

# Write Something — EVERY DAY —

366 Pencil Sharpeners for Students of Writing



A DIYHomeschooler Handy-Mom Tool

Please enjoy these sample pages from *Write Something Every Day: 366 Pencil Sharpeners for Students of Writing* (print ISBN 978-1-956655-00-1), © 2022 by DIYHomeschooler. All content in this sample is protected under United States and international copyright laws. Permission is granted to reproduce these pages for personal, noncommercial use. For purchasing options and more information on the book, please visit [HomesteadOnTheRange.com](http://HomesteadOnTheRange.com).

## Table of Contents

Introduction.....	1
January.....	7
February.....	37
March.....	67
April.....	97
May.....	153
June.....	199
July.....	229
August.....	257
September.....	289
October.....	329
November.....	363
December.....	409
Appendix I Forms of Writing Covered.....	443
Appendix II Resources & Links.....	505
Bibliography.....	545
About the Author.....	555

## Introduction

**O**ne of the pieces of advice that all writers receive is to write something every day. If you are a tutor, a teacher, or a home educator using natural methods to teach grammar, mechanics, and spelling, having your students write something every day is essential. (You can learn more about teaching language arts the natural way at our website. See <https://diyhomeschooler.com/language-arts-the-natural-way/>.)

The task then becomes: What to write?

The ideas provided in this book will give you an answer for each and every day in a year. But best of all, the writing assignments will help you devise your own future exercises by following a similar pattern.

### **How to Use This Book**

For each month, you will find a writing assignment corresponding to each day in the month. Generally speaking, however, you do not have to use these writing assignments on that specific day. (If you have a

writer who could use more practice, or simply want to proceed by building skills on skills, you'll find an alternate plan in **"Appendix I: Forms of Writing."**)

The book begins in the month of January. However, you can begin on any day.

Assignments marked with an \* indicate that they build on the previous day's exercise. This doesn't necessarily preclude an activity from being used if you haven't already completed the first activity, but it is a consideration.

At times you'll see a description and then the prompt to write. These assignments are intentionally left open-ended, providing room for the writer to take the work in a direction that interests him.

At times we have included an Internet source that is necessary to complete the assignment. We all understand that the Internet changes very rapidly. In case the source we link to is no longer available, we have included alternative sources in **"Appendix II: Resources & Links."** Many of these resources link to content on the [DIYHomeschooler.com](http://DIYHomeschooler.com) website. They are intended to be helpful, but they are not necessary to use the book. A great alternative is to have your own reference resources available. These might include a dictionary, an encyclopedia set, and/or predetermined resources on the Internet where information about a topic can be found.

If for any reason you are unable to locate a specific resource or source of information, substitute one of your own. For example, "Stickeen" by John Muir, a free public domain download, is referenced on January 5. If you do not have an Internet connection (or an interest in

the book for one reason or another), simply substitute a story that you do have access to. You are always free (and encouraged) to use your own preferred resources along with whatever you may have on hand.

Many times the writer is asked to reference a work of art. The images in this book are in black and white. Color versions are available at [DIYHomeschooler.com/Handy-Mom-Tools/Write-Something-Every-Day/](http://DIYHomeschooler.com/Handy-Mom-Tools/Write-Something-Every-Day/).

## **How to Adapt This Book for Your Student**

This book is meant to be used by all ages (even the youngest as long as he is writing comfortably). Though written to the student, this is not a book you can just hand off to a younger child and expect him to work through independently. While that may be true for older students, younger students will need your input, guidance, mentoring, and assistance in modifying any lessons that do not fit their abilities. You may need to swap passages, narrow the assignment, or substitute another idea. As an example:

- Reading skills may not allow a student to understand a particular passage being used. If a passage is too difficult, you may need to read it out loud and provide an explanation.
- The writing assignment may be too long or broad. This is where you have an opportunity to tutor your student—beginning where he is and nurturing his writing growth.
- There is a wide variety of activities provided; some require very little from the student, others push him a bit. This is intentional. If for some reason you feel an activity is above (or

below) your student’s level and therefore inappropriate, feel free to substitute something that will be more effective.

- In some cases, your student will need your direct involvement. If a drive or a walk is recommended, you may need to provide the transportation. Advanced planning may also be required when the lesson involves a short book or longer passage to read. You’ll want to peek ahead!

We have provided suggestions to help you with these and other issues that may arise if you are using this book with younger students.

Not every writing activity will fit every family. If that is your case, you have several options:

- Substitute a different activity from the same month with one that you may not otherwise get to.
- Substitute subject matter that you feel more closely aligns with your student and family.
- Substitute a copywork assignment taken from something your student is currently reading.

If you are working within a 5-day week rather than a 7-day week, you’ll want to pick and choose writing assignments that interest you or your student.

This book covers several different types of writing. Instructions for covering each type of writing can be found in **“Appendix I: Forms of Writing.”**

Finally, you are encouraged to keep a notebook of samples of your student’s writing. You and your student will be encouraged to see his

writing progress as he develops the habit of writing something every day.

*December*



## **December 1**

### **Review a Book**

What is the best book you have read this year? Why would you want to recommend the book to others? Write a review of the book, recommending it to others. Be sure to include a brief synopsis.



## **December 2**

### **Write from Impact**

Think of a recent discussion you had with someone else, one that had a positive impact on you. How did his/her words affect you? Did you find his/her words encouraging? If so, in what way? Was there something else you wish he/she would have said?

Write down what you might tell someone else that would encourage or positively affect that person in the same way you were.



## December 3

### Write About a Symbol of Christmas

Consider the various symbols we associate with Christmas: wreaths, bells, cards, Saint Nicholas, gifts, ornaments, Christmas trees, candles, holly, poinsettias, stars, angels, lambs, etc. Choose one Christmas symbol to investigate. Learn more about the symbol's history. Why do we typically see it at Christmas time? Record your findings and illustrate.



## December 4

### Finish the Story

*It was a cold and biting day. The snow had fallen steadily since the previous morning, drifts reaching midway up the barn door. Snow or no snow, the chores still needed to be done—cows milked, hens scratched, horses hayed. The clouds made day appear like night as I trudged my way through the sightless path to the barn. My hands were nearly frozen as they began to pull at the large door, until it finally began to give way. It was the light inside that first caught my attention.*

Finish the story.



## December 5

### Create an Acronym

A popular Christmas acronym is made from the word *joy*:

*J: Jesus first*

*O: Others second*

*Y: You last*

Acronyms are abbreviations formed from the initial letters of the words they stand for; such as RADAR (Radio Detection And Ranging) and NOAA (National Oceanic and Atmospheric Administration). Choose a word with a Christmas association. Create a new acronym and describe its meaning.



## December 6

### Rewrite a Character Description

Scrooge, as described by Charles Dickens, carried his own chill within him:

*Oh! But he was a tight-fisted hand at the grindstone, Scrooge! A squeezing, wrenching, grasping, scraping, clutching, covetous old sinner! Hard and sharp as flint, from which no steel had ever struck out generous fire; secret, and self-contained, and solitary as an oyster. The cold within him froze his old features, nipped his pointed nose, shrivelled his cheek, stiffened his gait; made his eyes red,*

*his thin lips blue; and spoke out shrewdly in his grating voice. A frosty rime was on his head, and on his eyebrows, and his wiry chin. He carried his own low temperature always about with him; he iced his office in the dog-days, and didn't thaw it one degree at Christmas.*

Imagine that the character being described is the opposite of Scrooge—warm-hearted, rather than cold-hearted. Rewrite the quoted passage changing the necessary words to reflect someone of a warm character.



## **December 7\***

### **Use Similes**

Similes compare two things using the comparing words *like* or *as*. Dickens compared Scrooge to flint and an oyster using similes.

Write the two similes referenced above on paper. Change the sentences to ones of your own, comparing two things using similes.

