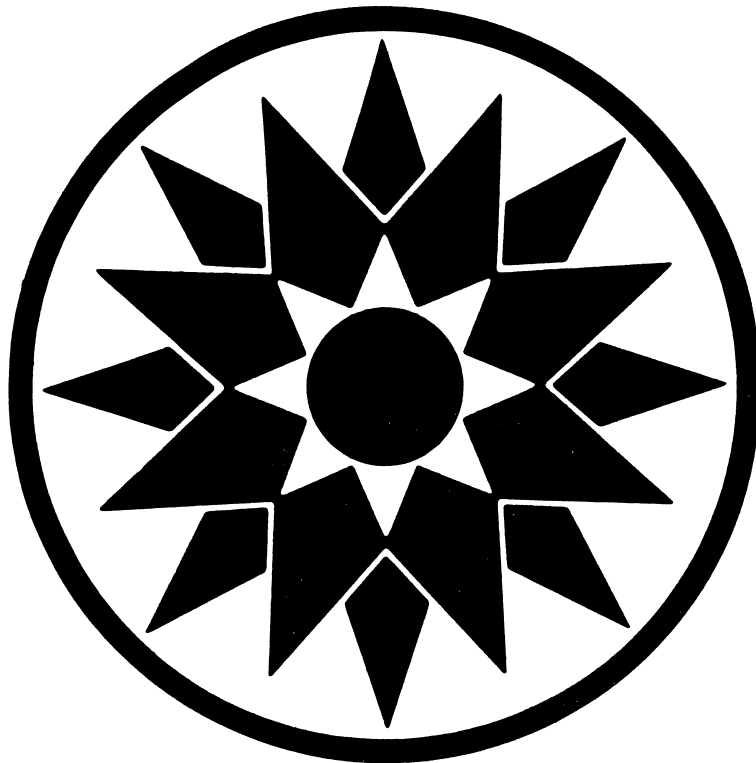


Teacher's Guide

Write With Me!

For Magic Slate II

Apple



SUNBURST
COMMUNICATIONS

PERMISSIONS

All SUNBURST material is copyrighted. However, SUNBURST does give the purchaser the following permission:

1. You have permission to reproduce any student worksheets in this guide for your classroom use. You should not, however, copy the whole guide.
2. You have permission to use Lab Packs within one site. You should not, however, divide the package and use the diskettes in more than one building.
3. You may copy this student diskette.
4. You have permission to allow students to take the product home for use with their personal computers.

DESIGNERS:

Martha Nichols

Martha is a fiction writer, poet, and software developer who co-designed *Wally's Word Works*, *A Newberry Adventure: Island of the Blue Dolphins*, *I Can Write!*, *Be a Writer!*, and *Write a Story!* for Sunburst. She holds an MA in Creative Writing and English from San Francisco State University. She is currently the bookstore manager of Small Press Traffic, a nonprofit literary organization, and teaches writing workshops in San Francisco.

John D. Perron, Ph.D., is the designer of *Space Waste Race*, *Punctuation Put-On*, *Hide 'N Sequence*, and other Sunburst educational software. He also co-authored the elementary language arts and composition series *Effective English* (Silver Burdett, 1981).

EDITORS

Martha Nichols

John D. Perron

Marge Kosel

Margaret Carpenter

Jim Kulzer

COPYRIGHT 1988
SUNBURST COMMUNICATIONS
PLEASANTVILLE, NY 10570

Apple is a registered trademark
of Apple Computer, Inc., Cupertino, CA

For information or free microcomputer courseware catalog, write:
SUNBURST COMMUNICATIONS, INC.
39 Washington Avenue
PLEASANTVILLE, NY 10570

In the United States, call toll-free (800) 431-1934
In Canada, call toll-free (800) 247-6756
Or call collect (914) 769-5030

WRITE WITH ME!

TABLE OF CONTENTS

	Page
Introduction	1
Scope and Sequence Charts	
Language Arts	2
Word Processing	3
Developing Stories with Children	
Writing and Reading	4
Writing and Revising	4
Tense and Point of View	5
Dialogue	6
Classroom Management: Teaching Strategies and Practical Considerations	
Word-Processing Ability	7
Working in Pairs or Teams	8
Story Recap	8
The Teacher Planner	9
Encouraging Revision and Proofreading	9
Page Numbering	9
Printing Draft Copies	10
Printing Final Copies	10
Time Constraints	11
Additional Activities	11
Character Sketches and Artwork	11
Sharing Results	12
Before You Begin Using <i>Write With Me!</i>	
Configure <i>Magic Slate II</i> to Work with Your Printer.	13
Become Familiar with <i>Magic Slate II</i>	14
Make Copies of the <i>Write With Me!</i> Disk for Students.	14
Know How to Work with a <i>Write With Me!</i> File	15
Special Notes	16
Become Familiar with the Lesson Plan Format	17
Make Copies of <i>Write With Me!</i> Printed Materials for Students.	20
<i>Journey to the Thunderbird: The Story Frame</i>	22

Lesson Plans

Page

Welcome to Wingdom Kingdom:

Building a Story Through Characters, Setting, Dialogue, and Plot

Getting Started: TITLE.PAGE	24
Lesson 1: CHAP1.FRIEND	28
Lesson 2: CHAP2.WINGDOM	34
Lesson 3: CHAP3.OSTRICH	40
Lesson 4: CHAP4.TBIRD	47
Lesson 5: CHAP5.SOLOMON	52
Lesson 6: CHAP6.MORGA	57
Lesson 7: CHAP7.ESCAPE	63

The Journey Begins:

Working with Explanatory Writing, Character Motivation, and Poetry

Lesson 8: CHAP8.SECRET	68
Lesson 9: CHAP9.JOURNEY	73
Lesson 10: CHAP10.SWAN	78
Lesson 11: CHAP11.CAVE	84
Lesson 12: CHAP12.PIGEON	90
Lesson 13: CHAP13.MAGIC	96

The Plot Thickens:

Working with Unexpected Challenges, Action Scenes, and Persuasive Writing

Lesson 14: CHAP14.ADVICE	101
Lesson 15: CHAP15.JUNGLE	106
Lesson 16: CHAP16.CHASE	111
Lesson 17: CHAP17.FIRE	117
Lesson 18: CHAP18.ATTACK	122
Lesson 19: CHAP19.RIDDLE	127

The Final Battle:

Making Connections and Completing a Story

Lesson 20: CHAP20.DARK	131
Lesson 21: CHAP21.RESCUE	136
Lesson 22: CHAP22.PIGS	141
Lesson 23: CHAP23.HELLO	147
Lesson 24: CHAP24.BATTLE	153

Additional Materials

Sample Student Book	159
At a Glance	194
Apple II: Working With Your Computer	196
Apple IIGS: Control Panel Settings	197
"What Happens If...?" Sunburst Courseware and Warranty	198

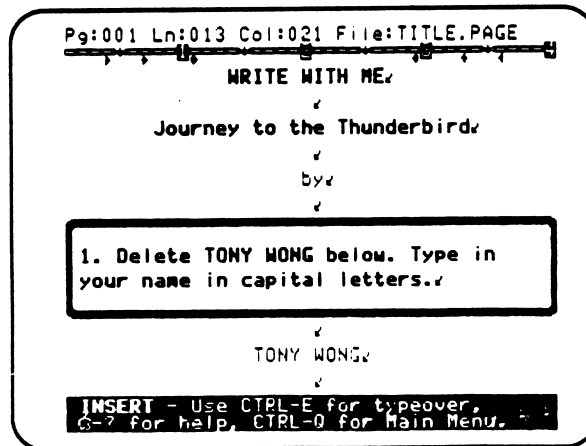
INTRODUCTION

Write With Me! takes students to Wingdom Kingdom, an imaginary world of three-headed ostriches, egg magicians, Floating Jungles and Flying Snakes. Along the way, students develop a full story called *Journey to the Thunderbird*. *Write With Me!* is the third program in Sunburst's Book-Building Series for *Magic Slate II*. It can be used to carry beginners beyond *I Can Write!* and *Be a Writer!*, the initial programs, or as a starting place. Students explore a wide range of word-processing functions with *Magic Slate II*. At the same time, they create an exciting story.

The 25 lessons—a full year's curriculum—include a title page and 24 chapters. Students have the option of writing their own final chapter for Chapter 25. A worksheet (p. 158) is included. Students explain the evil Morga's motives, build the plot with rescue and chase scenes, use dialogue form in creating an argument between three ostrich heads, write a magic spell for Mr. Pigeon the Egg Magician, and work on many other imaginative writing exercises. They read an opening paragraph in each chapter, which "sets the scene" and gives them ideas for their own writing. In this way, *Write With Me!* emphasizes both reading and writing skills. The continuity of character and setting also encourages students to revise their previous work. They can correct spelling and punctuation, change what a character says or does, add more writing to a chapter, and build better plot connections in the context of a story. When students complete all of the lessons, the collected printouts are assembled into a bound book—an attractive record of what they've learned and written. (For more ideas on book building and assembling, see Sunburst's *You're the Author! From First Draft to Book.*)

Write With Me! must be used with the 40 column version of *Magic Slate II* on an Apple computer. The package includes the *Write With Me!* data disk, a back-up, and this teacher's guide. The guide contains warm-up exercises, teaching strategies, discussion topics, and complete student examples. In addition, "Character Sketch" worksheets and a Wingdom Kingdom map are provided.

Write With Me! also incorporates **Teacher planning boxes**, which are an innovative feature of *Magic Slate II*. Directions for each lesson appear on the screen inside Teacher planning boxes. Students cannot type in these Teacher planning boxes. For example:



Language Arts Scope & Sequence

Write with Me!

4 Main Skill Areas	Key Skills	Focus On...																											
		TITLE	PAGE	CHAP1.FRIEND	CHAP2.WINGDOM	CHAP3.OSTRICH	CHAP4.TBIRD	CHAP5.SOLOMON	CHAP6.MORGA	CHAP7.ESCAPE	CHAP8.SECRET	CHAP9.JOURNEY	CHAP10.SWAN	CHAP11.CAVE	CHAP12.PIGEON	CHAP13.MAGIC	CHAP14.ADVICE	CHAP15.JUNGLE	CHAP16.CHASE	CHAP17.FIRE	CHAP18.ATTACK	CHAP19.RIDDLE	CHAP20.DARK	CHAP21.RESCUE	CHAP22.PIGS	CHAP23.HELLO	CHAP24.BATTLE		
Writing Styles	Narration			●	●																								
	Description			●	●																								
	Exposition			●	●																								
	Persuasion			●																									
	Poetry/Riddles																												
	Use of Tense																												
	Use of Pronouns																												
	Use of Contractions																												
	Correct Punctuation																												
	Paragraph Form																												
Form and Function	Questions and Answers																												
	Commands																												
	Comparisons/Contrasts (Similes)																												
	Comparisons of Degree																												
	Describing Settings																												
	Timing																												
	Creating Characters																												
	Writing Dialogue																												
	Plot Building																												
	Motivation																												
Story Building	Protagonists/Antagonists																												
	Writing Action Scenes																												
	Organizing Sentences In Sequence																												
	Writing Complex Sentences																												
Connections	Building Meaningful Paragraphs																												
	Transitions Between Paragraphs																												
		Optional chapter created by students. CHAP25.??																											

Word Processing Scope & Sequence Write With Me!

Word Processing Skills	<i>Magic Slate II Functions Introduced...</i>	
Main Menu	LOAD a File EDIT a File SAVE a File PRINT a File QUIT a File	● TITLE.PAGE ● CHAP1.FRIEND ● CHAP2.WINGDOM ● CHAP3.OSTRICH ● CHAP4.TBIRD ● CHAP5.SOLOMON ● CHAP6.MORGA ● CHAP7.ESCAPE ● CHAP8.SECRET ● CHAP9.JOURNEY ● CHAP10.SWAN ● CHAP11.CAVE ● CHAP12.PIGEON ● CHAP13.MAGIC ● CHAP14.ADVICE ● CHAP15.JUNGLE ● CHAP16.CHASE ● CHAP17.FIRE ● CHAP18.ATTACK ● CHAP19.RIDDLE ● CHAP20.DARK ● CHAP21.RESCUE ● CHAP22.PIGS ● CHAP23.HELLO ● CHAP24.BATTLE
Beginning	Arrow Keys Delete Key Caps Lock Key Shift Key Space Bar Return Key Control-Q: Return to Main Menu Control-D: Delete Character Control-G: Recover text Control-D, S: Delete Sentence Control-D, P: Delete Paragraph Tab Key: Indent Paragraph Control-O: Other Typstyles Control-D, Control-G: Cut and Paste	● CHAP14.ADVICE ● CHAP15.JUNGLE ● CHAP21.RESCUE
Intermediate	Control-S: Search for Text Control-R: Replace Text Control-C: Change Justification	● CHAP8.SECRET ● CHAP10.SWAN ● CHAP11.CAVE ● CHAP12.PIGEON ● CHAP16.CHASE
Advanced		
Optional chapter created by students. CHAP25.??		

DEVELOPING STORIES WITH CHILDREN

Children love stories, whether they're listening to them or telling their own. Putting a story into writing takes more effort, of course; but children still enjoy making a creative product, especially if it's written on the computer and printed in "real type." *Write With Me!* allows students to work on a long-term writing project, which can take anywhere from one summer session to a whole school year to complete. Since the full story consists of 24 chapters, students learn how to write about characters and settings over time, developing plot connections in a way not often done in shorter exercises.

Writing and Reading

Write With Me! focuses on both reading and writing skills in the creation of a story. Students read an **opening paragraph** in each chapter and follow instructions on how to add their own writing. The opening paragraphs not only give students a "story starter" for each chapter; they also provide examples of what narrative looks like in written form. Remind students to read the opening paragraph of each chapter carefully. If possible, have them read the paragraphs out loud.

Before students begin *Write With Me!*, you might want to conduct several verbal storytelling sessions with the class. Ask different students to tell their favorite stories (many will describe plots from TV shows and movies). Have them describe what kinds of characters are in the story and what the characters want to accomplish. Then try a "Round-Robin" story with the class, in which one student starts the story, the next continues it, etc. This type of activity is good for developing **connections** and **transitions**. If the class leaves out connections—such as how one character got to the haunted house; or why the dragon dies—focus on developing those with students. Later, they can write down the story. Discuss how to make it sound just as exciting on paper as it did when told out loud. You might want to emphasize the importance of good connections in writing—that is, complete sentences and transitions between paragraphs. Tell students that writing a good story is a challenge well worth the effort. You might want to talk about story books they really enjoyed, or show them examples of books by famous children's authors.

Writing and Revising

Step 1: Prewriting. The purpose of prewriting activities is to "prime the creative pump." Some activities provide experiences for writing, others promote fluency or flexibility. Sometimes it's helpful to just warm up or create some enthusiasm for the writing task.

Developing Stories With Children

Step 2: Writing. Students write most freely if they're allowed to generate stories without constraints. In the first draft of a chapter, they may misspell many words, write incomplete sentences, and forget punctuation; but if students are excited about the story itself, they're on the right track. Try encouraging them to be as creative as possible in their first drafts. They can make corrections when they revise their work later.

Note: Some of the lessons focus on specific language arts areas, such as using adjectives or pronouns; however, each chapter contains at least one "free" writing exercise.

Step 3: Revision. Most authors write several drafts of a story before they consider it done. Often they get new ideas after they write a scene; they may even decide to delete a whole chapter. The ability to revise one's work is an important element of creative production. Fortunately, working on a word processor makes revision easy. As students add more and more of their ideas to *Journey to the Thunderbird*, they should revise earlier chapters to make them fit their later work. *It is very helpful for each student to have a folder in which to keep all of their work.*

Many of the *Write With Me!* Lesson Plans contain suggestions for revising earlier chapters—for example, adding to the description of a character or revising an action scene so that the plot makes more sense. A good way to develop the revision habit right away is to focus particular attention on Chapter 1. After their first draft, students can go back and connect the separate sentences into a paragraph, indent paragraphs, and so on. Try having students read their first drafts of Chapter 1 out loud. When they hear the narrative, many will realize themselves what connections are missing or why sentences don't sound right. In fact, revising their work comes naturally to many students. If possible, allow them to print out as many drafts of Chapter 1 as they want—until their writing looks and sounds just right.

Step 4: Proofreading. As a last step, encourage students to proofread for spelling or other errors using the "Proofreader's Check List" (p. 21). After they've corrected their writing, have them print out a second draft. If there are still mistakes in grammar or punctuation, ask students to make the corrections with *Magic Slate II*. Then they can print out the final copy of their chapter.

Tense and Point of View

In most stories, especially traditional adventures, the action is told in the **past tense**. Authors also establish a **point of view**. *Journey to the Thunderbird* uses the past tense form of verbs in the narrative. The story is told in the **third person** from the point of view of an "omniscient" narrator.

Developing Stories With Children

It's difficult to explain such narrative conventions to fourth graders. Many of them will understand intuitively, particularly if the students read a lot on their own. However, shifting from past to present tense (for example, "Danny pushed the giant boulder. It moves a little bit.") and from a third to first-person voice (for example, "Danny ran away from the Flying Snakes. I screamed when the Snakes got close!") are among the most common mistakes students make in writing stories. If your students routinely make such mistakes, focus their attention on the shifts when they revise their work. Emphasize that shifts in tense and point of view make story connections very confusing.

Note: The instructions in the *Write With Me!* files are always in the present tense. Try distinguishing between the present tense instructions and the past tense narrative as soon as possible. For example, point out the difference by comparing the verbs in the first and second instructions of Chapter 1 with those in the opening paragraph. The difference between past and present tense verbs also can be reviewed when dialogue form is introduced. (See Lesson 4, p. 47, and the section below.)

Dialogue

Dialogue expands characterization, adds to a reader's understanding of who is motivated by what, and generally makes a story more interesting to read. In *Write With Me!* students write dialogue by the fourth lesson. Although some students may have difficulty with using quotation marks consistently, they'll enjoy getting their characters to talk—or shout, scream, cry, and mutter. The additional teaching time it takes to introduce dialogue form early in the program should pay off quickly, as students develop characters with distinctive "voices." When discussing dialogue form and function with students, emphasize the following point:

Quoted Words vs. Speaker Lines. What a character actually says is put between quotation marks. These **quoted words** are often in the *present tense*. However, a **speaker line** is usually included in dialogue as well, such as "he said" or "she shouted." If a story is told in the past tense, such as *Journey to the Thunderbird*, then all speaker lines should be in the past tense also.

CLASSROOM MANAGEMENT: TEACHING STRATEGIES AND PRACTICAL CONSIDERATIONS

Teachers operate under constant time constraints—and running a creative writing project with a large class isn't a simple task. This section on classroom management is based on the experience of teachers involved in the development and field-testing of *Write With Me!* and the other programs in this writing series. Although the abilities of students may vary widely in one class, there are many ways to make *Write With Me!* an exciting experience for everyone.

Word-Processing Ability

Students get involved with *Write With Me!* quickly if they are already familiar with *Magic Slate II*. They can focus on who Danny is—rather than what the cursor does. Students can be distracted from the story itself if they're still learning about the computer.

Students should be comfortable with the following *Magic Slate II* functions before they start *Write With Me!*

- **LOAD, EDIT, SAVE, PRINT, and QUIT.**
- **Control-Q** to return to Main Menu
- **Arrow Keys** to move the **cursor**
- **Scrolling** to open up more space on the screen
- **Caps Lock** and **Shift Key** to write capital letters
- **Control-E** to switch between Insert and Typeover modes
- **Space Bar** to add space between words
- **Esc** then **B** to enter **CURSOR MOVE** and move to the *beginning* of the file
- **Esc** then **E** to enter **CURSOR MOVE** and move to the *end* of the file
- **Delete Key, Control-D, Control-D,W, Control-D,S** and **Control-D,P** to delete single characters, words, sentences, or paragraphs
- **Control-G** to recover most recently deleted text
- **Return** to end a paragraph and insert a paragraph mark (¶)
- **Tab Key** to indent paragraphs
- **⌘ - S** to save without returning to Main Menu

If students need to review *Magic Slate II*, spend at least one full session on "Getting Started" (TITLE.PAGE). Since the title page for the story doesn't involve much writing, students can practice the *Magic Slate II* functions listed above. You may want to load TITLE.PAGE on a computer in front of the class and demonstrate the basic functions there or use the first 5 chapters of the *Magic Slate II Handbook*. In any case, *be sure students have a working knowledge of the word processor before they start Chapter 1.*

Classroom Management

In the later chapters of the story, students are expected to work with Other Typestyles, Justification, and Delete and Get as a simple way to move text. Even those who are proficient at word processing may need a little extra time to move text within a story. *Try to allot more time for lessons that include the advanced Magic Slate II functions.*

Working in Pairs or Teams

Even if a computer isn't available for each student in your class, they can work in pairs. In fact, student pairs produce some of the best writing. The two students take turns on the computer, talking about the story as they work and developing ideas verbally as well as in written form.

Although more than two students at a computer isn't suggested, you might divide the class into "story teams." These teams can come up with ideas about the story before students work on the computer individually or in pairs. The teams can also work on additional activities together.

In some classrooms, pairing an advanced student with one who has lesser language arts abilities works well. The advanced student becomes a tutor, learning more about how to write through the process of teaching. However, if such "tutor" pairs don't work when students are at the computer, you can at least try placing children of varying abilities on the same story team (see above).

Of course, some students don't like writing a story with a partner, whatever their abilities. If you have to pair children because there aren't enough computers to go around, have the members of such a "pair" take turns writing their own stories. While one of the students is at the computer, the other can work on appropriate worksheets, drawings, or proofread the chapters already printed.

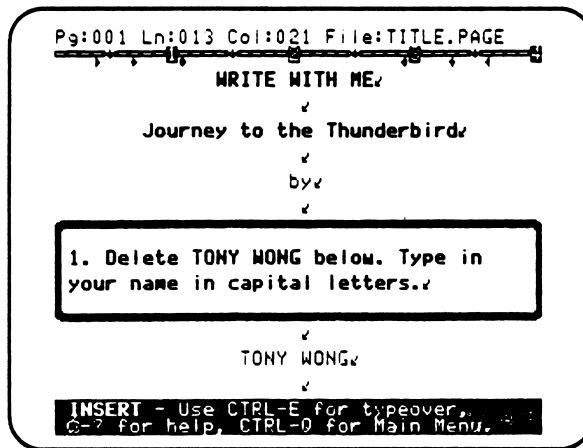
Story Recap

As students proceed through the lessons, it's a good idea to summarize the story at frequent intervals. Since one of the aims of *Write With Me!* is to help students build a plot that stretches over 24 chapters, they should remain aware of how events in the current chapter may affect another farther down the line. Students have a tendency to become so involved in the immediate "part" they're writing that they forget about the "whole."

We suggest that you summarize what happens in *Journey to the Thunderbird* before students start Chapter 1, as well as later on. Although students will determine much of what happens in the story, the files set up a basic story frame for them to work with.

The Teacher Planner

Directions for each chapter are written inside Teacher planning boxes. After a student has completed a lesson, you may wish to add comments or ideas for revision right on the disk. This can be done easily by turning on the Teacher Planner (⌘-Control-T) and writing in a Teacher planning box. For example:



After a student has read the teacher's comments, the file can be printed without the Teacher planning boxes.

Encouraging Revision and Proofreading

A good way to develop revision and proofreading habits right away is to focus particular attention on Chapter 1. After their first drafts, students can go back and add more writing, put paragraphs in their proper form, change the opening paragraph to one of their own, and do a final proofreading job for spelling or punctuation errors.

Some teachers have found that, even if there isn't time for students to revise every chapter, doing several drafts of Chapter 1 creates more excitement for the rest of the story. In particular, children who have difficulty writing are still proud of a finished product that looks like a "real page." Revising one chapter several times is much less overwhelming than finishing 24. And spending that much time on one piece of writing allows all students in a class to feel their work is important.

Page Numbering

The page numbers aren't included in the files for *Write With Me!*. Although "Pg:001" appears in the status line on the screen at the beginning of each chapter, no page numbers are printed. If students want to add page numbers, suggest that they do so by writing the numbers by hand or typing the numbers on the final printout.

Note: *Magic Slate II Control-F* (Custom Format) can be used to print page numbers as headers or footers in a file. However, since each chapter in *Write With Me!* is a separate file, it would be better to number pages as previously suggested.

Printing Draft Copies

Printers can print faster in text mode than in graphics mode. In order to print all of the special typestyles available in *Magic Slate II*, you need to print in graphics mode. The special typestyles are used in Chapters 8, 9, and 10. But if you are not concerned with typestyles and want to quickly print a double-spaced text copy, you can use Quick Format as described below:

1. Load the file you want to print.
2. Choose Print and confirm the file to be printed.
3. Answer "yes" or "no" to print Teacher planning boxes.
4. Select Quick Format
5. Answer
 - Paper Format
 - "no" to Page numbers
 - "yes" to Double spacing
 - "yes" to Fastprint (text mode).

The above steps will cause your file to be printed in text mode (this time only).

Printing Final Copies

Final copies should be printed using one of the following:

1. Paper Format for a single-spaced copy.
2. Quick Format (based on Paper Format). Answer "yes" to double spacing and "no" to fast text copy.

If you want your students to put their stories in ringed notebooks, you will want to change the margins. Two ways to do this are:

1. Have students choose Custom Format and increase the left margins just before printing.
2. Configure the *Magic Slate II* Paper Format to a wider left margin. Then whenever students choose Paper Format, they will get your "special" paper format that leaves space on the left side for hole punches.

Time Constraints

Finishing *Write With Me!* could easily take a full school year, especially if students do the additional activities suggested in the Lesson Plans. If you don't have that much time to devote, we suggest that you present only a portion of *Write With Me!* to your class. *Getting Started* through Lesson 7 includes all of the basic elements of a story: characters, setting, timing, dialogue, and plot. You may want students to complete these chapters—then have them write one final chapter to end the story.

Additional Activities

Once they learn the basic *Magic Slate II* functions, most fourth-grade students can work on the computer with little supervision. But the more involved they are in *Journey to the Thunderbird*, the more creative writing they'll produce. Depending on your computer facilities and the time available for the project, there are many extra activities students can do to increase their interest in the story. Suggestions for some are listed below.

Students often become more interested in a story if they draw pictures of the characters or participate in other art projects. The *Write With Me!* package includes "Character Sketch" worksheets and a Wingdom Kingdom Map to get students started. They draw pictures of the main characters on the worksheets and fill in descriptive information about them. The map provides a context for the story—and gives students a framework for drawing their own maps of Wingdom Kingdom. The *Write With Me!* Lesson Plans contain other ideas for additional activities—everything from role-playing games to murals, shadow boxes, magic scrolls, and mobiles. Any other activities you create for the class can only enhance your students' enjoyment of *Journey to the Thunderbird*.

Advanced students benefit the most from the additional activities in a lesson. In particular, if you allow a certain amount of time in your schedule for each chapter, then advanced students are encouraged to do more writing and revision when they finish early. Setting up a definite writing schedule—say, a chapter a week—will also help slower students catch up. Otherwise, if you allow students to move on as soon as they think they're done, the class will "spread" out. It can be difficult to conduct group activities if everyone is on a different chapter.

Character Sketches and Artwork

The reproducible character sketch sheets can be used to help students develop characters for their stories. They ask questions to help the student describe the appearance and likes and dislikes of the characters.

Classroom Management

Each sheet involves drawing a picture of the character. Some students, especially those who have difficulty with writing, may enjoy drawing pictures of the characters in *Journey to the Thunderbird*.

Of course, for students with good artistic abilities but weak language arts skills, drawing character sketches can get them more involved in the story. Sketches and other art projects will give these children a chance to excel, along with the advanced writers in your class. You might also suggest that students cut out magazine pictures to represent the characters in the story.

Sharing Results

Students gain a sense of accomplishment after finishing all of the chapters in *Journey to the Thunderbird*. Some children may not like the structure of *Write With Me!* in the beginning ("When do we get to write our own story?" is sometimes asked). However, these same children feel proud of their "real writing" by the end of the project.

You can create a special display of the books or hold an "autograph party" for Parent's Night—or share the books with parents in other ways. Also, try setting up a class library of the completed stories. Then students can check out each other's work and share their different versions of *Journey to the Thunderbird*.

BEFORE YOU BEGIN USING *WRITE WITH ME!*

- ◆ **Configure *Magic Slate II* to Work with Your Printer.** *Magic Slate II* must be set to work with the printer and card you are using. Follow these steps:
 1. Remove the write protection from the *Magic Slate II* disk (remove write-protection sticker from a 5.25 inch disk or slide the write-protection tab on a 3.5 inch disk).
 2. Put the *Magic Slate II* disk in the disk drive.
 3. Turn on the monitor.
 4. Turn on the computer and *immediately* hold down **Control** while you press **T** (or **C**) as *Magic Slate II* begins to load into your computer.
 5. You should see a title screen and then a Configuration Menu. (If you do not, try turning the computer off and then on again; then repeat Step 4.)
 6. **PRINTER/CARD/SLOT SETTING** is already highlighted so just press **Return**.
 7. **PRINTER TYPE** is already selected so press **Return**.
 8. Select your printer from the list and press **Return**. (If your printer is not listed, see *Troubleshooting Printer Problems* in your *Magic Slate II Reference Manual*.)
 9. Choose **INTERFACE CARD** from the Printer/Card/Slot Menu and press **Return**.
 10. Select your printer interface card from the list and press **Return**. (If your card is not listed, you might try selecting Generic [new], Generic [8-bit], or Generic [7-bit].)
 11. You will see: **Printer card slot: 1**.
If your printer interface card is in some other slot, change the number to that slot's number. (If you are using an Apple IIc or Apple II GS printer port, you won't be asked about the card slot.) Press **Return**.
 12. Choose **TEST CARD AND PRINTER** and press **Return**.
 13. After checking your printer, press **Return** to print a test.

Magic Slate II TEXT MODE printer test.

Magic Slate II™
© 1988 **SUNBURST**
COMMUNICATIONS

If your test does not print correctly (as shown above), see *Troubleshooting Printer Problems* in your *Magic Slate II Reference Manual*.

14. When the test is complete, you will see the Printer/Card/Slot Menu again. Choose **BACK TO CONFIGURATION MENU** and press **Return**.

Before You Begin Using *Write With Me!*

15. If you will be using two disk drives, select **DATA DISK LOCATION** from the Configuration Menu, press **Return**. Select **Two Drives** and press **Return**.
16. Choose **EXIT TO MAIN MENU** and press **Return**. You will see the red disk light come on as *Magic Slate II* is set to the printer and interface card you chose. It will stay at those settings until you reset them through the Configuration Menu.
17. Remove the *Magic Slate II* disk from the drive and replace the write protection. **DO NOT REMOVE THE WRITE PROTECTION AGAIN UNLESS YOU WANT TO CHANGE THE CONFIGURATION OF YOUR DISK.**

If you have several different printers and cards in a lab, you might want to have a *Magic Slate II* disk for each printer. Set the disk to the specific printer and card and write this information on the disk label. Then, always use that disk at the printer on the label.

- ◆ **Become Familiar with *Magic Slate II*.** Teachers should be familiar with the 40-column version of *Magic Slate II* before introducing it to students. When you are comfortable with the word processor, you might want to take your class through the first five chapters of the *Magic Slate II* Handbook. Then students will have a working knowledge of the word processor when they begin *Write With Me!*
- ◆ **Make Copies of the *Write With Me!* Disk for Students.** Before students begin *Write With Me!* you'll need to make copies of the original disk for them. All students should have their own personal copy, since one student's work will take up more than half the space available on the disk. Sunburst grants teachers permission to duplicate the *Write With Me!* disk for all students in their classes.

Before you begin to make copies, check that the write protection is on the original disk. Also, make sure you have enough blank disks on hand. **We strongly recommend that you use a two-drive system to copy disks.** Using a one-drive system will require a great deal of disk swapping. To make copies of *Write With Me!* follow these steps:

1. Insert *Magic Slate II* into the disk drive.
2. When the Main Menu appears, press **Control-T** to see the Utilities Menu.
3. Select **Copy files/disks**.
4. Select **Copy disks**.
5. Indicate your **Source drive** (drive to copy from).
6. Indicate your **Destination drive** (drive to copy to).
7. Remove the *Magic Slate II* disk.

Before You Begin Using *Write With Me!*

8. Put the *Write With Me!* disk into the **Source drive** you chose.
9. Put the blank disk into the **Destination drive** you chose. (If you are using only one drive, you will be told when to switch.)
10. Press **Return** to copy the disk. (You will be asked if you want to copy another disk. Make as many copies as needed by answering "yes" and repeating these steps. *Magic Slate II* will automatically give each copy its own name by using the name of the original disk plus a 3-digit random number.)
11. After you've made copies of *Write With Me!* for all of your students, store the original disk in a safe place.

◆ **Know How to Work With a *Write With Me!* File.** Using *Write With Me!* files involves the following steps:

1. Put *Magic Slate II* into the disk drive and turn on the computer.
2. When the Main Menu appears, remove *Magic Slate II* and insert the *Write With Me!* disk. (If using two drives, leave *Magic Slate II* in drive 1, put *Write With Me!* in drive 2.)
3. Select **LOAD**.
4. Choose the file you want to work on and press **Return**.
5. Select **EDIT**. You will notice that the editing screen is in Insert mode. This means that everything typed will be inserted in front of the cursor.
6. Follow all the instructions for the lesson.
7. Press **Control** and then **Q** to return to the **Main Menu**.
8. **Save** your work.
9. **Print** your work. For your final draft, answer "No" when asked if you want to "print planning boxes?" (Teacher planning boxes contain the directions.)
10. **Proofread** your printed page(s). Use the "Proofreader's Checklist." Make any necessary corrections to the file, reprint, and put the completed chapter in the folder for your book.
11. Choose **QUIT** from the Main Menu to stop using *Magic Slate II*.

◆ **Special Notes**

Screen vs. Page: The writing screen of *Magic Slate II* shows only one part of the actual printed page. In order for students to understand how their work on the screen is related to the printout that results on paper, they need to learn the difference between what they see on the computer screen and the page.

Inserting Text: Students often start adding text at the end of an incomplete sentence in *Write With Me!* To help students, the spaces to separate words have been typed for them. When inserting text between words, some teachers feel students should move to a blank space between words and start there by typing a space *before* they begin inserting the next word—to separate the last word on the screen from the new one being typed in. Other teachers feel students should move to the first letter of the word at the insertion point, type in their additional text and type a space *after* — to separate the last word typed in from the text being pushed forward. Either way you choose, consistency in your approach is important for good word-processing habits to develop early.

The End of Paragraph Mark (¶): The end of paragraph mark is the technical term designating the mark which shows where paragraphs end. It will be referred to as the **paragraph mark**. Students should be familiar with the end of paragraph mark on the screen. The original text and instructions of *Write With Me!* include these marks. Students often begin inserting new writing in the lessons at the paragraph mark. As text is inserted by students, the format of the paragraphs below these marks won't be affected. When instructed to connect sentences to form a paragraph, students delete a paragraph mark. *The end of paragraph mark is inserted by pressing Return.*

Ending a Lesson: It is important that the students use the **QUIT** function from the Main Menu of *Magic Slate II* each time they finish a lesson. This allows *Magic Slate II* to close all files and do its "internal housekeeping."

Keyboarding Skills: Some students may need to learn keyboarding skills before starting *Write With Me!* If you feel your students need such help, Sunburst's keyboarding program (*Type to Learn*) will be of interest to you.

- ◆ **Become Familiar with the Lesson Plan Format.** Each of the 25 lesson plans in *Write With Me!* contains the following sections:

Lesson 3

Lesson 3: The Ostrich with Three Heads
File name: CHAP3.OSTRICH

Pe:001 Ln:001 Col:016 File:CHAP3.OSTRICH

Chapter 3:
The Ostrich with Three Heads

Danny and his friend heard a loud noise. They turned around. A weird ostrich stared back at them! She had three necks and three heads!

- The first head was named ANNA.
- The second head was named BANANA.
- The third head was named BELLA.

1. Change the description of ANNA-BANANA-BELLA. Delete the word "Use CLIP" for "chewer." Use TAB for head, CLIP for hair, hair...

Teaching Objectives

- To introduce the first imaginary character in the story.
- To discuss the difference between real characters and imaginary ones.
- To encourage creative expression in the description of an imaginary character.
- To discuss the function of paragraphs in story writing.
- To review paragraph form, including paragraph indentation.

Terms Introduced

imaginary character	phrases
ostrich	indent/indentation

Magic Slate II Functions

Tab Key to indent paragraphs.

40

1. **Teaching Objectives:** The language arts skills and story elements students develop in the file are listed here.
2. **Terms Introduced:** When a lesson deals with terms that may need to be explained to students—either word-processing vocabulary (for example, "justification") or words related to the content of the lesson ("plot" or "resolution")—they are listed for quick reference.
3. **Magic Slate II Functions:** Special word-processing functions that are introduced in the lesson are listed with a brief description of each.

Lesson 3

Chapter 3 Summary

Danny and his friend hear a loud noise, so they turn around. A very strange ostrich stares back at them. She has three necks and three heads, and each head has a name: ANNA, BANANA, and BELLA. Students describe the ostrich in the chapter. In addition, they begin developing a different personality for each ostrich head.

Prewriting for Lesson 3

Start the discussion by reviewing the difference between real and imaginary places. Then ask students for ideas about what an imaginary character in a story might be like. To start them off, give the class examples, such as Chewbacca and the robots from *Star Wars*. Point out that an imaginary character, like an imaginary place, doesn't have to look, feel, sound, taste, or smell like anything in the real world. After students have given their ideas, create an imaginary character with the whole class. Begin by asking questions and writing their answers on the board. For example:

How many legs does our imaginary character have?
twenty-four

How many arms?
thirty

How many heads?
eight

Does our character have leathers or some other body covering?
fur and fish scales

What combination of animals does it look like?
a horse body with snake heads

Is our character friendly, mean, silly, etc.?
very mean and really stupid

What is the name of our imaginary character?
Morticia the Snake Horse

Encourage students to use the class imaginary character in the story whenever they get a chance. They might also make up other characters on their own (see Activities for Additional Writing/Revision p. 44).

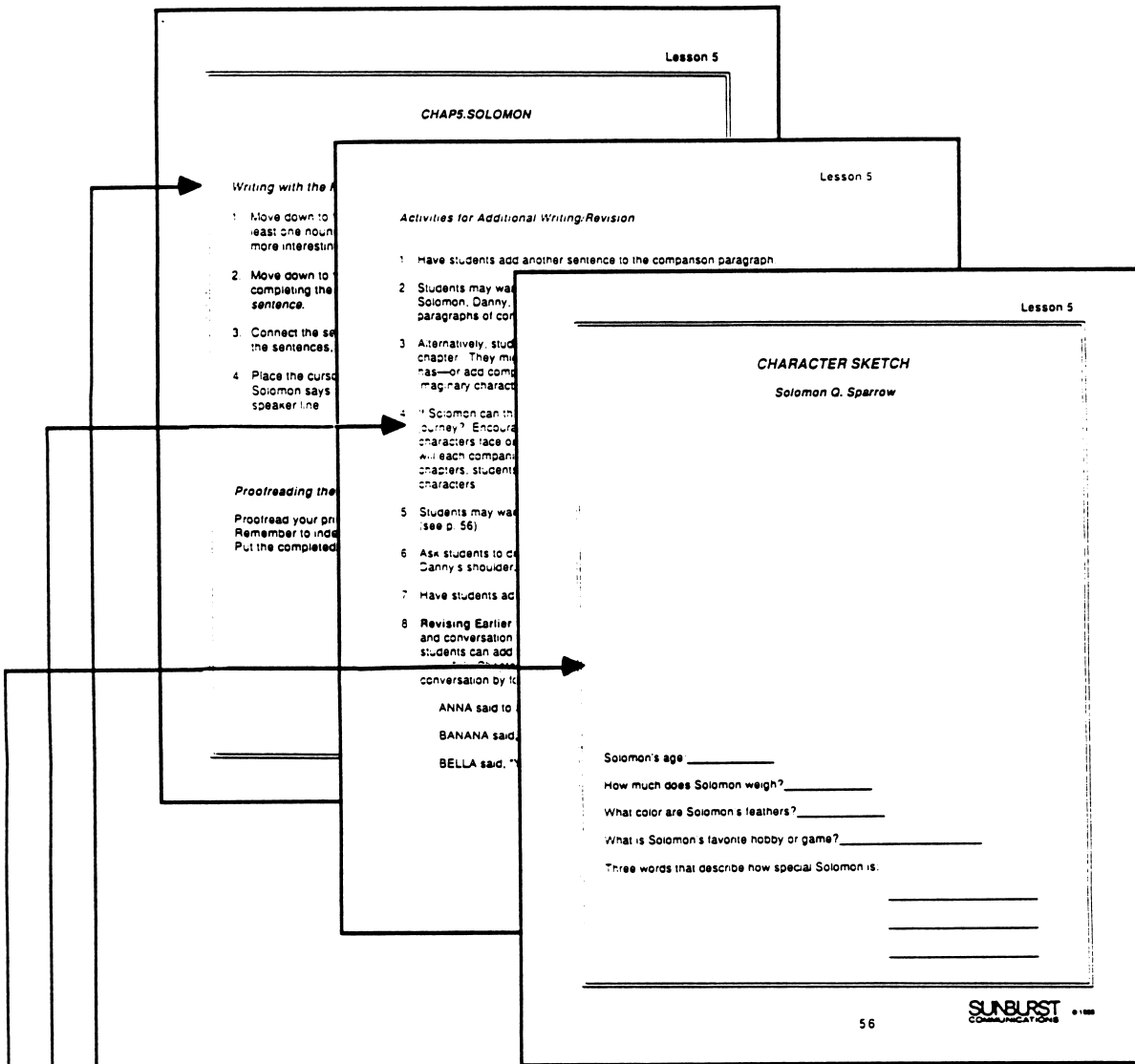
In Chapter 3, Danny and his friend meet the first imaginary character of *Journey to the Thunderbird*. This character is ANNA-BANANA-BELLA, the three-headed ostrich. You can show the class a picture of a real ostrich, then ask them how this imaginary ostrich might be different. Emphasize in particular that the ostrich heads may have separate

41

4. **Chapter Summary:** The story events that happen in each chapter are summarized, including the material students develop or expand when they work on the file.
5. **Prewriting for the Lesson:** A variety of activities are suggested for each file. You may want to focus on one or more of these four learning areas:

- *story content*
for example: What does Danny look like?
- *story elements*
for example: describing characters; writing dialogue
- *language arts focus*
for example: complex sentences; comparisons
- *word-processing functions*
for example: choosing Other Typestyles

Before You Begin Using *Write With Me!*



- 6. Writing with the File:** This is a reproducible student sheet that gives step-by-step written directions to supplement the instructions in the file (seen on the screen). These directions include writing, proofreading the file, and any special finishing instructions.
- 7. Activities for Additional Writing/Revision:** Ideas to expand upon the basic instructions for each file are suggested, allowing for a wide range of student abilities.
- 8. Completing the Chapter:** In some of the lessons, students fill in a "Character Sketch" worksheet that goes along with the character. This section describes what they do after finishing their work on the computer. It concludes by instructing them to put the page(s) in the folder for their book.

Before You Begin Using *Write With Me!*

◆ **Make Copies of *Write With Me!* Printed Materials for Students.**

Determine which of the reproducible student materials you want to use with your class. Then make copies for each student. You can choose from the following:

- ***Writing With the File*** : step-by-step written directions for working with each file. Each page includes writing, revising, and proofreading along with any special finishing instructions. These pages are found in every lesson.
- ***Character Sketches*** : worksheets on which students describe and illustrate characters in *Write With Me!*

PROOFREADER'S CHECKLIST

Punctuation and Capitalization

- Each sentence ends with a period, question mark, or exclamation point.
- Commas are in the right places.
- The first word in each sentence is capitalized.
- All proper nouns are capitalized.

Sentence Form

- All sentences are complete.
- Verbs are in the past tense, except in dialogue.
- Pronouns are consistent and make sense.

Paragraphs

- All paragraphs are indented.
- Extra paragraph marks (¶) are deleted.
- All sentences in a paragraph are on the same topic.
- Transitions between paragraphs make sense.

Spelling

- All words are spelled correctly.
- Character's names are spelled the same way in each chapter.

Dialogue

- Quotation marks are at the beginning and end of each dialogue sentence.
- Dialogue is put in separate paragraphs.
- Dialogue paragraphs identify who is speaking.

JOURNEY TO THE THUNDERBIRD: THE STORY FRAME

Refer to these pages for the overall "story frame" of *Journey to the Thunderbird*:

Chapter 1: Danny's Friend

Danny and his friend meet in a Magic Store, where they find a "shiny red" feathered cape.

Chapter 2: Wingdom Kingdom

Danny puts the feathered cape on and he and his friend are suddenly transported to Wingdom Kingdom.

Chapter 3: The Ostrich with Three Heads

Danny and his friend meet a very strange three-headed ostrich named ANNA, BANANA, and BELLA.

Chapter 4: Who is the Thunderbird?

The three-headed ostrich tells Danny about the Thunderbird—the leader of Wingdom Kingdom.

Chapter 5: Solomon Q. Sparrow

Danny and the others meet Solomon Q. Sparrow.

Chapter 6: The Morga!

Danny and his companions meet the Morga, the most evil character in the story.

Chapter 7: Escape from the Morga

Danny realizes that the cape has magical powers. Danny and his companions escape from the Morga.

Chapter 8: Solomon's Secret Mission

Danny discovers the cape belongs to the Thunderbird. Solomon is trying to get it back for her before the Morga can steal it.

Chapter 9: The Journey Begins

Danny agrees to return the cape, and he and his companions begin the journey to the Thunderbird.

Chapter 10: The Swan's Poem

Danny rescues the three-headed ostrich. Then Danny and the others meet a gigantic swan who gives them a ride to Wingdom Waterfall.

Chapter 11: The Cave Behind the Waterfall

Danny's friend finds a secret cave behind Wingdom Waterfall and is then attacked by Mrs. SSSS, the Flying Snake.

Chapter 12: Mr. Pigeon the Egg Magician

Mr. Pigeon the Egg Magician appears in the cave and scares away Mrs. SSSS.

THE STORY FRAME (cont)

Chapter 13: The Magic Spell

Mr. Pigeon tells Danny and his companions a magic spell to use in times of trouble.

Chapter 14: Mr. Pigeon's Advice

Mr. Pigeon leaves Danny and his companions, but tells them to find the Monkey Bird in the Floating Jungle who can give them Morga's secret name.

Chapter 15: The Floating Jungle

Solomon leads Danny and the others to the Floating Jungle.

Chapter 16: The Monkey Bird Chase!

Danny and his friends capture the Monkey Bird and she tells them Morga's secret name.

Chapter 17: The Bridge of Fire

Danny and his companions must cross the Bridge of Fire to get to the Thunderbird's volcano.

Chapter 18: The Morga Attacks Again!

The Morga tries to persuade Danny to give up the Thunderbird's cape. Danny is captured by the Morga and the Flying Snakes.

Chapter 19: Mr. Pigeon's Riddle

Solomon summons Mr. Pigeon by saying the magic spell.

Chapter 20: The Darkest Hour

Danny is a prisoner in the Morga's secret hideout.

Chapter 21: The Companions to the Rescue!

Danny is rescued by his friends.

Chapter 22: The Flying Pig Patrol

Mr. Pigeon helps Danny and the others climb the volcano. They meet the Flying Pig Patrol.

Chapter 23: Say Hello to the Thunderbird

Danny and his companions meet the Thunderbird.

Chapter 24: Battle of the Thunderbird

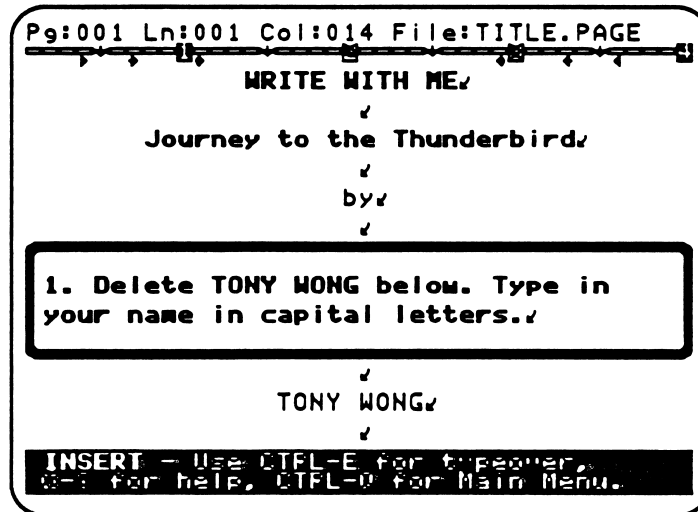
Danny gives the Thunderbird her cape. The Thunderbird and the Morga wage a final battle.

Chapter 25: (Students make up the title.)

Students may want to write their own final chapter.

Getting Started: The Title Page for *Write With Me!*

File name: TITLE.PAGE



Teaching Objectives

- To review *Magic Slate II* with students.
- To discuss how a title describes a story.
- To discuss what it means to be an author of a story.
- To introduce a title for a particular story (*Journey to the Thunderbird*) that students will help write.

Terms Introduced

story	author	revise
title page	journey	delete
title	The Thunderbird	

Magic Slate II Functions

1. **Arrow Keys** - to move the cursor left, right, up and down.
2. **Delete Key** - to backspace over characters to erase them.
3. **Control-D, W** - to delete whole words.
4. **Caps/Lock Key** - to type in capital letters.
5. **Space Bar** - to add spaces between words.
6. **Return Key** - to end a line and start a new one. Its use is marked on the screen by an end of paragraph mark (↓).

Prewriting for Getting Started

Open the discussion for the first lesson by telling students they're about to begin writing a **story** on the computer. They'll use *Magic Slate II* to add their own words, sentences, and ideas to this story. Then they'll put all the pages together to form a book. In *Getting Started*, students make the **title page**.

You can ask students what a story is, then show them some books as examples (*Alice in Wonderland*, *Charlie and the Chocolate Factory*, *Mrs. Frisby and the Rats of NIMH*, etc.). In each of these stories, many exciting events happen. Ask students what things they liked best about their favorite stories. Then point out that each of these stories has a **title**. The title describes some key element of the story—such as the little girl Alice and the place where the story happens (*Alice in Wonderland*). Titles get readers interested in what the story is about. In a book, the title and **author** appear on the title page. The author is the person who wrote the story. When students make their title pages, they'll add important information that describes themselves—their names and where they go to school. They'll also add the current date.

The title page for *Write With Me!* already has a title: *Journey to the Thunderbird*. Before students begin work on the computer, write this title on the board and ask them what it means. For example, a **journey** may mean the people in the story travel someplace exciting. **The Thunderbird** may be a very strange creature the people meet. Encourage students to come up with their own ideas. As the story progresses they'll learn more about the Thunderbird and the journey, so their first impressions may change. Stress that students are the main authors of *Journey to the Thunderbird*. They will determine most of what eventually happens. Emphasize that they can always change (or **revise**) their ideas as they learn new things about the story. Revising their work on a word processor like *Magic Slate II* makes it easy—and fun!

Teacher Note: For students familiar with *Magic Slate II*, creating a title page on the computer won't take long. Use the extra time to print each student's title page and let them revise it. We also suggest that you allow students to start Chapter 1 in the same session if they are ready.

TITLE.PAGE

Writing with the File

1. When you're ready to begin work, move the cursor down to the line below the first **Teacher box**. Use **Control-D, W** to **delete** TONY WONG (Hold down the **Control Key** while you press **D** and then **W**.) Insert your name in capital letters.
2. Move the cursor down under the second Teacher box. Delete WASHINGTON SCHOOL (using **Control-D, W**). **Insert** the name of your school in capital letters.
3. Move the cursor down to OCTOBER 1988. Delete this data and insert the current month and year.

Proofreading the File

Proofread your printed page. Make corrections to the file then put the title page in the folder for your book.

Additional Activities

1. Ask students to add more information to the title page. For example, they can type in their full address—street, city, state, zip code, and phone number.
2. Have students draw a picture on their title page with crayons or marker pens. Or they might create a collage with pictures from old magazines. Encourage them to make an illustration that describes themselves—the author of the story that will follow. They can also make a drawing of who or what they think the Thunderbird is.

Lesson 1: Danny's Friend

File name: CHAP1.FRIEND

Pg:001 Ln:001 Col:016 File:CHAP1.FRIEND

Chapter 1
Danny's Friend

1. Read the opening paragraph below.

One morning Danny met a friend at the Magic Store. They found a special cape in back. It was made of shiny red feathers. Danny's friend touched the cape. The feathers felt hot!

2. Now you're the writer. Introduce

INSERT - Use DTFL-E for typeover,
DTFL-H for help, DTFL-Q for Main Menu.

Teaching Objectives

- To describe characters in the first chapter of a story.
- To introduce descriptive writing.
- To introduce the main character (Danny), his friend, and their situation in *Journey to the Thunderbird*.
- To create a character (Danny's friend).
- To introduce character sketch pages.

Terms Introduced

main character
characters
description/describe
special skill/weakness
character sketch

chapters/Chapter 1
chapter title
opening paragraph
insert

Magic Slate II Functions

Shift Key - to type capital letters, one at a time.

Chapter 1 Summary

Danny and his friend are introduced. They meet in a Magic Store, where they find a "shiny red" feathered cape. In this lesson, students create a character by describing Danny's friend.

Prewriting for Lesson 1

Introduce students to the second lesson by creating an identity for Danny. He is the **main character** of *Journey to the Thunderbird*. List certain attributes for him on the board, such as age and hair color, in ID-card style (see below). Then briefly summarize what happens to Danny and his friend in the beginning of the story. Danny is probably a curious boy, because he looks around and finds a special cape. Ask students to imagine what he looks like. For example, how old is he? What color are his eyes? Go on to discuss what foods he likes to eat, his favorite game, even his last name. When the class agrees on each attribute (you might want to take a vote), write them on the board:

Name: Danny Lematta	Eye color: green	Likes to eat: spaghetti
Age: 10	Hair color: black	Hates to eat: cauliflower
	Special skill: baseball	

If students come up with other attributes, include those on the list, too. Then point out that in the beginning of a story certain people, or **characters**, usually are introduced. The use of **description** is very important in telling readers what a character looks like. Readers then have a picture of that character in their minds. In addition, when authors **describe** people, places, or things, they focus on other attributes besides physical appearance: what a character hates to do, what a place smells like, or what a monster hears. Authors may also describe a **special skill** or **weakness** a character has. Character skills and weaknesses are important in a story because they determine a character's actions.

Have students complete the **character sketch** page for Danny (see p. 32) before they work on the computer. Emphasize that authors often do character sketches as a way of preparing for a story. A character "sketch" can include an actual drawing, as well as an informal written description of what a character is like. In addition, since the description of a character usually appears in sentence form (rather than ID-card style), you might want to write out some full descriptive sentences about Danny on the board. For example:

Danny's full name was Danny Lematta.

Danny was 10 years old.

Finish the classroom discussion by pointing out that most long stories are broken up into parts, or **chapters**. A chapter usually contains one series of events. For example, in **Chapter 1**, Danny and his friend find the feather cape. You can also note that in many books each chapter has a title. A **chapter title** describes what happens in that one part of the story. Chapter 1 of *Journey to the Thunderbird* is called *Danny's Friend*. Students will create the character of Danny's friend when they work on the computer.

CHAP1.FRIEND***Writing with the File***

1. Read the opening paragraph.
2. After reading the instructions in box #1, move the cursor down to the first underlined word (Mary). Press **Control-D, W**. The whole word is highlighted at once. When you press **Return**, the word is deleted. After you delete it, insert your own name for Danny's friend. Use the **Shift Key** to capitalize the first letter of the name. *Remember to put a period at the end of each sentence.* If you accidentally delete a word with **Control-D,W** press **Control-G** to get it back.

Move down to the underlined word in the next sentence. Press **Control-D,W** so that the word is highlighted. Then press **Return** to delete it. Insert an age for Danny's friend.

Move down to the third sentence and delete all of the words that are underlined. Insert your own words that describe something about how Danny's friend feels, acts, or thinks.

3. Place the cursor at the paragraph mark below instruction #3. Write a sentence that describes what Danny's friend looks like.
4. Place the cursor at the paragraph mark below instruction #4. Write a sentence about what Danny's friend hates to eat.
5. Place the cursor at the paragraph mark below instruction #5. Write at least one sentence about a special skill that Danny's friend has.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist* to make corrections. Make the corrections to the file, then put completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students can also write about a **special weakness** that Danny's friend has. Have them add a sentence about that at the end.
2. Some students may want to add a description of Danny (based on the classroom discussion) to Chapter 1. Have them insert sentences about Danny under those that describe Danny's friend.
3. You can have students expand Chapter 1 by writing about the Magic Store. They can describe what it looks like or even explain why Danny and his friend went there in the first place.
4. Have students complete the character sketch for Danny's friend (see p. 33) and include it in the folder for their book.
5. Ask students to draw a picture on the printout of Danny and his friend in the Magic Store. They can also draw the feathered cape.
6. Have students add a page number (or page numbers) to the chapter. See pp. 9 -10 for suggestions on page numbering with *Magic Slate II*.
7. **Revising Chapter 1:** Students can learn a lot about the revision process if they edit the first chapter until it's "just right." Encourage them to read over the printout of their first version carefully; they can mark corrections and additions on the paper before they load the CHAP1.FRIEND file through the computer. You might want to suggest the following revisions:
 - Make the separate sentences about Danny's friend into a paragraph; delete the paragraph marks between the sentences and indent the beginning of the paragraph.
 - Create better sentences by replacing "Danny's friend" with the friend's actual name or a pronoun.
 - Correct all spelling and punctuation mistakes.
 - Add more writing to make the chapter exciting.

CHARACTER SKETCH

Danny

Danny's full name: _____

Danny's age: _____

Danny's eye color: _____

Danny's hair color: _____

Something else that describes Danny:

CHARACTER SKETCH

Danny's Friend

The friend's full name: _____

The friend's age: _____

The friend's eye color: _____

The friend's hair color: _____

Something else that describes Danny's friend:

Lesson 2: Wingdom Kingdom

File name: CHAP2.WINGDOM

Pg:001 Ln:001 Col:016 File:CHAP2.WINGDOM

Chapter 2
Wingdom Kingdom

Danny put the cape around his shoulders. There was a loud BOOM! The Magic Store disappeared. Then Danny grabbed his friend's hand. Suddenly they were standing in a crazy place! The first thing they saw was a big sign.

1. Delete the underlined words in the sign below. Insert your own

INSERT - Use CTRL-E for typeover,
CTRL-H for help, CTRL-M for Main Menu.

Teaching Objectives

- To introduce the setting of the story.
- To introduce the difference between real settings and imaginary ones.
- To encourage creative expression in the description of an imaginary setting.
- To add full sentences in paragraph form.
- To introduce the Wingdom Kingdom Map.

Terms Introduced

imaginary
real
setting

population
slogan

Magic Slate II Function

Control-D, S - to delete whole sentences.

Chapter 2 Summary

Danny puts the feathered cape on. He and his friend are suddenly transported to a "crazy place." When they first arrive, Danny and his friend see a sign which tells them they're in Wingdom Kingdom. Then they notice other strange things, such as volcanoes in the distance. In Chapter 2, students describe the crazy place—Wingdom Kingdom—in detail.

Preparing for Lesson 2

Begin the classroom discussion by reviewing Chapter 1 with students. Then ask them what they think will happen if Danny puts on the feathered cape. You might want to write their answers on the board. After students have given their ideas, tell them what happens in Chapter 2. Danny and his friend go to an **imaginary** place when he puts on the cape. Point out that characters in adventure stories often travel to imaginary places, such as Luke Skywalker in *Star Wars* or Dorothy in *The Wizard of Oz*. They usually get there by magical means, such as a faster-than-light-speed spaceship, a tornado, or a strange cape.

Next, discuss how an imaginary place like Wingdom Kingdom differs from a **real** place. For example, Danny and his friend, two children who are similar to the students in the class, probably live in a town or city before they go to Wingdom Kingdom. Places in stories are often based on the real world. But in this particular story Wingdom Kingdom is the main **setting**—or the place where everything happens. Point out that imaginary settings can often seem very "crazy." They might have three suns, or a purple sky, or creatures that talk backwards. Part of the fun of describing crazy places is that they don't have to follow real rules. For example, in Wingdom Kingdom almost everybody can fly. That includes flying monkeys, flying pigs, maybe even flying dolphins—creatures we'd never find in the real world. To help students think imaginatively about Wingdom Kingdom, try making a five-senses list on the board. Then ask them to come up with funny descriptions:

The crazy place

Looks like: rainbow mountains
Sounds like: breaking glass
Feels like: marshmallow balloons
Smells like: roses and dirty socks
Tastes like: vanilla soup

Encourage students to use all five senses when they describe things, especially imaginary places like Wingdom Kingdom. For example, an interesting setting might include characters who chew peppermint-scented bubble gum, blow giant bubbles that look like blueberries but feel like maple syrup, then use the bubbles to float through the air without a sound.

Finish the discussion by pointing out other ways that a place can be described, such as how many people live there (**population**), the favorite sport, etc. Then ask students to think up **slogans**—or short, catchy sentences—for Wingdom Kingdom. You might want to point out that slogans are often used in advertisements to attract attention. In Chapter 2, students create a Wingdom Kingdom sign with a slogan, as well as write sentences that describe the imaginary setting.

Distribute copies of the Wingdom Kingdom Map (see p. 39) before students work on the computer. The map shows the different places Danny and his friend visit in Wingdom Kingdom as the story moves forward. Tell students they'll learn more about these places in later chapters. They'll also decorate the map in their own way. At this point, you might want to discuss maps in general with the class. There are different kinds of maps, such as city, street, topographic, and climate-zone maps. Show students different maps and talk about what they're used for. Then students can create their own versions of the Wingdom Kingdom Map.

CHAP2.WINGDOM**Writing with the File**

1. Move down to the sign under instruction #1. Delete the first underlined word in the Wingdom Kingdom sign. Insert your own **population** number.

Delete the underlined words and phrases in the other sentences and insert your own words. Insert a **catchy slogan** that would make people want to visit Wingdom Kingdom.

2. Move the cursor down to the beginning of the underlined sentence below instruction #2. Press **Control-D, S**. the whole sentence is highlighted at once. When you press **Return**, the sentence is deleted. After you delete it, insert your own sentence that describes what else Danny and his friends see. *Remember to describe Wingdom Kingdom as "crazily" as possible.*

Move down to the next paragraph and place your cursor at the start of the underlined sentence. Press **Control-D, S** so that the sentence is highlighted. Then press **Return** to delete it. Insert your own sentence.

Delete the underlined sentence in the last paragraph. Insert your own sentence.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist* to make corrections. Make the corrections to the file, then put the completed chapter in the folder for your book.

Completing the Page

Color the Wingdom Kingdom Map with crayons, colored pencils, or markers. You might want to draw what Danny and his friend see at their arrival point or add other drawings to the map.

Activities for Additional Writing/Revision

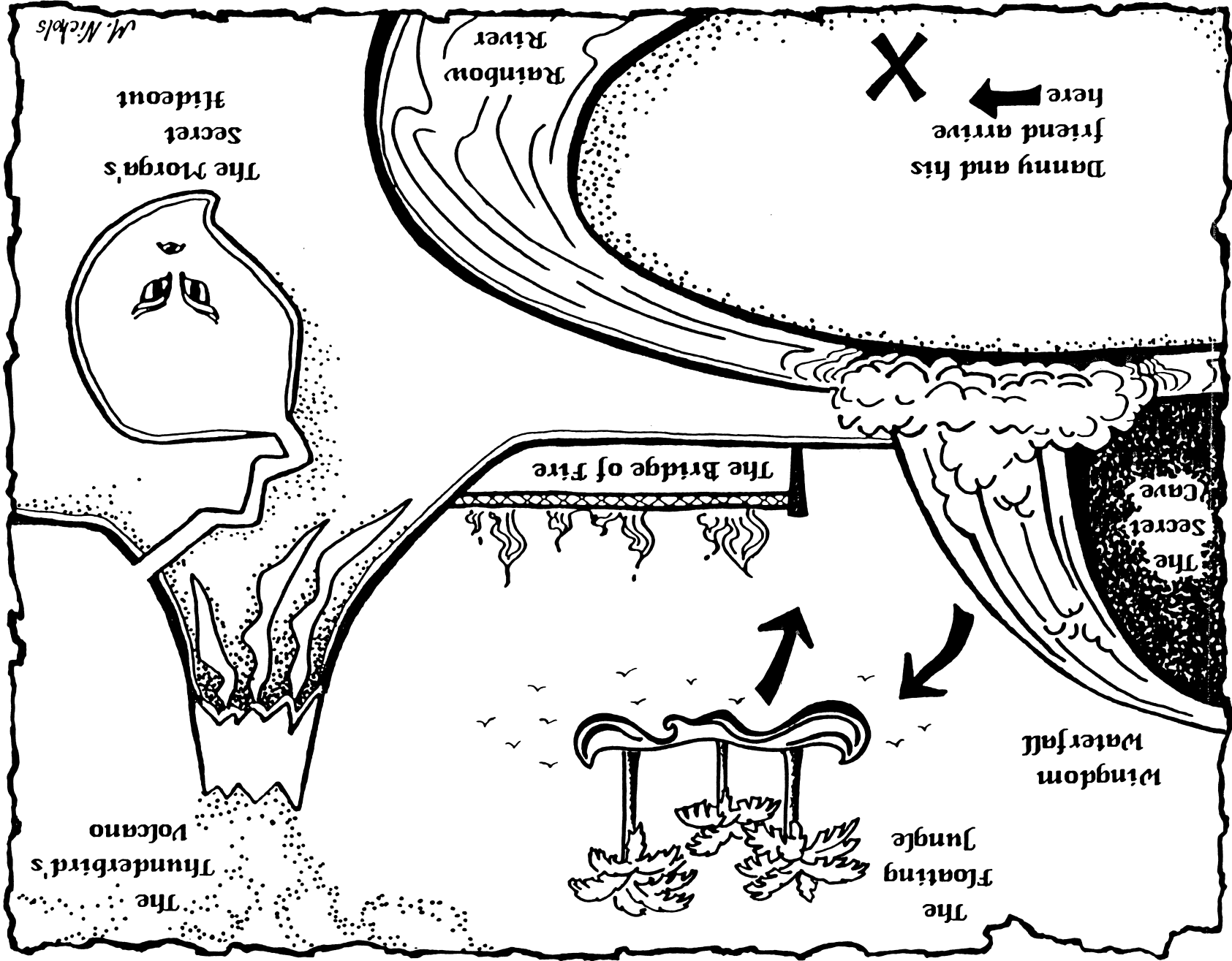
1. Students can add more categories to the sign, such as "most popular hobby," "most popular TV show," "most popular kind of clothing," etc. You might want to show them how to set up one of these lines by typing the category, followed by a colon.
2. Students can add a second slogan to the sign (for example, "Hail to the Thunderbird!").
3. Have students write another paragraph about Wingdom Kingdom. They might want to describe its strangely colored sky, the number of moons it has, or what planet it's located on.
4. What would it be like to live in a place where everybody can fly? Encourage students to "brainstorm" about Wingdom Kingdom. You might ask them questions such as: What would the cities look like? Would the inhabitants drive "air cars?" Would everybody decorate their wings in special ways instead of wearing clothes? Some students may want to add their ideas to Chapter 2 or write them down on another sheet of paper.
5. Students can draw a picture on the printout of Danny and his friend magically traveling to Wingdom Kingdom. Alternatively, if supplies such as glitter, shiny wrapping paper, and glue are available, you can have students draw a picture on a separate page, using glitter and the other supplies to create "magic travel."
6. Have students add page numbers to the chapter (see pp. 9-10).

MAP OF WINDOM KINGDOM

SUNBURST COMMUNICATIONS

© 1988

M. Nichols



Lesson 3: The Ostrich with Three Heads

File name: CHAP3.OSTRICH

```

Pg:001 Ln:001 Col:016 File:CHAP3.OSTRICH
Chapter 3
The Ostrich with Three Heads

Danny and his friend heard a loud
noise. They turned around. A weird
ostrich stared back at them! She had
three necks and three heads!
* The first head was named ANNA.
* The second head was named BANANA.
* The third head was named BELLA.

1. Change the description of
ANNA-BANANA-BELLA. Delete the
INSERT - Use CTRL-E for Enter,
        CTRL-H for Help, CTRL-Q for Main Menu.
  
```

Teaching Objectives

- To introduce the first imaginary character in the story.
- To discuss the difference between real characters and imaginary ones.
- To encourage creative expression in the description of an imaginary character.
- To discuss the function of paragraphs in story writing.
- To review paragraph form, including paragraph indentation.

Terms Introduced

imaginary character
ostrich

phrases
indent/indentation

Magic Slate II Functions

Tab Key - to indent paragraphs.

Chapter 3 Summary

Danny and his friend hear a loud noise, so they turn around. A very strange ostrich stares back at them. She has three necks and three heads, and each head has a name: ANNA, BANANA, and BELLA. Students describe the ostrich in the chapter. In addition, they begin developing a different personality for each ostrich head.

Prewriting for Lesson 3

Start the discussion by reviewing the difference between real and imaginary places. Then ask students for ideas about what an **imaginary character** in a story might be like. To start them off, give the class examples, such as Chewbacca and the robots from *Star Wars*. Point out that an imaginary character, like an imaginary place, doesn't have to look, feel, sound, taste, or smell like anything in the real world. After students have given their ideas, create an imaginary character with the whole class. Begin by asking questions and writing their answers on the board. For example:

How many legs does our imaginary character have?

twenty-four

How many arms?

thirty

How many heads?

eight

Does our character have feathers or some other body covering?

fur and fish scales

What combination of animals does it look like?

a horse body with snake heads

Is our character friendly, mean, silly, etc.?

very mean and really stupid

What is the name of our imaginary character?

Morticia the Snake Horse

Encourage students to use the class imaginary character in the story whenever they get a chance. They might also make up other characters on their own (see Activities for Additional Writing/Revision p. 44).

In Chapter 3, Danny and his friend meet the first imaginary character of *Journey to the Thunderbird*. This character is ANNA-BANANA-BELLA, the three-headed ostrich. You can show the class a picture of a real ostrich, then ask them how this imaginary ostrich might be different. Emphasize in particular that the ostrich heads may have separate

personalities. They might like to do different things or have different favorite foods, etc. Try writing the three ostrich head names on the board. Then ask the class to come up with different words or phrases to describe each head. For example:

ANNA

smart
likes riddles
hates pizza

BANANA

stupid
likes blue worms
hates jokes

BELLA

shy
likes puzzles
hates vanilla ice cream

At the end of the classroom lesson, demonstrate how separate sentences can be connected to form a paragraph. Have the whole class watch as you load and edit "CHAP3.OSTRICH." Under the first instruction of the file, connect the sentences that describe the ostrich by deleting the paragraph marks between them. When the sentences are all a part of one block of text, position the cursor on the first letter of the block and press the **Tab Key** to indent it. Point out that *Magic Slate II* makes it easy to **indent** and write paragraphs. Since most stories are written in paragraphs—a way of grouping sentences that focus on the same idea—students will put their writing in paragraph form from now on.

CHAP3.OSTRICH***Writing with the File***

1. Move down to the first sentence under instruction #1. Delete the underlined phrase at the end of the sentence. Then insert your own phrase that describes the ostrich.

Delete the underlined phrases in the other sentences and insert your own words.

2. Make the separate sentences into one paragraph. Delete all of the paragraph marks between the sentences.
3. Place the cursor at the beginning of the paragraph. Use the **Tab Key** to indent the paragraph.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist* to make corrections. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Some students may want to change the ostrich head names. **Note:** If they do so, students should change the names wherever they occur. You may have to remind them about this in later chapters.
2. Have students add another sentence about the ostrich at the end of the paragraph.
3. Students can start a new paragraph under the others on the page. They might want to write about what Danny and his friend think when they first see the three-headed ostrich. Show students how to indent the paragraph when they begin it.
4. Students can complete the character sketch page for ANNA-BANANA-BELLA (see p. 45).
5. Ask students to create their own imaginary character. They can even complete a character sketch for him, her, or it (see p. 46). Then have them write about their own imaginary character under the other paragraphs in Chapter 3. For example, they might want to describe the ostrich's friend, who is hiding behind her. Encourage students to include their own characters in later chapters of *Journey to the Thunderbird*.
6. Have students add page numbers to the chapter (see pp. 9-10).

CHARACTER SKETCH

ANNA-BANANA-BELLA:

The Ostrich with Three Heads

How tall is the ostrich? _____

How much does she weigh? _____

The first head likes to _____

The second head likes to _____

The third head likes to _____

The things that all three heads hate to do:

ADDITIONAL CHARACTER SKETCH

Full name of the character: _____

The character's age: _____

Is this character GOOD or EVIL? _____

Three things that describe this character:

Lesson 4: Who is the Thunderbird?

File name: CHAP4.TBIRD

```

Pg:001 Ln:001 Col:016 File:CHAP4.TBIRD
-----
Chapter 4
Who is the Thunderbird?

At first the three ostrich heads
were confused. They stuck themselves in
the ground. Finally they came out again
and looked at Danny. He asked, "Who is
the leader of Wingdom Kingdom?"
* ANNA answered, "The Thunderbird!"
* BANANA cried, "Of course!"
* BELLA yelled, "You silly fool!"

1. Complete what the ostrich heads
INSERT - Use CTRL-E for tapeover,
        Ctrl-H for help, CTRL-D for Main Menu.

```

Teaching Objectives

- To introduce the use of dialogue in stories.
- To practice dialogue form, including the use of quotation marks and speaker lines, when writing what a character says.
- To encourage creative expression through dialogue.
- To review question and answer form through dialogue.
- To develop who and what the Thunderbird is.

Terms Introduced

conversation
quotation marks
quoted words

speaker line
question words

Chapter 4 Summary

At first the ostrich heads are confused by the sight of Danny and his friend. Finally Danny asks them who the leader of Wingdom Kingdom is. The ostrich heads tell him the Thunderbird is the leader. Then they go on to describe the Thunderbird, as well as asking Danny and his friend some questions. Students complete the Thunderbird's description and the questions and answers in dialogue form.

Prewriting for Lesson 4

Introduce the main subject of Chapter 4 by asking the class, "Who is the Thunderbird?" After completing the first three chapters of the story, students may have expanded or revised their earlier ideas about the Thunderbird. When they've discussed their ideas, tell the class who the Thunderbird is in the story. As the leader of Wingdom Kingdom, she is very good to her subjects and everybody likes her. But the Thunderbird is also an imaginary character like the three-headed ostrich. That means she might look and act very strangely.

Try a role-playing game to encourage creative description of the Thunderbird. Divide the class into groups of three. The three students in each group play the three ostrich heads: one child is ANNA, another is BANANA, and the third is BELLA. Tell the groups they'll all have a few minutes to meet together. During that time, they should create a **conversation** that the three ostrich heads have about the Thunderbird. Emphasize that each head should say at least one thing that describes the Thunderbird—and it doesn't matter how silly or crazy it sounds. After the groups have met, ask each one to act out their conversation for the rest of the class. **Note:** If more time is allowed for the group activity, the students can make pictures of their particular ostrich head to tape on their shirts, signs, or other props.

Finish the classroom discussion by putting a sample conversation in written form on the board.

ANNA said, "The Thunderbird is very beautiful."

BANANA cried, "The Thunderbird is good at telling jokes!"

BELLA asked, "Is the Thunderbird good at keeping secrets?"

Point out that the words a character actually says are put between **quotation marks**. This includes other punctuation at the end of sentences, such as periods, exclamation marks, and question marks. **Quoted words** can be anything from one word, to a sentence, to several paragraphs.

The written form of conversation also includes a speaker line—a short phrase that tells who said something and how it was said. "ANNA said," "BANANA cried," and "BELLA asked," are all speaker lines; and because "said," "cried," and "asked," are all different verbs, the speaker lines tell the reader that each ostrich head spoke in a different way.

Emphasize that while speaker lines are usually in the past tense, the quoted words are often in the present tense. In addition, the speaker line and the quoted words are generally separated by a comma or some other punctuation mark. Before students work on the computer, you might want each group to write out their conversation about the Thunderbird. Help students write their conversations in dialogue form, pointing out that the speaker line and the quoted words for one character are usually considered one paragraph in a story.

CHAP4.TBIRD**Writing with the File**

1. Move the cursor down to the first sentence of conversation below instruction #1. Place the cursor at the paragraph mark after the word "and." Then type in what ANNA says about the Thunderbird. Remember to put a period and quotation marks at the end of the sentence. *Hint:* You can use an exclamation point instead of a period for greater emphasis.

Complete what BANANA and BELLA say about the Thunderbird.

2. Move down to the conversation below instruction #2. Finish the questions the ostrich heads ask Danny and his friend. Then insert the answers. Remember to put quotation marks on **both** sides of each answer.

Proofreading the File

Proofread your printed page. Use the *Proofreader's Checklist* to make corrections. Make sure you put a period and quotation marks at the end of the sentences. Put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students can change the first lines of dialogue for the ostrich heads. Have them delete the words and quotation marks. ("The Thunderbird!", etc.) and then insert their own words. **Note:** If students changed the ostrich head names in Chapter 3, remind them to change the names in Chapter 4 as well.
2. Students may want the ostrich heads to say more about the Thunderbird. Have them add at least one more paragraph to the conversation. Remind students that when they add their own paragraphs of conversation they must type the speaker line as well as the quoted words.
3. Have students add more questions and answers. For example, the ostrich heads might ask Danny and his friend questions that include the **questions words** "when" or "why."
4. Leaders in stories often have big problems. Encourage students to think about what problems the Thunderbird might have. In this case, the problems could have something to do with being the leader of a kingdom where everybody can fly. Students can add another paragraph about the problems the Thunderbird has.
5. Students can make papier-mâché masks of their favorite ostrich head. Or they can make a mask with construction paper. Ask them to wear the masks during the role-playing game.
6. Ask students to draw a picture of the Thunderbird on the printout. Alternatively, they can draw her on the Wingdom Kingdom Map.
7. Have students add page numbers to the chapter (see pp. 9-10).
8. **Revising Earlier Chapters:** Students can add paragraphs of conversation to Chapters 2 and 3. For example, after loading Chapter 2 again, they can add what Danny and his friend say when they first see flying creatures in the sky. In Chapter 3, students can write about what each ostrich head says when they first see Danny and his friend.

Lesson 5: Solomon Q. Sparrow

File name: CHAP5.SOLOMON

Pg:001 Ln:001 Col:016 File:CHAP5.SOLOMON

Chapter 5
Solomon Q. Sparrow

Next ANNA asked Danny, "Where did you get that feathered cape? It looks familiar!" Before Danny could answer, a tiny bird landed on his shoulder. The bird was named Solomon Q. Sparrow. The clever sparrow liked Danny right away.

1. Expand the description of Solomon. Insert an ADJECTIVE before at least one noun in each sentence

INSERT - Use DTFL-E for typerwriter, DTFL-H for help, DTPL-W for Main Menu.

Teaching Objectives

- To focus on adjectives as describing words.
- To review nouns as persons, places, and things.
- To introduce comparisons (similes) as a way to describe characters.
- To introduce another imaginary character in the story.
- To discuss groups of characters as companions in an adventure story.

Terms Introduced

companion
companion characters
adjectives

comparisons
connecting word

Chapter 5 Summary

Anna, the first ostrich head, asks Danny about the feathered cape he's wearing. She says it looks familiar. But before Danny can answer, a tiny bird named Solomon Q. Sparrow lands on his shoulder. In this chapter, students expand the description of Solomon.

Prewriting for Lesson 5

Begin the classroom discussion by asking what a **companion** is. Point out that in an adventure story, the main characters usually have companions on their journeys. These **companion characters** can be ordinary human beings like Danny's friend, or an imaginary character like ANNA-BANANA-BELLA. Often companions have special skills or secret powers that will help the main character during a journey. Ask the class what special skills the three-headed ostrich has. You might want to list these skills on the board. For example:

The Ostrich with Three Heads

is very strong
has poison feathers
can confuse people when all three heads talk together

Next, introduce Solomon Q. Sparrow, another companion character. Set up the description of Solomon by asking the class to think about what a real sparrow looks like. Point out that Solomon is probably very small and doesn't have much physical strength; his special skill is that he's very smart. Then tell students they get to add their own ideas about the sparrow in Chapter 5. They'll start expanding Solomon's description by adding **adjectives**. Adjectives are special words that describe nouns—persons, places, and things. If used well, adjectives can make a description more interesting. They add **COLOR** (a **red** hat; a **black** cat), **SHAPE** (a **round** bowl; a **tall** girl), **TOUCH** (a **jagged** edge; a **soft** shoulder), **FEELING** (a **frightened** ostrich; a **happy** sparrow), and other attributes.

Students will also shape Solomon's description by using **comparisons** (similes). Authors often compare one thing they're describing to something else—as a way to create a more vivid picture in the reader's mind. Give the class some examples, such as "The snowflake is like a spider web." or "The bird has wings like a thunder cloud." Point out that comparisons in stories often seem strange on first impression. But, like using adjectives in a description, they make a story more interesting—and more fun to read. Encourage the class to be as creative as possible in coming up with comparisons. For example:

The ostrich is like a snake with feathers.
The Thunderbird is like a volcano with wings.
Solomon Q. Sparrow is like a hamster who floats!

You might want to tell students that many comparisons use "like" as a **connecting word**. In later chapters students will develop other kinds of comparisons, such as those that use the connecting word "as."

CHAP5.SOLOMON***Writing with the File***

1. Move down to the paragraph under instruction #1. Insert an adjective before at least one noun in each sentence. Try to use adjectives that make the description more interesting or funny.
2. Move down to the sentences below instruction #2. Finish each sentence by completing the comparison. *Remember to put a period at the end of each sentence.*
3. Connect the sentences to form a paragraph. Delete the paragraph marks between the sentences, then indent the paragraph.
4. Place the cursor at the paragraph mark below instruction #4. Write the first thing Solomon says to Danny. Put Solomon's words in quotation marks and add a speaker line.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist* to make corrections. Remember to indent your paragraph and put a period at the end of each sentence. Put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Have students add another sentence to the comparison paragraph.
2. Students may want to extend Chapter 5 by creating a whole conversation between Solomon, Danny, and the other companion characters. Have students add paragraphs of conversation to the end of the chapter.
3. Alternatively, students can add more descriptive paragraphs to the end of the chapter. They might want to focus on the various skills each companion character has—or add comparisons that describe ANNA-BANANA-BELLA or their own imaginary character.
4. If Solomon can think very fast, how might he help Danny and the others on a journey? Encourage students to "brainstorm" about the kinds of problems characters face on a dangerous journey, especially in an imaginary place. What will each companion character do when faced with such problems? In later chapters, students will write about—and create—many challenges for the characters.
5. Students may want to complete the character sketch page for Solomon Q. Sparrow (see p. 56).
6. Ask students to draw a picture on the printout of Solomon Q. Sparrow perched on Danny's shoulder.
7. Have students add page numbers to the chapter (see pp. 9-10).
8. **Revising Earlier Chapters:** Ask students to add comparisons to the description and conversation of Chapter 3 and 4. For example, after loading Chapter 3, students can add a paragraph that begins, "The ostrich with three heads was like...." In Chapter 4, have students add comparison paragraphs to the conversation by following this format:

ANNA said to Danny, "You look like...."

BANANA said, "You sound like...."

BELLA said, "You smell like...."

CHARACTER SKETCH

Solomon Q. Sparrow

Solomon's age: _____

How much does Solomon weigh? _____

What color are Solomon's feathers? _____

What is Solomon's favorite hobby or game? _____

Three words that describe how special Solomon is:

Lesson 6: The Morga!

File name: CHAP6.MORGA

```

Pg:001 Ln:001 Col:016 File:CHAP6.MORGA
Chapter 6
The Morga!

Suddenly Solomon chirped a warning.
The terrible Morga streaked across the
sky! The Morga was like a dragon with
no wings or legs. He couldn't fly by
himself, so 100 Flying Snakes carried
him everywhere.

1. Delete the underlined words
below. Insert CONTRACTIONS. For
example:

INSERT - Use CTRL-E for typeover,
        CTRL-H for help, CTRL-Q for Main Menu.
  
```

Teaching Objectives

- To introduce the evil character (antagonist) in the story.
- To describe the special powers and weaknesses of the evil character.
- To discuss the conflict between good and evil in an adventure story.
- To practice using contractions.

Terms Introduced

The Morga
evil character
conflict

good characters
evil companions
special powers

secret name
contractions
apostrophe

Chapter 6 Summary

Danny and his companions meet the Morga, the most evil character in the story. The Morga is huge but has no wings or legs. His evil companions, the Flying Snakes, carry him everywhere. Students describe the special powers the Morga has and make up his secret name—the Morga's one weakness.

Prewriting for Lesson 6

Introduce the **Morga** by asking the class what an **evil character** (antagonist/villain) in a story is. Give them some examples, such as the Wicked Witch in *The Wizard of Oz* or Darth Vader in *Star Wars*. Students can come up with their own examples as well. Then ask what makes characters evil—and why evil characters make a story interesting. Point out that in many adventure stories evil characters are often in **conflict** with the **good characters** (protagonists/heroes). This conflict between good and evil can create exciting fights and dangerous challenges. In general, conflict between characters makes stories interesting. Readers like to find out how the main characters solve these conflicts. Make a list of possible conflicts on the board and ask students to add specific ideas for *Journey to the Thunderbird*. For example:

Story Conflicts

fights—Solomon fights with the ostrich.

arguments—The ostrich heads argue with each other.

good vs. evil—The Thunderbird fights against evil.

battle scenes—Danny and the Thunderbird battle the evil characters.

In the story Danny, his companions, and the Thunderbird are good characters. The Morga is the main evil character. The Morga also has **evil companions** or slaves, the Flying Snakes. Emphasize to students that evil characters almost always have **special powers**. Ask the class what special powers the Morga and the Flying Snakes might have. Make a list on the board:

THE MORGGA

spits fireballs

can wrap people in his tongue

can poison people with his breath

reads your mind

THE FLYING SNAKES

fly very fast

can squeeze people hard

have wings with sharp hooks

have metal body scales

Then point out that evil characters usually have at least one weakness. The Morga's special weakness is his **secret name**. Any character who knows this secret name has some sort of power over him. Students will make up the Morga's secret name when they work on the computer. In addition, they'll add their own ideas about exactly why knowing the Morga's secret name can give a character power.

You might want to encourage students to create an interesting name by playing a "Secret Name Game." Have the class sit in a big circle. Then choose one student to start. That student thinks up the Morga's secret name and whispers it to the next child. As in "Telephone," the next child whispers the name heard, and so on around the circle. The last student in the circle who finally hears the name tells the Morga's secret name to the rest of the class. Many creative names can be generated—often unintentionally!—this way.

Discuss **contractions** with the class before they begin writing. A contraction is a combination of two words, such as a verb like "could" and "not." You can write sentences on the board that include negatives ("could not"; "was not"; "cannot") and show how these word pairs become contractions. Emphasize that an **apostrophe** is used to replace missing letters in a contraction. (You might want to demonstrate how to type an apostrophe on the computer keyboard.) In Chapter 6, students change word pairs into negative contractions. Point out that contractions can be made with other types of word pairs as well. For example, in Chapter 18 students will make contractions from pronoun/verb pairs.

CHAP6.MORGA***Writing with the File***

1. Move down to the paragraph below the first instruction. Delete each underlined word pair and replace it with the correct contraction. Remember to use an apostrophe in your contractions.
2. Move down to the sentence under instruction #2. Delete the underlined sentence. Then insert your own sentences to describe the Morgia's special powers.
3. Place the cursor at the paragraph mark below instruction #3. Then insert the Morgia's secret name in capital letters. Remember to put a period at the end of the sentence.
4. Move down to the paragraph below instruction #4. Delete the underlined sentence. Then add your own sentences that tell why the Morgia's secret name is his one weakness. For example, exactly what kind of power does a character have by knowing the name? Do they have to say the secret name to use this power? What happens to the Morgia when somebody says his secret name?

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist* to make corrections. Remember to use an apostrophe in your contractions. Put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. What does the Morga say when he first sees Danny and his companions? Have students add another paragraph to the end of the chapter. Remind them to put his words in quotation marks and add a speaker line.
2. What do Danny and his companions say? Students can create a whole conversation by adding several paragraphs of dialogue to the end of the chapter.
3. How did the Morga make the Flying Snakes his slaves? Have students add a paragraph about that.
4. Ask students to tell what the Flying Snakes do when they land on the ground with the Morga. Encourage students to write a scene that involves some sort of conflict—a fight between the snakes and the ostrich, for example. **Note:** If students want to write a fight scene, point out that none of Danny's companions—or the main character himself—should be killed this early in the story.
5. Students may want to complete the character sketch page for the Morga (see p. 62).
6. Students can create Morga and Flying Snake "mobiles" with construction paper and string. If possible, hang their cutouts from the ceiling in one section of the classroom.
7. Have students add page numbers to the chapter (see pp. 9-10).

CHARACTER SKETCH

The Morga

The Morga's secret name: _____

The Morga's age: _____

How long is the Morga? _____

How tall is the Morga? _____

How much does the Morga weigh? _____

Three words that describe how terrible the Morga really is:

Lesson 7: Escape from the Morga

File name: CHAP7.ESCAPE

Pg:001 Ln:001 Col:016 File:CHAP7.ESCAPE

Chapter 7
Escape from the Morga

The Morga wanted Danny's feathered cape! The evil creature slithered toward Danny. The boy backed away. He held onto the cape very tightly. Then, all of a sudden, Danny was flying!

1. Delete the underlined sentences below. Insert your own sentences.

The cape had special powers. Danny

INSERT - Use CTRL-E for the power,
G- for help, CTRL-D for Main Menu.

Teaching Objectives

- To introduce the plot of the story.
- To discuss unexpected challenges and events as they relate to the plot of a story.
- To focus on action scenes in a story.
- To encourage creative expression in the development of an action scene.

Terms Introduced

plot
unexpected challenges
unexpected events
scene

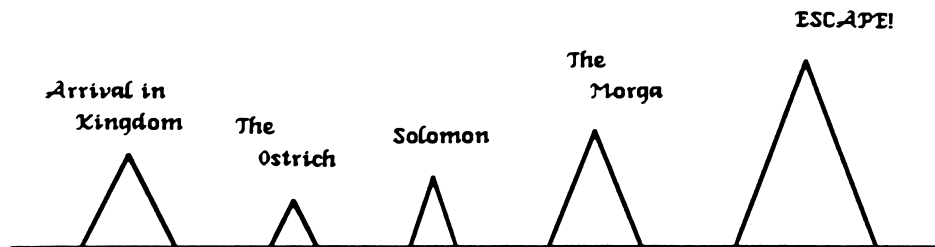
action scenes
breathers
build up
plot building

Chapter 7 Summary

The Morga wants Danny's feathered cape. Danny doesn't know why, but he backs away from the Morga anyway, clutching the cape very tightly. Suddenly Danny is flying through the air. Now the boy realizes that the cape has magical powers. In this chapter, students extend the action by telling how Danny and his companions escape from the Morga.

Prewriting for Lesson 7

Introduce the concept of **plot** by drawing a straight line across the board. Tell students something like, "This is what a story would be if nothing happened." Then draw several peaks on the line to indicate places where something exciting has already happened in *Journey to the Thunderbird*: Danny and his friend travel to Wingdom Kingdom; talk with ANNA-BANANA-BELLA; meet Solomon Q. Sparrow; confront the Morga and the Flying Snakes. Finish the plot diagram by drawing one more peak that is higher than the rest. This will represent what happens in Chapter 7:



Review the action "peaks" that have already occurred in the story with the class. Point out that the plot of a story contains all of these actions, arranged in a certain order. You might want to suggest that the plot can be thought of as the way a story "unravels"; if a plot is exciting, readers will keep reading a story because they discover more and more as it goes along.

Next, ask students what they think will happen in the next chapter. Encourage them to come up with events that are wild, crazy, exciting, dangerous, or any combination of the above. Then emphasize that adventure plots always contain **unexpected challenges** or **unexpected events**. The sudden trip to Wingdom Kingdom, as well as the arrival of the Morga and the Flying Snakes, are unexpected events; in Chapter 7, Danny flies because of the feathered cape, another unexpected event. What Danny and his companions face in Chapter 7 also involves an unexpected challenge: The Morga wants the feathered cape. How do Danny and the others escape? Ask students to "brainstorm" about how the escape happens. You might even divide the class into groups of 5 or more. Have each group create an escape **scene** in which different students play the parts of Danny, his friend, ANNA-BANANA-BELLA, the Morga, etc. Then the groups can act out their scenes in front of the class.

Emphasize that plots usually consist of a series of connected **action scenes**, such as the escape scene. This is particularly true for adventure stories. Action in stories doesn't necessarily mean a fight or battle; it can refer to even a simple conversation between two characters. However, action usually involves a challenge that forces the characters to **act**—from attacking the Morga to saving the three-headed ostrich to making an important decision.

Close the classroom discussion by stressing that good plots don't contain non-stop action, even in adventure stories. Plots contain **breathers**, or scenes where the action is slower, so that readers have a chance to absorb what they've read. Plots also **build up** action scenes. Point this out on the plot diagram by comparing the first action peaks to the "Escape" peak. The escape from the Morga, which students will write about on the computer, should be the most exciting thing that has happened yet. Then, in the chapters that follow, the action will slowly build again until another exciting scene is reached. This combination of slow and fast action scenes makes a story more exciting. If readers aren't sure what will happen next, they find it "hard to put the book down." Encourage students to think about **plot building** as they add their own writing in Chapter 7.

CHAP7.ESCAPE***Writing with the File***

1. Move down to the paragraphs below the first instruction. Delete the underlined sentence in the first paragraph. Then add your own sentences. Think about what *you* would feel like if you were suddenly flying; then write about how Danny feels.

Delete the underlined sentences in the other two paragraphs and add your own sentences. *Hint:* the Morga is also faced with an unexpected challenge when Danny flies. How does the Morga act?

2. Place your cursor at the paragraph mark below instruction #2. Write about how Danny and his companions escape from the Morga. This should be the most exciting thing that happens so far. You can write as many paragraphs as you want.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist* to make corrections. Remember to indent each new paragraph. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Have students make a scene "outline" or diagram before they write the escape scene on the computer. The outline should list each action that happens, step by step. To prompt students, you might want to discuss scary scenes from movies or books with them. Point out that the scenes were scary because the action built slowly. You might even want to outline a scene on the board. For example:
 - A. Joe hears a scream in the attic.
First Joe decides to turn around.
Then Joe decides to keep walking up the stairs.
 - B. Joe tries to open the attic door.
First Joe turns the doorknob, but it's locked.
Then Joe hears another scream.
 - C. The attic door suddenly swings open.
First it hits Joe in the face.
Then Joe is knocked to the ground by a rushing wind.
 - D. A monster attacks Joe!
2. Suggest to the students that the escape scene might be more exciting if the Morga threatens Danny first. Then have students insert a conversation between Danny, the Morga, and the other characters before the paragraph about the escape.
3. If students have created imaginary characters of their own, ask them to include those characters in the escape scene. For example, their imaginary character could sacrifice itself in order for Danny and the companions to get away. Or the imaginary character could have special powers that allow them to escape.
4. Encourage students to talk about what new powers Danny has, now that he can fly. For example, how will this make the story more interesting? Then ask students to draw a picture of Danny flying on the printout or a separate page. Alternatively, they could make a Danny "mobile" from construction paper and string.
5. Have students add page numbers to the chapter (see pp. 9-10).
6. **Revising Earlier Chapters:** Ask students to make a plot outline for Chapter 1-7 of the story. Encourage them to revise scenes if they don't like the way the action builds in the old versions. Then have students revise any of their earlier chapters on the computer in order to match their new plot outline.

Lesson 8: Solomon's Secret Mission

File Name: CHAP8.SECRET

Pg:001 Ln:001 Col:016 File:CHAP8.SECRET

Chapter 8
Solomon's Secret Mission

After Danny and his friends escaped from the Morga, Solomon explained his secret mission. "The Thunderbird sent me to look for her magical cape," he told them. "She trusts me because I am her smartest adviser!"

1. Press Control-O and choose the UnderLine typestyle. Finish the last sentence in each paragraph below.

INSERT - Use CTRL-E for typeover, CTRL-H for help, CTRL-O for Main Menu.

Teaching Objectives

- To introduce explanatory writing in the context of a story.
- To focus on complex sentences that use connecting words such as "because," "when," or "since."
- To discuss the reasons why characters do things (character motivation).
- To introduce the central problem that must be solved in a story.

Terms Introduced

motives
secret mission
explains/explanations
"explaining" sentences
connecting words:
because/when/since/after

why/how connection
central problem
Magic Slate II typestyle:
Underline

Magic Slate II Function

- Control-O** - to select Other Typestyles. Lesson 8 focuses on underlining the words a student types.

Chapter 8 Summary

After they escape from the Morga, Solomon explains his secret mission to Danny and the others. According to the sparrow, the Thunderbird lost her magical cape three days before. Solomon is trying to get it back for her before the Morga can steal it. Since Danny has the Thunderbird's cape, the sparrow has come to him. Students complete the sparrow's explanation in the chapter. They also explain why Danny agrees to return the Thunderbird's cape.

Prewriting for Lesson 8

Begin the lesson by asking students why the Morga wants Danny's feathered cape. After discussing their ideas, point out that most characters in stories have strong reasons for why they do things. That's what makes a character interesting. These **motives** are often secret; that is, the other characters in the story don't know them. Tell students that Solomon Q. Sparrow is on a **secret mission**—meaning that he has secret reasons for why he's joined Danny. In Chapter 8, the sparrow **explains** his reasons to the other characters. Ask students why Solomon is on a secret mission and make a list of their **explanations** on the board:

Solomon is on a secret mission because...

- he is really working for the Morga.
- he is the Thunderbird's adviser.
- he wants to fool Danny and his friend.
- he is searching for a hidden treasure.

After you've made the list, show students that many **explaining sentences** contain a connecting word such as **because**. In the example above, the first part of each sentence ("Solomon is on a secret mission") is connected to the second part ("Solomon is on a secret mission because he is really working for the Morga"). The connecting word shows the relationship between both parts. Each part forms a complete sentence on its own:

Solomon is on a secret mission.
He is really working for the Morga.

However, the two short sentences are connected to form one complete explanation. Such "explaining" sentences add depth to a story. Authors often explain why or how characters do things with these kinds of sentences. Other connecting words that form a **why/how connection** are **when**, **since**, and **after**. Write samples on the board:

The Morga was angry when Danny flew away.
The Flying Snakes were slaves, since they served the Morga.
The ostrich calmed down after the fighting stopped.

You might want to ask students to underline the two short sentences in each complete "explaining" sentence. Then they can circle the connecting word.

Finish the classroom discussion by telling students what Solomon's secret mission is about. The sparrow is helping the Thunderbird. In Chapter 8, students will expand his explanation of why the Thunderbird is in trouble. Emphasize that most adventure stories contain a **central problem** that the good characters set out to solve. In this case the Thunderbird has lost her magical cape, which Danny now has. The characters may come across other problems along the way, but solving the central problem is still the ultimate goal. You might want to point out that Danny agrees to return the Thunderbird's cape—the first step in solving the central problem. Encourage students to think about why Danny would agree to such a thing. They will write an explanation of his reasons in the chapter.

Before students work on the computer, demonstrate how to select other timesteps. Have the whole class watch as you load and edit "CHAP8.SECRET" using *Magic Slate II*. Then hold the **Control Key** and press the **O Key (Control-O)** to bring up the "OTHER TYPESTYLES" menu. Show students how to select a timestep by moving the black selection bar with the Arrow Keys and pressing the Space Bar to "check" it. (Choose the **Underline** style in the first demonstration.) Once the checkmark appears, press **Return** to go back to writing. Everything that's typed will now appear in the new timestep. Lesson 8 focuses on underlining words but you might want to demonstrate other timesteps as well, including interesting combinations like **Boldface Italics**. In any case, emphasize that once a timestep is selected it stays that way—until students press **Control-O** again and change the setting.

CHAP8.SECRET***Writing with the File***

1. Move the cursor to the first unfinished sentence below instruction #1. Select **Underline** from the **OTHER TYPESTYLES** menu by highlighting it and pressing the **Space Bar**. Then press **Return** to go back to the writing screen. Now everything you type will be underlined. Insert your own words to complete the "explaining" sentences.
2. Place the cursor under instruction #2. Press **Control-O** again. This time select the **Plain Text** typestyle, press the **Space Bar**, and press **Return**. When you're back at the writing screen, insert your own paragraph that explains why Danny agrees to return the Thunderbird's cape.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist* to make corrections. Remember to put a period or exclamation point at the end of each sentence. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Have students add another "explaining" sentence to each of the paragraphs in Solomon's explanation.
2. Solomon may have to convince (persuade) Danny to return the cape. Have students add what Solomon says to convince Danny. Show them how to insert new paragraphs in front of their explanation of why Danny agrees. Remind students to put all quoted words in quotation marks and add a speaker line.
3. How did the Thunderbird's cape appear in the Magic Store in the first place—and why? Encourage students to "brainstorm" about an explanation for this. Then ask them to add the explanation they like best to Chapter 8.
4. Students can draw a picture on a separate page (or on the printout itself) of the Thunderbird losing her cape.
5. Have students add page numbers to the chapter (see pp. 9-10).
6. **Revising Earlier Chapters:** Students can add explanations to Chapter 3, 5, and 6. For example, in Chapter 3 they can explain why the ostrich has three heads—or why an ostrich that can't fly is living in Wingdom Kingdom. In Chapter 5 students can explain how Solomon got his thinking hat from the magician. And in Chapter 6 they can explain how the Morga got his secret name.

Lesson 9: The Journey Begins

File name: CHAP9.JOURNEY

```

Pg:001 Ln:001 Col:016 File:CHAP9.JOURNEY
Chapter 9
The Journey Begins

    "In order to return the cape, we
    must reach the Thunderbird's volcano as
    soon as possible!" Solomon said. Danny
    and his companions agreed to leave
    right away. They started the journey at
    Rainbow River. Only Solomon and Danny
    could fly across. The ostrich tried to
    swim, but she got stuck in the middle!

1. Press Control-0 and choose the
INSERT - Use DTFL-E for tpeover,
0-0 for help, DTFL-0 for Main Menu.

```

Teaching Objectives

- To review explanatory writing.
- To focus on commands as a form of explanatory writing.
- To expand the concept of a journey in an adventure story.
- To discuss where the journey might take Danny and his companions in *Journey to the Thunderbird*.
- To review action scenes and their use in plot building.

Terms Introduced

ending point of a journey
 starting point

Magic Slate II typestyle:
 Boldface

commands
 command sentences

Chapter 9 Summary

Since Danny agrees to return the cape, he and his companions begin the journey to the Thunderbird. They start at Rainbow River, which only Danny and Solomon can fly across. ANNA-BANANA-BELLA tries to swim but gets stuck. Danny helps rescue the ostrich by telling her what to do. Students complete Danny's commands to her, as well as explaining how she's finally rescued.

Prewriting for Lesson 9

Open the classroom discussion by reviewing journeys in adventure stories. Now that Danny and his companions know about the Thunderbird's lost cape, they begin the journey to her volcano—the journey's **ending point**. Rainbow River is the **starting point**. Ask students to find Rainbow River on their Wingdom Kingdom maps. Then discuss what other strange places Danny and his companions may visit on their journey. Encourage the class to think of an action scene that happens at each point on the map. You might want to remind students that a series of action scenes, especially in a journey through a "crazy" place, is a good way to build an exciting plot. Try listing their ideas for action scenes on the board. For example:

The Rainbow River: A giant water monster attacks!

The Secret Cave: Danny and his companions get caught in a huge spider web!

The Floating Jungle: Hundreds of flying trees capture the ostrich!

The Bridge of Fire: Solomon burns his wings and almost falls through the bridge!

The Morga's Hideout: Danny is trapped in a hole with a swarm of flying scorpions!

The Thunderbird's Volcano: The Morga attacks the Thunderbird!

After the list is on the board, point out that students will discover what happens as they work on the chapters. However, they'll add their own ideas to shape each action scene. For example, in Chapter 9 the ostrich gets stuck in Rainbow River. Students explain how Danny rescues her. This explanation could include anything from using a rope to dragging out the ostrich by her feet to surviving an attack by a water monster. Suggest to students that they write down the action scene ideas that interest them on the list. They can refer to this later when they add their own writing to the chapters.

Next, discuss how Danny rescues ANNA-BANANA-BELLA from Rainbow River. Tell students that he begins by yelling a series of **commands** to her. Commands, or instructions with special emphasis, explain how something should be done. In this case, Danny tells the Ostrich how to get herself out of the river. A **command sentence** has a special form: The verb is the first word, since the subject of the sentence ("you") is left off. Starting with the verb is one way of giving a command special power—or "punch." Commands sometimes end in exclamation points as well, especially in a scene where someone is in danger.

Write some sample commands on the board:

Hold on to the rope!
Keep your mouth shut!
Kick your legs really hard!

Then ask students what Danny commands the ostrich to do. You might want to assign three students to play the three-headed part of ANNA-BANANA-BELLA. Have them stand in front of the class and act out swimming in Rainbow River. The rest of the class can give the ostrich commands after she gets stuck. The students playing her part can follow those commands until the ostrich is rescued.

Finish the classroom discussion by asking students what ANNA-BANANA-BELLA looks and feels like after the rescue. You can list adjectives on the board that might describe her, such as "wet," "cold," "rainbow-colored," and "muddy." You might also have the class come up with comparisons to describe the bedraggled ostrich. For example:

ANNA-BANANA-BELLA looked like a wet monkey.
She also looked like a rainbow with tiny wings.
The ostrich felt like a skinny chicken with no feathers.

CHAP9.JOURNEY***Writing with the File***

1. Move down to the first unfinished command below instruction #1. Use **Control-O** and select the **Boldface** typestyle. Then insert your own words to complete each command.
2. Move down to the underlined sentence below instruction #2. Press **Control-O** again. This time select the **Plain Text** typestyle, press the **Space Bar**, then press **Return**. Delete the underlined sentences. Then explain how Danny finally rescues the ostrich.
3. Place your cursor at the paragraph mark below instruction #3. Then describe what the ostrich looks like after she's been rescued.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist* to make corrections. Remember to put a period or exclamation point, as well as quotation marks, at the end of each command sentence. Indent your new paragraphs. Make corrections to the file, then put the finished chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students can add more commands to the chapter. Remind them to put quotation marks around any words that Danny yells.
2. What do the three ostrich heads say after the rescue? Ask students to add a paragraph of conversation for each ostrich head at the end of the chapter.
3. Why is the river called Rainbow River? Encourage students to "brainstorm" about why this particular river is special. For example, perhaps the rainbow colored waters have magical powers. Have students add at least one paragraph about Rainbow River to the chapter.
4. Students can draw a picture of what ANNA-BANANA-BELLA looks like after the rescue, on the printout or a separate page.
5. Have students add page numbers to the chapter (see pp. 9-10).

Lesson 10: The Swan's Poem

File name: CHAP10.SWAN

Pg:001 Ln:001 Col:016 File:CHAP10.SWAN

Chapter 10
The Swan's Poem

After Danny rescued the ostrich, they all rested. Nobody knew what to do next. Suddenly a huge swan floated toward them. She looked like a silver boat on the water. "I just wrote a poem," the swan said. "Listen!"

1. Use Control-O to choose a typestyle. Complete the comparisons in the poem below.

INSERT - Use DTFL-E for typeover, DTFL-H for help, DTFL-M for Main Menu.

Teaching Objectives

- To introduce poetry in the context of the story.
- To focus on how poems describe things in a special way.
- To review comparisons that include "like"—and to introduce the connecting word "as."
- To introduce the use of comparisons (similes) in poetry.

Terms Introduced

poetry
poem
poets

lines
stanza
justification

Magic Slate II typestyle:
Italics and Outline

Magic Slate II Function

Control-C - to change justification of the text. Lesson 10 focuses on **centering** lines on the screen.

Chapter 10 Summary

Danny rescues the ostrich, but nobody knows what to do next. Danny's friend and ANNA-BANANA-BELLA still can't fly across Rainbow River. Suddenly a huge swan floats toward them on the water. The swan tells Danny and his companions to listen to a poem she wrote. Students complete the poem with their own comparisons.

Prewriting for Lesson 10

Begin the lesson by reciting a poem that contains several comparisons (similes) or other fanciful descriptions. For example, you might try reading this excerpt from Lewis Carroll's "The White Knights Song" (*Through the Looking Glass*, Chapter 8):

I weep, for it reminds me so
 Of that old man I used to know—
 Whose look was mild, whose speech was slow,
 Whose hair was whiter than the snow,
 Whose face was very like a crow,
 Whose eyes like cinders, all aglow,
 Who seemed distracted with his woe.
 Who rocked his body to and fro,
 And muttered mumblingly and low,
 As if his mouth were full of dough,
 Who snorted like a buffalo—!

Whatever poetry selection you choose to read, ask students what is special about this kind of writing. They may not understand all of the words in something like "The White Knight's Song," but they'll probably still enjoy the fanciful descriptions and images. This kind of writing is called **poetry**. A **poem** that contains rhyming words, such as "The White Knight's Song," is one type of poetry. But even in poems that don't use rhymes, the words usually sound good together—they're fun to hear and read. Emphasize that poetry is one place where it's okay to be "silly" or "crazy." For example, a man can look like crow and snort like a buffalo. Also point out that poetry in an adventure story such as *Journey to the Thunderbird* might be even crazier. In Chapter 10, Danny and his friends meet a strange swan that tells them a poem. Students will finish the poem, which can be as silly as they choose. You might want to discuss *Alice in Wonderland* as another story where characters recite silly poems.

Authors who write poems—or **poets**—often use strange connections and comparisons to describe the world in a special way. Review comparisons with students and point out examples from the poem you read (such as "Whose face was very like a crow," "And muttered mumblingly and low/As if his mouth were full of dough," and "Who snorted like a buffalo"). Comparisons in poems are not only silly; they also make a description more vivid. People don't really have crow's faces; but most readers can easily imagine a particular character whose face **looks like** a crow. Ask the class to write a poem together using comparisons. Start them out by writing several unfinished comparisons (e.g., "I feel like..."/"Everyone looks like...") on the

board. Then have students complete the comparisons, encouraging them to be as creative as possible:

I feel like a steam roller in the snow.
You look like a cat with a shaved back.
Everyone looks like a dark night.
We feel as sad as a dark blue river.

Remind students that "like" is the connecting word in some comparisons. They can also use the connecting word "as" to compare two things. Then point out that poems usually have a different form than most story writing. Instead of being written in paragraph form, most poetry contains separate **lines**. These lines can be any length—from one word to several sentences; they also can be grouped together or separated by lots of spaces. You might want to show students examples of poetry in different forms, including poems where the lines are centered—or grouped together into **stanzas**.

Have students copy the class poem on a piece of paper. Then divide the class into groups of four. Each group can add a stanza to the poem. Suggest that each of the four students write one comparison line—but that the whole group should decide what order those lines go in. When the groups are finished with their stanzas, they can recite them in front of the class.

Before students work on the computer, demonstrate how they can center lines of poetry easily. Have the whole class watch as you load "CHAP10.SWAN" using *Magic Slate II*. Position the cursor on the first line in the Swan's Poem. Then hold the **Control Key** and press the **C Key (Control-C)** to bring up the **CHANGE JUSTIFICATION** menu. Explain to students that **justification** refers to how the words on a page line up against the margins. Normally in *Magic Slate II*, the words line up straight against the left side. You might want to show students examples of other kinds of justification, such as typeset books that are justified on both sides. Select the justification on the screen by moving the black selection bar with the **Arrow Keys**. (Choose "Centered" in the first demonstration.) Press **Return** to go back to writing. The first line in the poem will now be centered. In order to center the other poetry lines on the screen, *students must set the justification for each line (paragraph)*.

CHAP10.SWAN***Writing with the File***

1. Move down to the Swan's Poem under instruction #1. Use **Control-O** to select a "fancy" typestyle, such as Italics or Outline. Then finish each line of the poem by adding your own comparison.
2. Move down to instruction #2 and finish each line in Solomon's Stanza. If you want to make comparisons, remember to use connecting words such as "like" or "as."
3. Center each line in the poem. Start by positioning your cursor at the beginning of the first line of the stanza. Press **Control-C** and select "Centered" from the menu. Then press **Return**. Do the same thing for the other three lines.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist* to make corrections. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students can add more stanzas to the poem. For example, perhaps the swan writes a reply to Solomon's Stanza. Remind students to center the lines in the new stanzas.
2. Have students choose a different kind of justification for Solomon's Stanza. Suggest that they select **Right side only**.
3. Why does the swan like to write poems? Encourage students to "brainstorm" about who and what the swan is. Then ask them to add an explanation of her motives for writing poetry to the chapter.
4. Have students make up a name for the swan. They can add a line about the swan's name to the end of the file. For example, "THE SWAN'S NAME IS STELLA STUPENDOUS!" Or they can write about the swan's name in another stanza of the poem.
5. Students can make a character sketch for the swan. Pass out copies of the "Character Sketch" worksheet (see p. 83). Ask students to fill it in and make a drawing.
6. Have students add page numbers to the chapter (see pp. 9-10).

CHARACTER SKETCH

Full name of character: _____

The character's age: _____

Is this character GOOD or EVIL? _____

Three things that describe this character:

Lesson 11: The Cave Behind the Waterfall

File name: CHAP11.CAVE

Pg:001 Ln:001 Col:016 File:CHAP11.CAVE

Chapter 11
The Cave Behind the Waterfall

The swan loved Solomon's Stanza.
"Hop on board!" she cried. "I can give
you a speedy ride on my back!" So
Solomon and the others rode all the way
to Windom Waterfall. The huge swan
left them there. As she swam away, she
sang, "Farewell, my sweet new friends!"

**1. Change the underlined words below
to PRONOUNS.**

**INSERT - Use CTRL-E for the editor,
Ctrl-H for help, CTRL-M for Main Menu.**

Teaching Objectives

- To focus on proper use of pronouns in writing.
- To distinguish between subject and predicate pronouns in sentences.
- To discuss the connections between sentences in good writing.
- To review action scenes, breathers, and plot building.

Terms Introduced

pronouns
singular/plural
subject

predicate
global replacement

Magic Slate II Functions

1. **Control-R** - to replace selected instances of a letter, word, or phrase with new text in a file.
2. **Control-R, G** - to do a global replacement of text (replace all instances of a letter, word, or phrase with new text in a file).

Chapter 11 Summary

The swan likes Solomon's Stanza so much she gives the whole group a ride down Rainbow River. When they reach Wingdom Waterfall, the swan leaves Danny and his companions. Later Danny's friend finds a secret cave behind the waterfall—but he (or she) is also attacked by Mrs. SSSS, the Flying Snake. In this chapter, students change nouns to pronouns to create better connections in sentences. They also replace "Danny" with the name of Danny's friend.

Prewriting for Lesson 11

Start the classroom discussion by reviewing what has happened in the last three chapters. You might want to draw a plot diagram on the board or outline the plot. Point out that after the escape from the Morga, the chapter about Solomon's secret mission provides a breather. The rescue on the river (Chapter 9) is another action scene, although it's probably not as exciting as the escape. The Swan's Poem is another breather. Emphasize that once again the plot is slowly building towards something really exciting. Summarize what will happen in Chapter 11, including the discovery of the secret cave and the attack by Mrs. SSSS. Then divide the class into pairs. Have one student in each pair play Mrs. SSSS and the other play Danny's friend. Ask the pairs to create a conversation between the two characters when they meet in the cave. Each pair can act out their conversation in front of the class.

Next, review the use of **pronouns** with students. Pronouns are a special kind of noun; they're used in place of persons, places, or things in a sentence. Try writing several sample sentences on the board. Underline the nouns that can be replaced by pronouns:

Danny asked the ostrich to go flying.
The ostrich couldn't fly with **Danny**.
Danny and the ostrich walked together on the hill instead.
 But **the hill** was almost too steep for **Danny and the ostrich**.

Ask students to listen closely as you read the sentences out loud. The nouns are repeated several times, which make the sentences sound "choppy" or awkward. Erase the underlined nouns and insert pronouns instead:

Danny asked the ostrich to go flying.
She couldn't fly with **him**.
They walked together on the hill instead.
 But it was almost too steep for **them**.

Read the sentences aloud again, this time with the pronouns in place. Point out that the use of pronouns is one way to create proper connections between sentences. Good writing contains a mix of nouns and pronouns. Emphasize that pronouns usually aren't used before the noun they refer to has appeared in the writing.

Otherwise, the reader won't know who the "he" or "she" refers to. With the class, review who each pronoun in the sample sentences refers to.

Remind students that there are both **singular** pronouns ("he," "him," "she," "her," "it") and **plural** pronouns ("they" and "them"). The type of pronouns used depends on whether the noun it replaces is a single person or object—or more than one. It also depends on whether the pronoun is in the **subject** or **predicate** of the sentence. For example, the pronouns "he" and "she" appear in the subject, the part that tells who or what the sentence is about. The pronouns "him" and "her" appear in the predicate, the part of the sentence that includes the verb and tells what the subject is or does. You might have students make subject and predicate pronouns lists on a sheet of paper, which they can refer to when they work on Chapter 11.

Before students work on the computer, demonstrate **Control-R**, *Magic Slate II's* replace function. Have the class watch as you load "CHAP11.CAVE" using *Magic Slate II*. Hold the **Control Key** and press the **R Key**, which brings up the "REPLACE" menu of questions. Tells students you are going to replace "Danny" everywhere it appears in the chapter. Then answer the first question by typing "Danny". Press **Return**, which takes you to the next question; answer it by typing a name for Danny's friend, such as "Joe" or "Melissa," and pressing **Return**. Answer "yes" to the last question by simply pressing **Return**. The menu will disappear from the screen, while the Replace options are shown in the prompt line at the bottom. Describe these options to the class, then press **G** to do a **global replacement**. Complete the process by replacing "Danny" with the friend's name at all points in the chapter. The computer "beeps" when the replacement is finished. Students then press **ESC** to go back to writing.

CHAP11.CAVE***Writing with the File***

1. Move down to the paragraph under instruction #1. Change all of the underlined words to the right pronouns.
2. Replace "Danny" with the name you have given Danny's friend. Press **Control-R**. When you're asked "What do you want to replace?", type in "Danny." Then answer "what do you want to replace it with?" by typing in his friend's name. Next, answer "yes" to "Do you want prompting?"

When the replace menu disappears, press **G** (for global). The screen will move to the first instance of "Danny." Because you answered "yes" to the prompting question, *Magic Slate II* highlights each instance and asks, "Replace this one?" Press **Return** to answer "yes." The word is replaced and the next instance is automatically highlighted. Press **N** for "no" when you don't want to replace something. Press **ESC** to return to normal editing.

3. Change any other words in the chapter that don't make sense. *Hint*: If Danny's friend is a girl, some of the pronouns won't be right.
4. Place the cursor at the paragraph mark under instruction #4. Write what Mrs. SSSS says when they hear the strange voice. Remember to put her words in quotation marks.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students may want to replace "Mrs. SSSS" with the name of another evil character. If so, encourage them to create their own imaginary character—or use a character they've already developed. Remind students that if they change "Mrs. SSSS" in this chapter, they'll have to change it wherever else it appears in the chapters to come.
2. Have students add a conversation between Mrs. SSSS and Danny's friend to the chapter. If students worked on such a conversation in pairs during the classroom warm-up, they can use that one.
3. Why is Mrs. SSSS in the cave? Ask students to add an explanation of her reasons for being there to the end of the chapter.
4. Students can make a character sketch for Mrs. SSSS. Pass out copies of the "Character Sketch" worksheet (see p. 89). Students fill it in and make a drawing.
5. Ask students to justify the paragraphs in the chapter along the **right** margin instead of the left. (They press **Control-C** and select **Right side only**.) Then ask them to draw a picture of Wingdom Waterfall down the right side of the printout.
6. Have students add page numbers to the chapter (see pp. 9-10).

CHARACTER SKETCH

Full name of character: _____

The character's age: _____

Is this character GOOD or EVIL? _____

Three things that describe this character:

Lesson 12: Mr. Pigeon the Egg Magician

File name: CHAP12.PIGEON

```

Pg:001 Ln:001 Col:016 File:CHAP12.PIGEON
-----
Chapter 12v
Mr. Pigeon the Egg Magicianv
v
Suddenly Mr. Pigeon the Egg
Magician appeared! His wings flashed
brightly with blue sparks. It was his
voice Mrs. SSSS and Danny's friend
heard. Mr. Pigeon quickly attacked the
Flying Snake with fifty magical eggs.v
1. Find the four places where MAGIC
WORD appears below by pressing
Control-S. Type in MAGIC WORD as the
INSERT - Use CTRL-E for typeover,
Ctrl-H for help, CTRL-Q for Main Menu.

```

Teaching Objectives

- To introduce Mr. Pigeon the Egg Magician, a "pop-up" (recurring) character in the story.
- To discuss the use of magic in adventure stories.
- To expand sentences with adverbs that tell HOW.
- To review action scenes and plot building.

Terms Introduced

magic	suspense	"-ly" adverbs
magician	magic words	
pop-up character	adverbs	

Magic Slate II Functions

1. **Control-S** - to search for a letter, word, or phrase.
2. **Control-S, N** - to move forward in the file to find the "next" occurrence of the word in the search.
3. **Control-S, P** - to move backward in the file to find the "previous" occurrence of the word in the search.

Chapter 12 Summary

Mr. Pigeon the Egg Magician suddenly appears in the cave. It was his voice Danny's friend and Mrs. SSSS heard in the previous chapter. Mr. Pigeon attacks the Flying Snake with fifty magical eggs. Every time the magician shouts a magical word, the eggs do different things to Mrs. SSSS—until she finally leaves the cave. Students make up Mr. Pigeon's magic words and tell what the eggs do to Mrs. SSSS the last time.

Prewriting for Lesson 12

Introduce the character of Mr. Pigeon the Egg Magician by asking students about how **magic** is used in adventure stories. Discuss examples of stories or movies where different kinds of magic occurs. You might want to point out that magic can often seem very "weird." Then tell students that adventure stories often include at least one character who practices magic, or a **magician**. The magician in *Journey to the Thunderbird* is Mr. Pigeon the Egg Magician. Encourage students to "brainstorm" about what Mr. Pigeon looks like and the kinds of magic he can do. For example, why is he an "Egg Magician"? Ask the class to come up with comparisons that describe Mr. Pigeon and list them on the board:

Mr. Pigeon looks like a crazy crow with messy feathers.

Mr. Pigeon's voice sounds like a scary phantom.

Mr. Pigeon's hat looks like a castle tower.

Mr. Pigeon the Egg Magician is also a **pop-up character**. This means that he will "pop-up" in later chapters of the story. Most adventure stories contain such characters, since they provide another way of building plot connections. They also build **suspense**, especially if the pop-up characters are evil. You might want to mention famous examples, such as the Wicked Witch in *The Wizard of Oz*. In *Journey to the Thunderbird*, the Morga is another pop-up character.

After discussing Mr. Pigeon, summarize what happens in Chapter 12. Mr. Pigeon controls fifty magical eggs, which attack Mrs. SSSS and eventually force her out of the cave. Emphasize that the magician commands the eggs with different **magic words**. Every time he says a magic word, the fifty eggs do something to Mrs. SSSS—such as squirting green goo all over her or bursting into flames. When students work on the computer, they'll make up the magic words that Mr. Pigeon says. Tell students that a magic "word" can be any kind of word or group of words. Ask the class for examples of different magic words:

SHAZAM!

ZAPPITY-ZAP!

GREEN GLOBS AND GOO!

Note that magic words are often said with force or emphasis. However, a magic word can also be said very quietly or weirdly. Mr. Pigeon says the different magic words in different ways—loudly, quickly, bitterly, harshly, crazily, and so on. Students will tell how Mr. Pigeon says a word by adding **adverbs** to the verb "said." Adverbs are words that describe or expand the action of a verb. In this case, students will add adverbs that tell HOW an action (saying a magic word) is carried out. These types of adverbs are also called "**-ly**" **adverbs** because they almost always end in "-ly." You might want to write some examples on the board:

Mr Pigeon said strangely, "LAVONDA!"
He said loudly, "ZAP-ZAP-AND-A-WAP!"
The magician said angrily, "Take ZAP!"

Before students work on the computer, demonstrate how to search through a file for a specified section of text. Have the whole class watch as you load "CHAP12.PIGEON" using *Magic Slate II*. Then point out that writers often need to find something in a file quickly, especially if they can't remember exactly where it is. With *Magic Slate II*, students can use the Search function, or **Control-S**. Press **Control-S** to show how it works. When the "SEARCH" menu appears, type in an answer to the single question and press **Return**. (Type in "MAGIC WORD" for the first demonstration.) When searching for text, students then press **N** to move forward to the "next" occurrence in the file; they press **P** to move backward to the "previous" occurrence. Demonstrate how **N** and **P** work now. The computer "beeps" when the search is finished. Students then press **ESC** to go back to writing.

CHAP12.PIGEON***Writing with the File***

1. Move down to instruction #1. Search for MAGIC WORD by pressing **Control-S**. When you're asked, "What do you want to search for?", type in MAGIC WORD and press **Return**. Press **N** to move forward to each magic word, so that you will know where they all are. Press **N** until the computer "beeps." Then you know that MAGIC WORD is not used again in the file. If you want to move backwards to double check where the Magic Words go, press **P**. Press **ESC** to return to normal editing.
2. Now that you know where Magic Words 1-4 are supposed to go, delete each one and insert your own. Your magic words can be as funny or silly as you want.
3. Look for the places where the verb "said" appears in the above paragraphs. (You might want to use **Control-S** to search quickly.) Then add an adverb that tells *HOW* to each "said."
4. Place the cursor at the paragraph mark under instruction #4. Write a paragraph about what the magic eggs do to Mrs. SSSS the last time—and why she leaves the cave.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Remember to put an exclamation point or period at the end of each magic word, as well as ending quotation marks. Make corrections to the file, then put your completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Have students change each instance of the verb "said" to another verb. For example, "yelled," "screamed," "whispered," etc.
2. What does Mr. Pigeon look like after Mrs. SSSS leaves? Ask students to describe the magician—including how he feels and what he thinks—at the end of the chapter. Suggest that they use some of the comparisons from the class discussion.
3. What does Danny's friend do after Mrs. SSSS leaves? Ask students to add at least one more paragraph about Danny's friend.
4. Students may want to complete the character sketch page for Mr. Pigeon (see p. 95).
5. Students can draw a picture of the magical egg attack on the printout or a separate page.
6. Ask students to bring at least one hard-boiled egg to class. They can decorate their "magical" eggs with crayons, colored markers, glitter, etc. Alternatively, you can have students make magical eggs out of construction paper, glue, and colored markers; then pin all of the magical eggs on the bulletin board.
7. Have students add page numbers to the chapter (see pp. 9-10).
8. **Revising Earlier Chapter:** Students can add "-ly" adverbs to Danny's commands in Chapter 9 or the lines of the Swan's Poem in Chapter 10.

CHARACTER SKETCH

Mr. Pigeon the Egg Magician

Mr. Pigeon's age: _____

How tall is Mr. Pigeon? _____

How big are Mr. Pigeon's feet? _____

Mr. Pigeon lives in a _____.

Mr. Pigeon likes to wear _____.

Three magical powers that Mr. Pigeon has:

Lesson 13: The Magic Spell

File name: CHAP13.MAGIC

Pg:001 Ln:001 Col:016 File:CHAP13.MAGIC

Chapter 13
The Magic Spell

✓
 Danny, Solomon, and the ostrich entered the cave when it was all clear. Then Mr. Pigeon told them a magic spell. The magician said they could use the spell any time they needed help.✓

1. Complete each sentence in the magic spell below.✓

✓
INSERT - Use DTFL-E for typeover, C-F for help, DTFL-Q for Main Menu.

Teaching Objectives

- To focus on expanding sentences with phrases that tell where or what (prepositional phrases).
- To review subject and predicate pronouns.
- To introduce noun phrases.
- To focus on using specifics in writing.
- To encourage creative expression by writing a magic spell.

Terms Introduced

magic spell
 memorize
 "where words"

"where" phrases
 noun phrases
 noun signals

Chapter 13 Summary

Danny, Solomon, and the ostrich come into the cave after Mrs. SSSS leaves. Then Mr. Pigeon tells them all a magic spell. Danny and his companions can use the magic spell whenever they need help. Students create the magic spell by adding "crazy" noun phrases.

Prewriting for Lesson 13

Begin the classroom discussion by asking students what a **magic spell** is. A magic spell is usually more complicated than a magic word or phrase. Like a poem or a song, a magic spell consists of several lines and is a whole piece of writing. In addition, magic spells are often very "crazy"—that is, they sound like poetry. When a magician or other character in a story says the magic spell, something special almost always happens. Therefore, characters usually **memorize** spells, so that nobody else knows what they are. For example, in Chapter 13 Mr. Pigeon tells Danny and the others a magic spell that they're supposed to keep secret. They use the spell only when they want Mr. Pigeon to help them. Ask students what kind of a spell they think Mr. Pigeon would come up with. Then create a magic spell with the whole class. First write several unfinished sentences on the board:

She gave a rainbow to
He sits on a cloud with
They juggle stars over

Underline the "**where**" words (prepositions) in each sentence ("to," "on," "with," and "over"). Ask the class to finish each sentence by making "**where**" phrases (prepositional phrases). These phrases will tell WHERE the action happens or WHAT the action is connected to. "Where" phrases are important in story writing because they give readers specific information. In this case students are creating a magic spell, so encourage them to make up silly—but specific!—"where" phrases.

Next, discuss **noun phrases** with students. A noun phrase consists of a noun and any other words that describe it, such as adjectives or **noun signals** (a, an, the). Sometimes a noun phrase contains two different nouns, which are connected by "and" (e.g., "The pink snake and the silver goose"). Remind students that the proper use of pronouns can establish connections between sentences. However, too many pronouns can make a story confusing. You might want to read such a confusing paragraph as an example:

He went to the store with him. They found something. It was funny, so they left it over there. Then she picked it up. She looked at it. Finally she threw it at them!

Ask students why such writing is confusing. You might have them think of ways to make the paragraph more interesting. For example, the use of "where" phrases instead of "there" or "it" would add specific information; the proper use of noun phrases

at other positions in each sentence (instead of "He," "She," "They," "him," or "them") would do the same thing.

Continue working with the magic spell by underlining the pronouns in the sentences on the board. Then erase them. Ask the class to expand the spell by putting a noun phrase, including adjectives and other describing words, in place of each pronoun. Encourage students to be as creative as possible. The end result might be something like:

The purple ballerina gave a rainbow to the sick worm.
The evil magician sits on a cloud with a silver dinosaur.
The red rabbit and the square cat juggle stars over a waterfall.

Emphasize that both the silliness of the noun phrases and the specific information they provide make the magic spell fun to read. Encourage the class to "brainstorm" about what their magic spell does (e.g., "If you say the spell, does it make you disappear?"). Then, before students work on the computer, have the class say the magic spell out loud—all together. You might have them keep repeating the spell at a faster and faster pace. Alternatively, you could give the class a few minutes to memorize the magic spell. Write it down on a piece of paper for your reference, then erase it from the board. Ask students to write down the spell from memory. Then have students read it out loud—to find out who came closest to remembering the spell. You might want to point out that magic spells are supposed to be hard to remember. It's easier to keep them a secret that way.

CHAP13.MAGIC***Writing with the file.***

1. Move down to the sentences below instruction #1. Then complete the "*where*" phrases at the end of each sentence. **Note:** Since this is a magic spell, you can make the sentences as silly as you want.
2. Now change each *pronoun* to a crazy noun phrase in the spell above instruction #2.
3. Change the justification of each line of the magic spell. Place your cursor at the beginning of the first line. Press **Control-C** and select Right side only. Do the same thing for the other lines in the spell.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Remember to add a period or exclamation point to the end of each sentence. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Have students add another line of their own to the magic spell.
2. Students can use a different typestyle to complete each line in the magic spell. Review the use of **Control-O** to select a typestyle.
3. Why does Mr. Pigeon want to help Danny and his companions? Ask students to add another paragraph to the chapter that explains the magician's reasons. They can also add any specific instructions Mr. Pigeon has for how to use the magic spell.
4. Students can make a "magic scroll" with construction paper, colored markers, crayons, and yarns or ribbon. They write their magic spell in big letters on a piece of construction paper and add any drawings or other decorations. Then they roll up the "scroll" and tie a piece of yarn or ribbon around it.
5. Have students add page numbers to the chapter (see pp. 9-10).

Lesson 14: Mr. Pigeon's Advice

File name: CHAP14.ADVICE

```

Pg:001 Ln:001 Col:016 File:CHAP14.ADVICE
Chapter 14
Mr. Pigeon's Advice

Before Mr. Pigeon left, he gave the
group some advice. He had a loud voice,
which echoed in the cave. So his words
of advice sounded like this:

FIND OUT THE MORGA'S SECRET NAME.
FIND OUT THE MORGA'S SECRET NAME.

1. Add an echo to the line of advice
INSERT - Use DTFL-E for the power.
Use DTFL-D for Main Menu.

```

Teaching Objectives

- To review command sentences.
- To introduce the concept of giving advice.
- To review recurring characters—those who "pop" in and out of a story like Mr. Pigeon the Egg Magician.
- To create an "echo" with repeating lines.

Terms Introduced

advice
echo
repeating lines

Magic Slate II Functions

1. Control-D, S - to delete the sentence.
2. Control-G - to recover text.

Chapter 14 Summary

Mr. Pigeon leaves Danny and his companions. But the magician gives them some advice before he goes. He tells them to find the Monkey Bird in the Floating Jungle. According to Mr. Pigeon, the Monkey Bird can tell Danny and his companions the Morga's secret name.

Prewriting for Lesson 14

Start the lesson by telling students that you need some **advice**. For example, you might say, "I have to find a magician as soon as possible. What do you think I should do?" Encourage the class to give you advice, which can be as silly and impractical as they want. Write some of their ideas on the board:

Look in the phone book.
Go to Magic Mountain and yell a magic word.
Say a magic spell to get Mr. Pigeon.

Point out that when people give advice to others, they're usually trying to help. For example, the students helped you by giving advice on how to find the magician. In other classroom situations, you (the teacher) give advice to students. Characters who give advice in stories are often older and wiser than the main characters; they try to pass on their wisdom. Advice is a kind of instruction, which often takes the form of a command. You can review command sentences at this time, using the examples on the board.

Next, tell students that Mr. Pigeon gives Danny and his companions advice in Chapter 14. The magician will "pop out" of the story for the next few chapters, but before he leaves the cave, he tells them something they need to know. Encourage students to talk about what kinds of advice the magician might give Danny and his companions. Then point out that Mr. Pigeon has a loud voice, which means that anything he says creates an **echo** in the cave. Ask students if they have ever heard their voices echo before. Then have the class play a game to demonstrate what an echo sounds like. Divide the students into two groups and have them face each other in two lines. Ask a student from Group 1 to start the game by shouting a short sentence (preferably a command, such as "Watch out below!" or "Look out!"). Group 2 repeats the student's sentence in unison. Group 1 repeats the sentence one more time. If possible, give each student a chance to shout a sentence.

Have students think about how to create an echo in writing. In this case, their goal is to make readers imagine they are hearing something without the actual presence of sound. Suggest that writing a line more than once can create the same effect as an echo. You might want to write an example on the board:

WATCH OUT FOR THE MONKEY BIRD!
WATCH OUT FOR THE MONKEY BIRD!

Students can write their own **repeating lines** on the board. Or they can create echoes with repeating lines on paper.

Before students work on the computer individually, you may want to review *Magic Slate II's* **Control-D, S** and **Control-G** commands to delete and recover sentences. You can show the class how to copy text by loading "CHAP14.ADVICE." Using the echo in the introductory paragraph, press **Control-D, S** to delete. Then press **Control-G** to get the sentence back again. Move the cursor to a new position and press **Control-G** to copy it in a different place.

CHAP14.ADVICE***Writing with the File***

1. Move down to the first line of advice below instruction #1. With your cursor in front of the word, "FIRST" use **Control-D, S** to delete the sentence and press **Return**. Then use **Control-G** to get the sentence back again. Now move your cursor down to the paragraph mark below the sentence. Press **Control-G** again to make the echo sentence.
2. Move your cursor down to the first line of advice below instruction #2. Use **Control-D, S** to delete and **Control-G** to get it back again. Create an echo for each line of advice.
3. Move down to the paragraph mark under instruction #3. Then write a paragraph that explains why Mr. Pigeon doesn't tell Danny and his companions the Morga's secret name.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students can make the echoes longer by pasting the sentence a second time. Then they'll have sets of three repeating lines. For example:

FIRST GO TO THE FLOATING JUNGLE
FIRST GO TO THE FLOATING JUNGLE
FIRST GO TO THE FLOATING JUNGLE

2. Have students add another line of advice to the chapter. Tell them to type their new line in all capital letters. Then they can make an echo for it.
3. Why does Mr. Pigeon have to leave Danny and his companions? Encourage students to "brainstorm" about why the magician pops in and out of the story. Then have them add another paragraph about this to the chapter. They can also describe Mr. Pigeon's exit from the cave. For example, he disappears in a puff of smoke—or perhaps his wings disappear first, then his tail, then his eyes, and so on.
4. Students can draw a picture of Mr. Pigeon in the cave on the printout or a separate page.
5. Have students add page numbers to the chapter (see pp. 9-10).

Lesson 15: The Floating Jungle

File name: CHAP15.JUNGLE

Pg:001 Ln:001 Col:016 File:CHAP15.JUNGLE

Chapter 15
The Floating Jungle

Without another word, Mr. Pigeon vanished. "It's a good thing I know where the Floating Jungle is!" Solomon chirped. The sparrow led the others down a secret passage. When they finally stepped outside, they floated into the sky.

1. Complete the last sentence in each paragraph below.

INSERT - Use DTPL-E for tpepower, 0-0 for help, DTPL-0 for Main Menu.

Teaching Objectives

- To review complex sentences that use connecting words such as "when," "after," "since," and "if."
- To review the use of comparisons in descriptive writing.
- To introduce comparisons of degree.
- To introduce adjectives with "-er" and "-est" forms in comparison of degree.
- To introduce the use of "more" and "most" in comparisons of degree.

Terms Introduced

connecting words:
when/after/since/if
comparisons of degree

Chapter 15 Summary

After Mr. Pigeon vanishes, Solomon leads Danny and the others to the Floating Jungle. They go down a secret passage first. Then, when Danny and his companions step outside the cave, they float into the sky. Students describe the Floating Jungle by completing paragraphs with "explaining" sentences. They also add comparisons of degree.

Prewriting for Lesson 15

Begin the lesson by discussing Mr. Pigeon's advice with the class. Ask students for ideas about what the Floating Jungle is. They can take out their Wingdom Kingdom maps and look for the jungle there. Encourage students to "brainstorm" about ways to get to the Floating Jungle. Then ask them what they think the rest of the magician's advice means. For example, you might ask, "Why is it important for Danny and his Companions to find out the Morga's secret name?" or "Who is the Monkey Bird and what does she look like?"

After a brief discussion, tell students that in Chapter 15 Danny and his companions reach the Floating Jungle by going down a secret passage. When they step outside the cave, they float up to the jungle. Have students describe the trip through the cave and down the secret passage in more detail. You might want to divide the class into groups of four or more. Then have each group create an action scene for the trip to the Floating Jungle. For example, perhaps Danny and his companions meet a giant spider in the secret passage—or more Flying Snakes. Encourage students to make their action scenes as exciting as possible. They can act out their scenes in front of the class. Each group can also draw a map of the route Danny and his companions take to get out of the cave.

Next, review "explaining" sentences and connecting words (when, since, after, if) with the class. Write some examples on the board:

Danny passed many floating trees when he arrived.
 He tried to catch up with ANNA-BANANA-BELLA since a flying rat was chasing her.
 The ostrich cried after the flying rat bit her legs.
 Solomon would float away if somebody didn't stop the sparrow!

Point out the two short sentences within each complex sentence and the connecting word. Then tell students that such "explaining" sentences are sometimes written in a different way. The order of the short sentences can be reversed. For example:

When he arrived, Danny passed many floating trees.
 Since a flying rat was chasing her, he tried to catch up with ANNA-BANANA-BELLA.
 After the flying rat bit her legs, the ostrich cried.
 If somebody didn't stop the sparrow, Solomon would float away!

When "explaining" sentences take this form, the first short sentence is separated from the second by a comma. Underline the comma in each sentence. Then underline the connecting word. In these sentences, the connecting words come at the very beginning. Emphasize that authors generally use a mixture of the two forms of "explaining" sentences because it makes their writing sound more interesting.

Finish the classroom discussion by asking students to describe the Floating Jungle. Encourage them to use comparisons with "like" and "as." Then introduce **comparisons of degree**. Write some examples on the board:

The Floating Jungle was **higher** than the clouds.
It was the **highest** place Danny had ever seen!
The ostrich was **more** uncomfortable than Danny.
Solomon was the **most** uncomfortable of all!

Comparisons of degree provide specific information about how things are related. For example, instead of simply stating that the Floating Jungle is "like" the clouds, the first sentence tells the reader that the jungle is "higher than" the clouds. The adjective "high" is expanded by the ending "-er" and "-est" (higher and highest) to show a relationship of degree. The words "more" or "most" are added to a longer adjective like "uncomfortable." Emphasize that comparisons of degree are often useful in describing an unusual or unfamiliar setting. The Floating Jungle is an imaginary place that nobody in the real world is familiar with. However, if this imaginary jungle is related in some degree to the clouds, readers have a familiar reference point.

CHAP15.JUNGLE***Writing with the File***

1. Move down to the paragraph under instruction #1. Complete the explaining sentence. Remember to put a period or exclamation point at the end of each sentence.

Finish the sentences at the end of the other three paragraphs. Use a comma to separate the two parts of each "explaining" sentence.

2. Move down to the comparisons below instruction #2. Complete each comparison in your own words. *Hint:* The Floating Jungle is an imaginary place. You can make your comparisons as silly as you want.
3. When you are finished completing the comparisons, connect the sentences to form a paragraph. Delete the paragraph marks between the sentences. Then indent the paragraph.

Proofreading the File

Proofread your printed page(s). Use the Proofreader's Checklist. Make corrections to the file, then put the chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students can add at least one more comparison of their own to the last paragraph.
2. Encourage students to imagine what might happen to Solomon if he keeps floating. Then have them add a paragraph that explains the danger Solomon is in.
3. What does Danny (or one of the other characters) say when he sees Solomon floating too high? Ask students to add at least one paragraph of conversation to the chapter.
4. If students create an action scene in groups, they might want to write in detail about how Danny and the others get out of the cave. Encourage them to add at least one paragraph about this to the chapter. Suggest that they insert the paragraph(s) after the opening paragraph of Chapter 15.
5. Students can create Floating Jungle mobiles with construction paper, colored markers, wire (or wooden sticks), and string. Have them make different creatures and plants that live in the jungle with the paper, markers, and scissors. Then ask them to hang their cut-outs with string.
6. Have students add page numbers to the chapter (see pp.9-10).
7. **Revising Earlier Chapters:** Students can add comparisons of degree to several chapters. In Chapter 1, they can compare Danny's friend to Danny. (e.g., "Danny was taller than his friend.") In Chapter 3, have students add comparisons of the ostrich heads. ("ANNA was the smartest ostrich head.") Students can add a paragraph that compares the Morga to the Thunderbird in Chapter 6. ("The Morga was bigger than the Thunderbird.") And in Chapter 12, students can compare Mr. Pigeon to more familiar characters. ("Mr. Pigeon was much fatter than Solomon Q. Sparrow.")

Lesson 16: The Monkey Bird Chase!

File name: CHAP16.CHASE

Pg:001 Ln:001 Col:016 File:CHAP16.CHASE

Chapter 16
The Monkey Bird Chase

Suddenly Solomon spotted the Monkey Bird. She hung onto a tree branch with her tail. But when the sparrow floated toward her, she darted away like a hummingbird. "Come back!" Solomon cried. "We have to know the Morga's secret name!"

1. The sentences below are out of order. Put them in the right order.

INSERT - Use CTRL-E for typeover,
CTRL-H for help, CTRL-Q for Main Menu.

Teaching Objectives

- To discuss proper sequencing of sentences and paragraphs in story writing.
- To develop clear writing in a story.
- To focus on "action sentences" to create a chase scene.
- To discuss adverbs of time.

Terms Introduced

chase scene
sequence
"action" sentences
adverbs of time

Magic Slate II Functions

1. **Control-D,S** - to delete (cut) a sentence.
2. **Control-G** - to get (paste) the sentence in a new position.

Chapter 16 Summary

Solomon suddenly spots the Monkey Bird. She flies away when he floats forward, so the sparrow and the others chase her. They finally catch the Monkey Bird, and she tells them the Morga's secret name. Students expand the chase scene by adding "action" sentences. They also work on the proper sequence of sentences and paragraphs.

Prewriting for Lesson 16

Start the classroom discussion by asking students what a **chase scene** is. Encourage them to talk about their favorite chase scenes in movies or books. Then point out that a chase scene usually includes a series of actions, in a certain order or **sequence**. As in plot building, the order of events in a chase scene is important. The most exciting chase scenes contain a series of smaller actions that gradually build to one big action—such as an escape or a capture. If the sentences are interesting and arranged in the right sequence, a chase scene can be very fun to read. Emphasize that writing "**action**" **sentences** is a good way to set up a chase scene. The focal point of such sentences is a verb that shows action. Ask students for actions verbs (in the past tense) that might be used in a chase scene. List examples on the board:

ran
jumped
slid
sprang
hopped

Then ask students to imagine a scene in which Danny and his companions are chasing the Monkey Bird through the Floating Jungle. Have them use the verbs on the board (or come up with other appropriate verbs that show action) to make sentences about the chase scene:

Danny ran down a palm tree branch.
The Monkey Bird jumped away from him.
The ostrich slid into a tree trunk and knocked her heads!
Danny sprang after the Monkey Bird and grabbed her tail.
The Monkey Bird hopped up and down but couldn't get away.

You might want to remind students that the Floating Jungle is the setting for the chase scene. Therefore, the action should reflect how characters move around in such a place—such as flying, floating, drifting, spinning, and so on. Then have the class add **adverbs of time** (next, now, finally, then, etc.) to each sentence in the chase scene on the board to make the sequence of events more clear. For example:

First Danny ran down a palm tree branch.
 Then the Monkey Bird jumped away from him.
 Next the ostrich slid into a tree trunk and knocked her heads!
 Finally Danny sprang after the Monkey Bird and grabbed her tail.
 The Monkey Bird hopped up and down but couldn't get away.

It's not necessary to use an adverb of time in every sentence. (Point to the last sentence in the chase scene above as an example.) However, the proper use of adverbs of time in a paragraph of "action" sentences will tell who did what—and when. Emphasize that establishing the proper sequence of events is one aspect of clear writing. Other aspects include providing specific information through prepositional phrases, "explaining" sentences, and vivid descriptions. Encourage students to write clearly, since a confusing sequence of events will make readers lose interest. Write a series of out-of-order sentences on the board to demonstrate:

Danny couldn't get him free.
 The ostrich dragged Solomon away from the branch.
 The sparrow got caught in a tree branch.

Have students put the sentences in order:

The sparrow got caught in a tree branch.
 Danny couldn't get him free.
 The ostrich dragged Solomon away from the branch.

They can also add adverbs of time to make the sequence of events more clear. Point out that sentences in a story often can be ordered in more than one way. In that case, it's up to the author (that is, the student) to determine what sequence works best for the story.

Before students work on the computer individually, review how to delete and get back text. Have the whole class watch as you load "CHAP16.CHASE" using *Magic Slate II*. Then tell students that their first task will be to put the sentences in the chase scene in order. Show them how to do this by deleting and restoring one of the sentences that is out of order. For example, position the cursor at the beginning of the second sentence ("Finally they held her tightly so that she couldn't get away.") This sentence should really be the last one in the chase sequence. Delete (cut) it by using **Control-D, S**. Then move the cursor to the paragraph mark under the last sentence. When you press **Control-G**, you will get (paste) the deleted sentence in its new position. Point out to students that moving sentences around like this will leave extra paragraph marks between some sentences that will need to be deleted.

A Special Note:

If the class has a difficult time with the concept of sequencing, you can have students use the Sunburst program *Hide 'N Sequence* to practice sequencing in reading and writing.

CHAP16.CHASE***Writing with the File***

1. Move down to the sentences under instruction #1. Change the order of the sentences so that the chase scene is in the right sequence. Use **Control-D, S** to delete (cut) a sentence that is out of order. Then position your cursor where the sentence is supposed to be and press **Control-G** to get (paste) it.

After you've changed the order of the sentences, delete any extra paragraph marks between them.

2. Add at least one sentence to each of the sentences above to expand the chase scene. *Hint:* Use "action" sentences to make the chase scene exciting. Make the sentence groups into paragraphs by indenting each one.
3. Move down to the unfinished paragraph under instruction #3. Place your cursor at the paragraph mark and type in the Morga's secret name.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Make corrections to the file, then put the chapter in the folder for your book.

Activities for Additional Writing/Revision

1. What else does the Monkey Bird say? Have students add another sentence to her paragraph of conversation. Suggest that the Monkey Bird gives Danny and his friend advice on using the Morga's secret name.
2. What do Danny and the others say when they learn the Morga's secret name? Students can add more paragraphs of conversation.
3. What happens to the Monkey Bird after she tells Danny the Morga's secret name? Have students add another paragraph about that.
4. Encourage students to "brainstorm" about who the Monkey Bird is and what she looks like. For example, why does she run away from Danny and his companions? And how did she find out the Morga's secret name? Then ask students to add at least one more paragraph about the Monkey Bird to the chapter.
5. Students can make a character sketch for the Monkey Bird. Pass out copies of the Character Sketch worksheet (see p. 116). Students fill it in and make a drawing.
6. Have students add page numbers to the chapter (see pp. 9-10).

CHARACTER SKETCH

Full name of character: _____

The character's age: _____

Is this character GOOD or EVIL? _____

Three things that describe this character:

Lesson 17: The Bridge of Fire

File name: CHAP17.FIRE

Pg:001 Ln:001 Col:016 File:CHAP17.FIRE

Chapter 17
The Bridge of Fire

As soon as the Monkey Bird said the Morga's secret name, Solomon and the others stopped floating upward. They drifted down from the jungle and landed near the Thunderbird's volcano. Then Solomon cried, "Oh no! Now we have to cross the Bridge of Fire!"

1. The three ostrich heads argue with each other about crossing the

INSERT - Use CTRL-E for Eraser,
@- for help, CTRL-Q for Main Menu.

Teaching Objectives

- To introduce persuasive writing through an argument.
- To review unexpected challenges in plot building.
- To review dialogue form.
- To review verbs that show action.

Terms Introduced

persuasive writing
arguments
persuade/convince

Chapter 17 Summary

Danny and his companions stop floating upward when they learn the Morga's secret name. They land on the ground near the Thunderbird's volcano. Suddenly Solomon realizes they are near the Bridge of Fire. They have to cross it to climb the volcano. The ostrich heads argue about whether or not to cross the bridge, but they finally agree to do it. Students complete the argument between the ostrich heads.

Prewriting for Lesson 17

Introduce **persuasive writing** by asking students why people argue. Point out that **arguments** involve two or more people who disagree with each other. Sometimes arguments are reasonably friendly, but other times they can be very loud or bitter. Emphasize that people usually argue because they feel strongly about something, whether it be hurt feelings, a political issue, or whose turn it is to take out the garbage. Each person involved in an argument tries to **persuade** or **convince** the other that they're wrong. Have the class discuss what people usually do to convince somebody in an argument. Then write a list of verbs that relate to arguing on the board. For example:

yelled
screamed
muttered
groaned

Point out that these words show a certain kind of action. They all tell how a person speaks or says something. These verbs work well in a written argument because they convey emotion. You might want to review dialogue form with students at this point to indicate how an argument between characters might be put into writing. Then ask students to help you make sentences of conversation with the verbs on the board. For example:

Sam yelled, "You stupid idiot!"
"I'm not an idiot!" Sarah screamed back at him.
Sam muttered, "Well, why did you vacuum the rug with a lawn mower, if you're not an idiot?"
"Because I was walking in my sleep," Sarah groaned, "and I couldn't control what I was doing!"

Emphasize that verbs like "yelled," "screamed," "muttered," and "groaned" are much more interesting in this kind of conversation than the verb "said" would be. You might also want to go over the different positions of the speaker line. The speaker line can go in front of the quoted words, in the middle, or at the end. Some authors choose the position they like best and use it every time they write paragraphs of conversation. (Positioning the speaker line at the end is most common in contemporary fiction.) Other authors vary the position of the speaker line to make the sentence rhythm more interesting.

Next, tell students that Danny and his companions will face an unexpected challenge in Chapter 17. After they leave the Floating Jungle, they land near the Thunderbird's volcano. But Solomon suddenly realizes they have to cross the Bridge of Fire to get there. Encourage the class to discuss what the Bridge of Fire might be like. Have students take out their Wingdom Kingdom maps and locate the position of the bridge there. Review how unexpected challenges in a story can build the plot in an exciting way.

In Chapter 17, the unexpected challenge of the Bridge of Fire causes the three ostrich heads to argue with each other. Before students work on the computer, have them think about what such an argument would sound like. Suggest that since the three-headed ostrich is a very strange, imaginary creature, the argument between the heads could sound very funny or silly. You might try dividing the class into groups of three. Each student in a group can play one of the ostrich heads. Give the groups a few minutes to make an argument between the ostrich heads. Then have them act out the arguments in front of the class.

CHAP17.FIRE***Writing with the File***

1. Move down under instruction #1. Finish each paragraph of dialogue. *Remember to put words that are spoken by a character between quotation marks.*
2. After you've completed the paragraphs, change "said" in each one to a more interesting verb. *Hint: Choose verbs that convey the way people talk to each other in arguments.*

Indent each paragraph of the argument.

3. Place the cursor at the paragraph mark below instruction #3. Then tell how each character crosses the Bridge of Fire.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Remember to indent your paragraphs. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students can add adverbs to the argument. For example, "ANNA yelled loudly, "I won't do it!"
2. Have students change the position of the speaker line in several paragraphs of the argument. They can move the speaker line to the middle of the quoted words or put it at the end.
3. What do Danny, his friend, and Solomon do while the ostrich heads are arguing? Have students add at least one paragraph to the chapter about these other characters. Danny and Solomon might even participate in the argument.
4. Students can add another paragraph that describes the Bridge of Fire in more detail. Encourage students to insert their description between the opening paragraph and the argument.
5. Ask students to draw the characters running across the Bridge of Fire on the printout or a separate page.
6. Have students add page numbers to the chapter (see pp. 9-10).

Lesson 18: The Morga Attacks Again!

File name: CHAP 18.ATTACK

Pg:001 Ln:001 Col:016 File:CHAP18.ATTACK

Chapter 18
The Morga Attacks Again!

When everyone arrived on the other side of the Bridge of Fire, they heard a hissing sound. The Morga and the Flying Snakes were already there! The evil creatures didn't attack right away. First the Morga tried to persuade Danny to give up the cape.

1. Finish the paragraphs below.

INSERT - Use DTFL-E for tripower,
DTFL-H for help, DTFL-D for Main Menu.

Teaching Objectives

- To focus on persuasive writing.
- To review "pop-up" characters in a story.
- To review plot building and action scenes.
- To review contractions.

Terms Introduced

advertisement/advertisers
exaggerations
false claims

Chapter 18 Summary

Everyone gets across the Bridge of Fire. But as soon as they do, the Morga arrives. First the Morga tries to persuade Danny to give up the Thunderbird's cape. Then, when Danny isn't convinced, he and the Flying Snakes capture the boy. Students add to the Morga's attempt at persuasion. They also explain why Danny and his companions can't use the Morga's secret name as a weapon. Students end the chapter by writing how Danny is captured.

Prewriting for Lesson 18

Start the lesson by reviewing persuasive writing in an argument. Point out that there are other forms of persuasion as well. For example, commercials on TV and other types of **advertisement** are based on persuasive writing. Have the class discuss how commercials convince TV viewers to buy a product. Then ask students to create an advertisement together. Suggest that students make up an ad for a product that might be sold in Wingdom Kingdom, such as "gourmet dragon tongues," "flying horse feather dusters," or "cloud cookies." For example:

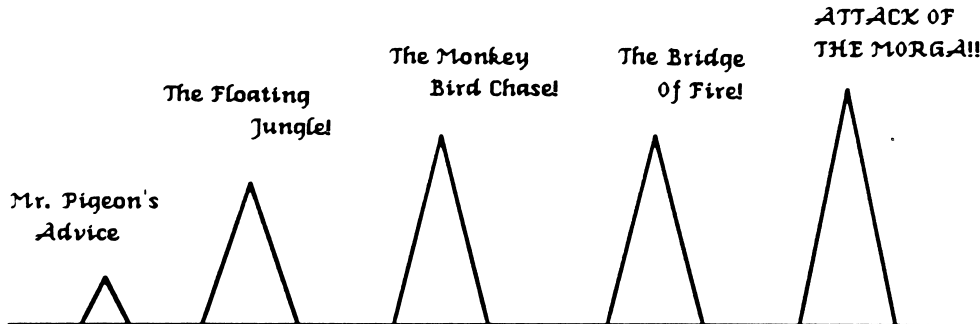
FABULOUS, FANTASTIC DRAGON TONGUES!

You'll love the taste of these spicy morsels!
GOURMET DRAGON TONGUES come in 41 fantastic flavors
 and are only 2 calories per bite!

Rush to your nearest **DRAGON TONGUE** store today!

Emphasize that **advertisers** use several persuasive tactics in order to convince people. Many commercials contain **exaggerations** of a product's value; sometimes they even include **false claims**. Written and spoken advertisements often contain slogans (you might want to review the slogan on the Wingdom Kingdom sign from Chapter 2). In addition, rhyming words, catchy sentence rhythms, and other poetic qualities (such as the alliteration—or "same-sound words"—of "41 fantastic flavors") are all a part of advertising. Advertisements rely on interesting writing because they are supposed to catch people's attention. Suggest that students really listen to the way words go together and sound when they're writing persuasively.

Next, review the development of the plot in *Journey to the Thunderbird*. You might want to make a plot diagram on the board, including the greater frequency and size of action peaks in the last few chapters:



Summarize what will happen in Chapter 18. The Morga "pops up" again, which will build even more excitement into the plot. First the Morga tries to persuade Danny to give up the cape. Encourage students to think about what exaggerations and false claims the Morga might make to convince the boy. Then tell the class that Danny is not persuaded by the Morga's "advertisements," so the evil creature has to use force. Ask the class to think about how Danny is captured. Remind students that Danny and the others now know the Morga's secret name. Therefore, the Morga (or the Flying Snakes) must do something to the companions to stop them from saying the secret name. Try dividing the class into groups of 5 or 6 and have them create a capture scene. Each student in a group can play one of the characters in the story. If there's time, have the groups act out their capture scenes in front of the class.

Before students work on the computer, you might want to review contractions. In Chapter 18 they'll make contractions out of word pairs that include a pronoun and the auxiliary verb "will" ("I'll," "You'll," etc.). List contractions that include "will" on the board. Stress that contractions within a conversation—such as the Morga's persuasion—usually use a present-tense verb form.

CHAP18.ATTACK***Writing with the File***

1. Move down to the unfinished paragraph of conversation below instruction #1. Complete each paragraph of the Morga's persuasion. Remember to put quotation marks at the end of each paragraph.
2. After you've finished the paragraphs of persuasion, make contractions out of as many word pairs as possible above. *Hint:* Find the word "will" and combine it with the pronoun that comes before. *Hint:* "I will not" is an exception. In this case, make a contraction out of "will not."
3. Move down to the paragraph below instruction #3. Delete the underlined sentence, then add your own sentences to tell why Danny and the others can't use the secret name to fight the Morga.
4. Place your cursor at the paragraph mark below instruction #4. Then write at least one paragraph about how the Morga and the Flying Snakes capture Danny.

Proofread the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Remember to indent each paragraph. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students can add a fifth paragraph of their own to the Morga's persuasion.
2. Ask students to insert Danny's response to what the Morga says. Encourage students to create an argument between Danny and the Morga.
3. Have students review and discuss the different ways the secret name can be used as a weapon against the Morga. Then ask them to include their ideas in the explanation of why Danny and the others can't use the secret name.
4. Have students create a plot outline for *Journey to the Thunderbird* up to Chapter 18. See Lesson 7 ("Activities for Additional Writing/Revision," p. 67) for suggestions on how to make an outline.
5. Ask students—individually, in small groups, or the whole class together—to create an "action mural" for *Journey to the Thunderbird*. It can include drawings of all of the action scenes, in sequence, up to Chapter 18.
6. Have students add page numbers to the chapter (see pp. 9-10).
7. **Revising Earlier Chapters:** Students can add persuasive writing to Chapters 2, 8, and 17. In Chapter 2, they can change or expand the slogan on the Wingdom Kingdom sign. They can also add another sign to the chapter—for example, a billboard advertising a popular Wingdom Kingdom product. In Chapter 8, Solomon may have to persuade Danny to give up the Thunderbird's cape. Ask students to insert what the sparrow says to convince the boy. In Chapter 17, suggest that Solomon or one of the other characters convinces ANNA-BANANA-BELLA to run across the Bridge of Fire. Then have students insert persuasive paragraphs of conversation for this character into the argument.

Lesson 19: Mr. Pigeon's Riddle

File name: CHAP19.RIDDLE

Pg:001 Ln:001 Col:016 File:CHAP19.RIDDLE

Chapter 19
Mr. Pigeon's Riddle

Danny was gone! His companions didn't know what to do, until Solomon chirped the magic spell. The next moment, Mr. Pigeon appeared. "I knew you'd need my help!" he cackled. "I'll take you to the Morga's hideout, but first you must answer a riddle."

1. All of the companions, including the three ostrich heads, give a

INSERT - Use CTRL-E for typeover, CTRL-H for help, CTRL-D for Main Menu.

Teaching Objectives

- To introduce the use of riddles in a story.
- To review "pop-up" characters.
- To review the function of magicians and magic spells in a story.
- To encourage creative expression through writing and answering riddles.

Terms Introduced

riddle

Chapter 19 Summary

After Danny is captured, the other companions are on their own. They don't know what to do, until Solomon remembers the magic spell. When the sparrow says the spell, Mr. Pigeon appears. The magician offers to take the companions to the Morga's secret hideout, where Danny has gone. But first they have to answer a riddle. In this chapter, students add answers to Mr. Pigeon's riddle. They also make up a riddle that Solomon asks the magician.

Prewriting for Lesson 19

Begin the lesson by reviewing Mr. Pigeon's magic spell. Ask students to find the printout for Chapter 12 in their folders. You might have some of them read their magic spells out loud. Then remind the class that whenever a character in the story says the magic spell, Mr. Pigeon the Egg Magician is supposed to appear. Tell students that Solomon says the magic spell in Chapter 19 because Danny's companions need help from the magician. Mr. Pigeon will "pop-up" again, just as the Morga did in the last chapter. Emphasize that the reappearance of pop-up characters builds stronger connections in the plot; it also creates more excitement as a story gets closer to the end. You might want to divide the class into groups and have them act out the reappearance of Mr. Pigeon.

Next, ask students what a **riddle** is. Riddles, like magic spells, are a kind of nonsense writing. Sometimes they include rhyming words or other poetic elements; they almost always sound funny, silly, or just plain mysterious—which is what makes them so appealing. Point out that riddles come in the form of a question. In a story, one character usually asks another what the answer to the riddle is. You can ask the class some sample riddles, such as the classic, "What's black and white and red (read) all over?" (Answer: a newspaper.) You might have students check out riddle books from the school library and exchange their favorites with friends. You can also have the class make up riddles, all together or in groups. Suggest that they think about the kind of riddle a character from Wingdom Kingdom might ask. For example:

Riddle: What flies through the sky but has no wings?

Answer: The Morga!

Riddle: What looks heavy but doesn't weigh anything?

Answer: Clouds.

In Chapter 19, Danny's companions have to answer a riddle that Mr. Pigeon asks. Encourage students to imagine the kind of "crazy" riddle the Egg Magician might come up with. Then emphasize that sometimes riddles have more than one answer. Or a riddle may be so hard that many people try to answer it before somebody gets it right. Tells students that they'll add a different answer to Mr. Pigeon's riddle for each companion. Suggest that they think about which of the companions is most likely to come up with the correct answer—and which one is most likely to say the silliest answer.

CHAP19.RIDDLE***Writing with the File***

1. Move down to the unfinished paragraphs of dialogue below instruction #1. Insert a different answer to the riddle for each of the companions. *Hint:* If you know the answer to the riddle, have only one of the characters say it. The other companions can give answers that are as silly as you want.
2. The answer to the riddle is under instruction #2. Move down to find out what it is.
3. Move down to the paragraphs below instruction #3. Finish the paragraphs by adding a riddle that Solomon asks Mr. Pigeon; then insert the magician's answer below it. Remember to put words that are spoken in quotation marks.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. The other characters can also ask Mr. Pigeon a riddle. Have students add more riddles (in dialogue form) to the chapter.
2. Why does Mr. Pigeon make the companions answer a riddle before he helps them? Ask students to add an explanation for this after the paragraph where Mr. Pigeon tells the answer.
3. Students can change Mr. Pigeon's riddle if they want. Tell them to delete the appropriate paragraphs in the chapter; then have them insert their own riddle and answer (in dialogue form) for the magician.
4. Students can draw soap bubbles (or pictures of whatever the answer to Mr. Pigeon's riddle turns out to be) on the printout.
5. Ask students to create their own "riddle cards" from construction paper, colored markers, and other art supplies. They fold a piece of paper in half to make a card. Then students write a riddle (Mr. Pigeon's or their own) on the front of the cards, along with drawings and other decorations. They write the answer inside the card.
6. Have students add page numbers to the chapter (see pp. 9-10).

Lesson 20: The Darkest Hour

File name: CHAP20.DARK

Pg:001 Ln:001 Col:016 File:CHAP20.DARK

Chapter 20
The Darkest Hour

Meanwhile, Danny was stuck in the Morga's secret hideout. The hideout was on the side of the Thunderbird's volcano. It smelled like rotten eggs inside. Poor Danny had a gag in his mouth, so he couldn't say the Morga's secret name!

1. Describe the Morga's hideout. Complete the comparisons below.

INSERT - Use DTFL-E for typeover, DTFL-H for help, DTFL-D for Main Menu.

Teaching Objectives

- To discuss setbacks and "the darkest hour" of a story.
- To review the setbacks in *Journey to the Thunderbird*.
- To use descriptive, explanatory, and persuasive writing in the same chapter of a story.
- To review comparisons of degree.

Terms Introduced

setback
darkest hour

Chapter 20 Summary

While the companions are with Mr. Pigeon, Danny is stuck in the Morga's secret hideout. It's the darkest hour of the story for Danny. He even has a gag in his mouth, so he can't say the secret name. Since the Morga took the cape when Danny was captured, the evil creature is more powerful than ever. In this chapter, students describe the Morga's hideout, explain what the Morga's evil plans are, and write how the Morga tries to persuade Danny to join forces with him.

Prewriting for Lesson 20

Open the lesson by reviewing what happened in the last three chapters. Have students discuss (and embellish) the Morga's reappearance at the Bridge of Fire, Danny's capture, and Mr. Pigeon's riddle. Then ask the class what they think has happened to Danny. Encourage them to "brainstorm" about Danny's capture. You might even list their ideas on the board. For example:

The Flying Snakes poisoned Danny.
 Danny escaped from the Morga but fell into a volcano.
 Danny was held prisoner.
 The Morga fed Danny to his pet spider!

Most students will probably come up with ideas that involve extreme danger or a terrible predicament for Danny. His capture is a **setback** for the main characters of the story. If he can't get away, the Thunderbird won't get her cape back. Point out that the plot has contained other setbacks before this. For example, the ostrich's near-drowning in Rainbow River; the appearance of Mrs. SSSS, the Flying Snake; and the Bridge of Fire. Most adventure stories contain a series of setbacks—predicaments that temporarily stop the main characters or "set them back" in their journey. Ask students how the earlier setbacks were overcome in *Journey to the Thunderbird*. (For example, Danny rescued ANNA-BANANA-BELLA, and the swan gave them a ride down the river.) Then tell students that even if characters overcome one setback, they may be faced with another right away. In fact, as a story nears the end, more and more setbacks usually appear in the plot to build excitement. So, although everyone manages to cross the Bridge of Fire, Danny and his companions are confronted by the Morga as soon as they get to the other side.

Emphasize that Danny's capture by the Morga is the **darkest hour** of the story. The darkest hour is the worst setback for the characters. It's the point in the plot where things can't get any worse. Tell students that in Chapter 20 of *Journey to the Thunderbird* Danny is held prisoner in the Morga's secret hideout. The Morga took the cape when Danny was captured and is now the most powerful creature in Wingdom Kingdom. Danny even has a gag in his mouth, so he can't say the Morga's secret name. While Danny is a prisoner, the Morga tries to persuade the boy to join forces with him. Encourage students to discuss why this hour in the story is the darkest—and

why, in general, adventure stories include terrible setbacks. You might want to read and talk about examples of darkest hours from other stories, such as *A Wrinkle in Time* or the *Star Wars* movies.

Divide the class into groups of four. One student in each group can play Danny, one can play the Morga, and the others can be Flying Snakes. Have the groups create a scene in the Morga's secret hideout, their own version of "The Darkest Hour." (Remind students that Danny can't talk if he has a gag in his mouth, but the Morga certainly talks to him.) Ask each group to act out their "Darkest Hour" in front of the class. If there's time, students may want to make props, such as a cape for the Morga to wear or wings for the Flying Snakes. Or you can have the whole class build the Morga's hideout as a set for the role-playing game. The hideout could contain cardboard stalagmites and stalactites, purple ooze (chunks of foam), or anything else the students create.

Before students work on the computer, you might want to review comparisons of degree and "explaining" sentences. In Chapter 20, students will add their own descriptive, explanatory, and persuasive writing to create "The Darkest Hour."

CHAP20.DARK***Writing with the File***

1. Move down to the unfinished comparisons below instruction #1. Complete each comparison to describe the Morga's secret hideout.
2. When you're done with the comparisons, connect the sentences to form a paragraph. Delete the paragraph marks between the sentences. Then indent the paragraph.
3. Move down to instruction #3. Place your cursor at the paragraph mark below it, then write at least one paragraph explaining what the Morga plans to do with the cape.
4. Place your cursor at the paragraph mark under instruction #4. Then write what the Morga says to try to persuade Danny to join him. Remember to put the Morga's words in quotation marks and indent the paragraph of conversation.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist* to make corrections to the file. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students can add more comparisons to the paragraph that describes the Morga's secret hideout.
2. Danny can't talk because of the gag, but he probably thinks all sorts of things. Have students add some of Danny's thoughts to the chapter. Explain how to use quotation marks and a speaker line such as, "Danny thought," to show what a character is thinking.
3. Why can't the Morga persuade Danny to join forces with him? Ask students to add a paragraph that explains why Danny isn't persuaded.
4. Students can make a "shadow box" to represent the Morga's secret hideout. Ask them to bring an empty shoebox to class. They cut a "peek hole" in one end and as many holes as they want in the top to let in light. Then students create the Morga's hideout inside the box, using paint, construction paper, glitter, and any other supplies that are available. When they're done, students put the tops back on. They look through the peek hole to see the Morga's hideout.
5. Have students add page numbers to the chapter (see pp. 9-10).

Lesson 21: The Companions to the Rescue!

File name: CHAP21.RESCUE

Pg:001 Ln:001 Col:016 File:CHAP21.RESCUE

Chapter 21
The Companions to the Rescue!

✓

Danny refused to submit to the Morga. But the Morga just flew back and forth with the cape, laughing nastily. The Flying Snakes hissed with glee, until a new sound echoed through the hideout. Danny's companions suddenly rushed forward!

✓

1. Fill in the missing parts of the
INSERT - Use DTFL-E for the power,
DTFL-H for help, DTFL-M for Main Menu.

Teaching Objectives

- To discuss good transitions in writing.
- To introduce transition sentences in paragraphs.
- To review sequencing.
- To review action sentences and plot building.

Terms Introduced

transitions
 transition sentences
 opening sentence

Magic Slate II Function

1. **Control-D, P** - to delete a paragraph.
2. **Control-G** - to get the paragraph in a new position.

Chapter 21 Summary

Danny refuses to join forces with the Morga. Before the Morga can decide what to do with the boy, the companions rush into the secret hideout. They rescue Danny and wound the Morga. Danny grabs the cape and leaves the hideout with his friends. Students fill in missing parts of the rescue scene by adding transition sentences to the paragraphs.

Prewriting for Lesson 21

Begin the discussion of **transitions** in story writing by listing several sentences on the board. Leave plenty of space between each sentence. For example:

Danny's companions came to the Morga's hideout.

The Morga licked his wounds.

Danny was rescued!

Ask students why this rescue scene is incomplete. Point out that the missing parts, or transitions, between the sentences need to be filled in. Encourage the class to think of interesting actions that might connect the sentences into a full scene. Then have them put their ideas into sentence form and write them in the correct place on the board:

Danny's companions came to the Morga's hideout.

They untied Danny and took away his gag.

Then ANNA-BANANA-BELLA attacked the Morga with her beaks!

He flew away from her.

The Morga licked his wounds.

He ordered the Flying Snakes to hold Danny.

But Danny was too fast for them!

He yelled the secret name, then grabbed the cape from the Morga.

Danny was rescued!

Now the sequence of actions in the rescue scene is both exciting and specific. Emphasize that transitions—between sentences, paragraphs, or chapters—are important in building an interesting plot. Good authors surprise readers with unexpected challenges and setbacks; but they also make sure readers understand the connections between events. As in Chapter 16, which focused on the sequence of action in the Monkey Bird Chase, students will expand the rescue scene by adding **transition sentences** to the paragraphs. These kinds of sentences provide more information about what has happened in a given paragraph, as well as preparing readers for what happens next. Emphasize that students can add as many sentences as they want to the end of the paragraph to build a good transition. They also can insert a whole new paragraph of their own as a transition, especially if they add another action to the scene.

In addition, students can insert a new **opening sentence** at the beginning of a paragraph to make a transition more clear. Opening sentences often introduce an action or represent a shift in time. Authors sometimes use an opening sentence to catch a reader's interest as well. Point out that each writer must balance clear transitions with the unexpected in order to keep readers reading. Students will get a chance to decide what works best in an action scene when they write about Danny's rescue.

You might want to review the last two or three chapters with the class before they work on the computer. Emphasize that the rescue scene should be as exciting as possible, since it's where Danny and his companions overcome their darkest hour. You can divide the class into groups of six or more and have each group come up with their own version of the rescue scene. (They can use any props that were made for the previous lesson, such as the cape, Flying Snake wings, or the hideout set.) Then the groups can act out their scenes in front of the class.

CHAP21.RESCUE***Writing with the File***

1. Move down to the paragraphs under instruction #1. Complete the rescue scene by adding sentences to the beginning or end of each paragraph. *Hint:* Make the transitions between each paragraph clear. Establish the sequence of events by using adverbs of time—"then," "next," "first," etc.—in your sentences.
2. After you've finished the rescue scene, place your cursor on the paragraph mark under instruction #2. Then write a paragraph about how Danny's companions got into the Morga's hideout in the first place.
3. After you've written the paragraph, change its position. Use **Control-D, P** to "cut" (or delete the paragraph). Then, move your cursor to the paragraph mark right above instruction #1. Use **Control-G** to "paste" (or get) the paragraph to its new position.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Remember to indent your paragraph. Make corrections to your file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Have students insert whole paragraphs as transitions between the original paragraphs of the rescue scene.
2. Suggest that Mr. Pigeon yells more than one magical word in the rescue scene. Then ask students to expand the action by telling what else the magical eggs do when he yells the other words.
3. How badly hurt is the Morga? Encourage students to "brainstorm" about what happens when the Morga is wounded. You might suggest that the Morga doesn't die yet, but that the wound makes him very angry.
4. Students can draw a picture of the rescue scene on the printout or a separate page.
5. Have students add page numbers to the chapter (see pp. 9-10).
6. **Revising Earlier Chapters:** Ask students to read over their printouts for Chapters 7, 16, and 18. Tell them to focus on the sequence of events in the action scenes. If the scenes seem confusing in retrospect, students can change the order of paragraphs, add more transition sentences, or expand the action itself.

Lesson 22: The Flying Pig Patrol

File name: CHAP22.PIGS

Pg:001 Ln:001 Col:016 File:CHAP22.PIGS

Chapter 22
The Flying Pig Patrol

Danny had the Thunderbird's cape again! But he and his companions were so scared they left the Morga's hideout right away. Mr. Pigeon helped them climb the volcano. The Thunderbird's nest was at the very top. When Danny and the others got there, three Flying Pigs blocked their way.

1. Finish the paragraphs below.

INSERT - Use CTRL-E for typewriter, CTRL-H for help, CTRL-Q for Main Menu.

Teaching Objectives

- To review persuasive writing.
- To review "explaining" (complex) sentences.
- To practice writing complex sentences in dialogue form.
- To review setbacks and unexpected challenges.
- To encourage creative expression in the description of three imaginary characters—The Flying Pig Patrol.

Terms Introduced

patrol
guards
gatekeepers

Chapter 22 Summary

As soon as Danny gets the Thunderbird's cape back, he and his companions leave the Morga's hideout. Mr. Pigeon helps them climb the volcano. They reach the Thunderbird's nest on top, but three Flying Pigs block their way. Danny and his companions try to persuade the pigs to let them see the Thunderbird. Finally Danny's friend convinces the pigs. In this chapter, students add to the conversation with the Pig Patrol and tell how Danny's friend persuades the pigs to let them through.

Prewriting for Lesson 22

Open the classroom discussion by asking students what they think a Flying Pig Patrol is. Encourage them to come up with ideas that sound silly or improbable. Then tell students that there are Flying Pigs in Wingdom Kingdom. They form a **patrol**, or an official group that patrols a certain area, because they work for the Thunderbird.

The Flying Pig Patrol protects the Thunderbird by keeping people away from her nest. Point out that adventure stories often contain **guards** who temporarily stop the main characters from reaching the end point of their journey. Sometimes these guards are also **gatekeepers**; they watch over a special gate or door. Guards and gatekeepers provide another difficult setback in a story. They aren't necessarily unfriendly, but they usually challenge the main characters. For example, a gatekeeper might ask a riddle that has to be answered in order to open the gate. Ask students to cite examples of guards or gatekeepers from other stories, such as *The Wizard of Oz* or *The Neverending Story*. You can also tell the class about Cerberus, a three-headed dog that guards the entrance to the Underworld in many ancient Greek myths.

In Chapter 22, Danny and his companions try to persuade the Flying Pigs to let them see the Thunderbird. Start a discussion about how the Flying Pigs might be persuaded by asking the class to describe each pig, including any special skills or weaknesses. (You might want to divide the class into smaller groups for this activity.) Have students come up with names for the pigs and specific attributes that you can list on the board. For example:

Pig #1

Name: Murdoch P. Pudge

Age: 100 years old

Favorite food: purple jelly beans

Special Skill: knows karate

Weakness: has to eat hot fudge sundaes every 3 hours!

Pig #2

Name: Sylvia Pink Pork

Age: 32 years old

Favorite food: diet cola and strawberries

Special Skill: can hypnotize people when she's angry

Weakness: is very clumsy when she's not flying

Pig #3

Name: Sylvester Q. Fatbacker

Age: 19 years old

Favorite food: gigantic cheese pizzas

Special Skill: Stronger than a football player

Weakness: not very smart

Emphasize that people are often persuaded because of a particular weakness—or because of what interests them most, such as their favorite food, skill, hobby, etc. For example, the first pig described above might be persuaded because Danny gives him a hot fudge sundae; but the second pig might be persuaded because Solomon offers her a basket of strawberries.

Continue the discussion of what the pigs are like by asking students to think about what they'd say in a conversation. Then write several unfinished sentences on the board:

Murdoch oinked, "I am so wonderful that

Sylvia squealed, "I am so powerful that

Sylvester grunted, "I am so strong that

Have students complete the sentences by writing them on their sheets of paper. When they're done, ask them to read some of their sentences out loud. Then finish the sentences on the board, reviewing the proper use of ending punctuation and quotation marks with students.

Murdoch oinked, "I am so wonderful that everybody loves me!"

Sylvia squealed, "I am so powerful that I can hypnotize anyone by smiling!"

Sylvester grunted, "I am so strong that I can rip a car apart with my teeth!"

These lines of conversation contain another kind of "explaining" sentence. In this case, "that" is the connecting word. Underline the two short sentences within each "explaining" sentence, then circle "that." (You might want to tell students that sometimes "that" is dropped from such sentences to make them sound smoother. For example, "I am so wonderful everybody loves me!") Before they work on the computer, encourage students to write down other "explaining" sentences that describe the Flying Pigs.

CHAP22.PIGS***Writing with the File***

1. Move down to the unfinished paragraphs of dialogue below instruction #1. Complete each paragraph. Remember to put the words that a character says between quotation marks.
2. Place your cursor at the paragraph mark under instruction #2. Then write at least one paragraph about how Danny's friend finally persuades the Flying Pig to let the companions through.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for Additional Writing/Revision

1. Students can add more paragraphs to the conversation. They may want to describe the pigs in detail or introduce each pig by name. They can also add a paragraph about how Mr. Pigeon tries to persuade the pigs.
2. Have students expand the song that Solomon sings. They can even change the format by centering the lines beneath the paragraph about the song. Alternatively, students can make other characters sing a song or recite a poem to the pigs.
3. Ask students to add "-ly" adverbs to the paragraphs of conversation. For example, "The first pig oinked **angrily**..."
4. What does it look like at the top of the Thunderbird's volcano? Encourage students to "brainstorm" about the setting. Then have them add their descriptions to the chapter.
5. Student can fill out a Character Sketch page (see p.146) for each pig— or all three pigs together.
6. Have students add page numbers to the chapter (see pp. 9-10).

ADDITIONAL CHARACTER SKETCH

Full name of the character: _____

The character's age: _____

Is this character GOOD or EVIL? _____

Three things that describe this character:

Lesson 23: Say Hello to the Thunderbird

File name: CHAP23.HELLO

Pg:001 Ln:001 Col:016 File:CHAP23.HELLO

Chapter 23
Say Hello to the Thunderbird

Finally Danny and his companions entered the Thunderbird's nest. It was as big as a football field! The Thunderbird sat at one end. She was so sad she didn't even notice them come in. But Solomon got her attention by reciting a special poem.

1. Complete the comparisons in

INSERT - Use CTRL-E for the power,
CTRL-H for help, CTRL-D for Main Menu.

Teaching Objectives

- To review the use of poetry in stories.
- To introduce refrains in poems.
- To review comparisons in poetry.
- To encourage creative expression through writing a "Hello" poem.
- To describe the Thunderbird, the leader of Wingdom Kingdom.

Terms Introduced

refrain

Chapter 23 Summary

Danny and his companions finally enter the Thunderbird's nest, which is as big as a football field. The Thunderbird doesn't notice them come in because she is so sad. Solomon gets her attention by reciting a "Hello" poem. Students complete the comparisons in Solomon's poem and change the refrain.

Prewriting for Lesson 23

Begin this lesson by reviewing poetry with the class. Ask students why poems are different from regular story writing. For example, how does poetic language describe the world? Encourage students to come up with creative answers for what a poem is. In fact, you might want the class to write a poem about poetry itself. List several unfinished lines on the board, including different kinds of comparisons. For example:

Why Do I Like Poetry?

A poem is like
It is stranger than
Poetry is the most
I like poetry because

Ask students to copy the unfinished poem on their own sheets of paper. (Alternatively, you could distribute a handout that already has the unfinished poem lines on it.) Have students complete the poem, encouraging them to be as creative and descriptive as possible. When they're done, ask some students to read their poems out loud. Use the best of their lines to finish the poem on the board. Then write the first line again at the end of the poem:

Why Do I Like Poetry?

A poem is like a peacock feather.
It is stranger than a smoky dragon.
Poetry is the most beautiful river in the world.
I like poetry because it wiggles and sings!
A poem is like a peacock feather.

Remind students that poems don't have to rhyme. The use of vivid comparisons (similes) can make poetry just as fun to read as lines that rhyme. However, the words in a poem usually sound good together or have a definite rhythm. One way to reinforce the rhythm of a poem is to include repeating lines or a **refrain**. In "Why Do I Like Poetry?" above, the first line ("A poem is like a peacock feather.") is repeated at the end to create a refrain. In longer poems, sometimes more than one line or even a whole stanza is used as a refrain. You might want to read the class examples of poetry with refrains, such as "Jabberwocky" by Lewis Carroll or "The Owl and the Pussy-Cat" by Edward Lear.

In Chapter 23, Danny and his companions finally meet the Thunderbird. Encourage the class to "brainstorm" about what the Thunderbird looks like and how she behaves. Then tell students that Solomon Q. Sparrow greets the Thunderbird with a "Hello" poem. This poem contains different kinds of comparisons as well as a refrain.

Before students work on the computer, you might want to review **Control-R**, *Magic Slate II's* replace function. Students will use **Control-R** to replace the "Hello" poem's refrain with one of their own.

CHAP23.HELLO***Writing with the File***

1. Move down to the comparisons below instruction #1. Complete the comparisons by telling what the Morga is like.
2. Find the refrain, or repeating line, in the poem. Replace the refrain with one of your own. Press **Control-R**. When you're asked, "What do you want to replace?", type in the refrain. Then answer "What do you want to replace it with?" by typing in your own refrain. Next answer "yes" to "Do you want prompting?"

When the replace menu disappears, press **G** (for global). The screen will move to the first instance of the refrain. Because you answered "yes" to the prompting question, *Magic Slate II* highlights each instance and asks, "Replace this one?" Press **Return** to answer "yes." The word is replaced and the next instance is automatically highlighted. Press **N** for "no" when you don't want to replace something. Press **ESC** to return to normal editing.

3. Add another stanza to the poem below instruction #3. *Hint*: Make this stanza four lines long and use your new refrain for the last line.

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Make corrections to the file, then put the completed chapter in the folder for your book.

Activities for additional Writing/Revision

1. Students can add another stanza to the poem. If they do, remind them to put the refrain after their stanza.
2. Students can also change the first line of each stanza to make it their own.
3. Have students change the title of "SOLOMON Q. SPARROW'S HELLO POEM."
4. Ask students to tell more about what the Thunderbird looks like—and how she responds when Solomon chirps the poem. Students can add at least one paragraph to the end of the chapter.
5. Students may want to complete the Character Sketch page for the Thunderbird (see p. 152).
6. Have students add page numbers to the chapter (see pp. 9-10).

CHARACTER SKETCH

The Thunderbird

The Thunderbird's age: _____

How much does the Thunderbird weigh? _____

The Thunderbird's feathers are like _____.

Her eyes are bigger than _____.

Her smile is funnier than _____.

Three things the Thunderbird likes to say:

Lesson 24: Battle of the Thunderbird

File name: CHAP24.BATTLE

Pg:001 Ln:001 Col:016 File:CHAP24.BATTLE

Chapter 24
Battle of the Thunderbird

When Danny gave the Thunderbird her cape, she sighed with relief. "How can I ever repay you?" she asked. Danny didn't get a chance to answer. Suddenly the Morga and the Flying Snakes dropped out of the sky!

1. First the Morga says something terrible to the Thunderbird. Put his words in quotations marks below.

INSERT - Use CTRL-E for E-power, CTRL-H for help, CTRL-D for Main Menu.

Teaching Objectives

- To introduce the climax and resolution of a story.
- To discuss battles and final conflicts in a story.
- To review character motives.
- To review plot building and action scenes.
- To encourage creative expression through writing the end of *Journey to the Thunderbird*.

Terms Introduced

final conflict
climax
loose ends
resolution

Chapter 24 Summary

Danny gives the Thunderbird her cape. Almost at the same moment, the Morga and the Flying Snakes appear. The Thunderbird fights the Morga in a battle that she almost loses. Students write the climax of the story, including an explanation of how Danny and his companions help the Thunderbird win the battle.

Prewriting for Lesson 24

Start the classroom discussion by reviewing who and what *Journey to the Thunderbird* is about. You might ask the following general questions and list students answers on the board:

Who are the main CHARACTERS?
 What is the SETTING?
 What is the main CONFLICT?
 How does the PLOT unravel?

Encourage different students to tell their version of the story. Then set the scene for Chapter 24. This chapter includes the **final conflict**, or battle, of *Journey to the Thunderbird*. Stress that battle scenes usually involve two sides who fight against each other. The outcome of a final battle or action determines how a story ends. This is also called the **climax**. If a plot is built well, readers usually have some ideas of what the climax will be early in the story. (You might want to review the story conflicts students discussed in Lesson 7.) However, the plot must unravel first in order for the climax to have any meaning. Story climaxes don't always involve fight scenes, but sometimes such a climax seems inevitable, as in a final battle between Good and Evil. In this case, character motives are clear-cut. Have students divide characters involved in the final battle of *Journey to the Thunderbird* into two sides: GOOD and BAD. Then write the character names in two lists, including motives for fighting:

Good Characters

The Thunderbird

Motive: has to keep the cape to rule Wingdom Kingdom.

Danny and His Companions

Motive 1: if the Thunderbird doesn't win, the Morga will hurt them.

Motive 2: if the Morga gets the cape, he'll make Wingdom very evil.

Motive 3: Danny and his friend want to go home.

Bad Characters

The Morga

Motive: wants the cape so he can take over.

The Flying Snakes

Motive 1: if the Morga has the cape, he can make them powerful.

Motive 2: want the cape for themselves.

Motive 3: have no choice—they are slaves.

Emphasize that individual motives will determine how each character acts in the battle. Characters sometimes do the unexpected during times of crisis. For example, a cowardly lion may fight bravely when someone he loves is threatened. But a character's actions are still explained by some motive, even if it's one the other characters don't know about until the climax of the story. You might want to discuss which characters have secret motives—and which ones may do something surprising in the battle. (Note: Some students may want to write a "tragic" ending—or one in which the forces of evil win out, at least temporarily. In that case, tell students that they can change the ending on the computer to match their ideas.)

Divide the class into groups of ten—or groups with enough students to play the main roles in "The Final Battle." Have the groups create the battle scene, using any props that have been developed in previous role-playing activities. Since this is the climactic scene of the story, you might have students wear special costumes—masks or colorful clothing—that match their roles. Ask each group to perform the battle scene in front of the class.

Before students work on the computer, discuss the **loose ends** that are left over when the battle is done. For example:

- How does the Thunderbird repay Danny and his friend?
- How do Danny and his friend get home?
- What happens to the ostrich, Solomon, and Mr. Pigeon?
- What finally happens to the Morga and the Flying Snakes?

The loose ends of a story are usually tied up at the finish. This is called the **resolution**. For example, an author might tell readers that the Thunderbird repaid Danny and his friend by sending them home; in addition she gave Solomon another thinking hat and the ostrich the gift of flight; Mr. Pigeon returned to the secret cave to sleep for a thousand years; and nobody ever saw the Morga and the Flying Snakes in Wingdom Kingdom again. Students may want to discuss their own ideas for the resolution of the story. Stress that resolving the final questions of a story is yet another way of building strong connections. The connections heighten the action, carry the reader to the climax—and explain what finally happens in the resolution.

CHAP24.BATTLE***Writing with the File***

1. Place the cursor at the paragraph mark under instruction #1. Then write what the Morga says to the Thunderbird. Remember to indent the paragraph and use quotation marks.
2. Move down below instruction #2. Write a paragraph about how the Thunderbird almost loses the battle with the Morga.
3. Go to instruction #3 and write at least one paragraph explaining how Danny and the others help win the battle.
4. When you're finished with everything, move down to the paragraph mark below instruction #4. Write a big finish to the chapter. *Hint:* Tie up any loose ends that are still "hanging."

Proofreading the File

Proofread your printed page(s). Use the *Proofreader's Checklist*. Make corrections to the file, then put the completed chapters in the folder for your book.

Activities for Additional Writing/Revision

1. Students can write their own ending to the chapter if they don't want to follow the instructions.
2. Have students draw a picture of the battle on the printout or a separate page. Alternatively, if students have created an "action mural" or other art projects for the story, they can finish that up.
3. Ask students to create a special cover for their completed books. They can use construction paper for a folder and other supplies such as glitter, glue, colored markers, paper cutouts, etc., to make a cover illustration of *Journey to the Thunderbird*.
4. Have students add page numbers to the chapter (see pp. 9-10).

SPECIAL PROJECT: CHAPTER 25
Students may want to write their own final chapter. They can include the resolution of the story there. Show them how to start a new file and add a heading and title for the chapter. You can also hand out copies of the worksheet on the next page (*Writing Chapter 25*). Students can refer to the worksheet when working on the computer.

Writing Chapter 25

HOW DOES THE STORY END?

1. Select **NEW** from the Main Menu to start a new file.
2. Enter a name for your file (for example, "CHAP25.END").
3. Press **Control-O** to select Boldface type.
4. Press **Control-C**. Select "Centered." Then press **Return**.
5. Type the chapter heading "Chapter 25." Press **Return**.
6. Type the chapter title. For example, "Home Sweet Home!" Press **Return**.
7. Press **Control-C**. Select "Left side only." Press **Return**.
8. Press **Return** again to add a line space.
9. Change the Boldface typestyle back to Plain Text.
10. Use the **Tab Key** to indent your opening paragraph.
11. Start writing!

Pg:001 Ln:006 Col:024 File:CHAP25.END

Chapter 25
Home Sweet Home!

 Danny and Stacy were very glad the
Thunderbird won the battle, but they
wanted to go home, too.

INSERT - Use CTRL-E for typeover,
Q-? for help, CTRL-Q for Main Menu.

SAMPLE STUDENT BOOK

The selections for the sample student book were created by several children. Most of the written work was done by Tiffnie Garlasa, Wendy Lim, Godfrey Kwan, Lydia Chan, Eric Wold, and Daniele Derenzi. Other students contributed drawings and character sketch pages (see list below). The artwork was originally done in color with crayons, marker pens, and pencils. Information on the title page that involves name and school has been changed to match fictitious student "Ellen Wong" of "Pacific Crest School."

Write With Me! was tested in three different schools. The teachers and students who participated are listed below. In addition, special thanks to Jennifer Masek and Said Nuseibeh for their ideas on "Wingdom Kingdom."

Please Note: The sample student book represents work using Magic Slate, not *Magic Slate II*.

Teachers and Principals

Jeannie Bosley, Teacher

Summer Session, Abraham Lincoln Elementary School, Burlingame, Ca.

Evelyn Haws, Principal

Abraham Lincoln Elementary School, Burlingame, Ca.

Pat Kennison, Summer School Director

Laguna Salada Union School District, Pacifica, Ca.

Tom Malone, Teacher

Summer Session, Ortega Elementary School, Pacifica, Ca.

Marey Richins, Teacher

Summer Session, Pacific Manor Elementary School, Pacifica, Ca.

Cynthia Wilkinson, Teacher

Summer Session, Pacific Manor Elementary School, Pacifica, Ca.

Students

Enrique Alojipan

Jamila Bolden

Aria T. Brown

Lydia Chan

Chriss Dalikas

Angela Datrice

Janeen Dillender

Audrey Ebise Esquivel

Pacific Manor

Jeremy Fu

Christina Galetti

Jonathan Gatley

Sharnell Green

Sheryl Lynn Green

Jenny Lynn Hill

Alexander Holmes

Carla Howard

Godfrey Kwan

Stella K. Lee

Roger McNall

Robert Madriaga

Stacy Rodriguez

Jessica Sorenson

Yvette Turner

Pamela Wong

Lincoln

Lisa Coar

Allison Gamlen

Ai Goldsmith

Kyla Hagedorn

Elizabeth Olson

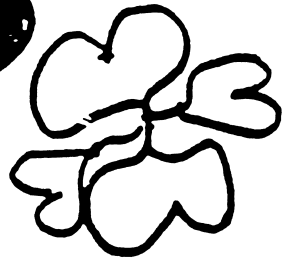
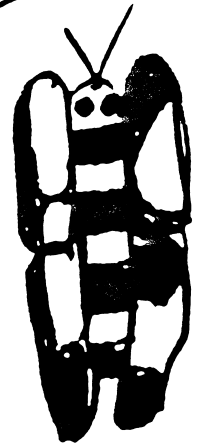
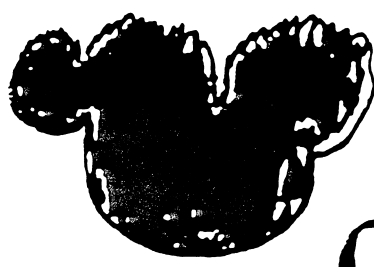
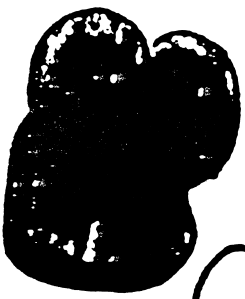
Ortega

Daniele Derenzi

Tiffnie Garlasa

Wendy Lim

Eric Wold



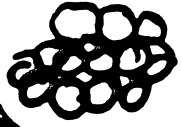
WRITE WITH ME!

Journey to the Thunderbird

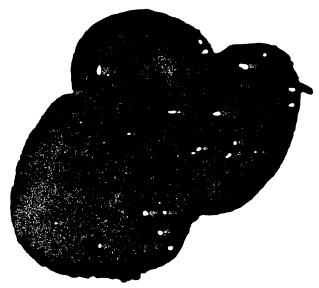
by

ELLEN WONG

PACIFIC CREST SCHOOL



JULY 7, 1986



Chapter 1 Danny's Friend

One morning Danny met a friend at the Magic Store. They found a special cape in back. It was made of shiny red feathers. Danny's friend touched the cape. The feathers felt hot!

Danny's friend was named Stacy. She was eleven years old. Her birthday was in March that's when she'd turn twelve.

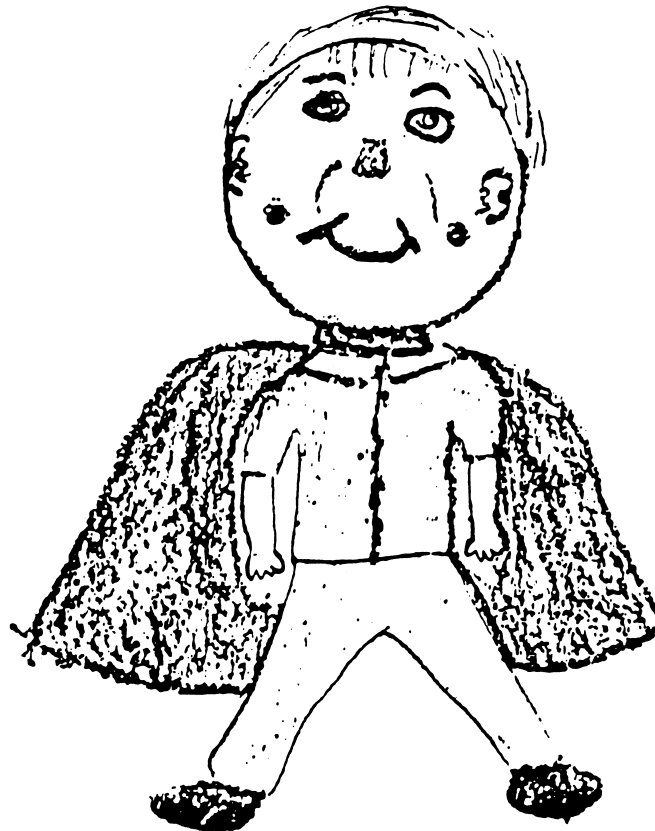
Stacy was an average student in school but knew her multiplication.

Stacy was normal sized, and had brown hair and brown eyes. She hated to eat spinach and pea soup.

Stacy's special skill was blowing bubbles with bubble gum.

CHARACTER SKETCH

Danny



Danny's full name: Danny John Peters

Danny's age: 12

Danny's eye color: Light Blue

Danny's hair color: blond

Something else that describes Danny:

Dimples, beautiful smile

CHARACTER SKETCH

Danny's Friend



The friend's full name: Stacy Rodriguce

The friend's age: 11

The friend's eye color: Brown

The friend's hair color: Brown

Something else that describes Danny's friend:

She likes to play tennis

Chapter 2 Wingdom Kingdom

Danny put the cape around his shoulders. There was a loud BOOM! The Magic Store disappeared. Then Danny grabbed his friend's hand. Suddenly they were standing in a crazy place! The first-thing they saw was a big sign.

WINGDOM KINGDOM
Population: 2,000
Popular sport: BOOM CLOUD
Most popular food: papier mache

WELCOME TO FLYING PERSON VILLAGE

Next Danny and Stacy saw fiery volcanoes in the distance. The volcanoes started spitting out hot molton magma.

Then they started running for help. The grass which was blue was now covered with hot molton magma! It(the magma)was all over and had started coming after them! What could they do?!!!!!!

Danny and Stacy didn't see anyone on the ground. They saw flying horses and dogs in the sky! They started to yell at them but, they were to high to here them!



The
Floating
Jungle

The
Thunderbird's
Volcano

Wingdom
Waterfall

The
Secret
Cave

The Bridge of Fire

Danny and his
friend arrive
here →

Rainbow
River

The Morga's
Secret
Hideout

M. Nichols

MAP OF WINGDOM KINGDOM

Chapter 3 The Ostrich with Three Heads

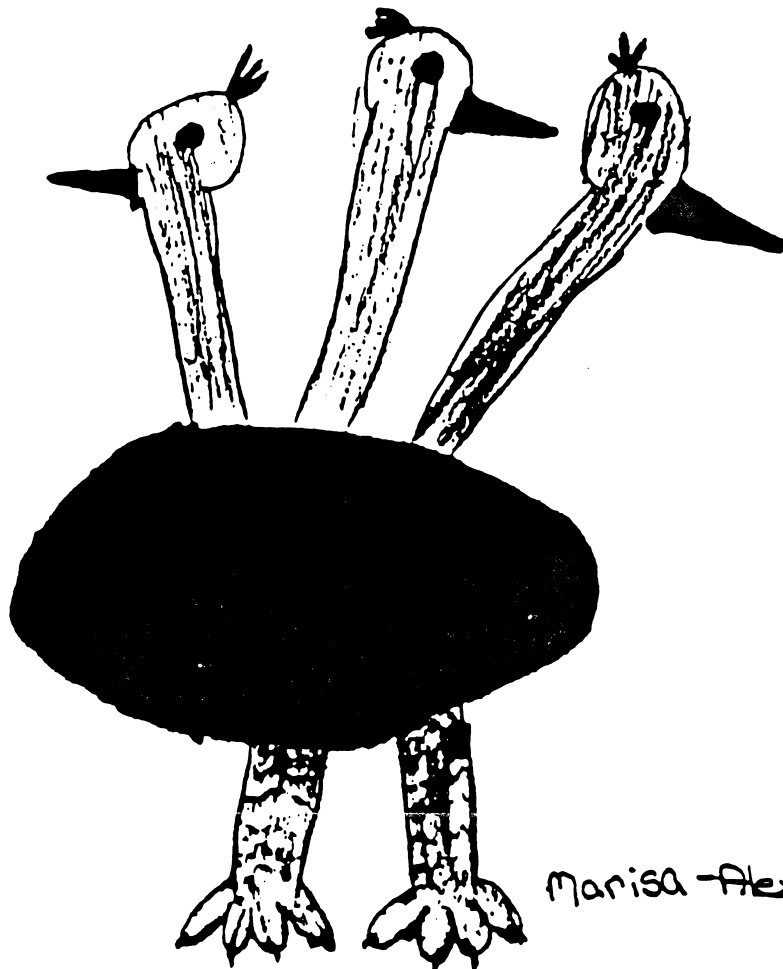
Danny and his friend heard a loud noise. They turned around. A weird ostrich stared back at them! She had three necks and three heads!

* The first head was named Marisa.

* The second head was named Alexandra.

* The third head was named Wendy.

The ostrich had two legs and seventeen eyes. Her feathers were plain black colored. She couldn't fly, so everyone else in Wingdom Kingdom teased her very badly. Her three heads were very funny, cute, and smart. Marisa liked jump-roping. Alexandra loved turning the rope and jumping rope at the same time. Wendy liked to bake black berry cake, playing hide-in-seek. All three of the heads hated talking to stuck up Jocelyn the hippo!!!!!!!



Marisa - Alexandra - Wendy

CHARACTER SKETCH

ANNA-BANANA-BELLA:

The Ostrich with Three Heads



How tall is the ostrich? 6 1/2 feet

How much does she weigh? 200 LBS

The first head likes to she likes to eat pizza

The second head likes to she likes to talk on the phone with her girlfriend

The third head likes to Read books and study

The things that all three heads hate to do:

- ① They hate to run
- ② They hate going to school
- ③ most of all they hate dull movies

Chapter 4 Who is the Thunderbird?

At first the three ostrich heads were confused. They stuck themselves in the ground. Finally they came out again and looked at Danny. He asked, "Who is the leader of Wingdom Kingdom?"

* Marisa answered, "The Thunderbird is the leader."

* Alexandra cried, "Of course but don't let him find out that you didn't know that."

* Wendy yelled, "You silly fool everybody knows that unless there stupid wich happens to be in your catagory."

Then Marisa said, "The Thunderbird is very good to her subjects and treat's them fairley and Big Macks are cheap!"

Alexandra cried, "The Thunderbird lives on the tallest volcano because if it erupts the hot lava wont burn anybody."

Wendy cackled, "The Thunderbird looks like half donkey half computer."

Then Marisa asked, "What planet do you come from my dear?"

Danny answered, "We come from the planet earth."

Next Alexandra asked, "What are you doing here?"

Stacy answered, "We were in a magic store looking for a magic trick so we went in the back where all the good stuff is and there was this magic cape right here, then I touched it and it was really hot then I grabed my friend and here we are."

Finally Wendy asked, "How can you remember all that I mean really."

Danny answered, "Well people from earth have something called a MEMORY."

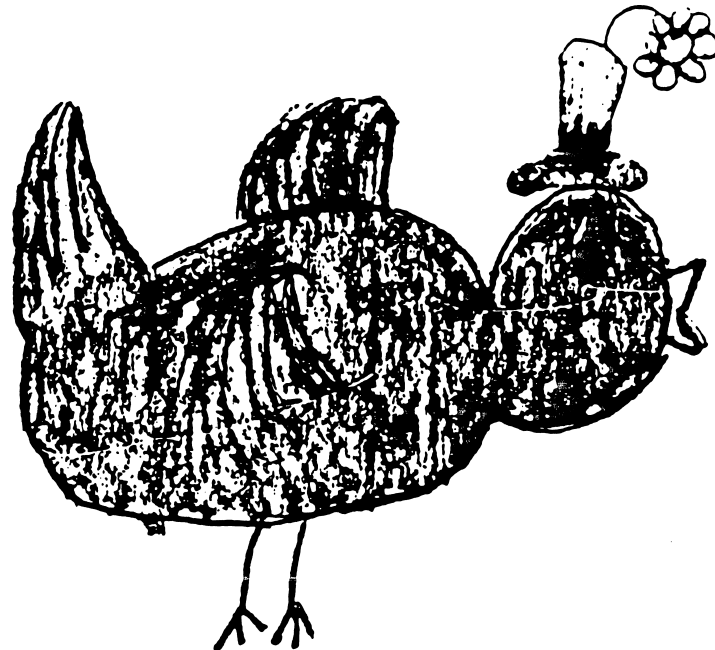
Chapter 5 Solomon Q. Sparrow

Next Marisa said to Danny, "I like your feathered cape! It looks familiar!" Before Danny could answer, a tiny bird landed on his shoulder. The bird was named Solomon Q. Sparrow. The clever sparrow liked Danny right away.

Solomon always wore a bright rainbow colored magical hat made of feathers, eyelashes, and paint. He got the hat from a magical elephant. Solomon talked like a person when he wore the magical hat. He was even an adviser to the Thunderbird. Solomon was like a printer that could fly! He was also like a horse with wings.

Solomon had eyes like demons. His feathers were as soft as a fur on a rabbit. His hat was like a shiny glass window.

Solomon said, "I love your beautiful magical cape. It is made out of the finest feathers. Only the finest people have these! Where in the world did you get this?"



CHARACTER SKETCH

Solomon Q. Sparrow



Solomon's age: 16

How much does Solomon weigh? 50 pounds

What color are Solomon's feathers? yellow

What is Solomon's favorite hobby or game? pin the eagle

Three words that describe how special Solomon is:

It can fly from the east side of

the world to the west

side of the world 20 times

Chapter 6 The Morga!

Suddenly Solomon chirped a warning. The terrible Morga streaked across the sky! The Morga was like a dragon with no wings or legs. He couldn't fly by himself, so 100 Flying Snakes carried him everywhere.

Although the Morga couldn't fly, he was very powerful. He didn't like anybody. The Flying Snakes weren't friendly either. Even when the Morga wasn't around, they didn't stop doing evil things. They said to everyone, "You can't stop us. You aren't as strong as we are! HA HA!"

The Morga could breathe fireballs. He weighs 10000000000000000000 pounds! If he was in town, people would hide, and try to keep out of his way. The Morga could cause very bad earthquakes when he falls.

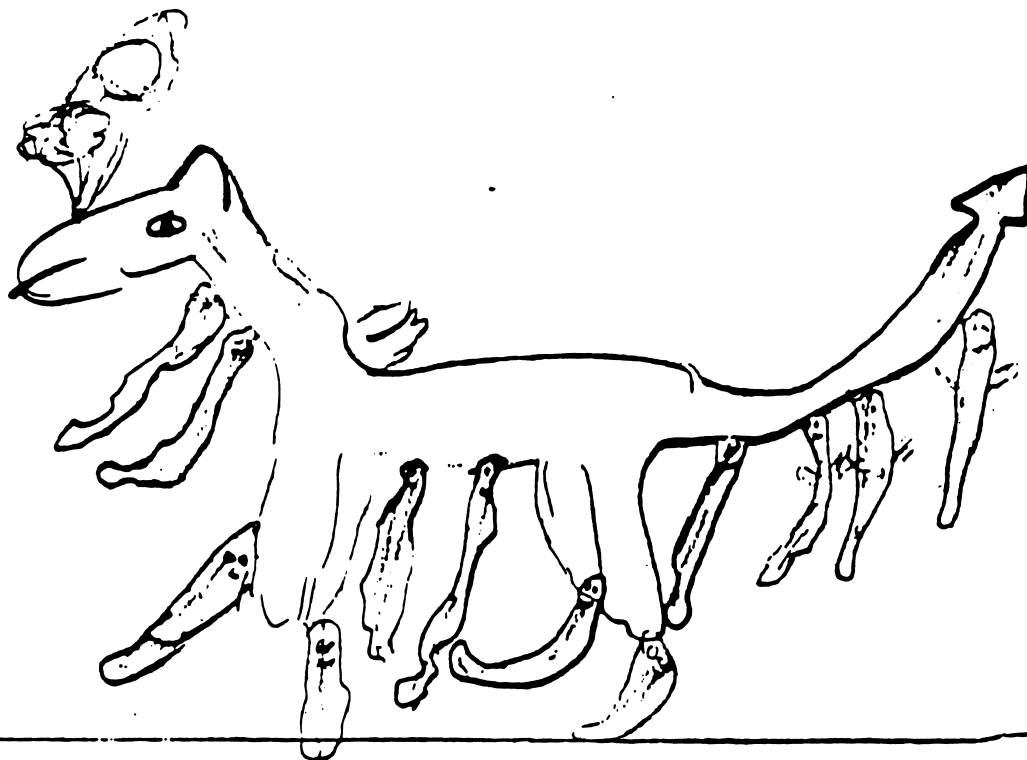
THE MORGA'S SECRET NAME WAS ARROW-TECK.

Anyone who knew the secret name had power over the Morga. They had power over the Morga, because he couldn't lift his heavy body to chop things then. He barely could lift it an inch, so when he moved he shuffled. That's why there are so many earthquakes in Wingdom Kingdom!!!

The Arrow-Teck's other weakness is being shot in the nose with a gold arrow.

CHARACTER SKETCH

The Morga



The Morga's secret name: arrow-tock

The Morga's age: 110

How long is the Morga? 34 ft

How tall is the Morga? 26 ft

How much does the Morga weigh? 1,000,000

Three words that describe how terrible the Morga really is:

slaves people

kills people

puts people in jail for

doing something good.

Chapter 7 Escape from the Morga

The Morga wanted Danny's feathered cape! The evil creature quietly shuffled toward Danny. The boy backed away. He held onto the cape very tightly. Then, all of a sudden, Danny was flying!

The cape had special powers. Danny realized the cape could make him fly. Danny felt great!

He flew over a cloud. Soon, Danny flew around in two circles, then went down to find Stacy. Danny didn't want the Morga to get the cape! As soon as Danny looked in front of him, the Morga started to come after him. Danny flew down got Stacy, and then they flew to cover.

Of course the Morga was angry at Danny. A flying snake caught Danny and dragged him to the dungeon. While the MORGa was cooking dinner Danny and Stacy were using there mom's toothpaste and nalefile to cut the bars of the prison.

Then they got away, so Danny and Stacy looked for help. They called for the three headed ostrich. The ostrich came as quick as a flash!

"What's it that you want Danny and Stacy?" asked Marisa.

"The ANFUL MORGa IS AFTER MY CAPE!!! What shall we do?"

"You shall come with us to the THUNDERBIRD'S mountain. She shall protect us."

Chapter 8 Solomon's Secret Mission

After Danny and his friends escaped from the Morga, Solomon explained his secret mission. "The Thunderbird sent me to look for her magical cape," he told them. "She trusts me because I am her smartest adviser!"

According to Solomon, the Thunderbird couldn't fly without her cape. She needed the cape because the cape gave her more power and she was HELPLESS WITHOUT IT.

The Thunderbird lost her magical cape three days before. She took the cape off when she was running a mile.

Now Danny had the Thunderbird's cape. The Morga wanted the cape since 50 years ago.

Danny agreed to give the cape back to the THUNDERBIRD to the Morga men's sake ever. Danny also wanted to give the cape back to her so she could send him back to his own world.

Chapter 9 The Journey Begins

"In order to return the cape, we must reach the Thunderbird's volcano as soon as possible!" Solomon said. Danny and his companions agreed to leave right away. They started the journey at Rainbow River. Only Solomon and Danny could fly across. The ostrich tried to swim, but she got stuck in the middle!

Danny yelled at the ostrich, "Keep your heads above water! Bend your necks and kick with your feet."

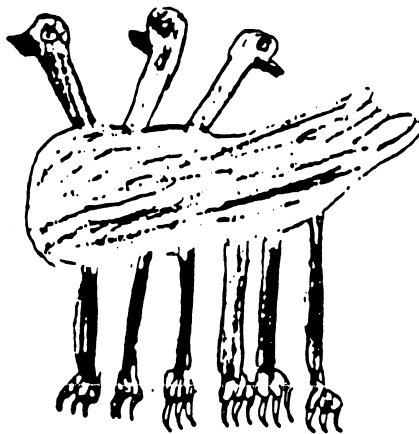
Then he shouted, "Flap your wings!"

Next he screamed, "Kick your feet!!"

Finally he commanded, "Hold your breath."

The ostrich was still in trouble. So Danny jumped into Rainbow River. He caught her tail and dragged her to shore. "That hurts!" Marisa said.

The ostrich looked like a stuped, wet bird! Her feathers were all slimy with all the colors of the RAINBOW. But she didn't like it at all! "Wendy don't ever tell me to swim like that again!" Alexandra said.



Chapter 10 The Swan's Poem

After Danny rescued the ostrich, they all rested. Nobody knew what to do next. Suddenly a huge swan floated toward them. She looked like a silver boat on the water. "I just wrote a poem," the swan said. "Listen!"

My wings glowed like cherrys,
My dreams tasted like apples,
I was happy as a bee,
Because the river talked like rain.

SOLOMON'S STANZA

My feet are red
My wishes are striped
I was a bee
Because I like honey

Chapter 11 The Cave Behind the Waterfall

The swan loved Solomon's Stanza. "Hop on board!" she cried. "I can give you a speedy ride on my back!" So Solomon and the others rode all the way to Wingdon Waterfall. The huge swan left them there. As she swam away, she sang, "Farewell, my sweet new friends!"

Solomon decided what to do next. He thought a cave was behind the waterfall. He asked Stacy to check it. So the girl jumped past him. Stacy landed on a dry ledge behind the rushing water. Then she saw the secret cave. She squeezed through the opening, but it was very dark inside. Suddenly Stacy yelled!

A Flying Snake flex right at her! The snake's name was Mrs. SSSS. She darted at the girl because she wanted the cape. But Stacy left it with Solomon and the others. So Mrs. SSSS hissed angrily around her, and Stacy ran away from the FLYING SNAKE! Then they heard a strange voice whispering to them.

Mrs. SSSS said, "Who is it?"

"It was me, HA, HA, HA!" Mr. Pigion exclaimed.

Chapter 12
Mr. Pigeon the Egg Magician

Suddenly Mr. Pigeon the Egg Magician appeared! His wings flashed brightly with blue sparks. It was his voice Mrs. SSSS and Stacy heard. Mr. Pigeon quickly attacked the Flying Snake with fifty magical eggs.

Mr. Pigeon said furiously, "Economizt!" The eggs burst into flames! Next Mr. Pigeon said angrily, "Econosmush!" All fifty flaming eggs smashed into Mrs. SSSS!

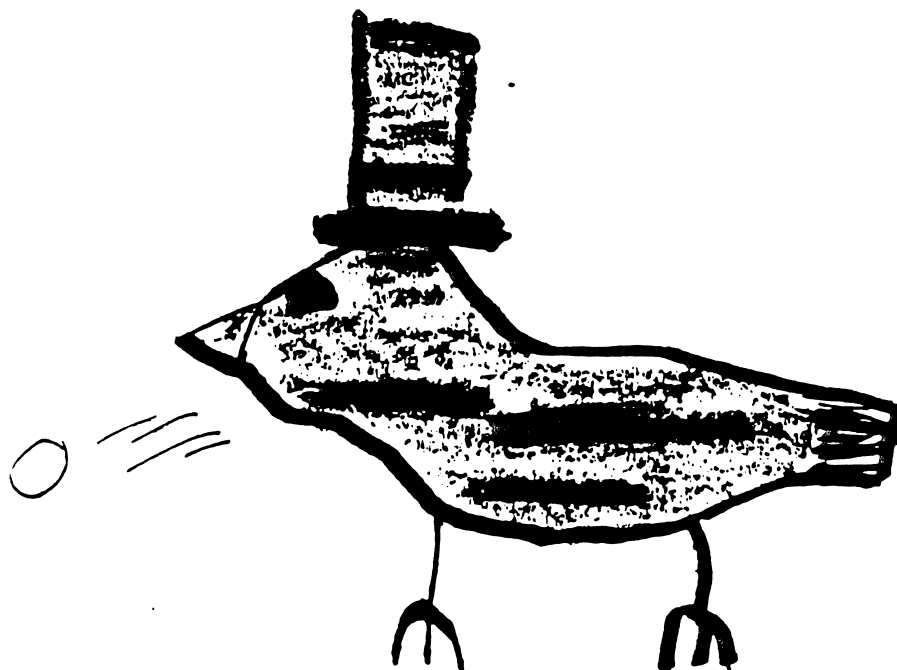
Then he said happily, "Ecreatist!" The broken eggshells whirled in the air and formed fifty new eggs! Mr. Pigeon said curiously, "Equirter!" The new eggs squirted green goo all over the Flying Snake!

She turned green for the rest of her life.



CHARACTER SKETCH

Mr. Pigeon the Egg Magician



Mr. Pigeon's age: 54

How tall is Mr. Pigeon? 41 inches

How big are Mr. Pigeon's feet? small

Mr Pigeon lives in a egg carton.

Mr Pigeon likes to wear hats.

Three magical powers that Mr. Pigeon has:

he has ex-ray vision
he can change into different
he's a paper manic ↓ animals

Chapter 13 The Magic Spell

Danny, Solomon, and the ostrich entered the cave when it was all clear. Then Mr. Pigeon told them a magic spell. The magician said they could use the spell any time they needed help.

MR. PIGEON'S CRAZY SPELL

Danny eats peppermint bananas with stringy seaweed.

The pink slug slithers on Danny's shoe.

The TV set dances with the round radio
across the roof.

The spiders cackle at chickens about
every day.

The blue snail juggles bananas over
Stacy's rowling head.

Chapter 14 Mr. Pigeon's Advice

Before Mr. Pigeon left, he gave the group some advice. He had a loud voice, which echoed in the cave. So his words of advice sounded like this:

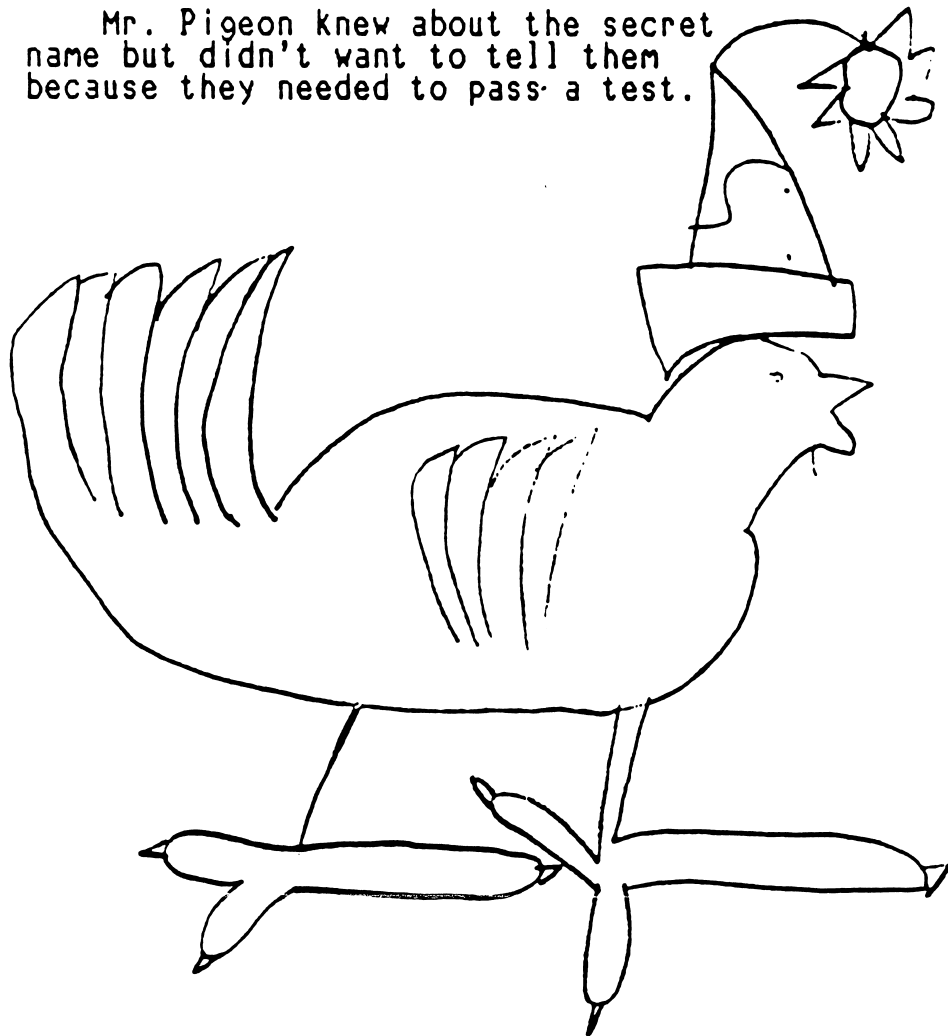
FIND OUT THE MORGA'S SECRET NAME.
FIND OUT THE MORGA'S SECRET NAME.

FIRST GO TO THE FLOATING JUNGLE.
FIRST GO TO THE FLOATING JUNGLE.

NEXT CATCH THE MONKEY BIRD.
NEXT CATCH THE MONKEY BIRD.

SHE WILL TELL YOU THE SECRET NAME.
SHE WILL TELL YOU THE SECRET NAME.

Mr. Pigeon knew about the secret name but didn't want to tell them because they needed to pass a test.



Chapter 15 The Floating Jungle

Without another word, Mr. Pigeon vanished. "It's a good thing I know where the Floating Jungle is!" Solomon chirped. The sparrow led the others down a secret passage. When they finally stepped outside, they floated into the sky!

Danny and his companions floated higher and higher. When they reached the Floating Jungle, they fell down onto a cloud.

The Floating Jungle was higher than the clouds. After Danny knocked into a tree, he tried to be more carefull.

Danny was more scared than Solomon. Since ANNA-BANANA-BELLA was the most scared of strangers, she flapped around to much!

Solomon floated the fastest. If he didn't stop floating toward the palace, he would get lost in the clouds.

The jungle trees were taller than the Empire State Building. The Giant Tooth Plants were hungrier than a elephant with two stomachs. The silver parrot was more silver than the Comstock Load. The flying leopards were faster than a Cheetah riding a jet.

Chapter 16 The Monkey Bird Chase!

Suddenly Solomon spotted the Monkey Bird. She hung onto a tree branch with her tail. But when the sparrow floated toward her, she darted away like a hummingbird. "Come back!" Solomon cried. "We have to know the Morga's secret name!"

First Solomon and the others raced after the Monkey Bird. They were very fast but she was faster.

Next they watched her swoop under a flying leopard! They were really scared of the leopard. It growled and Stacy screamed.

Then Solomon and the others flew under the flying leopard, too. They had to do it or the Monkey Bird would get away. The leopard cut the three ostrich heads with ugly shiny claws. But the ostrich heads were only hurt a little bit.

After they got under the leopard, Solomon and the others grabbed the Monkey Bird. She swung her tail both ways and hit Solomon like a baseball! Fortunately for Solomon Danny grabbed his feet so he didn't float to far.

Finally they held her tightly so that she couldn't get away. The Monkey Bird was caught! "Tell us the Morga's secret name RIGHT NOW!" Marisa said.

The Monkey Bird whispered, "The Morga's secret name is ARROW-TECK."

Chapter 17 The Bridge of Fire

As soon as the Monkey Bird said the Morgia's secret name, Solomon and the others stopped floating upward. They drifted down from the jungle and landed near the Thunderbird's volcano. Then Solomon cried, "Oh no! Now we have to cross the Bridge of Fire!"

Marisa CRIED, "If we walk on the bridge, we might fall in!"

Alexandra SCREECHED, "Don't be such a windbag!"

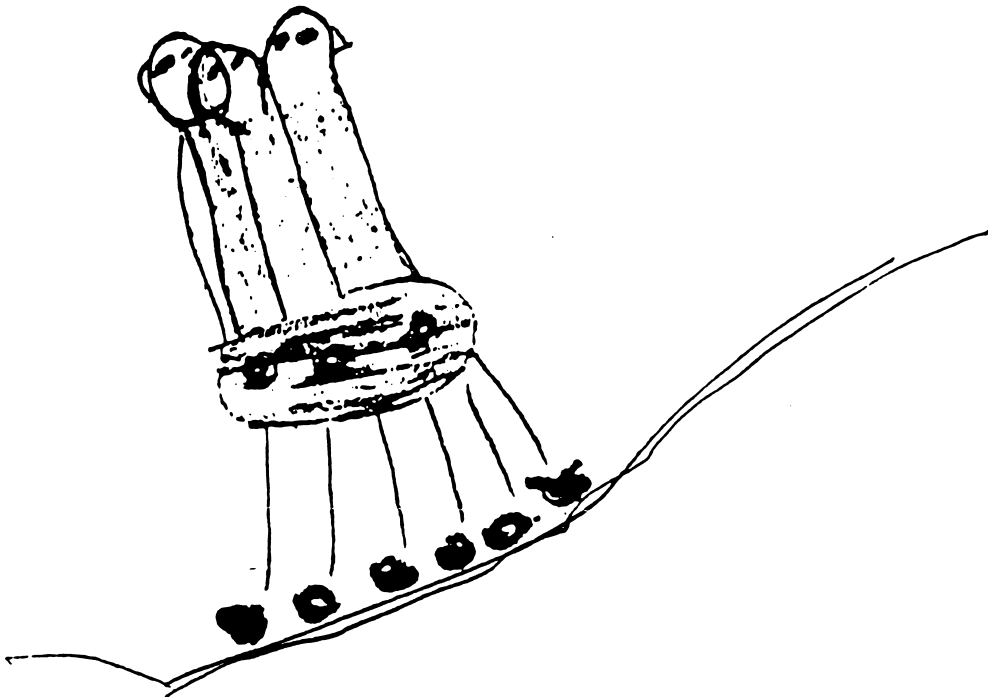
Wendy SCREAMED, "Stop arguing! We could cross the bridge by now!"

Marisa CRIED, "At least Danny and Solomon can do it!"

Alexandra YELLED, "Shut up and cross the bridge Marisa!"

Wendy YELLED, "GOGOGOGOGOGOGOGOGO!"

They were scared but everyone got across the bridge. The ostrich went first because she was too scared to stay behind. Danny and Solomon flew but Stacy ran with the ostrich and she yelled all the way. The molten magma under the bridge burned Stacy's feet!



Chapter 18 The Morga Attacks Again!

When everyone arrived on the other side of the Bridge of Fire, they heard a hissing sound. The Morga and the Flying Snakes were already there! The evil creatures didn't attack right away. First the Morga tried to persuade Danny to give up the cape.

The Morga said to Danny, "Give me the cape like a good little boy, and I won't hurt your friends or YOU!!!!!!!"

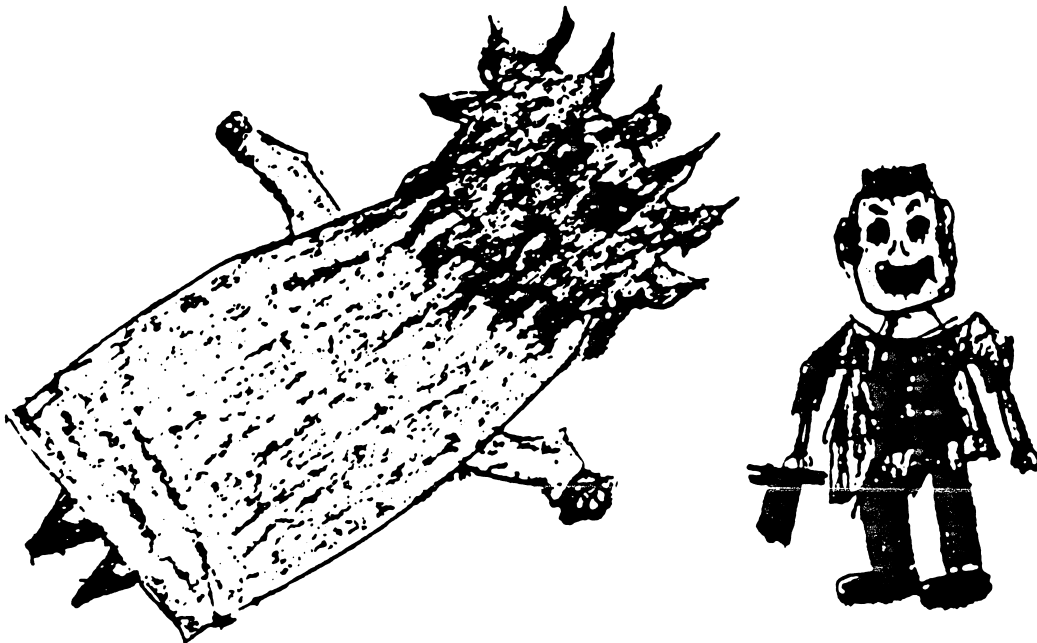
"Second of all," the Morga continued, "I'll give you a million dollars and a brand new refrigrater."

"Third of all, if you'll just give me the cape, you can go home!!"

"Fourth of all, I'm lying. But we'll tell you the real truth if you give me the cape!"

Danny and his companions almost said the Morga's secret name. Then the Morga breathed fire and it smelld so bad nobody could talk!

Then Danny triped and hurt himself. A flying snake grabbed him so the Morga captured him. They flew away before Danny's friend could do anything.



Chapter 19
Mr. Pigeon's Riddle

Danny was gone! His companions didn't know what to do, until Solomon chirped the magic spell. The next moment, Mr. Pigeon appeared. "I knew you'd need my help!" he cackled. "I'll take you to the Morga's hideout, but first you must answer a riddle."

"Now listen closely," the magician said. "What glitters like a rainbow but has no color, pops like a balloon but makes no noise?"

Stacy answered, "a car."

Marisa answered, "HE!"

Alexandra answered, "NO HE!!"

Wendy answered, "A TREE!!!"

Solomon answered, "a very shiny bubble."

"The answer is a SOAP BUBBLE," Mr. Pigeon said. "Even if none of you got it right, I was going to help you anyway!"

"Well, I have a riddle for you," Solomon chirped. "What cannot be smash and cannot be cut and can change it's form?"

Mr. Pigeon answered, "Water."

Chapter 20 The Darkest Hour

Meanwhile, Danny was stuck in the Morga's secret hideout. The hideout was on the side of the Thunderbird's volcano. It smelled like rotten MOTH BALLS inside. Poor Danny had a rock in his mouth, so he couldn't say the Morga's secret name!

The Morga's hideout looked like a demon's swimming pool. It was longer than a girraff's neck. The floor felt as spiky as spikes. The air in the hideout smelled like MOTH BALLS. THE Morga's hideout was the scariest place that Danny had ever been to.

Now that the Morga has the cape, he plans to take over WINGDOM. KINGDOM!!!!!!
"Oh no, what shall we do?" Danny said to himself, after he heard the Morga say, "Now that I have this cape, I can concer the world!!"

The Morga said to Danny, "WILL YOU PLEASE..... CONCKER THE WORLD WITH ME?? PLEASE..... WE COULD HAVE MILLIONS OF SLAVES!! DON'T YOU LIKE THAT?"

Chapter 21 The Companions to the Rescue!

Danny refused to submit to the Morga. But the Morga just flew back and forth with the cape, laughing nastily. The Flying Snakes hissed with glee, until a new sound echoed through the hideout. Danny's companions suddenly rushed forward!

Danny's friends got into the dongin by having Mr. Pigeon distract the guard's attention, then put him to sleep by a spell. When he woke up he didn't know what had happened!

Mr. Pigeon yelled, "ZAPPETY-ZOO!" Then hundreds of fiery eggs broke on the Flying Snakes!! Only Mrs. SSSS escaped but the three headed ostrich went after her.

Mrs. SSSS flapped away from the ostrich. "Now nobody can help you, ~~helpless~~ flying snake!!!!!!" said the ostrich. Soon, the magician, Mr. Pigeon, had made his magic wand into a sword. Mr. Pigeon swong his sword in the air and cut the Morga! Right straight down his back.

The Morga didn't even notice his wound. It was squirting purple blood all over the floor! Then Stacy took the rock out of Danny's mouth so they both screamed the secret name, "ARROW-TECK!"

"I'll get you for this, you, you, ugh big pigeon!" the Morga screamed.

Danny grabbed the Thunderbird's cape. He started to fly towards his friends, then all of them, grabbed on to Danny, and they flew away!



Chapter 22 The Flying Pig Patrol

Danny had the Thunderbird's cape again! But he and his companions were so scared they left the Morga's hideout right away. Mr. Pigeon helped them climb the volcano. The Thunderbird's nest was at the very top. When Danny and the others got there, three Flying Pigs blocked their way.

The first pig oinked, "Nobody can see the Thunderbird! She is so unhappy that she lost her magical cape and she could not find it anywhere in her magical land!"

Solomon tried to persuade him by singing, "How sweet pigs are to me oh how sweet they are to me!!!!!!!"

The second pig snorted, "You are so silly we might let you in!!"

Danny tried to persuade him by saying, "Today is a wonderful day it is the best day in this magical land. We have a gift for the THUNDERBIRD."

The third pig grunted, "That is so stupid I know better than that. You can't get past ME!!!!!!"

Marisa-Alexandra-Wendy tried to persuade him by saying, "We will only be two seconds, PLEASE....."

The three pigs squealed together, "We are so powerful that not even a gust of wind can get through us!"

Then Stacy persuaded them by saying, "You guys are nice so please let us see the THUNDERBIRD. It is important."

Chapter 23 Say Hello to the Thunderbird

Finally Danny and his companions entered the Thunderbird's nest. It was as big as a football field! The Thunderbird sat at one end. She was so sad she didn't even notice them come in. But Solomon got her attention by reciting a special poem.

SOLOMON Q. SPARROW'S HELLO POEM

Hello, hello, dear Thunderbird!
The Morga is like a greesy FIREBALL!
But you are like a volcano bird!
Oh you don't know how much I love you!

Please don't be sad, dear Thunderbird!
You're smarter than anyone else around.
And the Morga is the dumbest monster
from the biggest swamp!
Oh you don't know how much I love you!

We'll help you now, dear Thunderbird!
The Morga is worse than a slimy worm.
But we're as brave as a gigantick army!
Oh you don't know how much I love you!

Hello, hello, dear Thunderbird!
The Morga is like a greesy FIREBALL!
But you are like a volcano bird!
Oh you don't know how much I love you!

Chapter 24 Battle of the Thunderbird

When Danny gave the Thunderbird her cape, she smiled with relief. "How can I ever repay you?" she asked. Danny didn't get a chance to answer. Suddenly the Morga and the Flying Snakes dropped out of the sky!

"Well what do we have here an escape convict and the Thunderbird!" The morga went over to the Thunderbird and said, "Give me back my cape you know it belongs to me, my father had it first."

"You mean your so called father stoll it first!" Then the thunderbird took out her sword and said, "un gaurd you evel creature."

After the morga fell down from not fighting good the thunderbird grabbed the cape and said, "It's mine again."

"YOU SHALL DIE WITH THE SAME SWORD YOU SLAYED ME WITH!" Suddenly the Morga got up and pulled out the sword.

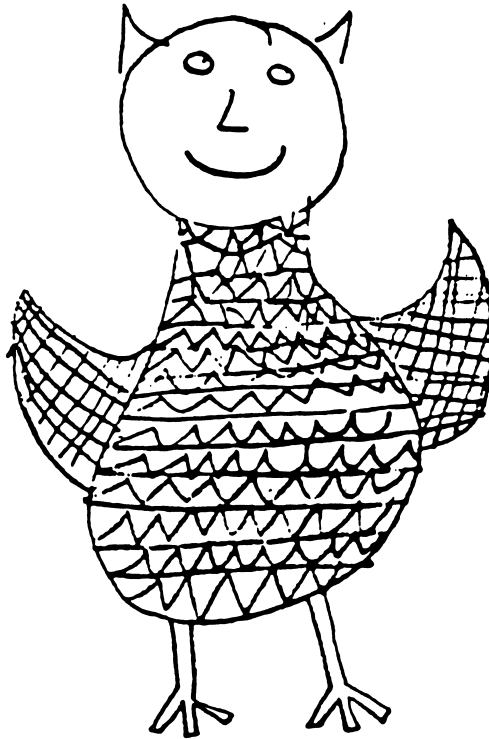
Then one of the Thunderbird's guards gave Danny a gold arrow. He throught at the morga AND HIT HIM IN HE NOSE!!!!

So they won the battle and had a big feast. The thunderbird said, "You better get going now and take this big mack witht you for the road by!"

AT THE END THE THUNDERBIRD TAKE'S DANNY AND STACY BACK TO THE MAGIC SHOP!!!!!!

CHARACTER SKETCH

The Thunderbird



The Thunderbird's age: 221 yrs

How much does the Thunderbird weigh? 600 pounds!

The Thunderbird's feathers are like rare diamonds.

Her eyes are bigger than a spare tire.

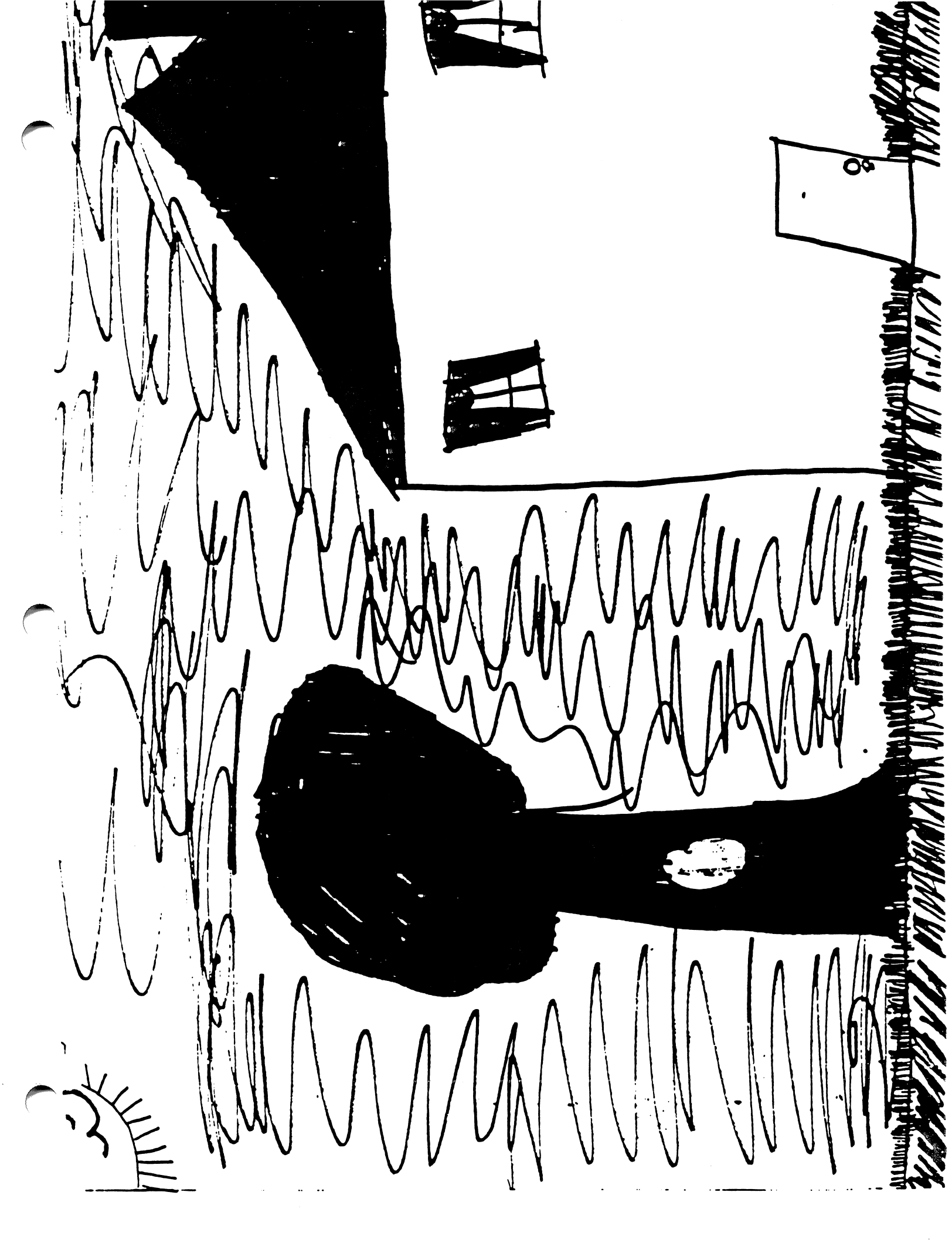
Her smile is funnier than a magic egg breaking.

Three things the Thunderbird likes to say:

"Goodness Grashus!!!"

"Wowie!"

"I am so Great!"



Write With Me! for Magic Slate II

Language Arts: Writing

Overview

Students practice word processing skills as they develop plot, create characters, and write dialogue for a story about an imaginary world called Wingdom Kingdom.



READING LEVEL

4

GRADE LEVEL



TIME REQUIRED

30-40 minutes

Curriculum

PREREQUISITE SKILLS

- Fourth grade understanding of language arts concepts

OBJECTIVES

- Utilize word processing skills with *Magic Slate II*
- Explore and supplement language arts activities at the fourth through sixth grade level
- Use the basic elements of story writing (character, plot, setting, dialogue)
- Encourage creative writing

PROBLEM SOLVING SKILLS

- Information gathering
- Analyzing
- Openness to insight, flexibility

Courseware

NOTEWORTHY FEATURES

- *Write With Me!* must be used with the 40 column version of *Magic Slate II*
- Teacher's Guide contains 24 detailed lessons which, when done in sequence, will result in a book
- Program can be used in its entirety as a year-long project or the first seven chapters of the program can be used as a unit to complement the language curriculum
- Teacher's Guide includes detailed teaching objectives for each lesson

TEACHER OPTIONS

- None

RELATED MATERIALS

- *Be A Writer!*
- *I Can Write!*
- *Magic Slate II*
- *Magic Slate II Typestyles*
- *Type To Learn*
- *Write A Story!*
- *You're the Author!*

Hardware

- Apple II 128K



Write With Me!

DESCRIPTION

Write With Me! is a comprehensive writing curriculum for students in 4-6 grade.

The program emphasizes the concepts of prewriting, writing, revision, and proofreading in 24 lessons, which, when completed, result in a book. The structure of the lessons is:

Welcome to Wingdom Kingdom (chapters 1-7) - Building a story through characters, setting, dialogue, and plot;

The Journey Begins (chapters 8-13) - working with explanatory writing, character motivation and poetry;

The Plot Thickens (chapters 14-19) - Working with unexpected challenges, action scenes and persuasive writing;

The Final Battle (chapters 20-24) - Making connections and completing a story.

Write With Me! uses the 40 column version of *Magic Slate II*. It takes students to Wingdom Kingdom, an imaginary world of three-headed ostriches, egg magicians, Floating Jungles and Flying Snakes. Along the way, students develop a full story called *Journey to the Thunderbird*.

GETTING STARTED

Introduce the program by telling the class they will write a story on the computer. Explain that they will add their own words, sentences, and ideas to a "story frame" and when completed it will form a book.

As a class, study examples of stories (*Alice In Wonderland, A Wrinkle In Time, etc.*) What makes them exciting? Why do they like to read them? Why were the characters interesting? What made the plot special? How did the author keep the reader's attention?

AT THE COMPUTER

Step 1: Begin with the Title Page. As there is not much writing on this page, use it as a vehicle to review the 40 column version of *Magic Slate II*. Students should be comfortable with the following functions:

- LOAD, SAVE, PRINT, and QUIT

Pg:001 Ln:001 Col:016 File:CHAP9.SECRET

Chapter 8

Solomon's Secret Mission

After Danny and his friends escaped from the Morga, Solomon explained his secret mission. "The Thunderbird sent me to look for her magical cape," he told them. "She trusts me because I am her smartest adviser!"

1. Press Control-O and choose the UnderLine typestyle. Finish the last sentence in each paragraph below.

INSERT - Use CTRL-E for typeover, CTRL-O for help, CTRL-O for Main Menu.

- Control-E to switch between Insert and Typeover modes
- Arrow Keys to move cursor
- Caps Lock and Shift keys for capital letters
- Delete key, Control-D, Control-D-W, Control-D-S, Control-D-P for deleting single characters, words, sentences, or paragraphs
- RETURN for ending a paragraph which inserts a "paragraph mark"

Step 2: Follow the detailed lesson plans in the Teacher's Guide to lead students through each chapter of their books.

SUGGESTED EVALUATION

Evaluation should be an on-going process as students move through the lessons. Encourage students to use the worksheets (masters in the Teacher's Guide) titled "Proofreader's Checklist," and "Character Sketches."

At the completion of the project, organize the books into a library so students can check out and read each other's books.

SPECIAL KEYS

- Refer to the *Magic Slate II* - 40 Column Quick Reference Card

APPLE II: WORKING WITH YOUR COMPUTER

TURNING ON THE SYSTEM:

1. Turn on the monitor.
2. Insert the *Magic Slate II* disk into the disk drive with the label to the right and facing up. (If you are using two drives, put the *Magic Slate II* disk in drive 1, the data disk in drive 2.)
3. Close the door to the disk drive(s).
4. Turn on the computer. (If the computer is already on, hold down ⌘ - CONTROL - RESET. Then release.)
5. The red light on the disk drive will turn on. The title screen, then the Main Menu of *Magic Slate II* should appear on the screen. (If you are using one disk drive, you may now remove the *Magic Slate II* disk and replace it with *Write With Me!*)

TURNING OFF THE SYSTEM:

1. Select QUIT from the Main Menu.
2. Remove the disk (or disks) from the disk drive and return it to its place of storage.
3. Turn off the computer.
4. Turn off the monitor.

Note: Never switch disks or turn off the computer or RESET the computer from the editing screen. If you must turn off or reset the computer, do so only after selecting QUIT from the Main Menu. You also must switch disks only when you are at the Main Menu unless prompted by the program.

Apple IIGs: Control Panel Settings

To allow your Apple IIGs to work properly with Sunburst software, certain Control Panel settings should be selected. The Apple IIGs retains these settings even after the power is turned off.

To Use the Control Panel:

- Turn on the Apple IIGs and monitor.
- Enter the Control Panel main menu by holding down the CONTROL and OPTION keys, and then press RESET (the rectangular key located above the number keys). If your Apple IIGs is in an Apple //e case, use the closed-apple (⌘) key instead of OPTION.
- Press the 1 key to enter the Control Panel.
- Use ↓ and ↑ to highlight the feature you want to change and press RETURN. Again use ↓ and ↑ to highlight a specific option and change it by using the ← and → keys.
- After you have finished making changes, select Quit to use the Apple IIGs.

Display:

- *Magic Slate II* will automatically set your screen to white text on black background.
- When you quit *Magic Slate II*, your screen setting will be restored to the setting you chose before using *Magic Slate II*.

System Speed:

- *Magic Slate II* will automatically set your system speed to fast.
- When you quit *Magic Slate II*, your system speed will return to its original setting.

To Change the Slots:

- Highlight **Slots** and press RETURN.
- Set **Slot 1** to **Printer Port**. If you are using a printer card, set the slot number your printer card is in to **Your Card**.
- Set **Slot 6** to **Disk Port**, if you use a 5.25 - inch drive connected to the disk drive port.
- Set **Slot 6** to **Your Card**, if you use a 5.25 - inch drive connected to a controller card in Slot 6.
- Set **Startup Slot** to **Scan**.
- Press RETURN to go back to the Control Panel.

"WHAT HAPPENS IF...?" -- SUNBURST COURSEWARE AND WARRANTY

What happens if a program will not load or run?

Call us toll-free at (800) 431-1934 and we will send you a new disk.
In Canada, call toll-free (800) 247-6756.

What if I find an error in the program?

We have thoroughly tested the programs that SUNBURST carries, so we hope this does not happen. But if you do find an error, please note what you did before the error occurred. Also, if a message appears on the screen, please write the message down. Then fill out the evaluation form or call us with the information. We will correct the error and send you a new disk.

What happens if the courseware is accidentally destroyed?

SUNBURST has a lifetime guarantee on its courseware. Send us the product that was damaged and we will send you a new one.

Can I copy this diskette?

Yes, Sunburst grants teachers permission to copy the *Write With Me!* disk for all students in their classes. See page 14 for duplication directions.

Can I take the *Write With Me!* disk out of the computer after the program has been loaded and put it into another computer?

It is not recommended. The disk must be in the drive to save, load, or print files.