

Week 8

Day 1 - R.O.N.

Materials Needed: Exploring With A Bathysphere

Outlining Page

Outlining Rule Poster

1. Continue summarizing references. Take key word notes from **FACTS** rather than sentence by sentence.
2. Tell your student to choose facts that pertain to the topic of the model that he likes best.
3. **READ** aloud Exploring With A Bathysphere model.
4. Reread and have your student highlight **4 to 6 FACTS overall**. For example, I would like to choose *first used by Mr. William Beebe, heavy steel ball weighed two tons, windows made of quartz, lowered and raised by cables operated by ship, rubber lines carried telephone messages and electricity, oxygen carried in tanks.*
5. Using the Outlining Page provided, **OUTLINE** the model by reducing each fact to 3 key words. Numbers and symbols can be added after that as needed. Remember the Outlining Rule Poster. Avoid repeating words. Include a **Topic Clincher:** 2-3 words from the first fact (the topic) that can be repeated or reflected (synonyms) in the last sentence. My outline would look like this:

Exploring With A Bathysphere

1. first, William Beebe
 2. steel ball, 2 tons
 3. windows, quartz
 4. ↑□ cables, ship
 5. rubber, ----, messages, electricity
 6. oxygen, carried, tanks
- ToC: first, 50 yrs +, Beebe

6. Put the model in the Models/Sources section of the Writing Notebook.
7. Invite your student to **NARRATE** the information from the outline. My outline could be expressed: “Mr. William Beebe was the first person to explore the deep ocean in a bathysphere. The bathysphere was a steel ball that weighed two tons. It had windows made of quartz. Cables from a ship lowered and raised the ball in the ocean. Rubber coated lines carried phone messages and electricity. Mr. Beebe had to carry his own oxygen in tanks. Mr. Beebe’s first exploration occurred over 50 years ago.”
8. Put the outline in the Notes/Outlines section of the Writing Notebook.

Exploring With A Bathysphere

Throughout history people have been interested in finding out about the wonderful and interesting animal life in the deep sea. Over fifty years ago, the first bathysphere was used by Mr. William Beebe. He went down into the sea for more than 3000 feet to take pictures of the animal life at those depths.

The first bathysphere was a heavy steel ball that weighed about two tons. This ball was about four feet across in each direction. The steel wall of the ball was on and a half inches thick. The windows were made of quartz instead of glass. Glass would be crushed by the heavy pressure of the water at great depths.

The bathysphere was lowered and raised by heavy steel cables that were operated from a ship on the surface. Lines covered with rubber carried telephone messages and electricity. Oxygen was carried in tanks to supply fresh air to the crew.

Mr. Beebe and the bathysphere brought back many pictures and stories from the deep water to those who wanted to know about life in the sea.

Outlining Page

(TiC)

1. (Topic Fact) _____

2. _____

3. _____

4. _____

5. _____

6. _____

ToC: _____

Week 8

Day 2 - E.D. D.

Materials Needed: Exploring With A Bathysphere Outline
Stylistic Techniques Page
Adverb List
Banned Adjectives List
Checklists
Thesaurus

1. Introduce the next stylistic technique: **Strong Verbs**. Verbs are words that convey action inside as well as outside of ones' body. Use a Thesaurus to discover more vivid verbs. Write **Strong Verb** on Number 4 of the **Stylistic Techniques Page**.
2. **ENLIST** verbs from today's outline and consider alternatives with your student and a Thesaurus. For example, consider the following:

finding out: discovering, revealing, learning
went down: submerged, delved, plunged
made: created, constructed, designed
carry: convey, transport, transfer
3. **ENLIST** *quality adjectives* and *ly words* your student could possibly use. Identify one or two ways a *who/which* could be used.
4. Ban any overused adjectives. Add them to your list.
5. Direct your student to complete **DRAFT 1** of Exploring With A Bathysphere.
 - Instruct your student to leave space for the title at the top center of a page of loose leaf paper. The title should be underlined. Write Draft 1 and the date in the upper right corner.
 - Require that your student double space.
 - Taking one line of key words per fact at a time, direct your student to write a sentence for each.
 - Remind your student to create a new title (TiC) for the paragraph.
6. **DRESS UP**. Your student should review Draft 1 for a highlighted *ly word*, *who/which*, *quality adjective*, *strong verb*, *TiC* and *ToC*.
7. Provide the checklist and direct your student to self-**EDIT** his paper according to the details listed. Attach the checklist to the written work with a staple or clip.
8. Place Draft 1 in the Drafts/Checklists section of the Writing Notebook.

Checklists (make copies as needed)

Title _____ Draft # _____

- strong verb highlighted
- quality adjective highlighted
- no banned adjectives
- ly word highlighted
- who/which highlighted
- who/which sentence makes sense all by itself
- ToC: first and last sentences repeat/reflect 2 -3 significant words
- TiC underlined - 3 repeated words: _____
- draft # and date in upper right corner
- double spaced

Title _____ Draft # _____

- strong verb highlighted
- quality adjective highlighted
- no banned adjectives
- ly word highlighted
- who/which highlighted
- who/which sentence makes sense all by itself
- ToC: first and last sentences repeat/reflect 2 -3 significant words
- TiC underlined - 3 repeated words: _____
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- quality adjective highlighted
- no banned adjectives
- ly word highlighted
- who/which highlighted
- who/which sentence makes sense all by itself
- ToC: first and last sentences repeat/reflect 2 -3 significant words
- TiC underlined - 3 repeated words: _____
- draft # and date in upper right corner
- double spaced

Week 8

Days 3 and 4 - E.R.R.R.

Materials Needed: Drafts 1, 2... of Exploring With A Bathysphere
Checklists

1. Direct your student to employ his Official Editor for **EDITING**. The Editor should freely correct any spelling, punctuation and grammar errors.
2. Have your student **REVISE** Draft 1 to Draft 2, following the Editor's directions and the checklist. Make sure the draft # and date are indicated in the upper right hand corner of each paper. Continue this process until the assignment meets your approval. Your student should use a Checklist to self-**EDIT** after every draft.
3. Place past drafts in the Draft/Checklists section of the Writing Notebook.

Week 8

Day 5 - P.

Materials Needed: Latest Draft of Exploring With A Bathysphere
Artistic materials as desired for publishing
The Writing Process

1. Using the suggestions given on **The Writing Process** handout or ideas of your own, do something special with the finished assignment to **PUBLISH**. A published draft should be as perfect as possible. The title should be underlined with the author's name directly below or in the upper right hand corner. All indicators should be removed.
2. Keep a copy of the published work in the Published Works section of the Writing Notebook.

For Additional Practice...

Are Sharks Dangerous?

Almost every shark looks fierce. It has a long body and great notched tail. On the underside of its head is a mouth filled with long, sharp teeth. On the side of its head are slits, or gills. The shark's appearance frightens people who are in the water when it comes close to them.

Not all sharks are dangerous. The largest shark, which may be more than fifty feet long, is not dangerous. This shark, which is called the whale shark, feeds upon small sea animals and plants. The white shark, the tiger shark, and the blue shark have been known to attack men.

Not all sharks are mean, but all sharks seem to be hungry all of the time. Many sharks prefer to live in the open sea, but their hunger sometimes drives them to shallow water.

Unless you are very sure which sharks are man-eating and which are not, don't take any chances.

Week 9

Day 1 - R.O.N.

Materials Needed: The Flounder
 Outlining Page
 Outlining Rule Poster

1. Continue summarizing references. Take key word notes from **FACTS** rather than sentence by sentence.
2. **READ** aloud The Flounder model.
3. Reread and highlight **4 to 6 FACTS** that pertain to the topic of the model that your student likes best. For example, I would like to choose *fish, strange, appears, snout, grouchy-looking mouth, no eyes on other side of its head, swims flat on its side, changes color to match its background, found both coasts of America.*
4. Using the Outlining Page provided, **OUTLINE** the model by reducing each fact to 3 key words. Numbers and symbols can be added after that as needed. Remember the Outlining Rule Poster. Avoid repeating words. Include a **Topic Clincher:** 2-3 words from the first fact (the topic) that can be repeated or reflected (synonyms) in the last sentence. My outline would look like this:

The Flounder

1. fish, strangely, appears
 2. snout, grouchy, mouth
 3. 0 eyes, 1 side, head
 4. swims, flat
 5. changes color, background
 6. found, both, coasts
- ToC: sea creature, peculiar appearance

5. Put the model in the Models/Sources section of the Writing Notebook
6. Invite your student to **NARRATE** the information from the outline. My outline could be expressed: “The flounder is a fish that strangely appears to have four eyes. It has a snout and a grouchy mouth. But it has no eyes at all on one side of its head. It swims flat on its side so it can watch for danger. It changes colors to hide in its background. The flounder can be found along both the east and west coasts. The flounder is a sea creature with a peculiar appearance and unique habits.”
7. Put the outline in the Notes/Outlines section of the Writing Notebook.

The Flounder

A flounder is a fish that appears to have four eyes - two on each side of its' body. If you turn it over, however, you will find that nature has not been so generous. The bottom half of its snout and its grouchy-looking mouth are there, but no eyes. When it is young, a flounder's eyes are in a normal position. As it grows older, one eye moves around to the other side of its head.

Everyone knows that most fish swim through the water with their spines straight up. The flounder would need a great amount of courage to swim that way. Should it swim like most fish, without a doubt its view would be cut off either to the right or to the left. Of course, that accounts for the way that it swims. It swims flat on its side, like a floating fish-shaped pancake.

Another interesting thing about the flounder is that it changes its color to match its background.

Flounders usually do not journey far from shore. They can be found in the waters along both coasts of America. Fishermen catch them as far north as Alaska and as far south as southern California.

Outlining Page

(TiC)

1. (Topic Fact) _____

2. _____

3. _____

4. _____

5. _____

6. _____

ToC: _____

Week 9

Day 2 - E.D. D.

Materials Needed: The Flounder Outline
Adverb List
Banned Adjectives List
Banned Verbs List
Checklists
Thesaurus

1. Discuss verbs. Some are weak and boring. *Look, like/hate, ran/run, go/went, think/thought, says/said* are examples of weary verbs.
2. Start a **Banned Verbs List**. Record at least 3 verbs that are too common in your student's writing. Use a Thesaurus to provide better options.
3. **ENLIST** *strong verbs, quality adjectives* and *ly words* your student could possibly use. Identify one or two ways a *who/which* could be used.
4. Direct your student to complete **DRAFT** 1 of The Flounder.
 - Instruct your student to leave space for the title at the top center of a page of loose leaf paper. The title should be underlined. Write Draft 1 and the date in the upper right corner.
 - Require that your student double space.
 - Taking one line of key words per fact at a time, direct your student to write a sentence for each.
 - Remind your student to create a new title (TiC) for the paragraph.
5. **DRESS UP**. Your student should review Draft 1 for a highlighted *ly word, who/which, quality adjective, strong verb, TiC* and *ToC*.
6. Provide the checklist and direct your student to self-**EDIT** his paper according to the details listed. Attach the checklist to the written work with a staple or clip.
7. Place Draft 1 in the Drafts/Checklists section of the Writing Notebook.

Checklists (make copies as needed)

Title _____ Draft # _____

- strong verb highlighted
- quality adjective highlighted
- no banned adjectives or banned verbs
- ly word highlighted
- who/which highlighted
- who/which sentence makes sense all by itself
- ToC: first and last sentences repeat/reflect 2 -3 significant words
- TiC underlined - 3 repeated words: _____
- draft # and date in upper right corner
- double spaced

Title _____ Draft # _____

- strong verb highlighted
- quality adjective highlighted
- no banned adjectives or banned verbs
- ly word highlighted
- who/which highlighted
- who/which sentence makes sense all by itself
- ToC: first and last sentences repeat/reflect 2 -3 significant words
- TiC underlined - 3 repeated words: _____
- draft # and date in upper right corner
- double spaced

Title _____ Draft # _____

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- quality adjective highlighted
- no banned adjectives or banned verbs
- ly word highlighted
- who/which highlighted
- who/which sentence makes sense all by itself
- ToC: first and last sentences repeat/reflect 2 -3 significant words
- TiC underlined - 3 repeated words: _____
- draft # and date in upper right corner
- double spaced

Week 9

Days 3 and 4 - E.R.R.R.

Materials Needed: Drafts 1, 2... of The Flounder
Checklists

1. Direct your student to employ his Official Editor for **EDITING**. The Editor should freely correct any spelling, punctuation and grammar errors.
2. Have your student **REVISE** Draft 1 to Draft 2, following the Editor's directions and the checklist. Make sure the draft # and date are indicated in the upper right hand corner of each paper. Continue this process until the assignment meets your approval. Your student should use a Checklist to self-**EDIT** after every draft.
3. Place past drafts in the Draft/Checklists section of the Writing Notebook.

Week 9

Day 5 - P.

Materials Needed: Latest Draft of The Flounder
Artistic materials as desired for publishing
The Writing Process

1. Using the suggestions given on **The Writing Process** handout or ideas of your own, do something special with the finished assignment to **PUBLISH**. A published draft should be as perfect as possible. The title should be underlined with the author's name directly below or in the upper right hand corner. All indicators should be removed.
2. Keep a copy of the published work in the Published Works section of the Writing Notebook.

For Additional Practice...

Creatures of the Deep

Many years ago, sailors told strange tales about the monsters that they imagined lived in the deep parts of the ocean. Since then, we have learned that the ocean is not filled with terrible monsters. Scientists have, in some places, dredged the ocean floor and have studied the animals that have been brought to the surface. These students of sea life have found that many strange, but not terrible creatures live in the deep sea.

Some of these creatures live three miles beneath the surface. At this great depth there is no light. The temperature is never more than a few degrees above the freezing point.

Since plants cannot live without light, there are no plants in the deep ocean world. However, many interesting animals live in the deep holes in the ocean floor. Some of the animals look like plants and grow attached to one place, as most plants do.

Because of the great weight of the water, the deep-sea animals have bodies that resist water pressure. Many are shaped like ribbons or like very thin cookies. Others are so full of openings that the water flows right through them.

One very delicate sponge is called Venus's flower basket. It lives in the deep-sea mud near the Philippines, in the East Indies, and along the east coast of Asia. It looks like a lacy cylinder and is about one foot long. You could crush this sponge with your hands. The great weight of the water does not crush it, though, because the frame, or skeleton, has many holes in it. The water flows through the holes and supports the weight of the water above the sponge.

Some of the fish in the deep sea have their own lights. Perhaps they use these lights to help them see in the total darkness. Maybe they use the lights to attract other animals on which they feed. This light is a cold light, somewhat like that of a firefly.

Week 10

Day 1 - R.O.N.

Materials Needed: Robots
 Outlining Page
 Outlining Rule Poster

1. **READ** aloud Robots.
2. Reread and have your student highlight **4 to 6 FACTS** that pertain to the topic that he likes best. For example, I would like to choose *ideal for repetitive, precise movements; more than half make automobiles; arrange chocolates; make and package drugs and foods; dangerous jobs best done; investigate and defuse bombs; explore extreme radiation.*
4. Using the Outlining Page provided, **OUTLINE** the model by reducing each fact to 3 key words. Numbers and symbols can be added after that as needed. Remember the Outlining Rule Poster. Avoid repeating words. Include a **Topic Clincher:** 2-3 words from the first fact (the topic) that can be repeated or reflected (synonyms) in the last sentence. My outline would look like this:

Robots

1. ideal, repetitive, precise
 2. 50%+ automobiles
 3. chocolates, drugs, foods
 4. dangerous, jobs, best
 5. investigate, defuse, bombs
 6. explore, extreme, radiation
- ToC: perfect, repetitious, precise, dangerous work

5. Put the model in the Models/Sources section of the Writing Notebook.
6. Invite your student to **NARRATE** the information from the outline. My outline could be expressed: “Robots are ideal machines for repetitive, precise or dangerous jobs. Fifty percent or more of the robots in the world make cars. Many robots are used to package chocolates or make and package drugs and foods. Robots are best for dangerous jobs. They can investigate and defuse bombs. They can also explore areas that have extreme radiation. These kinds of situations would be too life threatening for people. Therefore, robots are the perfect choice for jobs that are too boring or dangerous for people to do.”
7. Put the outline in the Notes/Outlines section of the Writing Notebook.

Robots

Name a boring or dangerous job. Somewhere, a robot is probably doing it. Robots are ideal for jobs that require repetitive, precise movements. Human workers need a safe working environment, salaries, breaks, food and sleep. Robots don't. Human workers get bored doing the same thing over and over. This can lead to fatigue and costly mistakes. Robots don't get bored.

Ninety percent of robots work in factories, and more than half make automobiles. Car factories are so highly automated that most of the human workers supervise or maintain the robots and other machines. Robots assemble car body panels and weld them together. They finish and paint the car bodies. They stack and move partially completed cars.

Another factory job done by robots is arranging chocolates in boxes. Guided by a computer vision system, a robotic arm can locate a piece of chocolate on a moving conveyer belt, gently pick it up and turn it to the proper orientation. Then it places it in a specific location within a box on another moving conveyer belt. Sure, it's a task that almost anyone could do . . . but could you do it 20,000 times a day, every day?

People keep finding new uses for robots. They solder tiny wires to semiconductor chips. "Pick and place" robots insert integrated circuits onto printed circuit boards used in all kinds of electronics. Robots also make and package drugs, textiles, and foods.

Robots best do certain dangerous jobs. Guided remotely using video cameras, the *Mini-Andros* can investigate—and defuse—bombs. Robots also can go into dangerously polluted environments, like chemical spills or radioactive "hot zones" in nuclear power plants. *Robug III* is a spider-like robot designed to explore areas with extreme radiation that would kill a human. The need for a robot like *Robug III* was made clear during the Chernobyl nuclear reactor accident in 1986. An explosion and fire released dangerous radioactive material into the air, making rescue and containment work nearly impossible.

Outlining Page

(TiC)

1. (Topic Fact) _____

2. _____

3. _____

4. _____

5. _____

6. _____

ToC: _____

Week 9

Day 2 - E.D. D.

Materials Needed: Robots
Adverb List
Banned Adjectives List
Banned Verbs List
Checklists
Thesaurus

1. **ENLIST** *strong verbs, quality adjectives* and *ly words* your student could possibly use. Identify one or two ways a *who/which* could be used.
2. Add languishing verbs or adjectives to the **Banned Lists**.
3. Direct your student to complete **DRAFT 1** of Robots.
 - Instruct your student to leave space for the title at the top center of a page of loose leaf paper. The title should be underlined. Write Draft 1 and the date in the upper right corner.
 - Require that your student double space.
 - Taking one line of key words per fact at a time, direct your student to write a sentence for each.
 - Remind your student to create a new title (TiC) for the paragraph.
5. **DRESS UP**. Your student should review Draft 1 for a *highlighted ly word, who/which, quality adjective, strong verb, TiC* and *ToC*.
6. Provide the checklist and direct your student to self-**EDIT** his paper according to the details listed. Attach the checklist to the written work with a staple or clip.
7. Place Draft 1 in the Drafts/Checklists section of the Writing Notebook.

Checklists (make copies as needed)

Title _____ Draft # _____

- strong verb highlighted
- quality adjective highlighted
- no banned adjectives or banned verbs
- ly word highlighted
- who/which highlighted
- who/which sentence makes sense all by itself
- ToC: first and last sentences repeat/reflect 2 -3 significant words
- TiC underlined - 3 repeated words: _____
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- who/which sentence makes sense all by itself
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- TiC underlined - 3 repeated words: _____
- draft # and date in upper right corner
- double spaced

Week 10

Days 3 and 4 - E.R.R.R.

Materials Needed: Drafts 1, 2... of Robots
Checklists

1. Direct your student to employ his Official Editor for **EDITING**. The Editor should freely correct any spelling, punctuation and grammar errors.
2. Have your student **REVISE** Draft 1 to Draft 2, following the Editor's directions and the checklist. Make sure the draft # and date are indicated in the upper right hand corner of each paper. Continue this process until the assignment meets your approval. Your student should use a Checklist to self-**EDIT** after every draft.
3. Place past drafts in the Draft/Checklists section of the Writing Notebook.

Week 10

Day 5 - P.

Materials Needed: Latest Draft of Robots
Artistic materials as desired for publishing
The Writing Process

1. Using the suggestions given on **The Writing Process** handout or ideas of your own, do something special with the finished assignment to **PUBLISH**. A published draft should be as perfect as possible. The title should be underlined with the author's name directly below or in the upper right hand corner. All indicators should be removed.
2. Keep a copy of the published work in the Published Works section of the Writing Notebook.

For Additional Practice...

The Ice Cream Cone

The first ice cream cone was created in 1904 at the St. Louis World's Fair. There were fifty ice cream booths all serving ice cream in glass dishes. Next to one of these was a pastry maker - Ernest A. Hamwi, who had emigrated from Syria in 1903.

Mr. Hamwi was selling Zalabia - crisp wafer-like pastry baked on a flat waffle and served thin, sprinkled with sugar. This recipe was popular throughout the Persian Gulf as well as in France, Germany and Scandinavia. In the European countries, it was known as Rosenkuken.

Mr. Hamwi happened to notice that the ice cream booth next to him had run out of clean dishes. In order to be of help, Mr. Hamwi quickly rolled one of his warm wafer-like waffles into the shape of a cone. As it cooled, the wafer set in the cone shape. The ice cream vendor placed ice cream in it and handed it to an eager customer. An enthusiastic reaction immediately followed and the ice cream cone was on its way to becoming a great American institution.

Today waffle cones are still made by pouring batter on a hot griddle and wrapping cones while still warm. They are now poured and wrapped by machine, not by hand, but the process isn't too much different than a hundred years ago. As a result of this process, no two waffle cones are exactly alike.

SOURCE: The back of the Joy brand waffle cone box.