

HARRY GRAY ELEMENTARY SCHOOL

A Proud Public School of Northern Gateway



STUDENT HANDBOOK 2013 - 2014

“DEVELOPING ONE LEADER AT A TIME”

HARRY GRAY ELEMENTARY SCHOOL

Bag 1

Valleyview, AB T0H 3N0

Phone: (780) 524-3433 Fax: (780) 524-3820

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MISSION STATEMENT

To develop a working partnership between students, staff, family and community while enhancing the whole child academically, socially and emotionally by providing a safe, caring, learning environment.

**HARRY GRAY ELEMENTARY SCHOOL
STATEMENT OF BELIEF**

A LIFE OF LEARNING

Harry Gray Elementary School strives to encourage active independent life-long learners through programs that recognize the diversity of individual abilities and interests.

We work to create a positive learning environment, which develops and extends knowledge, skills, adaptability, self-worth, respect and responsibility, for the rights of the group.

It is our goal to provide a safe and caring environment where each member has pride in the school, in one's self and in individual and collective accomplishments.

We promote a nurturing, supportive environment where the rights, responsibilities and needs of all members are accepted and a sense of well-being, personal accomplishment and self-worth is recognized.

PROFESSIONAL STAFF

Mrs. Bonnie Countryman – Principal

Miss Carling Bassarab – Grade 4

Mrs. Kareen Havell – Grade 4

Mrs. Mandy Patenaude – Grade 4

Mrs. Tamara Hatch – Grade 5

Mr. Megan Matheson – Grade 5

Mrs. Dawnna Morgan – Grade 5

Mr. Brendon James – Grade 6

Mrs. Louise Johnson – Grade 6/French

Miss Meghan Johnson – Grade 6

Mrs. Dena Lanktree – L.A.C./Grade 6 L.A.

SUPPORT STAFF

Mrs. Joni Rohloff – Secretary

Mrs. Colleen Stewart – Librarian

Mrs. Dawn Magnusson – Educational Aide

Mrs. Nancy Olanski – Educational Aide

Mrs. Gwen Reimer – Educational Aide

CUSTODIAL STAFF

Darren & Cindy Soderquist

COUNSELLOR

Mr. James Dunn



BELL SCHEDULE

8:49	Entry Bell (4)
8:53 – 9:30	Period 1 (37)
9:30 – 10:00	Period 2 (30)
10:00 – 10:30	Period 3 (30)
10:30 – 10:43	Recess (13)
10:43 – 10:47	Entry Bell (4)
10:47 – 11:17	Period 4 (30)
11:17 – 11:47	Period 5 (30)
11:47 – 12:02	Lunch (15)
12:02– 12:18	Recess (16)
12:18 – 12:22	Entry Bell (4)
12:22 – 12:57	Period 6 (35)
12:57 – 1:27	Period 7 (30)
1:27 – 1:57	Period 8 (30)
1:57 – 2:10	Recess (13)
2:10 – 2:14	Entry Bell (4)
2:14 – 2:44	Period 9 (30)
2:44 – 3:14	Period 10 (30)
3:14 – 3:15	Announcements



ARRIVAL TIME

For students' comfort and safety, they are requested to arrive at school no earlier than 8:38 a.m. Teachers do not supervise students prior to this time.

TELEPHONE USE BY STUDENTS

We discourage student use of our school telephone except for **EMERGENCY SITUATIONS** because we feel it is important that the lines be left clear for school business or incoming messages of an important nature. **Only for very important reasons** will students be permitted to use the school telephone.

Cell phones are not permitted to be used during school hours unless specified by the teacher for educational purposes. They must remain in student lockers at all times or they will be brought to the office and the parent will be contacted to come pick it up.

DAILY PHYSICAL EDUCATION

For maximum opportunity for participation suitable clothing should be worn daily. Students must have gym shoes that do not have **black soles** that mark the floor – these can be their inside shoes.

FOOTWEAR

Students will be expected to take outdoor shoes off in the mudroom before entering their classes, regardless of the weather.

Students should have another form of footwear for inside use only. **Please ensure shoes have non marking soles.** This footwear could be the running shoes which students are expected to get for indoor physical education. The indoor footwear should be kept in the classroom, rather than the mudroom.

If any students have foot problems and are wearing special shoes, please inform the teacher so special arrangements can be made.

BICYCLES

Bike racks are provided at the east side of the school. **All bikes must be locked and all students must wear bike helmets to and from school.**

LEAVING THE SCHOOL GROUNDS

Generally, the only acceptable reason for leaving the school grounds during school hours (8:45 – 3:15) is for a student to go home for lunch. Leaving the school grounds for any other reason requires **SIGNED PERMISSION FROM THE PARENTS.**

STUDENT DRESS

The school reserves the right to establish a dress standard that is reasonable for all concerned. Students are asked to co-operate with school staff regarding dress standards. A standard of dress, cleanliness and grooming which is considered appropriate for public appearance in school and is not offensive to others in the school is required of students. (reflect a positive attitude, no profanity or sexual connotations)

- Jackets are to be stored in lockers; they are not to be worn in class.
- Sunglasses are inappropriate inside the school.
- Headwear is not to be worn. (hair accessories are allowed.)
- Clothing must not be overly revealing or distracting.
- Midriffs must not show when standing normally.

Students are expected to be adequately dressed for all seasons in the event of a bus breakdown. This is especially true in the winter months. **Under no circumstances should students be allowed to travel to school without adequate winter apparel.**

PERSONAL PROPERTY

The school cannot be held responsible for the personal property of students. Consequently we would request that wherever possible, all items are identified with the child's name. Unlabeled footwear is a particular problem.

Students are discouraged from bringing electronic devices such as iPods or cell phones to school due to their high cost, should they go missing as well as FOIP issues. These items are not permitted in class and will be taken away and a parent/guardian will be contacted to pick up the electronic device.

The use of skateboards, rollerblades and scooters are forbidden on school property during school hours due to the lack of suitable area for their enjoyment and due to safety precautions.

STUDENT ABSENCES

Parents are asked to call the office whenever their child(ren) will be absent or late. It is standard school policy to track student absenteeism and notify parents of accumulated days. Absenteeism is tracked on a regular basis. If attendance does not improve, the following procedures will be taken to correct chronic absenteeism:

- When a student's absences reach 10% the teacher will contact the parent to discuss the reason for the absences.
- If attendance does not improve, a meeting will be arranged with the principal
- The attendance officer will be notified if a student is not attending school regularly.

If there are reasonable grounds to believe that a student is not attending school in accordance with the School Act, the matter may be referred to the Attendance Officer. Should the concerns go unaddressed, the matter will be forwarded to the Provincial Attendance Board.

SCHOOL SUPPLIES

The school is responsible for providing all necessary equipment for the delivery of instruction as prescribed by the Alberta Department of Education.

Students are to provide all personal items such as pencils, crayons, rulers and indoor runners. A detailed list of necessary personal supplies required is supplied to parents each year in June.

TEXTBOOKS AND LIBRARY BOOKS

In the face of ever increasing costs for texts and library books and in an effort to teach the students to accept responsibility in taking care of these materials, a charge will be levied against any child who loses or damages a text or library book. Library borrowing privileges will be suspended until their book is returned or paid for.

SCHOOL FEES

The school levies a fee of \$60.00 (swim fees have been included) for the following: consumable materials, textbook rentals, agenda books, recorder (grade 4) and student insurance. Part of the fee is refundable if students transfer out during the school term. Please make the payment by **September 30, 2013** payable to Harry Gray Elementary.

TRANSFERS OUT

As soon as you know that you are going to move out of the school intake area, please inform your child's homeroom teacher. Before the last day of attendance, return all school property, such as borrowed books, textbooks and references.

STUDENT LOCKERS

Every student is provided with a locker for personal belongings. They are responsible for keeping it clean. Students may put a lock on their locker, but they must give their combination to their homeroom teacher.

EXTRA CURRICULAR ACTIVITIES

Harry Gray is known for its extra curricular programs. We have a very active student council that organizes a variety of activities throughout the year to add to a student's daily life. Some activities are Halloween, J-days, Ski trip, Theme days, community options and field trips.

We also offer intramural programs throughout the year, as well as after school sports programs.

PARENT COUNCIL

The Harry Gray Parent School Advisory Council is a parent association that holds regular meetings. The executive officers are elected, but meetings are open to all parents and other interested parties.

The Parent Council offers another avenue for parents to provide input into the school operation. Through the School Council, parents have access to Divisional Committees such as Divisional Goals and Policies. The School Council sponsors several school activities during the year and funds generated by these activities are used to enhance school programs.

The role of the School Council emphasizes the role and responsibility of parents in the total educational process of their children.

LUNCH HOUR RULES

1. Students are to get their lunch, have a drink and go to the washroom at 11:47 a.m.
2. Students are to stay seated in their desk and eat their lunch until 12:02 a.m.
3. Students are not to leave the room during lunch without permission.
4. At 12:02 a.m. students are to clean up and leave the room promptly.

LUNCH POLICY

Supervision is provided over the lunch period for students staying in school. Town students are encouraged to eat at home, but it is recognized that this is not always possible.

LIBRARY HOURS

Our school library is open to the students Tuesday through Friday from 11:30 a.m. – 3:30 p.m.

RULES FOR WRITTEN WORK

1. Neatness will be emphasized at all times or student will be asked to redo it.
2. All work is to be organized in a logical sequence.
3. Students cannot write or doodle on covers of notebooks, binders or on written work to be handed in or it will have to be redone.
4. All answers to questions must be written in a complete sentence, restating the question in the answer.
5. Math is to be done in pencil only.
6. All written work must be set up in the following way:

Pg. #	Date	Title	Name
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CLASSROOM NEATNESS

1. Shoes placed on desk seat when not being worn.
2. Desktop is to be cleared before leaving the room.
3. Desk and locker are to be kept tidy at all times.
4. Floor space should be kept clear of items.

REPORTING PROCEDURES & EVALUATION

During the year reporting periods are scheduled for November, March and June. Reports will be followed by Parent Teacher Interviews in October and December and Student Led Conferences in March. However, it should be noted that you are more than welcome to request a conference with either the school administrator or the classroom teacher at any other time of the school year.

We will be reporting your child's achievements on an Outcome Based Report Card. For each reporting

period the main learning objectives will be stated and if your child has met these outcomes. Both of these Outcome Based Report cards and Student Led Conferences reflect research supported best practices in assessment which lead to increased student learning.

COLD WEATHER POLICY

When temperatures are very low the decision to cancel bus service is made by the Director of Transportation. Announcements are made over the Grande Prairie and Peace River radio stations. In the event the busses leave early from school, members of the Parent School Council will endeavor to contact every household by telephone. School always remains open for town students and they should be encouraged to attend if at all possible.

HOMEWORK

Students at Harry Gray are expected to complete some schoolwork at home to reinforce skills and knowledge. Generally, the degree of homework will increase as the student progresses from grade four to grade six. Homework may consist of formal assignments or work not finished at school, routine studying for quizzes, tests and exams, producing final drafts or practicing specific skills such as reading or math facts.

Homework:

- Nurtures self discipline
- Develops self reliance, responsibility and good study habits
- Teaches students to budget their time
- Reinforces lessons taught in class
- Affects academic performance
- Strengthens ties between home and school and enables parents to see their child's progress

If students cannot meet the due date for their assigned work, a written explanation may be helpful to obtain flexibility in evaluation.

In order to complete late assignments, teachers may ask students to finish work at recess, after school or at home. If homework completion is consistently incomplete, parents will be contacted.

Students will be awarded monthly for homework completion and work effort.

When parents get more involved, students learn better. Students earn better grades and positive feelings with greater parental involvement.

CONSEQUENCES FOR COMPLETING SCHOOL WORK DILIGENTLY:

- a) Higher Achievement and Success
- b) Stronger Self Esteem
- c) A good Work Ethic
- d) Praise
- e) Hardwork Warriors

Each month students are recognized for doing their school work, homework and the effort they put forth. They are eligible for a treat to something special that month. Examples are picnics, sledding and ice cream.

PROFESSIONAL DEVELOPMENT DAYS

The Ministry of Education allows School Boards to approve professional development days each school year for the purpose of arranging Parent Conferences and coordinating in service training sessions for teachers.

2013/2014 Professional Development Days:

- September 20, 2013
- October 11, 2013
- November 29, 2013
- January 31, 2014
- February 6 & 7, 2014

2013/2014 Days in Lieu of PTI's:

- November 8, 2013
- May 16, 2014

REPORT CARD DATES

- November 29, 2013
- March 14, 2014
- June 26, 2014

PARENT TEACHER INTERVIEWS/STUDENT LED CONFERENCES

- October 16, 2013
- December 4, 2013
- March 19 & 20, 2014

GOOD BEHAVIOR – B.B.B. AWARD

At Harry Gray we believe our students are generally well behaved and we promote good behavior through the B.B.B. Award (Bandit's for Best Behavior). Every 2.5 months students are recognized for following school rules, as well as their names go into the draw for a bike at the end of the school year.

STUDENT DISCIPLINE

The main principle of behavior is the need for children to learn how to assume the responsibility for their own good behavior. Students will be encouraged to make their own decisions about acceptable behavior whenever possible. However, such decisions must be accompanied by a concern for the rights, feelings and property of others.

Classroom and supervision teachers are expected to handle routine building and grounds discipline. They may feel a school detention is necessary as 'thinking time' or a work period. Students will serve this detention time at recesses and noon hour. If children are required to be kept in class past 3:30 p.m., parents will be phoned, but should you wish to check on late arrivals home, please call the school.

Sometimes students require additional attention. These students may be referred to the principal. In cases of a serious first offense or after a continuous series of lesser offenses parents are contacted and informed of the situation. Often you can assist in providing solutions appropriate to your child's misbehavior and we appreciate your help. Parent support is critical if a child is to be helped.

Students whose behavior is frequently contrary to stated expectations, policies and rules, risk being denied the opportunity to participate in school activities such as clubs, athletic teams and other 'fun events' and field trips.

Behavior Code Policy:

<u>Punishment</u>	<u>Criteria & Examples</u>
a) Check mark	Minor Offense
b) Detention	-Pushing a student Serious Offense
c) In School Suspension	-Fighting or Teasing Very Serious Offence
d) Suspension	-Insolence to a teacher Totally Unacceptable Behavior
	-Repeated or frequent insolence or fighting

Parents are actively involved in the disciplinary process in c) and d) above. A letter will be sent home that is completed by the student.

SCHOOL RULES

Harry Gray has four main school rules; The ABC'S of Harry Gray. I will choose to....

- A**lways listen to an adult the very first time.
- B**ring pride to myself and Harry Gray at all times.
- C**ontrol my arms and feet.
- D**ecide to keep mean comments to myself.

CHANGING SCHOOLS MID YEAR

We believe it is not in the student's best interest educationally to be switching schools locally during the year.

School Act 45 (6) states: A parent of a student enrolled in a school shall not request that the student be enrolled in another school during a school year unless the board operating the other school consents.

Local schools have an understanding after September 30 that we will not accept transfers unless there is extenuating circumstances.

GRADE 5 & 6 BAND PROGRAM

Musical education increases children's ability to do well in other academic areas. Being part of a band teaches responsibility, commitment, dedication, and enhances one's self-esteem. Throughout the year we have special fun band boot camps, where we play games and work on instrument skills to enhance our team spirit. Attending music festivals to compete is an excellent learning experience.

Each student who is interested in taking band will be tested on what they have learned in grade 4 music. A two week review/refresh course will be given to those who have interest in band. Those who do well on the test are welcome to join band and those who do not will be asked to join music.

The instruments of choice are trumpet, clarinet, saxophone, flute, trombone, and baritone. Each instrument rental and purchase price varies. We will be having the annual band meeting in September. At this meeting we will have The Bandstand attend to facilitate instrument purchase and rentals. If your child is chosen by the band instructor for drums, base or percussion they will be charged a rental fee from the school.

Being part of the band requires a fair bit of commitment. We are all part of a team and attendance to boot camps, band camp and the music festivals is imperative. Before joining band, each band member will be required to sign a commitment pledge, pledging to try their best and do their best to attend all band functions.

SAFE AND CARING SCHOOLS

To promote our safe and caring school, our south and east mudroom doors will be locked after 9:00 am each morning. **All visitors and parents must come in the front doors and report to the office each time.**

LEARNING ASSISTANCE CENTRE

The purpose of the pull out program is to provide assistance to the child experiencing difficulty in the regular classroom placement. Remedial and compensatory assistance are provided for the individual student as required.

Objectives of the pull out program are to equip the student with the skills necessary for coping within the regular classroom. As well as to assist the child with learning problems in realizing their academic potential and to develop appropriate social behaviors to enable the child to cope in the mainstream.

The objective of the program is to provide an opportunity for students to work in a class that has a higher student/teacher ratio and provides opportunity for assistance when necessary.

This may be done by teaching the student via their strengths, by remediating areas of weakness or as in most cases by a combined approach.

Testing is done upon entering the program to identify strengths and areas of need academically or in processing speed. Strategies are then put in place to ensure that the child is being taught at their instructional level in order to ensure academic success and positive self-esteem.

Every effort is made throughout the school year to aid children in completing their curricular studies to the best of their abilities. For a variety of reasons these efforts are not always successful and retention of a child in the same grade is necessary. Parents will be informed no later than the second reporting period (March) if there is a possibility that their child is being considered for retention.

SCHOOL BUS SAFETY PROGRAM-RULES FOR STUDENTS/DRIVERS-Administrative Procedure 551 - Appendix A

1. Students must obey the driver promptly.
2. Students are to sit properly in their assigned seats while the bus is in motion.
3. Bus drivers may allow eating food on the bus.
4. Students shall not operate equipment or engage in any noisy activity that may distract the driver.
5. Students loading or unloading in rural areas who live on the opposite side of the road must cross in **FRONT** of the bus and at least ten paces ahead. Students must cross under the instruction and direction of the driver.
6. In urban areas, students should cross only at intersections or pedestrian crosswalks. Bus stops shall be arranged to **STOP** in a place close to safe pedestrian crossover areas.
7. Parents shall ensure that their children are suitably dressed appropriate to the weather

conditions (proper footwear, outer wear, head gear and mitts). Students who are unsuitably dressed will be reported to the Principal.

8. Students must be on time. The bus driver shall not be required to wait if students are not at, or near the bus stop at the scheduled time.

9. Students shall proceed promptly to their buses after school dismissal. Students who are constantly late and delay the bus shall be reported to the Principal or designated supervisor.

10. Students who miss their homeward bus should report to the supervisor.

11. Outside of ordinary conversation, classroom conduct is to be observed on the bus.

12. Students shall not throw wastepaper or other rubbish on the floor of the bus or out the window.

13. The following activities are prohibited:

- a) unnecessary conversation with the driver
- b) extending any part of the body out of the windows
- c) possession and/or consumption of alcoholic beverages/narcotics
- d) profane language
- e) smoking

SCHOOL BUS SAFETY PROGRAM- TRANSPORTATION OF EQUIPMENT-

Administrative Procedure 551 - Appendix B

1. Musical instruments may be transported on a daily basis, providing that they are enclosed in cases and stored safely.

2. Ice skates may be transported on a daily basis, but **MUST** be equipped with guards and carried in a closed bag.

3. Hockey sticks may be transported only at the start or end of the hockey program. A replacement hockey stick may be transported on an occasional basis and must be placed next to the sides of the bus, partly under the seat in front and wedged between the seat and wall of the bus.

4. Skis/poles and snowboards shall not be transported in the passenger cabin of the bus during regular school bus runs.

5. Skateboards and scooters shall not be transported in the passenger cabin of the bus during regular school bus runs.

6. Where luggage or equipment is being transported in connection with authorized trips and provision cannot be made outside of the passenger area, the luggage or equipment shall be distributed throughout the vehicle, preferably under the seats, in such a manner that it will not

- a) block the aisles or emergency exits, or
- b) be dislodged to move about the vehicle in case of a crash, application of the brakes, or acceleration

7. Ball gloves, clothing, books and school lunches may be transported on a daily basis, but shall be handled in a responsible manner.

8. For the safety of all students on the bus, other items especially of a heavy, sharp, or solid nature shall not be transported at any time.

9. Transportation of animals of any kind on the bus is forbidden.

10. The Director of Transportation shall decide whether an item shall be allowed on a school bus.

VANDALISM

Vandalism of any kind will not be tolerated. If at all possible the student will be asked to clean it up and restitution may be considered under Policy 434.

SEARCH AND SEIZURE - Administrative Procedure 351 revised February 2012

6.1 Students and their parents shall be informed at the beginning of each school year that the School Division owns lockers and that student property is subject to periodic searches of a general administrative nature for contraband and rule violations.

6.2 School personnel may carry out a general inspection of lockers to determine cleanliness or state of repair without prior notice and without the students present provided that;

6.2.1 The school's rules provide for such inspection; and

6.2.2 Students have been informed of the rules.

15. If at the end of a school term or when a student has left school, unclaimed articles are found in a locker, items of value shall be bagged and marked and retained intact for a period of thirty (30) days, after which time they may be disposed of as the school administrators see fit.

Under Policy 453 Weapons (such as any weapon such as knives or pellet guns) and Policy 442 Restricted Substances (such as alcohol or tobacco) there will be no tolerance. Any items considered contraband are not to be brought to school at any time.

What do you do if you have a concern about school? We believe that with good communication between home and school and with good will on both sides, almost all problems can be solved. The following is a problem-solving model that we hope will enable you to ask the questions you need to ask in a way that will ensure you are listened to and feel comfortable about.

Steps in Problem Solving

1. The first step is always to talk with the classroom teacher. Either write a note or make a phone call so the teacher knows the nature of your concern.
2. Allow the teacher time to gather together the information he/she needs to answer your questions. If the problem can be resolved quickly a phone call may be all that is required.
3. If the concern is of a more serious nature or if there are more than one concern, schedule a meeting. By setting a time, the teacher can give full attention to your concerns unencumbered by other issues. When the teacher is prepared for the meeting solutions can be quickly generated.
4. Until you have spoken to the teacher and heard both sides of the story refrain from discussing your concern in the neighborhood.
5. At the meeting or in the phone call, be prepared to state your concerns clearly with examples. The purpose of the discussion is always to generate a solution. Understanding the concern is always the first and fundamental step on which the conversation will be built.
6. Respectful behavior is expected of everyone at the meeting.
 - if you are angry to the point of raising your voice or using inappropriate language, ask for a short recess to allow tempers to cool.
 - listen carefully to all information that is provided to you. You or your child may not have been aware of all the circumstances surrounding an issue.
 - keep the focus on your child and not on other issues.
 - generate solutions, which can work for everyone.
 - determine what each person must do to implement the decision.
7. Keep in mind that the teacher has many children in the classroom and all are unique and have individual needs. Classroom routines and procedures reflect that reality.
8. If, after discussing the concerns with the teacher you were unable to resolve the issues, the next step would be to speak with the Principal.
9. All concerns must be dealt with in an open manner. Secrecy is not effective in resolving a problem. Complaints that go to the Principal without being first shared with the teacher will be provided to the teacher for comment and resolution.

BLENDING STRUCTURE AND STYLE IN WRITING

PARTS OF SPEECH

Noun – A person, place or thing

Verb – Action words

Adjective – Describes a noun

Adverb – Describes a verb usually ending in ly

STYLISTIC TECHNIQUES

I. Dress Ups

“ly” words

because clause

quality adjectives (dual)

who/which clause

strong verbs (dual)

when, while, where, since, as, if, although

Minimum rule: Each one in every paragraph

Indicator: Underline in red.

II. Sentence Openers

1. subject

4. “ing”

2. prepositional

5. clausal,

3. “ly”

6. vss

Minimum rule: Each one in every paragraph.

Indicator: Number in margin.

III. Decorations

question	dramatic opening-closing
conversation	simile-metaphor
3 sss	alliteration

Minimum rule: One per paragraph.

EXAMPLES OF DRESS-UPS **(must be underlined in red in your writing)**

1. **who/which** (adjective clause, in the middle of a sentence)
The yellow-bellied sapsucker, which is native to Canada and the northern United States, destroys young trees by sucking sap from the branches.
The lion, who felt he would never be able to disentangle himself from the hunter's net, was most grateful for the appearance of the little mouse.
2. **"ly" word** (adverb)
The fox casually mentioned how pleased he would be to hear the crow sing.
3. **because** (adverb clause)
The hare was delighted because he knew it would be an easy race.
4. **strong verb** (use thesaurus, banned words list, suggested synonyms, etc.)
5. **quality adjective** (use thesaurus, banned words list, synonyms, etc.)
6. **when, while, where, since, as, if, although** (adverb clause, middle sentence)
The hare dozed peacefully while the tortoise plodded persistently.
The cheese dropped to the ground when the crow began to sing.
The lion was humbled as he beheld his miniature rescuer at work.

ADVANCED "DRESS-UP" IDEAS

7. **dual adverbs, verbs or adjectives**
The shepherd boy frantically and desperately screamed to the villagers below.
All the animals taunted and teased the panic stricken hare.
"What magnificent feathers you have," crooned the cunning and crafty fox.
8. **noun clause** (use "that" or omit the word and leave the clause)
The king of the beasts never imagined that a puny rodent could help him.
The vain crow believed that she was the most elegant of all birds.
Midas thought nothing could be grander than the golden touch.
9. **adverbial and adjectival "teeter-totters"**
(Adverbial: Dual adverbs before the verb with an adverbial clause following.)
The fox secretly and silently laughed as the foolish crow began to sing.
The lion furiously and tenaciously struggled although the net grew tighter.

(Adjectival: Dual adjectives before a noun with an adjective clause following.)
The hare scoffed at the humble and lethargic tortoise who had challenged him.

EXAMPLES OF SENTENCE OPENERS

1. **subject**
The tortoise felt confident and challenged the hare to a race.
One cloudy morning, a powerful lion was meandering through the woods.
He was a quaint little man with a queer green suit.
2. **prepositional** (use wall chart or preposition list)
In a flurry, the shocked hare dashed toward the finish line.
Up above the village, Peter sat and wondered how to relieve his boredom.
Since last year killer bees have been found as far north as Arizona.
3. **"ly"**
Calmly the triumphant tortoise placed his foot over the finish line.
4. **"ing",**
Shrieking with fear, Peter scrambled to evade the rabid wolf.

5. **clausal,**

Although she was hungry, vanity overcame her and she began to sing.
Since the tortoise knew the hare to be lazy, he boldly made a challenge.
Because killer bees are hard to contain, danger is rapidly increasing.
If you use a variety of sentence openers, your writing will improve.

6. **VSS** (very short sentence = 5 words or less)

“Thief!” he screeched

Use punctuation.

The lion bellowed and thundered.

(Advanced: “ed”)

Deceived by the cunning fox, the narcissistic crow began her song.

ADVERBS

anxiously	abnormally	absentmindedly	absolutely	bravely
assuredly	badly	beautifully	bashfully	closely
actually	broadly	briskly	calmly	coolly
arrogantly	clearly	carefully	crossly	correctly
completely	continually	coaxingly	constantly	confidently
commonly	certainly	continuously	deceivingly	dreamily
curiously	distinctly	delightfully	exactly	evenly
dearly	essentially	entirely	evidently	eagerly
diligently	especially	extremely	finally	fully
eventually	enormously	fundamentally	fervently	fairly
excitedly	foolishly	fortunately	greedily	freely
frequently	furiously	famously	ghastly	gently
frightfully	gradually	generously	hopefully	greatly
frankly	generally	ghostly	instantly	highly
gratefully	frantically	helpfully	innocently	inwardly
ferociously	hopelessly	happily	likely	interestingly
helplessly	intensely	immediately	mockingly	loudly
increasingly	kindly	kingly	nicely	madly
knowingly	mechanically	lightly	orderly	neatly
longingly	notably	miserably	properly	openly
meaningfully	nearly	normally	physically	proudly
mostly	presumably	occasionally	probably	possibly
naturally	primarily	predictably	restfully	quaintly
obviously	powerfully	potentially	rightfully	really
positively	quietly	patiently	readily	rapidly
playfully	reluctantly	reproachfully	steadily	rigidly
quickly	repeatedly	righteously	strictly	slowly
reassuringly	substantially	regularly	surely	sadly
relatively	suspiciously	significantly	scarcely	straggly
surprisingly	stupidly	successfully	solidly	safely
separately	seemingly	sympathetically	terribly	truly
sedately	sharply	sheepishly	tightly	utterly
searchingly	thoughtfully	suddenly	viciously	vastly
softly	thankfully	tremendously	warmly	wrinkly
tentatively	usually	triumphantly	worldly	wildly
tenderly	virtually	unusually	willfully	wisely
undeniable	wonderfully	willingly	ultimately	vehemently
violently	wonderingly	wistfully	zealously	vocally
yearningly	weakly	woefully		

SAID IS DEAD

accused	cautioned	echoed	indicated	objected	rehearsed
acknowledged	challenged	emitted	inferred	observed	reiterated
added	chanted	emphasized	informed	ordered	rejoiced
addressed	charged	ended	inquired	outlined	related
advised	chatted	enunciated	inserted		remarked
advocated	chattered	estimated	insinuated	panted	remembered
affirmed	cheered	exclaimed	insisted	paraphrased	reminded
agreed	chided	explained	instructed	persisted	reminisced
alleged	chimed in	exploded	interjected	persuaded	renounced
allowed	chirped	expounded	interpreted	petitioned	repeated
announced	choked	expressed	interrogated	piped	replied
answered	chuckled		interrupted	pleaded	reported
antagonized	claimed	fabricated	intoned	pointed out	requested
apologized	clamored	fibbed	intonated	pouted	responded
appealed	clarified	fitted in	invited	praised	restated
applauded	coaxed	finished	iterated	prayed	resumed
argued	commanded	fired		preached	retorted
articulated	complained	flattered	jeered	presented	retracted
asserted	complied	fretted	jested	presumed	revealed
assured	complimented	fumed	joined in	pretended	reviewed
avowed	concluded	fussed	joked	proclaimed	ridiculed
	clucked		joshed	prodded	roared
babbled	consented	gabbed		promised	rumored
badgered	continued	gaped	kidded	prompted	
bantered	contributed	gibed		pronounced	sang
barked	cooed	giggled	lamented	proposed	scoffed
bawled	corrected	gloated	lashed out	propositioned	scolded
bayed	cracked	goaded	laughed	protested	scorned
beckoned	cried out	gossiped	lied	puffed	screamed
began	criticized	grieved	lisped	purred	screeched
begged	croaked	groaned		quacked	shouted
bellowed	crowed	growled	maintained	quarreled	shrieked
bemoaned		grumbled	mentioned	queried	shuddered
beseached	decided	grunted	meowed	questioned	sighed
blubbered	declared	guessed	mewed	questioned	smarted off
bluffed	defined	gulped	mimicked	quibbled	snapped
blundered	demanded	gurgled	mispronounced	quipped	snarled
blurted out	demonstrated		misquoted	quizzed	sneered
blustered	denied	hacked	moaned	quoted	snipped
boomed	described	hammered	mocked		snored
bragged	dictated	harped on	mourned	raged	snorted
broadcasted	directed	hedged	mumbled	rasped	spat
brooded	disagreed	heralded	mused	reasoned	specified
bubbled	discerned	hinted	muttered	recalled	speculated
burped	disclosed	hissed		recapitulated	sputtered
butt in	disputed	howled	nagged	recited	squawked
buzzed	divulged	hypothesized	named	recommended	squeaked
	drawled		narrated	recounted	stammered
cajoled	droned	implied	nixed	reflected	stated
called		implored	noted	rehashed	stressed

PREPOSITIONS

words that introduce phrases which always contain either a noun or a pronoun.

about	before	except	on	under
above	behind	for	onto	underneath
according to	below	from	opposite	unlike

across	because of	in	out	until
after	beneath	inside	outside	up
against	beside	instead	over	upon
along	between	into	past	with
amid	beyond	like	since	within
among	by	minus	through	without
around	despite	near	throughout	
aside from	down	of	to	
at	during	off	toward	

PARTS OF SPEECH

Parts of Speech	Definition	Example
Noun	Names of people, places, and things	swimmer, sun, water, tide, Pacific Ocean, Tom
Verb	Are action words or being words	grow, dive, swim, eat, is, am
Adverbs	Describe verbs, adjectives, or other adverbs	here, often, fast, there
Adjectives	Describe nouns and pronouns	bright, red, many, thick, huge, sparkling
Conjunctions	Connecting words, phrases, or clauses	or, until, but, as, because, for, and
Pronouns	Take the place of nouns	his, hers, mine, I, we, ours, us, me, they
Prepositions	Begin phrases that show relationships	under, above, on, at, from, with, to
Interjections	Express strong feelings	Hooray!, Whoa!, Ouch!, Yes!, Wow!, Oh!

FIGURES OF SPEECH

Figures of Speech	Definition	Example
Simile	Compares two unrelated things using like, as, than or seems.	His hand was as cold as ice.
Metaphor	A comparison of two different things that does not use connecting words.	The teacher is a mother hen.
Hyperbole	A deliberate exaggeration used to emphasize a point.	My cat weighed a ton.
Alliteration	The repeating sound of the same beginning sound in a group of words.	The dog drank daintily from her dish.
Onomatopoeia	Words that imitate real sounds.	Buzz, Splat, Boom, Plunk, Pow
Personification	Giving human qualities or actions to something that is not human.	The rainbow smiled at us.
Oxymoron	Uses two contradictory ideas.	Friendly Fire, Bitter Sweet, Pretty Ugly
Idiom	A saying whose meaning can't be understood from the individual words in it.	Tickled pink!

“ed” WORDS

accepted	exasperated	jaded	stymied
accused	exhilarated	linked	shackled
angered	exonerated	languished	stunted
assured	eliminated	lifted	stupefied
abused	feared	locked	supported
appreciated	flooded	mesmerized	steadied
authorized	followed	mocked	shattered
badgered	frightened	ordered	taunted
banned	fragmented	perplexed	tainted
buoyed	fooled	punished	trusted
buffeted	gnarled	presumed	touched
bumped	governed	produced	terrorized
berated	guided	protected	traumatized
calmed	galvanized	provoked	trapped
coveted	goaded	questioned	unaffected
covered	hardened	rejected	unannounced
created	harmed	repelled	urged
credited	handled	resented	validated
crowded	honored	rested	vindicated
denied	interested	reproached	victimized
depressed	injured	reduced	wounded
disgusted	inundated	scared	winded
disheartened	ignored	shocked	wasted
dissatisfied	infused	stalked	warned
devastated	intertwined	startled	watched
excited	judged	starved	wrecked
extended	jeopardized	stumped	wronged
exhausted	jinxed	surprised	warped

“ing” WORDS

acting	assuming	asking	accepting
arguing	badgering	barging	belittling
clasping	clinging	calling	catching
devastating	drilling	dodging	discovering
extending	exciting	eyeing	ending
flashing	eliminating	flocking	enlarging
gossiping	flinging	groaning	falling
implementing	folding	hurting	frustrating
judging	helping	ignoring	guaranteeing
laughing	increasing	inquiring	hanging
maintaining	jeopardizing	jinxing	illuminating
offering	keeping	kayaking	insuring
outrunning	lacking	landing	jumping
preparing	lifting	leading	knocking
quitting	managing	marching	lasting
realizing	noting	objecting	lending
trying	opening	ordering	marveling
vaulting	piling	planting	offending
wanting	plotting	purchasing	operating
yelling	producing	running	panicking
visualizing	racing	reducing	quarreling
washing	recording	smiling	reacting
yawning	scheming	urging	roaming
walking	slowing	vowing	staggering
wishing	thinking	waiting	vanishing

COMMONLY USED VERBS

Answered – acknowledged, replied, responded, retorted

Asked – quizzed, questioned, inquired, demanded, queried, requested

Got – obtained, secured, regained, salvaged, gleaned, gathered, accumulated, won, earned, procured, found, gained, picked

Fell – tumbled, collapsed, dropped, descended, toppled, plunged

Flew – soared, hovered, cruised, sailed, glided, coasted, skimmed, winged, flitted, wafted, dove

Help – aid, assist, back, abet, support

Hide – veil, cover, mask, conceal, cloak, camouflage, screen, shroud

Look – gaze, glance, see, seek, peek, peep, peer, glimpse, stare, ogle, eye, gawk, view, survey, study, seek, discover, notice, contemplate

Love – appreciate, treasure, cherish, esteem, adore, like

Make – invent, construct, design, fabricate, manufacture, produce, build, create, accomplish, form, obtain

Move – loped, plod, lunge, swagger, creep, poke, crawl, inch, shuffle, trot, dawdle, walk, mosey, bound, trip, sprint, run, lag, trail, lumber, stump, trudge, plug, jog, hurry, chase, race, scramble, scuttle, scoot, skedaddle, scurry, scamper, ride, stagger, spin, amble, slip, hobble, glide, saunter, slide, sail, slither, coast, flow, paddle, pace, slouch, wobble, prance, straggle, meander, high-tail, fling, bolt, dart, dash, streak, stride, tear, breeze, whisk, rush, drag, run, flee, escape

Planned – plotted, schemed, contrived, devised, proceeded, arranged, designed, mapped

Said – told, informed, disputed, denied, assured, contended, notified, advised, disclosed, revealed, explained, related, advised, vowed, announced, protested, jabbered, stammered, stuttered, drawled, lisped, grunted, snorted, hissed, roared, snarled, bellowed, yelled, thundered, sung, boomed, yelled, screamed, shrieked, screeched, squawked, exclaimed, whined, whispered, sighed, mumbled, muttered, stated, asserted, conveyed, delivered, imparted, voiced, articulated, pronounced, taught, instructed, commanded, ordered

Pigs

Pigs make great pets. They are very polite. They are clean. They are easy to train. Pigs are very clever! They can learn tricks. Pigs can live in homes. They are neater than cats or dogs. Pigs are related to the bear family. Most children like pigs. Pigs are terrific pets.

Polite Porkers

by Sam

September 4, 2002

- I. Great pets
 1. polite
 2. clean
 3. easy to train
 4. live in homes
 5. neater than cats & dogs
 6. children like
 7. terrific pets (CLINCHER)

Polite Porkers

by Sam

September 4, 2002

Pigs make **wonderful, tame** pets. They are **amazingly** polite. Although most people think they are messy, they are actually neat and clean. Pigs are also easy to **train and teach, as** they learn quickly. Porkers can live in homes **which** are prepared to take on this unusual household pet. In reality, pigs are cleaner than cats or dogs. Dog and cat owners beware! This mud-loving mammal may be the pet of choice for today's generation. Pigs make terrific pets **because** they are neat, tidy, polite porkers.

AND REMEMBER TO
TAKE CARE OF YOURSELF

Habit 7

SHARPEN THE SAW
Balance Feels Best

THEY PLAY WELL
WITH OTHERS

Habit 6

SYNERGIZE
Together Is Better

Habit 5

**SEEK FIRST TO UNDERSTAND,
THEN TO BE UNDERSTOOD**
Listen Before You Talk

Habit 4

THINK WIN-WIN
Everyone Can Win

START WITH YOU

Habit 3

PUT FIRST THINGS FIRST
Work First, Then Play

Habit 2

**BEGIN WITH
THE END IN MIND**
Have a Plan

Habit 1

BE PROACTIVE
You're in Charge

