

Week 15

Day 1 - R.O.N.

Materials Needed: Bruce and the Spider
Story Sequence Chart
Outlining Rule Poster
Outlining Page

1. Review the 3 basic elements of a narrative: setting/characters, conflict/problem, and climax/resolution. Reread the **Story Sequence Chart**. Remind your child that he will describe one element per paragraph by answering questions about the elements of the story.

2. **READ** aloud Bruce and the Spider.

3. To aid in identifying the elements of the story, instruct your student to draw a line between sentences or words where the plot shifts. Tell your student to draw a line between the setting and the conflict. I would put it between the second and third paragraphs. You and your student may like it slightly elsewhere.

4. Next, have your student draw a line between the conflict and the climax/resolution. I would put it right after *"Yes!" cried Bruce, "I, too, will try a seventh time!"*

5. Using the blank outline given on the model page, have your pupil **OUTLINE** the setting/characters paragraph by asking questions. Remember the Outlining Rule and adhere to 3 key words. Remember it is permissible to vary and expand the details.

6. In the same vein, your student should **OUTLINE** the conflict/problem paragraph. The most useful questions for this part are "Who wants what?" "Why?" "How does he try to get it?"

7. Again, have your student **OUTLINE** the climax/resolution. Ask, "What is(are) the result(s) of the behavior? How? Why?" as well as other questions that come to mind.

8. Put the model in the Models/Sources section of the Writing Notebook.

9. Invite your student to **NARRATE** the story in its entirety from the outline.

10. Put the outline in the Notes/Outlines section of the Writing Notebook.

Bruce and the Spider

Setting I. _____
Characters

1. _____

2. _____

3. _____

Conflict II. _____
Problem

1. _____

2. _____

3. _____

Climax III. _____
Resolution

1. _____

2. _____

3. _____

Bruce and the Spider (Scotland)

HUNDREDS of years ago there was a king of Scotland and his name was Robert the Bruce. It was a good thing that he was both brave and wise, because the times in which he lived were wild and dangerous. The King of England was at war with him, and had led a great army into Scotland to drive him out of the land and to make Scotland a part of England.

Battle after battle he had fought with England. Six times Robert the Bruce had led his brave little army against his foes. Six times his men had been beaten, until finally they were driven into flight. At last the army of Scotland was entirely scattered, and the king was forced to hide in the woods and in lonely places among the mountains.

One rainy day, Robert the Bruce lay in a cave, listening to the rainfall outside the cave entrance. He was tired and felt sick at heart, ready to give up all hope. It seemed to him that there was no use for him to try to do anything more.

As he laid thinking, he noticed a spider over his head, getting ready to weave her web. He watched her as she worked slowly and with great care. Six times she tried to throw her thread from one edge of the cave wall to another. Six times her thread fell short.

"Poor thing!" said Robert the Bruce. "You, too, know what it's like to fail six times in a row."

But the spider did not lose hope. With still more care, she made ready to try for a seventh time. Robert the Bruce almost forgot his own troubles as he watched, fascinated. She swung herself out upon the slender line. Would she fail again? No! The thread was carried safely to the cave wall, and fastened there.

"Yes!" cried Bruce, "I, too, will try a seventh time!"

So he arose and called his men together. He told them of his plans, and sent them out with hopeful messages to cheer the discouraged people. Soon there was an army of brave men around him. A seventh battle was fought, and this time the King of England was forced to retreat back to his own country.

It wasn't long before England recognized Scotland as an independent country with Robert the Bruce as its rightful king.

And to this very day, the victory and independence of Scotland is traced to a spider that kept trying again and again to spin her web in a cave and inspired the king of Scotland, Robert the Bruce.

Robert the Bruce, known as Robert I after becoming king of Scotland, was one of the greatest kings of Scottish history. His achievement in rallying the Scottish nation behind him in resistance to the English is all the more remarkable by his lack of resources at the time of his revolt in 1306. The revolt was defeated, Bruce's lands were confiscated and he became a fugitive. The story of his wanderings is very much embroidered with traditions and legends; the best known is the tale of his watching the spider while he was in hiding on Rathlin Island (now in Northern Ireland), and drawing inspiration from the perseverance of the spider in spinning her web. Gradually he recruited followers again, and in 1314 won at Bannockburn the greatest victory that Scotland had ever won or was to win over England. Fourteen years later Bruce secured a treaty with England recognizing the independence of Scotland and his right to the throne.

SOURCE

"Bruce and the Spider," from *Favorite Tales of Long Ago*, retold by James Baldwin (E. P. Dutton & Co., Inc.: New York, 1955), pp. 18-20. Library of Congress Catalog Card Number: 55-6511 Adapted by Elaine Lindy ©1998-2000. All rights reserved.

Week 15

Day 2 - E.D. D.

Materials Needed: Bruce and the Spider Outline
Story Sequence Chart
Stylistic Techniques Page
Adverb List
Banned Adjectives List
Banned Verbs List
Checklists
Thesaurus

1. Introduce the final dress ups. Number 6 is called *www.asia*, which stands for the following clausal words: *where, when, while, as, since, if, although*. The point is to add any **one** of the seven to each paragraph. Again, like *because* remind your student to use it to “glue” together two sentences to make a more eloquent, complex sentence. Practice creating sentences with the key words from your student’s outline. To help your student remember the various options when writing, make a game out of saying all seven words as fast as possible. Use it as a “password” at mealtime or when entering or exiting. Your pupil will have them down in no time!

2. Write *www.asia* on line 6 of the **Stylistic Techniques Page**.

3. Number 7 can be used for *dual a.v.a.*, which means using two adjectives or two verbs or two adverbs in one sentence of a paragraph. Present this technique when your student has space for more creativity. Record *dual a.v.a.* on line 7 of the **Stylistic Techniques Page**.

4. **ENLIST** *strong verbs, quality adjectives* and *ly words* your student could possibly use. Identify three or four ways a *who/which* could be used. Look for places to make sentences with *because clauses*. Find places for one of the “magnificent seven”: *www.asia*. Each paragraph needs at least one of each dress up. Address each paragraph individually as your student brainstorms these techniques.

5. Add feeble verbs, adjectives, etc. to the **Banned Lists**.

6. Direct your student to complete **DRAFT** 1 of Bruce and the Spider.

- Instruct your student to leave space for the title at the top center of a page of loose leaf paper. Write Draft 1 and the date in the upper right corner.
- Require that your student double space.
- Direct your student to create story sentences from the key words on the outline.
- Instruct your student to create a new title (**TiC**) for the paragraph **from the last sentence of the last paragraph**.

7. **DRESS UP.** Your student should review Draft 1 for highlighted *ly words, who/whiches, quality adjectives, strong verbs, because, www.asias* and a *TiC*. Narrative paragraphs do not have Topic Clinchers because a writer wants his story to flow freely from one element to the next.
8. Explain the checklist and direct your student to self-**EDIT** his paragraphs according to the details listed.
9. Place Draft 1 in the Drafts/Checklists section of the Writing Notebook.

Checklists

Draft #	Title:	I	II	III
	www.asia highlighted			
	because highlighted			
	strong verb highlighted			
	quality adjective highlighted			
	no banned words			
	ly highlighted			
	who/which highlighted			
	who/which makes sense			
	TiC underlined			
	Draft # upper right corner			
	double spaced			

Draft #	Title:	I	II	III
	www.asia highlighted			
	because highlighted			
	strong verb highlighted			
	quality adjective highlighted			
	no banned words			
	ly highlighted			
	who/which highlighted			
	who/which makes sense			
	TiC underlined			
	Draft # upper right corner			
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	ly highlighted			
	who/which highlighted			
	who/which makes sense			
	TiC underlined			
	Draft # upper right corner			
	double spaced			

Optional Checklists

Draft #	Title:	I	II	III
<i>optional</i>	dual a.v.a.			
	www.asia highlighted			
	because highlighted			
	strong verb highlighted			
	quality adjective highlighted			
	no banned words			
	ly highlighted			
	who/which highlighted			
	who/which makes sense			
	TiC underlined			
	Draft # upper right corner			
	double spaced			

Draft #	Title:	I	II	III
<i>optional</i>	dual a.v.a.			
	www.asia highlighted			
	because highlighted			
	strong verb highlighted			
	quality adjective highlighted			
	no banned words			
	ly highlighted			
	who/which highlighted			
	who/which makes sense			
	TiC underlined			
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	who/which makes sense			
	TiC underlined			
	Draft # upper right corner			
	double spaced			

Week 15

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

Materials Needed: Drafts 1, 2... of Bruce and the Spider
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 15

Day 5 - P.

Materials Needed: Latest Draft of Bruce and the Spider
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.