

Example I: Teach to All & Assign According to Grade Level

Brainstorm & outline on the board "The Fox & the Crow." Students of all grades write up the summary. For the second & subsequent assignments keep in mind skill & grade levels.

Grades 3 & 4: The Lion & The Mouse	:From grade 4 reader
5 & 6: Jonah & Nineveh	:Grade 5 religious studies
7 & 8: Madame Currie or Lady Macbeth	: Grade 8 science & Library : Grade 7 Literature
9 & 10: The Crucible by A. Miller	: Grade 10 English

Example II Integration of Content Subjects

Brainstorming & outline on the board "The Settlement of Virginia." Students write from the outline. Divide up the class & assign:

1. From Socials: Pennsylvania & the Quakers or Maryland & the Catholics
2. " Health : The spread of viruses
3. " Science : Black Holes in Space
4. " Literature: Dickens as a social reformer
5. " Environmental Studies: The fate of wolves
6. " Physics : Operation Of the two-stroke engine

One might integrate around a Mayan-Incan theme. After brainstorming & a board outline on the "Rise of the Inca" which students write up, succeeding assignments might be:

1. History: Conquests of Cortez or Pizarro
2. Health: Incan gift of quinine or the Mexican contribution to our diet
3. Geography: The geographical regions of Peru or Mexico
4. Science: Mayan pyramids & astronomy
5. Literature: Olantry & the Princes: Incan fairy tale
6. Environmental Studies: Destruction of the Amazon rainforest

Example III Analysis of Ingham's Grade One Compositions

1. The skill level – punctuation & spelling – was exceptional
2. The vocabulary was remarkable
3. Every composition was different, although all based on the same story. Nearly all had imaginative or creative elements
4. I was particularly stunned by the smart, crisp composition endings
5. Deciding which were superior seemed impossible because the Bell Curve did not seem to apply

Example IV Teaching Sentence Openers

#	<u>Openers</u>	<u>Subject-verb-object</u>
2.	On a fine spring morning	The fox <u>trotted</u> in the forest.
4.	Holding cheese in her beak,	The crow <u>squatted</u> upon a brach
3.	Unexpectedly	The fox <u>greeted</u> the crow.
6.		He <u>coveted</u> the cheese.
5.	When he exclaimed how how sweetly she sang,	The fox <u>flattered</u> the crow.
1.	She raucously crowed while	The cheese <u>dropped</u> into the mouth of the fox.
Clincher	Triumphantly	The fox <u>strolled</u> off, cheerfully wagging his tail.

Example V Teaching Dress Up, Decorations & Triples

On a fine spring morning the fox [A] trotted in the forest. Holding cheese in her beak, the crow squatted upon a [B] branch. Unexpectedly the fox greeted the crow [C]. She nodded in reply [D]. He coveted the cheese [E]. When he exclaimed how sweetly she sang, the fox flattered the crow [F]. She could not resist. She raucously crowed & the cheese [G] dropped into the mouth of the fox. Triumphantly the fox strolled off, cheerfully wagging his tail [H].

<u>Inserts</u>	<u>Dress up</u>	<u>Dec./triples</u>
A. <u>aimlessly</u>	"ly"	
B. <u>burned, knarled</u>	dual adjectives	
C. like a swindler approaching his victim		simile
D. <u>because</u> her mouth was stuffed	because cl.	
E. <u>which</u> gave off a delicate, delicious even delectable fragrance	adjective cl.	triple
F. <u>while</u> she puffed & preened in pride	adverb cl.	alliteration
G. <u>popped out and dropped</u>	dual verbs	
H. broadly smiling & eagerly thinking of a new prank "How vain!" he snarled.	conversation	triple d. closing