WONDER
Writing Activities

SENTENCE & PARAGRAPH BUILDING

LESSON 12: PARAGRAPH PUZZLE

Directions: Read the sentences below. Cut them out and place them in order to make a cohesive paragraph about Summer. Which sentence does not belong?

In Part 3 of Wonder, we get to see the story through Summer's eyes.

This shows that she cares about what's on the inside.

In conclusion, Summer's perspective shows how kindness can make a big difference in someone's life.

Summer is a kind classmate who decides to be friends with Auggie even though he looks different.

Summer enjoyed spending time with her Grans, and was devastated when she passed away.

LESSON 22: TOPIC AND CONCLUSION SENTENCE MATCH-UP

Directions: Cut out the topic sentences, conclusion sentences, and paragraphs. Match the topic and conclusion sentences to the correct paragraph.

Topic Sentences

In Wonder by R.J. Palacio, Miranda lies because acceptance and belonging.

In Wonder by R.J. Palacio, Miranda reveals her during the performance of Our Town.

In "Wonder" by R.J. Palacio, Via's performance a significant turning point.

Conclusion Sentences

Miranda is struggling to find her place others, which is something many kids years.

emphasizes personal growth, the importance of family and challenges.

ship, showing that true friends really matters.

LESSON 17: MATCHING APPOSITIVES TO CHARACTERS

Julian

Jack Will

August

Via

Summer

Sentence Combing And Paragraph Building

H. Ramsey Fowler,Robert A. Schwegler

Sentence Combing And Paragraph Building:

Sentence Combining and Paragraph Building William Strong,1981   **Sentence Combining** Donald A. Daiker,Andrew Kerek,Max Morenberg,1985 Twenty three stimulating papers includ ing essays by Peter Elbow Donald Murray and William Strong selected from the more than sixty presented at the Second Miami University Confer ence on Sentence Combining and the Teaching of Writing Sentence combining has not only sur vived the paradigm shift in the teaching of writing but continues to stimulate provocative creative thinking about the writing process itself No longer an end in itself but a tool sentence combining has become a method of teaching about ways of thinking of perceiving and of organizing reality

Theorizing Composition Mary Kennedy,1998-06-25 The last 25 years have witnessed extraordinary growth in the academic specialization variously described as composition studies or rhetoric and composition What was noticeable about the field in its infancy was a preoccupation with practice a lack of emphasis on theory and an exclusive reliance on the writing process As its disciplinary status has grown the field has become far more theoretical Composition studies has expanded its focus reconceptualized the writing process and embraced a wide range of critical perspectives The result of this change is that terms such as poststructuralism social construction gender and genre which were largely unknown in 1965 now dominate discussion This reference book is a guide to the multiplicity of theories that have emerged to form the disciplinary foundation of composition studies The volume consists of 66 entries each of which is written by an expert contributor and focuses on a particular theory or group of theories While the entries show how various individuals have contributed to theoretical movements very few concentrate on the work of a single theorist Each entry first provides a critical summary of a particular theory or group of theories including key elements basic concepts and claims and information about seminal or particularly influential works It then reviews the theory s critical reception in composition studies and discusses its significance in the field The bibliography at the end of each entry lists primary texts and major scholarship related to the theory and provides additional suggestions for further reading The volume closes with a selected bibliography of important works   CliffsNotes HiSET Cram Plan Tim Collins,Timothy G. Collins,2015 CliffsNotes HiSET Cram Plan provides calendarized test prep for the HiSET which is a high school equivalency test similar to the GED and used in a growing number of states   Practical Ideas for Teaching Writing as a Process Carol B. Olson,1996-02 Contains a collection of specific classroom strategies suggestions for teaching writing to elementary school students according to an eight stage process Specific techniques for teaching each stage of the writing process descriptions of proven approaches for using these techniques are also included A wonderful resource a labor of love from a large talented group of educators Had its beginnings in the California Writing Project at the Univ of California Irvine Best Seller Illustrated   **Instructor's Resource Manual to Accompany The Little, Brown Handbook, Ninth Edition** Jane E. Aaron,Robert A. Schwegler,1986

Sentence Combining & Paragraph Construction Katie Davis,1983   *Chicano Speech in the Bilingual Classroom* Dennis

J. Bixler-Márquez,Jacob Ornstein-Galicia,1988 This collection of articles conveys information to teachers and teacher trainers about Chicano Spanish and English in bilingual education and ESL The first section enables the reader to acquire an understanding of the social and educational issues involved in establishing a role for any given variety of Chicano speech The second section provides research about Chicano Spanish and English their distribution characteristics and pertinent potential for educational applications The reader can then proceed to section three and analyze instructional issues suggested applications and options for Chicano speech in the bilingual classroom A select bibliography completes this volume

Language Arts Instruction and the Beginning Teacher Carl R. Personke,Dale D. Johnson,1987 *Within and Beyond the Writing Process in the Secondary English Classroom* Reade W. Dornan,Lois Matz Rosen,Marilyn J. Wilson,2003 Within and Beyond the Writing Process in the Secondary English Classroom combines an up to date balanced and integrated approach to writing instruction focusing on both composition theory and practice **A Primer for Writing Teachers** David Foster,1992 Essential reading for teachers interested in the methods and problems of composition but unfamiliar with its current theoretical backgrounds **Interpretations** ,1985 Strategies for Teaching First-year Composition Duane H. Roen,2002 This book presents 93 essays that offer guidance reassurance and commentary on the many activities leading up to and surrounding classroom instruction in first year composition Essays in the book are written by instructors who teach in community colleges liberal arts colleges state university systems and research institutions The 14 section titles and 2 representative essays from each section are Section 1 Contexts for Teaching Writing The Departmental Perspective Roger Gilles and Composition Community and Curriculum A Letter to New Composition Teachers Geoffrey Chase Section 2 Seeing the Forest and the Trees of Curriculum Teaching in an Idealized Outcomes Based First Year Writing Program Irvin Peckham and Constructing Bridges between High School and College Writing Marguerite Helmers Section 3 Constructing Syllabus Materials On Syllabi Victor Villanueva and Departmental Syllabus Experience in Writing Gregory Clark Section 4 Constructing Effective Writing Assignments Sequencing Writing Projects in Any Composition Class Penn State University Composition Program Handbook and Autobiography The Rhetorical Efficacy of Self Reflection Articulation Bonnie Lenore Kyburz Section 5 Guiding Students to Construct Reflective Portfolios A Writing Portfolio Assignment Phyllis Mentzell Ryder and Portfolio Requirements for Writing and Discourse C Beth Burch Section 6 Strategies for Course Management Fostering Classroom Civility Lynn Langer Meeks Joyce Kinkead Keith VanBezooyen and Erin Edwards andCourse Management Guidelines Rebecca Moore Howard Section 7 Teaching Invention Teaching Invention Sharon Crowley and Invention Activity Theresa Enos Section 8 Orchestrating Peer Response Activities Approaches to Productive Peer Review Fiona Paton and Reflection on Peer Review Practices Lisa Cahill Section 9 Responding to In Process Work to Promote Revision Less Is More in Response to Student Writing Clyde Moneyhun and One Dimension of Response to Student Writing How Students Construct Their Critics Carol Rutz Section 10 Responding to and Evaluating Polished Writing Developing Rubrics for Instruction and

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curriculum With the shift towards elegant well constructed sentences it offers the busy teacher three simple steps to motivate and engage children through explicit teaching and modelling over forty practical games and activities application and improvement within editing and proof reading This book draws on recent research but also is based on many years of classroom practice and a number of case studies Practical examples develop teachers understanding of grammatical terms and progression and show how it is possible to have a significant impact on vocabulary sentence structure and children s writing in general A balance is found where skills are explicitly taught but within the context of an exciting and interesting curriculum

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