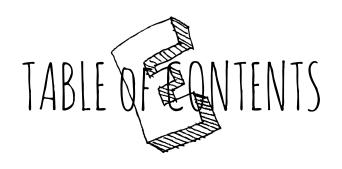


WRITING II

| AUTHOR: |  |  |  |  |  |  |  |  |
|---------|--|--|--|--|--|--|--|--|
|         |  |  |  |  |  |  |  |  |

WWW.LAURENHBRANDENBURG.COM



| THE PERSONAL NARRATIVE | 5  |
|------------------------|----|
| THE ESSAY              | 19 |
| COMPARISON & CONTRAST  | 31 |
| THE SHORT STORY        | 43 |
| THE FOLKTALE           | 59 |
| THE HISTORICAL FICTION | 71 |
| AUTHOR BIOGRAPHY       | 85 |
| THOSE WORDS            | 87 |
| VOCABULARY             | 89 |
| PROMPTS                | 9] |





## Costume Change

#### Example first paragraph:

The mini black felt hat sits on top a book loaned to me by a friend. Two red feathers sprout from the top like a rooster's comb. The medallion on the front with its empty keyhole makes me wonder what it would unlock. I am pretty sure that I will never wear it again, but it is a great reminder of the days I spent at Realm Makers.

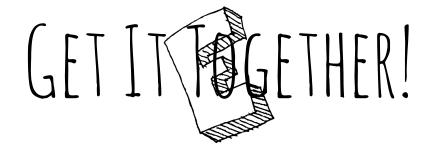
#### Example of a second - fourth paragraph:

As I packed my bags for the Realm Maker's conference in St. Louis, Missouri, I did not plan to dress-up. The simple black dress and array of glittering lengthy necklaces would do fine for the dinner. I knew others would be in costume: elves, super heroes, sci-fi characters, and even dragons, but I hadn't had time to prepare.

#### Example last paragraph:

Realm Maker's is a place for Christian writers to gather, have fun, and to learn their craft.

Underneath the protection of my little hat, I became a new person. One little accessory turned me into an entirely new person—a person other's wanted to know, a person with answers to questions, and a person who was not afraid to stand out among the crowd. The felt hat sits quietly awaiting the day when it will once again transform me from my ordinary self to someone extraordinary.



Paragraph 1 – Description of the object. What is the memory? (Place, moment, time?)

Paragraphs 2 to 4 - The Flashback - What are the details of the event?

Paragraph 5 – How did the memory change or affect you? Where is the object now?



# The Basics

| * A good paragraph should have at least<br>sentences.   |
|---|
| • Start each paragraph by indenting the line.   |
| When to Start a New Paragraph:  |
| * Start a new paragraph when you begin a new or point. New ideas should always start in new paragraphs. |
| * Start a new paragraph every time you have a new   |
| * If your paragraph is getting too, start a new paragraph.  |
|   |



Use this space to write the first draft of your Personal Narrative! Don't forget to use a "Better Beginning", paragraphs, and Time Order Words. Remember: Just get the clay on the paper!

Note: You may type your first draft.

|      | <br> |
|------|------|
| <br> | <br> |
|      | <br> |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
| <br> |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
| -    |      |
|      |      |

| <br> |
|------|
| <br> |
| <br> |
|      |
| <br> |
|      |
|      |

You can use your own paper if you need more space!



### first

at first embark
at the beginning from this point
at the onset in the first place
before starting with
commence to begin

#### next

not long after after after a few days presently after a while right after second, third after that as soon as shortly consequently since following soon henceforth soon after in time then in turn tomorrow later when momentarily

## before

earlier
formerly
in the past
not long ago
once
preceding
previously
prior to
up until that time
yesterday

### sometimes

at times from time to time gradually occasionally periodically rarely seldom some of the time

### last

after a long time finally thereafter afterward hereafter to conclude at last in conclusion to finish at the end in the end ultimately eventually last of all until

final later on



about aboard above according to after across against along aside amid around among because of before behind at below beneath beside between beyond despite by concerning down during for except inside instead of from in like into minus near off of opposite on outside out past over through throughout since to underneath unlike toward under until with up upon without within



4

= New Paragraph or Indent

Ex: Make the cake. After making the cake, remember to make the icing.

V

= Insert Space

Ex: Carly does not have eggsfor the cake.

 $\omega / o$ 

= Write Out

ωο Ex: I have 2 cookies.



= Spelling Error

Ex: Pleese don't eat my cake.



= Lowercase

Ex: Her birthday is in May.



= Insert (punctuation or word)

Ex: Wow That's great story!



Transpose (switch)

Ex: Do think you chocolate or vanilla is the best?



= Delete or Take Out

Ex: Chocolate is is my favorite.



= Capitalize

Ex: happy Birthday, Gary!



# The Personal Narrative

| Author:  |  |
|--|--|
| Title of Work:   |  |
| Did you narrow the focus of your narrative to a single object? |  |
| Did you present your personal narrative as a flashback?        |  |
| Do you have a "Good Beginning"?                                |  |
| Did you indent each new paragraph?                             |  |
| Do you have at least 5 paragraphs?                             |  |
| Do you have 3 to 5 sentences in each paragraph?                |  |
| Did you use time order and transition words?                   |  |
| Did you use prepositional phrases to enhance your sentences?   |  |
| Did you use correct capitalization?                            |  |
| Did you end each sentence with the correct punctuation?        |  |
| Did you double space or skip a line?                           |  |
| Do you have any misspelled words?                              |  |
|  |  |

Did you say "NO" to any of the above? If so, now is the time to go back and fix your mistakes!



# The Personal Narrative

| Author:<br>Title of Work:  |      |
|--|------|
| 10 Points Each   |      |
| Did the author narrow the focus of the narrative to a single object? |      |
| Did the author present the narrative as a flashback?                 |      |
| Does the narrative have a "Good Beginning"?                          |      |
| Is each paragraph of the narrative indented?                         |      |
| Does the narrative have at least 5 paragraphs?                       |      |
| Does each paragraph have 3 to 5 sentences?                           |      |
| Did the author use time order and transition words?                  |      |
| Did the author use prepositional phrases to enhance their sentences? |      |
| Did the author use correct capitalization?                           |      |
| Did the author end each sentence with the correct punctuation?       |      |
| Total  | /100 |







You may persuade anyone of anything as long as you have three clear points to support your argument and . . . you write it from a different point of view! (Darth Vader, Jo March, Mario, Bilbo Baggins, Tinkerbell, etc.)

(Use the next page to complete your outline)

| I. Intr | Poduction (Paragraph 1)  A. Creative Introduction (Includes your "who") |
|---------|---|
|         | B. Supporting Sentence (Includes your "what")                           |
|         | C. Thesis   |
| II. Fir | st Argument (Paragraph 2)<br>A. Topic Sentence                          |
|         | B. Supporting Sentence  |
|         | C. Supporting Sentence  |
| III. Se | econd Argument (Paragraph 3) A. Topic Sentence                          |
|         | B. Supporting Sentence  |
|         | C. Supporting Sentence  |
| IV. Th  | nird Argument (Paragraph 4)<br>A. Topic Sentence                        |
|         | B. Supporting Sentence  |
|         | C. Supporting Sentence  |
| V. Cor  | nclusion (Paragraph 5) A. Restated Thesis                               |
|         | B. Supporting Sentence  |
|         | C. Creative Conclusion  |
|         |   |



**Independent Clause:** Can stand by itself as a sentence and contains a subject (noun) and predicate (verb). It makes sense by itself.

**Sentence Fragment**: It cannot be a sentence because it is incomplete. It can't stand on its own. It does not have an independent clause. (Since he came here.)

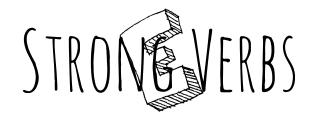
**Run-On Sentence**: Two or more independent clauses (or sentences) are incorrectly joined together. (Beth loves chocolate she really loves peanut butter.)

|    | Write whether eac | h sentence is a sentence fragment or a run-on sentence. |
|----|-------------------|---|
| 1. |                   | They went to the store he bought a book.                |
| 2. |                   | We were jumping on the trampoline I hurt my             |
|    | ankle.            |   |
| 3. |                   | The girl with the purple hair.                          |
| 4. |                   | My martial arts instructor, so helpful and patient.     |
| 5. |                   | In the morning before breakfast.                        |
| 6. |                   | We went to the fair, the games were tricky.             |
| 7. |                   | The air is cold put on a coat.                          |
| 8. |                   | During the day we went.                                 |
| 9. |                   | I don't understand this essay it doesn't make sense.    |
|    |                   |   |
|    |                   |   |
|    |                   |   |

1.

2.

3.



| devour   | inquire    | deter       | alter    | cast     |
|----------|------------|-------------|----------|----------|
| digest   | implore    | forbid      | evolve   | catapult |
| dine     | plead      | halt        |          | hurl     |
| drain    | require    |             | modify   | lob      |
| gorge    | instruct   | chase       | morph    |          |
| guzzle   | demand     | follow      |          | nudge    |
| indulge  |            | obey        | enjoy    | prod     |
| inhale   | encourage  | pursue      | relish   | jab      |
| slurp    | impress    |             | gloat    | poke     |
| nibble   | manipulate | arrive      | wallow   | smudge   |
|          | persuade   | exit        | adore    | stroke   |
| boast    |            | journey     | amuse    |          |
| announce | insult     | traverse    | cherish  | loaf     |
| comment  | leach      | venture     | treasure | lounge   |
| declare  | neglect    |             | despise  | amble    |
| utter    | outrage    | ascend      | loathe   | creep    |
|          | overrule   | mount       |          | dawdle   |
| gasp     | pacify     | scale       | dwell    | lope     |
| huff     |            | burrow      | occupy   | stagger  |
| sigh     | confuse    | sink        |          |          |
| snap     | confound   |             | admire   | bolt     |
| guffaw   | dazzle     | assault     | gaze     | scurry   |
| snicker  | deceive    | disarm      | peek     | flounce  |
|          | conceal    | cleave      | peer     | stroll   |
| bellow   | crave      | dismantle   |          | stride   |
| holler   | desire     | corrupt     | bargain  | meander  |
| howl     | wish       | ruin        | deal     | plod     |
| lament   | imagine    |             | plot     | saunter  |
| shriek   |            | craft       | conspire | stalk    |
| wail     | exhaust    | create      |          | wander   |
|          | excite     | design      | cascade  |          |
| blabber  | ignite     | manufacture | flow     |          |
| bluster  |            |             | ooze     |          |
| gush     | petrify    | gel         | spatter  |          |
| scoff    | startle    | liquefy     | spew     |          |
| snuffle  |            | brew        | sprinkle |          |
| squeal   |            | extract     | float    |          |
|          |            |             | glide    |          |
|          |            |             |          |          |



| Use this space to writ<br>Beginning", paragraphs, | the first draft of your essay! Don't forget to use a "Better and Strong Verbs. Remember: Just get the clay on the paper Note: You may type your first draft. |
|---|--|
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |
|   |  |

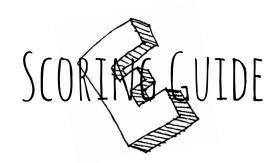
| <br> |
|------|
|      |
| <br> |
|      |
|      |
|      |
|      |
|      |
|      |
|      |
|      |

You can use your own paper if you need more space!



| Author:   |  |
|---|--|
| Title of Work:  |  |
| Do you have a "Creative Beginning"?   |  |
| Does your essay have a thesis with three points?                                      |  |
| Did you indent each new paragraph?  |  |
| Is your essay written from a different point of view?                                 |  |
| Do you have at least 5 paragraphs with 5 sentences in each paragraph?                 |  |
| Does your second, third, and fourth paragraph line-up with the points in your thesis? |  |
| Do you clearly give details to support your points in paragraph two, three, and four? |  |
| Do paragraphs two, three and four begin with a topic sentence and a time order word?  |  |
| Did you restate your thesis in the conclusion?  |  |
| Do you have a "Creative Ending"?  |  |
| Did you use "Strong Verbs"?   |  |
| Did you use correct capitalization and ending punctuation?                            |  |
| Did you double space or skip a line?  |  |
| Are all of your sentences complete? (No fragments or run-ons)                         |  |
| Do you have any misspelled words?   |  |

Did you say "NO" to any of the above? If so, now is the time to go back and fix your mistakes!



# Essay

| Audior:  |      |
|--|------|
| Title of Work:   |      |
| 10 Points Each   |      |
| Does the essay have a "Creative Beginning" with a three-point thesis?  |      |
| Is the essay written from a different point of view?   |      |
| Does the essay have 5 indented paragraphs with 5 sentences in each paragraph?  |      |
| Does the second, third, and fourth paragraph line-up with the points in the thesis and give details to support the topic sentence? |      |
| Do paragraphs two, three, and four begin with a topic sentence and a time order word?  |      |
| Does the essay have a "Creative Ending" with restated thesis?  |      |
| Did the writer use "Strong Verbs"?   |      |
| Did the author use correct capitalization and ending punctuation?  |      |
| Are all of the writer's sentences complete? (No fragments or run-ons)  |      |
| Does the writer have any misspelled words?   |      |
| Total  | /100 |





| 'I'O       | some        | ething is to look for |
|------------|-------------|-----------------------|
| difference | s among tr  | wo or more elements,  |
| but        | is t        | o do the opposite, to |
|            | look for si | milarities.           |
|            |             |                       |
|            |             |                       |
|            | - the       | , statistics, and     |
| inform     | ation colle | ected together for    |
| com        | inaring an  | d contrasting.        |

When might you need to compare and contrast?



The Brandenburg Toy Company needs your help! Every year the BTC tests hundreds of toys to see which toys children will want the most. Our previous testers have taken positions at the North Pole, leaving us with a need for toy testers! Pick two toys of the same type but with obvious differences (brand, size, shape, etc.), complete the data chart, and await further instruction.

|             | Α | В |
|-------------|---|---|
| Toy         |   |   |
| Price       |   |   |
| Appearance  |   |   |
| Features    |   |   |
| Playability |   |   |
| Notes       |   |   |



**Thesis** – a sentence that states the point you are trying to make.

**Hint:** Clear organization will help you write your essay and will help your reader understand the point you are trying to make.

| Your Thesis:       |           |                          |       |         |  |  |
|--------------------|-----------|--------------------------|-------|---------|--|--|
|                    | ig        |                          |       | than    |  |  |
| (Toy A)            |           | (Point you want to make) |       | (Toy B) |  |  |
| because            |           | •                        | , and |         |  |  |
| (Poir              | nt 1)     | ,(Point 2)               | (Poi  | nt 3)   |  |  |
| Your Essay:        |           |                          |       |         |  |  |
| Paragraph One – l  | introduct | tion                     |       |         |  |  |
| Creative Introduct | tory Sent | ence (s)                 |       |         |  |  |
| Background Infor   | mation    |                          |       |         |  |  |
| Thesis Statement   |           |                          |       |         |  |  |
| Paragraph Two –    | Point 1   |                          |       |         |  |  |
| Topic Sentence     |           |                          |       |         |  |  |
| Comparison(s)      |           |                          |       |         |  |  |
| Contrast(s)        |           |                          |       |         |  |  |



Use this space to write the first draft of your comparison/contrast essay! Don't forget to use a "Better Beginning", paragraphs, strong verbs, and Time Order Words.

Remember: Just get the clay on the paper!

Note: You may type your first draft.

| <br> | <br> | <br> |  |
|------|------|------|--|

| <br> |             | <br> | - |
|------|-------------|------|---|
|      |             |      |   |
|      |             |      |   |
|      |             |      |   |
| <br> |             |      |   |
|      |             |      |   |
|      |             |      |   |
|      | : 1 : 1 : 1 |      |   |
| <br> |             | <br> |   |
|      |             |      |   |
|      |             |      |   |
| <br> |             | <br> | - |
| <br> |             |      |   |
|      |             |      |   |
|      |             |      |   |
|      |             |      | - |
|      |             |      |   |
|      |             |      |   |
|      |             |      |   |
|      |             |      | - |
|      |             |      |   |
|      |             |      |   |
|      |             |      | 1 |
|      |             |      |   |
|      |             |      |   |
|      |             |      |   |

|   | - |       |              | <br>_ |
|---|---|-------|--------------|-------|
|   |   |       |              | <br>_ |
| <br>                                      |   |       |              | <br>  |
| <br>                                      |   | 1 1 1 |              | <br>— |
| <br><del></del>                           |   |       |              | <br>— |
| <br>                                      |   |       |              | <br>— |
| <br>                                      |   |       |              | <br>— |
| <br>                                      |   |       |              | <br>_ |
| <br>                                      |   |       |              | <br>_ |
| <br>· · · · · · · · · · · · · · · · · · · |   |       | <del> </del> | <br>  |
| <br>                                      |   |       |              | <br>  |
| <br>                                      |   |       |              | <br>  |
| <br>                                      |   |       |              | <br>_ |
| <br>                                      |   |       |              | <br>  |
| <br>                                      |   |       |              | <br>  |
|   |   |       |              |       |

You can use your own paper if you need more space!



| Author:  |  |
|--|--|
| Title of Work:   |  |
| Does your essay have a thesis?   |  |
| Does your thesis have three reasons to prove your point?                               |  |
| Is your thesis re-stated in the conclusion?  |  |
| Do you have a "Creative Beginning"?  |  |
| Do you have a "Creative Ending"?   |  |
| Is your essay written from a different point of view?                                  |  |
| Do you have at least five paragraphs?  |  |
| Did you indent each new paragraph?   |  |
| Do you have 5 sentences in each paragraph?   |  |
| Does your second, third, and fourth paragraph line-up with the reasons in your thesis? |  |
| Do your second, third, and fourth paragraphs have a topic sentence?                    |  |
| Do you clearly give comparisons and contrasts in paragraphs 2, 3, and 4?               |  |
| Did you use transition words?  |  |
| Did you use strong verbs?  |  |
| Do all of your sentences make sense?   |  |
| Did you use correct punctuation and capitalization?                                    |  |
| Do you have any misspelled words?  |  |
| Did you use vocabulary words?  |  |

Did you say "NO" to any of the above? If so, now is the time to go back and fix your mistakes!



### Comparison and Contrast Essay

| Author:  |      |
|--|------|
| Title of Work:   |      |
| 10 Points Each   |      |
| Does the essay have a "Creative Beginning" with a three-point thesis?  |      |
| Is the essay written from a different point of view?   |      |
| Does the essay have 5 indented paragraphs with 5 sentences in each paragraph?  |      |
| Does the second, third, and fourth paragraph line-up with the points in the thesis and give comparisons and contrasts to support the topic sentence? |      |
| Do paragraphs two, three, and four begin with a topic sentence?  |      |
| Does the essay have a "Creative Ending" with restated thesis?  |      |
| Did the writer use "Strong Verbs"?   |      |
| Did the author use correct capitalization and ending punctuation?  |      |
| Are all of the writer's sentences complete? (No fragments or run-ons)  |      |
| Does the writer have any misspelled words?   |      |
| Total  | /100 |





| First Person | In the first person point of view, one of the story's characters serves as a narrator and readers watch the story unfold through that character's eyes. First person point of view is easy to identify because the character or narrator speaks to readers in his or her own voice, frequently using the pronoun 'I'. |
|--------------|---|
| Mhind Dongon | Third person omniscient is a point of   |

## Third Person (Omniscient)

view where the **narrator** knows all the thoughts, actions, and feelings of all characters. The author may move from character to character to show how each one contributes to the plot.

## Third Person (Limited)

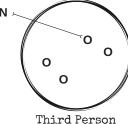
**Omniscient** – knowing everything In third person limited the narrator only knows the thoughts and feelings of one character. All characters are described using pronouns, such as they, he, and she. But, one character is closely followed throughout the story, and it is typically a main character.

**Limited** - restricted

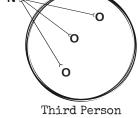
## POINTS OF VIEW



First Person



Limited



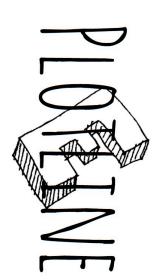
Omniscient

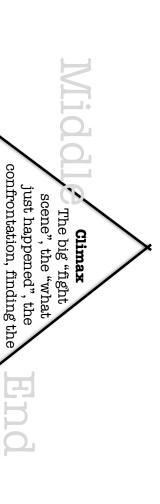
N = Narrator O = Characters in the Story

# THE CHARACTER CREATOR

| Setting  |  |
|--|--|
| (Where does your character<br>live? Is this place new to them?<br>How did they get there?) |  |
|  |  |
| Physical<br>Description  |  |
| (Height, hair/eye color, build, clothing, accessories, etc.)                               |  |
|  |  |
| Behavior   |  |
| (Habits, talents, skills, reaction to others)  |  |
| Emotions   |  |
| (Cares, fears, worries, dreams,)   |  |
|  |  |
| STORY  |  |
| (Who are they? What made them this way?)   |  |
| Name:  |  |
| (Nickname, code name, family name, etc.)   |  |







## Rising Action

The building blocks, Clues, and important Information that leads to the climax.

# **Falling Action**Tie up any

treasure!

loose ends.

## Resolution

Problem solved, cliff hanger, moment of humor.

## Introduction

Introduce your characters, setting, and a hint of the conflict.



Create a short story of any genre. Remember that a story has a beginning, middle, and end; characters; and plot.

| Plot What happened? How did it happen? Why did it happen? How does it end? What is the conflict or struggle? |
|--|
| Characters The good the bad, and the sidekicks!  |
| Setting<br>Reality or Realm? Time?<br>Place? Environment?  |

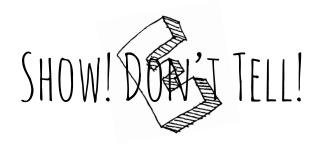


| Use this space to write the first draft of your short story! Remember: Just get the cla<br>on the paper! |  |  |  |
|--|--|--|--|
| Note: You may type your first draft.   |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

|      | <br> |
|------|------|
| <br> | <br> |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |
|      |      |

| -   | - |       | - |  |
|---|---|-------|---|--|
| <br>                                      |   | <br>  |   |  |
|   |   | <br>  |   |  |
| <br>                                      |   | <br>  |   |  |
|   |   |       |   |  |
|   |   |       |   |  |
|   |   |       |   |  |
|   |   |       |   |  |
| <br><del></del>                           |   | <br>- | - |  |
| <br>                                      |   |       |   |  |
|   |   | <br>  |   |  |
| <br>                                      |   | <br>  |   |  |
|   |   |       |   |  |
|   |   |       |   |  |
| · · · · · · · · · · · · · · · · · · ·     |   |       |   |  |
| <br>                                      |   | <br>  |   |  |
| <br><del></del>                           |   |       |   |  |
| <br>· · · · · · · · · · · · · · · · · · · |   | <br>- | - |  |
|   |   |       |   |  |

You can use your own paper if you need more space!



Writers can SHOW feelings, scenes, emotions, sensory details, and experiences, or they can TELL about them.

#### I was happy.

This sentence **TELLS** you what the writer was feeling.

With a huge smile on my face, I walked with a spring in my step.

This sentence **SHOWS** you that the writer is happy.

**Hint:** Avoid words like am, is, are, was, were, seemed,

Rewrite the following sentences so that you are **SHOWING** the reader the information and not **TELLING** them.

| 5. Tell: I felt lucky:                    |
|---|
| Show:                                     |
| 6. Tell: <b>The beach was hot</b> . Show: |
|   |
| 7. Tell: <b>She seemed jealous</b> .      |
| Show:                                     |
| 8. Tell: <b>Summer is fun</b> .           |
| Show:                                     |
| 9. Tell: <b>I was tired</b> .             |
| Show:                                     |
| 10. Tell: <b>We were excited</b> .        |
| Show:                                     |
|   |



Use quotes ONLY around the words that are\_\_\_\_\_.

"I need help with dialogue," the student stated.

A quote starts with an upper case letter. The \_\_\_\_\_ begins with a lowercase.

"Please help me with dialogue!" she exclaimed.

Use a \_\_\_\_\_ between the quotation mark and the speaker tag (unless there is an exclamation point or question mark).

"I need help with dialogue," the student stated.

"Will you help me with dialogue?" the student asked.

If a question mark or exclamation point is part of the quote, they go \_\_\_\_\_ the quotation marks.

"I need your help with dialogue!" she shouted.

When a \_\_\_\_\_ person begins to speak, you indent and start a new paragraph.

"Thank you for your help with dialogue," the student said. Then she returned to her desk.

"You are welcome," the teacher replied.



| Author:  | <del></del>   |
|--|---------------|
| Title of Work:   |               |
| Do you have at least 5 paragraphs?                             |               |
| Did you indent each new paragraph?                             |               |
| Do you have 3 to 5 sentences in each paragraph?                |               |
| Did you begin a new paragraph when you changed ideas or        |               |
| subject or if your paragraph was becoming too long?            |               |
| Do you have a clear point of view?                             |               |
| Did you use one of the three elements of setting?              |               |
| Did you use strong verbs?                                      |               |
| Did you use prepositional phrases to enhance your sentences?   |               |
| Did you use time order/transition words?                       |               |
| Do you have characters?  |               |
| Did you describe your characters by SHOWING?                   | - <del></del> |
| Did you use dialogue?  |               |
| Did you use creative TAGS? (rambled, mumbled, whispered, etc.) |               |
| If you used dialogue, did you start a new paragraph with       |               |
| each new speaker and punctuate correctly?                      |               |
| Do you have clear organization? (Introduction, Rising Action,  |               |
| Conflict with Climax, Falling Action, and Resolution)          |               |
| Do all of your sentences make sense?                           |               |
| Do you have any run-ons or fragments?                          |               |
| Did you use correct punctuation and capitalization?            |               |
| Do you have any misspelled words?                              |               |
| Did you read it OUT LOUD?                                      |               |
|  |               |

Did you say "NO" to any of the above? If so, now is the time to go back and fix your mistakes!



## The Short Story

| Author:   |      |
|---|------|
| Title of Work:  |      |
| 10 Points Each  |      |
| Does the story have clear organization? (Introduction, Rising Action, Conflict with Climax, Falling Action, and Resolution) |      |
| Is the story written from a clear point of view?  |      |
| Does the story have 5 indented paragraphs with 5 sentences in each paragraph?   |      |
| Did the writer use one of the three elements of setting?  |      |
| Did the writer use dialogue with creative tags and punctuate correctly?   |      |
| Does the story have characters described by "showing"?  |      |
| Did the writer use "Strong Verbs" and prepositional phrases?  |      |
| Did the author use correct capitalization and ending punctuation?   |      |
| Are all of the writer's sentences complete and make sense? (No fragments or run-ons)  |      |
| Does the story contain misspelled words?  |      |
|   |      |
| Total   | /100 |





Moral:

## Plot

What happened? How did it happen? Why did it happen? How does it end? What is the conflict or struggle?

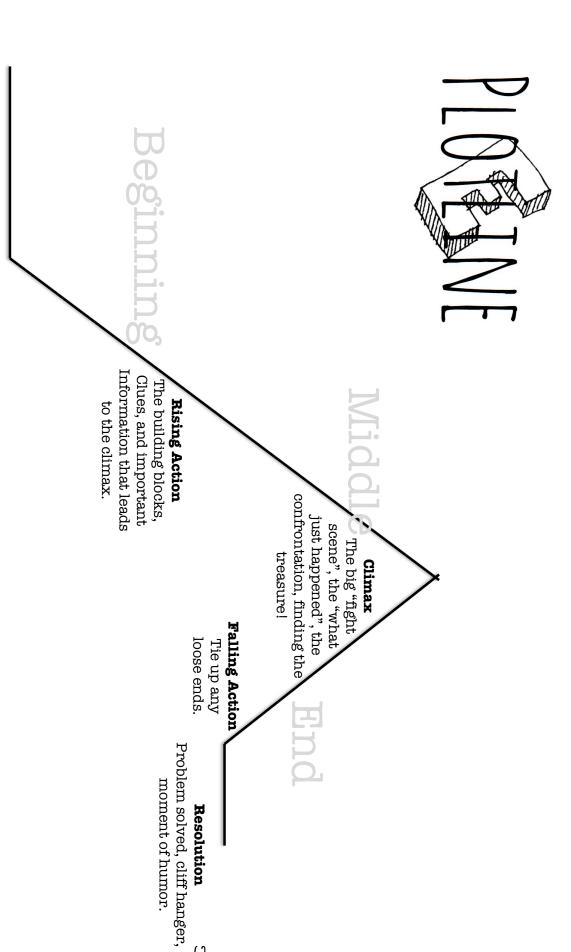
## Characters

(Remember to use animals!)

The good, the bad, and the sidekicks!

## Setting

Reality or Realm? Time? Place? Environment?



## Introduction

Introduce your characters, setting, and a hint of the conflict.



**Place** – Where does the story take place? (City, state, country, castle, outer space, cottage, store, school, mountain, or boat)

**Time** - When does the story take place? (Morning, evening, night, past, future, or medieval times) **Environment** - How would you describe the place? (Weather,

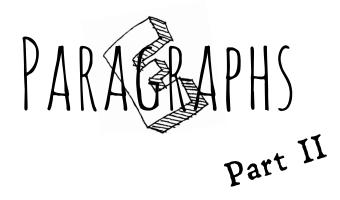
plants, animals, or sounds)

### Place

### Time

### Important Details

Environment



| Paragraphs are there to help your   | follow the story and keep it   |
|---|--|
| from becoming   |  |
| When to start a new   | paragraph:   |
| <ul> <li>When you move forward or backward in one this something else.</li> <li>When you want to create a dramatic or he</li> </ul> | to the same paragraph as the character's loes, and thinks in the same paragraph; r thought belongs to a different character. ng and then switch to |
| <b>NOTE</b> : Group sentences that belongdo not.  | and separate those that  |
| Paragraph Le  | ength  |
| novegnanha maka tha raadara'  | eyes move down the page faster and speed   |
| up the pace of the story. Avoid sentences shorter th  |  |
| dialogue, but don't force it!   | an five sentences unless you are using   |
| * Action scenes, scenes with rising tension, o  | or quick dialogue scenes   |
| paragraphs - slow the pace and a  |  |
| Varying your paragraph  | can make your writing stronger!  |



| Use this space to write the first draft of your fable! Don't forget to include a setting, characters, and dialogue! Remember: Just get the clay on the paper!  Note: You may type your first draft. |  |  |
|---|--|--|
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |
|   |  |  |

| <br> |
|------|
|      |
| <br> |
|      |
|      |
|      |
|      |
|      |
|      |
|      |
|      |

You can use your own paper if you need more space!



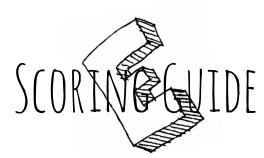
| Sensory Details – details that is               | nclude sight, sound, touch,, and taste.  |
|---|--|
| Similes — make aby using "like" or "as".        | of one thing with another thing of a different kind  |
| Metaphors – make a direct com kind using "like" | parison of one thing with another thing of a different or "as".                                    |
|   | an adjective, verb, or other adverb or a of place, time, circumstance, manner, cause, degree, etc. |
| Personification – giving a                      | characteristic to something  |
| Hyperboles                                      | statements or claims not meant to be taken literally.  |
|   |  |



### Folktale

| Author:  |  |
|--|--|
| Title of Work:   |  |
|  |  |
| Does your folktale have a title?                               |  |
| Does your folktale have a moral?                               |  |
| Do you have a clear point of view? (First person, Third Person |  |
| Limited, or Omniscient)  |  |
| Does your story have well-described characters?                |  |
| Does your story have a specific setting? (Another country,     |  |
| specific geographic region, etc.)                              |  |
| Did you use the elements of setting to make the tale           |  |
| believable? (Time, Place, Environment)                         |  |
| Did you use similes, personification, sensory details, adverbs |  |
| and/or hyperbole?  |  |
| Did you indent each new paragraph?                             |  |
| Do you have 3 to 5 sentences in each new paragraph?            |  |
| Did you use time order/transition words?                       |  |
| Do you have a "Good Beginning"?                                |  |
| Do you have at least five paragraphs?                          |  |
| If you used dialogue, did you start a new paragraph with       |  |
| each new speaker and use correct punctuation?                  |  |
| Did you begin new paragraphs when you changed ideas or         |  |
| subjects or if your paragraph was becoming too long?           |  |
| Do you have a clear plot (beginning, middle, and end)?         |  |
| Do all of your sentences make sense?                           |  |
| Did you use correct punctuation and capitalization?            |  |
| Did you read it OUT LOUD?                                      |  |

Did you say "NO" to any of the above? If so, now is the time to go back and fix your mistakes!



### The Folktale

Author: \_

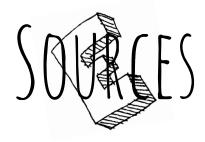
| Title of Work:   | -     |
|--|-------|
| 5 Points   |       |
| Is the final draft typed or neatly handwritten?                        |       |
| Does the folktale have a title?  |       |
| Does the folktale have a "Good Beginning"?                             |       |
| Does the folktale have at least five sentences?                        |       |
| Did the author indent each new paragraph?                              |       |
| Does the folktale have 3 to 5 sentences in each paragraph?             |       |
| Did the author begin new paragraphs when they changed ideas            |       |
| or subjects or if the paragraph was becoming too long?                 |       |
| Does the folktale have a clear point of view?                          |       |
| Does the folktale have well-described characters?                      |       |
| If the writer used dialogue, did he/she start a new paragraph          |       |
| with each new speaker and use correct punctuation?                     |       |
| Does the folktale have a specific setting? (Another country, specific  |       |
| geographic region, etc.)   |       |
| Did the author use the elements of setting to make it believable?      |       |
| Does the folktale have a clear plot (Beginning, middle and end)?       |       |
| Does the folktale have a moral?  |       |
| Did the author used time order/transition words when necessary?        |       |
| Did the author use similes, personification, sensory details, adverbs, |       |
| and/or hyperbole?  |       |
| Do all of the sentences make sense?                                    |       |
| Did the author use strong verbs?                                       |       |
| Did the author use correct punctuation and capitalization?             |       |
| Does the author have any misspelled words?                             |       |
| Total  | /100  |
| I Ulai   | / 100 |







|         | information about a particular subject.  |
|---------|--|
|         | A is the place, person, or thing from which you gather your information.   |
| A       | source is a trustworthy source that you can prove to be truthful.  (Magazine articles, newspapers, encyclopedias, books, websites) |
| G       | ood research and will enhance the believability of your story!   |
| <br>a.n | is taking someone else's work or ideas d claiming them as your own.  |
|         | Don't word for word.  Brief are fine!  Only write down what you  |



Using at least **three** trustworthy sources, RESEARCH the setting of your story. Use the **HISTORICAL FICTION WORKSHEET** as a place to collect your facts! List the information for each source below:

| Source Title:        |
|----------------------|
| Date of Publication: |
| Author:              |
| Page #'s:            |
| Web Address:         |
|                      |
|                      |
|                      |
|                      |
|                      |
|                      |
|                      |
| Source Title:        |
| Date of Publication: |
| Author:              |
| Page #'s:            |
| Web Address:         |
|                      |
|                      |
|                      |
|                      |
|                      |
|                      |
|                      |
| Source Title:        |
| Date of Publication: |
| Author:              |
| Page #'s:            |
| Web Address:         |

Moral:

### Plot

What happened? How did it happen? Why did it happen? How does it end? What is the conflict or struggle?

# Characters

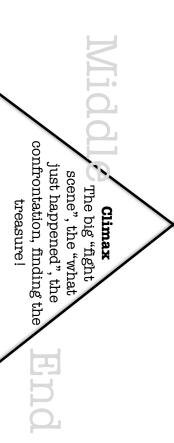
(Remember to use animals!)

The good the bad, and the sidekicks!

### Setting

Reality or Realm? Time? Place? Environment?





**Rising Action** 

Information that leads Clues, and important The building blocks, to the climax.

> Falling Action Tie up any

loose ends.

Problem solved, cliff hanger, moment of humor. Resolution

]]

## Introduction

Introduce your characters, setting, and a hint of the conflict.



| Use this space to setting, char | racters, and o | lialogue! Rer | ur research p<br>nember: Just<br>pe your first | get the cla |         |
|---------------------------------|----------------|---------------|--|-------------|---------|
|                                 |                |               |  |             |         |
|                                 |                |               |  |             | <br>    |
|                                 |                |               |  |             | <br>    |
|                                 |                |               |  |             |         |
|                                 |                |               |  |             | <br>1 1 |
|                                 |                |               |  |             | <br>    |
|                                 |                |               |  |             |         |
|                                 |                |               |  |             | <br>    |
|                                 |                |               |  |             | <br>    |
|                                 |                |               |  |             | <br>: . |
|                                 |                |               |  |             |         |
|                                 |                |               |  |             |         |
|                                 | <del></del>    |               |  |             | <br>    |
|                                 |                |               |  |             | <br>    |
|                                 |                |               |  |             |         |
|                                 |                |               |  |             | <br>    |
|                                 |                |               |  |             | <br>    |
|                                 |                |               |  |             |         |
|                                 |                |               |  |             | <br>    |
|                                 |                |               |  |             |         |

| <br> |
|------|
|      |
|      |
|      |
|      |
|      |
|      |
| <br> |
|      |
|      |
|      |
|      |
|      |
|      |
| <br> |
|      |
|      |
|      |
|      |

| · · · · · · · · · · · · · · · · · · · |
|---------------------------------------|
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |
| <br>                                  |
|                                       |
| <br>                                  |
| <br>                                  |
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |

You can use your own paper if you need more space!



Your voice as a writer is uniquely your own. It belongs to you; no other writer will ever write like you do! Your voice is what makes your readers want to read your writing again and again. It is your style and makes you the writer that you were created to be!

- 1. Describe yourself in three adjectives. Example: athletic, creative, fun.
- 2. Read your story to yourself, then answer the question: "Is this how I talk?"
- 3. Be honest, is this something you would want to read? If not, what would you change?
- 4. Describe your ideal reader—the kind of person you would want to read your writing.
- 5. List your three favorite books. How are they alike? How are they different? What is it that draws you to them?
- 6. What do you enjoy writing the most?
- 7. How do you feel when you are writing the above?
- 8. Trade your story with another writer. Ask: What do you think is a part of my voice? How do I sound? How does my writing make you feel?



#### The Historical Fiction

| Author:  |      |
|--|------|
| Title of Work:   |      |
| Do you have a title?                                     |      |
| Did you include your SOURCE SHEET?                       |      |
| Does your story have a "Good Beginning"?                 |      |
| Does the story have at least five paragraphs?            |      |
| Did you indent each new paragraph?                       |      |
| Does your story have 3 to 5 sentences in each paragraph? |      |
| Did you begin new paragraphs when you changed            |      |
| ideas or subjects or if the paragraph was becoming       |      |
| too long?  |      |
| Does the story have a clear point of view?               |      |
| (First person, Third Person Limited or Omniscient)       |      |
| Does the story have well-described characters?           |      |
| Did you start a new paragraph with each new speaker and  |      |
| use correct punctuation?                                 |      |
| Did you incorporate research into the story?             |      |
| Did you use the elements of setting to make the story    |      |
| believable? (Time, Place, Environment)                   |      |
| Does the story have a clear plot                         |      |
| (beginning, middle, and end)?                            |      |
| Did you use time order/transition words?                 |      |
| Did you use similes, personification, sensory details,   |      |
| adverbs and/or hyperbole?                                |      |
| Did you avoid the use of slang?                          |      |
| Do all of the sentences make sense?                      |      |
| Did you use strong verbs?                                |      |
| Did you use correct punctuation and capitalization?      |      |
| Do you have any misspelled words?                        |      |
| Total  | /100 |

Did you say "NO" to any of the above? If so, now is the time to go back and fix your mistakes!



### The Historical Fiction

| Author:   |      |
|---|------|
| Title of Work:  |      |
| 5 Points  |      |
| Is the final draft typed or neatly handwritten with a title?  |      |
| Did the writer include their completed SOURCE SHEET?          |      |
| Does the story have a "Good Beginning"?                       |      |
| Does the story have at least five paragraphs?                 |      |
| Did the author indent each new paragraph?                     |      |
| Does the story have 3 to 5 sentences in each paragraph?       |      |
| Did the author begin new paragraphs when they changed         |      |
| ideas or subjects or if the paragraph was becoming            |      |
| too long?   |      |
| Does the story have a clear point of view?                    |      |
| (First person, Third Person Limited, or Omniscient)           |      |
| Does the story have well-described characters?                |      |
| Did the writer start a new paragraph with each new speaker    |      |
| and use correct punctuation?                                  |      |
| Did the author incorporate research into the story?           |      |
| Did the author use the elements of setting to make the story  |      |
| believable? (Time, Place, Environment)                        |      |
| Does the story have a clear plot                              |      |
| (Beginning, Middle, End)?                                     |      |
| Did the author use time order/transition words?               |      |
| Did the author use similes, personification, sensory details, |      |
| adverbs and/or hyperbole?                                     |      |
| Did the author avoid the used of slang?                       |      |
| Do all of the sentences make sense?                           |      |
| Did the author use strong verbs?                              |      |
| Did the author use correct punctuation and capitalization?    |      |
| Does the author have any misspelled words?                    |      |
| Total   | /100 |

## AUTHOR BIOGRAPHY

Follow the steps below to create your personalized author biography. Remember to write in the THIRD PERSON. Do not use I, we, or me. When referring to yourself, use he, she, and they. Pretend that someone else is writing about you. The final biography should be no more than one **paragraph**.

| 1. Name (Pen name or full name. You may choose to let your readers     |
|--|
| know your real name. That is up to you.)                               |
| 2. What did you write? ( is the author of                              |
| and).  |
| 3. Writing experience  |
| 4. Personal information (Hobbies, interests, writers that inspire you, |
| etc.)  |
|  |
| 5. Location (Past, if important to your writing, and then present. You |
| may choose to list who lives with you. Ex: grew up in                  |
| , but currently lives in with  |
| )  |
| 6. Contact information.  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |



1.

2.

3.

4.

5.

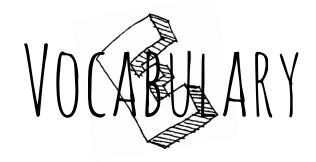
6.

7.

8.

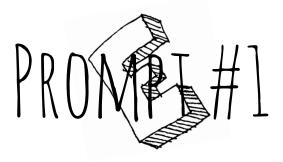
٩.

10.



| 1 | - |  |
|---|---|--|
| 2 |   |  |
|   |   |  |
|   |   |  |
| 4 |   |  |
| 5 | - |  |
| 6 | - |  |
| 1 | - |  |
| 8 | - |  |
| 9 |   |  |
|   |   |  |

| 11 |   |
|----|---|
| 12 |   |
|    |   |
| 14 |   |
|    |   |
| 16 |   |
|    |   |
|    | - |
|    |   |
| 20 |   |
| *  | - |
| *  |   |



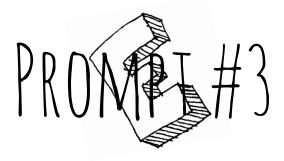
| <br> | <br> |      | <br> |
|------|------|------|------|
|      | <br> | <br> | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |

| <br> |
|------|
| <br> |
| <br> |
|      |
|      |
|      |
|      |
| <br> |
| <br> |
|      |
|      |
|      |
|      |
|      |
| <br> |
| <br> |
|      |
|      |



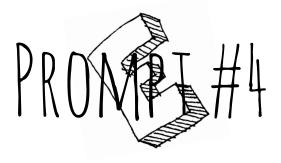
|       |           |           |         | 1         | 1       |     |
|-------|-----------|-----------|---------|-----------|---------|-----|
|       |           | 1 : 1 : 1 | 1 1 1 1 |           | : 1 : 1 |     |
|       |           |           |         |           | : 1 : 1 |     |
|       |           |           | 1 1 1 1 | 1 : 1 : 1 | : 1 : 1 |     |
|       |           |           | 1 1 1 1 |           | : 1 : 1 |     |
|       |           |           | 1 1 1 1 | 1 : 1 : 1 | : 1 : 1 |     |
|       |           |           | 1 1 1 1 | 1 : 1 : 1 | : 1 : 1 |     |
|       | : : : :   |           | 1 1 1 1 | 1 : 1 : 1 | 1 1 1   |     |
|       |           |           |         | 1 1       |         |     |
|       | : : : : : |           | 1 1 1 1 | 1 : 1 : 1 | 1 1 1   |     |
|       |           |           |         |           | : 1 : 1 |     |
| ( ) ( |           |           | 1 1 1 1 | 1 : 1 : 1 | : 1 : 1 | 1 1 |
| <br>  |           |           |         |           |         |     |

| You can use your own paper if you need more space! |  |
|--|--|



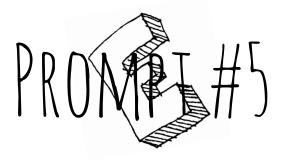
| <br> | <br> | <br> |
|------|------|------|
|      |      |      |
|      |      |      |
|      |      | <br> |
| <br> | <br> | <br> |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
|      |      |      |
| <br> |      |      |

| You can use your own paper if you need more space! |
|--|



|       |           |           |         | 1         | 1       |     |
|-------|-----------|-----------|---------|-----------|---------|-----|
|       |           | 1 : 1 : 1 | 1 1 1 1 |           | : 1 : 1 |     |
|       |           |           |         |           | : 1 : 1 |     |
|       |           |           | 1 1 1 1 | 1 : 1 : 1 | : 1 : 1 |     |
|       |           |           | 1 1 1 1 |           | : 1 : 1 |     |
|       |           |           | 1 1 1 1 | 1 : 1 : 1 | : 1 : 1 |     |
|       |           |           | 1 1 1 1 | 1 : 1 : 1 | : 1 : 1 |     |
|       | : : : :   |           | 1 1 1 1 | 1 : 1 : 1 | 1 1 1   |     |
|       |           |           |         | 1 1       |         |     |
|       | : : : : : |           | 1 1 1 1 | 1 : 1 : 1 | 1 1 1   |     |
|       |           |           |         |           | : 1 : 1 |     |
| ( ) ( |           |           | 1 1 1 1 | 1 : 1 : 1 | : 1 : 1 | 1 1 |
| <br>  |           |           |         |           |         |     |

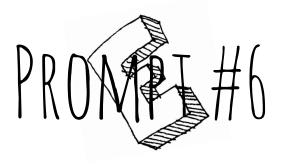
| You can use your own paper if you need more space! |
|--|



| <br> | <br> |      | <br> |
|------|------|------|------|
|      | <br> | <br> | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |

| <br> |
|------|
| <br> |
| <br> |
| <br> |
|      |
|      |
|      |
|      |
|      |
| <br> |
|      |
| <br> |
|      |
|      |
|      |
|      |
|      |
|      |
|      |

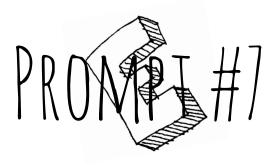
You can use your own paper if you need more space!



| <br> | <br> |      | <br> |
|------|------|------|------|
|      | <br> | <br> | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |

| <br> |
|------|
| <br> |
| <br> |
| <br> |
|      |
|      |
|      |
|      |
|      |
| <br> |
|      |
| <br> |
|      |
|      |
|      |
|      |
|      |
|      |
|      |

You can use your own paper if you need more space!



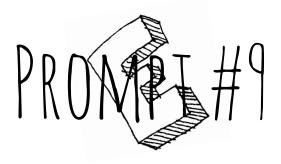
|                                       |   |   |              |              |   | 1    |     |
|---------------------------------------|---|---|--------------|--------------|---|------|-----|
| · · · · · · · · · · · · · · · · · · · | 1 | - |              | <del> </del> | - |      |     |
|                                       | 1 |   |              |              |   |      |     |
|                                       |   |   |              |              |   | 1    | : : |
|                                       |   | - |              |              |   | 1    |     |
|                                       |   |   |              |              |   | 1    | 1   |
| <del></del>                           |   |   |              |              |   |      | -   |
|                                       |   |   | -            |              | - | ,    |     |
|                                       |   | - | <del> </del> |              |   | ,    |     |
| <del></del>                           |   |   |              |              |   |      | -   |
|                                       | 1 |   |              |              |   |      |     |
|                                       |   | - |              |              |   | ·    |     |
|                                       |   |   |              |              |   | · ·  |     |
|                                       |   |   |              |              |   | 1    | 1 1 |
| <br>                                  |   |   |              |              |   | <br> |     |

|  | ) <del> </del>                        |
|--|---------------------------------------|
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  | · · · · · · · · · · · · · · · · · · · |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
|  |                                       |
| You can use your own paper if you need more space! |                                       |



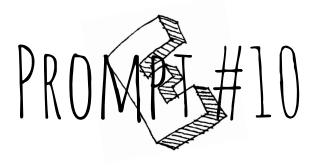
| <br> | <br> |      | <br> |
|------|------|------|------|
|      | <br> | <br> | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |

| You | can use your | own paper | r if you nee | ed more spa | ace! |
|-----|--------------|-----------|--------------|-------------|------|



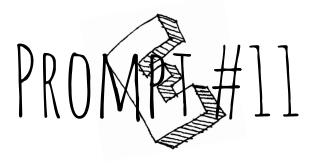
|      |      |   | <del></del> |  |
|------|------|---|-------------|--|
| <br> | <br> | <br>                                      |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      |      |   |             |  |
|      | <br> | <br>· · · · · · · · · · · · · · · · · · · |             |  |

| You can use your own paper if you need more space! |  |
|--|--|



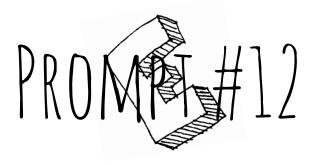
|      |  |      | : |  |
|------|--|------|---|--|
| <br> |  | <br> |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |
|      |  |      |   |  |

| You can use your own paper if you need more space! |  |
|--|--|



| <br> | <br> |      | <br> |
|------|------|------|------|
| <br> | <br> | <br> |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |

|   | : : |
|---|-----|
|   |     |
|   |     |
|   |     |
|   |     |
|   |     |
|   |     |
|   |     |
|   |     |
|   |     |
|   |     |
| Went on the train of the train and many and the train and |     |
| You can use your own paper if you need more space!  |     |



|      | 1 1 1 |              |       |   | 1        |
|------|-------|--------------|-------|---|----------|
|      |       |              |       |   |          |
|      |       |              |       |   |          |
|      |       |              |       |   |          |
|      |       |              |       |   | <u> </u> |
|      |       |              |       |   |          |
|      |       |              |       |   | ,        |
|      | 1 1 1 | 1 1 1        | 1 1 1 |   |          |
| <br> |       | : : : : :    |       |   | <br>     |
| -    |       |              |       | - |          |
| <br> |       | : : : : : :  |       |   | <br>     |
|      |       | <del> </del> |       |   |          |
|      |       |              |       |   |          |
| <br> | 1 1 1 |              | 1 1 1 |   | <br>     |
| <br> |       |              |       |   | <br>-    |

| You can use your own paper if you need more space! |  |
|--|--|



| <br> | <br> |      | <br> |
|------|------|------|------|
|      | <br> | <br> | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |

| You can use your own paper if you need more space! |
|--|



| <br> | <br> |      | <br> |
|------|------|------|------|
|      | <br> | <br> | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      | <br> |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |
|      |      |      |      |

| You can use your own paper if you need more space! |
|--|



| <br>                                  | <br> | <br> |
|---------------------------------------|------|------|
|                                       |      |      |
|                                       |      | •    |
|                                       |      | <br> |
| <br>                                  | <br> | <br> |
|                                       |      |      |
|                                       |      |      |
| · · · · · · · · · · · · · · · · · · · |      |      |
|                                       |      | :    |
|                                       |      | · ·  |
|                                       |      |      |
|                                       |      |      |
|                                       |      |      |
|                                       |      |      |
|                                       |      |      |
|                                       |      |      |
|                                       |      |      |
|                                       |      |      |
| <br>                                  |      | <br> |

| <br>                                  |
|---------------------------------------|
|                                       |
|                                       |
|                                       |
| · · · · · · · · · · · · · · · · · · · |
|                                       |
|                                       |
| <br>                                  |
| <br>                                  |
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |
|                                       |

You can use your own paper if you need more space!

## THE END