Grammar for the Real World™

Teacher's Guide

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# Grammar for the Real World

## Table of Contents

<table>
<thead>
<tr>
<th>iv</th>
<th>Overview and Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>vii</td>
<td>Grammar-Related Skills Matrix</td>
</tr>
<tr>
<td>viii</td>
<td>Cross-Curricular Extensions for Each Unit</td>
</tr>
</tbody>
</table>

## Unit 1: Creating a Newspaper – 1

- **Milestone 1** — Analyzing Newspapers 6
- **Milestone 2** — Writing the News 8
- **Milestone 3** — Writing Editorials and Features 11
- **Milestone 4** — Editing and Proofreading 12
- **Milestone 5** — Headlines and Layout 13

## Unit 2: Writing a Welcome Book – 15

- **Milestone 1** — Planning the Book 20
- **Milestone 2** — Writing Factual Information 21
- **Milestone 3** — Expressing Your Ideas 22
- **Milestone 4** — Adding Special Pages 23
- **Milestone 5** — Organizing the Book 24

## Unit 3: Ad Campaign – 27

- **Milestone 1** — The Impact of Advertising 32
- **Milestone 2** — Writing an Ad 33
- **Milestone 3** — The Radio Commercial 35
- **Milestone 4** — Product Descriptions 37

## Unit 4: Letter Writing – 38

- **Milestone 1** — A Friendly Letter 43
- **Milestone 2** — The Business Letter 45
- **Milestone 3** — A Letter of Recommendation 47
- **Milestone 4** — The Persuasive Letter 49
Projects: Grammar for the Real World

Overview

Four units are included in these classroom materials:

UNIT 1: Creating a Newspaper
UNIT 2: Welcome Book
UNIT 3: Ad Campaign
UNIT 4: Letter Writing

Each unit is a stand-alone project that integrates curriculum skills and real-world experiences. Students create real products of interest to them that are useful in the school or community. Whether you have time to complete just one unit or all four, students will benefit from working cooperatively and exploring the world around them.

Each unit is made up a series of milestones. These milestones are steps toward the culminating goal of the unit. Depending on the unit, the end product might be a class newspaper, a welcome book for new students, or a multi-faceted ad campaign. For greatest depth of understanding, students should complete the entire unit. However, the units are flexible. If time is a limiting factor or if you wish to concentrate on a particular skill (e.g., writing a friendly letter), selected parts of a unit may be used. (See next column.)

Unit Timeline

The time it takes to complete a unit may vary significantly from one class to another, depending upon choices regarding optional field trips, extent of research, and other factors. However, many of the milestones can be completed in a single class period, and most units can be completed in about a week. If you need to work within tighter time constraints, you may want to complete only selected milestones as suggested below:

Unit 1: Complete Milestone 1 for general information; then write and proof news stories (Milestones 2 and 4).

Unit 2: Use all the milestones, but work as a class to make a single welcome book. Have each student write just one page of the book.

Unit 3: Use Milestone 1 as an introduction, then complete one or two of the remaining milestones (Writing an Ad, The Radio Commercial, Product Descriptions).

Unit 4: Use Milestone 1 and Milestone 2 to compare a friendly letter with a business letter. Encourage students to write both types of letters.
Prior to teaching a unit, the teacher should review the student booklet (discussed in the next column) and plan for each milestone, deciding which tasks are best suited for whole-class discussion, small cooperative groups, or individual work. Special needs of the class or of individual students should be taken into account.

In most cases, whole-class discussions are useful for introducing the unit and for moving the students from one milestone to the next. Students can discuss the tasks and goals ahead and review the work completed in the previous milestone.

When cooperative groups are used, groups of three to five students are recommended. Students should work in the same group throughout the unit. Groups may be given the autonomy to divide up the work as they choose. If students are new to cooperative group work, they may need some guidance to help them work together more productively.

Some milestones require a large work space for tasks involving such things as newspapers, posters, or layout work. For these activities, arrange to use tables, floor space, or desks placed side by side.

Each unit includes reproducible pages for a student booklet. Before beginning the unit, the teacher will need to make a copy of the booklet for every student. The booklet includes the tasks, checklists, activity sheets, and charts for the milestones that students are to accomplish in the unit.

In addition, if students are working in cooperative groups, each group should have a designated group storage area. A shelf, tub, binder, or large folder will work. Student groups can store research information, student writing, and other items to be incorporated into their culminating projects/presentations.

Before beginning a unit, make sure your classroom has the materials needed. If special supplies (such as markers or poster board) are needed, this will be indicated within the milestone. Necessary resource materials may include dictionaries, reference books, old magazines, catalogs, newspapers, visitor guides, etc.

The Internet is another useful resource. Students should be taught to view material on the Internet with a critical eye since information on the Internet is not necessarily accurate. Make sure that students know and follow school policies for safe use of the Internet.
**Classroom Environment**

Since each unit requires students to use resources from outside the classroom, it is very important to involve parents and the community from the beginning. Some suggestions:

Send a letter home prior to the start of each unit.

The letter can describe the unit, ask for volunteers to help with certain projects, obtain permission for field trips, and request donations of old magazines or other needed supplies.

If possible, plan field trips in the community. Destinations are suggested in each unit. Make arrangements beforehand and obtain permission from parents or guardians. Discuss the trip with the students. You may want students to list questions for which they hope to find answers.

Invite parents or members of the community to visit the class to talk about topics related to the unit. Encourage the speakers to explain the importance of language arts and grammar skills in their own experiences and professions.

In Units 1 and 2, students are asked to interview school personnel or others. Ask these people beforehand if they would be willing to help out by being interviewed by a student or a group of students.

Encourage students to share their projects (e.g., class newspapers, news letters) with their families.

**Materials**

If possible, schedule time for the class to use a school computer lab. In a one-computer classroom, a small group of students can use the computer while other students work on different tasks.

For word processing, The Multimedia Workshop by Davidson & Associates, or a similar software application, is recommended. Encourage students to 1) plan, 2) make a rough draft, 3) edit, 4) revise, 5) proof, and finally 6) publish their work. The units provide specific suggestions for each of these steps.

A class newspaper (Unit 1) or a welcome book (Unit 2) produced on the computer can look very professional. Both of these units include page templates for use by the students. However, if the project will be completed by computer, follow these suggestions:

**Unit 1: Creating a Newspaper**

Word process the newspaper articles one at a time, one column wide. They can then be pasted manually onto the two-column template with the newspaper banner (name) pasted across the top. Alternatively, if you and your students have the necessary expertise, the entire newspaper can be desktop-published by computer.

**Unit 2: Welcome Book**

Reproduce the page template on the computer. The student can type the missing information to complete the page. Alternatively, use a copier to make copies of the template. Set your word processor margins to match the template and print student work on copies of the template.
UNIT 1
CREATING A NEWSPAPER

This unit provides opportunities for students to apply what they have discovered about local and/or national newspapers as they create their own newspapers. Students focus on grammar-related skills as they write topic sentences and supporting details, use action verbs in headlines, and edit and proof their work for publication.

Objectives

✍ To identify and compare different parts of a newspaper
✍ To write a news-style introductory paragraph (lead) and supporting details
✍ To conduct an interview using grammatically correct questions
✍ To edit for clarity, content, and concise wording
✍ To read and use common proofreader’s marks
✍ To understand the process of publishing a newspaper

Accomplishments

By the end of the project, students should

❑ 1. have each written a news story and an editorial or other feature
❑ 2. have edited and proofread at least two articles
❑ 3. have prepared one issue of a newspaper (ready to copy and distribute)
Milestone 1 – Analyzing Newspapers

Students begin by filling in the blanks on the booklet cover. Then using local and/or national newspapers, students identify different types of articles and features and examine capitalization and punctuation format. They record findings in the student booklet on activity sheets accompanying Milestone 1.

Suggestion: If possible, plan a field trip to a local newspaper office or invite a newspaper employee to share information about newspapers and the publishing process.

☞ Booklet Cover
☞ Activity sheet p. 6, Checking Out the Competition
☞ Activity sheet p. 7, What’s News?

Milestone 2 – Writing the News

To write news stories, students brainstorm topics, discuss the interview process and how to write open-ended questions, conduct interviews (using grammatically correct questions they have written), learn how to incorporate the “five W’s” into story leads, and follow an inverted pyramid style to organize supporting details. The tasks are completed on the activity sheets for Milestone 2.

☞ Activity sheet p. 8, Gathering News
☞ Activity sheet p. 9, Interview Questions

Milestone 3 – Writing Editorials and Features

Before writing editorials or other features (e.g., advice columns, movie reviews) students compare factual and editorial styles of writing. An activity sheet for Milestone 3 guides students through the process.

Suggestion: In addition, you may want students to write letters to the editor of a local paper concerning current issues you identify and discuss together in class, or have students write letters in response to classmates’ editorials.

☞ Activity sheet p. 11, Features and Editorials
UNIT 1: CREATING A NEWSPAPER

MILESTONES

Milestone 4 – Editing and Proofreading

Students edit each other’s articles for clarity, content, and concise wording. After any necessary rewriting has been done, they use common proofreader’s marks as they proofread for errors in spelling, punctuation, and grammar. The activity sheet for Milestone 4 provides tips for editing and proofreading and a list of proofreader’s marks.

Suggestion: Have each group select several sentences/paragraphs that they edited and present a mini-lesson to the class.

奮 Activity sheet p. 12, Thumbs Up

Milestone 5 – Headlines and Layout

As students take the last steps in assembling their newspapers, they do a variety of tasks, including writing fillers, creating illustrations and incorporating action verbs into headlines. Everything is given a final proofreading. The finished layouts can be copied and distributed for “publication.” One activity sheet for Milestone 5 outlines the tasks to be done; the other is used as a template for laying out the front page.

Suggestion: After all students have had an opportunity to read the published newspapers, conduct a Wrap-Up & Reflect Discussion (hindsight meeting) to discuss the products/process.

奮 Activity sheet p. 13, Ready to Roll
奋 Activity sheet p. 14, Front Page Template
Class News

Date ________________ (today’s date)  Volume: 1

Class Project Gets Rolling

Today students began writing their own class newspaper. The project is part of a series of “real world” activities that focus on actual products and real businesses in the community.

The staff for this paper includes:

________________________________________
(your name)

________________________________________
(group member)

________________________________________
(group member)

________________________________________
(group member)

________________________________________
(group member)

The first newspaper in the American colonies, Public Occurrences Both American and Domestic, stopped publication after just one issue.

Students will write news articles and features. They will explore the roles of reporters, columnists, editors, proofreaders, and layout artists.
Check Your Progress

- Milestone 1  Analyzing Newspapers
- Milestone 2  Writing the News
- Milestone 3  Writing Editorials and Features
- Milestone 4  Editing and Proofreading
- Milestone 5  Headlines and Layout Artists
Get the Real-World Picture: Checking Out the Competition

Before you begin publishing your own newspaper, take a look at a local or national newspaper. Work with your group to answer the questions below.

Let’s Get to Work . . .

Is your newspaper a local, national, or special interest paper? How can you tell?

Look for the index. What are some of the sections and features listed? If there is no index, page through the paper and identify different types of articles and features.

Check out the format (the look) of the different parts of the paper. Are different fonts or typestyles used in articles, captions, and headlines? Which words are capitalized in the headlines? Do headlines have punctuation? Record your findings:

_______________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

What do you think these newspaper employees do? Use a reference book if needed.

reporter ________________________________________________________________
columnist ________________________________________________________________
editor ____________________________________________________________________
layout artist_______________________________________________________________
ad manager_______________________________________________________________
Get the Real-World Picture: What’s News?

What kinds of news do newspapers publish? Find out, use a local or national newspaper and try this search.

How many of the following items can you locate in five minutes? (Write the page number in the box.)

My score: __________

- a sports score
- a letter expressing an opinion
- news about the President
- an interview
- information about health
- a listing for a job suitable for a teen

Now pair up with a classmate and make search lists for each other. Compare your findings with your classmates. What news topics are the most common?
Gathering News—How to Sniff Out News

At a newspaper office, the day may begin with a production meeting to talk over possible news stories. The latest world and national news often comes from wire services paid for by the newspaper. Reporters—like you—sniff out local news. For example:

Ask what’s new in the school office. If the answer is, “Nothing! My hands are full with this bicycle parking problem,” you’ve found a story idea.

Or, brainstorm topics of interest—information about teachers, extra-curricular activities, or school events. An ordinary topic (such as math) may have an interesting angle (math homework: tips from students). List some story ideas below. Then circle your best idea.

How to Get the Scoop

Sometimes you can gather information by doing research. For example, to find the policy on school absences, you could look in your school handbook. Try to follow your research with an interview. Good questions will help you get the scoop (fresh, previously unpublished information). Compare these interview questions and answers:

- Are many students absent each day? No, not really.
- What unusual excuses do students give? Well, one student said she had to baby-sit her sister. Unfortunately, her sister happened to be eighteen.

Which question works best and why?

Discuss interviewing with your classmates. How can you phrase a question to get the most information? How can you encourage the person you are interviewing to elaborate on an answer?

Use the next page for planning your interview and recording information you gather from research and/or an interview.
Interview Questions

Person I plan to interview: ________________________________________________

List the topics you want to know about. What do you want to find out?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Write some interview questions below. Ask a classmate to check your questions for correct grammar.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Use the space below or a reporter’s notebook to record the information you gather from your interview. If you do additional research, record that information as well.

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Let’s Get to Work . . .

It’s time to start writing! The first paragraph, or lead, is the most important part of a news story. It covers the five W’s—WHO, WHAT, WHERE, WHEN, WHY—and sometimes HOW. The rest of the news story follows an inverted pyramid with the most important information first, and the least important facts last.

Write your lead here (at the top of the pyramid). Include all five W’s if possible. Ask a classmate to read your lead. Is it clear? Do you need to add missing W’s?

Details should follow, beginning with the most important ones. However, newspapers do not have triangular columns, so write the entire news story (including the lead) in a 2 1/2-inch (6 cm) column. Try to avoid errors in punctuation, grammar, and spelling. It will save work later!

**Writer’s tip:** This is a first draft. All writers have working drafts that they edit and change many times before they publish. (You will edit this draft in Milestone 4.)
Features and Editorials

Compare these two paragraphs:

Tuna casserole was served in the school cafeteria six times in the past month. Mrs. Jones, the school lunch director, says an effort was being made to use up a surplus of canned tuna.

I hate tuna casserole! I don’t have any friends who like it either. We wish the school cafeteria did not serve it so often, if at all. Pizza is much tastier, so it should replace the tuna casserole.

Did you notice that the first paragraph is factual like a news story? The second paragraph presents opinions; it is an editorial.

Feature articles (articles on selected featured topics) often contain opinions as well. For example, a movie review tells what the writer thinks about the movie. Read some of the feature articles in a local or national newspaper. They may include:

- humor columns
- advice columns
- sports commentary
- entertainment, movie reviews
- book reviews
- travel columns

In the newspaper column on this page, write an editorial or a feature article about something that interests you.
Thumbs Up

Every line must be given a “thumbs up” or a “thumbs down” before the newspaper is published. This process of reading and making corrections is called editing. Clearer wording or a different angle may be suggested during the editing process. Usually spelling, punctuation, and small errors in grammar are corrected in a separate proofreading process.

Let’s Get to Work . . .

All the news stories and other articles written by your group need editing and proofreading. Decide how to divide the work among you.

Editing Tips: Do the editing first, making notes about suggested changes. Look for these things:

- the five W’s in news story leads
- supporting information (enough facts and detail to support the lead)
- clarity
- interesting content (angle)
- concise wording (no repetitious words or information)

If major rewriting is needed, it should be done before the article is proofread. Don’t hesitate to rewrite as needed. Remember, the reputation of a newspaper rests on clear, accurate writing.

Proofreading Tips: When you proofread, look for errors in spelling, punctuation, and grammar. Here are some common proofreader’s marks to use as you make corrections.

- begin a new paragraph
- add a period
- add a comma
- add quotation marks
- insert here
- delete
- reverse letters
- change to uppercase or lowercase
Ready to Roll

You’ll soon be ready to “start the presses,” but first you must put everything together, including the banner, headlines, bylines, fillers, and art. What do all these words mean? Look at the sample layout on the next page to find out.

Decide who will do each of the remaining jobs listed below. Students who finish early should pitch in wherever they are needed to meet the deadline. If your group has had experience with a page layout program and has access to a computer, you may be able to use a computer for some of the tasks.

Lay out the paper: You can use the following template to plan your newspaper’s front page. Trace the heavy lines onto a separate sheet of paper. Glue or tape the lead article in place. Shorten the article if you need to (luckily, the least important details are at the end). The banner, headlines, bylines, and captions can be written directly on the layout. The remaining pages do not need a banner. Try to arrange each page a little differently.

Add headlines and bylines: Every article needs a headline. They should
• inform the reader about the article
• entice people into reading the article
Try using action verbs to liven up your headlines. A byline identifying the writer appears below the headline. Add headlines and bylines as the layout progresses.

Create a banner: Decide on an original name for your newspaper. You may want to collect ideas and vote on them. Write the name across the top of your paper. You may want to add other information such as the date, volume number, and city or school. Refer to a local or national paper for ideas.

Use pictures: “A picture is worth a thousand words” in a newspaper. Photographs, cartoons, and illustrations add interest and communicate the news visually. Before you begin drawing, decide what types and sizes of pictures are needed to complete the layouts.

Create and add fillers: Decide what would best fill each “leftover” spot in the layout. Often articles are previewed (briefly described) on the front page.

Science Club is hosting the Science Fair
Students will act as guides. See Page 2.
Ads can be used as fillers on other pages. Leaf through a local or national paper for ideas.

When the layout is complete, let everyone give it one final proofreading. Are you happy with your edition? Good work! Give your paper to the printer (your teacher) and let the presses roll!
# FRONT PAGE TEMPLATE

**BANNER** (name of newspaper, appears at top of front page)

<table>
<thead>
<tr>
<th>VOL.</th>
<th>SCHOOL</th>
<th>DATE</th>
</tr>
</thead>
</table>

**HEADLINE** ("title" of the article)

**BYLINE** (name of the writer)

**LEAD ARTICLE** (most important or most interesting article of the day, appears on front page)

**PHOTOGRAPH, CARTOON, or ILLUSTRATION**

**CAPTION** (written information referring to a photograph or illustration)

**FILLER** (notice, preview of an article, or ad to fill a “leftover” spot on the page)

**Note:** Make different layouts for additional pages. (They do not need banners.)
UNIT 2
WRITING A WELCOME BOOK

This unit encourages students to reflect on their school experiences as they write a book for new students. Students focus on organized and appealing writing, and on proper word usage and correct punctuation. Parts of speech are identified as students embellish the different types of pages they create.

Objectives
- To identify the needs of new students and plan a welcome book
- To prepare and conduct an interview with grammatically correct questions
- To write about personal experiences and factual information
- To identify parts of speech
- To edit content for clarity, interest, and organization
- To revise writing after editing and proofreading
- To organize a book’s content in a logical order and assemble it attractively

Accomplishments
By the end of the project, each student should
- 1. have written at least three pages of the welcome book
- 2. have edited and proofread another student’s work and his or her own work
- 3. have worked in a cooperative setting to produce an accurate, useful, and interesting book
Milestone 1 – Planning the Book

Students begin the authoring process by brainstorming a list of topics that would be helpful and interesting to new students. The list is expanded after an interview with school personnel. The group decides on the types of pages they will include and assigns writing responsibilities.

**Suggestion:** If possible, visit the Chamber of Commerce to learn how newcomers are welcomed to the community. If a visitor’s guide is published in your community, the editor may be willing to come to your class and discuss how decisions are made about what to include in these publications.

Examining the Booklet Cover

Activity sheet p. 20, Anticipate New Students’ Questions

Milestone 2 – Writing Factual Information

Each student in the group writes about a different area of the curriculum. The pages include quotations from textbooks or the teacher. Students edit and proofread each other’s work and then write their final versions on a copy of a page template. The border is decorated with nouns relating to the curriculum.

Activity sheet p. 21, Things We Study

Activity sheet p. 26, Welcome Book Page Template

Milestone 3 – Expressing Your Ideas

Students create pages offering tips or relating personal experiences about class work. They are reminded to start with the main idea, follow with supporting sentences, and conclude with a summary sentence. Editors and proofreaders make suggestions for revisions and a final version is written on a copy of the page template. The border can be decorated with adjectives that describe the class.

Activity sheet p. 22, Hints and Opinions

Activity sheet p. 26, Welcome Book Page Template
Milestone 4 - Adding Special Pages

Students discuss interesting ways information can be delivered. Then each student writes a draft of the page assigned in Milestone 1. After considering a set of editing and proofreading questions and reading their work aloud to the group, students revise their work. The final version is written on a copy of the page template. The border can be decorated with action verbs relating to things students do in class.

Activity sheet p. 23, Adding Special Pages
Activity sheet p. 26, Welcome Book Page Template

Milestone 5 - Organizing the Book

The group designs a cover and determines the best order of pages. After the books have been bound, they are circulated around the room so students can see how each group completed the task.

Suggestion: As a rewarding culminating event for the unit, invite next year’s students to an Open House in the spring and share the welcome books with them. It will be very satisfying for the authors to see next year’s students enjoying their books.

Activity sheet p. 24, Designing a Cover
Activity sheet p. 25, Organizing the Contents
Grammar for the Real World

Writing a Welcome Book

__________________________
(Room number or class name)

GROUP MEMBERS:

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________
Check Your Progress

- Milestone 1: Planning the Book
- Milestone 2: Writing Factual Information
- Milestone 3: Expressing Your Ideas
- Milestone 4: Adding Special Pages
- Milestone 5: Organizing the Book
Get the Real-World Picture: Anticipate New Students’ Questions

Authors must always consider their audience. Before you begin writing a book for new students, decide what information would be helpful to them. What questions and concerns might they have? This will determine the contents of your book.

Let’s Get to Work . . .

✓ Within your group, brainstorm a list of topics next year’s students (or students new to the class) would find helpful. For example, they might like to know about your principal, hot lunches, or the typical daily schedule.

✓ If possible, visit the Chamber of Commerce or look over materials they use to welcome newcomers to the community. If a visitor’s guide for your community is available, page through it. Can you find more ideas to add to your list? For example, Chamber of Commerce materials may contain information about community organizations. Would new students like information about school organizations or extra-curricular activities? People in your school (counselor, principal, office personnel) can suggest resources and information that would be useful for new students. Schedule a time to interview one of these people.

✓ We will interview ____________________________ at __________________ on _______________.

✓ Write questions for the interview. Be sure they are clear and grammatically correct. Take notes as you conduct the interview. Use the information you have gathered to decide which pages will be in your book. Each person in your group should write at least one page. Some pages are already listed.

<table>
<thead>
<tr>
<th>Pages</th>
<th>Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Things We Study</td>
<td>Entire group (Milestone 2)</td>
</tr>
<tr>
<td>Classes: Hints and Opinions</td>
<td>Entire group (Milestone 3)</td>
</tr>
<tr>
<td>Cover</td>
<td>Entire group (Milestone 5)</td>
</tr>
</tbody>
</table>


Get the Real-World Picture: Things We Study

New students will want to know what you study in your class. You, your teacher, and your textbooks are all good sources of information.

Let’s Get to Work . . .

Start by deciding who will write what. Each group member can write one page. One easy way to organize is to assign a different subject (e.g. math, art) or unit (e.g. writing poetry) to each student. Also assign someone to edit the pages and someone to proofread them. Be sure each group member does every job.

Before you begin writing, gather facts about your subject in note form. What have you studied in your subject so far this year? Have you done special projects? Leaf through the textbook to see what lies ahead and ask your teacher about plans for the rest of the year. Write down interesting quotes you hear or read, for example, “On Spring Sports Day, we use a lot of math to keep scores and to determine the winning classroom.”

Outline or organize your notes. Then write a paragraph or two about your subject. Include an interesting quote. Pass your page to your editor. The editor will check for clarity and make sure you have avoided repetitious or run-on sentences. Have your proofreader check for errors in punctuation, grammar, and capitalization.

Write or type a final version on a copy of page 7. Decorate the border with nouns (words naming people, places, and things) relating to your subject.
Hints and Opinions

New students will want more than facts. They will want to know what you think about your classes—your opinions, stories, and advice.

Let’s Get to Work . . .

✓ Each person in your group will have something different to tell new students. This may include advice on doing well in class, a helpful hint for a particular class or the story of a fun-filled class experience. Decide what you would like to write.

my topic

✓ Write a first draft of your paragraph. Start by stating your main idea clearly. Add supporting sentences that give details and other information (a little humor is always welcome here). Conclude with a summary sentence.

✓ Exchange your first draft with another member of the group. Edit each other’s drafts. As you do, ask yourself these questions:

• Is the main idea stated clearly in the topic sentence?

• Are there enough adjectives and adverbs (descriptive words) in the supporting sentences to get your point across? Are the supporting sentences sequenced logically and smoothly?

• Is the grammar correct?

• Is there a concluding sentence to “wrap things up”?

• Are there ways to make the information more interesting?

✓ Trade papers again and proofread each other’s work for punctuation, capitalization, and spelling. If you are unsure about a correction, refer to the dictionary or other reference materials.

✓ Write or type your final draft on a copy of page 7. Fill in the border with adjectives that describe your classroom.
Special Pages

Remember the page assignments from Milestone 1? Those pages will complete your book.

Let’s Get to Work . . .

As a group, review the assignments made in Milestone 1. Then brainstorm ways the information could be presented. For example, you might use questions and answers to write about a teacher, or you might caption an illustration of a food tray with a paragraph about a favorite hot lunch entry.

Write or type a first draft of the page for which you are responsible.

This time, read your own work with a critical eye. Ask yourself these questions:

Questions

- Is this interesting to read? If not, what would make it more inviting?
- Are there run-on sentences that need to be made into two separate sentences?
- Are there incomplete sentences?
- Are any words used incorrectly (their, there, they’re, it’s, its, etc.)?
- Does any spelling need to be corrected?
- Does any punctuation need to be added, omitted, or changed?

Revise your work and read it to the group. Ask for suggestions or comments. Add the revisions, and write or type the final version on a copy of the Welcome book page.

Decorate the border with action verbs related to things you do in class. Add small illustrations if you wish.

Congratulations, all the pages are written!
Designing the Cover

Brainstorm in your group what the cover should include. If you want some illustrations, you may wish to assign one person to draw them. Everyone in your group should have his or her name on the cover! You can do this with autographs, little messages, or whatever you choose.

Start by adding your room number or class name to a copy of this page (cut on the heavy lines):

Note: The area to the left of the dotted line will be used for binding. Do not write or draw there.
Organizing the Contents

Work with the group to organize the book. Spread out all the pages. First arrange the pages that fall into a logical order. For example, the pages for the different subjects you study should probably be grouped together. Then consider what you would like your readers to see when they first open the book. What is the last page they should read? Continue thinking through the page order until you all agree.

Stack the pages and place the cover on top. You may want to add a back cover as well. Then decide how you want to bind the book. You can use one of the ideas shown below or invent your own way to fasten the pages together.

Fold a narrow strip of brightly colored paper over the left edge of the book. Staple through all the layers.

Punch a series of holes. Thread string or ribbon through the holes in any pattern you chose.

Your welcome book is done! Get together as a class and take time to look at each group’s book. What information did each group consider important? How did they present that information?

With your teacher, plan a place to display the books for new students and next year’s students.
Welcome Book Page Template

Make as many copies as you need and cut on the heavy lines.

Note: The area to the left of the dotted line will be used for binding; do not write there.
UNIT 3
AD CAMPAIGN

In this unit, students discover the impact that advertising and advertising tactics have on their lives and purchasing decisions. They learn how to create ads and commercials to promote a product, event, or activity. The unit provides natural opportunities for writing, speaking, using correct grammar, proofreading, editing, and identifying parts of speech. If school activities or events are promoted, students can “publish” their work via the school’s intercom or newsletter.

Objectives

✍ To understand the impact of advertising tactics on our daily lives
✍ To identify and analyze adverbs and adjectives used in ads
✍ To write ads using action verbs and adjectives that evoke feelings
✍ To create an effective radio commercial in standard script form
✍ To edit verbal presentations for clarity, fluency, and correct grammar
✍ To identify components of catalog descriptions and use them to write product descriptions
✍ To proofread for errors in grammar, spelling, and punctuation

Accomplishments

By the end of the project, each student should

☐ 1. have written a print ad and a catalog description individually or with a partner
☐ 2. have cooperated in a small group to create a script for a radio commercial
☐ 3. have edited both written material and verbal presentations
Milestone 1 - The Impact of Advertising

Students learn how advertising affects their lives. They analyze newspaper and magazine ads (including adjectives and adverbs) to discover advertising tactics that influence purchasing decisions.

Suggestion: Consider building this unit around a class “garage sale.” Students can promote the sale and the donated items as they complete the remaining milestones. At the end of the unit, students sell the items to benefit a school or community cause.

🔍 Booklet Cover
🔍 Activity sheet p. 32, Ads and You

Milestone 2 - Writing an Ad

This milestone focuses on creating print ads to promote school or community events, environmental causes, or student-invented products. Before students write their ads, they study headlines, illustrations, adjectives, and verbs in published print ads. The target audience is considered as students decide which types of ads will be most effective.

Suggestion: Have someone from the advertising department of your local paper talk to the class, or invite a business man or businesswoman to tell the class about the role of advertising in a local business. Students can prepare interview questions in advance.

🔍 Activity sheet p. 33, Printed Ads
🔍 Activity sheet p. 34, Creating Your Own Ad
Milestone 3 - The Radio Commercial

Students learn about different types of radio commercials, attention-getting devices, and commercial-writing techniques. As they create commercials in standard script form, they use terms and techniques from the world of radio. Students are asked to edit verbal presentations for clarity, fluency and correct grammar.

Suggestion: If possible, visit a radio station. Students can observe firsthand how music, sound effects, and voices are used in radio broadcasting.

Activity sheet p. 35, A Sound Medium
Activity sheet p. 36, Script for a Radio Commercial

Milestone 4 - Product Descriptions

Creating product descriptions provides the opportunity for students to practice clear and accurate writing. A checklist is used for editing and proofreading. The final draft can be illustrated if you wish.

Activity sheet p. 37, Writing a Product Description
Grammar for the Real World

Writing an Ad Campaign

(Room number or class name)

GROUP MEMBERS:

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
Check Your Progress

- Milestone 1  The Impact of Advertising
- Milestone 2  Writing an Ad
- Milestone 3  The Radio Commercial
- Milestone 4  Product Descriptions
Get the Real-World Picture: Ads and You

How does advertising work? Does it affect you and your friends? To discover some answers, complete this page with your group.

Let’s Get to Work . . .

Guess: About how many commercial messages are you exposed to in a day? (Circle one)

5       15       150       1500

There is advertising on radio, on television, in magazines, on box tops, on shopping bags, on billboards, and even on buses. The average American is exposed to over fifteen hundred messages per day! If that is hard to believe, count the number of commercial messages you encounter during the rest of the day. Record your number here:

Check your T-shirt – you may be an ad!

However, advertising is aimed at adults, right? Wrong. Students your age spend (or help decide how to spend) billions of dollars each year. Advertisers want to convince you to buy their brands of cola, toothpaste, blue jeans, and much more.

Ads are a great way to learn about new products or to compare products, but they can also trick you. Try this:

1. Find a magazine or newspaper ad for a product you or someone you know uses. List all the adjectives and adverbs (descriptive words) that refer to the product.

   ___________________________  ___________________________

   ___________________________  ___________________________

   ___________________________  ___________________________

2. Cross out the descriptive words that express opinions, not facts, about the product. For example, beautiful and affordable are a matter of opinion; red and 100% juice are facts. Descriptive words in ads often express an opinion.

3. Now check your ad for incomplete comparisons, such as fewer calories (fewer than what?).

4. Finally, look for the word help. For example, a product may help to build muscles, but so does walking and eating. How much does the product really help?
Get the Real-World Picture: Printed Ads

The word *ad* comes from the phrase *ad rem* or “to the point.” A written ad should be no longer than necessary, but just what should it include? To find out, complete this page with your group.

Let’s Get to Work . . .

An ad needs a dominant element, an attention-grabber. Leaf through a newspaper or magazine to find ads that grab your attention. What catches your eye in each ad?

<table>
<thead>
<tr>
<th>Ad #1</th>
<th>Ad #2</th>
<th>Ad #3</th>
<th>Ad #4</th>
</tr>
</thead>
</table>

Usually a headline or an illustration is used as an attention-getting device. The headline often answers the question, “What’s in it for me?” For example, a dog food headline may say, “Fido Will Love You.”

Ads need to answer certain questions.
1. What is being sold (or promoted)?
2. Why buy it (or participate in it)?
3. How? (The answer includes such things as price, store name, and ticket order information, etc.)

**Ad adjectives:** Ads often use adjectives that trigger feelings or create a picture in the mind. Circle the “feeling adjectives” in these pairs:

- breathtaking
- chocolate-colored
- scary
- pretty
- brown
- hair-raising

List some effective adjectives from magazine ads: ____________________________

**Ad verbs:** Ad writers avoid the passive voice; they use active verbs. Which wording would be best for promoting Math League (check one)?

- Problems are solved by the group. Math shortcuts are learned.
- Solve problems with your friends. Learn math shortcuts.

Look at some of your favorite ads again. Are they crowded or open?

**Hint:** Sometimes the most important space in an ad is the empty space!
Get the Real-World Picture: Creating Your Own Ad

Ads are a great way of informing others about a product, an event, or a service. Decide what your group will advertise (check one).

☐ School concert, play, art fair, sports event
☐ Extra-curricular activities or clubs
☐ A worthy cause (protecting the environment, for example)
☐ Community event
☐ Your community’s museum or library
☐ A product you invent (syrup-filled waffles, for example)
☐ Other: __________________________

Decide which type(s) of printed ads will be most effective in reaching your target audience. A hallway poster will be seen by students, but a newspaper ad is more likely to reach adults. Check one or more of these options and make assignments. Work individually or in pairs. You may have enough group members to make, for example, more than one poster.

☐ Poster
☐ Newspaper ad
☐ Magazine ad
☐ Billboard

My assignment is __________________________________________________________.

Begin by brainstorming and making small thumbnail sketches of your ideas. Then write and proofread your copy. Select the copy you like best and create a finished ad. Follow the tips below, and don’t forget the hints you were given on the previous page!

<table>
<thead>
<tr>
<th>Billboard</th>
<th>Newspaper Ad</th>
<th>Poster</th>
<th>Magazine Ad</th>
</tr>
</thead>
<tbody>
<tr>
<td>A billboard may be read at 60 miles per hour. It should convey a single idea in a few words. If possible, create your billboard with paint on mural paper.</td>
<td>Use black, gray and one other color. Create a border to set your ad off from adjacent columns. Your final ad can be a single column to a full page.</td>
<td>A poster must capture attention from a distance, but interested viewers will come up close to see details. Marker on poster board will work well for your finished poster.</td>
<td>Magazine ads are similar to newspaper ads, but they are usually more colorful. You may want to tape your finished ad in a real magazine to see the effect.</td>
</tr>
</tbody>
</table>
Get the Real-World Picture: A Sound Medium

Radio reaches almost 80% of Americans each day. Most listeners tune in for at least two hours, usually while riding in a car or doing homework or other activities.

Let’s Get to Work . . .

Your radio commercial will advertise the same thing promoted in your print ad (Milestone 2). Work in groups of two or three. First brainstorm a list of script ideas. Then select your favorite. Adapt these “old standbys,” or come up with your own ideas:

• Straight sell (A spokesperson talks about your product or service.)
• Dialogue (Two characters discuss your product or service.)
• Interview (An interviewer asks someone about your product or service.)
• Testimonials (Users tell what your product or service did for them.)
• Drama (Your product or service saves the day.)
• Fantasy (An alien, for example, discovers your product or service.)

Since people seldom concentrate fully on the radio, your commercial must grab the listener’s attention. Which attention-getting device will you use? Check one.

❑ Music
❑ Sound effects
❑ Unique voices
❑ Humor

Radio commercials call up mental pictures. The product is usually linked with a picture of happiness, comfort, or convenience. For example, a commercial for camera film might describe a memory the photos will preserve. What mental picture will your script produce?

Write your script on the following page. As you write, try repeating a single believable point in different ways. For example, say that a school club is fun, detail how club members have fun, and conclude by inviting listeners to join the fun. Finally, make it easy to act by telling the listener who to call or contact.

Exchange your scripts and read them aloud to check for grammatical errors. Be sure the wording sounds natural and contains no tongue twisters. Make any needed changes to your script.

If possible, use the school intercom to read commercials for school events or activities.
<table>
<thead>
<tr>
<th><strong>Script for</strong></th>
<th><strong>Radio Commercial</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(product, service, or event)</td>
<td></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td><strong>Length:</strong> _______ seconds</td>
</tr>
<tr>
<td><strong>Your names:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SFX:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>VOICE:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Length:** The length should be 30 seconds (about 75 words) or 60 seconds (about 150 words).

**SFX** (sound effects): Sound effects usually introduce commercials, but can be inserted elsewhere as well. Describe the desired sound effect or name the song title. Here are some useful terms: *music up* (music at normal volume), *music up and under* (normal volume lowered as voice begins), *music out* (stop music).
Get the Real-World Picture: Writing a Product Description

Sometimes a copy writer must write product descriptions for a catalog or a promotional publication. These descriptions must make the product sound good, but they must be entirely accurate—nobody wants the customer to order the wrong thing!

Let’s Get to Work . . .

To begin, look in a catalog and list the various parts of a product description, such as price for instance. In the second column, note corresponding information about your product, service, activity, or event. Do not worry if some of the spaces on the chart are left blank.

<table>
<thead>
<tr>
<th>Parts of Product Description (Catalog)</th>
<th>My Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Use information from the second column of the chart to write a product description that could be used in a catalog or a school handbook.

Exchange papers within your group for editing and proofreading. As you read ask yourself these questions:

- Is the description clear?
- Is the description accurate?
- Is the grammar correct?
- Are there spelling errors to be corrected?
- Is the punctuation correct?

Rewrite your product description, making the corrections that were suggested. If desired, draw an illustration to use with the description.

If possible, publish descriptions of school events or activities in a school handbook, newsletter, or flyer.
UNIT 4
LETTER WRITING

In this unit students develop a repertoire of letter-writing techniques. Students write four types of letters: friendly letters, business letters, letters of recommendation, and persuasive letters. Each type of letter is explained and examples are provided. As students are coached through the writing process, their grammar skills are strengthened.

Objectives

✍ To understand the difference between friendly (social) letters and business letters  
✍ To identify and use a standard form (full-block style) for a business letter  
✍ To edit letters for purpose and clarity  
✍ To analyze and improve sentence structure  
✍ To check for proper usage of homophones  
✍ To proofread for errors in grammar, punctuation, capitalization, and spelling

Accomplishments

By the end of the project, each student should

❑ 1. have written a friendly letter, a business letter, a letter of recommendation, and a persuasive letter
❑ 2. have edited and proofread sample letters, classmates’ letters, and his or her own letters
❑ 3. have used suggestions and corrections to revise letters
Milestone 1 – A Friendly Letter

Students evaluate and make improvements in a sample letter. They are introduced to the style of a friendly (social) letter and guided through the writing process. Emphasis is placed on combining choppy sentences and on the correct use of grammar. Proper use of homophones is also discussed.

- Booklet Cover
- Activity sheet p. 43, First Aid for the Friendly Letter
- Activity sheet p. 44, Writing a Friendly Letter

Milestone 2 – The Business Letter

An easy-to-use, full-block style format is used to introduce students to the business letter. Students are encouraged to write a real-world business letter, beginning with the main point of the letter and following with only the significant information.

Suggestion: Invite the school secretary or administrative assistant to visit the class and circulate business letters received, pointing out the variety of formats. Humorous mistakes in business letters or examples of well-written and poorly written letters might also be shared.

- Activity sheet p. 45, Business Style
- Activity sheet p. 46, A Sample Business Letter
Milestone 3 – A Letter of Recommendation

This milestone focuses on the purpose of a letter of recommendation and how that purpose can best be addressed. Each student decides what type of “job” is of interest and lists his or her personal qualifications. A classmate uses this information to write a letter of recommendation. Emphasis is placed on stating the letter’s purpose clearly, and on providing supporting information.

**Suggestion:** Have students write letters of recommendation for a historical figure you are studying. For example, they could write letters recommending Madame Curie for a laboratory position, or Charles Lindbergh for a job as an airplane pilot. Students might also enjoy writing letters of recommendation for child care providers they had as youngsters.

☞ Activity sheet p. 47,  **Writing a Letter of Recommendation**
☞ Activity sheet p. 48,  **A Letter of Recommendation Guide**

Milestone 4 – The Persuasive Letter

Students identify contemporary issues that are important to them. As they write their persuasive letters, they are encouraged to use specific examples, quotations, and facts and figures to support their opinions. The editing process incorporates a set of questions to consider.

**Suggestion:** Have students conduct a search for persuasive letters among a newspaper’s letters to the editor, in advertisements, political brochures, testimonials about products, etc.

☞ Activity sheet p. 49,  **Convince Me**
Grammar for the Real World

Writing a Letter

______________________________
(Room number or class name)

GROUP MEMBERS:

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________
Check Your Progress

- Milestone 1  A Friendly Letter
- Milestone 2  The Business Letter
- Milestone 3  A Letter of Recommendation
- Milestone 4  The Persuasive Letter
Get the Real-World Picture: First Aid for a Friendly Letter

Do you put off writing home from camp or a trip because you cannot think of anything to say? Do you dread writing thank-you letters after your birthday? Help is on the way!

Let’s Get to Work . . .

☐ Here’s a letter from camp, but it needs a little “first aid”! Fix as many mistakes as you can. The first mistake is fixed for you.

☐ Work with a classmate to see if you can find even more errors. Look for errors in punctuation, spelling, sentence structure, noun/verb agreement, and capitalization. Did you find at least sixteen mistakes?

Rewriting helps this letter even more. Notice that the choppy sentences are gone and informative details have been added.

Try writing a middle paragraph for the letter (about camp food). Add details, adverbs, and adjectives to make the letter interesting to read. Share the paragraph with your group.
Writing a Friendly Letter

Is someone waiting for a letter from YOU? Do you need to write a thank-you note? Would a friend who moved away like to hear from you? Write a friendly letter to someone:

________________________________________

☑ Friendly letters do not need to follow a set pattern, but be sure to include
  - the date
  - a greeting (usually Dear ________)
  - your message, written with correct spelling, punctuation, capitalization, and grammar
  - a closing (such as Yours truly, Sincerely, or Love)

☑ Write a practice letter (rough draft) below. Then use the tips from this page and the previous one to make revisions. If you wish, exchange letters with a classmate for editing and proofreading. Copy your final letter on a clean sheet of paper or stationery.
Get the Real-World Picture: Business Style

Business letters are more formal than friendly (social) letters. They follow a standard form and their language is not “chatty.” Follow these steps for writing a business letter.

☐ What will your letter do? Check one and fill in the blank.
  ☐ Request materials about a subject you are studying.  
    Subject: ____________________________________________
  ☐ Comment to a company about one of its products.  
    Product: ____________________________________________
  ☐ Ask an expert a question. Question: ____________________________
  ☐ Request information about a city or tourist attraction. Place: ____________

☐ Who will you write? Use the phone book, library, or Internet to find a name/address:  
  ____________________________________________
  ____________________________________________
  ____________________________________________

You will also need a return address. Write your school address here:
  ____________________________________________
  ____________________________________________

☐ To write your letter, follow the sample business letter on the following page. It is written in full block style. All parts of the letter are lined up at the left margin. Paragraphs are not indented, but are separated by a space.

☐ When you are done, exchange letters and edit them for clarity of content. Proofread for correct grammar, punctuation, capitalization, and spelling. Rewrite your letter with the corrections and suggestions added.

☐ Address, stamp, and mail your letter. Later, share your reply with the class. If you receive a business letter, compare its format with the one you used.

(school address)
________________
________________
(address to which you are writing)
________________
________________
A Sample Business Letter

**Heading:** Include the return address and today’s date.

**Inside Address:** Use the name or title and address of the person you are writing.

**Salutation:** If you do not know the name, use a title: To the Chairperson of ________: To the Complaint Department: Dear Sir: Dear Madam:

**Body:** State the main point first followed by the necessary details.

**Complimentary Closing:** Here are some choices: Yours truly, Sincerely yours, Cordially,

**Signature Line:** On typed letters, hand sign and also type your signature.

To the Director of Marketing:

I am writing about your new product, Raisin Delight Crunch cereal. With a name like that, it seems like it should have a lot of raisins, but when I poured out a bowl, I found only one raisin.

I decided to investigate further. I poured out all of the cereal so I could count the raisins. In my one-pound box, there were only eleven raisins! The side of the box states that there are sixteen servings inside the box. That means there is not even one raisin per serving!

I am wondering why the cereal isn’t named something like Raisin Treasure Hunt. I would appreciate hearing your explanation. Thank you.

Sincerely,

**Thomas Santo**

Thomas Santo
Get the Real-World Picture: Writing a Letter of Recommendation

When you apply for a job, a potential employer often asks for a letter of recommendation from someone who knows you well.

Let’s Get to Work . . .

☐ Think of jobs that are appropriate for your age. They may be volunteer jobs, such as walking the dog for an elderly neighbor, or paying jobs, such as delivering newspapers or baby-sitting. Name a job you would enjoy:

________________________________________________________________________

☐ Now tell why you are qualified for the job. Include previous experience, related interests, accomplishments, and other reasons why you would be a good worker.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

☐ Exchange the information above with a classmate. Write letters of recommendation for each other using the guide on the following page.

☐ When you are done, have someone else read the letter to correct errors and make suggestions.

☐ Write a final draft of the letter. Give it to the classmate for whom it was written.
### A Letter of Recommendation Guide

<table>
<thead>
<tr>
<th>(your school address)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>(today’s date)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>(You do not know who will receive the letter, so use To whom it may concern:)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Start with a clear statement of the letter’s purpose.

The letter of recommendation must do its work quickly. Emphasize the qualities of your classmate that relate directly to the job (refer to the list your classmate provided). You can state your opinions, but you should support them with examples.

Conclude with a strong summarizing statement.

(closing followed by a comma)

(signature line)
Get the Real-World Picture: Convince Me

There are times when you feel strongly about something and would like to bring others round to your opinion. The persuasive letter is a good way to be “heard.”

Let’s Get to Work . . .

☐ With your group, list and discuss current issues such as:
  • Policies being considered by your school board
  • Issues that are before your student government
  • Local problems
  • Manufacturer’s products you would change
  • Other

☐ Check the issue about which you want to write a persuasive letter. Use the business letter format you learned in Milestone 2. Include some or all of these:

  clear statement of your opinion
  examples
  facts & figures
  quotations from company ads
  quotations from

☐ Read your letter to a classmate. Ask:
  • Did you understand my opinion right from the start?
  • Was my evidence persuasive?
  • Should I have omitted information that didn’t “help my cause”? 
  • Did I win you over?

☐ Revise your letter and mail it, if appropriate. If you receive a reply, share it with the class.