

Life is Your Adventure!

Possible Academic Standards to Incorporate:

Kindergarten:

- 1.1.3 Use capitalization when writing names.
- 1.1.4 Spell own first and last name.
- 1.1.5 Attempt to spell simple words using pre-to-early phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
- 1.3.1 Use basic knowledge of simple capitalization and punctuation rules.
- 1.3.2 Employ a variety of strategies to generate story ideas.
- 1.3.3 Compose simple stories with teacher assistance.
- 1.3.4 Evaluate own and group writing using a simple classroom rubric.
- 1.3.1 Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.
- 1.3.2 Use temporary/creative spelling to spell independently as needed.
- 1.3.3 Add descriptive words and details to writing.
- 1.3.4 Create legible documents for reading by the following: forming uppercase/lowercase letters; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.
- 1.3.5 Evaluate own and other people's written work through small group discussion and shared work.
- 1.3.6 Incorporate suggestions from teachers and peers.

1st Grade:

- 1.3.1 Compose simple stories with a clear beginning, middle, and end.
- 1.3.2 Employ a variety of strategies to generate story ideas.
- 1.3.3 Begin to develop topic sentences.
- 1.3.4 Evaluate own and other people's written work using a simple classroom rubric.
- 1.3.1 Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, draw pictures to generate ideas, and use a variety of resources to gather information.
- 1.3.2 Use classroom resources that support the writing process.
- 1.3.3 Begin to compose first drafts using the appropriate parts of the writing process with an emphasis on planning and self correcting.
- 1.3.4 Use temporary/creative spelling to spell independently as needed.

- 1.3.5 Arrange events in a logical and sequential order when writing.
- 1.3.6 Begin to add descriptive words and details to writing.
- 1.3.7 Create legible documents for reading by the following: forming uppercase/lowercase letters; utilizing correct spacing; writing from left to right/top to bottom; and tracing/reproducing letters and words correctly.
- 1.3.8 Evaluate own and other people's written work through small group discussion and shared work.
- 1.3.9 Incorporate suggestions from teachers and peers.
- 1.3.10 Use a simple rubric to evaluate writing.

2nd Grade:

- 1.3.1 Write in a variety of modes for different audiences and purposes.
- 1.3.2 Employ various prewriting strategies.
- 1.3.3 Organize ideas into a topic paragraph with complete coherent sentences.
- 1.3.4 Revise first drafts for clearer meaning, correct capitalization, and punctuation.
- 1.3.5 Evaluate own and other people's written work.
- 1.3.1 Write to describe, entertain, and inform.
- 1.3.2 Write in response to literature (e.g., create a new ending to a story, create class books, summarize a story), compose a variety of written works (e.g., friendly letters, journal entries, reports, experience stories) and begin to compose narratives (with a beginning, middle, and end).
- 1.3.3 Brainstorm ideas with teachers and peers, use graphic organizers (e.g., webs, charts, Venn diagrams) independently and/or in group, and use a variety of resources to gather information.
- 1.3.4 Use classroom resources to support the writing process.
- 1.3.5 Compose first drafts using the appropriate parts of the writing process with an emphasis on planning, organizing, and self correcting.
- 1.3.6 Use temporary/creative spelling to spell independently while transitioning to standard spelling in first drafts.
- 1.3.7 Arrange events in a logical and sequential order when writing.
- 1.3.8 Continue to add descriptive words and details to writing.
- 1.3.9 Create legible documents for reading by forming legible letters and utilizing correct spacing.
- 1.3.10 Evaluate own and other people's written work through small group discussion and shared work.
- 1.3.11 Incorporate suggestions from teachers and peers.
- 1.3.12 Use a simple rubric to evaluate writing.

3rd Grade:

- 1.3.1 Write for a variety of purposes to different audiences.
- 1.3.2 Write in various modes and genres, including narration, literary response, personal experience, and subject matter content.
- 1.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.
- 1.3.1 Write on a predetermined topic to a specified audience (e.g., self, peers, adults).
- 1.3.2 Write for a variety of purposes: to entertain, persuade, inform, demonstrate knowledge, answer questions, tell a story, or respond to literature.
- 1.3.5 Practice writing to a prompt within a specified time limit.
- 1.3.6 Compare characters, settings, and events within and between stories.
- 1.3.7 Write poems, stories, and essays based upon thoughts, feelings, and experiences.
- 1.3.8 Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.
- 1.3.9 Construct graphic organizers to group ideas for writing (e.g., webs, charts, graphs, diagrams).
- 1.3.10 Select and refine a topic.
- 1.3.11 Using complete sentences, develop a logical, coherent paragraph with a topic sentence, supporting details, and a concluding sentence.
- 1.3.12 Use correct page format (e.g., paragraphs, margins, indentations, and titles).
- 1.3.13 Revise writing to improve detail (e.g., rearrange words, sentences, and paragraphs; add descriptive words; remove unnecessary information; vary sentence structure).
- 1.3.14 Use resources (e.g., dictionary, thesaurus, computer) to aid in the writing process.
- 1.3.15 Use a rubric to evaluate own and other people's written work through small group discussion and shared work.
- 1.3.8 Select an appropriate title that reflects the topic of a written selection.

4th Grade:

- 1.3.1 Write for a variety of purposes and to a variety of audiences.
- 1.3.2 Write in a variety of modes and genres (e.g., narration, description, personal expression, imaginative writing, response to literature, response to subject matter content).
- 1.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.
- 1.3.3 Choose a topic sentence for a paragraph.
- 1.3.4 Select details that support a topic sentence.
- 1.3.5 Rearrange sentences to form a sequential, coherent paragraph.
- 1.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
- 1.3.7 Identify sentences irrelevant to a paragraph's theme or flow.

- 1.3.8 Select appropriate time-order or transitional words to enhance the flow of a writing sample.
- 1.3.9 Select an appropriate title that reflects the topic of a written selection.
- 1.3.1 Determine an audience and a purpose for writing.
- 1.3.2 Write for a variety of purposes: to entertain, persuade, inform, demonstrate knowledge, answer questions, respond to literature, acquire knowledge (e.g., take notes, synthesize information).
- 1.3.3 Practice writing to a prompt within a specified time limit.
- 1.3.4 Write poems, stories, and essays based upon personal reflections, observations, and experiences.
- 1.3.6 Compare in writing two persons or things.
- 1.3.7 Write creative, imaginative, and original responses to literature (e.g., poems, raps, stories).
- 1.3.8 Use all steps in the writing process: brainstorm and organize ideas, create a first draft, revise and proofread draft, share completed work.
- 1.3.9 Arrange ideas by using graphic organizers (e.g., listing, clustering, story maps, webs).
- 1.3.10 Select and refine a topic.
- 1.3.11 Develop a topic sentence with supporting details and a concluding sentence to form a paragraph.
- 1.3.12 Construct varied sentences (i.e., syntactic variety) to add interest.
- 1.3.13 Arrange multi-paragraph work in a logical and coherent order.
- 1.3.14 Use appropriate time-order or transitional words.
- 1.3.15 Incorporate vivid language into writing.
- 1.3.16 Use correct page format (e.g., paragraphs, margins, indentations, titles).
- 1.3.17 Revise to clarify and refine ideas; to distinguish among important, unimportant, and irrelevant information; and to enhance word selection.
- 1.3.18 Use resources (e.g., dictionary, thesaurus, computer) to aid in the writing process.
- 1.3.19 Develop and use a classroom rubric for written work and use for peer review and editing.

5th Grade:

- 1.3.1 Write for a variety of purposes and to different audiences.
- 1.3.2 Write in various modes and genres, including narration, literary response, personal expression, description, and imaginative.
- 1.3.3 Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.
- 1.3.1 Determine an audience and purpose for writing.
- 1.3.2 Write for a variety of purposes: to entertain, persuade, inform, describe, demonstrate knowledge, answer questions, respond to literature, acquire knowledge (e.g., clarify thinking, take notes, synthesize information, enhance communication).
- 1.3.3 Practice writing to narrative and descriptive prompts within a specified time limit.

- 1.3.4 Write poems, stories, and essays based upon personal reflections, observations, and experiences.
- 1.3.5 Compare and contrast two persons, places, things, or ideas.
- 1.3.5 Select an appropriate concluding sentence for a well-developed paragraph.
- 1.3.6 Respond in writing to literature studied (e.g., critique, journal, group project).
- 1.3.7 Create a well-developed story or passage summary, as well as personal reflections and imaginative writing samples.
- 1.3.8 Compose and respond in writing to original questions and/or problems from all content areas.
- 1.3.8 Select vivid and active words for a writing sample.
- 1.3.10 Recognize and use all steps in the writing process: prewriting, drafting, revising, editing/proofing, evaluating, publishing.
- 1.3.11 Rearrange paragraphs from a narrative writing selection in sequential and chronological order.
- 1.3.12 Select and refine a topic.
- 1.3.12 Select an appropriate title that reflects the topic of a written selection.
- 1.3.13 Compose clear, coherent, well-organized multi-paragraphed works.
- 1.3.14 Develop a paragraph with a topic sentence, supporting details, and a concluding sentence.
- 1.3.15 Demonstrate syntactic variety.
- 2.3.16 Use precise language, including vivid words and figurative language.
- 1.3.17 Use appropriate time-order or transitional words and phrases.
- 1.3.18 Use correct page format (e.g., paragraphs, margins, indentations, title).
- 1.3.19 Revise to clarify thought, to refine ideas, and to distinguish between important and unimportant information.
- 1.3.20 Use resources (e.g., dictionary, thesaurus, computer) to aid in the writing process.
- 1.3.21 Demonstrate confidence and competence in using the Tennessee Writing Assessment rubric while evaluating one's own writing and the writing of others. (<http://jc-schools.net/tutorials/tools/Writingassessmentacoring.pdf>)

6th Grade:

- 1.3.1 Write in a variety of modes for different audiences and purposes.
- 1.3.2 Employ various prewriting strategies.
- 1.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.
- 1.3.4 Refine strategies for editing and revising written work.
- 1.3.1 Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.
- 1.3.2 Practice writing to a prompt within a specified time limit.

- 1.3.4 Develop focused, appropriate, and interesting topics for writing.
- 1.3.5 Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.
- 1.3.6 Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.
- 1.3.7 Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).
- 1.3.8 Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution).
- 1.3.9 Use text features (e.g., headings, subheadings, formatting) as appropriate to signal simple relationships between ideas.
- 1.3.10 Use accurate and precise language to convey meaning.
- 1.3.11 Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.
- 1.3.12 Use appropriate vocabulary, sentence structure, and grammar usage to distinguish between formal and informal language.
- 1.3.13 Incorporate a variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).
- 1.3.14 Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.
- 1.3.15 Use language that conveys the writer's point of view.
- 1.3.17 Generate notes on text, and identify main and supporting ideas.
- 1.3.18 Edit writing for mechanics (punctuation, capitalization), spelling, and grammar (e.g., consistent verb tense, noun and pronoun agreement).
- 1.3.19 Based on readers' comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.
- 1.3.20 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. (<http://jc-schools.net/tutorials/tools/Writingassessmentacoring.pdf>)

7th Grade:

- 1.3.1 Write in a variety of modes for different audiences and purposes.
- 1.3.2 Employ various prewriting strategies.
- 1.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.
- 1.3.4 Refine strategies for editing and revising written work.
- 1.3.1 Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.
- 1.3.2 Practice writing to a prompt within a specified time limit.

- 1.3.4 Develop focused, appropriate, and interesting topics for writing.
- 1.3.5 Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.
- 1.3.6 Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.
- 1.3.7 Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).
- 1.3.8 Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., for a problem/solution paper indicate the order of steps in the solution).
- 1.3.9 Use text features (e.g., headings, subheadings, formatting) as appropriate to signal relationships between ideas.
- 1.3.10 Use accurate and precise language to convey meaning.
- 1.3.11 Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.
- 1.3.12 Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language.
- 1.3.13 Incorporate a variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).
- 1.3.14 Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.
- 1.3.18 Edit writing for mechanics (punctuation, capitalization), spelling, and grammar (e.g., consistent verb tense, noun and pronoun agreement).
- 1.3.19 Based on readers' comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.
- 1.3.20 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. (<http://ic-schools.net/tutorials/tools/Writingassessmentacoring.pdf>)
- 1.3.7 Identify sentences irrelevant to a paragraph's theme or flow.
- 1.3.8 Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.
- 1.3.10 Select an appropriate title that reflects the topic of a written selection.

8th Grade:

- 1.3.1 Write in a variety of modes for different audiences and purposes.
- 1.3.2 Employ various prewriting strategies.
- 1.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.
- 1.3.4 Refine strategies for editing and revising written work.

- 1.3.1 Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.
- 1.3.2 Practice writing to expository prompts within a specified time limit.
- 1.3.4 Develop focused, appropriate, and interesting topics for writing.
- 1.3.5 Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.
- 1.3.6 Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.
- 1.3.7 Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).
- 1.3.8 Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., for a problem/solution paper indicate the order of steps in the solution).
- 1.3.9 Use text features (e.g., headings, subheadings, formatting) as appropriate to signal relationships between ideas.
- 1.3.10 Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language.
- 1.3.11 Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.
- 1.3.12 Use correct sentence structures that are appropriate for audience and purpose.
- 1.3.13 Incorporate a variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).
- 1.3.14 Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.
- 1.3.15 Use language that conveys the writer's point of view.
- 1.3.18 Edit writing for mechanics (punctuation, capitalization), spelling, and grammar (e.g., consistent verb tense, noun and pronoun agreement).
- 1.3.7 Identify sentences irrelevant to a paragraph's theme or flow.
- 1.3.10 Select an appropriate title that reflects the topic of a written selection.
- 1.3.8 Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.
- 1.3.19 Based on readers' comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.
- 1.3.20 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. (<http://jc-schools.net/tutorials/tools/Writingassessmentacoring.pdf>)

High School (Grades 9-12): Creative Writing

Content Standard:

The student will be given the opportunity to develop this creative outlet through additional writing experiences.

Goal Statement:

Students often have the opportunity to experience expository writing in the classroom but have little time to develop imaginative writing. Creative Writing allows them to promote self-expression, to explore various writing styles, and to strive for variety in diction, sentence structure, and format.

Learning Expectations:

- Develop fluency, logic, clarity, and creativity.
- Write for a variety of audiences.
- Explore diverse modes and genres of writing.
- Utilize evaluation and revision skills.
- Focus on the steps of the writing process.

Use available technology in the creative process.

High School: English I

- 1.3.1 Write in a variety of modes for different audiences and purposes.
- 1.3.2 Employ various prewriting strategies.
- 1.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into a coherent whole.
- 1.3.4 Revise documents to develop or support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.
- 1.3.1 Write in a variety of modes (e.g., summary, explanation, description, persuasion, informational, literary analysis, creative expression).
- 1.3.4 Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support the thesis.
- 1.3.5 Develop ideas as appropriate to audience and respond to readers' potential questions and counterarguments.
- 1.3.6 Include relevant, specific, and compelling details.
- 1.3.7 Employ varied and appropriate organizational structures that support the topic.
- 1.3.8 Use transitional words and phrases to signal organizational patterns and to indicate relationships among ideas.
- 1.3.9 Create text features (e.g., headings, subheadings, formatting) as appropriate to signal important points.
- 1.3.10 Use precise language, considering audience and purpose (e.g., technical writing, creative expression).
- 1.3.11 Use compelling verbs and a variety of figurative language (e.g., personification, sarcasm, word play) for effect to meet the needs of audience and purpose.
- 1.3.12 Use a variety of correct sentence structures for effect.

- 1.3.15 Create a detailed outline based on research, note-taking, or other methods of generating content.
- 1.3.16 Revise to craft a tone, mood, and style that convey the writer's attitude and are appropriate to audience.
- 1.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
- 1.3.2 Choose the most effective order of sentences in a paragraph.
- 1.3.17 Based on readers' comments, revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development.
- 1.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
- 1.3.18 Practice writing to a prompt within a specified time limit.
- 1.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
- 1.3.7 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
- 1.3.19 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. (<http://jc-schools.net/tutorials/tools/Writingassessmentacoring.pdf>)

High School: English II

- 2.3.1 Write in a variety of modes for different audiences and purposes.
- 2.3.2 Employ various prewriting strategies.
- 2.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into coherent whole.
- 2.3.4 Revise documents to develop or support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.
- 2.3.1 Write in a variety of modes (e.g., summary, explanation, persuasion, informational, literary analysis, creative expression).
- 2.3.4 Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support the thesis.
- 2.3.5 Develop ideas as appropriate to audience and respond to readers' potential questions and counterarguments.
- 2.3.6 Include relevant, specific, and compelling details.
- 2.3.7 Employ varied and appropriate organizational structures that support the topic.
- 2.3.8 Use transitional words and phrases to signal organizational patterns and to indicate relationships among ideas.
- 2.3.10 Use precise language, considering audience and purpose (e.g., technical writing, creative expression).
- 2.3.11 Use compelling verbs and a variety of figurative language (e.g., personification, sarcasm, word play) for effect to meet the needs of audience and purpose.
- 2.3.12 Use a variety of correct sentence structures for effect.

- 2.3.16 Revise to craft a tone, mood, and style that convey the writer’s attitude and are appropriate to audience.
- 2.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
- 2.3.17 Based on reader’s comments, revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development.
- 2.3.18 Practice writing to a prompt within a specified time limit.
- 2.3.19 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one’s own writing and the writing of others. (<http://jc-schools.net/tutorials/tools/Writingassessmentacoring.pdf>)
- 2.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
- 2.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

High School: English III

- 3.3.1 Write in a variety of modes for different audiences and purposes.
- 3.3.2 Employ various prewriting strategies.
- 3.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into coherent whole.
- 3.3.4 Revise documents to develop or support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.
- 3.3.1 Write in a variety of modes (e.g., summary, explanation, persuasion, informational, literary analysis, creative expression).
- 3.3.4 Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support the thesis.
- 3.3.5 Develop ideas as appropriate to audience and respond to readers’ potential questions and counterarguments.
- 3.3.6 Include relevant, specific, and compelling details.
- 3.3.7 Employ varied and appropriate organizational structures that support the topic.
- 3.3.8 Use transitional words and phrases to signal organizational patterns and to indicate relationships among ideas.
- 3.3.10 Use precise language, considering audience and purpose (e.g., technical writing, creative expression).
- 3.3.11 Use compelling verbs and a variety of figurative language (e.g., personification, sarcasm, word play) for effect to meet the needs of audience and purpose.
- 3.3.12 Use a variety of correct sentence structures for effect.
- 3.3.16 Revise to craft a tone, mood, and style that convey the writer’s attitude and are appropriate to audience.
- 3.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

- 3.3.17 Based on reader's comments, revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development.
- 3.3.18 Practice writing to a prompt within a specified time limit.
- 3.3.19 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others. (<http://jc-schools.net/tutorials/tools/Writingassessmentacoring.pdf>)
- 3.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
- 3.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

High School: English IV

- 5.3.1 Write in a variety of modes for different audiences and purposes.
- 5.3.2 Employ various prewriting strategies.
- 5.3.3 Organize ideas into an essay with a thesis statement in the introduction, well-constructed paragraphs, a conclusion, and transition sentences that connect paragraphs into coherent whole.
- 5.3.4 Revise documents to develop or support ideas clearly, address potential objections, ensure effective transitions between paragraphs, and correct errors in logic.
- 5.3.1 Write in a variety of modes (e.g., summary, explanation, persuasion, informational, literary analysis, creative expression).
- 5.3.4 Use a variety of strategies when appropriate (e.g., comparisons, anecdotes, detailed descriptions) to provide facts, details, reasons, and examples that support the thesis.
- 5.3.5 Develop ideas as appropriate to audience and respond to readers' potential questions and counterarguments.
- 5.3.6 Include relevant, specific, and compelling details.
- 5.3.7 Employ varied and appropriate organizational structures that support the topic.
- 5.3.8 Use transitional words and phrases to signal organizational patterns and to indicate relationships among ideas.
- 5.3.10 Use precise language, considering audience and purpose (e.g., technical writing, creative expression).
- 5.3.11 Use compelling verbs and a variety of figurative language (e.g., personification, sarcasm, word play) for effect to meet the needs of audience and purpose.
- 5.3.12 Use a variety of correct sentence structures for effect.
- 5.3.16 Revise to craft a tone, mood, and style that convey the writer's attitude and are appropriate to audience.
- 5.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
- 5.3.17 Based on reader's comments, revise papers to focus on the thesis, develop ideas, address potential objections, employ effective transitions, identify a clear beginning and ending, correct logic errors, and identify areas for further development.
- 5.3.18 Practice writing to a prompt within a specified time limit.

- 5.3.19 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one’s own writing and the writing of others. (<http://jc-schools.net/tutorials/tools/Writingassessmentacoring.pdf>)
- 5.3.4 Select a vivid word (e.g., adjective, adverb, verb) to strengthen a written description.
- 5.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

Examples of **Possible** Academic Vocabulary to Incorporate:

Kindergarten:

- | | | |
|---------------|-----------------------|--------------------|
| • Author | • Story | • Lower case |
| • Illustrator | • Print | • Word |
| • Beginning | • Retell | • Period |
| • Ending | • Rhyme | • Question mark |
| • Consonant | • Sentence | • Exclamation mark |
| • Vowel | • Title | • Read |
| • Poem | • Uppercase (capital) | |

1st Grade:

- | | | |
|------------------|--|--|
| • Blend | • Punctuation (e.g., comma, quotation, etc.) | • Media (e.g., book, video, film, illustrations) |
| • Capitalization | • Question | • Summarize |
| • Character | • Statement | • Information |
| • Setting | • Reality | • Noun |
| • Illustrate | • Syllable | • Verb |
| • Sequence | • Vocabulary | • Compound word |
| • Predict | | |

2nd Grade:

- | | | |
|----------------|--------------------|---|
| • Adjective | • Message | • Plot |
| • Adverb | • Predicting | • Punctuation (e.g., comma, semi-colon, etc.) |
| • Pronoun | • Pre-write | • Base (root) word |
| • Dictionary | • Draft | • Prefixes |
| • Encyclopedia | • Edit | • Suffixes |
| • Fiction | • Publish | |
| • Nonfiction | • Author’s purpose | |
| • Discussion | • Singular | |
| • Main idea | • Plural | |

3rd Grade:

- Abbreviation
- Adverb
- Antonyms
- Apostrophe
- Cause
- Effect
- Contraction
- Declarative
- Exclamatory
- Fact

- Interrogative
- Multiple-meaning words
- Opinion
- Organization
- Plural
- Possessive
- Punctuation (commas)
- Run-on sentence

- Sequential
- Singular
- Character
- Setting
- Summarize
- Supporting details
- Synonyms
- Verb

4th Grade:

- Alliteration
- Analogy
- Audience (as listeners)
- Author's purpose
- Caption
- Compare
- Contrast
- Double-negative
- Drawing conclusions
- Fable

- Genre
- Making inferences (inferring)
- Metaphor
- Outline
- Possessive nouns
- Prediction
- Proofread
- Quotations/quotation marks
- Sentence fragment

- Simile
- Subject/verb agreement
- Time order/transitional words
- Topic sentence
- Verb tense

5th Grade:

- Affixes
- Comparative
- Conjunctions
- Figurative language
- Hyperbole
- Idiom
- Implied
- Clause
- Interjections

- Introductory paragraph
- Main ideas
- Metaphor
- Narrative
- Onomatopoeia
- Personification
- Point of view
- Preposition

- Prompt
- Punctuation marks (colon, semi-colon)
- Simile
- Citations
- Superlative
- Theme
- Visual image

6th Grade:

- Employ
- Genre
- Hyperbole
- Imagery
- Inference
- Mnemonic devices
- Writing modes
- Multiple meanings

- Personification
- Rhyme
- Rhythm
- Point of view
- Propaganda
- Relevant
- Relevancy
- Sequential order

- Simile
- Symbolism
- Text features
- Thesis statement
- Stressed/unstressed syllables
- Clauses

7th Grade:

- Interaction with texts
- Paraphrase
- Semantic change
- Connotation
- Denotation
- Stress
- Pitch
- Juncture
- Onomatopoeia
- Accent
- Repetition
- Foreign phrases
- Internal rhyme
- Irony
- Mood
- Foreshadowing
- Flashback
- Tone
- Inferences
- Viewpoint
- Epilogue
- Assonance
- Consonance
- Nuance
- Climax
- Double-negative

8th Grade:

- Allusion
- Bias
- Clincher sentence
- Coherent order
- Composition
- Cross-reference
- Debate
- Dramatization
- Elaboration
- Facilitator (role identification/groups)
- Gerund
- Inferring
- Jargon
- Inflection
- Enunciation
- Rate
- Pitch
- Participles
- Persuasive writing
- Preface
- Reliability
- Sensory detail
- Shades of meaning
- Tension
- Thesis statement
- Mood/tone
- Acronyms

9th Grade:

- Audience
- Protagonist
- Antagonist
- Coherence
- Diction
- Drama
- Elements of plot
- Elements of poetry
- Point of view
- Figurative language
- Logical fallacies (e.g., appeal to fear [ad baculum], personal attack [ad hominem], false dilemma, and false analogy)
- Discourse
- Paraphrase
- Persuasive devices
- Questioning
- Revision
- Rubric
- Source (e.g., primary, secondary, tertiary)
- Style
- Themes, recurring
- Thesis (e.g., implied thesis)

10th Grade:

- Ambiguity
- Personal
- Archetype
- Connotation
- Denotation
- Elements of argument
- Elements of design
- Elements of plot
- Elements of prose
- Incongruity
- Juxtaposition
- Logical fallacy
- Persuasive devices
- Reasoning
- Rhetorical devices
- Style
- Shift

Life is Your Adventure



My Dear Friend,

While working late in the map room last night doing some research for my next dinosaur dig, I chanced to come across an old box tucked away in a corner, unopened. When I searched inside I found map that I had not seen before. I would have dismissed it immediately if I had not recognized my father's own

handwriting, as you know, he was a world renowned paleontologist himself, and he disappeared when I was young. Accompanying the map were a few tattered journal pages, amongst which was this intriguing passage, "Discovered new species...couldn't believe my



eyes...many nests...incredible discovery! May be the answer to...I leave this map for my son, to assist him to follow me and aid him in finding Fossil Island." I recently had an accident at my last dig, and cannot make the journey now until my injuries heal, but my patience is not so great that I can wait, so I am sending the remainders of the

map, this dinosaur embryo, and these few clues to you, the only person I can trust to keep them safe, and understand his handwriting.

I need you follow the clues and find what it was my father discovered and bring evidence back for the world of the true fate of the dinosaurs. I have had our London cartographer, Wiggins, prepare a blank map for you to fill in as you travel, so I can follow you after I heal, and I have also dictated instructions on the map creation technique my father pioneered, which I believe Wiggins has had illustrated, and are also yours for the taking. Take good notes, the world will want to read your tale of your, and hopefully soon, our adventures. Perhaps my father's journal will lead us to discovering the answers to some of geology's greatest mysteries, and further fossils, species, and adventures of our own. Welcome back to the most exciting hunt in the world!

Adventure awaits,

P.H. Torik, Ph.D.



Image Credits: Aurified Dragon Embryo and Banknotes, Journal, Map, and antique package © C.Barnardo 2007, 2008, 2009 dadcando ® is a registered trademark. All rights reserved.

A Rock with a Secret

Humans learn about the past, and about animals from the past through fossils, rocks which contain remains, impressions, or traces of a living thing. One of the greatest paleontological mysteries is everyday dinosaur life, how did dinosaur parents take care of their young, what were dinosaur relationships like, and what were dinosaur babies like? In order to find out, scientists need fossils, but fossilized dinosaur eggs are very rare, especially ones with embryos in them, because exceptional conditions were needed to make a fossil. Not all fossil eggs contain embryos. Eggs were often crushed by the mother, siblings, or even intruders, and the insides drained out. If eggs were perhaps only cracked, then rapidly buried before they rotted or decomposed, groundwater solutions bearing calcite (which fossilizes animals) could enter the shell and eventually surround the bones and tissues with stone.



The most famous dinosaur egg fossils were found in South Africa in 1978 while workmen were digging to build a new road.

However it was nearly 30 years before paleontologists had the right technology and



were brave enough to chip away the outer coating of the fossil eggs to reveal the inner dinosaur embryo. They had to be very careful because the eggs were 190 million years old and extremely valuable. Even today, scientists use tiny chisels, acid baths, or high-tech scanning methods to “hatch” delicate dinosaur embryos.

Now, you might think that because dinosaurs were enormous, that their eggs would be gigantic



too, gigantic versions of ostrich eggs, but this is not the case, even really big dinosaurs had fairly small eggs. The eggs you are going to make/discover are about the right size for a large plant eating sauropod, like an Apatosaurus (the dinosaur formerly known as Brontosaurus) or a Brachiosaurus. Just like in the real fossil, your dinosaur embryo will look almost exactly like a bird embryo. With a large head and small body and four legs of about the same

size, scientists think that when hatched the baby dinosaurs would not have been able to look after themselves. So, just like birds, the baby dinosaurs were probably looked after and fed by their parents until they were big enough to leave the nest and fend for themselves. Scientists were amazed to discover the shape of the embryos and have worked out that as they grew to maturity, their heads must have grown much less than their bodies, so that by the time they were fully grown, they had tiny heads and huge bodies.



Dinosaur nests, eggs, and the embryos inside them shed light on everything from animal growth to family life. Dinosaur eggs and nests have been found at 199 sites around the world. Most date from the Cretaceous period, 146 million to 65 million years ago.



Those egg-shaped rocks in your backyard aren't likely to be dinosaur eggs, though. A quick look at the map shows that sites known to contain eggs are concentrated in only a few places around the world, with the richest deposits found in China, Mongolia, Argentina, India, and the Great Plains of North America.

Today scientists from around the world are drawn to widespread egg-bearing deposits found in central China in 1991. A few eggs contain fossilized dinosaur embryos. Fossil dealers, rock shops, exhibitions, and auction houses have seen a thriving trade in dinosaur eggs and nests. China considers these eggs "national treasures" and has cracked down on exports. Eggs now are exported primarily for research into dinosaur life and behavior.

Despite what you might think, dinosaur fossils are very rare, and it is tiny glimpses like this into



ESO [(Negative #17089)](Mark Ellison) Courtesy Dept. of Library Services, American Museum of Natural History

what an embryonic dinosaurs looked like that helps scientists piece together theories of how dinosaurs evolved.

The Curious Case of the Disappearing Dinosaur

Trying to understand why the dinosaurs became extinct is one of the great geological mysteries known to mankind, and specifically,

to paleontologists. Some recent findings from the small Mexican village of Chicxulub have given scientists new hope that the answer may soon be known.

The story starts a little over 15 years ago in the town of Gubbio, Italy, where geologist (a scientist who studies the origin, history, and structure of the earth) Walter Alvarez was collecting sediment from a layer of rock which marked the boundary between the Cretaceous; the Age of the Dinosaurs, a period with a relatively warm climate 145.5 and 65 million years ago, and Tertiary; the Age of the Mammals, that started 65 million years ago and lasted more than 63 million years, until 1.8 million years ago, time periods. Geologists had long known that this boundary



was important because it marked a period in the Earth's history, some 65 million years ago, when almost half of all known species suddenly disappeared, including the dinosaurs.

Walter brought some of his samples back to the United States and his father, Nobel prize-winning physicist, a scientist who studies the science of matter and energy and their interactions, Luis Alvarez, analyzed it for any unusual



chemicals. To their surprise, the sample showed a high concentration of the element iridium, a substance that is really rare and hard to find on Earth but very common in meteorites.

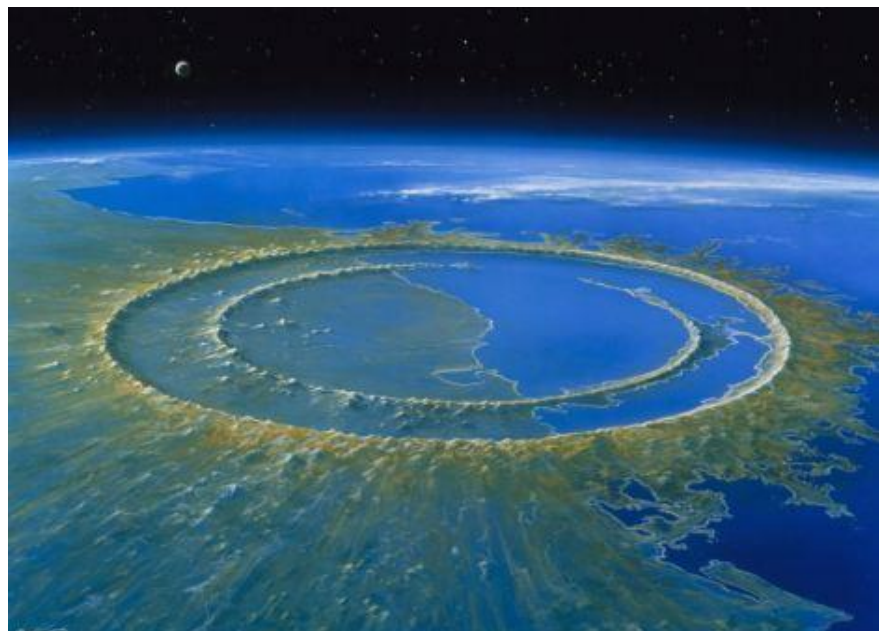
To make sure there was nothing unusual about the Gubbio sample, like maybe a small meteorite with lots of iridium hitting just there, Walter and his father analyzed other K-T boundary strata from around the world. They found extra iridium in these samples as well. Using the average thickness of the clay as a guide, they calculated a meteorite would have to have a diameter of about 10 kilometers (6 miles) to leave this much iridium all around the world. If a meteorite that size had hit Earth, the results could explain the extinction of dinosaurs.



The dust thrown up in the air would have caused major climatic changes (areas that had been warm being suddenly really cold, or areas that had been cold having really hot temperatures and changing all the weather patterns) to which many animals could not rapidly adapt. An animal that's used to living in a warm tropical environment has no way to survive in a suddenly much colder and possibly snow covered landscape. A major problem with this theory, however, was that a 10-kilometer meteorite would leave a very large crater,

between 150 and 200 kilometers (93-124 miles) in diameter. While Earth has many impact craters on the surface, few are even anywhere close to that large.

Because 65 million years had passed since the hypothetical impact, scientists decided to shift the search underground determining that a crater that old and that large would almost certainly have been filled in over time by wind, weather, water, plants, and dirt. Just by chance, a Mexican oil company drilling off the coast of the Yucatan discovered what appeared to be a crater



about one kilometer (0.6 miles) under the surface near the village of Chicxulub. When core samples were analyzed, they showed the crater to be about 180 kilometers (112 miles) in diameter and 65 million years old. Was this the cause of the dinosaurs' extinction? No one is sure, but evidence strongly suggests that the curious case of the disappearing dinosaurs may finally be solved.

- Suppose a ten-kilometer meteorite hit Earth today. What effect would it have on humans?
- Massive meteorite impacts are only one possible cause of climatic change. Volcanoes, forest fires, and industrial pollutants can also affect weather. Many scientists feel that human activities may cause climatic change. What do you think?

Note: Have students include a crater impact and fossil and nest site discovery markers on their maps.

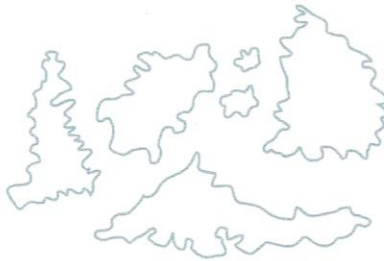


QUICK REFERENCE	
SKILL LEVEL	6 yrs +
EQUIPMENT	THIN BLACK PEN, BLUE AND GREEN COLOURED PENCILS
TIME	1 hour

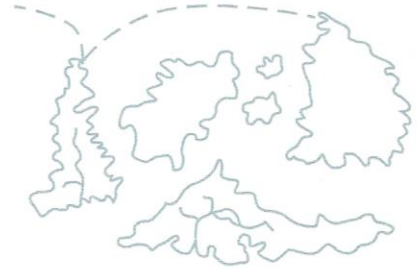
SPECIMEN No. 72	Title: draw your own
Name: Kaptin Scarlet	<i>Antique Map</i>
Date: Oct 15th 1897	
Code: exp. 23-/004	



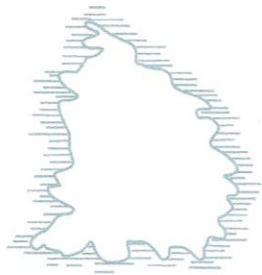
1. PRINT OUT THE BLANK MAP TEMPLATE. CAREFULLY CUT IT OUT TO REMOVE THE WHITE EDGE IF YOU WANT



2. DESIGN AND DRAW YOUR ISLANDS OR COUNTRY. USE A WIGGLY LINE AND MAKE LOTS OF LITTLE ISLANDS NEAR THE MAIN ONE. REMEMBER TO DRAW COVES, BAYS AND RIVER INLETS



3. DRAW IN THE RIVERS AND SEA ROUTES LINKING SOME OF THE SMALLER ISLANDS WITH THE MAIN ONE. USE A DASHED LINE FOR THE SEA ROUTES



4. AROUND THE EDGE OF EACH PIECE OF LAND DRAW SHORT STRAIGHT HORIZONTAL LINES, ALSO FILL IN ANY LAKES WITH THE SAME HORIZONTAL LINES

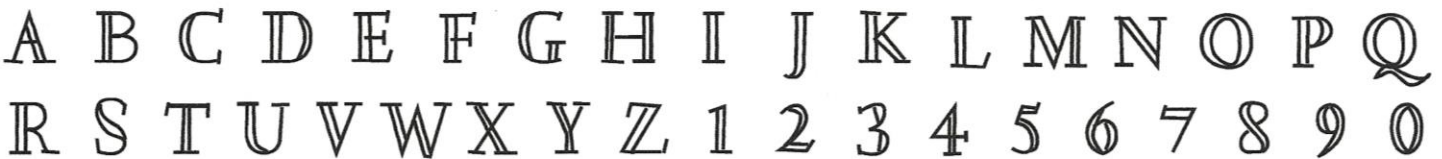


5. MARK IN YOUR MAIN CITIES AND TOWNS EITHER DRAW SHAPES FOR THE CITIES OR LITTLE PICTURES OF GROUPS OF HOUSES, ADD THE ODD SPIRE OR CASTLE, JOIN THE TOWNS WITH ROADS. NAME YOUR TOWNS, ROADS AND RIVERS. BE CREATIVE WHEN NAMING THEM

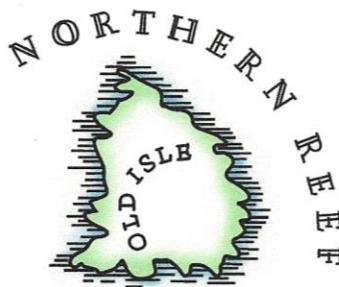


6. NAME YOUR ISLANDS AND THE SEAS WITH NAMES WRITTEN NEATLY IN CAPITALS USING THE GUIDE BELOW OR FLOWING COPPERPLATE SCRIPT. FOR THE BEST EFFECT SPACE OUT YOUR LETTERS TO COVER THE AREA THE NAME REFERS TO, JUST LIKE A REAL MAP

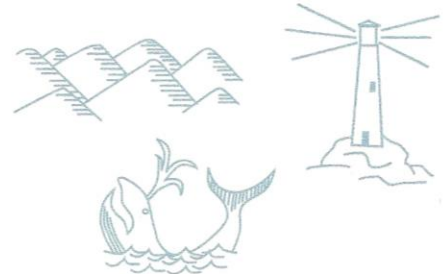
LETTERING GUIDE (NOTE WHERE THE THICK AND THIN STROKES ARE)



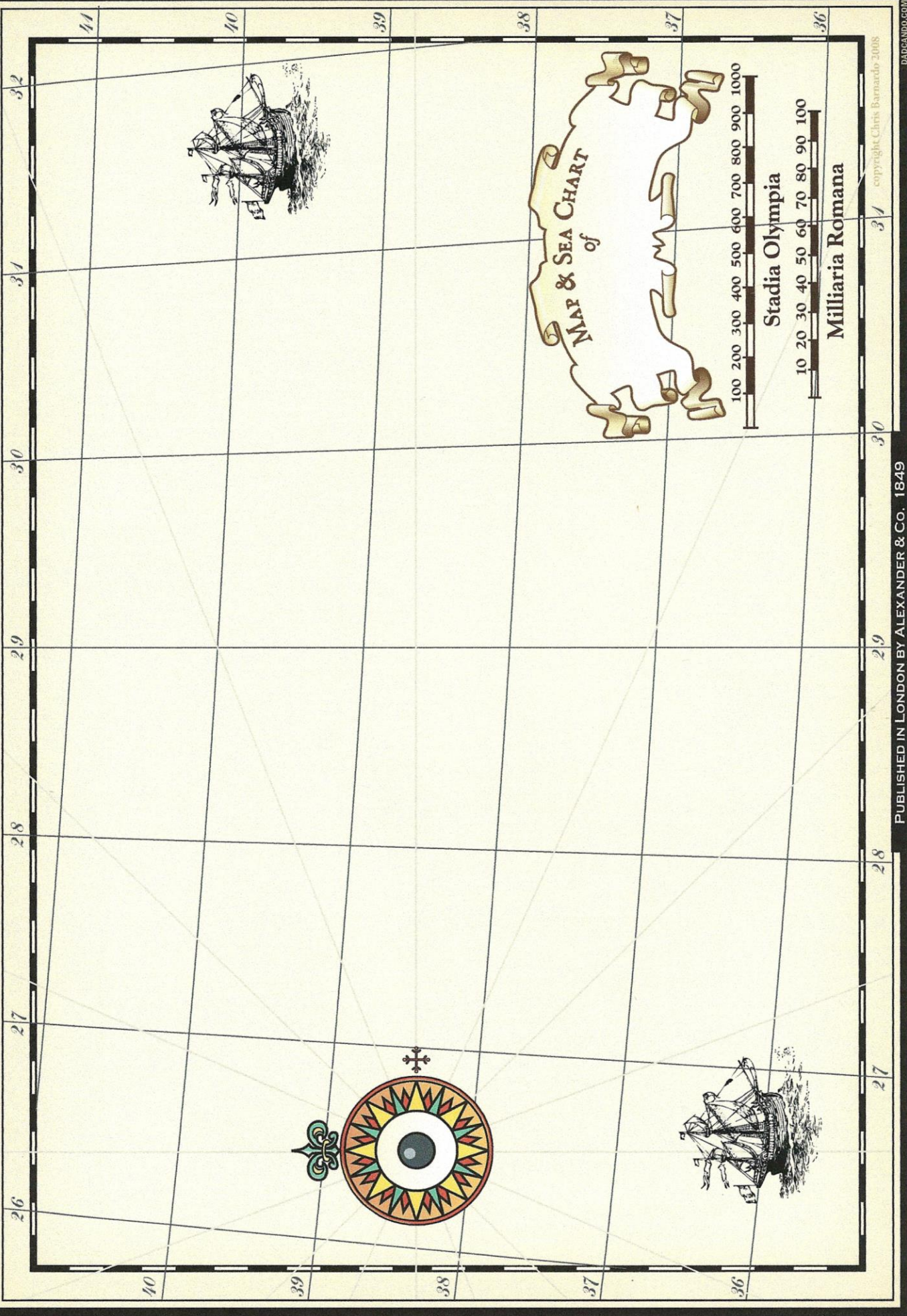
7. COLOUR ROUND THE EDGE OF EACH PIECE OF LAND WITH BLUE COLOURED PENCIL



8. COLOUR INSIDE EACH PIECE OF LAND WITH GREEN COLOURED PENCIL COLOUR SMALL ISLANDS IN COMPLETELY



9. DRAW SOME MONSTERS IN THE SEA AND ON THE LAND. DRAW IN CAVES, MOUNTAINS AND ANY OTHER FEATURES THAT YOU THINK WILL BE OF INTEREST TO TRAVELLERS VISITING THE ISLAND YOU DISCOVERED AND CHARTED



26 27 28 29 30 31 32

39 40

38

37

36

MAP & SEA CHART
of
OLYMPIA

100 200 300 400 500 600 700 800 900 1000

Stadia Olympia

10 20 30 40 50 60 70 80 90 100

Milliaria Romana

31 copyright Chris Barnardo 2008

30

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28

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Journal of the Drace Reast

In the year 1872



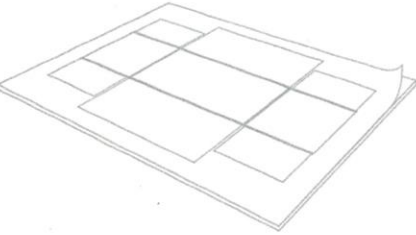
QUICK REFERENCE

SKILL LEVEL 7yrs +

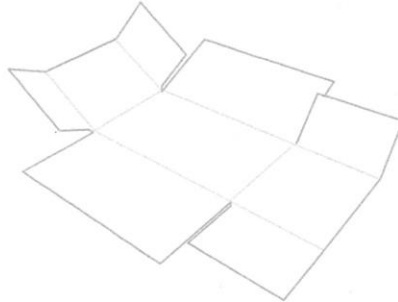
EQUIPMENT INKJET PRINTER, PRINTER PAPER, CARDBOARD (APPROX 2mm THICK), PVA (or SPRAYMOUNT), HOT MELT

TIME 20mins

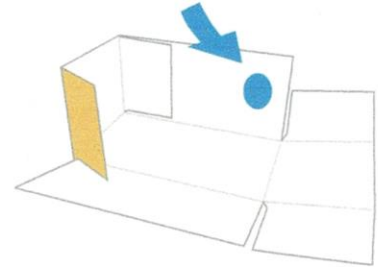
Simply make a gorgeous antique looking mailing box ready to keep safe all your treasured artifacts. This box is perfect for protecting your Dragons Egg on the long journey over land and sea from the orient. It comes with stamps from Esgaroth, the township that lived in the shadow of the Lonely Mountain, home of Smaug the Magnificent, and is inscribed with an original verse.



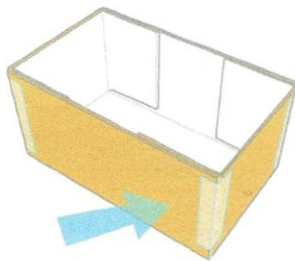
1. PRINT OUT THE BOX TRAY NET TEMPLATE AND STICK TO A PIECE OF CARDBOARD. USE LIGHTWEIGHT CARD OR CORRUGATED CARD ABOUT 2mm THICK



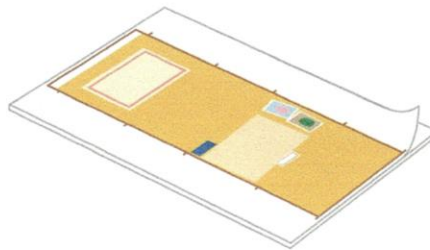
2. CAREFULLY CUT OUT WITH A CRAFT KNIFE AND RULER AND DEEP CREASE ALONG ALL THE FOLD LINES



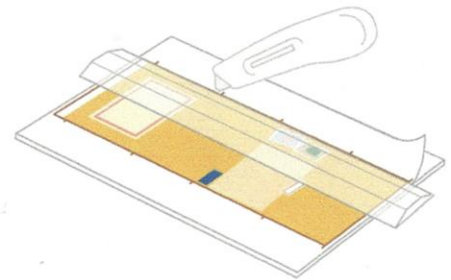
3. FOLD UP THE BOX PUTTING GLUE ON THE INSIDE OF THE TAB AREA



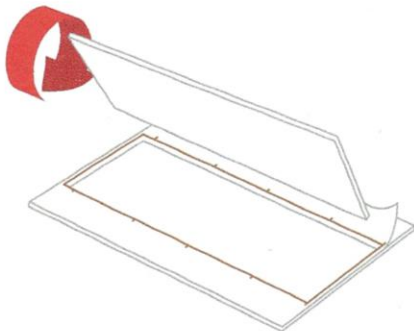
4. (OPTIONAL) IF YOU WANT, SECURE THE OUTSIDE OF EACH CORNER WITH STICKY TAPE, AS THIS WILL MAKE IT EASIER TO PUSH IN TO THE OUTER SLEEVE LATER



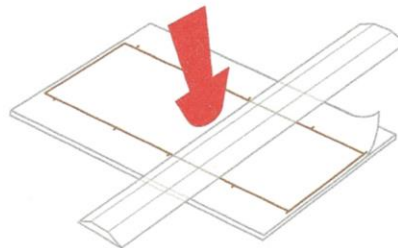
5. NOW PRINT OUT THE OUTER SLEEVE TEMPLATE PRINTABLE AND STICK TO A SHEET OF SIMILAR CARDBOARD



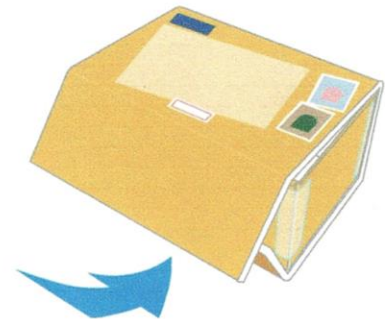
6. CAREFULLY CUT OUT THE PRINTABLE SO THAT YOU LEAVE A NEAT HOLE IN THE CARDBOARD



7. LIFT OUT THE CUTOUT AND TURN OVER AND PLACE BACK IN THE HOLE THAT YOU LEFT SO THAT IT IS UPSIDE DOWN



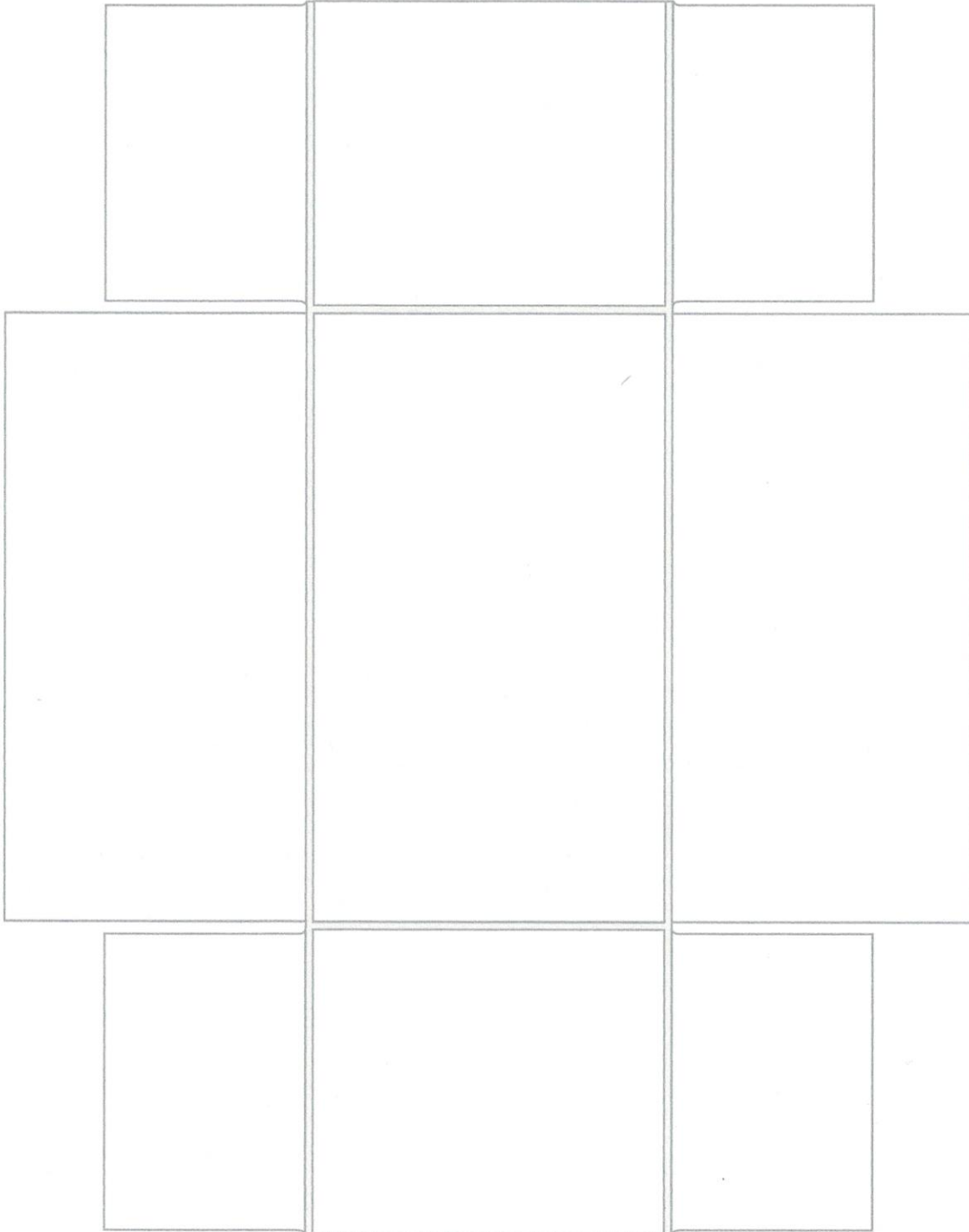
8. LINE A RULER UP WITH THE TICK MARKS AND USING THEM AS A GUIDE, DEEP CREASE THE BACK OF THE SLEEVE



9. USING THE BOX TRAY AS A FORMER, FOLD AND WRAP THE SLEEVE ROUND AND GLUE THE FREE SIDE OVER THE TAB



AN OLD PACKAGE
BOX TRAY NET TEMPLATE



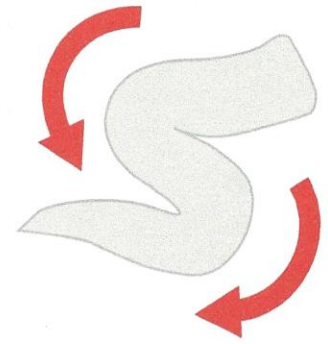
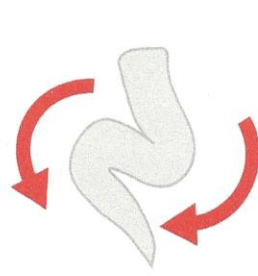
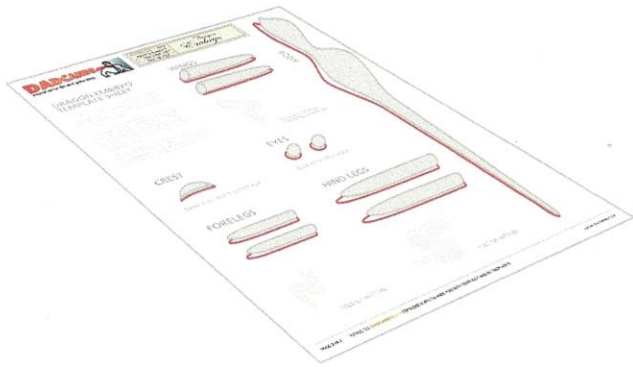
AN OLD PACKAGE OUTER SLEEVE PRINTABLE





QUICK REFERENCE	
SKILL LEVEL	10yrs +
EQUIPMENT	modelling clay, red and gold spray paint, black acrylic paint
TIME	1 hour

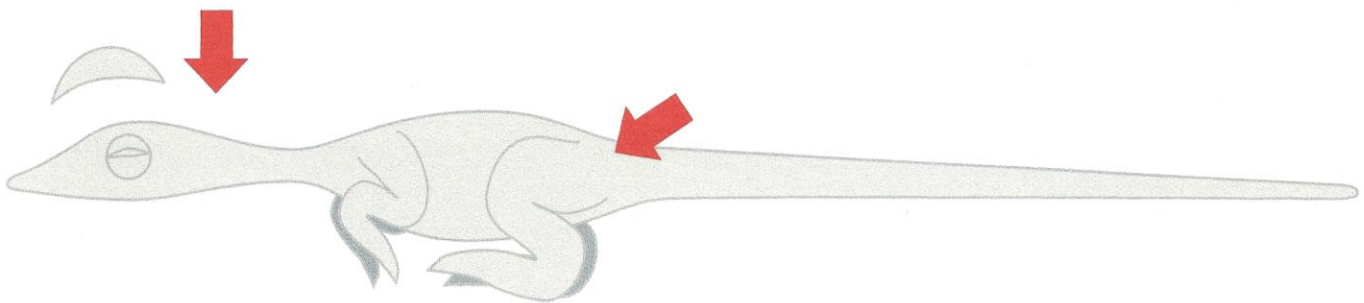
SPECIMEN No. 672	Title: <i>Dragon Embryo</i>
Name / No: Kaptin Scarlet	
Date: Oct 15th 1897	
Code: exp: 23-/004	



1. PRINT OUT THE TEMPLATE SHEET AND THEN ROLL OUT YOUR MODELLING CLAY SO THAT IT FITS OVER THE TEMPLATE SHAPES. THE BEST MODELLING CLAY TO USE IS FIMO OR SCULPY OVEN BAKE CLAY

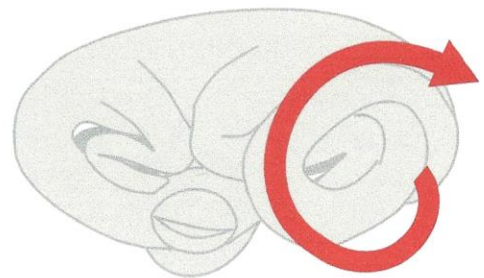
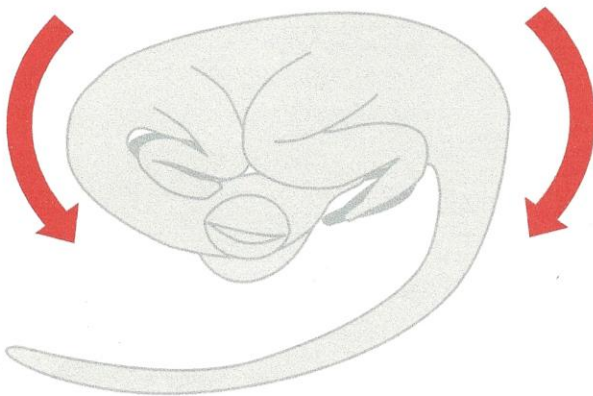
2. TO MAKE THE FORELEGS BEND THE RELEVANT ROLLED OUT PIECES OF CLAY TO MAKE A "Z" SHAPE

3. TO MAKE THE FORELEGS BEND THE RELEVANT ROLLED OUT PIECES OF CLAY TO MAKE AN "S" SHAPE



4. ATTACH THE LEGS TO THE BODY AS SHOWN, BLENDING THEM IN AT UPPER END ONLY. DON'T WORRY TOO MUCH ABOUT FOOT DETAIL AS THE FEET WILL BE HIDDEN BY THE TAIL CURL.

FLATTEN THE EYES SLIGHTLY AND ATTACH, THEN MAKE A SLIT IN THEM TO MAKE THE EYELIDS USING A DINNER KNIFE. ATTACH THE CREST TO THE TOP OF THE HEAD



5. TAKING CARE NOT TO CRUSH THE MODEL, CAREFULLY BEND THE HEAD ROUND AND TUCK BETWEEN THE FORELEGS AND HIND LEGS. ALSO BEND THE TAIL ROUND

6. CURL THE TAIL ROUND IN A NEAT SPIRAL AND LOOP OVER THE BASE OF THE TAIL. BLEND SOME OF THE CLAY INTO THE BODY, BUT MAKE SURE YOU KEEP THE DEFINITION BETWEEN TAIL AND BODY, USE A COCKTAIL STICK TO MAKE DETAIL



SPECIMEN No. 672	Title: <i>Dragon Embryo</i>
Name: Kaptin Scarlet	
Date: Oct 15th 1897	
Code: exp. 23-/004	

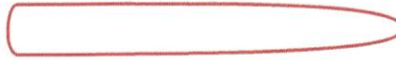
DRAGON EMBRYO TEMPLATE SHEET

THESE TEMPLATES HAVE BEEN DESIGNED TO BE EASY TO USE AND ARE ALL BASED ON ROLLING OUT DIFFERENT SHAPED SAUSAGES OF OVEN BAKE CLAY SUCH AS FIMO OR SCULPY.

TO USE THE TEMPLATES, PRINT OUT THIS SHEET AND THEN ROLL OUT YOUR CLAY SO THAT WHEN YOU PLACE IT OVER THE TEMPLATE WHEN LOOKING FROM DIRECTLY ABOVE THE PIECE YOU CAN SEE A TINY BIT OF THE RED LINE ALL ROUND THE EDGE.

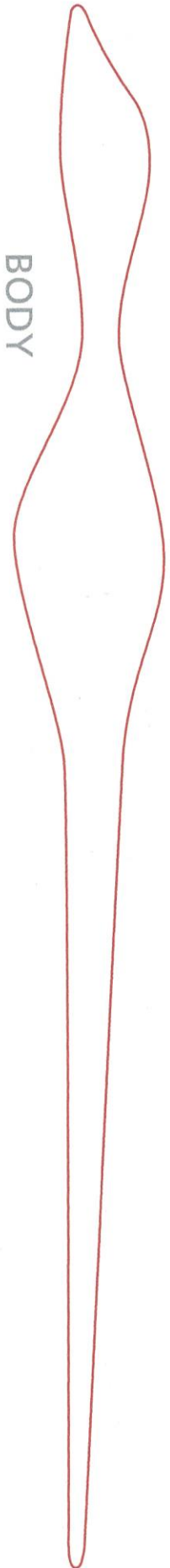
BEND FOLD AND FLATTEN THE PIECES AS DESCRIBED ON THE INSTRUCTION SHEET AND THEN JOIN THEM TO THE BODY TO MAKE YOUR DRAGON EMBRYO

WINGS



FOLD UP PATTERN
(ALSO SQUASH FLAT)

BODY



CREST



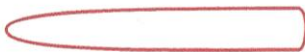
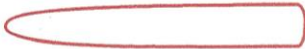
MAKE FLAT ABOUT 1MM THICK

EYES



ROLL INTO LITTLE BALLS

FORELEGS



FOLD UP PATTERN

HIND LEGS

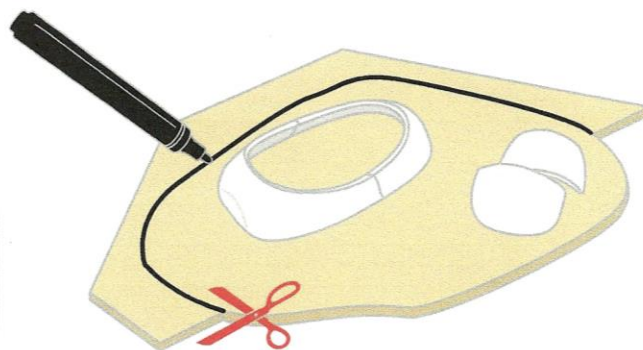
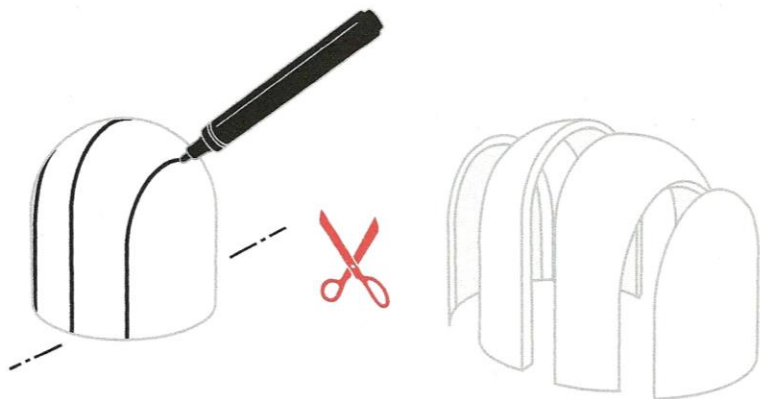


FOLD UP PATTERN



QUICK REFERENCE

SKILL LEVEL	10yrs +
EQUIPMENT	modelling clay, stone coloured paint, scissors, plastic lids, tile grout
TIME	2 hours

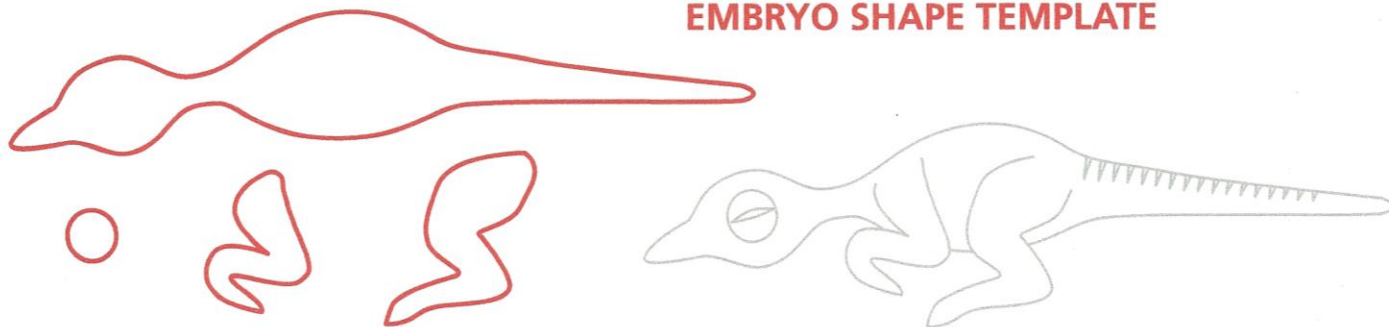


1. TAKE ONE SOFT PLASTIC ROUND ENDED BOTTLE LID AND MARK IT UP SO THAT IT IS DIVIDED IN HALF AND HAS TWO FURTHER IDENTICAL ARCHES DRAW, ONE IN EACH HALF

2. CUT OUT USING STRONG SCISSORS OR A FRET SAW

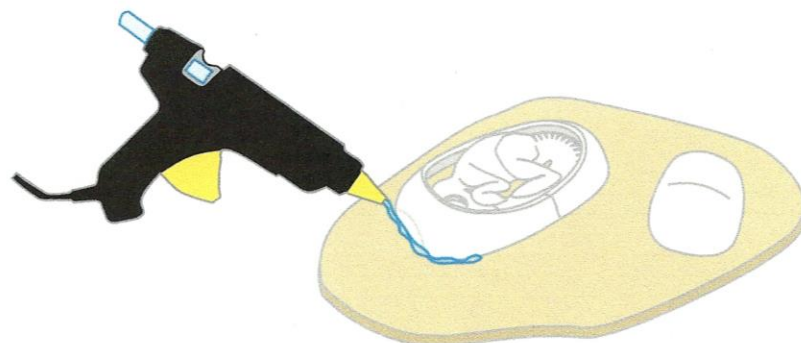
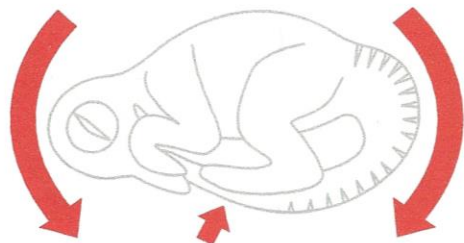
3. PLACE THE PIECES AS SHOWN ON A PIECE OF THICK CARD AND DRAW AN IRREGULAR SHAPE ROUND THEM WITH A MARKER

EMBRYO SHAPE TEMPLATE



4. USING THE TEMPLATE, ROLL OUT YOUR MODELLING CLAY (I USE FIMO OR SCUPLY) AND PINCH TO FORM THE HEAD AND BODY, PULL OUT THE TAIL AND THE BEAK. ALSO MAKE TWO LEG SHAPES (YOU ONLY NEED TWO BECAUSE YOU CAN ONLY SEE ONE SIDE) AND A SMALL BALL FOR THE EYE.

5. SECURE THE LEG AND ARM IN PLACE AND BLEND IN AT THE TOP OF EACH LIMB. SECURE THE EYE IN PLACE AND MAKE A VEE SHAPED SLIT HORIZONTALLY ACROSS IT. LASTLY MAKE A SERIES OF SMALL DENTS IN THE SURFACE OF THE TAIL TO ADD DETAIL



6. CAREFULLY PULL THE TAIL ROUND AND TUCK UNDER THE BACK LEG. CAREFULLY PULL THE HEAD ROUND AND TUCK UNDER THE FRONT LIMB. IF THE NECK ISN'T LONG ENOUGH TO DO THIS, ROTATE IT BACK AND MAKE THE NECK A LITTLE LONGER. TUCK THE LEGS IN IF THEY LOOK LIKE THEY ARE HANGING OUT IN SO THAT YOU HAVE A NICE OVAL SHAPE. ALLOW CLAY TO SET OR IF USING FIMO OR SCUPLY, BAKE TILL HARD, AS PER THE PRODUCT INSTRUCTIONS

7. PLACE THE CUT UP CAP OVER THE DINOSAUR EMBRYO AND POSITION. IF THE DINO IS A LITTLE BIT TOO BIG, SQUASH IT INTO SHAPE A BIT. WHEN YOU ARE HAPPY WITH THE POSITION, GLUE THE EMBRYO DOWN WITH HOT MELT AND THEN GLUE THE BOTTLE CAP PIECES DOWN OVER IT. ALSO ALIGN AND GLUE DOWN THE SMALLER BOTTLE CAP PIECES



QUICK REFERENCE

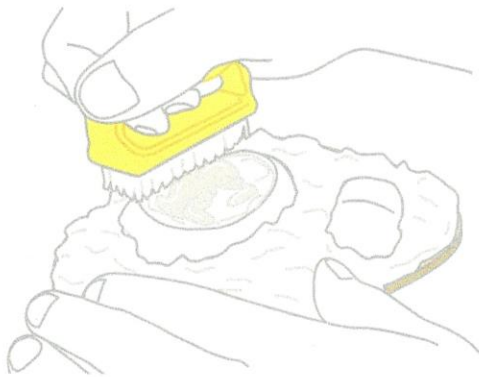
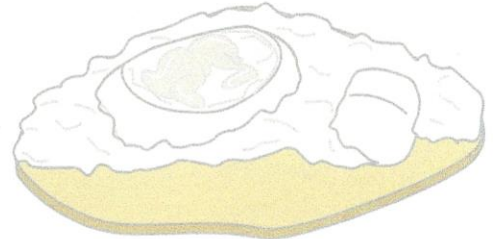
SKILL LEVEL	10yrs +
EQUIPMENT	modelling clay, stone coloured paint, scissors, plastic lids, tile grout
TIME	2 hours

FOSSILIZED dinosaur egg



8. WHEN THE GLUE HAS SET MIX UP SOME TILE GROUT AND PACK IT INTO THE EGG ROUND THE DINOSAUR EMBRYO WITH THE ROUND END OF A DESSERT SPOON. THE GROUT IN SO THAT IT HAS A MORE OR LESS LEVEL SURFACE. DON'T WORRY ABOUT GETTING IT ON THE DINOSAUR EMBRYO, YOU WILL BE ABLE TO CLEAN THAT OFF IN A MINUTE.

9. ONE YOU HAVE FILLED THE EGG SMEAR SOME GROUT OVER THE REST OF THE CARDBOARD SO THAT IT IS ABOUT LEVEL ALL OVER. DON'T MAKE THE LAYER TOO THICK, YOU DON'T NEED A THICK LAYER AND A THINNER LAYER WILL DRY MUCH QUICKER



10. WHEN THE GROUT HAS DRIED A LITTLE BIT (SAY AFTER ABOUT 30 mins) BRUSH OVER THE INSIDE OF THE EGG WITH A SMALL SCRUBBING BRUSH OR OLD TOOTHBRUSH. PICK AWAY AT THE GROUT IF YOU LIKE USING A COCKTAIL STICK OR A SMALL SCREW DRIVER, THAT WAY YOU CAN REVEAL AS MUCH OF THE DINOSAUR AS YOU WANT



11. ONCE YOU ARE HAPPY WITH THE AMOUNT OF DINOSAUR AND EGG YOU CAN SEE, LEAVE THE MODEL TO DRY. PREFERABLY OVERNIGHT IF YOU HAVE TIME, TO MAKE SURE ALL THE WATER HAS COME OUT OF THE GROUT. WHEN IT IS DRY SPRAY OR PAINT THE MODEL WITH BRONZE (OR GREY PAINT)



12. WHETHER YOU USED GREY OR BRONZE PAINT, THE FINAL STEP IS TO DISTRESS THE FOSSIL SLIGHTLY TO MAKE IT LOOK OLD. TO DISTRESS THE FOSSIL, MIX UP SOME BLACK ACRYLIC PAINT (OR HOUSEHOLD DECORATING PAINT (LATEX OR EMULSION) WITH A BIT OF WATER TO THIN IT SLIGHTLY AND PINT ON TO THE MODEL. PAY SPECIAL ATTENTION TO MAKE SURE YOU GET THE PAINT IN ALL THE CRACKS. AT THE SAME TIME AS YOU ARE PAINTING IT ON AND BEFORE IT IS DRY, WIPE OFF THE BLACK PAINT WITH A DAMP CLOTH, SO THAT THE BLACK STAYS IN THE CRACKS BUT IS RUBBED OFF THE HIGH SPOTS AND BIG SMOOTH AREAS