

BEAUTY AND THE BEAST

A WRITING ACTIVITIES UNIT FROM **Time 4 Writing.com®**

 BEAUTY AND THE BEAST GRAMMAR PRINTABLE (click the link below to download and print)

[Tale As Old As Time: Incomplete Sentences & Sentence Fragments](#)

Web shortcut: <http://www.bit.ly/BandBPrintable>

For more info on sentence fragments, [click here](#).

 WORD LIST AND GAMES

Practice spelling and vocabulary with this [Beauty and the Beast word list](#) from VocabularySpellingCity.com.

Web shortcut: <http://www.bit.ly/beautybeastspelling>

 TOPIC SENTENCE ACTIVITY

Have your student summarize how Belle finds herself in the castle of the Beast in a single paragraph. Then, ask your student to evaluate the topic sentence of the paragraph. Does it meet the criteria for a successful topic sentence? Does it:

- appear at the beginning of the paragraph?
- introduce the rest of the paragraph?
- state the main idea of the paragraph clearly?
- hook the reader and make them want to read more?

For more info on writing topic sentences, [click here](#).

USING FIGURATIVE LANGUAGE

Your student can practice figurative language by writing about his or her favorite characters in *Beauty and the Beast*. Have them try at least one sentence using each of these figurative language types:

- **Personification** - a figure of speech in which a thing, idea, or animal is given human attributes. (Example: *The beast's rage grabbed him and refused to let him go.*)
- **Simile** - a figure of speech that makes a comparison between two different things using the words "like" or "as." (Example: *Gaston was as stubborn as a mule.*)
- **Metaphor** - a figure of speech in which a comparison of two things is implied but not spelled out. (Example: *Mrs. Potts' voice is a summer breeze.*)
- **Hyperbole** - a figure of speech in which an idea is exaggerated for dramatic effect. (Example: *The weight of the world was on Belle's shoulders.*)

For more info on using figurative language, [click here](#).

TRANSITIONAL WORDS

Transitional words help the structure of a paragraph by making it flow more easily from sentence to sentence. Using any of the below scenes from *Beauty and the Beast*, have your student write a paragraph that uses at least two of the following transitional words: *additionally, although, certainly, consequently, later, nearby, nevertheless, obviously, overall, since, suddenly, surprisingly, then, thus, under, unless, while*

- the scene where Belle sees the castle for the first time
- the scene where Belle and the Beast have dinner together
- the scene where Gaston fights with the Beast

For more info on using transitional words, [click here](#).

ENDING WITH A CLIFFHANGER

A cliffhanger can make a story or essay memorable and interesting to the very last word. Have your student write an alternate ending for *Beauty and the Beast* that leaves the viewer in suspense about where the story will go. At what point should the story cut off so that the viewer would be left in the most suspense?

For more info on ending with a cliffhanger, [click here](#).