



# *Step into Writing*

*A Beginning Writing and Grammar Program  
For the **Really** Reluctant Writer*

*for ages 7-10*

*A great Primer  
for the  
Institute for  
Excellence in  
Writing Progra*

*by Diane Bischoff McCarty*

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for the **Really** Reluctant Writer*

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# Grammar

## ~ Adjectives ~

Adjectives are words that describe a noun. Remember, a noun is a person, place, or thing.

*Examples: The squirrels sat on the tiny limb of the tree.*

The word *tiny* describes the limb. What kind of limb? *Tiny*

*He planted the purple flowers in the garden.*

The word *purple* describes the flowers. What kind of flowers? *Purple*

Circle the adjectives in the following sentences and underline the nouns they describe.

1. We saw snow as we drove up the high mountain.
2. There is a beautiful sunset tonight.
3. Did you see that long snake slither under that big rock?
4. Abe is a fat black cat.
5. I enjoy seeing the red and orange leaves on the trees in the fall.
6. He likes to ride his small skateboard.
7. She is one ferocious lion!
8. The butterflies like the sweet nectar of the flowers.
9. That bear is fuzzy and soft.
10. The dog was old and weak.



# Writing Lesson

You have now made two more stories your very own by making word choices that you thought would make the story more interesting to read.

Select one of those stories...

*The Hummingbird and the Butterfly*  
*The Tortoise and the Hare*

and copy it into your notebook. Feel free to illustrate your story if you like.

Here is a checklist of items to help you with your writing:

## Writing Checklist

- Story has title underlined with your name underneath.
- First line of each paragraph is indented.
- Margins are kept neat.
- Story is neatly written.

# Story Lesson

Now we will introduce adverbs ('ly' words) to our writing. The green underlines are for adverbs. As before, select the word that you believe sounds best in each sentence and write it on the line. You will also need to use the thesaurus to find alternate words for the bland **highlighted** words. Cross out the highlighted word and write your more exciting word above it.

## The Cat and the Mice

Once upon a time, there were many mice living in a \_\_\_\_\_  
big, decrepit, wooden

barn. They loved to play and have fun. A \_\_\_\_\_ cat lived there,  
fluffy, portly, grumpy, hungry

too. She **liked to** \_\_\_\_\_ the mice. Sometimes she even caught  
chase, hunt, tease

and \_\_\_\_\_ them. So one day, the mice had a meeting to  
consumed, devoured,

\_\_\_\_\_ about what to do about the cat. They \_\_\_\_\_  
speak, chat, converse decided, chose, ruled

to get rid of her.

One mouse had a great \_\_\_\_\_. It was to \_\_\_\_\_  
idea, thought, notion, plan securely, firmly, tightly

\_\_\_\_\_ a bell around the cat's neck. Then the mice could hear the  
fasten, secure, tie

bell and \_\_\_\_\_ **run** away. The mice thought it was a  
quickly, swiftly, rapidly

\_\_\_\_\_ plan, but no mouse had the \_\_\_\_\_ to be  
splendid, fantastic, excellent courage, bravery, nerve

the one to **put** the bell on the cat!

When you have completed your story, read it aloud. Add any new words to your Word Bank.

## Story Lesson

Let's continue adding our own unique touches to a story. Select the words that you believe sound best for this story. As an added challenge, you can even use your thesaurus to find alternative words to those provided for you.

### The Lion and the Mouse

A \_\_\_\_\_ lion was sleeping in his den when a  
mighty, fierce, powerful

\_\_\_\_\_ mouse ran \_\_\_\_\_ across his  
wee, little, tiny                      swiftly, quickly, nimbly

\_\_\_\_\_ and woke him up. He put out his \_\_\_\_\_  
(you decide what part of the lion's body the mouse ran across.)      strong, mighty, hefty

paw and caught the mouse. He was about to \_\_\_\_\_ the little  
eat, devour, consume

little creature, but the mouse \_\_\_\_\_ so hard for her life that the lion  
cried, begged, pleaded  
let her go.

Some time later, the lion was \_\_\_\_\_ in a net set by some  
caught, snared, tangled

hunters. He \_\_\_\_\_ and \_\_\_\_\_, but the net was too  
(select any two: struggled, kicked, growled, roared)

\_\_\_\_\_ for him to break. The mouse heard him \_\_\_\_\_  
tight, strong, tough                      yelling, shouting, roaring

and ran to him \_\_\_\_\_. She \_\_\_\_\_ through the net  
rapidly, swiftly, quickly                      nibbled, gnawed, chomped

and set the lion free. He was so \_\_\_\_\_ that he saved the life of the little  
happy, thankful, grateful  
mouse when he had.

When your story is complete, read it aloud. Add any new words to your Word Bank.

# *An Excellent Writing Primer for Reluctant Writers*

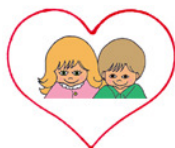
Finally...a program that relieves the frustration and anxiety about writing  
...a program that helps children build confidence as they build basic writing skills  
...a wonderful way to introduce reluctant writers to the fun of writing.

This program will "prime the pump" for the reluctant writer to move on with ease to full writing curriculums, such as WriteShop or The Institute for Excellence in Writing curriculum. This program will help them learn the basic principles of writing by having them model uplifting and moral works like *The Hare and the Tortoise*, *The Wolf and the Crane*, *The Lion and the Mouse*, and many more. They will also learn some basic grammar, and build a Word Bank of vivid verbs, strong adjectives, and descriptive adverbs to help facilitate their writing.

This is a program children can actually have fun with and look forward to using.

*These are good lessons, and my child enjoyed the stories. They have helped him think of other words to use when he is writing. He enjoyed choosing the word he wanted to use. These lessons are beneficial, and they were good preparation for his class with Institute for Excellence in Writing. Even though my child is a reluctant writer, it's interesting that he does the writing for these lessons. This program is less intimidating for a child who isn't keen on the physical aspect of writing!*

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