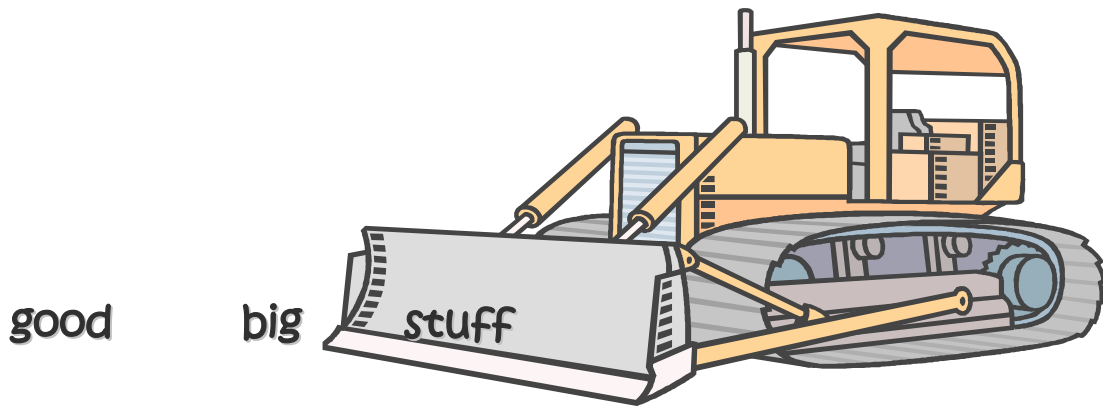
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# Step 1

## Bulldoze Poor Word Choice



This section of the book provides you with mini lessons to teach your students how to effectively use figurative language, strong verbs, and a thesaurus. In addition, there is a mini lesson on how to avoid repeating the same words when writing.

At the end of this section, there is an essay for your students to revise for word choice. You can divide them into “design teams” and allow them to tackle this writing project together. Afterwards, you can allow each team to show the class how they bulldozed poor word choice and rebuilt the essay with a much stronger vocabulary structure.

# Extreme Makeover

## Step 1: Bulldoze Poor Word Choice

### Mini Lesson

#### ❖ Use unique figurative language!

#### Don't use clichés!

Clichés are expressions that are so often used that the freshness has diminished. The following similes and metaphors are clichés! Write another simile or metaphor by creating your own original comparison.

Example: Her face looks old as dirt.

Her face looks like an accordion.

1. It is cold as ice.  
It is cold (as/like) \_\_\_\_\_
2. It is hot as fire.  
It is hot (as/like) \_\_\_\_\_
3. He ran as fast as a speeding bullet.  
He ran as fast (as/like) \_\_\_\_\_
4. My brother and I fight like cats and dogs.  
My brother and I fight like \_\_\_\_\_
5. She is a scaredy-cat.  
She is \_\_\_\_\_
6. Her room is a pig sty!  
Her room is a \_\_\_\_\_
7. The cake was a piece of heaven!  
The cake was \_\_\_\_\_
8. Life is a bowl of cherries.  
Life is \_\_\_\_\_
9. That math problem was a piece of cake.  
That math problem was \_\_\_\_\_

# Extreme Makeover

## Step 1: Bulldoze Poor Word Choice

### Mini Lesson on Using Figurative Language

❖ Replace uninteresting descriptions with striking figurative language!

The following sentences are dull. Rewrite them using an original simile, metaphor, or personification that will allow the reader to visualize the action or situation. The first one has been done for you.

1. The snow piled on top of the rooftops and cars. (Use a metaphor.)

The snow was a giant, suffocating rooftops and cars.

2. The sound was loud and shrill. (Use a simile.)

---

3. The ocean waves crashed onto the shore. (Use personification.)

---

4. I snuggled down into my sleeping bag. (You choose the figurative language.)

---

5. The dog's bark was very loud. (Use a simile.)

---

6. The lightning flashed across the sky. (Use personification.)

---

# **Extreme Makeover**

## **Step 1: Bulldoze Poor Word Choice**

### **Mini lesson**

#### **❖ Don't overdo it with figurative language!**

Yes, figurative language can brighten up your writing, but too much of it can spoil any essay or story.

**Read the following essay. Underline all of the figurative language.**

My camping trip was as awesome as a roller coaster ride! I felt as free as a bird with my family and friends. We were all like kids at a fun park everyday. We slithered like snakes in the grass playing quiet games. We roasted marshmallows, made smores, and told seriously scary ghost stories. My two friends were like babies at night with their fear of the dark.

One morning, I laughed like a hyena when my brother fell into the lake. He scurried out wet as a dog. We howled at him like wolves howling at the moon. What a great camping trip!

**How many examples of figurative language did you find? \_\_\_\_\_**

**Why is it not effective?**

**Reread the paragraph. Mark out the sentences or phrases that need to be eliminated. You may want to change some of the sentences.**

# Extreme Makeover

## Step 1: Bulldoze Poor Word Choice

### Mini lesson

#### ❖ How do I use a thesaurus?

First of all, know that you do not always need a thesaurus. Many times, the word that you need is right inside your head!

The thesaurus is a wonderful tool, but we must be careful when using one.

#### When do I use a thesaurus?

- Use a thesaurus when you want a better word for the one you are coming up with in your head.

#### How do I choose the right word from a thesaurus?

- Never choose a word when you do not know its meaning! If you think it might work, look it up in the dictionary before using it.
- Make sure it fits in your sentence and makes your writing more direct and/or descriptive.

**What do you do when you need to look up the past tense of a verb, like *ran*? The word *ran* is not in the thesaurus.**

- You look up the present tense of the verb, *run*.

**What do you do when the word that you want to look up is not in the thesaurus?**

- You think of another word that means the same thing, and then look up that word. For example, say you want another word for "stingy". You look up "stingy" in the thesaurus, but it's not in there. So, you think to yourself and come up with the word "greedy". When you look that word up, you find the following words: *ungenerous, avaricious, tightfisted, grasping, hungry, avid, rapacious*.



# Extreme Makeover

## Step 1: Bulldoze Poor Word Choice

### ❖ Thesaurus Practice

Read the following sentences. Then, choose a word from the choices taken from the thesaurus that best fits the sentence.

1. My grandmother is special to me because she always takes time to play with me.

Thesaurus choices

- a. different
- b. rare
- c. extraordinary
- d. peculiar

2. Would you mind watching my purse while I go to the restroom?

Thesaurus choices

- a. gazing at
- b. observing
- c. guarding
- d. examining

3. The bully across the room stared at me, and I shook in fear.

Thesaurus choices

- a. gaped
- b. looked
- c. glared
- d. peered

4. He ran through the alley with the ferocious dog chasing him.

Thesaurus choices

- a. scooted
- b. roamed
- c. wandered
- d. raced

On the blanks, write the word that you would look up in the thesaurus to replace the underlined word. Then, use a thesaurus to replace the word with a more effective one.

1. He ran down the street. \_\_\_\_\_

2. The bird flew to its nest. \_\_\_\_\_

3. Last night, she ate spaghetti. \_\_\_\_\_

# Extreme Makeover

## Step 1: Bulldoze poor word choice

### Mini lesson

❖ Replace weak verbs with strong verbs!

Read the following paragraph. Notice the verbs that are bolded.

My sixth grade teacher **was** absolutely hideous. Every day, she **walked** in our classroom and caused us to wonder. She **wore** the tackiest arrangement of clothing, and her breath **smelled** of Vidalia onions and sour milk! Little strands of red hair **stuck** out of her beehive hair-do. Worst of all, she **said** the words "groovy" and "far out," but the word she **said** the most was "peace".

The bolded verbs in the above paragraph are not strong. Read the paragraph below to see what strong verbs can do for your writing.

My sixth grade teacher **defined** the meaning of hideous! Every day, she **wandered** in our classroom and caused us to wonder. She always **boasted** the tackiest arrangement of clothing, and her breath **reeked** of Vidalia onions and sour milk! Little strands of red hair **frizzed** out of her beehive hair-do. Worst of all, she **exhausted** the words "groovy" and "far out," but the word she **repeated** the most was "peace".

Let's look at what some of these stronger verbs do for the reader.

- **Wandered** - This verb helps the reader to picture the teacher as "spacey" and "out there", which helps us to "see" her and know what type of person she is.
- **Boasted** - This verb tells us that this teacher not only wore tacky clothes; she was proud of them!
- **Reeked** - This verb has a much stronger, negative connotation than *smelled*. By saying she *reeked*, we know it was extremely bad.
- **Frizzed** - This verb gives a better mental picture than "stuck out". If hair frizzes, it's a mess. It allows us to better see the type of hair she had.
- **Exhausted** - Instead of using the verb *said*, this word lets us know that she really overused these words.

# Extreme Makeover

## Step 1: Bulldoze poor word choice

### Mini Lesson

It's important not to repeat the same words when you are writing. Look at the following sentences. How many different words can you use for the word *walk*?

1. He \_\_\_\_\_ through the leaves.
2. He \_\_\_\_\_ to the sound of the music.
3. He \_\_\_\_\_ downstairs to get a peek at Santa.
4. He \_\_\_\_\_ in the room, hoping not to wake up his brother.
5. He \_\_\_\_\_ proudly up to the front to receive his trophy.

Read the following paragraph. What words could you use to replace the verb *walked* here?

*The teacher walked Ben to the office and made him sit down on the "I'm in trouble" bench. Shortly afterward, Mr. Picklesimer, the principal, called Ben's name, and Ben reluctantly walked in and sank down in his usual chair. "Son, I am tired of dealing with your bad behavior!" Mr. Pickleseimer declared. After what seemed like hours of nothing but lecturing, Ben walked back to class. Once again, Mr. Pickleseimer had let him off the hook.*

Sometimes, it is a little harder. Read the following excerpt from a story. The word *swamp* is repeated too many times. Then, read the bolded paragraph beneath it to see how you could avoid repeating the word *swamp*. *He heard something like feet being pulled from the muck that you find in the swamp. He shivered as he noticed lights drifting around the swamp. He didn't like to think about the swamp.*

*He heard something like feet being pulled from the muck that you find in the swamp. He shivered as he noticed lights drifting around the filthy bog. He didn't like to think about the encumbering mud.*

Now you try. Read the following excerpt from a story, and rewrite it on the back of this page. Replace the repeated word *dog* with something else.

The dog was chasing me through the yard. I knew the dog was gaining on me fast. "How am I going to get away from this dog?" I thought.



# Extreme Makeover

## Essay Edition

### Revise for Word Choice

My Design Team:

Our tools: figurative language, thesaurus, strong verbs

Our task: to improve word choice in an essay

Our time limit: \_\_\_\_\_ minutes

Complete the following chart once you are finished with your revisions.

Original word or phrase	Revised word or phrase

## **Revise for Word Choice**

Work together with your design team to revise the following story for word choice. You may use a thesaurus.

**“Oh my gosh, Mama. Help me!” This day happened when I was seven years of age.**

**It all started when I was outside. When I was little, I had a Power Wheels four-wheeler, and I was riding through my yard when I saw a big log. I ran my four-wheeler right into it. Then these little ants started biting me.**

**Suddenly, I ran inside to get my mama. I was in a frantic shock and so was my mama. I could see that the ants were all over me when I was inside. I was hitting my neck, jumping up and down, and screaming as loud as I could.**

**Thirty seconds later, I was in the tub. My mama soaked me in Clorox that day. The tub was full of little ants. After that, I got to watch TV all day.**

**That’s one day I’m never going to forget. I’ve never been so upset before in my life.**

## Revise for Word Choice

Work together with your design team to revise the following story for word choice. You may use a thesaurus.

I bet there isn't a kid alive who has never thought about what it would be like to be invisible. If I could become invisible whenever I wanted, there are several cool things that I would like to do.

First of all, I would play some practical jokes on people. It would be so funny to do something funny like take away my brother's stuff right before his eyes. He would think he was losing his mind. My dad would be a good target too. I could move his briefcase and make it look like it was floating in the air. I can see his face now.

Of course, I would also use this power to get out of trouble. Whenever my mom called my entire name like, "Steven Henry Cooper, get down here!" I would know to disappear. She wouldn't be able to find me to punish me. At school, whenever I wanted to get out of doing something, I could just disappear. It would be so fun!

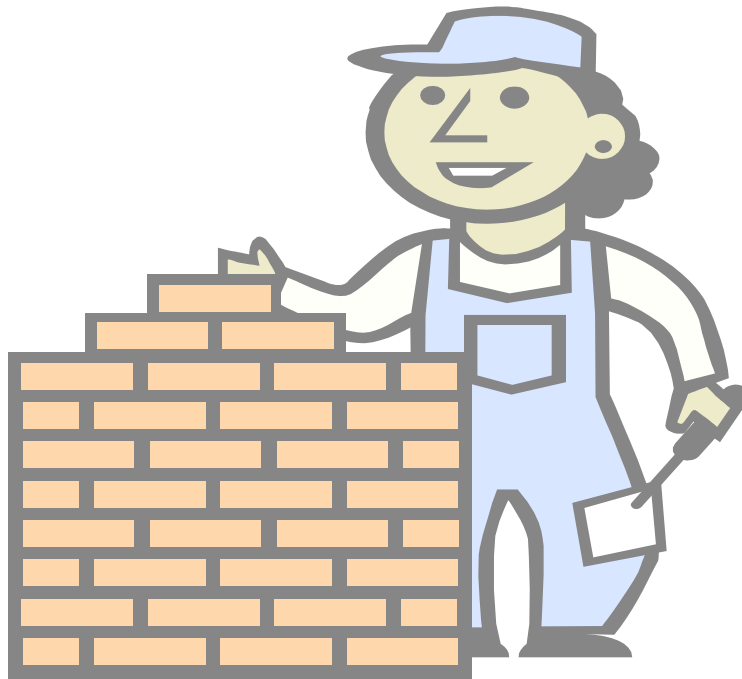
There is one more thing that being invisible could help out with. Whenever I got embarrassed, I could just disappear. You know how sometimes when you do something stupid or say the wrong thing you want to crawl in a hole? Well if you had the power to be invisible, you could just go away.

Yep, being invisible would be really cool. Maybe one day someone will

invent a magic potion that can really make you invisible!

# Step 2

## Lay the Foundation With a Notable Grabber and Ending



This section of the book provides you with mini lessons to teach different “grabbers” for an introduction. Add these to your students’ writing toolboxes by using the practice activities that are provided. In addition, this section also provides a formula for writing effective expository and narrative endings.

At the end of this section, there is an essay for your students to revise its grabber and ending. You can divide them into “design teams” and allow them to tackle this writing project together.

# **Extreme Makeover**

## **Step 2: Lay the Foundation**

### **With a Notable Grabber and Ending**

## **Notable Grabber**

- ❖ The beginning of your essay or story should always grab the reader's attention and cause him/her to want to read more.

## **A Few Types of Grabbers**

- ❖ **The Imagine Statement** - With this grabber, the writer asks the reader to picture or imagine a scene or scenario that will be addressed later in the story or paper.
- ❖ **The Dialogue Grabber** - With this grabber, the writer opens with dialogue. You must use quotation marks if you choose to begin with dialogue.
- ❖ **The Riddle Grabber** - With this grabber, the writer opens with a riddle that the reader can solve by reading further.
- ❖ **The Famous or Well-known Quote Grabber** - With this grabber, the writer opens with a well-known quote. This can even be a line from a popular movie or song.
- ❖ **The Imagery Grabber** - With this grabber, the writer paints a picture with words by describing in detail a scene or setting.



**Extreme Makeover**  
**Step 2: Lay the Foundation**  
**With a Notable Grabber and Ending**

## **Learning to Write Grabbers**

### **The Imagine Statement**

Name\_\_\_\_\_

Date\_\_\_\_\_

One way that you can begin your story or essay is with an "imagine" statement. With this grabber, you ask your reader to picture or imagine a scene or scenario that you will address in the story or paper.

### **Examples**

**Prompt:** If you could change one thing about your school, what would it be?

**Grabber:** Imagine a classroom full of eager students who are ready to learn and quiet as mice. This could happen if we were only allowed to have free time.

**Prompt:** Write about what you think the world will be like in 100 years.

**Grabber:** Imagine having a micro chip that looks like an earring but is actually a cell phone. This is one of the many advances in technology that I believe will be a reality one-hundred years from now.

### **Practice**

Read the following prompts and practice writing "imagine" statement grabbers for each one.

**Prompt:** Why is it so important to follow school rules?

**Grabber:**

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---

**Prompt:** If you were a professional athlete, which sport would you play and why?

**Grabber:**

---

---

**Extreme Makeover**  
**Step 2: Lay the Foundation**  
**With a Notable Grabber and Ending**  
**Learning to Write Grabbers**

***Practice the Imagine Statement***

**Name**\_\_\_\_\_

**Date**\_\_\_\_\_

**Directions:** For each of the following prompts, write an *imagine statement* to grab the reader's attention.

1. Insects are almost everywhere around us. What kind of insect do you think is the most interesting? Write a paper telling about the insect that you think is the most interesting.

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2. Everyone has an idea of what they would like to do when they "grow up". Think about the career you would like to have when you finish school. Write a paper explaining what career you would like to have one day.

---

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---

3. Everyone has things that really bug them. Think about something that gets on your nerves. Write a paper telling about this annoying thing.

---

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**Extreme Makeover**  
**Step 2: Lay the Foundation**  
**With a Notable Grabber and Ending**

**Learning to Write Grabbers**

**The Dialogue Grabber**

Name\_\_\_\_\_ Date\_\_\_\_\_

One way to grab your reader's attention is to open with dialogue. You must use quotation marks if you choose to use this type of grabber. Look at the following prompts and dialogue grabbers that go with them.

**Prompt:** Write about a traumatic event that has happened in your life.

**Dialogue Grabber:** "Get out of the house, now!" Dad screamed as the blazing fire rushed toward us.

**Prompt:** If you could change one thing about yourself, what would it be and why?

**Dialogue Grabber:** "What's that on your ear?" I get this question all of the time. I have a bump about the size of a pencil eraser on the top of my left ear lobe. If there was any way that I could change something about myself, that would be it!

**Prompt:** What could a grocery store do to make shopping more fun for children?

**Dialogue Grabber:** "Put that back!" "No, you can't have that!" "Clean up on aisle four!" We've all heard these comments in the grocery store. There just isn't much for little kids to do in there other than beg for food and knock things over. I know of three things that grocery stores can provide to make shopping more fun for children and their parents.

Now, try your own dialogue grabber. Choose one of the following prompts, and on the back of this page, write a grabber using dialogue.

- Describe a good babysitter.
- If you were turned into a teacher for one day, what would you do?
- Write about one of the worst days of your life.

**Extreme Makeover**  
**Step 2: Lay the Foundation**  
**With a Notable Grabber and Ending**

**Learning to Write Grabbers**

**The Riddle**

Name \_\_\_\_\_ Date \_\_\_\_\_

The riddle grabber is a fun way to begin a story or essay. With this grabber, the writer opens with a riddle that the reader can solve by reading further. You can either give the answer right away or save it for later.

**Examples**

**Prompt:** Your school day is seven hours long, yet your teacher may require homework. Does homework help you learn better?

**Grabber:** What steals your joy, time, and energy? Homework! Homework does not help me learn better. It only drains me.

**Prompt:** Write about a time you were influenced by peer pressure.

**Grabber:** What can sneak up on you, influence you greatly, and get you into a lot of trouble? Peer pressure! I will never forget the time I was influenced by my peers to do something I never should have done.

**Practice**

**Prompt:** If you could invent a new candy bar, what would it be?

**Grabber:**

---

---

**Prompt:** Tell about a time when you forgot to do something very important.

---

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**Extreme Makeover**  
**Step 2: Lay the Foundation**  
**With a Notable Grabber and Ending**

**Learning to Write Grabbers**

***Practice the Riddle Grabber***

Name \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** For each of the following prompts, write a riddle to grab the reader's attention.

**1. You have been asked to plan an after-school program for your school. Thinking about activities that students might enjoy, write about this after-school program.**

---

---

**2. Think back to a happy moment that you will never forget. Write about what happened and why you will always remember it.**

---

---

**3. Do you think year-round school is a good or bad idea? Explain.**

---

---

**4. What is your favorite television show? Why?**

---

---

# Extreme Makeover

## Step 2: Lay the Foundation With a Notable Grabber and Ending

### Learning to Write Grabbers

#### The Famous Quote Grabber

Name\_\_\_\_\_ Date\_\_\_\_\_

The famous quote grabber is an interesting way to begin a story or essay. With this grabber, the writer opens with a well-known or not so well-known famous quote. It can even be the line of a song.

#### Examples

**Prompt:** Why should students have free time at school?

**Grabber:** "All work and no play makes Jack a dull boy." We have all heard this famous saying, and it makes a lot of sense. Without free time during school, students become very dull.

**Prompt:** Pretend you are the last surviving member of the human race. What do you do?

**Grabber:** "I will survive. Oh, as long as I know how to love, I know I'll stay alive." These famous lyrics would describe me if I were the last surviving member of the human race.

**Prompt:** Would you eat a bowl of live roaches for \$50,000? Explain why or why not.

**Grabber:** "To be or not to be? That is the question." For me, it would not be possible to eat live roaches for any amount of money!

#### Practice

**Prompt:** You just found out that the world will end in three days. How would you spend the remainder of your time on earth?

**Grabber:**

---

---

**Extreme Makeover**  
**Step 2: Lay the Foundation**  
**With a Notable Grabber and Ending**

**Learning to Write Grabbers**

**The Imagery Grabber**

Name \_\_\_\_\_

Date \_\_\_\_\_

The imagery grabber allows the writer to paint a picture of a scene or situation. With this grabber, the writer opens by describing a place while pertaining to the five senses. This type of grabber should make the reader feel as if he/she is there, seeing, hearing, smelling, and maybe even tasting or feeling the setting.

**Examples**

**Prompt:** Write a story about a food fight that breaks out one day at your school.

**Grabber:** The smell of grease fills the room. Teachers stand like sentries around the walls daring any student to step out of line. I am stirring the white clod of potatoes on my tray when it happens. Green peas become bullets shooting across the lunch tables; an empty corn cob sails through the air and hits a teacher in the back of the head. "Food fight!" someone wails.

**Prompt:** Write about the best family vacation ever.

**Grabber:** I love dreaming about the vacation we took to the beach last year. I can still see myself standing on the beach at night, the sting of cool, salty air on my face, the feel of the wet sand squishing through my toes, and the soothing sound of the waves crashing on shore.

**Practice:** Describe your bedroom.

**Grabber:**

---

---

---

**Extreme Makeover**  
**Step 2: Lay the Foundation**  
**With a Notable Grabber and Ending**  
**Mini Lesson on Writing Notable Narrative Endings**

**Endings you should never, ever write**

- ❖ The end.
- ❖ I hope you liked my paper.
- ❖ To be continued...
- ❖ What happens, we'll never know...

**Narrative Endings**

**Two types of Narrative Endings (Not the only two! 😊)**

**The "Shockaroo" Ending**

**This type of ending leaves the reader with an unexpected twist. It makes the reader say, "I didn't see that one coming!"**

**Example:**

*"What is happeni-?" She never got to finish her sentence for the monster spit out some green mold. Suddenly, before her eyes, the monster transformed into a small brown and white dog. Ruff somberly trotted home to his shabby dog house.*

**In this ending, the monster turned out to be the boy's dog. This shocks the reader because in the story, the monster is a mystery.**

**The "I'll Never Forget" Ending**

**This type of ending states the theme or lesson to be learned from the story and begins with the phrase, "I'll never forget...."**

*I'll never forget the time I got lost in the mall. One thing is for sure, when my mom tells me to stay right here, I will not walk off when I hear those magic words, "blue light special".*



Extreme Makeover  
Step 2: Lay the Foundation  
With a Notable Grabber and Ending  
Mini Lesson on Writing Notable Expository Endings

**Endings you should never, ever write**

- ❖ The end.
- ❖ I hope you liked my paper.
- ❖ To be continued...
- ❖ What happens, we'll never know...

**Steps to Writing Expository Endings**

**Step 1: Begin with an "As you can see" statement.**

*As you can see, students should not wear uniforms to school.*

**Step 2: Try restating your main points in a humorous or different tone from the rest of your paper. Do not write them in the same way as you did in the body of your paper.**

*We don't want to look like cookie-cutter students. We definitely don't want to open our closets and see a bland sea of navy blue and khaki, and we absolutely don't deserve this nightmarish punishment!*

**Step 3: End with a call to action, a question, or a final statement.**

*We all need to come together, and make sure our school remains uniform free.*



# Extreme Makeover

## Essay Edition

### Revise a Grabber and an Ending

My Design Team:

Our tools: notable grabber, excellent ending

Our task: to improve the organization of the essay by writing an introduction that grabs the reader's attention and an ending that leaves the reader thinking

Other things to inspect: Word choice

Our time limit: \_\_\_\_\_ minutes

## **Revise the Grabber and Ending Word Choice**

Work together with your design team to revise the grabber and ending for the following essay. Don't forget to take a look at the word choice too. See if you can replace dull or boring words.

**Do you think smoking is good? I do not. I think that smoking should not be permitted in public places because it's bad for everyone, even the ones not smoking. It smells horrible, and I think it is rude.**

**First of all, it's bad for everyone. It is not a secret that smoke causes lung cancer. Research shows that second hand smoke is just as harmful as smoking. It's one thing for smokers to ruin their health, but why let them ruin yours? Not to mention, small children are exposed to this hazard. Smoke can really damage their lungs.**

**Also, smoking smells terrible. If you just walk in somewhere that people have been smoking and walk back out, you will reek with the awful smell. It clings to your clothes and your hair. If smoking were not allowed in public, we wouldn't have to worry about smelling like a smoke stack if we happen to go into a convenient store or restaurant.**

**As you can see, smoking is bad and should be stopped. I hope you liked my essay.**

## **Revise the Grabber and Ending Word Choice**

Work together with your design team to revise the grabber and ending for the following essay. Don't forget to take a look at the word choice too. See if you can replace dull or boring words.

**If I could be anything for a day, I would be a bird.**

**First of all, I would fly to other countries. As I go to all of these countries, I would even learn their language. What would be cool is all of the new things I would see: art, buildings, even statues!**

**Next, I would fly to New York. I would stop by and sit on the Statue of Liberty. I'd look for the tallest sky scrapers around. Then I would go to the White House in Washington, DC and whistle the president a song of my own.**

**Last, I would fly over the ocean. I would catch the fish jumping in and out of the crystal clear water. What a sight it would be! On the way home, I would probably see huge boats and submarines.**

**As you can see, being a bird for a day would be great! I hope you like my paper about being a bird!**

# Step 3

## Build the Walls With Supporting Details and Elaboration



This section of the book includes mini lessons on adding suspense, details, and dialogue.

At the end of this section, there is an essay for your students to revise for details and elaboration. You can divide them into “design teams” and allow them to tackle this writing project together.

**Extreme Makeover**  
**Step 3: Build the Walls**  
**Supporting Details and Elaboration**

- ❖ **What good is an essay if there aren't enough details? An essay should hold the reader's attention and elaborate on topic sentences.**

**What can I do to hold the reader's attention in a narrative piece of writing?**

- Insert dialogue.
- Add suspense.
- Know when to accelerate and when to slow down the action.

**What can I do to hold the reader's attention in an expository, descriptive, or persuasive essay?**

- Insert figurative language.
- Add examples.
- Take out the boring parts.
- Know when to elaborate.

# Extreme Makeover

## Step 3: Build the Walls

### Supporting Details and Elaboration

#### Mini Lesson on Suspense for a Narrative

Have your students get out a clean sheet of paper, and walk them through this awesome suspense building paragraph. It will teach them first-hand how to create suspense in a story!

**Have students write the following introductory sentences:**

*Jim was walking down the long, deserted dirt road on Halloween night. He thought he heard something behind him.*

**Now, have your students continue this story by prompting them with the following questions/directions. You can also model your own on the overhead as they write. However, if you do this, tell them not to copy yours but to come up with their own.**

- a) What did this disturbing noise that Jim heard sound like?
- b) What was Jim thinking? Write down a question that was going through his mind.
- c) What did Jim suddenly smell that would be out of the ordinary for the dirt road?
- d) What memory did this scent remind him of?
- e) Have Jim say something either to himself or call out to whoever may be listening.
- f) Use foreshadowing by saying something about the weather, the sky, or his surroundings.
- g) Raise another question in Jim's mind.
- h) Have Jim do something; take action.
- i) Put an obstacle in his path; Have something get in his way.
- j) Let Jim hear something else.
- k) Finally, let him discover what it is.

**Extreme Makeover**  
**Step 3: Build the Walls**  
**Supporting Details and Elaboration**  
**Mini Lesson on adding suspense and details for a Narrative**

Show the following student-written story to your class. Walk through it explaining the comments in the boxes. They tell the reader when to slow down and add suspense or more details.

Imagine being in an old abandoned house. Imagine that house being haunted by a spiteful, repulsive phantom. Now imagine being trapped inside such a house. For three boys, this nightmare came true one Halloween night.

It all started when the three boys were sitting at home on Halloween night. "What are we going to do?" Michael asked with excitement.

"Same thing we do every Halloween. Nothing," whined Ernest.

"I know what we can do, but you boys are probably too chicken to do it," said Butch. "We can go down to the old Miller house at the end of my road. You know they say that house is haunted. I say we spend the night there. I ain't scared!"

**Why do they say the house is haunted? Add suspense here by telling what they say about it.**



"Well, I'm in for anything," said Michael. So at 9:45 on that cold October night, the three boys gathered flashlights, blankets, and some snacks and headed down the dirt road that led to the Miller house.

**Add suspense here. Did they hear things on their way? Let something scary happen on their way to the house. 😊**

As soon as they arrived at the house, they could sense an eerie presence. Ernest felt the hairs stand up on the back of his neck. He looked at the house and stuttered, "I..I..I don't think this is su..such a good idea!" However, the boys reluctantly crept inside. After setting up their sleeping bags, they went to investigate the rest of the house. They had just climbed the third floor steps when they heard what sounded like chains being dragged across the floor.

**Wait a minute. What did the house look like? Describe it. I want to see it in my mind when I read it. Also, what did the characters say or think when they heard the chains?**

Suddenly, the door to the room they were in slammed shut. "We need to get out of here now," screamed Butch. Then the flashlights quit working and darkness engulfed the room. A figure jumped out from the closet and grabbed Ernest by the head.

**This is getting good. I want to know what the figure looks like. Describe it. Also, you begin suspense by having the flashlight stop working, but you need some more suspense before the monster jumps out.**

"Let me go!" Ernest pleaded. The other boys ran to the door, but it was locked. The phantom leaped out of the window with Ernest, and the boys could hear its footsteps running across the roof of the house.

**OK, this is the best part of your story. You need to slow the action down here. Add suspense! Don't just let the phantom jump out with him. Have him hide, or get chased. 😊**

The next day, Butch and Michael sat at the police office downtown. No one believed them when they said that a ghost had carried off their friend Ernest. They were being blamed for his disappearance. It wasn't until the police investigated the crime scene that they found out the hard way that the monster was real. After going to the old Miller house, no one ever saw the two officers again.

**Extreme Makeover**  
**Step 3: Build the Walls**  
**Supporting Details and Elaboration**

**Mini Lesson on Using Dialogue for a Narrative**

❖ **When your story seems “blaaaah”, add dialogue!**

**Read the following paragraph from a story.**

*Sam peered into the pond straining his eyes to see into the murky water. He didn't want to believe his friend Tom, but he did. Tom stood beside Sam telling him that a monster lived on the bottom of the pond, and that if he looked hard enough, he could see it come up for air. Suddenly they heard a splash.*

**Now, read the same paragraph with dialogue. Notice how much better it is with dialogue!**

*Sam peered into the pond straining his eyes to see into the murky water. “This has to be a joke,” he thought to himself. He didn't want to believe his friend Tom, but he did.*

*“I pinky toe swear that that monster is in there! You'll see him; just you wait and see! It has to come up for air every thirty minutes,” said Tom. Suddenly, they heard a splash. “I told you!” shouted Tom.*

**Extreme Makeover**  
**Step 3: Build the Walls**  
**Supporting Details and Elaboration**

**Mini Lesson on Adding Examples in Expository Writing**

**Read the following paragraph.**

*Students should not have homework because it takes time away from family. We do not get any time to spend with our friends either.*

**This paragraph is too short and boring. It needs some examples to liven it up! Read the same paragraph below with added examples.**

*Students should not have homework because it takes time away from family. Sometimes, my parents want to go out to eat, but can we? No! There is too much homework to do. We don't get any time to spend with our friends either. For example, I wanted to call my best friend the other night, but Mom said I couldn't until I finished my homework. Well, by the time I finished, it was much too late to call her, and by the next day, I had completely forgotten what I wanted to tell her in the first place.*

**Now you try. Read the following paragraph. It is boring and much too short. Rewrite it on the back of this page, adding examples to liven it up!**

*We should get to order out food for lunch. We never get what we want. Not to mention, our cafeteria food looks and tastes nasty.*



# Extreme Makeover

## Essay Edition

Revise to add details and elaboration.

My Design Team:

Our tools: good supporting details, suspense, foreshadowing

Our task: to improve the content and hold the reader's attention

Other things to inspect: word choice, grabber, ending

Our time limit: \_\_\_\_\_ minutes

## Revise for Supporting Details and Elaboration

### Word choice

### Grabber & Ending

**Work together with your design team to revise the following story by adding details and suspense. Also, revise for word choice. Take a look at the grabber and ending too. Can you make those better?**

What is more dangerous than eating or talking on a cell phone while driving? I have found having a reptile in the car to be extremely risky!

It all started when I was outside one day, and I caught a lizard. It was a bright green color. I caught it with my hand.

A few hours later, my mom said we were going to the store. I was still cupping that lizard in my hands. "What in the world am I going to do with this thing?" I thought aloud. Then I got a plan.

A few minutes later, my mom was on her way to the car. Quickly I hid the lizard under her seat. Then, we took off down the road. We had only gone about one mile when the lizard escaped from under the seat.

I'll never forget my mom's face. The lizard was perched on her shoe. She looked down at her foot and spotted the green monster. Without hesitation, she stopped the car. Then she opened the door. She leaped out wailing her arms everywhere. My brother got out of the car and got the lizard and put it back in the jar. That memory will always be with me as long as I live.

## Revise for Supporting Details and Elaboration

### Word choice

### Grabber & Ending

**Work together with your design team to revise the following story by adding details and suspense. Also, revise for word choice. Take a look at the grabber and ending too. Can you make those better?**

What if animals could talk? Wouldn't that be hilarious! If animals could talk, there are several questions I would like to ask some of them.

I would start with dogs. I would ask my dog if wagging his tail really meant he was happy. I would also ask him what kind of dog food he likes to eat the most. Oh, and one more thing. I would definitely have to ask him, "What's up with all the sniffing other dogs?"

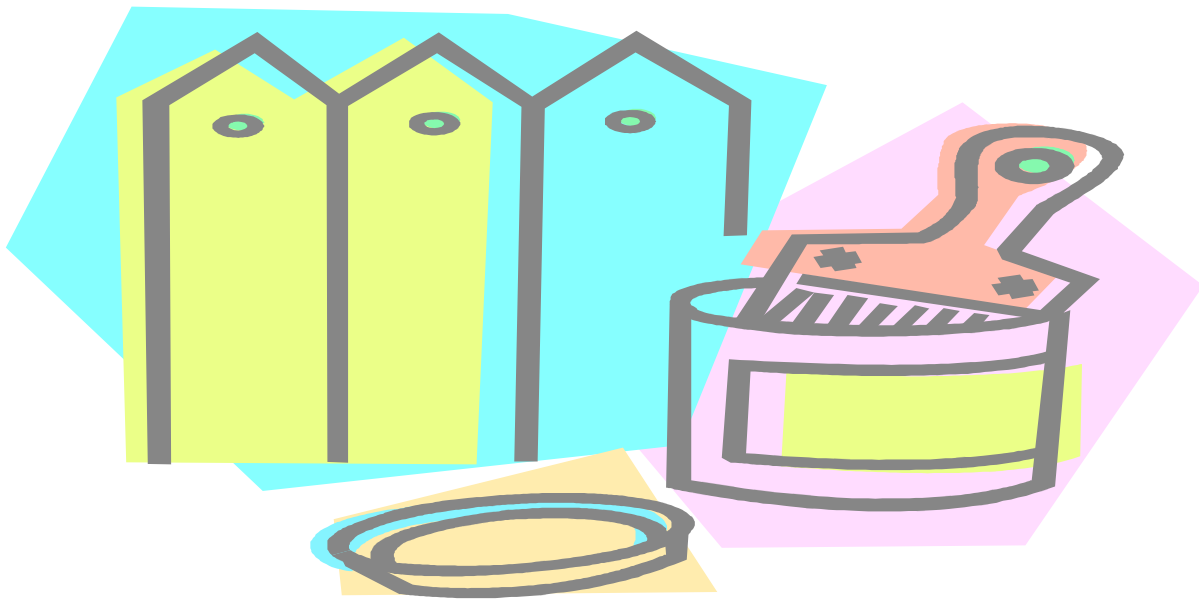
Also, if animals could talk, I would have a few questions for cats. For starters, I would ask, "Why do you always look so sneaky?" I would ask cats some other stuff too.

In addition, I would want to question skunks. My number one question for them would be, "Do you smell bad to yourself, or do you think you smell good?" I've always wondered if their stink bothers them too or just others.

Yes, animals talking would really be great. I could find out all kinds of new stuff.

# Step 4

## Paint With Voice



Voice is one of the hardest traits to teach. The best way to teach voice is to model it for your students. This section provides you with writing samples without voice and writing samples with voice so that you can show your students the difference.

At the end of this section, there is an essay for your students to revise for voice. You can divide them into “design teams” and allow them to tackle this writing project together.



## Extreme Makeover

### Step 4: Paint With Voice

❖ Voice is the “vavoom” in writing. It’s the “oomph”. It’s the personality! It’s the one thing that makes the reader smile, laugh, become anxious, scared, or even sad. And without it, a story or paper is just bland. Your job as a writer is to get a response (a smile, a chuckle, a “That is so true!” a tear, etc.) from your reader!

Read the following excerpt from a story. It has no voice.

*“Hello?” I said into the phone for the third time, but still, there was just that unnerving silence. I checked the doors and then decided I would just take the phone off the hook.*

To add voice to a piece of writing, you must add details, but not just any details will do. Make sure that you insert details that will create a response in your reader. When you cause your reader to laugh, smile, become anxious, or even relate to what you’re writing about, you have used voice.

Now read the same excerpt with voice. See the difference?

*“Hello?” I said into the phone for the third time, but still, there was just that unnerving silence. It’s scary enough being at home by myself, but someone calling and not saying anything made me want to hide under my bed or call 911! All I could picture was some maniac killer sitting outside my house on his cell phone, calling to see if I was still awake. The latest episode of Crime Scene Investigators played in my mind as I checked the doors for the hundredth time, all the while picturing my mom’s face when she returned to find the FBI and police surrounding our house. Finally, I decided I would take the phone off the hook.*

# **Extreme Makeover**

## **Step 4: Paint With Voice**

**Read the following two Thanksgiving stories told from the Turkey's point of view. One of them contains a good bit of voice, and one of them does not. Can you tell the difference?**

### **Turkey Story 1**

My life flashed before my eyes, and in one split second, I thought I was dead. Let me tell you about my Thanksgiving experience.

It all started one day at the end of November. I was minding my own business walking to my mother's house. All of a sudden, I heard footsteps behind me. I turned and saw a human staring right at me. He had a gun in his hand. I was so scared; I didn't know what to do. I started to run as fast as I could. Then I blacked out.

Next, I was laid up inside some place and another human was standing over me. I was so scared. I saw a knife and I knew right then that this human was going to kill me. I had to make a plan. Without wasting any time, I decided to make a run for it. When the human wasn't looking, I stood up and looked down. I was on top of the counter, so I had to make a pretty big jump to get out of there. I jumped and scurried out of the door.

Seconds later, that human was running behind me, yelling and still carrying that knife. I jumped in some bushes so I could hide, and I watched that human run past me. I was so proud of myself for making that escape that I strutted all the way home. I almost made it there.

Before I got to my house, I heard footsteps behind me. I turned my head around and saw another human with a gun, and the nightmare started all over again. This time, I was more prepared. Instead of running, I turned around and started walking straight toward the human. He was so surprised, he didn't know what to do. When I reached his gun, I put my foot in the barrel and gobbled as loud as I could. The human started to laugh, and as soon as he did, I pulled the gun down and turned it toward him.

I'll never forget the look on that human's face when he saw that I was holding him at gunpoint. He started to back away slowly with his hands straight up in the air. I looked at him with a grin on my face and shouted, "Yeah, sucker, who's the turkey now?"

## Turkey Story 2

My life flashed before my eyes. My heart raced, and my feathers shook. In one split second, I thought I was a goner! Let me tell you about this near death experience that I will never forget.

It all started one day at the end of November. The air was crisp and cold, and I was walking to my poor, dejected mother's house, just minding my own business. All of a sudden, I sensed that something wasn't right, and I heard footsteps behind me. "Now I know that I'm not being followed!" I thought. Trying not to look too obvious, I quickened my pace, making my gobbler sway back and forth as I scurried along the path. I strained to listen again for the footsteps, and sure enough, they were still there. "Oh, stop acting like a sissy," I told myself, and I stopped in my tracks and turned around. That's when I saw it. It was one of those human animals, a tall, strong one with lots of bushy feathers on its head. He had a big long stick in his claw, and he was looking in one end of it and pointing the other end right at me. Well, I was so scared that my feet wouldn't work. I told my feet to run, but those little suckers just stayed right where they were.

The next thing I knew, I was out of the woods and laid up inside some place. Another human animal was standing over me, but this one was much better looking. It had pretty red lips and long, curly feathers on its head. I looked over to my right and saw the sharpest stick I'd ever seen, and I knew at that moment that this human, pretty or not, was going to kill me! Boy, talk about frightening! I was so afraid, my knees were knocking. I had to make a plan and fast! Without wasting any time, I decided to make a run for it. When the human wasn't looking, I stood up and looked down. I was on top of a wooden slab, so I had to make a pretty big jump to get out of there. With my eyes closed and my beak wide open, I shouted, "Geranamo!" and took the plunge. When my feet hit the ground, I became a bullet, soaring out of that house as fast as I could go.

Seconds later, that big, strong human was running behind me, yelling and carrying that sharp stick. I jumped in some bushes so I could hide, and I watched that human creep past me. Whew! Talk about escaping; that one should go down in a book somewhere! I was so proud of myself for saving my life, I strutted all the way home singing, "I'm bad. I know it. I've got the stuff to show it." I almost made it there too.

You see, before I got to my mother's house, I heard footsteps behind me again. I snapped my head around and guess what I saw. That's right. I saw another human with the same long stick, and the nightmare started all over again. I mean, what was going on? Twice in one day this had happened. You'd think all these humans needed a turkey or something at this time of year! This time, however, I was ready. "Bring it on!" I thought to myself. Instead of running, I turned around and started walking straight toward the human. I've never seen a human look so surprised. He didn't know what to do. He just stood there gawking at me with a silly little grin on his face. When I reached his gun, I put my foot in the barrel and gobbled as loud as I could. The human started to laugh, and as soon as he did, I pulled the gun down and turned it toward him.

I'll never forget the look on that human's face when he saw that I was holding him at gunpoint. He started to back away slowly with his hands straight up in the air. I looked at him with a grin on my face and shouted, "Yeah, sucker, who's the turkey now?"



# Extreme Makeover Essay Edition Revise for Voice

**My Design Team:**

**Our tools:** personality, anecdotes, humor, tone

**Our task:** to put some “oomph” in this paper – to give it personality

**Other things to inspect:** word choice, grabber, ending,  
details and elaboration

**Our time limit:** \_\_\_\_\_ minutes

**Revise for Voice  
Word Choice  
Grabber and Ending  
Details and Elaboration**

Work together with your design team to revise the following story for voice.  
What can you add to give this piece of writing some personality?

There is something incredibly unforgettable about looking fear right in its ugly face, especially when the fear you are looking at has extremely sharp teeth, ghastly breath, and a malicious snarl. As long as I am alive, I will be able to recount that day. I still do not know how I survived!

It all started when I was outside playing kickball with my sisters and my uncle's friend. We saw this monstrous dog chewing on her chain. It didn't bother us, so we kept playing.

I was about to roll the ball when my friend yelled, "That dog is right there!" I turned around and saw that the dog had gotten off of its chain. I threw the ball at the dog's face. Then I scurried like a jackrabbit.

All of a sudden, I looked back and saw that it was chasing me. The powerful legs of the beast were pumping so fast that I just knew it was going to catch me. I jumped over the bush and screamed, "Open the door!" I thought I wasn't going to make it.

I will never forget the time I got chased by that monster. I can still hear its bark and feel its hot breath as it snapped at my heel when I dove inside the door. Whew, talk about a close one!

**Revise for Voice  
Word Choice  
Grabber and Ending  
Details and Elaboration**

If children ruled the world, life would be good. Just imagine all the great things that would come about if kids were in charge.

First of all, if children ruled the world, school would only last for two hours a day, only to make sure we weren't all dumb, and there would absolutely be no homework. We could spend all of our time playing.

Also, if children ruled the world, there would be no vegetables grown. We would only eat junk food, candy, cookies and cake. Things like eggplant and squash would be for the adults, and the kids would make them eat it.

In addition, with children as the rulers of the world, the driving age limit would be ten. Cars would only cost \$20, so every kid could afford one. That would be so fun!

As you can see, if children ruled the world, life would be cool!

# Step 5

## Decorate With Sentence Fluency



This section provides you with mini lessons on beginning sentences in different ways and Varying sentence length.

At the end of this section, there is an essay for your students to revise for sentence fluency. You can divide them into “design teams” and allow them to tackle this writing project together.



# **Extreme Makeover**

## **Step 5: Decorate**

### **With Sentence Fluency**

**Your writing should...**

- ❖ **Be easy to read aloud**
- ❖ **Vary sentence length**
- ❖ **Start sentences in different ways**

#### **A Portion of an Essay with No Sentence Length Variety**

Wouldn't it be awesome to be granted one wish! If I could have one wish, I would wish for a million dollars.

First of all, with one million dollars, I could assist many people. My friends and family would be the first on my list to benefit. I could help my church family as well. There are also many charities that I could donate money. It would make me feel good to give money away.

Also, with one million dollars, I could buy something I have always wanted. Ever since I was little, I have always dreamed of having a horse. I would love to have a white horse to call all my own. Its name would be Star, and I would take really good care of it. Of course, I would have to buy a stable too. These things would make me so very happy.

#### **The Same Portion of an Essay with Variety in Sentence Length**

We've all heard of genies in a bottle. You know, the ones who wiggle their way out and then grant you whatever you want. What if once in a lifetime, you really could have one wish? If I could have one wish, I would close my eyes and hold out my open hands and say, "One million dollars, please!"

First of all, with one million dollars, I could assist many people. Who, you ask? Well, my family and friends would be first on my list because they are most important to me. Of course, I would help my church family as well. There are also many charities that I could donate money to, and I know I would feel good doing it.

Also, with one million dollars, I could buy something I have always wanted. Ever since I was little, I have dreamed of having a white horse to call my own. Its name would be Star. I would take exceptional care of it by brushing it, feeding it, and spending time with it daily. Of course, I would have to buy a stable too, but with a million dollars on my hands, I think I could afford that!

# Extreme Makeover

## Step 5: Decorate

### With Sentence Fluency

#### Practice Variety in Sentence Length!

Name \_\_\_\_\_

Date \_\_\_\_\_

When you have variety in the lengths of your sentences, your paper will read much smoother. Practice adding short, one to three word sentences after the following long sentences. The first two have been done for you.

1. My grandma's house is one of my favorite places to visit because of the wonderful smells of the food she cooks, like her fried chicken, buttered corn, and sweet potato pie. Yummy!
2. I will never forget the look of horror on my mother's face when she found out I had cut my little sister's hair. She was flabbergasted!
3. One reason the school week should be shortened to three days is the universal need for a little rest and relaxation. \_\_\_\_\_
4. I slid into third base and stood up smiling because I knew we were about to tie the game.  
\_\_\_\_\_
5. The lights, snow, candy canes, and wrapping paper are a few of my favorite things during Christmas time, but the best thing about this holiday is time off of school!  
\_\_\_\_\_

\*In numbers 7-8, there is a long sentence followed by a short one. Now, you add another long one. Number 6 has already been done.

6. A bigger allowance would allow me to buy all of the things a young teenager needs: clothes and shoes. Did I mention shoes?
7. When Nate spun around on his heels, he gasped as he came face to face with his worst nightmare. "Why me?" he wondered. \_\_\_\_\_
8. The biggest problem I have with school uniforms is wearing the same outfit to school day after day. Boring!  
\_\_\_\_\_

# Ten Different Ways to Begin a Sentence

1. **Begin with a noun:** Sarah raised her hand to ask a question.
2. **Begin with an adjective:** Shy, humble Sarah sat quietly in the back of the room with her hand raised.
3. **Begin with onomatopoeia:** Bam! Sarah's hand shot up in the air before she could think.
4. **Begin with a question:** Why did Sarah have her hand raised? There is a simple explanation.
5. **Begin with an "ing" word:** Working on her assignment, Sarah raised her hand.
6. **Begin with a quotation:** "Good grief! Why does she never call on me?" wondered Sarah as she sat quietly with her hand raised.
7. **Begin with a verb:** Sit in the front if you want to be called on when you raise your hand.
8. **Begin with an adverb:** Slowly, Sarah raised her hand.
9. **Begin with a prepositional phrase:** After she thought for a minute, Sarah raised her hand.
10. **Begin with a transition word:** Finally, Sarah raised her hand to answer the question.

# Practice Starting Sentences in Different Ways!

Name \_\_\_\_\_

Date \_\_\_\_\_

Directions: Sometimes, all it takes is a rearrangement of the words to begin a sentence differently. Other times, you have to change the sentence all together. Change the following sentences to begin them in a different way. Watch out for sentence fragments. The point of this is to say the same thing in the sentence but to find a different way to begin it. It is okay to add a few words if you need to. The first three are done for you.

1. I walked down the street, looking for my dad.

Walking down the street, I looked for my dad.

2. I could not find him anywhere.

He could not be found anywhere.

3. I called his name and then called him on my cell phone.

After calling his name, I called him on my cell phone.

4. I let it ring several times, but he did not answer.

\_\_\_\_\_

5. I checked inside the store he loved to shop in, but he was not there.

\_\_\_\_\_

6. I was beginning to wonder if something had happened to him.

\_\_\_\_\_

7. I decided to call my mom to tell her that I could not find Dad.

\_\_\_\_\_

8. I went to call her, but my cell phone was dead.

\_\_\_\_\_



# Extreme Makeover Essay Edition Revise for Sentence Fluency

My Design Team:

Our tools: A mixture of sentence lengths, Different beginnings

Our task: to improve the sentence fluency of this essay by creating variety in sentence length and in the way the sentences begin

Other things to inspect: word choice, grabber, ending, details and elaboration, voice

Our time limit: \_\_\_\_\_ minutes

# Revise Sentence Fluency

## Word Choice

## Grabber and Ending

## Details and Elaboration

## Voice

Work together with your design team to revise the following essay for sentence fluency. Don't forget to revise for word choice and voice. Take a look at the grabber and ending too, and add details and elaboration where needed.

Dog is man's best friend. We've all heard that statement, and I think it is true. That is why if I could choose any pet for our classroom, I would choose a puppy.

First of all, I would bring a puppy to school because everyone likes them. Who can resist a puppy? Puppies get excited when they see you. They jump up and lick you in the face. They wag their tails to let you know that they are glad you're there. They are also as cute as buttons! Everyone is jubilant when they see a cute puppy face.

Also, having a puppy at school would be cool because we could teach it tricks. We could teach the puppy how to sit. We could teach the puppy how to fetch. We could even teach the puppy how to beg for treats. We would all be so proud when our class puppy learned these things.

# Revise Sentence Fluency

## Word Choice Grabber and Ending Details and Elaboration Voice

Work together with your design team to revise the following essay for sentence fluency. Don't forget to revise for word choice and voice. Take a look at the grabber and ending too, and add details and elaboration where needed.

Once upon a time, in a land called Love, there lived a princess named Drema and her beloved pet ferret, Woogie.

Early one spring the prince of Love decided to have a ball so that he could meet a princess. As the story begins, Drema is preparing for this ball.

That morning, Drema got an invitation to the ball. She was so excited that she was invited! She ran inside so she could find something to wear. She then looked into her full-length mirror. She cried, "Oh, no! My hair looks like pine straw!" She knew she had to do something fast.

Immediately she ran outside and jumped in her car. She drove to the store to buy some beauty products. She bought a curling iron, a round brush, and a wig (just in case).

When she got home, she tried to curl her hair, but it burned her neck. Her pet ferret absconded when he heard her screams. Her luck was getting worse. When she tried the round brush, it got stuck in her hair. Woogie came back to try

to help her pull it out, but it didn't work. She had to cut it out with a pair of scissors.

Finally, she put the wig on and instantly she became beautiful. Woogie got so excited he did a back flip. She went to the ball. She danced with the prince. She got married to him. She lived happily ever after.



# Step 6

## Clean up any Debris Conventions



This section of the book includes a checklist to use when editing. It also includes a mini lesson on tense.

At the end of this section, there is an essay for your students to revise for conventions. You can divide them into “design teams” and allow them to tackle this writing project together.

## Extreme Makeover

### Step 6: Clean Up any Debris With Conventions

- ❖ Before your paper is complete, you must go through and make sure everything is correct.

Use the following checklist to edit your paper. Have a yellow highlighter and red and blue pen handy.

- Highlight any word that you even slightly believe may be misspelled. Look up those words in the dictionary.
- Use a red pen to check end punctuation at the end of every sentence. Reread, looking for those hidden run-on sentences! Watch out for fragments, or parts of sentences, too! You must have complete sentences.
- Go on a hunt for homonyms like *there*, *their*, and *they're*, *to*, *two*, *too*, *your*, *you're*. Did you spell those correctly? Put a check above them once you are sure they are correct.
- Circle the verbs in your paper with a blue marker or pen. Do they switch tense? If you begin in the present tense, you must stay in the present tense. If you begin in the past tense, you must stay in the past tense. You cannot switch.

## Extreme Makeover

### Step 6: Clean Up any Debris With Conventions

#### Mini Lesson on Tense

When writing, you cannot switch tenses. If you are writing a story in the past tense, you cannot all of a sudden switch to the present tense.

Look at the following sentence.

*I walked into the room and sat down.*

The verbs are in the past tense. Therefore, you could **not** add the sentence, *Suddenly, someone knocks on my door.*

The verb *knocks* is in the present tense, and you can't switch tenses. You would need to write. *Suddenly, someone knocked on my door.*

**Read the following paragraph. Then, correct the mistakes made in tense changes.**

Finally, nighttime arrived, and he still could not bear to look into the laundry room. At one thirteen in the morning, Billy sneaks across the road and to his friend's house. When Billy got up to the door, he realizes the door is locked. He jiggles the handle a couple of times and it opens. When Billy stepped into the house, fear hit him hard.

# Extreme Makeover

## Step 6: Clean Up any Debris With Conventions

### Mini Lesson on *I* and *Me*

**Do you know which of the following sentences is correct?**

- Tammy is older than me.
- Tammy is older than I.

**Answer – Tammy is older than I.**

**Here is the trick:** There is a hidden word that is not said when you read this sentence. The hidden word is *am*. So, if you put in that hidden word, it is easy to know which is correct. Look at the sentences again with the hidden word in them:

- Tammy is older than me *am*.
- Tammy is older than I *am*.

**See, it's easy to know which one is correct!**

**Let's try some more.**

- Tammy has more than I.
- Tammy has more than me.

**What is the hidden word? have**

- Tammy has more than I *have*.
- Tammy has more than me *have*.

**Now you can see that the first one is correct.**

**Do you know which sentence below is correct?**

- Tammy and I like to go to the movies.
- Tammy and me like to go to the movies.

**Answer – Tammy and I like to go to the movies.**

**Here is the trick:** Hide the other person in the sentence (Tammy in this sentence), and then say it as if it were just you. Would you say "I like to go to the movies", or "me like to go to the movies." Of course it's I.

- John gave some candy to Tammy and me.
- John gave some candy to Tammy and I.

**What do you hide? Hide Tammy.**

- John gave some candy to me.
- John gave some candy to I.

**Now you can see that the second one is correct.**

# Extreme Makeover

## Step 6: Clean Up any Debris With Conventions

### Mini Lesson on *It's or Its, Your or You're To or Too*

#### When do I use *its* and when do I use *it's*?

Plain and simple: Only use *it's* if you can substitute the words *it is*. If that does not work, use *its*!

It's cold outside. – It is cold outside. **IT WORKS!**

It's right beside the stove. – It is right beside the stove. **IT WORKS!**

Look at it's little ears. – Look at it is little ears. **NOT CORRECT!!!**

#### When do I use *your* and when do I use *you're*?

Plain and simple: Only use *you're* if you can substitute the words *you are*. If that does not work, use *you are*!

You're my number one fan. – You are my number one fan. **IT WORKS!**

You're going to love this book! – You are going to love this book. **IT WORKS!**

I love you're coat. – I love you are coat. **NOT CORRECT!!!**

#### When do I use *to* and when do I use *too*?

Plain and simple: Only use *too* if you can substitute the word *very* or the word *also*.

It is too hot. – It is *very* hot. **IT WORKS!**

I want to go too. – I want to go *also*. **IT WORKS!**

Yesterday I went too the store. – Yesterday I went *very* the store. **NOT CORRECT!!!** Yesterday I went *also* the store. – **NOT CORRECT!!!**

**Extreme Makeover**  
**Step 6: Clean Up any Debris**  
**With Conventions**

**FYI: U CANT TXT MSAGE N YO WRITNG ASIGNMNTS!**

4 real, if u can read dis, u r probly a txtr! LOL! But u cant txt 4 grownups readin yo papers!

- Make sure you always capitalize *I* and *I'm*! Never write *i* or *i'm*!
- Read back over your paper to make sure you spelled out words like *you*. You may have written *u* because you are so used to writing it that way.
- Always spell out the word *and*. Don't use the + sign or just write *n*!
- Do not write things like IDK or OMG. Some grown folks will not understand this.
- Always be aware of your audience. You are aware when you're texting, so be aware when you're writing too.

**If u r a txtr, that's gr8, but keep it on yo cell fone n get rid of it in yo ELA papers! ☺**



# Extreme Makeover Essay Edition Revise for Conventions

My Design Team:

Our tools: dictionary, red pen, yellow highlighter, blue pen, comma rules

Our task: to edit the essay by correcting any mistakes

Other things to inspect: word choice, grabber, ending, details and elaboration, voice

Our time limit: \_\_\_\_\_ minutes

**Revise for Conventions**  
**Word Choice**  
**Grabber & Ending**  
**Details & Elaboration**  
**Voice**

Work together with your design team to edit the following essay for conventions. There are eight mistakes.

If you have a messy room, your not alone You cant even see my carpet, thanks to the clothes scattered all over my floor. I intend to pick them up sometimes, but I almost never get to it. I'm always to busy looking at the many pictures of all my friends that are on my desk and blue walls. Either that, or I'm going through tons of boxes that are under my bed. I never through anything out I guess that is why I have so many stuffed animals over my bed. I know, stuffed animals are imature, but I don't care. They had always been cute to me! Everything in my room is precious to me, even the piles of junk!



# Step 7

## Practice makes Perfect

### Essays and Stories to Revise



In this section of the book, you will find stories and essays for your students to revise. They should revise these papers for all traits.

Revise the following narrative. Add details, voice, a notable grabber and a memorable ending. Also, revise the word choice and sentence fluency. Before turning it in, make sure you edit the story.

Let me tell you about a life altering moment that I will never forget.

It all started when, I was playing kickball outside with my family and friends. The ball was kicked across the street so I was forced to go get it. That's when I saw "IT", a huge dog gnawing on her chain. Foam was coming out of her mouth. At the moment, I wasn't aware that something was about to happen.

It was my turn to roll, but then I heard a scream. I turned around and my friend Amy was running around frantically yelling "OH MY GOD! OH MY GOD!". I thought she was going crazy until I saw the big dog heading our way. I threw the ball at the big dog's head and ran.

All of a sudden, I could feel heat on the back of my legs. I looked behind me and saw the dog. That's when I took my first instinct and headed toward the house, but to my disadvantage there were a bunch of bushes with briars in my way. I tried to jump over them, but my pants got caught. I twisted and turned but I couldn't get loose. I WAS STUCK! This ALWAYS happens to ME! I felt like I was going to die!

Suddenly, the dog leaped in the air and landed right on top of me. I was face to face with a beast. The end. I hope you liked my story!

Revise the following narrative. Add details, voice, a notable grabber and a memorable ending. Also, revise the word choice and sentence fluency. Before turning it in, make sure you edit the story.

Billy was the new kid on the block. It was summer and he had no idea what the youngsters did for fun. He didn't make friends easily, so he was excited when a group of neighborhood children wanted to play with him.

One suggested that they all check out an old abandoned house at the end of their long street. Billy was a little nervous but went with them anyway. Twenty minutes later, they finally reached the house. Grass and weeds had grown very high around the house and the house needed a new coat of paint.

The group went inside, and they were surprised at how large the house was, They went in every room before heading upstairs. Once they got upstairs, something did not feel quite right. It felt like something or someone was in the house with them. Suddenly they heard a voice. They froze in fear. The voice repeated the question. The group ran downstairs. However, something grabbed Billy's leg

Suddenly, he was in a dark dudgeon he couldn't see because dust was in his eyes he starts to scream Help! Help Me Please! He is very scared being all alone in the dark dudgeon. But he isn't all alone.

The monster appeared, he said "be still so I can" and Billy said "Please Don't" then the Monster said "I was going to say be still so I can get the dust out of your eye's.

Revise the following narrative. Add details, voice, a notable grabber and a memorable ending. Also, revise the word choice and sentence fluency. Before turning it in, make sure you edit the story.

When I was in the first grade you will never guess what I saw! One day the class and I were going to lunch when I spotted a boy sneaking over to the teacher's desk because he thought that she was outside. I don't remember his name, but I remember what he looked like. He was not a very clean boy, and he was not that smart or cute. He had black hair and blue eyes I remember that because I used to tease him about his blue eyes.

First, I was in line when I saw the boy crawl to her drawer. He kind of scared me. I watched him open her drawer. I had an exciting feeling. I thought he was going to do something else, so I just watched and watched. I couldn't take my eye off him. I didn't even wonder if I should tell I just wanted to do it just to see him get in trouble. So I told.

Then the boy picked up a chocolate piece of candy. He tore the paper off. He was about to eat it. So I told because I felt good to tell on him. She caught him and jogged to him like a raging bull. She yelled at him to the top of her lungs. I was smiling. I was excited to see what was happening.

She told him to go to the office. Then, she gave me a piece of candy for telling on him, and I smiled.

Revise the following essay. Add details, voice, a notable grabber and a memorable ending. Also, revise the word choice and sentence fluency. Before turning it in, make sure you edit the essay.

I want to be like my mom when I grow up. She is a wonderful person. I appreciate what she does. Here are just a few of the things I love about her

First of all, she is a stay-at-home mom. I appreciate that because she always has time for me. Even with four kids, she has time to cook, clean, take care of us, and spend time with us. She cooks breakfast and dinner almost everyday. Also, she washes all of our clothes everyday.

Also, she is very nice and loving, but she disciplines us too. I don't get disciplined much anymore, but I used to a lot when I was little. I got a lot of spankings and it paid off in the long run.

In addition, my mom takes me all over the place and never complains. She takes me to softball practice, play practice, and even finds time to take us to fun places like the movies or the park.

I love my mom to death. She is great! My mom means a lot to me.

Revise the following essay. Add details, voice, a notable grabber and a memorable ending. Also, revise the word choice and sentence fluency. Before turning it in, make sure you edit the essay.

**There is nothing more fun than spending an afternoon at the mall.**

**Listen while I tell you what you can do at the mall without spending money.**

**First of all, you and a friend or group of friends can go on a scavenger hunt. Divide into two teams, and come up with a list of items to find in the mall. This is so much fun.**

**Another thing you can do in the mall is to sit and "people watch". Just find a place to sit, and sit and watch people walk by. Try to guess what people do for a living, or make up elaborate stories about their lives.**

**Another thing to do in a mall is to go in a card shop and pick out cards to give each other. You don't have to buy them. Just pick one out, give it to your friend, and say, "This is for you." This is a lot of fun. Just be sure to put the cards back where they belong.**

**One last thing you can do is to go in dressing rooms, try on crazy outfits and take pictures. This is the most fun.**

**As you can see, there are plenty of fun things to do in the mall without spending any money.**

Revise the following essay. Add details, voice, a notable grabber and a memorable ending. Also, revise the word choice and sentence fluency. Before turning it in, make sure you edit the essay.

**Imagine going to school at 9:00 and leaving school at 2:00. That would be so good!**

**First of all, if we got out of school at 9:00, we would have more time to sleep. This would put most of us in a good mood, and our minds would be focused.**

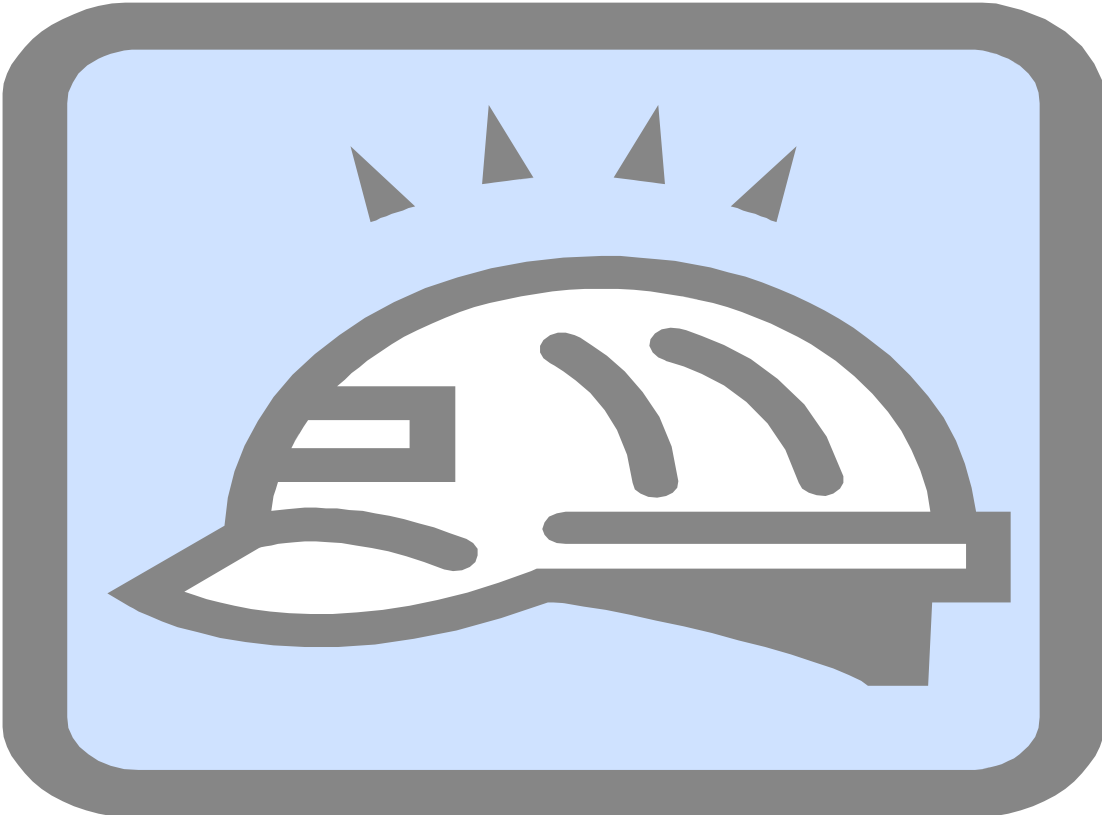
**Also, if we could leave school one hour earlier. We would have enough time to do our homework. The teachers could also have more time to make plans.**

**In addition, this schedule would give students more time at home. Family time is important.**

**In conclusion, I think we should go to school late and come home early.**

# Step 8

## Taking on Any Job



Now that your students are trained at revision, make sure they are ready to take on any prompt by using the prompt practice handouts that are provided in this section. These especially work well right before state testing to keep your students' minds refreshed and to prepare them for any prompt that may come their way.



## Do You Know Your Prompt?

Follow these steps before you begin to write.

**1<sup>st</sup>** Read the prompt two times.

*Write an essay about whether smoking should or should not be permitted in public places. Give at least three reasons to support your position.*

**2<sup>nd</sup>** Underline what the prompt is asking you to do. Underline any questions or instructions on what exactly you are supposed to write about.

*Write an essay about whether smoking should or should not be permitted in public places. Give at least three reasons to support your position.*

**3<sup>rd</sup>** Ask yourself, "How many things does this prompt require me to do?"

*It asks me to take a stand, and give three reasons, so that's one main thing to do with three supporting reasons.*

**4<sup>th</sup>** Brainstorm as much as you can to figure out what you are going to write about.

*Reasons people should not be able to smoke in public: bad for people's health, ruins appetites, some people have asthma, smells bad, rude*

**5<sup>th</sup>** Read your prompt one more time to make sure you know exactly what it is asking you to do.

*Write an essay about whether smoking should or should not be permitted in public places. Give at least three reasons to support your position.*

**6<sup>th</sup>** Choose your prewriting graphic organizer and begin.

*I'm going to use the expository four square organizer for my prewriting.*

# Breaking Down a Prompt

Name\_\_\_\_\_

Date\_\_\_\_\_

Directions: Before writing in response to a prompt, it is important that you understand it completely. Read the following prompts, and then answer the questions that follow them.

1. Imagine a world where there are no laws. What would people do? Explain what life would be like if no laws or rules existed.

- Underline each thing that the prompt requires you to do.
- How many things does the prompt require you to do? \_\_\_\_\_
- What type of graphic organizer will you use for your prewriting?  
\_\_\_\_\_
- Brainstorm some ways that life would be different and what people would do in the space below.

2. Write an essay about someone you know or a person in history who has the qualities of truth, honor, and courage. Tell who this person is, what he/she did, the difficulties he/she faced, and how he/she demonstrated these qualities.

- Underline each thing that the prompt requires you to do.
- How many things does the prompt require you to do? \_\_\_\_\_
- What type of graphic organizer will you use for your prewriting?  
\_\_\_\_\_
- Brainstorm some people that you can write about, the difficulties these people faced, and how they demonstrated these qualities in the space below.

3. Write about a funny, sad, or memorable time that you had with a family member.

- Underline each thing that the prompt requires you to do.
- How many things does the prompt require you to do? \_\_\_\_\_
- What type of graphic organizer will you use for your prewriting?  
\_\_\_\_\_
- Brainstorm some funny, sad, and memorable times that you have had with your family.

## Breaking Down Your Prompt

Name \_\_\_\_\_

We all have special people in our lives. Tell about a person who has been important in your life. Be sure to give specific details that tell how this person has influenced or changed your life.

1. Read

2. Underline

3. How many things do you have to do?

4. Brainstorm

5. Read one more time

6. What type of prewriting organizer will you use?

## Breaking Down Your Prompt

Name \_\_\_\_\_

Wouldn't it be neat if humans could fly? What would happen if you could fly whenever you wanted? When would you use this ability?

1. Read

2. Underline

3. How many things do you have to do?

4. Brainstorm

5. Read one more time

6. What type of prewriting organizer will you use?

## Breaking Down Your Prompt

Name \_\_\_\_\_

What would happen if you could become invisible whenever you wanted to? What are some of the things you could do that you cannot do now?

1. Read

2. Underline

3. How many things do you have to do?

4. Brainstorm

5. Read one more time

6. What type of prewriting organizer will you use?

## Breaking Down Your Prompt

Name \_\_\_\_\_

Have you ever thought about how life would be different if children ruled the world? Write an essay explaining what would happen if children ruled the world.

1. Read

2. Underline

3. How many things do you have to do?

4. Brainstorm

5. Read one more time

6. What type of prewriting organizer will you use?

## Breaking Down Your Prompt

Name \_\_\_\_\_

If you could only take three people with you on a trip around the world, who would you take and why?

1. Read

2. Underline

3. How many things do you have to do?

4. Brainstorm

5. Read one more time

6. What type of prewriting organizer would you use?

# Prompt Practice

Name \_\_\_\_\_

Prompt	What type of Graphic Organizer?	Miscellaneous questions/ assignments
Explain how you celebrate a favorite holiday, event or custom. Be sure to use details so that your reader can picture what your favorite time is like.		What would your topic sentence be for this prompt?
Think of a pet that would be good to have in your classroom at school. Convince your teacher that your class should get this pet.		Write a grabber for this prompt.
Sometimes things turn out in a way we did not think would happen. Tell about a time or event that turned out differently than you expected.		What would you write about for this prompt?
Remember a time when you faced a challenge. You may recall a difficult problem, competition or task you had to face. Recreate that situation. Tell what happened and how you met or failed to meet the challenge.		What two things does this prompt ask you to do?



# Prompt Practice

Name \_\_\_\_\_

Prompt	What type of graphic organizer?	Miscellaneous questions/assignments
Describe your favorite place. Describe it so clearly that a reader could picture what it is like for you and how you feel there.		Write your grabber.
Think of a time when something surprised you. Maybe it was a big surprise or a small surprise no one else noticed. Tell what happened.		Write your topic sentence.
Pretend you are not a person. You are something else. You can be anything your mind can think up. Make up a story about one thing that happens to you.		What would you be? What would you have happen to you?
If you could have three wishes, what would you wish for and why?		Write your grabber for this prompt.
Think of someone you have known that you will remember for a long time. Describe that person so clearly that your reader can understand exactly why this person is so hard to forget.		Who would you write about?  List three things that you would include about why this person is unforgettable.

# Prompt Practice

Name\_\_\_\_\_

Prompt	What type of graphic organizer?	Miscellaneous questions/assignments
Imagine that you are suddenly able to fly whenever you want. Where would you go? What would you do? Write to explain your new talent and how you would use it.		Write your topic sentence.
You have been asked to plan an after-school program for your school. Think about activities that students might enjoy, and write about this after-school program.		List three activities that you would include for your ideal after school program.
Imagine you have a time machine and you are able to transport one person from the past to the present for one day. Whom would you choose? Write about why you chose this person and your visit with this person.		What are some strong verbs that you could fit into this paper?
Write a letter to your governor asking him/her to lower the driving age.		Write your grabber.

# Prompt Practice

Name \_\_\_\_\_

Prompt	What type of graphic organizer	Miscellaneous questions/assignments
Write a paper telling about the pet you would like to have most, and include at least three reasons why you would choose it. Remember to use specific details to support and explain your reasons.		Write your topic sentence.
What is the best day you have ever spent with your family? Think about reasons that made it the best day ever! Write a paper telling about the best day you ever spent with your family.		Draw out a graphic organizer for this prompt, and complete it on the back of this page.
If you could change one thing to make the world a better place, what would it be? Choose one thing to change, and tell your reader several reasons why it is the most important thing to change in order to make the world a better place.		Write a grabber for this prompt.
Write about one of the most difficult decisions you've ever had to make in your life.		Write your topic sentence.

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