

## Strong Word Choice

Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

**Directions:** Re-write the following sentences using strong verbs instead of “be” verbs (am, is, are, was, were, be, being, been) and double-underline them. Replace all general nouns and pronouns with specific, descriptive nouns and single-underline them. Add one descriptive adjective or adverb to each sentence and circle it.

Example: A storm was at our town. Re-write: A massive hurricane ripped through our port city.

1. We are in the group.

2. They were here.

3. He is in the building.

4. A person is going on a trip.

5. An animal was running toward my dog.

6. We will be there.

7. Their emotions were increased when the event happened.

8. My friend was in a performance.

9. She has been at her job for a time.

10. The person was not in the group.

**Parent Checklist:** Please evaluate your student’s work for the following items and assist with corrections.

- Be verbs have been replaced with strong verbs and double-underlined.
- General nouns/pronouns have been replaced with a specific nouns and single-underlined.
- A descriptive adjective or adverb has been added to each sentence and circled.
- Each new sentence expresses a meaning consistent with the original in a clear and logical way.
- Each sentence contains proper capitalization and punctuation.

Parent Signature: \_\_\_\_\_

Date \_\_\_\_\_

## Eliminating “Be” Verbs

Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

The “be” verbs, also called the “state of being” verbs, simply tell that someone or something exists. The English language has only 8 “be” verbs. You should memorize them.

**am is are was were be being been**

Strong writers eliminate “be” verbs from their sentences as often as possible. Sometimes, vague “be” verbs are simply replaced with stronger verbs to communicate more specific meaning to the reader. Here’s an example:

The time that Mary is happiest is when she is with her best friend, Sue.

The time that Mary feels happiest occurs when she visits with her best friend, Sue.

In other cases, however, a sentence will require a bit more rearranging to remove the “be” verb. In this exercise, you will practice five techniques for eliminating “be” verbs.

**Directions:** Rewrite the sentences to remove all “be” verbs. Carefully capitalize and punctuate each sentence.

**Elimination Technique #1: CONVERT** Change another word in the sentence into a strong verb.

Example: She *is* the best player in the game.

She plays the game the best.

1. He will *be* the runner at the end of the relay.

2. God, through Jesus Christ, *is* the creator of all things.

3. Van Gogh *is* the painter of “Starry Night” which *is* on display at The Museum of Modern Art.

**Elimination Technique #2: DROP -ING** Change an -ing verb (participle) to a regular verb (an infinitive).

Example: You *should be wearing* your uniform.

You *should wear* your uniform.

4. This play *is encouraging* me to become an actor.

5. The mockingbird *was* on the peak of the roof *singing*.

6. My pastor will *be speaking* at tonight’s banquet.

**Elimination Technique #3: REARRANGE** Change the order of the phrases in the sentence.

Examples: He *was* excited to visit the museum.

Visiting the museum excited him.

7. The Bengals *were* devastated to lose the game.

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8. Her wedding dress *was* sewn by her mother, and the wedding cake *was* baked by her grandmother.

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**Elimination Technique #4: REMOVE** Drop unnecessary words or phrases to reduce wordiness and simplify the sentence structure.

Example: Instead, what she saw *was* her father landing the airplane.

Instead, she saw her father landing the airplane.

9. Katie whispered, “The thing that I want for Christmas *is* a Dachshund puppy.”

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10. Before Stan could write the million dollar check, he needed to know what the date *was*.

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**Elimination Technique #5: SHOW VS. TELL** Write a more descriptive sentence that *shows* what you mean.

Example: Bennett is always right.

Every time Bennett raises his hand, he always states the correct answer for the math problem.

11. My neighbor *is* kind.

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12. The movie *was* awesome.

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**Parent Checklist:** *Please evaluate your student’s work for the following items and assist with corrections.*

- The student has eliminated each “be” verb and also not inadvertently added a new one.
- Each rewritten sentence makes sense. It communicates in a clear, logical way.
- The student has used proper grammar, capitalization, and punctuation.

Parent Signature: \_\_\_\_\_

Date \_\_\_\_\_

Solomon

Mrs. Farweather

Core A: Intro to Comp

August 26, 2022

The Lifestyles of the Town Mouse and the Country Mouse

In the fable “The Town Mouse and the Country Mouse,” the author compares two different lifestyles. While describing the country setting, the author writes about a quiet, peaceful setting. However, the city description makes the reader feel the chaos and noise surrounding the mice as they travel to the city mouse’s home. Although the author does not directly state that one is better than the other, the reader understands that ultimately the quiet of the countryside makes a more suitable home than the loud, dangerous city.

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*Directions: For each item below, if there is an error, write how to fix it. If there is no error, write “correct.” Refer to your notes or other helpful tutorials on Weebly for MLA formatting parameters.*

**Do any of the following contain any errors?**

**Margins** \_\_\_\_\_

**Header** \_\_\_\_\_

**Student** \_\_\_\_\_

**Instructor** \_\_\_\_\_

**Course** \_\_\_\_\_

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

**Title** \_\_\_\_\_

**Paragraph** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Student Name: \_\_\_\_\_ Due Date: \_\_\_\_\_

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I have proofread my student’s work and assisted with all necessary revisions and corrections.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Adding Sentence Openers

Name: \_\_\_\_\_

Due Date: \_\_\_\_\_

The most common way that writers structure a sentence is by starting with the subject first.

Examples: Jack fell down. Josie scrambled to get help. Mom arrived quickly with the first aid kit.

However, beginning every sentence with the subject creates monotonous, boring writing. Varying your sentence openers adds interest, creates tension, emphasizes a key element, or helps connect or transition between ideas.

Punctuation Note: A sentence opener (an introductory word, phrase, or clause) is typically followed by a comma.

**Directions**: Add sentence openers to each sentence as directed. Carefully capitalize and punctuate each sentence. Don't forget to add a comma after each opener.

**Sentence Opener #1: ADVERB** Adding an adverb to the beginning of a sentence changes the rhythm of the sentence and places emphasis on the *how*, *when*, or *where* of an action.

Example: *Slowly*, Jack fell down. (*slowly* describes how Jack fell)

1. The stream gurgled across the rocks.

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2. Daisy bellowed, "Who stole my red shoes?"

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**Sentence Opener #2: PAST PARTICIPLE** A past participle is a verb that ends in -ed that does the job of an adjective: it describes a noun. It is often used to emphasize the emotion of the subject.

Examples: *Frightened*, Josie scrambled to get help. (*frightened* describes *Josie*)

*Frightened by his fall*, Josie scrambled to get help.

3. The runner crossed the finish line.

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**Sentence Opener #3: PRESENT PARTICIPLE** A present participle also describes a noun, but it ends with -ing.

Examples: *Sprinting*, Mom arrived quickly with the first aid kit. (*sprinting* describes *Mom*)

*Sprinting down the hill*, Mom arrived quickly with the first aid kit.

4. Carol twirled in the golden sunshine.

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**Sentence Opener #4: PREPOSITIONAL PHRASE(S)** Prepositions show the relationship between one word and another word in a sentence. Many prepositions fit in this sentence: "The mouse went \_\_\_\_\_ the box(es)."

dog *under* my bed    money *on* the table    trampoline *over* there    stretch *before* practice    eat *after* work

Prepositional phrases always begin with a preposition and end with a noun or pronoun. Sentences can open with one or more prepositional phrases.

Examples: *With* haste, Josie scrambled to get help.

*In* the blink of an eye, Mom arrived with the first aid kit.

5. My sister flipped 100 pancakes.

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6. The husky gnawed on its bone.

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**Sentence Opener #5: SUBORDINATING CLAUSE** A subordinating clause is like an "almost" sentence. It has its own subject and its own verb, but it does not express a complete thought.

Because Steve wanted one...    While we wait for the bus...    Before the timer rings...    Although I began late...

Since subordinating clauses do not express a complete thought on their own, they must be attached to another complete sentence. For this reason, they make great sentence openers!

Examples: When the skateboard rolled backward, Jack fell down.

As Jack screamed, Josie scrambled to get help.

7. Christmas Day had finally arrived.

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8. The kitten purred softly.

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**Parent Checklist:** *Please evaluate your student's work and assist with corrections.*

- The student has added a sentence opener of the correct type to each sentence.
- The student has added a comma after each sentence opener.
- The student has used proper spelling, capitalization, and punctuation when copying the rest of the sentence.

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Sentence Re-Write 3 Ways

Name: \_\_\_\_\_ Due Date: \_\_\_\_\_

**Directions:** Rewrite each of the simple sentences below in **three different ways**.

1. **Add** three different sentence openers. Don't forget the commas!
2. **Replace** the general nouns/pronouns with three different specific nouns & underline them.
3. **Replace** the weak verb with three different strong verbs and underline them two times.
4. **Add** a quality, descriptive adverb or adjective to each sentence and circle it.

**Example:**        She looked at him.

Add an opener: -ING opener = *Handing over the last cookie,*

Replace verb: *looked* replaced with *glared*

Replace nouns: *She* replaced with *Jane*; *him* replaced with *her little brother*

Add adj or adv: *furiously*

**Full Rewrite:**    Handing over the last cookie, Jane furiously glared at her little brother.

**The dog barked.**

#1 \_\_\_\_\_  
\_\_\_\_\_

#2 \_\_\_\_\_  
\_\_\_\_\_

#3 \_\_\_\_\_  
\_\_\_\_\_

**She shut the door.**

#1 \_\_\_\_\_  
\_\_\_\_\_

#2 \_\_\_\_\_  
\_\_\_\_\_

#3 \_\_\_\_\_  
\_\_\_\_\_

**He saw the light.**

#1 \_\_\_\_\_  
\_\_\_\_\_

#2 \_\_\_\_\_  
\_\_\_\_\_

#3 \_\_\_\_\_  
\_\_\_\_\_

**They liked the dessert.**

#1 \_\_\_\_\_  
\_\_\_\_\_

#2 \_\_\_\_\_  
\_\_\_\_\_

#3 \_\_\_\_\_  
\_\_\_\_\_

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**Parent Checklist:** Evaluate your student's work for the following items and assist with corrections.

For each set of 3 sentences, the student has...

- replaced the weak verb with *three different* strong verbs and double-underlined them
- replaced each general noun/pronoun with *three different* specific nouns, underlined once
- added at least 1 quality adjective or adverb and circled it
- added three different types of sentence openers followed by a comma  
(adverb, prepositional phrase, -ED participle, -ING participle, subordinating clause)

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_



## Paragraph Rewrite #1

A bear came into the cabin. Someone told everyone to remain calm. Someone else called the police. The bear sniffed around the room. A person shouted and left the room. The bear did not seem to hear. He went into the kitchen. He smelled the food on the table. The police came just as the bear finished eating the last piece of food.

**Directions:** Rewrite the 9 sentences of the paragraph above following the requirements on the checklist below. Do not change the order of the sentences. You will, however, need to add a very short sentence (VSS) as a 10<sup>th</sup> sentence somewhere in the paragraph.

**The final paragraph must be typed and MLA formatted.** Work with your parent to edit your paragraph, and together, continue revising until you have completed the checklist below.

After you print your final copy, use a colored pen or pencil to label (#1-7) one example of each of the seven different sentence openers. See the numbering key on the checklist below.

### Assignment Checklist

#### Rewrite Requirements

- paragraph has 10 complete sentences
- replace weak verbs with strong verbs
- replace general nouns/pronouns with specific nouns
- add at least 1 quality, descriptive adjective or adverb to each sentence and circle it. (circle only 1 per sentence)
- use all sentence openers at least once and label one example of each as:
  1. subject opener
  2. adverb opener
  3. prepositional phrase opener
  4. -ED participle opener
  5. -ING participle opener
  6. subordinating clause opener
  7. and add a very short sentence as an extra sentence in the paragraph

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- Date formatted like 15 August 2023
- Creative title centered on 5<sup>th</sup> line
- First line of ¶ indented by ½ inch

#### Submission

- Submit a printed copy of the final draft with this signed sheet stapled *behind* it.

*I have verified that my student has followed all directions and included all components as shown on the checklist above.*

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

## Paragraph Rewrite #2

### Topic: Leonardo da Vinci

- \_\_\_\_\_ His most famous painting is the *Mona Lisa*.
- \_\_\_\_\_ He was an expert in multiple fields of study.
- \_\_\_\_\_ He thought of a wheel-driven machine that might produce energy.
- \_\_\_\_\_ His many contributions to progress became his legacy after his death.
- \_\_\_\_\_ His sketches of the human body are the first accurate portrayals of human anatomy.
- \_\_\_\_\_ He was a painter, sculptor, mathematician, scientist, engineer, and more.
- \_\_\_\_\_ He was a dreamer of air travel, the automobile, and other technological advances.

**Directions:** For this assignment, you will write a paragraph about Leonardo da Vinci. First, read the list of sentences above and then number them in a logical order. (Consider: Which sentence will make the best topic sentence? Which the best conclusion? Which facts are closely related and should be kept together in the paragraph?) Talk to your parent about the order of your sentences and see if they agree or disagree. After you have agreed on the best order of the sentences, rewrite them following the requirements on the checklist below.

**The final paragraph must be typed and MLA formatted.** Work with your parent to edit your paragraph, and together, continue revising until you have completed the checklist.

### Assignment Checklist

#### Rewrite Requirements

- arrange the sentences in a logical order
- remove and/or replace all “be” verb
- do not add any new “be” verbs
- replace all additional weak verbs with strong verbs.
- add at least 4 transitions between sentences and **highlight** them
- add at least 7 descriptive adjectives and/or adverbs to the paragraph and **circle** them

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## ***The Miracle Worker* – Setting Description**

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Descriptive writing makes the reader feel like she or he has actually met the person, visited the place, attended the event, or examined the thing being described. Now, you will practice using the descriptive devices you learned in class: **simile, metaphor, personification, and alliteration**.

Write a description of a setting from *The Miracle Worker*. First, imagine yourself standing in a specific scene. Maybe you are sitting in the Keller's living room, standing in the yard by the water pump, or riding on the train. What can you see, hear, feel, smell, and even taste from that location? Pick one, specific location that seems most interesting to you, and use vivid descriptions to paint a picture of what it might have looked like. You may use the information you know from the play, but feel free to use your imagination to add other realistic details to make the setting come alive.

Write a description at least 2 paragraphs in length with each paragraph consisting of at least 6 sentences. **The final paragraphs must be typed and MLA formatted.** Work with your parent to edit your paragraph, and together, continue revising until you have completed the checklist.

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### Descriptive Writing

- Strong verbs and specific nouns
- Quality adjectives and adverbs
- At least 3 sensory details that describe taste, touch, sight, sound, and/or smell, underlined

At least one use of all of these:

- simile (highlight & label one example)
- metaphor (highlight & label one)
- personification (highlight & label one)
- alliteration (highlight & label one)

### Sentence & Paragraph Structure

- 2 paragraphs of at least 6 sentences (please count!)
- Good transitions between sentences
- At least 3 different sentence openers per paragraph
- No contractions

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### Submission

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## ***The Miracle Worker – Act 2 Character Journal Entry***

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Narrative writing tells a story. Narratives enable people to express and record their life stories and to share their knowledge and values to a broader audience.

For this assignment, write a diary or journal entry from the perspective of either Annie Sullivan, Kate Keller, Captain Keller, or James Keller. Pick a specific scene from Act 2 and tell it from your chosen character’s perspective. Include the events that took place and the character’s thoughts and reactions to the events. Choose words and phrases that capture the character’s “voice” or unique personality.

Before you write, you should plot out your narrative, making note of the sequence of events that you will need to include in your story: beginning, middle, and end.

Write a journal entry at least 2 paragraphs in length with each paragraph consisting of at least 6 sentences. **The final paragraphs must be typed and MLA formatted.** Work with your parent to edit your paragraph, and together, continue revising until you have completed the checklist.

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### Narrative Writing

- A clear chronological order with a beginning, middle, and end
- Written in 1<sup>st</sup> person voice (the character is the narrator)
- From 1 character’s point of view only
- Captures the “voice” of your character
- Strong verbs and specific nouns
- Quality adjectives and adverbs

### Sentence & Paragraph Structure

- At least 2 paragraphs of 6 sentences (please count!)
- At least 2 transitions per paragraph
- At least 3 different sentence openers per paragraph (can double as transitions)
- No contractions

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## ***The Miracle Worker – Helen Keller Narrative***

This week you will combine the Descriptive and Narrative genres to tell the story of Helen Keller from her own point of view. What might Helen have sensed, felt, or thought in the moments before, during, and after her life-changing discovery at the water pump?

You may set the stage briefly by starting in the dining room; however, the majority of your story should center on the climax of the play at the water pump and Helen’s discovery of language.

Write a 1<sup>st</sup> person narrative at least 2 paragraphs in length with each paragraph consisting of at least 6 sentences. **The final paragraphs must be typed and MLA formatted.** Work with your parent to edit your paragraph, and together, continue revising until you have completed the following checklist.

### Narrative Writing

- A clear chronological order with a beginning, middle, and end
- Focuses on the climax of the play when Helen first discovers language.
- Told from Helen’s point of view.
- Written in 1<sup>st</sup> person voice (Helen is the only narrator)

### Descriptive Writing

- Strong verbs and specific nouns
- Quality adjectives and adverbs
- 2 examples of figurative or sensory language, **highlighted** and labeled:
  - simile
  - metaphor
  - personification
  - alliteration
  - sensory details

(you may include more of the above but please only highlight and label 2 examples)

### Sentence & Paragraph Structure

- 2 paragraphs of at least 6 sentences (please count!)
- At least 2 transitions per paragraph
- At least 3 different sentence openers per paragraph (can double as transitions)
- No contractions

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