

Writing Trails

with

Great Composers

by Laurie Barrie

Logos School Literature Series

Resources for Reading Comprehension, Writing, and Spelling

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Table of Contents

1. Acknowledgements	4
2. Keyword outline introduction, overview, proposed schedule	5
3. The “Charles Gounod” example	10
4. Rough draft and final draft grading	12
5. “Antonio Vivaldi” story & outline	14
6. “Johann Sebastian Bach” story and outline	16
7. “George Frederic Handel” story and outline.....	18
8. “Franz Joseph Haydn” story and outline	20
9. “Wolfgang Amadeus Mozart” story and outline	22
10. “Ludwig van Beethoven” story and outline	24
11. “Franz Peter Schubert” story and outline	26
12. “Felix Mendelssohn” story and outline	28
13. “Frédéric Chopin” story and outline	30
14. “Franz Liszt” story and outline	32
15. “Richard Wagner” story and outline	34
16. “Peter Tchaikovsky” story and outline	36
17. “Antonin Dvorak” story and outline.....	38
18. “Scott Joplin” story and outline.....	40
19. “Aaron Copland” story and outline.....	42

Other books by Laurie Barrie:

Writing Trails with Men of Science
Writing Trails in American History
Immigrant Trails in American History

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Writing Trails with Great Composers

Introduction

The goal of this resource is for children to learn to create a key word outline and retell the basic ideas of the text by using their key words. This resource provides a routine format of outlining, vocabulary study, and thesaurus study, to develop competency, independence, and creativity in writing.

Overview

1. **INTRODUCTION:** A sample has been given on page 10 and page 11. Use this sample as an introduction to this writing program. Write the Charles Gounod story on the board. Choose a student reader to read the story aloud. After the story has been read, tell the students they should choose three to four words from each numbered section that will help them remember the main idea of each sentence. Have the students write down three to four key words for each numbered section on notebook paper. Next, divide the students into pairs and have them retell the story to their partner by using their key word outlines. Tell the students the goal is *not* to retell the story verbatim. The goal is *not* to memorize the story. The goal *is* to communicate the *main idea* of the story by using *their* key words. After the stories have been retold, have the class openly discuss which key words should most likely have been chosen, and write them on the board. Talk briefly about the importance of choosing **KEY** words. Read the Herschel rewrite. Point out how the new chosen synonyms were used in the story. Encourage the students to write expressively and add creativity to the story while maintaining the facts from their key words.
2. **STORIES FOR OUTLINING:** Use the following format for weekly writing assignments:
 - a. student reader reads story aloud
 - b. students read story silently
 - c. rewrite title
 - d. vocabulary work independently
 - e. thesaurus work independently
 - f. key word outline independently
 - g. retell story in pairs (optional)
 - h. writing independently
3. **VOCABULARY:** Have a dictionary readily available for every student. Be sure to inform students that some vocabulary words contain suffixes, and they should look up the root word. Have them carefully match the proper meaning of the word by reading the vocabulary word in context. When choosing a new synonym, have them add the original suffix to the new word.
4. **THESAURUS:** Have a thesaurus readily available for every student. Be sure to inform the students that each thesaurus word chosen will be used in place of the vocabulary words when rewriting from their key word outline.
5. **KEY WORD OUTLINE:** Have the students choose three to four key words from each section. They are to look at their key word outlines only, not the original story when writing.
6. **ROUGH DRAFT:** Every lesson should have a rewrite from the key word outline in rough draft form. Each rough draft should be double-spaced to allow plenty of room for editing. Rough drafts should be due two days after the writing assignment has been given.
7. **FINAL DRAFT:** After editing, the final draft should be written with single spacing, and carefully checked by the students before turning in. All three papers should be included when turning in the assignment. The final draft should be placed on top, with the rough draft and outline following.
8. **GRADING:** Follow the grading sheet provided and staple to each student's paper.