

Lesson 1: Writing Boxes With Peter Pan Story

Story Over Given Material Using Writing Boxes

Overview of Writing Boxes Lesson

This week you will be writing a story over given material. That is, you will not find your own material to write from, but you will use material provided for you in this weekly lesson and take an S-by-S (Sentence-by-Sentence) Outline over this passage.

Don't worry! We will use Character Ink's Writing Boxes to learn how to write from a source.

It will be fun—and you will be surprised how quickly you learn how to take notes and write.

I. TOPIC OF STORY

Sentence-by-Sentence Outline over given material about **Peter Pan**.

III. SENTENCES PER PARAGRAPH

All students will write the number of sentences that each paragraph contains in the given passage.

II. NUMBER OF PARAGRAPHS IN THE BODY OF YOUR STORY

All students will write **2 paragraphs** for the body (P'soB*).

IV. WRITE ON/ADDITIONAL SKILLS

You will learn/further develop the following additional skills:

- A. **Introduction to the Sentence-by-Sentence (S-by-S) Outline**
- B. **Creating an S-by-S Outline**
- C. **Writing From a Sentence-by-Sentence Outline**

***Note:** PoB stands for Paragraph of the Body (referring to a non-opening or non-closing paragraph) P'soB stands for Paragraphs of Body (more than one PoB).

Note: This Overview Box, which is provided at the beginning of each project, is here to give students (and teachers) an at-a-glance look at the entire composition assignment. Each step of each lesson is assigned and detailed throughout the week(s).

Given Passage to Learn to Write From

PoB-A	Paragraph 1	<p>The kids told Peter Pan they would go with him. The fairy spread her pixie dust over them. They took to the sky! Wendy, John, and Michael lived with the Lost Boys and Peter Pan. Things got bad. Captain Hook wanted to hurt Peter Pan. He was mad at Peter Pan because Peter had thrown him into the water. The crocodile had eaten his arm!</p>
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PoB-B	Paragraph 2	<p>The children and the Lost Boys were flying back to the Darling home with Tinkerbell. The pirates caught them. They tied the kids up. They were going to throw them in the sea! Before they could, Peter Pan flew in. He fought Captain Hook and won! The croc got Hook again! The kids went safely home.</p>
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Lesson A. Study Skills: Outline First Paragraph With Writing Boxes

When you write from a given source (either one that you find or one that your Character Ink book provides for you), you want to write the material in your own words.

You do not want to use the words that the original author wrote because that is plagiarism—stealing someone else’s words and calling them your words.

So anytime you get information from a source, whether it is a book, online source, magazine, or other, it is important to use the information in such a way that you write in your own words—not in the author’s words.

How can you write from a source but still make it your own?

There are two important tips to remember in using sources in writing:

(1) Always outline before you write!

- a. The outline will take you one step away from the source when you write your own report or essay.
- b. Each step that you take away from the source when you write helps you write more originally.

(2) Choose synonyms (words that mean the same) for the words in the original source—rather than using the author’s exact words.

We will work on those two steps extensively in this lesson. We will use a simple, short passage of material about Peter Pan in which to practice these skills.

And you will be creating outlines and writing like a pro by the end of the first week!

Read the entire Peter Pan passage aloud with your teacher or to yourself to get an idea of what you will be writing about this week.

<> **A-1a.** In the first sentence of the first paragraph that is provided by itself below, highlight the following words:

- 1. kids 2. told
- 3. Peter 4. go

The kids told Peter Pan they would go with him.

These four words are the most important words in the sentence.

They are also words you will want to change when you write the sentence in your own words. This is because they are so important to the sentence, and the author chose those himself.

<> **A-1b.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **A-1c.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-1d.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence One (**no** descriptors added)

<> **A-1e.** Choose at least three to five* descriptors for each of the new words you changed in your new sentence and write them on the lines provided. You may use a thesaurus or online reference source if desired.

Do not worry if you are unsure of the differences between adjectives and adverbs for now. You will learn those thoroughly as you complete the Checklist Challenge provided in all Character Ink curriculum.

Descriptors for	Descriptors for	Descriptors for
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-1g.** Now write your new sentence again—this time with the descriptors you highlighted added to it.

Paragraph 1: Sentence One (**with** descriptors added)

<> **A-1f.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

****Older or more advanced students should write five words whenever possible.***

<> **A-2a.** Now repeat that process by highlighting the four most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).

The fairy spread her pixie dust over them.

<> **A-2b.** Write those words on the top line in the following columns and underline them with a highlighter.

<> **A-2c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

<> **A-2d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-2e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Two (**no** descriptors added)

<> **A-2f. (1)** Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors
for

Descriptors
for

Descriptors
for

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-2g.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

<> **A-2h.** Now write your new sentence again—this time with the descriptors you just highlighted added to it.

Paragraph 1: Sentence Two (**with** descriptors added)

****Older or more advanced students should write five words whenever possible.***

<> **A-3a.** Now repeat that process by highlighting the three most important nouns, pronouns, and verbs in the next sentence from the passage (provided below).

They took to the sky!

<> **A-3b.** Write those words on the top line in the following columns.

<> **A-3c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-3d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-3e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Three (**no** descriptors added)

<> **A-3f.** (1) Write the words you just changed in your new sentence on the lines.
(2) Choose at least three to five* descriptors for each of the words you listed
(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors
for

Descriptors
for

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<> **A-3h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Three (**with** descriptors added)

<> **A-3g.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

****Older or more advanced students should write five words whenever possible.***

<> **A-4a.** Now repeat that process by highlighting the three most important words in the fourth sentence of the passage (provided below).

Wendy, John, and Michael lived with the Lost Boys and Peter Pan.

<> **A-4b.** Write those words on the top line in the following columns.

<> **A-4c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-4d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-4e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Four (**no** descriptors added)

<> **A-4f.** (1) Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors for	Descriptors for
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

<> **A-4h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Four (**with** descriptors added)

<> **A-4g.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

****Older or more advanced students should write five words whenever possible.***

<> **A-5a.** Now repeat that process by highlighting the three most important words in the fifth sentence from the passage (provided below).

Things got bad.

<> **A-5b.** Write those words on the top line in the following columns.

<> **A-5c.** Choose at least three to five* synonyms or substitute words for the words you just highlighted in the sentence. Write the synonyms on the lines below in the columns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-5d.** Once you have at least three to five* synonyms, choose the one you think sounds like the best substitute for each of the original words and highlight each one you choose.

<> **A-5e.** Write a new sentence from the given one with your new words (highlighted above).

Paragraph 1: Sentence Five (**no** descriptors added)

<> **A-5f.** (1) Write the words you just changed in your new sentence on the lines.

(2) Choose at least three to five* descriptors for each of the words you listed

(3) Write these descriptors in the columns beneath each word.

Note: You may use a thesaurus or online reference source if desired.

Descriptors for	Descriptors for	Descriptors for
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

<> **A-5h.** Now put your new words along with the adjectives and adverbs together in a new sentence on the lines provided.

Paragraph 1: Sentence Five (**with** descriptors added)

<> **A-5g.** Once you have three to five* listed, choose the word in each column that you think sounds the best and highlight each one.

****Older or more advanced students should write five words whenever possible.***