

# SCREEN TIME & CHILDREN

## The Good Things About Screens

There are positive aspects to screen time, but you're less likely to hear about those than you are some of the negative aspects about it. So let's look at how children might benefit from a limited amount of screen time.



### **It Can Be Used To Encourage Physical Fitness**

On the surface, this statement might not seem true. Aren't experts always warning about the hazards of childhood obesity and how inactivity plays a role? That's true, but there are exceptions to that rule. Video games that encourage physical activity, such as dancing games and sports games on the Wii, are good for a child's fitness.



### **It Can Help With Language And Literacy**

When it comes to television time, it can be beneficial if the program is selected carefully. Shows like Sesame Street have a long history of encouraging and promoting learning for children, whether it is counting with The Count or singing along with the catchy songs. Video games can help children learn new words, expanding their vocabulary.

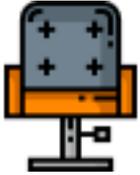


### **It Teaches Them About Technology**

In this day and age, knowing how to effectively use a computer can be a massive advantage in the workplace. As the global economy further shifts to a more technology-based workforce, computer literacy is more important than ever.

# The Dark Side of Screen Time

While there are upsides to limited screen time, there is a dark side as well, particularly for those who aren't limited when it comes to how much time is spent on the screens.



## **Increased Sitting Time**

With childhood obesity on the rise, part of the blame definitely goes to screen time. Every minute a child sits down for a video game or to play on the tablet, it means they aren't running around burning off calories. Too much sitting can not only lead to increased weight, but it is bad for overall longevity as well (source). Some doctors even refer to sitting as the new smoking — it's that bad for you. It can lead to Type 2 diabetes, along with other medical conditions.



## **Sleep Problems**

Screen time can be overstimulating for both children and adults. Using electronics too much can make it harder for a child to fall asleep, stay asleep, and get a good quality of sleep. That's especially true when devices are used right before bedtime.



## **Vision Problems**

Screens aren't great for your child's vision, when used to excess. Doctors are seeing more dry eye disease, which they are chalking up to screen time. When you use a screen, it can affect how often you blink, which can eventually cause dry eyes. It can also cause strain from how close the devices are held and the brightness of the screens which can lead to eye strain.



### **Cognitive Skills Aren't As Developed**

While there may be some educational benefits to screen time when used properly and limited in scope, excess time or the wrong type of screen time usage can hurt educational development. Children who spend too much time on screens don't develop their critical thinking, reflection, and imagination as much as kids with limited screen time do. It doesn't take much imagination to play a video game or watch TV, but it does require imagination to think up your own games or to daydream. That's something kids with too much screen time miss out on.



### **They Get Used To Immediate Gratification**

Many educational pursuits take time and effort, such as learning to play an instrument and solve a complicated math problem. When kids get used to fast-paced games and instant gratification, it can cause them to become frustrated when they have to work hard to achieve things that take more work.



### **Screen Time Cuts Into Reading Time**

Reading time is important to a child's education, even before they learn to read themselves. It's crucial for parents read to their children to instill a love of books and help with language development. It leaves far less time for that if a child is engaged with a screen all day.



### **They Can Have Trouble Focusing**

Most screen time children typically have or want to have, can be pretty fast-paced. That can lead to a lack of concentration, or trouble focusing when things are slower paced. That includes the classroom. And if they can't concentrate, they run the risk of falling behind on the material that's being studied in school.



### **It Can Cause Disconnection From Others**

When too much screen time is allowed, it can cause a child to miss out on those important connections they should be making with other people. As a family, you won't spend as much time together. And if children are spending hours with their screens throughout the day, they won't have as much time to make solid friendships.



### **It May Create Or Worsen Existing Depression**

Exercise is a known mood booster. And if a child is playing on their screens for hours a day, they aren't getting exercise and its mood-enhancing benefits. That can increase the amount of depression a child can feel, as can the feelings of isolation that can develop from spending more time with screens than with friends.

## **What About Video Games?**

Playing video games has become a popular activity for people of all ages. Video gaming is a multibillion-dollar industry bringing in more money than movies and DVDs. On average, girls spend more than an hour per day playing video games and boys spend more than two hours. Teens often spend even more time than younger children. Video games have become very sophisticated and realistic. Some games connect to the internet, which can allow children and adolescents to play games and have discussions with unknown adults and peers.

While some games have educational content, many of the most popular games emphasize negative themes and promote:

- The killing of people or animals
- The use and abuse of drugs and alcohol
- Criminal behavior, disrespect for authority and the law
- Violence toward women
- Foul language and obscene gestures

Studies of children exposed to violent media have shown that they may become numb to violence, imitate the violence, and show more aggressive behavior. Younger children and those with emotional, behavioral or learning problems may be more influenced by violent images.

In moderation, playing age-appropriate games can be enjoyable and healthy. Some video games may promote learning, problem solving and help with the development of fine motor skills and coordination. However, there are concerns about the effect of video games on young people who play video games excessively.

Children and adolescents can become overly involved with video games. They may have difficulty controlling the amount of time they play. They may resist their parents' attempts to limit their time playing video games. Spending excessive time playing these games can lead to:

- Less time socializing with friends and family
- Poor social skills
- Time away from family time, school work, and other hobbies
- Lower grades
- Less reading
- Less exercise and becoming overweight
- Decreased sleep and poor quality sleep
- Aggressive thoughts and behaviors



## 5 BOX WRITING CONNECTORS

Thesis Statement/Introduction



Before \_\_\_\_\_  
 First  
 First and foremost  
 First of all  
 From one perspective  
 On one hand  
 On the one side  
 One reason  
 One example  
 To begin with  
 To start off  
 To start with



Additionally  
 Along with \_\_\_\_\_  
 Also  
 As a result  
 Equally important  
 From a different perspective  
 Furthermore  
 In addition  
 Likewise  
 Moreover  
 Next  
 On the other hand  
 Second



Additionally  
 After careful consideration  
 As a result  
 Based on the evidence  
 Finally  
 Fortunately  
 Furthermore  
 In addition  
 Likewise  
 Last  
 Last but not least  
 Thankfully  
 Third



When you stop to think about it

All in all  
 In conclusion  
 On the whole  
 To sum up

As one can see  
 In other words  
 So you can see  
 Ultimately

Certainly  
 In summary  
 Surely  
 To reiterate

So then  
 In the end  
 In closing  
 Without a doubt

Definitely  
 Naturally  
 Therefore  
 Simply stated

Hands down  
 To be sure  
 Truly  
 After all

As we have seen  
 Obviously  
 To summarize  
 Once again

Hence  
 Clearly  
 In any case  
 In short

## SHORT STORY/NARRATIVE CONNECTORS

In the beginning	That morning	Out of the blue	At (given time)	A long time ago
Immediately	Suddenly	Until	Eventually	Finally
For the time being	Soon	The next day	After that	One _____ later
Fortunately	In the end	Later on	Meanwhile	As soon as
Out of nowhere	All of of sudden	To be sure	Thankfully	Gradually
In a flash	Little by little	Without warning	Just then	Before I knew it
With this in mind	To the left/right	Under/Near/Around/By/Beyond	Earlier	With regard to



# WRITER'S TOOLBOX



## ADJECTIVES (SENSORY DETAILS)

### SOUND WORDS

Hanging	croaking	laughing	ringing	tinkling
Barking	crunching	moaning	rumbly	thudding
Bawling	crying	mooring	rustling	thumping
Blaring	dripping	mumbling	scratching	ticking
Booming	exploding	muttering	screaming	twittering
Buzzing	fizzing	noisy	screeching	warbling
Chattering	gagging	peeping	singing	wheezing
Chiming	gasping	piercing	slamming	whimpering
Chirping	giggling	pinging	shouting	whining
Clanging	grating	plopping	silent	whispering
Clicking	grunting	quacking	snoring	whooping
Clinking	gurgling	quiet	splashing	
Cooling	hissing	rapping	squawking	
Coughing	hankng	rasping	stuttering	
Crackling	jangling	riming	tearing	

### TOUCH WORDS

Abrasive	feathery	knobbed	sandy	spongy
Biting	fine	lacy	scalding	steamy
Boiling	fluffy	leathery	scorching	steely
Bubby	foamy	light	scratchy	sticky
Bulky	freezing	lukewarm	scummy	stifled
Bumpy	furry	matted	shaggy	stinging
Burning	fuzzy	metallic	sharp	stony
Bushy	glassy	moist	silky	stubby
Clammy	gluey	mushy	slimy	tangled
Coarse	grainy	numbing	slippery	tender
Cool	greasy	oily	sloppy	tepid
Cottony	gritty	piercing	smooth	thick
Crisp	gushy	plastic	smothering	tickling

### TOUCH WORDS

Cushioned	hairy	pocked	soapy	tough
Damp	heavy	pointed	soft	velvety
Downy	hot	pulpy	sopping	warm
Drenched	humid	rocky	soupy	waxy

### TASTE AND SMELL WORDS

Acid	doughy	minty	rank	sweaty
Acidic	earthy	moist	raw	sweet
Acrid	floury	moldy	rich	tangy
Alkaline	flowery	musky	rotten	tasteless
Aromatic	fresh	musty	salty	tough
Biting	fruity	oily	scented	vile
Bitter	garlicky	perfumed	sharp	vinegary
Bland	hearty	pickled	sour	
Burnt	hot	piney	spicy	
Buttery	lemony	plastic	spoiled	
Cold	medicinal	pungent	stagnant	

### SIGHT WORDS

Abrasive	feathery	knobbed	sandy	spongy
Biting	fine	lacy	scalding	steamy
Boiling	fluffy	leathery	scorching	steely
Bubbly	foamy	light	scratchy	sticky
Bulky	freezing	lukewarm	scummy	stifled
Bumpy	furry	matted	shaggy	stinging
Burning	fuzzy	metallic	sharp	stony
Bushy	glassy	moist	silky	stubby
Clammy	gluey	mushy	slimy	tangled
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Cushioned	hairy	pocked	soapy	tough
Damp	heavy	pointed	soft	velvety
Downy	hot	pulpy	sopping	warm
Drenched	humid	rocky	soupy	waxy

## Young Author's List of Strong Verbs

This list of 180 strong verbs will help you get started on the road to colorful, dazzling writing. Feel free to add other interesting, vivid verbs you find in books, newspapers, and magazines.

aimed	devoured	hailed	ransacked	stamped
anticipated	diapered	hiccupped	reassured	steamed
arranged	disciplined	high-fived	recorded	stitched
backpacked	dog paddled	howled	rejoiced	strained
backtracked	double-checked	humiliated	relished	stretched
ballooned	doused	iced	rescued	strode
bamboozled	drained	irritated	ripped	stuffed
bandaged	dreaded	jabbed	rocked	tanged
baptized	drooped	jack-knifed	rowed	tap-danced
blasted	dusted	juggled	sabotaged	teased
blotted	eased	karate chopped	sanded	thawed
boiled	ejected	leaped	sassed	throttled
bolted	electrocuted	lumbered	sauntered	thundered
botched	enfolded	luxuriated	scoured	ticked
bounded	enveloped	magnified	scraped	tip-toed
bulldozed	erased	manipulated	scratched	toasted
bullied	evaporated	meandered	scribbled	trespassed
burped	fired	measured	scribbled	trucked
chastised	flattered	melted	shaved	tucked
chattered	flipped	monopolized	shivered	twisted
chauffeured	flirted	mystified	shrieked	twitched
cheapened	focused	oozed	shrugged	viewed
cherished	french-braided	outwitted	shuddered	vindicated
chucked	frolicked	papered	side-stepped	volunteered
clipped	frosted	parachuted	slam-dunked	waltzed
conducted	glowed	pasted	slimed	weighed
consoled	goofed	patted	slithered	wiggled
constructed	grated	peered	smirked	wiped
corked	greased	piggybacked	sneezed	wisecracked
crawled	grilled	pitter-pattered	snooped	withered
crooned	groaned	plucked	snoozed	wormed
cultivated	guaranteed	pobched	splattered	worshiped
decorated	guffawed	pounded	spiced	wrangled
delved	gurgled	praised	splurged	wrenched
demolished	hammered	pranced	sprinted	wrinkled
despised	harvested	raged	squished	yelped

## "SAID IS DEAD" CHOICES

Acknowledged	Gasped
Added	Growled
Admitted	Grunted
Advised	Hinted
Affirmed	Insisted
Agreed	Interjected
Announced	Interrupted
Answered	Joked
Argued	Lied
Asserted	Maintained
Assured	Mentioned
Assured	Mumbled
Avowed	Murmured
Bellowed	Offered
Blurted	Offered
Bragged	Ordered
Cautioned	Panted
Challenged	Pleaded
Claimed	Pointed out
Conceded	Prayed
Concluded	Proclaimed
Confessed	Promised
Continued	Proposed
Cried	Protested
Decided	Quipped
Declared	Ranted
Demanded	
Denied	
Disclosed	
Divulged	
Emphasized	
Estimated	
Explained	



## 4 DIFFERENT WAYS TO START A SENTENCE

- 1. Question** → Who, How, Where, When, Do/Did, What, Which, Why, Will
- 2. Exclamation** → Aha! Ahhh! Alas! Shhh! Hey! Yikes! Yeah! Yuck! Phew! Brrr!
- 3. Adverb First** → *Slowly*, the rickety bus rides down the road.
- 4. Prepositional Phrase First** → *Down the road*, the rickety bus rides slowly.

## ADVERB WORD LIST

- |              |                  |
|--------------|------------------|
| carefully    | instantly        |
| correctly    | elegantly        |
| eagerly      | energetically    |
| easily       | hastily          |
| loudly       | neatly           |
| patiently    | loosely          |
| quickly      | lovingly         |
| quietly      | loyally          |
| gently       | painfully        |
| gladly       | dangerously      |
| naturally    | perfectly        |
| majestically | enthusiastically |

## PREPOSITIONAL PHRASES

- |                             |                            |
|-----------------------------|----------------------------|
| <b>Over</b> the hill,       | <b>Down</b> the road,      |
| <b>Behind</b> the door,     | <b>Near</b> the waterfall, |
| <b>At</b> my house,         | <b>Across</b> the room,    |
| <b>Without</b> a coat,      | <b>Around</b> the corner,  |
| <b>During</b> lunch,        | <b>Inside</b> my head,     |
| <b>Atop</b> the mountain,   | <b>Between</b> the trees,  |
| <b>Beneath</b> the ground,  | <b>Above</b> the clouds,   |
| <b>After</b> the fall,      | <b>On</b> the beach sand,  |
| <b>Behind</b> my chair,     | <b>Into</b> outer space,   |
| <b>Beyond</b> the sunset,   | <b>Through</b> the trees,  |
| <b>Amid</b> the crowd,      | <b>Toward</b> the horizon, |
| <b>Against</b> the current, | <b>Within</b> his heart,   |

**A:**

**B:**

**C:**

resource(s):

resource(s):

resource(s):



**5 BOX PLAN: WRITING ORGANIZER**

**TOPIC: SCREEN TIME AND CHILDREN**

**PLAN APPROVAL:**

**Overall Guiding Question(s):**

1) Thesis Statement:

**Supporting Detail A:**

2) \_\_\_\_\_,  
(connector)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Fact/Reason/Detail 1:

Fact/Reason/Detail 2:

Fact/Reason/Detail 3:

**Supporting Detail B:**

3) \_\_\_\_\_,  
(connector)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Fact/Reason/Detail 1:

Fact/Reason/Detail 2:

Fact/Reason/Detail 3:

**Supporting Detail C:**

4) \_\_\_\_\_,  
(connector)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Fact/Reason/Detail 1:

Fact/Reason/Detail 2:

Fact/Reason/Detail 3:

5) \_\_\_\_\_,  
(Conclusion)

# WRITING SELF-CHECK

# WRITING PEER-CHECK

Read the writing out loud and carefully look/listen for the following:

Read the writing out loud and carefully look/listen for the following:

The writing is truly <b>argumentative</b> and takes a stance		The writing is truly <b>argumentative</b> and takes a stance	
The writing opens with a <b>thesis</b> that grabs your <b>attention</b>		The writing opens with a <b>thesis</b> that grabs your <b>attention</b>	
The writing <b>elaborated</b> each <b>supporting detail</b>		The writing <b>elaborated</b> each <b>supporting detail</b>	
The writing has at least <b>4 transition</b> words/phrases		The writing has at least <b>4 transition</b> words/phrases	
The writing is <b>organized</b> in a logical order		The writing is <b>organized</b> in a logical order	
The writing gives a <b>strong conclusion</b>		The writing gives a <b>strong conclusion</b>	
The writing is <b>punctuated</b> and <b>capitalized</b> correctly		The writing is <b>punctuated</b> and <b>capitalized</b> correctly	
The writing uses <b>complete sentences</b>		The writing uses <b>complete sentences</b>	
The writing <b>follows</b> my <b>5 BOX Plan</b>		The writing <b>follows</b> his/her <b>5 BOX Plan</b>	
The writing is <b>interesting</b> to read		The writing is <b>interesting</b> to read	
The writing's <b>font</b> is "Arial"		The writing's <b>font</b> is "Arial"	
The title is font <b>size 20</b>		The title is font <b>size 20</b>	
The author's name, date, and essay are font <b>size 14</b>		The author's name, date, and essay are font <b>size 14</b>	
The author's name and date are <b>centered</b> below the title		The author's name and date are <b>centered</b> below the title	
The writing is correctly <b>color-coded</b> (green, orange, red)		The writing is correctly <b>color-coded</b> (green, orange, red)	

MY SIGNATURE:

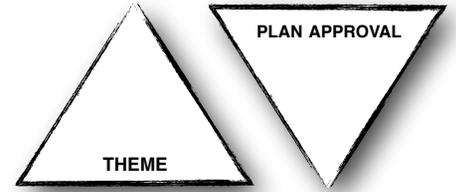
\_\_\_\_\_

PEER SIGNATURE:

\_\_\_\_\_

TEACHER APPROVAL TO PUBLISH FINAL DRAFT: \_\_\_\_\_

# SHORT STORY SNAPSHOT



**This story is about...**

**Genre:**  Realistic Fiction  Mystery  Personal Narrative  Science/Historical Fiction  Fantasy/Myth/Fable

**Point of View:**  1<sup>st</sup> person (I, me, my, mine)  3<sup>rd</sup> person *limited* (narrator is an outside observer)  3<sup>rd</sup> person *omniscient* (narrator knows how everyone feels/thinks)

ORDER	ELEMENT	DETAILS	SENSORY DETAILS	STRONG VERBS
	Problem/Conflict			
	Introduce Setting (time and place)			
	Introduce Main Characters			
	Main Event 1			
	Main Event 2			
	Main Event 3			
	Climax/M.V.P. (or problem solved)			
	Conclusion (or how it all ends)			

SHORT STORY TITLE:

THEME:

AT LEAST 6 "SENSORY DETAILS" (ADJECTIVES) UNDERLINED **BLUE**

AT LEAST 3 DIFFERENT SENTENCE STARTS UNDERLINED **PURPLE**

AT LEAST 5 STRONG VERBS UNDERLINED **RED**

AT LEAST 2 SOUND WORDS OR IDIOMS UNDERLINED **PINK**

AT LEAST 4 TIME CONNECTORS UNDERLINED **GREEN**

AT LEAST 1 SIMILE/METAPHOR UNDERLINED **ORANGE**

PROBLEM:

SETTING:

POINT OF VIEW:  1ST POV  3RD POV

1

2

3

4

5

6

7

8

9

10

*(use additional sheet of notebook paper if needed)*

PROOFREADING:



insert: add something



use period here



delete



close up this space



space needed



capitalize



lowercase



check spelling



switch these things

READY TO TYPE 1ST DRAFT? \_\_\_\_\_

(DO PEER CHECKS AFTER TYPING)

# TYPE DRAFT FIRST, THEN COMPLETE PEER CHECKS 1 & 2

<p><b>DISCUSSION # 1</b> (SHARE WITH YOUR PEER)</p> <p><input type="checkbox"/> The <b>setting</b> of my story is...</p> <p><input type="checkbox"/> The <b>main characters</b> are...</p> <p><input type="checkbox"/> The fascinating <b>problem/plot</b> is...</p> <p><input type="checkbox"/> Some of the <b>main events</b> are...</p> <p><input type="checkbox"/> It <b>ends</b> with...</p> <p>Peer Signature: _____</p>	<p style="text-align: right;"><b>DISCUSSION # 2</b> (FIRST READ THE STORY TO YOUR PEER)</p> <p><input type="checkbox"/> So far, what's your <b>favorite part</b> of the story? Why?</p> <p><input type="checkbox"/> What do you have a <b>question</b> about?</p> <p><input type="checkbox"/> What would you suggest I <b>change</b> or <b>include</b>? Why?</p> <p style="text-align: right;">Peer Signature: _____</p>																								
<div style="border: 2px solid black; border-radius: 50%; width: 80%; margin: 0 auto; padding: 10px; font-size: 24px; font-weight: bold;">                     PEER CHECK #1                 </div>																									
<p><b>DISCUSSION # 3</b> (FIRST PEER MUST READ YOUR STORY)</p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>6 sensory details</b> (adjectives) in <b>blue</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>5 strong verbs</b> in <b>red</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>4 time connectors</b> in <b>green</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>3 different sentence starts</b> in <b>purple</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>2 sound words or idioms</b> in <b>pink</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>1 simile or metaphor</b> in <b>orange</b></p> <p>Peer Signature: _____</p>	<p style="text-align: right;"><b>DISCUSSION # 4</b> (AFTER PEER READS YOUR STORY)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> <b>Introduction</b> grabbed my attention</td> <td style="width: 33%;"><input type="checkbox"/> Yahoo!</td> <td style="width: 33%;"><input type="checkbox"/> Yeah</td> <td style="width: 33%;"><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> <b>Main events</b> offer great detail</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> <b>Conclusion</b> is strong/makes sense</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> <b>Balanced dialogue</b> vs. <b>narrative</b></td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> The story is <b>400-600</b> words</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> This writing is <b>ready to publish</b></td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> </table> <p style="text-align: right;">Peer Signature: _____</p>	<input type="checkbox"/> <b>Introduction</b> grabbed my attention	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> <b>Main events</b> offer great detail	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> <b>Conclusion</b> is strong/makes sense	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> <b>Balanced dialogue</b> vs. <b>narrative</b>	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> The story is <b>400-600</b> words	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> This writing is <b>ready to publish</b>	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes
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<input type="checkbox"/> This writing is <b>ready to publish</b>	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes																						

<p><b>DISCUSSION # 1</b> (SHARE WITH YOUR PEER)</p> <p><input type="checkbox"/> The <b>setting</b> of my story is...</p> <p><input type="checkbox"/> The <b>main characters</b> are...</p> <p><input type="checkbox"/> The fascinating <b>problem/plot</b> is...</p> <p><input type="checkbox"/> Some of the <b>main events</b> are...</p> <p><input type="checkbox"/> It <b>ends</b> with...</p> <p>Peer Signature: _____</p>	<p style="text-align: right;"><b>DISCUSSION # 2</b> (FIRST READ THE STORY TO YOUR PEER)</p> <p><input type="checkbox"/> So far, what's your <b>favorite part</b> of the story? Why?</p> <p><input type="checkbox"/> What do you have a <b>question</b> about?</p> <p><input type="checkbox"/> What would you suggest I <b>change</b> or <b>include</b>? Why?</p> <p style="text-align: right;">Peer Signature: _____</p>																								
<div style="border: 2px solid black; border-radius: 50%; width: 80%; margin: 0 auto; padding: 10px; font-size: 24px; font-weight: bold;">                     PEER CHECK #2                 </div>																									
<p><b>DISCUSSION # 3</b> (FIRST PEER MUST READ YOUR STORY)</p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>6 sensory details</b> (adjectives) in <b>blue</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>5 strong verbs</b> in <b>red</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>4 time connectors</b> in <b>green</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>3 different sentence starts</b> in <b>purple</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>2 sound words or idioms</b> in <b>pink</b></p> <p><input type="checkbox"/> <b>Proofread and check</b> for at least <b>1 simile or metaphor</b> in <b>orange</b></p> <p>Peer Signature: _____</p>	<p style="text-align: right;"><b>DISCUSSION # 4</b> (AFTER PEER READS YOUR STORY)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> <b>Introduction</b> grabbed my attention</td> <td style="width: 33%;"><input type="checkbox"/> Yahoo!</td> <td style="width: 33%;"><input type="checkbox"/> Yeah</td> <td style="width: 33%;"><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> <b>Main events</b> offer great detail</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> <b>Conclusion</b> is strong/makes sense</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> <b>Balanced dialogue</b> vs. <b>narrative</b></td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> The story is <b>400-600</b> words</td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> <tr> <td><input type="checkbox"/> This writing is <b>ready to publish</b></td> <td><input type="checkbox"/> Yahoo!</td> <td><input type="checkbox"/> Yeah</td> <td><input type="checkbox"/> Yikes</td> </tr> </table> <p style="text-align: right;">Peer Signature: _____</p>	<input type="checkbox"/> <b>Introduction</b> grabbed my attention	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> <b>Main events</b> offer great detail	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> <b>Conclusion</b> is strong/makes sense	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> <b>Balanced dialogue</b> vs. <b>narrative</b>	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> The story is <b>400-600</b> words	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes	<input type="checkbox"/> This writing is <b>ready to publish</b>	<input type="checkbox"/> Yahoo!	<input type="checkbox"/> Yeah	<input type="checkbox"/> Yikes
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TEACHER APPROVAL TO PUBLISH FINAL DRAFT: \_\_\_\_\_

# CYCLE 4 POETRY

## A LIMERICK POEM

### KEYS TO THE LIMERICK:

- Contains five lines
- It's a joke, a rhyme, a funny poem all wrapped up in one!
- Contains one couplet and one triplet.  
(Line 1, 2 and 5 rhyme. Lines 3, 4 rhyme.)
- Often contains exaggeration, play on words, and just plain silliness.

### EXAMPLE:

- *There was an Old Man with a beard,*
- *Who said, 'It is just as I feared!*
- *Two Owls and a Hen,*
- *Four Larks and a Wren,*
- *Have all built their nests in my beard!'*

## Limerick Poem #1

## Limerick Poem #2

