

# **EXTREME MAKEOVER**

## **WRITING EDITION**

### **SAMPLE PACKET**



### **Mini Lessons and Revision Practice to Aid Young Authors**

S&T Publications, LLC

<http://www.sandtpublications.com>

This book is primarily designed for teachers of writing grades five through nine. The idea came from the hit television reality show "Extreme Makeover Home Edition". Viewers watch as builders tear down a run-down house and rebuild it so that it becomes someone's dream home. So, why not take this concept and transfer it to the world of teaching kids how to revise? This book takes a process approach to revision and is divided into eight steps. After teaching mini-lessons, students are divided into "design teams" where they work collaboratively to "tear down" a rough draft and "rebuild" it with the tools of revision.

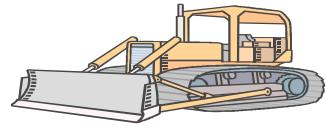
Scroll down to view and print the table of contents for this book and several free mini lessons from the book. If you like the mini lessons here, you should order the book. It is filled with over eighty pages of mini-lessons, activities, and revision practice. *Extreme Makeover Writing Edition* takes a cool, fun, cooperative learning approach to teaching revision! Click the following to purchase and download the entire book!

<http://www.sandtpublications.citymax.com/catalog/item/4311713/5183145.htm>

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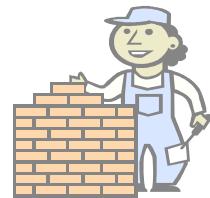
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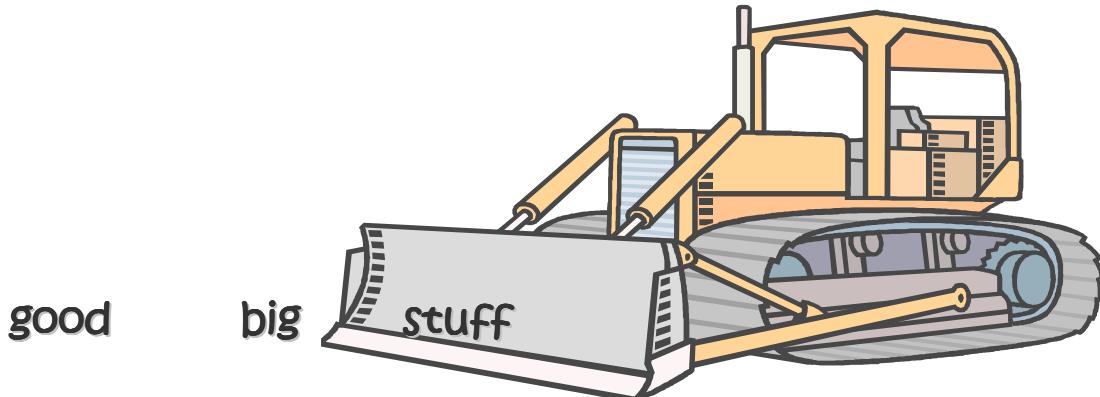
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# Step 1

## Bulldoze Poor Word Choice



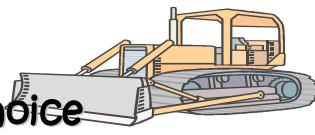
This section of the book provides you with mini lessons to teach your students how to effectively use figurative language, strong verbs, and a thesaurus. In addition, there is a mini lesson on how to avoid repeating the same words when writing.

At the end of this section, there is an essay for your students to revise for word choice. You can divide them into “design teams” and allow them to tackle this writing project together. Afterwards, you can allow each team to show the class how they bulldozed poor word choice and rebuilt the essay with a much stronger vocabulary structure.

**Note:** In this sample, you will only find one mini-lesson from the book and the essay for students to revise.

# Extreme Makeover

## Step 1: Bulldoze poor word choice



### Mini lesson

❖ Replace weak verbs with strong verbs!

Read the following paragraph. Notice the verbs that are bolded.

My sixth grade teacher **was** absolutely hideous. Every day, she **walked** in our classroom and caused us to wonder. She **wore** the tackiest arrangement of clothing, and her breath **smelled** of Vidalia onions and sour milk! Little strands of red hair **stuck** out of her beehive hair-do. Worst of all, she **said** the words "groovy" and "far out," but the word she **said** the most was "peace".

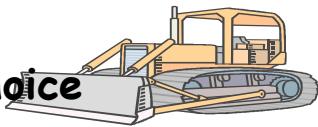
The bolded verbs in the above paragraph are not strong. Read the paragraph below to see what strong verbs can do for your writing.

My sixth grade teacher **defined** the meaning of hideous! Every day, she **wandered** in our classroom and caused us to wonder. She always **boasted** the tackiest arrangement of clothing, and her breath **reeked** of Vidalia onions and sour milk! Little strands of red hair **frizzed** out of her beehive hair-do. Worst of all, she **exhausted** the words "groovy" and "far out," but the word she **repeated** the most was "peace".

Let's look at what some of these stronger verbs do for the reader.

- **Wandered** - This verb helps the reader to picture the teacher as "spacey" and "out there", which helps us to "see" her and know what type of person she is.
- **Boasted** - This verb tells us that this teacher not only wore tacky clothes; she was proud of them!
- **Reeked** - This verb has a much stronger, negative connotation than *smelled*. By saying she *reeked*, we know it was extremely bad.
- **Frizzed** - This verb gives a better mental picture than "stuck out". If hair frizzes, it's a mess. It allows us to better see the type of hair she had.
- **Exhausted** - Instead of using the verb *said*, this word lets us know that she really overused these words.

## Revise for Word Choice



Work together with your design team to revise the following story for word choice. You may use a thesaurus.

**"Oh my gosh, Mama. Help me!" This day happened when I was seven years of age.**

**It all started when I was outside. When I was little, I had a Power Wheels four-wheeler, and I was riding through my yard when I saw a big log. I ran my four-wheeler right into it. Then these little ants started biting me.**

**Suddenly, I ran inside to get my mama. I was in a frantic shock and so was my mama. I could see that the ants were all over me when I was inside. I was hitting my neck, jumping up and down, and screaming as loud as I could.**

**Thirty seconds later, I was in the tub. My mama soaked me in Clorox that day. The tub was full of little ants. After that, I got to watch TV all day.**

**That's one day I'm never going to forget. I've never been so upset before in my life.**

Extreme Makeover  
Step 2: Lay the Foundation  
With a Notable Grabber and Ending

Mini Lesson on Writing Notable Narrative Endings



Endings you should never, ever write

- ❖ The end.
- ❖ I hope you liked my paper.
- ❖ To be continued...
- ❖ What happens, we'll never know...

Narrative Endings

Two types of Narrative Endings (Not the only two! ☺)

The "Shockaroo" Ending

This type of ending leaves the reader with an unexpected twist. It makes the reader say, "I didn't see that one coming!"

Example:

*"What is happeni-?" She never got to finish her sentence for the monster spit out some green mold. Suddenly, before her eyes, the monster transformed into a small brown and white dog. Ruff somberly trotted home to his shabby dog house.*

In this ending, the monster turned out to be the boy's dog. This shocks the reader because in the story, the monster is a mystery.

The "I'll Never Forget" Ending

*This type of ending states the theme or lesson to be learned from the story and begins with the phrase, "I'll never forget...."*

*I'll never forget the time I got lost in the mall. One thing is for sure, when my mom tells me to stay right here, I will not walk off when I hear those magic words, "blue light special".*

# Extreme Makeover

## Step 5: Decorate

### With Sentence Fluency



#### Practice Variety in Sentence Length!

Name \_\_\_\_\_

Date \_\_\_\_\_

When you have variety in the lengths of your sentences, your paper will read much smoother. Practice adding short, one to three word sentences after the following long sentences. The first two have been done for you.

1. My grandma's house is one of my favorite places to visit because of the wonderful smells of the food she cooks, like her fried chicken, buttered corn, and sweet potato pie. Yummy!
2. I will never forget the look of horror on my mother's face when she found out I had cut my little sister's hair. She was flabbergasted!
3. One reason the school week should be shortened to three days is the universal need for a little rest and relaxation.
4. I slid into third base and stood up smiling because I knew we were about to tie the game.  
\_\_\_\_\_
5. The lights, snow, candy canes, and wrapping paper are a few of my favorite things during Christmas time, but the best thing about this holiday is time off of school!

\*In numbers 7-8, there is a long sentence followed by a short one. Now, you add another long one. Number 6 has already been done.

6. A bigger allowance would allow me to buy all of the things a young teenager needs: clothes and shoes. Did I mention shoes?  
\_\_\_\_\_
7. When Nate spun around on his heels, he gasped as he came face to face with his worst nightmare. "Why me?" he wondered.  
\_\_\_\_\_
8. The biggest problem I have with school uniforms is wearing the same outfit to school day after day. Boring!  
\_\_\_\_\_

Extreme Makeover  
Step 6: Clean Up any Debris  
With Conventions



FYI: U CANT TXT MSAGE N YO WRITNG ASIGNMNTS!

4 real, if u can read dis, u r probly a txtr! LOL! But u cant txt  
4 grownups readin yo papers!

- Make sure you always capitalize *I* and *I'm*! Never write *i* or *i'm*!
- Read back over your paper to make sure you spelled out words like *you*. You may have written *u* because you are so used to writing it that way.
- Always spell out the word *and*. Don't use the + sign or just write *n*!
- Do not write things like *IDK* or *OMG*. Some grown folks will not understand this.
- Always be aware of your audience. You are aware when you're texting, so be aware when you're writing too.

If u r a txtr, that's gr8, but keep it on yo cell fone n get rid of it in yo ELA papers! ☺

## Prompt Practice

Prompt	What type of Graphic Organizer?	Miscellaneous questions/ assignments
Explain how you celebrate a favorite holiday, event or custom. Be sure to use details so that your reader can picture what your favorite time is like.		What would your topic sentence be for this prompt?
Think of a pet that would be good to have in your classroom at school. Convince your teacher that your class should get this pet.		Write a grabber for this prompt.
Sometimes things turn out in a way we did not think would happen. Tell about a time or event that turned out differently than you expected.		What would you write about for this prompt?
Remember a time when you faced a challenge. You may recall a difficult problem, competition or task you had to face. Recreate that situation. Tell what happened and how you met or failed to meet the challenge.		What two things does this prompt ask you to do?

There are several of pages like this one in the book. This is just extra practice to prepare your students for writing on standardized tests. Purchase and download the complete book now by clicking on this link:  
<http://www.sandpublications.citymax.com/catalog/item/4311713/5183145.htm>

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## Other Great Writing Teaching Tools by S&T Publications, LLC

### **WEAK VERBS ~ DEAD AND GONE**

This book is primarily designed for teachers of writing grades five through nine. With *the help of this unit*, your students will have fun as they learn about the different types of verbs, and lay to rest those verbs that weaken their writing! The teaching unit includes teaching handouts, practice pages, and directions and handouts to hold your own DEAD VERB FUNERAL. At the end of the unit, instructions are provided for holding a Dead Verb funeral. On this special school day, your students will dress the part, act the part, and complete eulogies and obituaries for a helping/linking verb and a weak action verb. Our entire unit contains samples of eulogies and obituaries, fill-in-the blank forms for writing a eulogy and obituary, "hymns" for the funeral, student handouts explaining the project, a teacher rubric, and more! *Weak Verbs ~ Dead and Gone* takes a cool, fun, and effective approach to teach kids to use strong verbs in their writing!

Print free pages from this book at the following link:

<http://www.sandtpublications.com/weakverbsdeadandgone.html>

### **GRAMMAR GREMLINS**

This book is primarily designed for teachers of writing grades five through nine. With *Grammar Gremlins*, your students will laugh a bit as you address the little mistakes that often plague their writing. Each lesson is complete with an introduction page, practice, and a quiz. Once a "gremlin" is taught, it never "disappears". With each new "gremlin" the old ones are reviewed. Therefore, on each quiz, students are assessed on that week's "gremlin" along with all previously taught "gremlins". You can see this "spiraling" method by looking at the free samples on our website. If you like the free lessons, you should order the book. It is filled with over one hundred twenty pages of mini-lessons, revision practice, and assessment. *Grammar Gremlins* takes a cool, fun, and effective approach to editing!

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[http://www.sandtpublications.com/grammar\\_gremlins\\_samples.html](http://www.sandtpublications.com/grammar_gremlins_samples.html)

Also, visit our site for free lesson plans for several popular young adult novels!

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