Writing Tricks Plus: Teacher's Edition

by David S. Dye, M.Ed.

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— David S. Dye, M.Ed.

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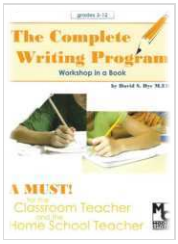
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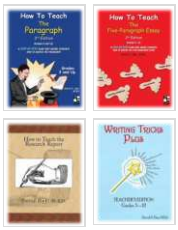
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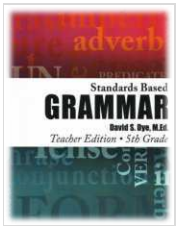
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Writing Tricks Plus+
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Writing Tricks
Plus

Goals: 1. Be able to identify a variety of sentence structures.
2. Quickly learn to write intelligent sentences using a variety of sentence structures.

Procedure

I. Teach students to identify four writing tricks.
   a. Review the writing tricks.
   b. Identify the writing tricks within sentences.

II. Practice the four writing tricks by completing the worksheets and Journal Entry #1.

III. Journal Entry #1: Use the writing tricks in context by writing paragraphs. Write one paragraph for each writing trick using the trick twice. Save the paragraphs for a portfolio.

IV. Journal: Write two paragraphs using all four writing tricks in a paragraph. Paragraph #1 – Follow my pattern. Paragraph #2 – Freestyle. Save the paragraphs for a portfolio.

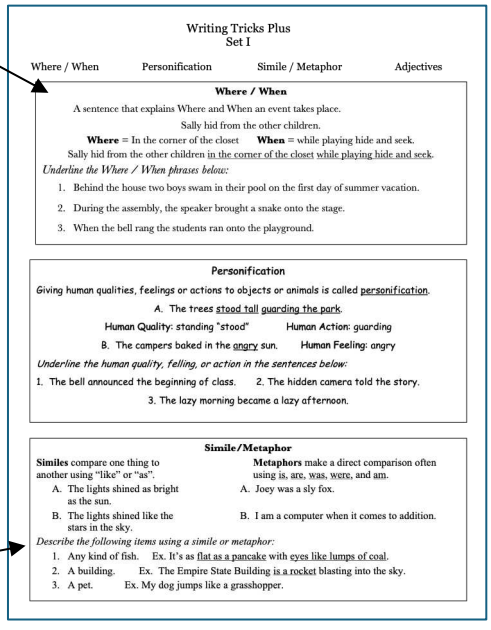
V. Take a test. Identify the writing tricks. Write them in the context of a paragraph. Record each student's results on the Writing Tricks Checklist.

VI. Repeat the procedure for Units 2, 3, and 4.

Suggestions for Administration

Identifying the Writing Tricks (The Review)

1. The purpose of the review and identification of the writing tricks sections is to familiarize the students with the writing tricks. The long-term goal may be to get the students to incorporate these tricks into their everyday writing; however, we should also be preparing them to hold onto these skills for a lifetime. When the students know how to use each trick and can identify them in any writing, they have truly mastered the skill. Giving them the background knowledge first, before diving into the writing, will help students meet our goals.
2. Spend an entire writing lesson when you begin each review. Take the time to review each of the four tricks and identify the sentences on Review A as a class.
3. On Day 2, quickly review the four writing tricks again. Have the names of the four tricks with sample sentences listed on the board or poster paper for the students to use as a reference. Give the students ten minutes to try Review B on their own. Next, review the sentences as a class or allow them to review their answers in groups. You can make a game out of it by giving prizes or raffle tickets to the winning groups.
4. Make flash cards out of the sentences. In groups of four, each student can make three cards for one of the tricks. One of the students can collect the cards and quiz the other three. A two-minute review each day is a great way to mentally prepare them for their writing.



Writing Tricks Plus
Set I

Where / When Personification Simile / Metaphor Adjectives

Where / When

A sentence that explains Where and When an event takes place.

Sally hid from the other children.

Where = In the corner of the closet **When** = while playing hide and seek.

Sally hid from the other children in the corner of the closet while playing hide and seek.

Underline the Where / When phrases below:

1. Behind the house two boys swam in their pool on the first day of summer vacation.
2. During the assembly, the speaker brought a snake onto the stage.
3. When the bell rang the students ran onto the playground.

Personification

Giving human qualities, feelings or actions to objects or animals is called personification.

A. The trees stood tall guarding the park.

Human Quality: standing "stood" Human Action: guarding

B. The campers baked in the angry sun. Human Feeling: angry

Underline the human quality, felling, or action in the sentences below:

1. The bell announced the beginning of class. 2. The hidden camera told the story.

3. The lazy morning became a lazy afternoon.

Simile/Metaphor

Similes compare one thing to another using "like" or "as".

A. The lights shined as bright as the sun.

B. The lights shined like the stars in the sky.

Metaphors make a direct comparison often using is, are, was, were, and am.

A. Joey was a sly fox.

B. I am a computer when it comes to addition.

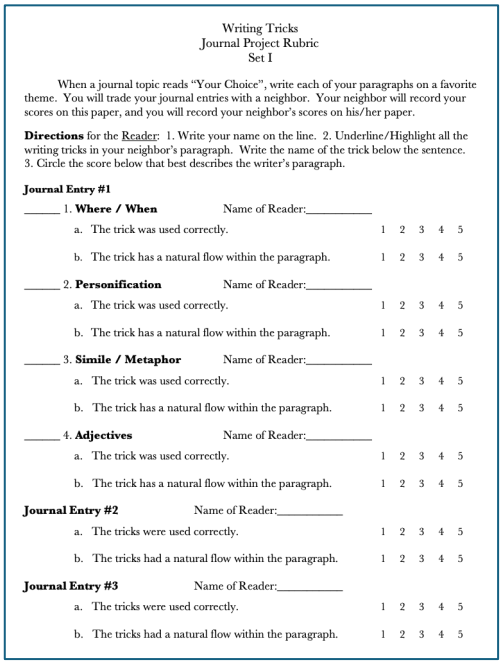
Describe the following items using a simile or metaphor:

1. Any kind of fish. Ex. It's as flat as a pancake with eyes like lumps of coal.
2. A building. Ex. The Empire State Building is a rocket blasting into the sky.
3. A pet. Ex. My dog jumps like a grasshopper.

5. As the students move on to Sections II, III, and IV, they will become more comfortable with the process. Some review sentences may use more than one writing trick. Praise the students who notice this and allow them to write the names of all the tricks they find on their answer sheets. This is when the students begin to see the real power of writing tricks. When they can write more than one writing trick within a sentence, their confidence and love for writing grow exponentially.

Writing Trick Worksheets and Paragraphs

1. The entire process of completing the worksheets for each writing trick and paragraph normally takes two to three days. Some writing tricks are especially easy for middle school students, so we may do two at a time. For younger students, twenty-five to thirty minutes to review the trick and complete the worksheet should be enough. Often, if there is more than one worksheet, we may do the first worksheet in class and assign the others for homework.
2. **Writing Tricks Journal Binder**: Have the students keep all their journal entries in a spiral or three-ring binder. This keeps the paragraphs together and organized. Be sure to have them label each entry with the name of the trick, especially if you're going to do the Writing Tricks Portfolio.
3. **Writing Trick Journal Entry**. After completing the worksheets for each trick, have the students write a paragraph using the writing trick at least twice. Have them skip lines, write the paragraph, and have a neighbor check it for accuracy. The reader should underline the trick and write the name of the trick below the sentence. If the neighbor cannot find the tricks, this is a good opportunity for peer review. Either the author or the reader needs help. This is a VERY powerful step.



Writing Tricks
Journal Project Rubric
Set I

When a journal topic reads "Your Choice", write each of your paragraphs on a favorite theme. You will trade your journal entries with a neighbor. Your neighbor will record your scores on this paper, and you will record your neighbor's scores on his/her paper.

Directions for the Reader: 1. Write your name on the line. 2. Underline/Highlight all the writing tricks in your neighbor's paragraph. Write the name of the trick below the sentence. 3. Circle the score below that best describes the writer's paragraph.

Journal Entry #1

_____ 1. **Where / When** Name of Reader:_____
a. The trick was used correctly. 1 2 3 4 5
b. The trick has a natural flow within the paragraph. 1 2 3 4 5

_____ 2. **Personification** Name of Reader:_____
a. The trick was used correctly. 1 2 3 4 5
b. The trick has a natural flow within the paragraph. 1 2 3 4 5

_____ 3. **Simile / Metaphor** Name of Reader:_____
a. The trick was used correctly. 1 2 3 4 5
b. The trick has a natural flow within the paragraph. 1 2 3 4 5

_____ 4. **Adjectives** Name of Reader:_____
a. The trick was used correctly. 1 2 3 4 5
b. The trick has a natural flow within the paragraph. 1 2 3 4 5

Journal Entry #2 Name of Reader:_____
a. The tricks were used correctly. 1 2 3 4 5
b. The tricks had a natural flow within the paragraph. 1 2 3 4 5

Journal Entry #3 Name of Reader:_____
a. The tricks were used correctly. 1 2 3 4 5
b. The tricks had a natural flow within the paragraph. 1 2 3 4 5

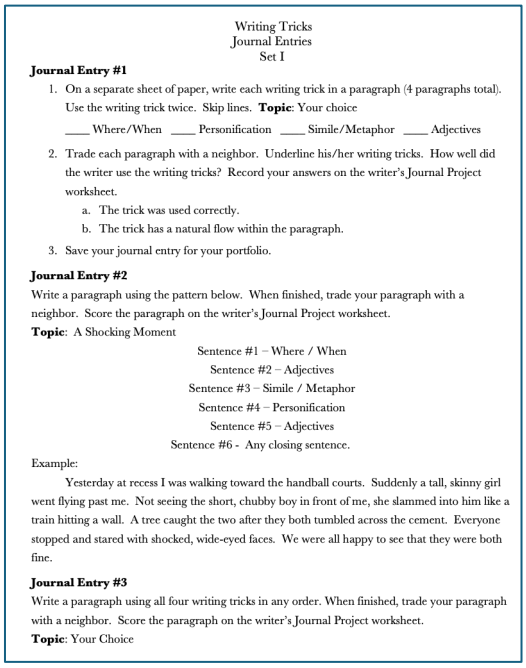
Note: The Journal Project at the end of each section (Journal Entry #1 – See Pg. 3) begins with instructions about doing these paragraphs. You can wait to do these paragraphs at the end of the section or have them complete the paragraphs after the students complete each writing trick worksheet. There is a rubric (see left) in each journal section for the reader to use to assess the paragraph.

4. **Select a Theme**: Have the students select a theme for their journal paragraphs.
   Example: Sports—

   When a journal topic is not suggested, the students can use their theme for ideas.

Journal Project

1. Journal Entry #1: This assignment asks the students to write a paragraph for each writing trick. The students may have completed this task as they completed the worksheets. Another option is to wait until the end of each section and have the students do them all at once. Either way, the next page has a rubric for the reader to score each paragraph. Again, if the reader cannot find the writing trick, either the reader, the author, or both are having problems. This is a good opportunity for peer review.
2. Journal Entry #2: The students must follow a pattern as they write each of the writing tricks they've learned in a paragraph. The students are given a topic and asked to make each sentence a specific writing trick. Next, they will trade their paragraphs and assess them on the rubric.



Writing Tricks
Journal Entries
Set I

Journal Entry #1

1. On a separate sheet of paper, write each writing trick in a paragraph (4 paragraphs total). Use the writing trick twice. Skip lines. **Topic**: Your choice
   ___ Where/When ___ Personification ___ Simile/Metaphor ___ Adjectives
2. Trade each paragraph with a neighbor. Underline his/her writing tricks. How well did the writer use the writing tricks? Record your answers on the writer's Journal Project worksheet.
   a. The trick was used correctly.
   b. The trick has a natural flow within the paragraph.
3. Save your journal entry for your portfolio.

Journal Entry #2

Write a paragraph using the pattern below. When finished, trade your paragraph with a neighbor. Score the paragraph on the writer's Journal Project worksheet.
Topic: A Shocking Moment

Sentence #1 – Where / When
Sentence #2 – Adjectives
Sentence #3 – Simile / Metaphor
Sentence #4 – Personification
Sentence #5 – Adjectives
Sentence #6 - Any closing sentence.

Example:

Yesterday at recess I was walking toward the handball courts. Suddenly a tall, skinny girl went flying past me. Not seeing the short, chubby boy in front of me, she slammed into him like a train hitting a wall. A tree caught the two after they both tumbled across the cement. Everyone stopped and stared with shocked, wide-eyed faces. We were all happy to see that they were both fine.

Journal Entry #3

Write a paragraph using all four writing tricks in any order. When finished, trade your paragraph with a neighbor. Score the paragraph on the writer's Journal Project worksheet.
Topic: Your Choice

3. Journal Entry #3: The students will repeat the journal assignment from Entry #2. This time they can use the writing tricks in any order they would like.
4. While writing their paragraphs, the students will realize that they can write more than one writing trick within a sentence. Example: Late at night, tires screeched loudly in front of our house. (Where/When, Vaunting Verb, Ly-How Adverb). Encourage this. When the students are able to use multiple tricks within a sentence, the entire objective for this book has been met.

Section and Summative Tests

1. The tests are not included in the student workbooks.
2. The section tests ask the students to identify sentences (just like the review) and to write the tricks in sentences.
3. There is a checklist in the student and teacher editions. The teacher can keep track of the writing tricks that the students are mastering. The students can also keep track of their own progress in their student workbook.
4. The summative test at the end gives the students one final opportunity to show what they've learned. The teacher can copy the review from each section and have the students complete them for practice. Although they've done them before, the students usually cannot remember the specific answers.

Project and Portfolio

1. Final Project: The Writing Trick Story – Whether you teach third grade or tutor adults, this is a project that will amaze you and excite your students. This project will allow your students to write a fantastic, incredibly well-written story that leaves no doubt that the author has talent. Other teachers and parents will praise you for the hard work you and your students have put into their writing.

This project walks your students through each stage of the story. They receive directions for writing the first paragraph. Next, they follow the directions as they write one paragraph at a time. They will use their writing tricks throughout the story. Before they know it, they've written an amazing story – almost effortlessly and painlessly.

2. Portfolio: A wonderful year-end project and a great activity for Open House is the Writing Tricks Portfolio. The students can write or type one of their three paragraphs from each Writing Trick Journal Project. Complete with headings and ending with their Writing Tricks Story, the students will have a body of work that proves definitively that they are skilled writers.

Final Thoughts

Not every student is going to understand every writing trick, especially during the review. This book has sixteen tricks. If, in one year, your students learn to incorporate only half of these tricks, they have made tremendous strides in their writing.

Writing Tricks
Checklist

_____

Student Name

		Mastery	Near Mastery	In Progress
	1. Where / When			
	2. Personification			
	3. Simile / Metaphor			
	4. Adjectives			
	5. Dialogue			
	6. Idioms			
	7. Vaunting Verbs			
	8. Ly-How Adverbs			
	9. Hyperbole			
	10. Prepositional Phrases			
	11. Introductory Clause			
	12. Compound Sentences			
	13. Direct Address			
	14. Interrupter			
	15. Appositives			
	16. Words/Phrases in a List			

Writing Tricks Plus
Set I



1. Where / When
2. Personification
3. Simile / Metaphor
4. Adjectives



Procedure:

1. Teach students to identify four writing tricks.
    a. Review the writing tricks.
    b. Identify the writing tricks within sentences. (Reviews A and B)
    c. Practice the four writing tricks by completing the worksheets.
2. Journal: Use the writing tricks in context by writing paragraphs. Write one paragraph for each writing trick using the trick twice. Save the paragraphs for a portfolio.
3. Journal: Write two paragraphs using all the writing tricks from this unit.
   Paragraph #1 – Follow my pattern.
   Paragraph #2 – Freestyle. Save the paragraphs for a portfolio.
4. Take a test. Identify the writing tricks. Write them in context of a paragraph.

Writing Tricks Plus
Set I

Where / When Personification Simile / Metaphor Adjectives

Where / When

A sentence that explains Where and When an event takes place.

Sally hid from the other children.

Where = In the corner of the closet **When** = while playing hide and seek.

Sally hid from the other children in the corner of the closet while playing hide and seek.

Underline the Where / When phrases below:

1. Behind the house two boys swam in their pool on the first day of summer vacation.
2. During the assembly, the speaker brought a snake onto the stage.
3. When the bell rang the students ran onto the playground.

Personification

Giving human qualities, feelings or actions to objects or animals is called personification.

A. The trees stood tall guarding the park.

Human Quality: standing "stood" **Human Action**: guarding

B. The campers baked in the angry sun. **Human Feeling**: angry

Underline the human quality, feeling, or action in the sentences below:

1. The bell announced the beginning of class. 2. The hidden camera told the story.

3. The lazy morning became a lazy afternoon.

Simile/Metaphor

Similes compare one thing to another using "like" or "as".

A. The lights shined as bright as the sun.

B. The lights shined like the stars in the sky.

Metaphors make a direct comparison often using is, are, was, were, and am.

A. Joey was a sly fox.

B. I am a computer when it comes to addition.

Describe the following items using a simile or metaphor:

1. Any kind of fish. Ex. It's as flat as a pancake with eyes like lumps of coal.
2. A building. Ex. The Empire State Building is a rocket blasting into the sky.
3. A pet. Ex. My dog jumps like a grasshopper.

Adjectives

Make this writing trick by putting 2 or 3 adjectives (separated by commas) in front of a noun.

A. He may be a tall, skinny boy, but he is a fast, athletic runner.
B. The city was hit by a large, fast, powerful wave.

Think of two (2) or three (3) adjectives that could be used before each noun in the sentences below:

1. My brother made a mess in the garage.
2. Clouds approached the city.
3. There's a dog digging through our garbage cans.

Assignment: Practice each writing trick by following the directions below.

Where/When - Fill in the blanks with a where or when phrase that fits the sentence.

1. _____ squirrels gathered nuts _____
2. _____ cars pulled into the lot _____
3. _____ rain fell on the field _____

Thank you for previewing

Writing Tricks Plus

Identify the Writing Tricks
Set I – Review A

Where / When Personification Simile / Metaphor Adjectives

Directions: Write the name of each writing trick used next to each sentence.

1. The juice left a big, messy stain on the carpet. _____
2. The wind howled throughout the night. _____
3. After school Cyndi waited outside the back door of her sister's classroom.

   _____
4. Like a bolt of lightning, the students raced out of the room. _____
5. The hyper Christmas lights blinked on houses throughout the neighborhood.

   _____
6. Bright, colorful fireworks shot into the sky. _____
7. Throughout their game at the kitchen table, Jose knew that Scott was cheating.

   _____
8. After a hard day of work, the delicious, satisfying pizza arrived just in time.

   _____

Thank you for previewing
Writing Tricks Plus

Writing Trick Personification #1

Giving human qualities, feelings or actions to objects or animals is called personification.

Example #1: The wind whistled through the trees.

Action: The object "wind" performed the human action of whistling.

Example #2: What a joyful day!

Feeling: The human emotion "joyful" is describing the day.

Directions: In each sentence below, circle the object or animal being personified. Underline the personification. On the line, tell if the personification is an Action or a Feeling.



Example: __action__ The playful puppy danced around the room.

_____ 1. The clock said that it was time to go home.

_____ 2. A sad morning began with the news of Kristine's accident.



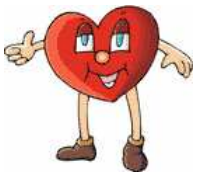
_____ 3. This old house has a lot of memories.

_____ 4. A video camera witnessed the entire accident.

_____ 5. One lonely flower grew in the middle of a grassy field.



_____ 6. A bird outside my window sang a song just for me.



_____ 7. Our hearts rejoice when we win the game.

_____ 8. Angry rocks of hail pounded on our windshield.

_____ 9. In the tropical forest tiny drops of rain kissed our cheeks.

_____ 10. The sun was hiding behind the clouds.



Writing Tricks
Adjectives

Definition: When 2 or 3 adjectives are placed in front of a noun, it counts as a writing trick.



Example: The boy with the voice asked the teacher a question.

The small, handsome boy with the high, squeaky voice asked the teacher a question.

Instructions: Change the sentences below into writing tricks by adding adjectives. The nouns you can use have been underlined. You can add adjectives to one or all underlined nouns.

1. The man had a mole under his right eye.



2. My sister spilled juice on my shirt.

3. The athlete slammed the ball into the basket.

4. In our garbage was a dog ripping the trash into pieces.

5. The sky was filled with clouds.

Writing Tricks
Journal Entries
Set I

Journal Entry #1

1. On a separate sheet of paper, write each writing trick in a paragraph (4 paragraphs total). Use the writing trick twice. Skip lines. **Topic**: Your choice

   ____ Where/When ____ Personification ____ Simile/Metaphor ____ Adjectives

2. Trade each paragraph with a neighbor. Underline his/her writing tricks. How well did the writer use the writing tricks? Record your answers on the writer's Journal Project worksheet.
   a. The trick was used correctly.
   b. The trick has a natural flow within the paragraph.
3. Save your journal entry for your portfolio.

Journal Entry #2

Write a paragraph using the pattern below. When finished, trade your paragraph with a neighbor. Score the paragraph on the writer's Journal Project worksheet.

Thank you for previewing

Writing Tricks Plus

Writing Tricks Plus
Set II





1. Dialogue
2. Idioms
3. Vaunting Verbs
4. Ly-How Adverbs

Procedure:

1. Teach students to identify four writing tricks.
    a. Review the writing tricks.
    b. Identify the writing tricks within sentences. (Reviews A and B)
    c. Practice the four writing tricks by completing the worksheets.
2. Journal: Use the writing tricks in context by writing paragraphs. Write one paragraph for each writing trick using the trick twice. Save the paragraphs for a portfolio.
3. Journal: Write two paragraphs using all the writing tricks from this unit.
   Paragraph #1 – Follow my pattern.
   Paragraph #2 – Freestyle. Save the paragraphs for a portfolio.
4. Take a test. Identify the writing tricks. Write them in context of a paragraph.

Writing Tricks
Dialogue

Three Ways to Write Dialogue:

1. “Clean your room, or no dessert for you,” said Mom.
2. “Clean your room,” said Mom, “or no dessert for you.”
3. Mom said, “Clean your room, or no dessert for you.”

Directions:

Re-write the following sentences so they include writing tricks. Do each sentence two (2) times, using two (2) different styles.

1. Dad told me to rake the leaves.



A. _____

_____

B. _____

_____

2. Pat asked me to go to the movies.

A. _____

_____

B. _____

_____

3. I yelled for the zookeeper to watch out for that big, ugly gorilla about to grab him.



A. _____

_____

_____

B. _____

_____

_____

Idioms – Mini Unit

Directions: Below is a list of 10 idioms and their meanings. Write each idiom in a sentence. Use an idiom in each sentence that fits the meaning of the expression.

Have you ever heard someone say, "Go fly a kite," or "It's as easy as pie"? Well, these are idioms.

An ***idiom*** is an expression that may, or may not, make sense when you read it. However, it does have a certain meaning when used properly. Idioms give your writing some personality. Use this list to practice. Keep your ears open and stay on the ball, and I bet you'll find a bunch more to put into your bag of tricks.

1. **Ace up Your Sleeve** = a special advantage that is not used until the very last moment *(Everyone thinks that Rosy will win the contest, but Rachel has an ace up her sleeve.)*





2. **All Ears** = ready to listen carefully *(When you're ready to talk, I'm all ears.)*

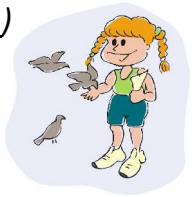
3. **At the End of Your Rope** = not able to take it anymore *(I'm at the end of my rope with all your complaining.)*

4. **Bark Up the Wrong Tree** = to give attention or focus on the wrong thing *(If you think I took your piece of candy, you're barking up the wrong tree.)*



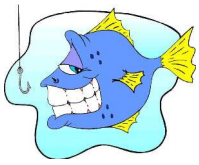
5. **Bury the Hatchet** = to settle an argument or put the past behind you *(When we realized how silly we were acting, Sequoia and I decided to bury the hatchet and be friends again.)*

6. **Cry Wolf** = to give a false alarm *(There was no fire. Justin was just crying wolf.)*



7. **Eating Out of Your Hand** = to have control of someone or a group (My report was so good, the class was eating out of my hand.)

8. **Fair-Weather Friend** = someone who is a friend only when life is good *(While our pool was being cleaned, all my fair-weather friends had better things to do than hang out with me.)*



9. **Off the Hook** = to get out of something unpleasant *(I thought I had to mow the lawn, but since it rained, I'm off the hook.)*

10. **Go Fly a Kite** = to tell someone to go away and stop bothering you *(I wanted to help my brother, but he told me to go fly a kite.)*

Writing Tricks Plus
Set III



1. Hyperbole
2. Prepositional Phrases
3. Introductory Phrase
4. Compound Sentence



Procedure

1. Teach students to identify four writing tricks.
    a. Review the writing tricks.
    b. Identify the writing tricks within sentences. (Reviews A and B)
    c. Practice the four writing tricks by completing the worksheets.
2. Journal: Use the writing tricks in context by writing paragraphs. Write one paragraph for each writing trick using the trick twice. Save the paragraphs for a portfolio.
3. Journal: Write two paragraphs using all the writing tricks from this unit.
   Paragraph #1 – Follow my pattern.
   Paragraph #2 – Freestyle. Save the paragraphs for a portfolio.
4. Take a test. Identify the writing tricks. Write them in context of a paragraph.

Writing Trick
Hyperbole

A hyperbole is an exaggeration. Use it when you really want to make a point. There are thousands of ways you can use it. Fill in the blanks with a hyperbole that fits.

Examples

I'm so hungry I could eat a horse.

If I don't get a video game for Christmas, I'll die.

He ran a hundred miles an hour.



1. That dog is so fluffy _____

_____



2. He is so strong _____

_____



3. I'm so happy _____

_____

Thank you for previewing

Writing Tricks Plus

Writing Tricks Plus
Set IV



1. Direct Address
2. Interrupter
3. Appositives
4. Words / Phrases in a Series



Procedure:

1. Teach students to identify four writing tricks.
    a. Review the writing tricks.
    b. Identify the writing tricks within sentences. (Reviews A and B)
    c. Practice the four writing tricks by completing the worksheets.
2. Journal: Use the writing tricks in context by writing paragraphs. Write one paragraph for each writing trick using the trick twice. Save the paragraphs for a portfolio.
3. Journal: Write two paragraphs using all the writing tricks from this unit.
   Paragraph #1 – Follow my pattern.
   Paragraph #2 – Freestyle. Save the paragraphs for a portfolio.
4. Take a test. Identify the writing tricks. Write them in context of a paragraph.

Writing Tricks
Appositives

Directions: Read the sentences below and turn them into one sentence using appositives. Write your sentences on a separate sheet of paper.

Example:

Mr. Dye wants me to practice my writing tricks to improve my writing skills. He is my fifth-grade teacher.

Mr. Dye, my fifth-grade teacher, wants me to practice my writing tricks to improve my writing skills.

** Remember, there may be more than one way to write the sentence.*

1. Gretel is my miniature schnauzer. She will do tricks for food.



2. My friends and I went on Space Mountain six times. It is the best ride in the park.

3. Minutemen were soldiers who were ready to fight on a moment's notice. They fought the British army at the Battle of Lexington.

Thank you for previewing

Writing Tricks Plus