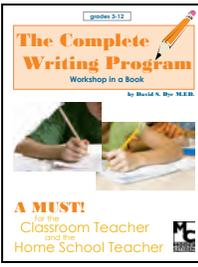
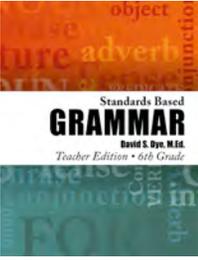
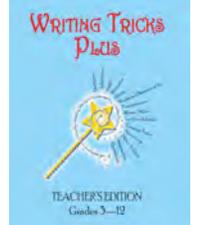
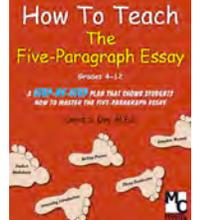
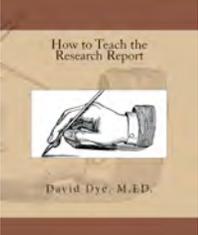


I'd like to thank you for previewing this product. CreateBetterWriters.com was created to help teachers improve the writing skills of their students. Don't forget to sign up for our free newsletter at CreateBetterWriters.com which includes free worksheets every month. Newsletter members routinely receive discounts on products and services. Below is a catalog showing a few of our current products. I wish you the very best in your effort to strengthen your students' writing.

All the best,  
David Dye

	<p>Find out how to teach your students the five aspects of great writing, no matter what the grade level. This is truly <u>The Complete Writing Program</u>. Supplement your current writing program or follow the year long lesson plan. Content includes The Writing Process, Descriptive Writing, Vocabulary Development, Variety of Sentence Structure, Letter Writing, Report Writing, and much more. Furthermore, the special assessment component shows you how to teach your students how to assess each other's writing. No longer will you have to correct every single piece of writing your students complete. Let them assess each other and reinforce for each other the lessons you have taught throughout the year. Work smarter, not harder with <u>The Complete Writing Program</u>.</p>
	<p><u>Standards Based Grammar</u> meets every standard required for your grade level. This step-by-step program uses worksheets to introduce grammar, punctuation, and writing skills. Mastery of each skill is achieved through the journal assignments, which force your students to prove that they have acquired each skill. Use the parent checklists to show parents their children's strengths and areas of need for additional support at home. Use the teacher checklists to keep track of skills mastered by each student. This program is powerful enough to use exclusively as your daily grammar program, yet affordable enough to use as a supplement. Over a hundred lessons, ready to teach, right now!</p>
	<p>Tired of reading the same boring sentences? Show your students more than a dozen exciting ways to write intelligent sentences. Students learn to use a variety of sentence structures and make their writing come alive. Techniques such as Dialogue, Interrupters, Simile/Metaphor, Phrases in a Series, Hyperbole and more will have your students writing stronger sentences today. <u>Writing Tricks Plus</u> is organized into units that require students to master each trick, practice the tricks within journal assignments, model and assess the tricks for each other, and much more.</p>
	<p><u>How To Teach The Five-Paragraph Essay</u> is the definitive book on essay writing. Your students will master this very important skill using a simple, easy to learn format. They will be prepared for any timed test as they gain the ability to prewrite, write, and revise their writing in about an hour. Furthermore, your students will learn to write Interesting Introductions, Classy Conclusions, and Terrific Transitions.</p>
	<p><u>How To Teach The Research Report</u> is the definitive book on report writing. This book takes the incredibly difficult task of research report writing and breaks it into simple, easy-to-follow steps. Begin with the one-paragraph research report and teach the basics of report writing. Progress to the five-paragraph research report using the exact same techniques. Finally, the students are ready to make the smooth transition to the 3 - 5 page research report. A must for any classroom from grades five through twelve.</p>

# Writing Tricks Plus: Teacher's Edition

by David S. Dye M.ED.



# Writing Tricks Plus+

## Table of Contents

Writing Tricks Plus Introduction .....	1
Writing Tricks Checklist .....	5
<b>Set I Review</b> .....	<b>6</b>
1. Where / When .....	11
2. Personification .....	14
3. Simile/Metaphor .....	17
4. Adjectives .....	18
Journal Activities .....	20
Set I Test .....	22
<b>Set II Review</b> .....	<b>23</b>
1. Dialogue .....	28
2. Idioms .....	30
3. Vaunting Verbs .....	39
4. Ly-How Adverbs .....	42
Journal Activities .....	47
Set II Test .....	49
<b>Set III Review</b> .....	<b>50</b>
1. Hyperbole .....	55
2. Prepositional Phrases .....	57
3. Introductory Clause .....	60
4. Compound Sentence .....	61
Journal Activities .....	63
Set III Test .....	65
<b>Set IV Review</b> .....	<b>66</b>
1. Direct Address .....	71
2. Interrupter .....	73
3. Appositives .....	75
4. Words / Phrases in a Series .....	77
Journal Activities .....	81
Set IV Test .....	83
<b>Summative Test</b> .....	<b>84</b>
Final Project: The Writing Trick Story .....	85
Answer Key for Tests .....	89

# 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

Writing Tricks Plus  
Set 1

Where / When	Personification	Simile / Metaphor	Adjectives
<b>Where / When</b>			
A sentence that explains Where and When an event takes place.			
Sally hid from the other children.			
<b>Where</b> = In the corner of the closet <b>When</b> = while playing hide and seek.			
Sally hid from the other children in the corner of the closet while playing hide and seek.			
<i>Underline the Where / When phrases below:</i>			
1. Behind the house two boys made a fort 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.			
<b>Personification</b>			
Giving human qualities, feelings or actions to objects or animals is called <b>personification</b> .			
A. The trees <b>stood tall</b> guarding the park.			
<b>Human Quality:</b> standing "stood"		<b>Human Action:</b> guarding	
B. The campers baked in the <b>angry</b> sun. <b>Human Feeling:</b> angry			
<i>Underline the human quality, feeling, or action in the sentences below:</i>			
1. The bell announced the beginning of class.      2. The hidden camera told the story.			
3. The lazy morning became a lazy afternoon.			
<b>Simile</b>		<b>Simile / Metaphor</b>	
Similes compare one thing to another using "like" or "as".		Metaphors make a direct comparison often using is, are, was, were, and am.	
A. The lights shined as bright as the sun.		A. Joey was a sly fox.	
B. The lights shined like the stars in the sky.		B. I am a computer when it comes to addition.	
<i>Describe the following items using a simile or metaphor:</i>			
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.			

way to mentally prepare them for their writing.

- 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, grows exponentially.

## Writing Trick Worksheets and Paragraph

- The entire process to complete the worksheets for each writing trick and paragraph normally takes from two to three days. Some writing tricks are so easy, especially for the middle school students, that we may do two at a time. For the 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 do the others for homework.
- Writing Tricks Journal Binder:** Have the students keep all of 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.
- Writing Trick Journal Entry.** After completing the worksheets for each trick, have the students

Writing Tricks  
Journal Project  
Set 1

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 his/her scores on their paper.

Directions: Write your name on the line. Circle the score that best describes the writer's paragraph.

**Journal #1**

\_\_\_\_ 1. **Where / When** Name of Reader: \_\_\_\_\_

a. The trick was used correctly. 1 2 3 4

b. The trick has a natural flow within the paragraph. 1 2 3 4

\_\_\_\_ 2. **Personification** Name of Reader: \_\_\_\_\_

a. The trick was used correctly. 1 2 3 4

b. The trick has a natural flow within the paragraph. 1 2 3 4

\_\_\_\_ 3. **Simile / Metaphor** Name of Reader: \_\_\_\_\_

a. The trick was used correctly. 1 2 3 4

b. The trick has a natural flow within the paragraph. 1 2 3 4

\_\_\_\_ 4. **Adjectives** Name of Reader: \_\_\_\_\_

a. The trick was used correctly. 1 2 3 4

b. The trick has a natural flow within the paragraph. 1 2 3 4

**Journal Entry #2** Name of Reader: \_\_\_\_\_

a. The trick was used correctly. 1 2 3 4

b. The trick has a natural flow within the paragraph. 1 2 3 4

**Journal Entry #3** Name of Reader: \_\_\_\_\_

a. The trick was used correctly. 1 2 3 4

b. The trick has a natural flow within the paragraph. 1 2 3 4

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.

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.

- 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

- 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.
- 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.
- 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.
- 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 screached 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 as been met.

### Writing Tricks Journal Entries Set 1

#### Journal #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
- 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.
  - The trick was used correctly.
  - The trick has a natural flow within the paragraph.
- Save your journal entry for your portfolio.

#### Journal #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 train hitting a wall. A tree caught the two after they both tumble across the cement. Everyone stopped and stared with shocked, wide-eyed faces. We were all happy to see that they were both fine.

#### Journal #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

## Section and Summative Tests

- The tests are not included in the student workbooks.
- The section tests ask the students to identify sentences (just like the review) and to write the tricks in sentences.
- 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.
- 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

- 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 the 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 of 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, 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.

# 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.

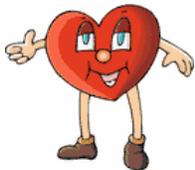


\_\_\_\_\_ 3. This old house has a lot of memories.

\_\_\_\_\_ 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.

---

---