



Reading Mastery

Signature Edition

Language Arts Presentation Book B Grade 3

Siegfried Engelmann
Jerry Silbert
Susan Hanner

 **SRA**

Columbus, OH

SRAonline.com



Copyright © 2008 by SRA/McGraw-Hill.

All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, network storage or transmission, or broadcast for distance learning.

Printed in the United States of America.

Send all inquiries to this address:
SRA/McGraw-Hill
4400 Easton Commons
Columbus, OH 43219

ISBN: 978-0-07-612607-1
MHID: 0-07-612607-2

3 4 5 6 7 8 9 10 BCM 13 12 11 10 09 08

Table of Contents

Lesson 71	1	Lesson 93	76	Lesson 115	151
Lesson 72	5	Lesson 94	79	Lesson 116	154
Lesson 73	9	Lesson 95	82	Lesson 117	157
Lesson 74	12	Lesson 96	86	Lesson 118	160
Lesson 75	15	Lesson 97	90	Lesson 119	163
Lesson 76	19	Lesson 98	94	Lesson 120—Test 12 . .	165
Lesson 77	22	Lesson 99	98	Lesson 121	168
Lesson 78	25	Lesson 100—Test 10 . .	101	Lesson 122	171
Lesson 79	28	Lesson 101	105	Lesson 123	174
Lesson 80—Test 8	31	Lesson 102	108	Lesson 124	177
Lesson 81	34	Lesson 103	111	Lesson 125	180
Lesson 82	38	Lesson 104	114	Lesson 126	183
Lesson 83	42	Lesson 105	118	Lesson 127	186
Lesson 84	45	Lesson 106	121	Lesson 128	189
Lesson 85	48	Lesson 107	125	Lesson 129	192
Lesson 86	53	Lesson 108	128	Lesson 130—Test 13 . .	195
Lesson 87	56	Lesson 109	132	Lesson 131	197
Lesson 88	60	Lesson 110—Test 11 . .	135	Lesson 132	200
Lesson 89	63	Lesson 111	138	Lesson 133	203
Lesson 90—Test 9	66	Lesson 112	141	Lesson 134	206
Lesson 91	70	Lesson 113	145	Lesson 135	208
Lesson 92	73	Lesson 114	148		

Objectives

- **Construct a sentence from a question and answer.** (Exercise 2)
- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 3)
- Edit a passage to ensure that sentences that begin with a part that tells when are properly punctuated. (Exercise 4)
- Write a 2-paragraph story that includes sentences that begin with a part of the predicate that tells when. (Exercise 5)

EXERCISE 1 Feedback on Lesson 70

- (Before returning the students' papers and workbooks, read some of the better stories the students rewrote in lesson 70.)
- (Hand back the students' work from lesson 70.)
- Look at what I wrote on your lined paper.

LINED PAPER • WORKBOOK

EXERCISE 2 Sentence Construction

- Everybody, take out a sheet of lined paper and write your name and lesson 71 on the top line. Pencils down when you're finished.
 - Open your workbook to lesson 71 and find part A. ✓
 - These are questions and answers about cheetahs. You can make a sentence from each question and answer. Each sentence will tell something about cheetahs.
- I'll read item 1. Question: What are cheetahs? Answer: The fastest land animals.
 - My turn to make up the sentence about cheetahs: Cheetahs are the fastest land animals.
 - Your turn: Say that sentence. (Signal.) *Cheetahs are the fastest land animals.*
 - That sentence tells what cheetahs are. What does that sentence tell about cheetahs? (Signal.) *What cheetahs are.* (Repeat step 2 until firm.)
- Item 2. Question: Where do cheetahs live? Answer: In Africa.
 - Your turn: Say the sentence that tells where cheetahs live. Start with the word **cheetahs**. (Signal.) *Cheetahs live in Africa.*
 - That sentence tells where cheetahs live. What does that sentence tell about cheetahs? (Signal.) *Where they live.*
 - (Repeat step 3 until firm.)
- Item 3. Question: When do cheetahs hunt? Answer: During the day.
 - Your turn: Say the sentence. (Signal.) *Cheetahs hunt during the day.*
 - What does that sentence tell about cheetahs? (Signal.) *When they hunt.*
 - (Repeat step 4 until firm.)
- Item 4. Question: How fast do cheetahs run? Answer: Over 60 miles an hour.
 - Your turn: Say the sentence. (Signal.) *Cheetahs run over 60 miles an hour.*
 - What does that sentence tell about cheetahs? (Signal.) *How fast they run.*
 - (Repeat step 5 until firm.)
- Number your paper from 1 through 4. For each number, write the sentence based on the question and answer. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Read sentence 1. (Signal.) *Cheetahs are the fastest land animals.*
 - Read sentence 2. (Signal.) *Cheetahs live in Africa.*
 - Read sentence 3. (Signal.) *Cheetahs hunt during the day.*
 - Read sentence 4. (Signal.) *Cheetahs run over 60 miles an hour.*
- Raise your hand if you got all the sentences right. Great job.

- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Sentence Analysis

1. Everybody, find part B in your workbook. ✓
You're going to identify the parts of speech for the underlined words in each sentence. Almost all the words are underlined.
2. Here's how to do it: First, circle the subject of each sentence. That will help you find the noun in the subject. It will also help you see where the verb is. Do it. Circle the subject of each sentence. Pencils down when you're finished.
(Observe students and give feedback.)
3. I'll read the subjects:
Sentence 1. Five lions.
Sentence 2. A small airplane.
Sentence 3. Steve.
Sentence 4. The red ball.
4. Now you can see which words are the verbs. Remember, verbs are usually the first words of the predicate. Write **V** above any verb. Write **N** above the noun in each **subject**. Pencils down when you've marked the nouns in the subjects and the verbs.
(Observe students and give feedback.)
5. Check your work. I'll tell you the noun in the subject and the verb for each sentence.
 - Sentence 1. The noun in the subject is **lions**; the verb is **were**.
 - Sentence 2. The noun in the subject is **airplane**; the verb is **landing**.
 - Sentence 3. The noun in the subject is **Steve**; the verb is **was swimming**.
 - Sentence 4. The noun in the subject is **ball**; the verb is **bounced**.
6. Now write **N** above any noun in each **predicate**. Then write **A** above each adjective in the sentences. The adjectives may be in the subject or in the predicate. Remember, adjectives are words that come before the noun and tell about the noun.
(Observe students and give feedback.)
7. Check your work. I'll tell you what part of speech each underlined word is.
 - Sentence 1. **Five** is an adjective; **lions** is a noun; **were** is the verb; **the** is an adjective; and **cage** is a noun.
 - Sentence 2. **A** is an adjective; **small** is an adjective; **airplane** is a noun; **is landing** is the verb.

- Sentence 3. **Steve** is a noun; **was swimming** is the verb; **cold** is an adjective; and **water** is a noun.
 - Sentence 4. **The** is an adjective; **red** is an adjective; **ball** is a noun; **bounced** is a verb; **a** is an adjective; **busy** is an adjective; and **street** is a noun.
8. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Editing Sentences That Begin By Telling When

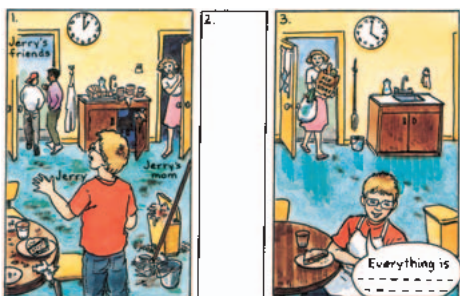
1. Find part C in your workbook. ✓
2. I'll read the instructions: Put the missing comma in each sentence that begins with a part that tells when.
3. Five sentences in this passage begin with a part that tells when.
4. First sentence: Mr. Ross took his family out for dinner at a fancy restaurant.
Does that sentence begin with a part that tells when? (Signal.) *No*.
Do you need a comma? (Signal.) *No*.
5. Next sentence: They had a very expensive meal.
Does that sentence begin with a part that tells when? (Signal.) *No*.
Do you need a comma? (Signal.) *No*.
6. Next sentence: After they finished the meal the waiter brought them the bill.
Does that sentence begin with a part that tells when? (Signal.) *Yes*.
Say the part that tells when. (Signal.) *After they finished the meal*.
Put in the comma. ✓
7. Read the rest of the passage. Put a comma into each sentence that begins with a part that tells when. There are five sentences that begin with a part that tells when.
(Observe students and give feedback.)
8. Check your work.
Mr. Ross took his family out for dinner at a fancy restaurant. They had a very expensive meal. After they finished the meal **comma**, the waiter brought them the bill. Mr. Ross reached into his pocket for his wallet. As he reached into his pocket **comma**, he realized that he had left his wallet at home. He told the waiter about his problem. The waiter told the boss that

Mr. Ross could not pay the bill. When the boss heard about the problem **comma**, she was not happy. The boss and Mr. Ross talked and came up with a solution to the problem. While his family went home to look for the wallet **comma**, Mr. Ross had to begin washing dishes. Mr. Ross put on an apron and began to wash the dishes. By the time his family came back with his wallet **comma**, Mr. Ross had washed all the dishes in the restaurant.

TEXTBOOK • LINED PAPER

EXERCISE 5 Passage Writing

Two Paragraphs



- Everybody, take out a sheet of lined paper and write your name and lesson 71 on the top line. Pencils down when you're finished. ✓
 - Open your textbook to lesson 71 and find part D. ✓
 - You've already written a paragraph that tells about these pictures. But this time you're going to write two paragraphs about these pictures and you'll write some sentences that begin with a part that tells when.
 - Here are some sentences that begin with a part that tells when. When Jerry's friends finished eating, they went out the back door. Everybody, say that sentence. (Signal.) *When Jerry's friends finished eating, they went out the back door.*
 - At 1 o'clock, Jerry's friends left. Everybody, say that sentence. (Signal.) *At 1 o'clock, Jerry's friends left.*
 - As Jerry's friends were leaving, Jerry's mother opened the kitchen door. Everybody, say that sentence. (Signal.) *As Jerry's friends were leaving, Jerry's mother opened the kitchen door.*
- All of those sentences begin with a part that tells when and tell an important thing that happened.
 - Look at the first picture. Raise your hand when you can say a sentence about the first picture that begins with a part that tells when. (Call on several students. Praise reasonable sentences.)
 - When you write your first paragraph, tell what happened before the first picture. Tell where Jerry and his friends were and what they were doing. Then tell what happened in the first picture. Write at least one sentence that begins with a part that tells when. Remember how to punctuate that sentence. Pencils down when you've written your first paragraph. You have 6 minutes.

(Observe students and give feedback.)
 - (After 6 minutes say:) Stop writing.
 - In your second paragraph, you'll write about the missing picture and the last picture. You'll write at least one more sentence that begins with a part that tells when.
 - You can write a sentence that starts out this way: When Jerry finished cleaning the kitchen. You can write a sentence that starts out this way; After Jerry mopped the floor. You can write a sentence that starts out: At 4 o'clock. There are lots of sentences that can begin with a part that tells when.
 - When you write your second paragraph, remember to tell what Jerry said. Raise your hand when you can say a sentence that tells what Jerry said. (Call on several students. Idea: *Jerry said, "Everything is all clean now, Mom."*)
 - Write your second paragraph. Tell what happened in the missing picture and what happened in the last picture. Remember, write at least one sentence that begins with a part that tells when. You have 8 minutes. (Observe students and give feedback.)

6. (After 8 minutes, say:) Stop writing. Make 3 check boxes under your paragraph. ✓
- Check 1 says: Does your first paragraph give a clear picture of what happened before the first picture and in the first picture? Read your paragraph. When you're sure that you gave a clear picture of what happened before the first picture and in the first picture, put a check in box 1. (Observe students and give feedback.)
 - Check 2 says: Does your second paragraph give a clear picture of what happened in the missing picture and the last picture? Read your second paragraph. Make sure you told all the important things that must have happened in the missing picture. Make sure that you told what happened in the last picture and that you have a sentence that tells what Jerry said. When you're sure that you gave a clear picture of what must have happened in the missing picture and the last picture, put a check in the second box. (Observe students and give feedback.)

- Check 3 says: Did you write at least two sentences that begin with a part that tells when? Find those sentences in your paragraphs and make sure that they are punctuated correctly. If you don't have two sentences that begin with a part that tells when, write a sentence that begins with a part that tells when under your passage, and make an arrow to show where it goes. When you're sure that your passage has at least two sentences that begin with a part that tells when, make a check in the third box. (Observe students and give feedback.)
- There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over and be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your passage. Fix up any sentences that are not written correctly. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' passages.
Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Construct a sentence from a question and answer. (Exercise 2)
- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 3)
- **Rewrite sentences to begin with *if, unless, or although*.** (Exercise 4)
- Edit a 2-paragraph story that includes sentences that begin with a part of the predicate that tells when. (Exercise 5 and 6)

EXERCISE 1 Feedback on Lesson 71

- (Hand back students' work from lesson 71.)
- Praise students who had correct answers for all items in lesson 71 skill exercises.
- Provide feedback on any exercises that were troublesome.

LINED PAPER • WORKBOOK**EXERCISE 2 Sentence Construction**

1. Everybody, pick up the lined paper from lesson 71. ✓
Turn the lined paper over to the other side and write your name and lesson 72 on the top line. Pencils down when you're finished. ✓
 - Open your workbook to lesson 72 and find part A. ✓
 - These are questions and answers about elephants. For each item, you are going to write the sentence that answers the question.
2. Item 1. Question: Where do the largest elephants live? Answer: In Africa.
 - Your turn: Write the sentence based on the question and answer. The question tells about the largest elephants, so your sentence has to tell about **the largest elephants**. Do it now.
(Observe students and give feedback.)
 - Everybody, read the sentence. (Signal.) *The largest elephants live in Africa.*

3. Item 2. Question: How long do some elephants live? Answer: More than 50 years.
 - Your turn: Write the sentence based on the question and answer. Start your sentence with **some elephants**.
(Observe students and give feedback.)
 - Everybody, read the sentence. (Signal.) *Some elephants live more than 50 years.*
4. Item 3. Question: How much do some elephants weigh? Answer: Up to six tons.
 - Your turn: Write the sentence based on the question and answer.
(Observe students and give feedback.)
 - Everybody, read the sentence. (Signal.) *Some elephants weigh up to six tons.*
5. Raise your hand if you got all the sentences right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Sentence Analysis

1. Everybody, find part B in your workbook. ✓
Some of these sentences begin with a part that tells when. The other sentences begin with the subject.
 - Your turn: Circle the subject and underline the predicate in each sentence. Pencils down when you're finished.
(Observe students and give feedback.)

2. Check your work.
 - Sentence 1. What's the subject? (Signal.) *We.*
 - What's the predicate? (Signal.) *Went to our classroom when the bell rang.*
 - Sentence 2. What's the subject? (Signal.) *Linda.*
 - What's the predicate? (Signal.) *Stood in front of a large desk.*
 - Sentence 3. What's the subject? (Signal.) *That tiny black fly.*
 - What's the predicate? (Signal.) *Flew into my cup.*
 - Sentence 4. What's the subject? (Signal.) *A strong wind.*
 - What's the predicate? (Signal.) *Blew during the night.*
3. Now you'll indicate the part of speech for each underlined word. You'll write **N** above each noun. Write **A** above each adjective. Write **V** above each verb. Write **P** above each pronoun. Remember, start with the subject. See if there is a noun in the subject. If the subject has a noun, see if there are adjectives in front of the noun. Then find the verb. Remember, it comes right after the subject. Then see if there are nouns in the predicate. Pencils down when you're finished.
(Observe students and give feedback.)

TEXTBOOK

4. Open your textbook to lesson 72 and find part B.
 - Check your work. The letters show the pronouns, nouns, adjectives and verbs for the sentences. Check over your sentences.
5. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Writing Sentences That Begin With *If, Unless Or Although*

1. Find part C in your textbook. ✓
2. Some parts of sentences begin with these words: **if, unless, although.**
We can usually move those parts to the beginning of the sentence.
3. Sentence 1: They will be sad if they lose the game.

Say the part that can be moved. (Signal.) *If they lose the game.*

Say the sentence so it begins with that part. (Signal.) *If they lose the game, they will be sad.*

4. Sentence 2: He will go with us unless he is sick.

Say the part that can be moved. (Signal.) *Unless he is sick.*

Say the sentence so it begins with that part. (Signal.) *Unless he is sick, he will go with us.*

5. Sentence 3: She won the race although she had a bad cold.

Say the part that can be moved. (Signal.) *Although she had a bad cold.*

Say the sentence so it begins with that part. (Signal.) *Although she had a bad cold, she won the race.*

6. Write each sentence so it begins with the part that can be moved. Remember, put a comma after that part.

(Observe students and give feedback.)

7. Check your work.

Sentence 1: Capital **I**, If they lose, the game comma, they will be sad, period.

Sentence 2: Capital **U**, Unless he is sick comma, he will go with us, period.

Sentence 3: Capital **A**, Although she had a bad cold comma, she won the race, period.

EXERCISE 5 Practicing Applying Checking Procedure

1. Turn back to lesson 71 in your textbook and find part D. ✓

These are the pictures you wrote a passage about last time.

2. Open your workbook to page 176. ✓

This is a passage a student wrote about those pictures. The passage has some problems. I'll read it. Listen: Jerry and his friends were in the kitchen. They were eating a big lunch. They finished lunch at 1 o'clock. The kitchen was a mess. As Jerry's friends were leaving Jerry's mom opened the kitchen door. She said, "Please clean the kitchen while I go shopping." Jerry worked hard while his mom went shopping for groceries. He carried the dirty dishes from the table to

the sink. He cleaned the table. He wash all the dishes and put them away. He mopped the floor. He took out the garbage. He finished cleaning at 4 o'clock. His mom walked into the room just as he finished cleaning. Jerry said, "Everything is cleaned up. What's for dinner?"

3. The directions said to write at least two sentences that begin with a part that tells when. The letter **W** with a **1** next to it in the margin tells you that the passage needs one more sentence that begins with a part that tells when.
 - Read the passage. Raise your hand when you can say a sentence so that it begins with a part that tells when. (Call on several students to say a sentence that begins with a part that tells when. Ideas: *While his mom went shopping, Jerry worked hard. At 4 o'clock, his mom walked into the room. Just as he finished cleaning, his mom walked into the room.*)
4. Write a sentence under the passage that begins with a part that tells when. Make an arrow to show where the sentence goes. If the sentence you wrote replaces a sentence in the passage, cross out that sentence.
5. (Call on several students to read the sentences they wrote.)
6. Fix up the rest of the passage. The letters in the margin tell you where the passage has a problem. (Observe students and give feedback.)
7. Check your work.
 - On the line with **C-O-M** in the margin, there is a sentence that begins with a part that tells when, but there is not a comma after the part that tells when. There should be a comma after the word **leaving**. As Jerry's friends were leaving, comma, Jerry's mom opened the kitchen door. Raise your hand if you fixed up that problem.
 - On the line with **P** in the margin, you should have written a **P** with a circle around it in front of the sentence that says: Jerry worked hard while his mom went shopping for groceries. That sentence is the first sentence that tells what must have happened in the middle picture. Raise your hand if you fixed up that problem.

- On the line with **D-I-D** in the margin, the sentence says: He wash all the dishes and put them away. You should have fixed up **wash** to say **washed**. Raise your hand if you fixed up that problem.
8. I'll read the passage again. I'll add sentences that begin with a part that tells when. Listen: Jerry and his friends were in the kitchen. They were eating a big lunch. When they finished lunch at 1 o'clock, the kitchen was a mess. As Jerry's friends were leaving, Jerry's mom opened the kitchen door. She said, "Please clean the kitchen while I go shopping."

While his mom went shopping for groceries, Jerry worked hard cleaning the kitchen. First, he carried the dirty dishes from the table to the sink. Before he washed the dishes, he cleaned the table and took out the garbage. Then, he washed all the dishes and put them away. Just before 4 in the afternoon, he mopped the floor. When he finished mopping the floor, he sat at the table and waited for his mother. When Jerry's mom walked into the kitchen, he said, "Everything is cleaned up. What's for dinner?"

EXERCISE 6 Editing and Correcting a Passage

1. Find the passage you wrote on your lined paper during lesson 71. ✓
 - Keep your textbook open to part D on lesson 71.
 - The directions said to write two paragraphs. In the first paragraph, you should have told what happened just before the first paragraph and what happened in the first picture. In the second paragraph, you should have told about the missing picture and the last picture. The second paragraph should have a sentence that tells what Jerry said. There should be at least two sentences that begin with a part that tells when.

2. I'm going to call on several students who wrote a good passage to read their passage. When you read, say **new paragraph** when you start your second paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their passage. For sentences that are very good, say: **Everybody, say that sentence.**)
3. **Fix up any problems in your passage.** If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better. (Observe students and give feedback.)

4. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good passages.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' passages to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Construct a sentence from a question and answer. (Exercise 2)
- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 3)
- Rewrite sentences to begin with *if*, *unless*, or *although*. (Exercise 4)
- **Write a paragraph in which progressive verbs are used to set the scene.** (Exercise 5)

EXERCISE 1 Feedback on Lesson 72

- (Before handing back students' work from lesson 72, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 72.)
- Praise students:
 - a. who had correct answer for all items in lesson 72 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

LINED PAPER • WORKBOOK

EXERCISE 2 Sentence Construction

1. Everybody, take out a sheet of lined paper and write your name and lesson 73 on the top line. Then write number 1. Pencils down when you're finished. ✓
 - Open your workbook to lesson 73 and find part A. ✓
 - These are questions and answers about skunks. Write the sentence for each question and answer. Do it now. Pencils down when you're finished.
(Observe students and give feedback.)
2. Check your work.
 - Read sentence 1. (Signal.) *You find skunks in North America.*
 - Read sentence 2. (Signal.) *Skunks make a terrible smell to defend themselves.*
 - Read sentence 3. (Signal.) *Skunks usually sleep during the daytime.*
 - Read sentence 4. (Signal.) *Skunks show that they are angry by raising their tails.*
 - Raise your hand if you got all the sentences right.

3. One of your sentences tells when skunks usually sleep. Write the word **when** after that sentence.
(Observe students and give feedback.)
 - One of your sentences tells why skunks make a terrible smell. Write the word **why** after that sentence.
(Observe students and give feedback.)
4. Check your work.
 - Everybody, say the sentence that tells **when** skunks usually sleep. (Signal.) *Skunks usually sleep during the daytime.*
 - Say the sentence that tells **why** skunks make a terrible smell. (Signal.) *Skunks make a terrible smell to defend themselves.*
5. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Sentence Analysis

1. Everybody, find part B in your workbook. ✓
 - Some of these sentences begin with a part that tells when. The other sentences begin with the subject.
 - Your turn: Circle the subject and underline the predicate in each sentence. Pencils down when you're finished.
(Observe students and give feedback.)
2. Check your work.
 - Sentence 1. What's the subject? (Signal.) *We.*
 - What's the predicate? (Signal.) *Went inside an old house during the big storm.*
 - Sentence 2. What's the subject? (Signal.) *He.*
 - What's the predicate? (Signal.) *Saw many black ants on the kitchen table.*

- Sentence 3. What's the subject? (Signal.) *Two old men.*
 - What's the predicate? (Signal.) *Helped her.*
 - Sentence 4. What's the subject? (Signal.) *His truck.*
 - What's the predicate? (Signal.) *Moved slowly up a steep hill.*
 - Sentence 5 What's the subject? (Signal.) *She.*
 - What's the predicate? (Signal.) *Went to the store after the meeting.*
3. Now you'll indicate the part of speech for each underlined word. You'll write **N** above each noun. Write **A** above each adjective. Write **V** above each verb. Write **P** above each pronoun. Remember, start with the subject. See if there is a noun in the subject. If the subject has a noun, see if there are adjectives in front of the noun. Then find the verb. Remember, it comes right after the subject. Then see if there are nouns in the predicate. Pencils down when you're finished.
(Observe students and give feedback.)

TEXTBOOK

4. Open your textbook to lesson 73 and find part B. ✓
- Check your work. The letters show the pronouns, nouns, adjectives and verbs for the sentences. Check over your sentences.
5. Raise your hand if you got everything right. Great job.
- Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Writing Sentences That Begin With *If, Unless Or Although*

1. Take out a sheet of lined paper. Write your name and lesson 73 on the top line. ✓
2. Find part C in your textbook. ✓
3. Parts of sentences that begin with **if**, **unless**, or **although** can be moved to the beginning of a sentence.
4. Sentence 1: We will be very happy if we win the game.
Say the part that begins with **if**. (Signal.) *If we win the game.*
Say the sentence so it begins with that part. (Signal.) *If we win the game, we will be very happy.*

5. Sentence 2: She will win the race unless she falls down.
Say the part that begins with **unless**. (Signal.) *Unless she falls down.*
Say the sentence so it begins with that part. (Signal.) *Unless she falls down, she will win the race.*
6. Sentence 3: The field was dry although it rained all night.
Say the part that begins with **although**. (Signal.) *Although it rained all night.*
Say the sentence so it begins with that part. (Signal.) *Although it rained all night, the field was dry.*
7. Write each sentence so it begins with the part that can be moved. Remember, put a comma after that part.
8. Check your work.
Sentence 1: Capital **I**, If we win the game comma, we will be very happy, period.
Sentence 2: Capital **U**, Unless she falls down comma, she will win the race, period.
Sentence 3: Capital **A**, Although it rained all night comma, the field was dry.

EXERCISE 5 Paragraph Writing

Setting the Scene

1. Everybody, pencils down. Find part D in your textbook. ✓
2. Here's a rule about using verbs when you write a story: When you start a story, you can write sentences that tell where somebody **was**, or what somebody **was doing**. After you tell where somebody was or what somebody was doing, you tell what the person **did**, **not** what the person was doing.
 - The pictures show what happened. The first picture shows where Mrs. Hart and her dog were and what they were doing. The other pictures show what happened.
3. You're going to write the first two sentences of your paragraph. You're going to write sentences for the first picture. Write a sentence that tells what Mrs. Hart **was doing**. Then write a sentence that tells what her dog **was doing**. Don't tell what they **did**. Tell what they were doing. Make up sentences that give a clear picture. Pencils down when you're finished. You have 2 minutes.
(Observe students and give feedback.)



4. (After 2 minutes, say:) Stop writing. I'm going to call on several students to read their sentences. Listen carefully. One sentence should tell what Mrs. Hart **was doing**. The next sentence should tell what her dog **was doing**.
 - (Call on several students to read their sentences. Praise sentences such as: *Mrs. Hart was walking down a hill. Her dog was walking behind her.*)
5. Those sentences tell what Mrs. Hart was doing and what her dog was doing at the beginning of the story. Now things happened. So the rest of your sentences will tell what Mrs. Hart and her dog **did**. They shouldn't tell what they were doing.
 - I'll read a good paragraph. Listen: Mrs. Hart was walking down a hill with her dog. Her dog was walking behind her. Suddenly, she tripped over a rock. Her dog stopped and watched her. Mrs. Hart rolled down the hill. Her dog ran after her. Mrs. Hart rolled to the edge of a cliff. Just then, her dog grabbed her by the coat and held onto her.
 - Some of the words in that story are in the vocabulary box. I'll read them: **suddenly, tripped, watch, edge, grabbed, coat**.
6. Listen: Write the rest of the story. For each picture, tell what Mrs. Hart did and what her dog did. Remember, write two sentences for each picture. One sentence should tell about what Mrs. Hart did. The other sentence should tell what her dog did. You can write sentences that begin with a part that tells when. Pencils down when you're finished. You have 8 minutes. (Observe students and give feedback.)
7. (After 8 minutes, say:) Stop writing. I'm going to call on several students to read their paragraph. The first sentence should tell what Mrs. Hart **was doing**. The next sentence should tell what her dog **was doing**. The rest of the sentences should tell what they **did**. For each picture, one sentence should tell about Mrs. Hart and the other sentence should tell about the dog.

- (Call on several students to read their paragraph. Praise paragraphs that describe the events with specified verbs.)
8. Now you're going to check your paragraph. Make 3 check boxes under your paragraph. ✓
 9. Here's check 1: Do your sentences about picture 1 tell what Mrs. Hart **was doing** and what her dog **was doing**? Read your first two sentences. Make sure they are right. Pencils down when you're finished with check 1.
 10. Here's check 2: Do your sentences for the other pictures tell what Mrs. Hart **did** and what her dog **did**? Read the sentences for the rest of the pictures. Make sure none of these sentences tell what Mrs. Hart or her dog **were doing**. All those sentences should tell what they **did**. Pencils down when you're finished with check 2.
 11. Here's check 3: Do you have two sentences for each picture—one sentence for Mrs. Hart and one sentence for her dog? Remember, one sentence should tell what Mrs. Hart did. The other sentence should tell what her dog did. Read your sentences and make sure they are right. Pencils down when you're finished with check 3.
 - There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over and be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your paragraph. Fix up any sentences that are not written correctly. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' passages. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 2)
- Edit sentences for multiple criteria. (Exercise 3)
- Rewrite sentences to begin with *if*, *unless*, or *although*. (Exercise 4)
- **Edit a paragraph in which progressive verbs are used to set the scene.** (Exercise 5 and 6)

EXERCISE 1 Feedback on Lesson 73

- (Hand back students' work from lesson 73.)
- Praise students who had correct answers for all items in lesson 73 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Sentence Analysis**

1. Everybody, open your workbook to lesson 74 and find part A. ✓
 - Some of these sentences begin with a part that tells when. The other sentences begin with the subject.
 - Your turn: Circle the subject and underline the predicate in each sentence. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work.
 - Sentence 1. What's the subject? (Signal.) *I.*
 - What's the predicate? (Signal.) *Found four red marbles under that old rug.*
 - Sentence 2. What's the subject? (Signal.) *We.*
 - What's the predicate? (Signal.) *Buy milk at the store every day.*
 - Sentence 3. What's the subject? (Signal.) *An airplane.*
 - What's the predicate? (Signal.) *Flew over a big white cloud.*
 - Sentence 4. What's the subject? (Signal.) *A bright light.*
 - What's the predicate? (Signal.) *Came from the third floor.*

3. Now you'll indicate the part of speech for each underlined word. You'll write **N** above each noun. Write **A** above each adjective. Write **V** above each verb. Write **P** above each pronoun. Remember, start with the subject. See if there is a noun in the subject. If the subject has a noun, see if there are adjectives in front of the noun. Then find the verb. Remember, it comes right after the subject. Then see if there are nouns in the predicate. Pencils down when you're finished. (Observe students and give feedback.)
4. You'll check your work for part A after you do part B.

EXERCISE 3 Editing**Consolidation**

1. Everybody, find part B in your workbook. ✓ The number at the end of each item tells how many mistakes are in the item.
2. Fix up the mistakes in each item. Pencils down when you're finished. (Observe students and give feedback.)

TEXTBOOK

3. Turn to lesson 74 in your textbook. ✓ The answers to part A and part B are on this page.
4. Check part A. Fix up any mistakes. (Observe students and give feedback.)

- Raise your hand if you made no mistakes in part A. Good work.
5. Now check part B. Fix up any mistakes. (Observe students and give feedback.)
 - Raise your hand if you made no mistakes in part B. Great job.

EXERCISE 4 Writing Sentences That Begin With *If, Unless Or Although*

1. Everybody, pick up the lined paper from lesson 73. ✓
Turn the lined paper to the other side. Write your name and lesson 74 on the top line. ✓
2. Find part D in your textbook. ✓
3. I'll read the instructions: Write each sentence so it begins with the part that can be moved.
Remember, put a comma after that part.
4. Write the sentences.
(Observe students and give feedback.)
5. Check your work.
Sentence 1: Capital **A**, Although she was not feeling well comma, she went to the show, period.
Sentence 2: Capital **U**, Unless it rains comma, we will go swimming, period.
Sentence 3: Capital **I**, If he keeps on eating so much comma, he will get sick, period.

EXERCISE 5 Practicing Applying Checking Procedure

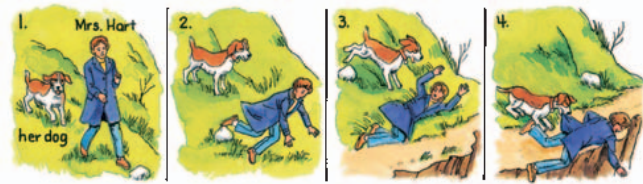
1. Turn back to lesson 73 in your textbook and find part D. ✓
These are the pictures you wrote a passage about last time.
2. Open your workbook to page 158. ✓
This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: Mrs. Hart was walking down a hill with her dog her dog was walking behind her. Suddenly, Mrs. Hart tripped over a rock. Her dog stopped and watch her. Mrs. Hart rolled down the hill towards a cliff. When her dog saw that Mrs. Hart was in trouble the dog started to run after her. Mrs. Hart rolled to the edge of the cliff. Just before she rolled over the edge of the cliff, her dog grabbed Mrs. Hart's coat and held onto her.

3. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished. (Observe students and give feedback.)
4. Check your work.
 - On the line with **CP** in the margin, there was not a period after the sentence: **Mrs. Hart was walking down a hill with her dog.** You should have put a period after **dog** and made the word after dog start with a capital **H**. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, you should have fixed up **watch** so it says **watched**. Raise your hand if you fixed up that problem.
 - On the line with **C-O-M** in the margin, there was a sentence that begins with a part that tells when: **When her dog saw that Mrs. Hart was in trouble, the dog started to run after her.** You should have put a comma after the word **trouble**. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.

EXERCISE 6 Editing and Correcting a Paragraph

1. Find the paragraph you wrote on your lined paper during lesson 73. ✓
 - Keep your textbook open to part D in lesson 73. ✓
 - The directions said to write a paragraph about the pictures. You should have began the story by telling what Mrs. Hart was doing and what her dog was doing in the first picture. Then for the rest of the pictures, you should have written a sentence that tells what Mrs. Hart did and a sentence that tells what her dog did.

2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better.
(Observe students and give feedback.)



4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- **Discriminate sentences from sentence fragments.** (Exercise 2)
- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 3)
- **Rewrite sentences by moving the part that tells when.** (Exercise 4)
- Write a paragraph in which progressive verbs are used to set the scene. (Exercise 5)

EXERCISE 1 Feedback on Lesson 74

- (Before handing back students' work from lesson 74, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 74.)
- Praise students :
 - a. who had correct answer for all items in lesson 74 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Sentence Fragments

1. Everybody, open your workbook to lesson 75 and find part A. ✓
 - You know that a sentence has a subject and a predicate. If there is no subject, it's not a sentence. If there is no predicate, it's not a sentence.
2. Some of the items in part A are sentences and some are not sentences. Listen: If an item is a sentence, circle the subject and underline the predicate. If an item is not a sentence, don't do anything to it. Pencils down when you're finished. (Observe students and give feedback.)
3. Check your work.
 - Item 1: *Before the rain stopped.* Everybody, is that a sentence? (Signal.) No.
 - Item 2: *Stood on top of the table.* Is that a sentence? (Signal.) No.
 - Item 3: *She caught a bug.* Is that a sentence? (Signal.) Yes.
 - Item 4: *Mary sat down.* Is that a sentence? (Signal.) Yes.
 - Item 5: *Mary, Tom and their dog.* Is that a sentence? (Signal.) No.
 - Item 6: *After the show.* Is that a sentence? (Signal.) No.
4. The items that are not sentences are parts of sentences.
 - Item 1: *Before the rain stopped.* That's part of a predicate. Raise your hand if you can say a whole sentence that has the words **before the rain stopped**. (Call on several students. Praise sentences that begin with: *Before the rain stopped*, such as: *Before the rain stopped, we went home* or sentences that begin with the subject, such as: *We went home before the rain stopped*.)
 - Item 2: *Stood on top of the table.* That's a predicate. Raise your hand if you can say a whole sentence that has the words **stood on top of the table**. (Call on several students. Praise sentences such as: *A dog stood on top of the table*.)
 - Item 5: *Mary, Tom and their dog.* That could be a subject or part of a predicate. Raise your hand if you can say a whole sentence that has the words **Mary, Tom and their dog**. (Call on several students. Praise sentences that have the words in the subject, such as: *Mary, Tom and their dog went to the park* or that have the words in the predicate, such as: *We went with Mary, Tom and their dog*.)
 - Item 6: *After the show.* That's part of a predicate. Raise your hand if you can say a whole sentence that has the words **after the show**. (Call on several students. Praise sentences that begin with: *After the show*, such as: *After the show, we had ice cream* or sentences that begin with the subject, such as: *We had ice cream after the show*.)

5. Your turn: Below the items that are **not** complete sentences, write a complete sentence that has the words that are in the item. Pencils down when you're finished. (Observe students and give feedback.)
6. (Call on several students to read their sentences for items 1, 2, 5 and 6. Praise good sentences.)

EXERCISE 3 Sentence Analysis

1. Everybody, find part B in your workbook. ✓
Some of these sentences begin with a part that tells when. The other sentences begin with the subject.
 - Your turn: Circle the subject and underline the predicate in each sentence. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work.
 - Sentence 1 What's the subject? (Signal.) *We.*
 - What's the predicate? (Signal.) *Had a fish in our basement after the storm.*
 - Sentence 2. What's the subject? (Signal.) *His mother.*
 - What's the predicate? (Signal.) *Told us a funny story.*
 - Sentence 3. What's the subject? (Signal.) *Five tigers.*
 - What's the predicate? (Signal.) *Were chasing me in my dream.*
 - Sentence 4. What's the subject? (Signal.) *Tom and Fran.*
 - What's the predicate? (Signal.) *Ran over that hill.*
3. Now you'll indicate the part of speech for each underlined word. You'll write **N** above each noun. Write **A** above each adjective. Write **V** above each verb. Write **P** above each pronoun.
Remember, start with the subject. See if there is a noun in the subject. If the subject has a noun, see if there are adjectives in front of the noun. Then find the verb. Remember, it comes right after the subject. Then see if there are nouns in the predicate. Pencils down when you're finished. (Observe students and give feedback.)

TEXTBOOK

4. Open your textbook to lesson 75 and find part B. ✓
 - Check your work. The letters show the pronouns, nouns, adjectives and verbs for the sentences. Check over your sentences.
5. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER

EXERCISE 4 Moving the Part That Tells When

1. Take out a sheet of lined paper. Write your name and lesson 75 on the top line. ✓
2. Number your paper from 1 through 4. ✓
3. Find part C in your textbook. ✓
4. All the sentences in part C have a part that tells when. Some sentences begin with a part that tells when and some sentences end with a part that tells when. You're going to move the part that tells when and rewrite each sentence.
5. Here's the rule about sentences that tell when. If the part that tells when is at the **end** of the sentence, you **don't** need a comma in the sentence. If the part that tells when is at the **beginning** of the sentence, you **do** need a comma because the part is not in its regular position.
6. Everybody, you need a comma when the part that tells when is where in the sentence? (Signal.) *At the beginning.* You don't need a comma when the part that tells when is where? (Signal.) *At the end of a sentence.*
 - (Repeat step 6 until firm.)
7. I'll read sentence 1: When we got home, the dog started howling.
Everybody, say that sentence with the part that tells when moved to the end of the sentence. (Signal.) *The dog started howling when we got home.*
You don't need a comma in the sentence you just said because the part that tells when is at the end of the sentence.

8. I'll read sentence 2: The air was cold in the morning.

Everybody, say that sentence with the part that tells when moved to the beginning of the sentence. (Signal.) *In the morning, the air was cold.*

Do you need a comma in the sentence you said? (Signal.) Yes.

You need a comma in that sentence because the part that tells when is at the beginning of the sentence.

- Sentence 3: After he ate lunch, he took a nap.
Say that sentence with the part that tells when moved to the end. (Signal.) *He took a nap after lunch.*

Do you need a comma in the sentence you said? (Signal.) No.

(Call on a student.) *Why not? (The part that tells when is at the end of the sentence.)*

- Sentence 4: He painted a picture as he talked on the phone.
Say that sentence with the part that tells when moved to the beginning. (Signal.) *As he talked on the phone, he painted a picture.*

Do you need a comma in the sentence you said? (Signal.) Yes.

(Call on a student.) *Why do you need a comma in the sentence you said? (The sentence begins with a part that tells when.)*

- (Repeat step 8 until firm.)
9. Rewrite all the sentences in part C so that the part that tells when is moved. Remember, you only put in a comma when the part that tells when is at the beginning of the sentence.
(Observe students and give feedback.)

10. Check your work.

Sentence 1: Capital **T**, The dog started howling when we got home, period. No comma.

Sentence 2: Capital **I**, In the morning comma, the air was cold, period.

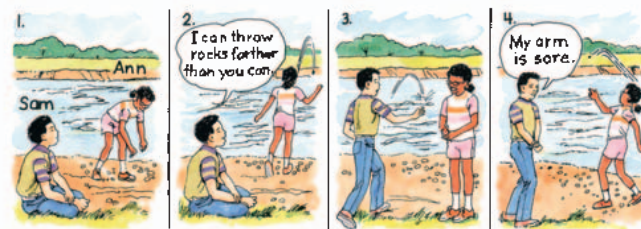
Sentence 3: Capital **H**, He took a nap after he ate lunch, period. No comma.

Sentence 4: Capital **A**, As he talked on the phone comma, he painted a picture, period.

- Raise your hand if you got everything right. Great job.
- Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Passage Writing

Setting the Scene



1. Find part D in your textbook. ✓
 - You're going to write a paragraph. You'll start your paragraph by writing three sentences about the first picture. Your first sentence will tell where Sam and Ann were. Your second sentence will tell what Ann was doing. Your last sentence will tell what Sam was doing.
 - I'll read the words in the vocabulary box: **half, bank, river, across, threw, smile.**
2. Look at the first picture.
 - Touch the land right next to the river. ✓
 - We call the land right next to the river the bank of the river.
 - I'll say a sentence that tells where Sam and Ann were. Listen: Sam and Ann were on the bank of a wide river. Everybody, say that sentence. (Signal.) *Sam and Ann were on the bank of a wide river.*
 - Raise your hand when you can say a sentence that tells what Ann was doing. (Call on a student: Idea: *Ann was picking up rocks.* For good sentences:) *Everybody, say that sentence.*
 - Raise your hand when you can say a sentence that tells what Sam was doing. (Call on a student: Idea: *Sam was sitting down watching Ann.* For good sentences:) *Everybody, say that sentence.*

3. Write the first three sentences of your paragraph. Your first sentence will tell where Sam and Ann were. Your second sentence will tell what Ann was doing. Your third sentence will tell what Sam was doing. Remember, none of the sentences for the first picture should tell what they did. You have 3 minutes. Pencils down when you're finished.
(Observe students and give feedback.)
4. (After 3 minutes say:) Stop writing.
5. Now write the rest of your paragraph. Write at least two sentences for each picture. One sentence should tell what Sam **did** or **said**. One sentence should tell what Ann **did**. You can write a third sentence if you need it to give a clear picture of what happened. For example, for picture 2, you could tell that the rock almost reached the other side of the river. Make sure your sentences tell a clear story about what happened. Pencils down when you're finished. You have 8 minutes.
(Observe students and give feedback.)
6. (After 8 minutes, say:) Stop writing. Make 3 check boxes under your paragraph.
 - Check 1 says: Do your sentences about picture 1 tell where Sam and Ann were and what they were doing? Read your first three sentences. Make sure they are right. Pencils down when you're finished with check 1.
(Observe students and give feedback.)
 - Check 2 says: Do your sentences for the other pictures tell what Sam did and what Ann did? Read the sentences for the rest of the pictures. Make sure none of those sentences tell what Sam or Ann were doing. All of those sentences should tell what they did. Pencils down when you're finished with check 2.
(Observe students and give feedback.)

- Check 3 says: Do you have at least two sentences for each picture? Remember one sentence should tell about Sam. One sentence should tell about Ann.
- Sentences for picture 2 should tell that Ann threw a rock across the river. Sam said, "I can throw a rock farther than you can." You could also tell that the rock almost reached the other side of the river.
- Sentences for picture 3 should tell that Sam threw a rock. The rock didn't go as far as Ann's rock and that Ann smiled.
- Sentences for picture 4 should tell that Sam said, "My arm is sore," and that Ann threw another rock that went further than the first rock.
- Read your paragraph for check 3. If a sentence is missing, write it under the paragraph and make an arrow to show where it goes. Pencils down when you're finished.
(Observe students and give feedback.)
- There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your paragraph. Fix up any sentences that are not written correctly.
(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Discriminate sentences from sentence fragments. (Exercise 2)
- **Write title sentences for short passages.** (Exercise 3)
- Locate and fix up unclear pronouns in a passage. (Exercise 4)
- Edit a paragraph in which progressive verbs are used to set the scene. (Exercise 5 and 6)

EXERCISE 1 Feedback on Lesson 75

- (Hand back students' work from lesson 75.)
- Praise students who had correct answers for all items in lesson 75 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Sentence Fragments**

- Everybody, open your workbook to lesson 76 and find part A. ✓
 - You know that a sentence has a subject and a predicate. If there is no subject, it's not a sentence. If there is no predicate, it's not a sentence.
- Some of the items in part A are sentences and some are not sentences. Listen: If an item is a sentence, circle the subject and underline the predicate. If an item is not a sentence, don't do anything to it. (Observe students and give feedback.)
- Check your work.
 - Item 1: *After we finished eating.* Everybody, is that a sentence? (Signal.) *No.*
 - Item 2: *He opened it.* Is that a sentence? (Signal.) *Yes.*
 - Item 3: *A shirt, blue jeans and shoes.* Is that a sentence? (Signal.) *No.*
 - Item 4: *Before the snow stopped.* Is that a sentence? (Signal.) *No.*
 - Item 5: *She jumped up.* Is that a sentence? (Signal.) *Yes.*
- The items that are not sentences are parts of sentences.
 - Item 1: *After we finished eating.* That's part of a predicate. Raise your hand if you can say a whole sentence that has the words **after we finished eating.** (Call on several students. Praise sentences that begin with: *After we finished eating,* such as: *After we finished eating, Dad washed the dishes* or sentences that begin with the subject, such as: *Dad washed the dishes after we finished eating.*)
 - Item 3: *A shirt, blue jeans and shoes.* That could be a subject or part of a predicate. Raise your hand if you can say a whole sentence that has the words **a shirt, blue jeans and shoes.** (Call on several students. Praise sentences that have the words in the subject, such as: *A shirt, blue jeans and shoes were dirty* or that have the words in the predicate, such as: *He wore a shirt, blue jeans and shoes.*)
 - Item 4: *Before the snow stopped.* That's a predicate. Raise your hand if you can say a whole sentence that has the words **before the snow stopped.** (Call on several students. Praise sentences that begin with: *Before the snow stopped,* such as: *Before the snow stopped, they got home* or sentences that begin with the subject, such as: *They got home before the snow stopped.*)
- Your turn: Below the items that are **not** complete sentences, write a complete sentence that has the words that are in the item. Pencils down when you're finished. (Observe students and give feedback.)

- (Call on several students to read their sentences for items 1, 3 and 4. Praise good sentences.)

EXERCISE 3 Title Sentences

- Everybody, pencils down. You're going to make up title sentences for short passages. A title sentence will tell the main thing a passage tells about.
- Listen:

Tom got some boards. He nailed them together. He made a small house. He painted the doghouse. Tom's dog went into the little house.

- To make a good title sentence, first you name the main person who did the action. Then you tell the main thing the person did.
 - Who is the main person? (Signal.) *Tom.* Yes, Tom.
 - What did Tom do? (Call on a student. Idea: *Built a doghouse.*)
 - A good title sentence would be: *Tom built a doghouse.* Say that. (Signal.) *Tom built a doghouse.*
- Listen to this passage:

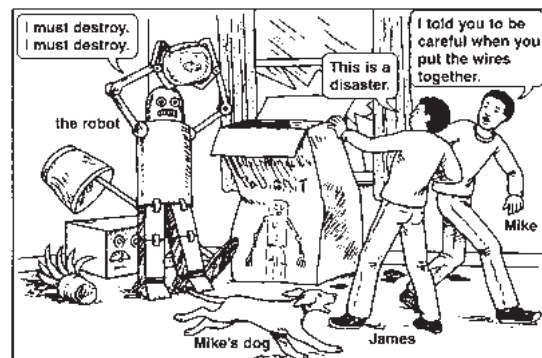
Before school, Debbie went into the kitchen. She drank a glass of orange juice. She ate some toast. She ate two eggs.

- Make up a good title sentence for that passage. Remember, name the main person and tell the main thing the person did. (Call on several students. Praise sentences such as: *Debbie ate breakfast.*)
- Everybody, find part B in your workbook. ✓ You're going to write a good title sentence for each passage. Remember, first you name the main person. Then you tell the main thing the person did.
 - Read each passage, then write a good title sentence for that passage. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - (Call on several students to read their sentence for passage 1. Praise sentences such as: *Laurie went swimming in a pool.*)

- (Call on several students to read their sentences for passage 2. Praise sentences such as: *Ted cleaned his bedroom.*)
- Raise your hand if you got both sentences right. Good job.

EXERCISE 4 Editing: Pronoun Clarity—He, It

- Find part C in your workbook. ✓
- I'll read the instructions: Fix up the four unclear words in this passage.



- Read the passage carefully. Look at the pictures as you read. Find the four unclear words. Cross them out, then write the name of the person or thing. (Observe students and give feedback.)
- Check your work.

James and Mike looked at the robot they had just built. The robot was standing in the corner of the room holding a fishbowl over its head. Cross out **It**—**Mike's dog** ran away from the robot while the boys stood behind a big cardboard box.

"This is a disaster,"—cross out **he**—**James** said.

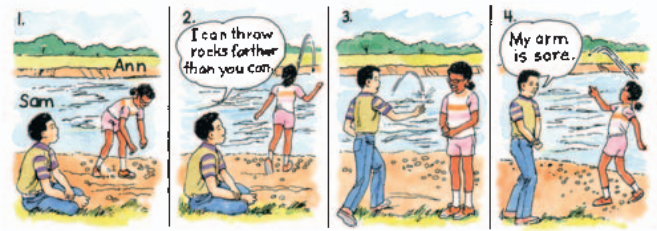
"I told you to be careful when you put the wires together,"—cross out **he**—**Mike** said.

The robot had already knocked over a lamp and broken a window. The dog was terrified.—Cross out **It**—**The robot** said, "I must destroy. I must destroy."

EXERCISE 5 Practicing Applying Checking Procedure

1. Open your textbook to lesson 75 and find part D. ✓
These are the pictures you wrote a passage about last time.
2. Open your workbook to page 162. ✓
This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: Sam and Ann were on the bank a wide river. Ann was picking up rocks. Sam was watching her. Ann threw one of the rocks it almost went to the other side of the river. Sam picked up a rock and threw it as hard as he could. The rock did not go as far as the rock that Ann threw. Ann just smiled. When Sam saw that his rock did not go very far, Sam said, "My arm is sore." Ann threw another rock. This rock went even further than the first rock she threw.
3. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished.
(Observe students and give feedback.)
4. Check your work.
 - On the line with **CP** in the margin, there was not a period after the sentence: Ann threw one of the rocks. You should have put a period after **rocks** and made the next word begin with a capital **I**. Raise your hand if you fixed up that problem.
 - On the line with **WH** in the margin, there was not a sentence that told what Sam said in the second picture. You should have written the following sentence under the passage: Sam said, "I can throw rocks farther than you can." You should have made an arrow to show where that sentence goes in the passage. Raise your hand if you fixed up that problem.
 - On the line with **C-O-M** in the margin, there was a sentence that begins with a part that tells when that did not have a comma after the part that tells when. The sentence says: When Sam saw that his rock did not go very far, Sam said, "My arm is sore." You should have put a comma after the word **far**. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.

EXERCISE 6 Editing and Correcting a Paragraph



1. Find the paragraph you wrote on your lined paper during lesson 75. ✓
 - Keep your textbook open to part D on lesson 75.
 - The directions said to write a paragraph about the pictures. You should have began the story by writing three sentences about the first picture. The sentences should tell where Sam and Ann were and what they were doing. Then for the rest of the pictures, you should have written a sentence that tells what Sam did and a sentence that tells what Ann did.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better.
(Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Write title sentences for short passages. (Exercise 2)
- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 3)
- Rewrite sentences by moving the part that tells when. (Exercise 4)
- Write a paragraph in which progressive verbs are used to set the scene. (Exercise 5)

EXERCISE 1 Feedback On Lesson 76

- (Before handing back students' work from lesson 76, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 76.)
- Praise students:
 - a. who had correct answer for all items in lesson 76 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Title Sentences

1. Everybody, open your workbook to lesson 77 and find part A. ✓
 - You're going to write a good title sentence for each passage. Remember, first you name the main person. Then you tell the main thing the person did.
 - Read each passage, then write a good title sentence for that passage. Do it now. Raise your hand when you're finished. (Observe students and give feedback.)
2. Check your work.
 - (Call on several students to read their sentence for passage 1. Praise sentences such as: *Kurt gave his dog a bath.*)
 - (Call on several students to read their sentence for passage 2. Praise sentences such as: *Brad fed his cat.*)
3. Raise your hand if you got both sentences right. Great job.

EXERCISE 3 Sentence Analysis

1. Everybody, find part B in your workbook. Some of these sentences begin with a part

that tells when. The other sentences begin with the subject.

- Your turn: Circle the subject and underline the predicate in each sentence. Pencils down. (Observe students and give feedback.)
2. Check your work.
 - Sentence 1. What's the subject? (Signal.) *Fran and Ray.*
 - What's the predicate? (Signal.) *Ran to the beach.*
 - Sentence 2. What's the subject? (Signal.) *I.*
 - What's the predicate? (Signal.) *Saw five big spiders on our front steps in the evening.*
 - Sentence 3. What's the subject? (Signal.) *That old car.*
 - What's the predicate? (Signal.) *Runs like a new car.*
 - Sentence 4. What's the subject? (Signal.) *He.*
 - What's the predicate? (Signal.) *Slipped on the icy stairs.*
 3. Now you'll indicate the part of speech for each underlined word. You'll write **N** above each noun. Write **A** above each adjective. Write **V** above each verb. Write **P** above each pronoun. Pencils down when you're finished. (Observe students and give feedback.)

TEXTBOOK

4. Open your textbook to lesson 77 and find part B. ✓
 - Check your work. The letters show the pronouns, nouns, adjectives and verbs for the sentences. Check over your sentences.
5. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Moving the Part That Tells When

1. Take out a sheet of lined paper. Write your name and lesson 77 on the top line. ✓
2. Number your paper from 1 through 5. ✓
3. Find part C in your textbook. ✓
4. All the sentences in part C have a part that tells when. Some sentences begin with a part that tells when and some sentences end with a part that tells when. You're going to move the part that tells when and rewrite each sentence.
5. Remember the rule: If the part that tells when is at the **end** of the sentence, you **don't** need a comma in the sentence. If the part that tells when is at the **beginning** of the sentence, you **do** need a comma because the part is not in its regular position.
6. Everybody, you need a comma when the part that tells when is where in the sentence? (Signal.) *At the beginning.* You don't need a comma when the part that tells when is where? (Signal.) *At the end of the sentence.*
 - (Repeat step 6 until firm.)
7. I'll read sentence 1: When the car started, the lights came on. Everybody, say that sentence with the part that tells when moved to the end of the sentence. (Signal.) *The lights came on when the car started.* Do you need a comma in the sentence you just said? (Signal.) *No.* (Call on a student.) *Why don't you need a comma? The part that tells when is at the end of the sentence.*
8. I'll read sentence 2: We watched football on Monday night. Everybody, say that sentence with the part that tells when moved to the beginning. (Signal.) *On Monday night, we watched football.* Do you need a comma in the sentence you just said? (Signal.) *Yes.* (Call on a student.) *Why do you need a comma? The part that tells when is at the beginning of the sentence.*

9. Rewrite all the sentences in part C so that the part that tells when is moved. Remember, you only put in a comma when the part that tells when is at the beginning of the sentence. (Observe students and give feedback.)
10. Check your work. Sentence 1: Capital **T**, The lights came on when the car started, period. No comma. Sentence 2: Capital **O**, On Monday night comma, we watched football, period. Sentence 3: Capital **S**, She made dinner after she fixed the car, period. No comma. Sentence 4: Capital **W**, While he was watching TV comma, he fell asleep, period. Sentence 5: Capital **B**, Before she went to sleep comma, she brushed her teeth, period.

EXERCISE 5 Passage Writing

Setting the Scene



1. Find part D in your textbook. ✓
 - I'll read the words in the vocabulary box: **point, broke, bridge, behind.**
 - You're going to write a paragraph. You'll start your paragraph by writing three sentences about the first picture. Your first sentence will tell where the sheriff and his deputy were. Your second sentence will tell what the sheriff was doing. Your last sentence will tell what the deputy was doing.
2. Look at the first picture.
 - I'll say a sentence that tells where the sheriff and his deputy were. Listen: The sheriff and his deputy were near an old bridge. Everybody, say that sentence. (Signal.) *The sheriff and his deputy were near an old bridge.*
 - Raise your hand when you can say a sentence that tells what the sheriff was doing. (Call on a student: Idea: *The sheriff was pointing across the river.* For good sentences:) Everybody, say that sentence.

- Raise your hand when you can say a sentence that tells what the deputy was doing. (Call on a student: Idea: *The deputy was standing behind the sheriff.* For good sentences:) Everybody, say that sentence.
- Write the first three sentences of your paragraph. Your first sentence will tell where the sheriff and his deputy were. Your second sentence will tell what the sheriff was doing. Your third sentence will tell what his deputy was doing. Remember, none of the sentences for the first picture should tell what they did. You have 3 minutes. Pencils down when you're finished. (Observe students and give feedback.)
- 3. (After 3 minutes say:) Stop writing.
- 4. The sentences you'll write for the other pictures will tell what happened. Those sentences must tell what someone or something did.
 - Touch picture 2. You'll tell what the deputy said. You'll tell what the sheriff did.
 - Touch picture 3. You'll tell what the bridge did and what the sheriff did. You don't have to tell what the deputy did because he was still standing in the same place.
 - Touch picture 4.
 - You'll tell what the sheriff did and what the deputy did.
- 5. When you write this part of your paragraph, write at least one sentence that begins with a part that tells when. Remember, all the sentences for this part of the paragraph will tell what somebody or something did. Finish your paragraph. Pencils down when you're finished. You have 8 minutes. (Observe students and give feedback.)
- 6. (After 8 minutes, say:) Stop writing. Make 3 check boxes under your paragraph.
 - Check 1 says: Do your sentences about picture 1 tell where the sheriff and his deputy were and what they were doing? Read your first three sentences. Make sure they are right. Pencils down when you're finished with check 1. (Observe students and give feedback.)
 - Check 2 says: Do your sentences for the other pictures tell what somebody or something did? Read the sentences for the rest of the pictures. Make sure none of those sentences tell what the deputy, the sheriff or the bridge were doing. All of those sentences should tell what they did. Pencils down when you're finished with check 2. (Observe students and give feedback.)
 - Check 3 says: Do you have at least one sentence that begins with a part that tells when? Read your paragraph. Make sure you have at least one sentence that begins with a part that tells when and make sure that sentence is punctuated correctly. Pencils down when you're finished. (Observe students and give feedback.)
 - There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your paragraph. Fix up any sentences that are not written correctly. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Write title sentences for short passages. (Exercise 2)
- Edit sentences for multiple criteria. (Exercise 3)
- Rewrite sentences by moving the part that tells when. (Exercise 4)
- Edit a paragraph in which progressive verbs are used to set the scene. (Exercise 5 and 6)

EXERCISE 1 Feedback on Lesson 77

- (Hand back students' work from lesson 77.)
- Praise students who had correct answers for all items in lesson 77 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Title Sentences**

1. Everybody, open your workbook to lesson 78 and find part A. ✓
 - You're going to write a good title sentence for each passage. Remember, first you name the main person. Then you tell the main thing the person did.
 - Read each passage, then write a good title sentence for that passage. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work.
 - (Call on several students to read their sentence for passage 1. Praise sentences such as: *Steve wrote a letter to his grandmother.*)
 - (Call on several students to read their sentence for passage 2. Praise sentences such as: *Melody built a fire in the fireplace.*)
3. Raise your hand if you got both sentences right. Great job.

EXERCISE 3 Editing**Consolidation**

1. Everybody, find part B in your workbook. ✓
The number at the end of each item tells how many mistakes are in the item. There are lots of mistakes in these items.
2. Fix up the mistakes in each item. Pencils down when you're finished. (Observe students and give feedback.)

TEXTBOOK

3. Turn to lesson 78 in your textbook and find part B. It shows the corrected sentences. ✓
 - Check your work. Fix up any mistakes. (Observe students and give feedback.)
4. Raise your hand if you made no mistakes. Great job.

EXERCISE 4 Moving the Part That Tells When

1. Everybody, pick up the lined paper from lesson 77. ✓
Turn the lined paper to the other side. Write your name and lesson 78 on the top line. ✓
2. Number your paper from 1 through 5. ✓
3. Find part C in your textbook. ✓
4. All the sentences in part C have a part that tells when. Some sentences begin with the part that tells when, and some sentences end with the part that tells when. You're going to move the part that tells when and rewrite each sentence.

5. Remember the rule: If the part that tells when is at the end of the sentence, you don't need a comma in the sentence. If the part that tells when is at the beginning of the sentence, you do need a comma because the part is not in its regular position.

6. Everybody, you need a comma when the part that tells when is where in the sentence? (Signal.) *At the beginning.* You don't need a comma when the part that tells when is where? (Signal.) *At the end of the sentence.*

- (Repeat step 6 until firm.)

7. I'll read sentence 1: In the morning, we went to the park.

Everybody, say that sentence with the part that tells when moved to the end of the sentence. (Signal.) *We went to the park in the morning.*

Do you need a comma in the sentence you just said? (Signal.) *No.*

(Call on a student.) *Why don't you need a comma? (Idea: The part that tells when is at the end of the sentence.)*

8. I'll read sentence 2: He ran home after the rain stopped.

Everybody, say that sentence with the part that tells when moved to the beginning of the sentence. (Signal.) *After the rain stopped, he ran home.*

Do you need a comma in the sentence you just said? (Signal.) *Yes.*

(Call on a student.) *Why do you need a comma? (Idea: The part that tells when is at the beginning of the sentence.)*

9. Everybody, rewrite all the sentences in part C so that the part that tells when is moved. Remember, you only put in a comma when the part that tells when is at the beginning of the sentence.

(Observe students and give feedback.)

10. Check your work.

Sentence 1: Capital **W**, We went to the park in the morning, period. No comma.

Sentence 2: Capital **A**, After the rain stopped comma, he ran home, period.

Sentence 3: Capital **A**, As she walked out the door comma, she put on a hat, period.

Sentence 4: Capital **W**, We stayed at home on Saturday, period. No comma.

Sentence 5: Capital **T**, They milked the cows when they came home from school, period. No comma.

- Raise your hand if you got everything right. Great job.
- Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Practicing Applying Checking Procedure

1. Turn back to lesson 77 in your textbook and find part D. ✓

These are the pictures you wrote a paragraph about last time.

2. Open your workbook to page 153 ✓

This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: The sheriff and his deputy were near the edge of an old wooden bridge that went across a stream. The sheriff was pointing across the stream. The deputy was standing behind the sheriff. The sheriff start to walk across the bridge. As the sheriff walked across the bridge, the deputy said, "That bridge doesn't seem safe. After the sheriff had taken a couple of steps, the bridge broke. The sheriff tumbled into the water. As the sheriff climbed out of the water the deputy laughed and held out his hand to help the sheriff.

3. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished.

(Observe students and give feedback.)

4. Check your work.

- On the line with **D-I-D** in the margin, the sentence says: The sheriff start to walk across the bridge. You should have changed **start** to **started**. Raise your hand if you fixed up that problem.
- On the line with **Q** in the margin, there was not a quotation mark after the last word the deputy said. The deputy said, "That bridge does not seem safe." There should be a quotation mark after **safe**. Raise your hand if you fixed up that problem.
- On the line with **C-O-M** in the margin, there was a sentence that begins with a part that tells when: It says: As the sheriff climbed out of the water the deputy laughed and held out his hand to help the sheriff. You should have put a comma after the word **water**. Raise your hand if you fixed up that problem.
- Raise your hand if you fixed up all the problems.

EXERCISE 6 Editing And Correcting A Paragraph



1. Find the paragraph you wrote on your lined paper during lesson 77. ✓
 - Keep your textbook open to part D on lesson 77. ✓
 - The directions said to write a paragraph about the pictures. You should have began the story by writing three sentences about the first picture. The sentences should tell where the sheriff and the deputy were and what they were doing. Then for the rest of the pictures, you should have written a sentence that tells what the sheriff did and a sentence that tells what the deputy did. You should have at least one sentence that begins with a part that tells when.

2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Discriminate sentences from sentence fragments. (Exercise 2)
- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 3)
- Rewrite sentences by moving the part that tells when. (Exercise 4)
- Write a paragraph in which progressive verbs are used to set the scene. (Exercise 5)

EXERCISE 1 Feedback on Lesson 78

- (Before handing back students' work from lesson 78, read one or two well-edited paragraphs that meet all the checks.)
- (Hand back students' work from lesson 78.)
- Praise students:
 - a. who had correct answer for all items in lesson 1 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Sentence Fragments

1. Everybody, open your workbook to lesson 79 and find part A. ✓
 - You know that a sentence has a subject and a predicate. If there is no subject, it's not a sentence. If there is no predicate, it's not a sentence.
2. Some of the items in part A are sentences and some are not sentences. Listen: If an item is a sentence, circle the subject and underline the predicate. If an item is not a sentence, don't do anything to it. (Observe students and give feedback.)
3. Check your work.
 - Item 1: Before we went to sleep. Everybody, is that a sentence? (Signal.) No.
 - Item 2: She helped him. Is that a sentence? (Signal.) Yes.
 - Item 3: When they got home. Is that a sentence? (Signal.) No.
 - Item 4: A truck, a car and a motorcycle. Is that a sentence? (Signal.) No.
 - Item 5: He stopped talking. Is that a sentence? (Signal.) Yes.
4. The items that are not sentences are parts of sentences.
 - Item 1: Before we went to sleep. That's part of a predicate. Raise your hand if you can say a whole sentence that has the words **before we went to sleep**. (Call on several students. Praise sentences that begin with: Before we went to sleep, such as: *Before we went to sleep, Mom read a story* or sentences that begin with the subject, such as: *Mom read a story before we went to sleep*.)
 - Item 3: When they got home. That's a predicate. Raise your hand if you can say a whole sentence that has the words **when they got home**. (Call on several students. Praise sentences that begin with: When they got home, such as: *When they got home, their mother was happy* or sentences that begin with the subject, such as: *Their mother was happy when they got home*.)
 - Item 4: A truck, a car and a motorcycle. That could be a subject or part of a predicate. Raise your hand if you can say a whole sentence that has the words **a truck, a car and a motorcycle**. (Call on several students. Praise sentences that have the words in the subject, such as: *A truck, a car and a motorcycle were parked in the garage* or that have the words in the predicate, such as: *She owned a truck, a car and a motorcycle*.)
5. Your turn: Below the items that are **not** complete sentences, write a complete sentence that has the words that are in the item. Pencils down when you're finished. (Observe students and give feedback.)

- (Call on several students to read their sentences for items 1, 3 and 4. Praise good sentences.)

EXERCISE 3 Sentence Analysis

- Everybody, find part B in your workbook. ✓
Some of these sentences begin with a part that tells when. The other sentences begin with the subject.
 - Your turn: Circle the subject and underline the predicate in each sentence. Pencils down when you're finished.
(Observe students and give feedback.)
- Check your work.
 - Sentence 1. What's the subject? (Signal.)
A large red truck.
 - What's the predicate? (Signal.) *Stopped in front of them.*
 - Sentence 2. What's the subject? (Signal.)
Six boys and two girls.
 - What's the predicate? (Signal.) *Played in the gym after school.*
 - Sentence 3. What's the subject? (Signal.)
She.
 - What's the predicate? (Signal.) *Helped him fix the flat tire on his new bike.*
- Now you'll indicate the part of speech for each underlined word. You'll write **N** above each noun. Write **A** above each adjective. Write **V** above each verb. Write **P** above each pronoun. Pencils down when you're finished.
(Observe students and give feedback.)

TEXTBOOK

- Open your textbook to lesson 79 and find part B. ✓
 - Check your work. The letters show the pronouns, nouns, adjectives and verbs for the sentences. Check over your sentences.
- Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER

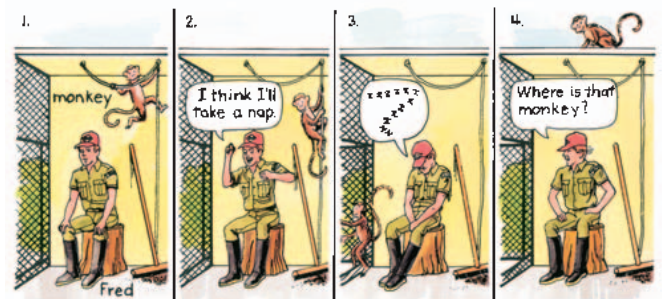
EXERCISE 4 Moving the Part That Tells When

- Take out a sheet of lined paper. Write your name and lesson 79 on the top line. ✓

- Find part C in your textbook. ✓
- Rewrite all the sentences in part C so that the part that tells when is moved.
Remember, you only put a comma when the part that tells when is at the beginning of the sentence.
(Observe students and give feedback.)
- Check your work.
Sentence 1: Capital **B**, By the end of the day comma, everybody was happy.
Sentence 2: Capital **B**, Before we went outside comma, we finished our work, period.
Sentence 3: Capital **T**, They talked about the movie as they walked home, period.
No comma.
Sentence 4: Capital **H**, He felt sick when he woke up, period. No comma.

EXERCISE 5 Paragraph Writing

Setting the Scene



- Everybody, pencils down. Find part D in your textbook. ✓
 - You're going to write a paragraph. You're going to start your paragraph with a sentence that tells where Fred and the monkey **were**. Raise your hand when you can make up a sentence that tells where Fred and the monkey were. (Call on a student. Idea: *Fred and the monkey were inside the monkey's cage.*)
 - Your next sentences will tell what they **were doing** in the first picture. One sentence will tell what Fred was doing. The other sentence will tell what the monkey was doing.
- Your turn: Write the part of your paragraph that tells about the first picture. Remember, tell where Fred and the monkey **were**. Then tell what Fred **was doing** and tell what the monkey **was doing**. Pencils down when you've written the part for the first picture. You have 3 minutes.
(Observe students and give feedback.)

- (After 3 minutes, say:) **Stop writing.**
 - (Call on a student:) **Read your sentences.** (Idea: *Fred and the monkey were inside the monkey's cage. Fred was sitting on a tree stump. The monkey was swinging on a rope.*)
3. Now write the rest of your paragraph. Remember, tell what Fred and the monkey **did**, not what they **were doing**. For each picture, tell what Fred did and what the monkey did. You need at least two sentences for each picture, but you can write more sentences if you need them. Write at least one sentence that begins with a part that tells when. Pencils down when you're finished. You have 8 minutes. (Observe students and give feedback.)
4. (After 8 minutes, say:) **Stop writing. Make 3 check boxes under your paragraph. ✓**
- **Check 1 says:** Do your sentences about picture 1 tell where the Fred and the monkey were and what they were doing? Read your first three sentences. Make sure they are right. Pencils down when you're finished with check 1. (Observe students and give feedback.)
 - **Check 2 says:** Do your sentences for the other pictures tell what Fred did and what the monkey did? Read the sentences for the rest of the pictures. Make sure none of those sentences tell what Fred or the monkey were doing. All of those sentences should tell what they did. Pencils down when you're finished with check 2. (Observe students and give feedback.)
 - **Check 3 says:** Do you have at least one sentence that begins with a part that tells when? Read your paragraph. Make sure you have at least one sentence that begins with a part that tells when and make sure that sentence is punctuated correctly. Pencils down when you're finished. (Observe students and give feedback.)
 - There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your paragraph. Fix up any sentences that are not written correctly. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- Perform on a mastery test of skills presented in or before lessons 71–79. (Exercise 2)
- Locate and fix up unclear pronouns in a passage. (Exercise 3)
- Edit a paragraph in which progressive verbs are used to set the scene. (Exercise 4 and 5)

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher’s Guide* for instructions on providing feedback.)

EXERCISE 1 Feedback on Lesson 79

- (Hand back students’ work from lesson 79.)
- Praise students who had correct answers for all items in lesson 79 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Test

Sentence Analysis

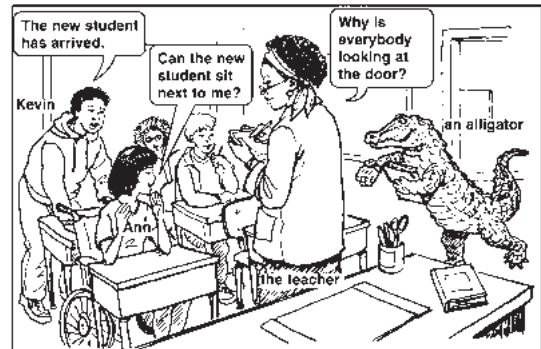
1. Everybody, open your workbook to lesson 80 and find part A. ✓
 - The first part of this lesson is a test. Find part A of test 8.
2. Some of these sentences begin with a part that tells when. The other sentences begin with the subject.
 - Your turn: Circle the subject and underline the predicate in each sentence. Pencils down when you’re finished.
3. Now you’ll indicate the part of speech for each underlined word. You’ll write **N** above each noun. Write **A** above each adjective. Write **V** above each verb. Write **P** above each pronoun. Pencils down when you’re finished.

Editing

Consolidation

1. Everybody, find part B of test 8. The number at the end of each item tells how many mistakes are in the item. There are lots of mistakes in these items.
2. Fix up the mistakes in each item. Pencils down when you’re finished. (Observe students but do not give feedback.)

EXERCISE 3 Editing: Pronoun Clarity—*It, She, He*



1. We finished the test. Find part A of lesson 80 in your workbook. ✓
2. I’ll read the instructions: Fix up the five unclear words in this passage.
3. Read the passage carefully. Look at the pictures as you read. Find the five unclear words. Cross them out, then write the name of the person or thing. (Observe students and give feedback.)

4. Check your work.

Just after the school bell rang, a strange thing happened. Cross out **It—An alligator** walked into the classroom on its hind legs. The students couldn't believe their eyes. Cross out **She—The teacher** was making marks on a piece of paper and didn't see the strange animal. The alligator walked toward a seat next to a girl named Ann. "Why is everybody looking at the door?" — cross out **she—the teacher** asked. "The new student has arrived," — cross out **he—Kevin** said. "Can the new student sit next to me?" — cross out **she—Ann** asked. She clapped her hands as she thought about the strange things that might happen that day.

TEXTBOOK

EXERCISE 4 Practicing Applying Checking Procedure

1. Open your textbook to lesson 79 and find part D. ✓
These are the pictures you wrote a paragraph about last time.
2. Open your workbook to page 164. ✓
This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: Fred and the monkey were inside the monkey's cage. Fred was sitting on a tree stump. Fred yawned and said, "I think I'll take a nap." As Fred yawned, the monkey started to climb down the rope. In a few moments, Fred fell asleep when the monkey saw that Fred was asleep, it pushed the cage door open and walked out of the cage. When Fred woke up he looked around and said, "Where is that monkey?" The monkey sat on top of the cage and smiled.
3. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished.
(Observe students and give feedback.)

4. Check your work.

- On the line with **WH** in the margin, there is not a sentence that tells what the monkey was doing in the first picture. You should have written a sentence that tells what the monkey was doing. Raise your hand when you can say a sentence that tells what the monkey was doing in the first picture. (Call on a student. Idea: *The monkey was swinging on a rope.*)
- You should have written your sentence under the paragraph and made an arrow to show where that sentence goes in the passage. Raise your hand if you fixed up that problem.
- On the line with **CP** in the margin, there is not a period after the sentence: In a few moments, Fred fell asleep. There should be a period after **asleep**. The next word should begin with a capital **W**. Raise your hand if you fixed up that problem.
- On the line with **C-O-M** in the margin, there is a sentence that begins with a part that tells when. It says: When Fred woke up he looked around and said, "Where is that monkey?" The part that tells when is: when Fred woke up. You should have put a comma after the word **up**. Raise your hand if you fixed up that problem.
- Raise your hand if you fixed up all the problems.

EXERCISE 5 Editing And Correcting A Paragraph

1. Find the paragraph you wrote on your lined paper during lesson 79. ✓
 - Keep your textbook open to part D on lesson 79.
 - The directions said to write a paragraph about the pictures. You should have begun the story by writing three sentences about the first picture. The sentences should tell where Fred and the monkey were and what they were doing. Then for the rest of the pictures, you should have written a sentence that tells what Fred did and a sentence that tells what the monkey did. You should have at least one sentence that begins with a part that tells when.

2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

EXERCISE 6 Marking The Test

1. (Mark the workbooks before the next scheduled language lesson. Use the *Language Arts Workbook Answer Key* to determine acceptable responses for the test.)
2. (Write the number of errors each student made on the test in the test scorebox at the beginning of the test.)
3. (Enter the number of errors each student made on the Summary for Test 8. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)

EXERCISE 7 Feedback On Test 8

1. (Return the students' workbooks after they are marked.)
 - Everybody, open your workbook to lesson 80, test 8.
2. The number I wrote in the test scorebox tells how many items you got wrong on the whole test. Raise your hand if I wrote **0**, **1** or **2** at the top of your test. Those are super stars.
 - Raise your hand if I wrote **3** or **4**. Those are pretty good workers.
 - If I wrote a number that's more than 4, you're going to have to work harder.

EXERCISE 8 Test Remedies

- (Before beginning lesson 81, provide any necessary remedies. Present the exercises verbally before having students write the answers. After students complete the exercises specified for a remedy, check their work and give feedback.)

Test Part A Sentence Analysis

If more than 1/4 of the students made 2 or more errors in test part A, present the following exercises:

(Direct students to part A and B on page 195 of the student workbook.)

- Circle the subject and underline the predicate of each sentence. Write **A** above each adjective. Write **N** above each noun. Write **V** above each verb. Write **P** above each pronoun.

Test Part B Editing Consolidation

If more than 1/4 of the students made three or more errors in test part B, present the following exercises:

(Direct students to part C on page 196 of the student workbook.)

- Fix up the mistakes in each sentence. (Direct students to part D on page 196 of the student workbook.)
- Fix up the mistakes in each sentence.

Objectives

- Use the table of contents to locate selections. (Exercise 1)
- Write dates using commas to separate days of month and year. (Exercise 2)
- Complete a paragraph to provide details of a main idea. (Exercise 3)
- Write a 2-paragraph passage that first sets the scene and then tells what the characters did. (Exercise 4)

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

WORKBOOK

EXERCISE 1 Table Of Contents

1. (Write on the board:)

table of contents

- You're going to learn about the table of contents. The table of contents is at the beginning of your textbook. (Hold up Reading Textbook B and show the table of contents.)
2. The table of contents is a list of selections that are in the textbook. The order of the list is based on the page number. The first thing on the list shows the selection that starts on page 1 in the textbook. The next thing on the list shows the next selection in the program and it shows the page number on which the selection begins.
 3. Your turn: Open Reading Textbook B to the beginning of the book and find the table of contents. (Observe students and give feedback.)
 - Everybody, touch the first title on the list. ✓
 - Read the title of the first selection in this book. (Call on a student.) *Teaching Animals a Hard Trick*.
 - On what page does that selection begin? (Call on a student.) 1.
 - Read the title of the next selection in this book. (Call on a student.) *The Pet Shop*.
 - On what page number does that selection begin? (Call on a student.) 3.
 4. Right before the titles of the selections are lesson numbers. Everybody, touch lesson number 83. ✓
 - Everybody, what's the title of the selection for lesson 83? (Signal.) *The Pyramid*.
 5. New problem. Listen: What selection will you read in lesson 93? Find lesson 93 in the table of contents and raise your hand when you know the title of the selection. ✓
 - Everybody, what's the selection for lesson 93? (Signal.) *A Practice Run*.
 - The table of contents shows the page on which that selection begins. Raise your hand when you know the first page of the selection, *A Practice Run*. ✓
 - Everybody, on what page does it begin? (Signal.) 110.
 6. New problem: Raise your hand when you know the selection you will read in lesson 74. ✓
 - Everybody, what's the title of the selection for lesson 74? (Signal.) *The Animal Show*.
 - Everybody, look at the page number of the beginning of the selection and turn to that page. Be careful because there are two numbers at the bottom of the page. One is a lesson number. You want to find the **page** number. Raise your hand when you've turned to the page for the selection, *The Animal Show*. (Observe students and give feedback.)

- Everybody, what page number is your textbook opened to? (Signal.) 17.
 - Hold up your textbook and show me page 17. ✓
7. Open your workbook to lesson 81 and find part A. ✓
- These are questions about some of the things we just went over. Follow along while I read. Item 1: What part of your textbook shows a list of the selections in the book, starting with page 1? Everybody, what's the answer? (Signal.) *The table of contents*.
 - You're going to look at the table of contents and answer the following questions:
Item 2: What is the title of the selection for lesson 134?
Item 3: On what page does the selection for lesson 134 begin?
Item 4: What is the title of the selection for lesson 99?
Item 5: On what page does that selection begin?
8. Turn back to the table of contents. Do the items in part A now. Pencils down when you're finished.
(Observe students and give feedback.)
9. Let's check your work. I'll read the items. You say the answers.
- Item 1: What part of your textbook shows a list of the selections in the book, starting with page 1? (Signal.) *The table of contents*.
 - Item 2: What is the title of the selection for lesson 134? (Signal.) *A Book About the Poles*.
 - Item 3: On what page does the selection for lesson 134 begin? (Signal.) 323.
 - Item 4: What is the title of the selection for lesson 99? (Signal.) *End of the Race*.
 - Item 5: On what page does that selection begin? (Signal.) 143.
10. Raise your hand if you got all the items in part A correct. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Commas: Dates

1. You learned a rule about sentences that list more than two things. You use commas for the word **and**.
2. Here's another rule about commas: When you write names or numbers that are next to each other, you need a comma to separate them.
3. (Write on the board:)

November 11199

- Here's a date. You can't tell which numbers refer to the day of the month and which numbers refer to the year. When you put a comma between the numbered parts, you can see which numbers refer to the year.
- (Write to show:)

**November 1, 1199
or November 11, 199**

4. You're going to write some dates. Find part B in your workbook. ✓
 - Item 1: Write the date for the fifth day of August in the year 1968. When you write the date, you start with the month August, then write the number of the day, then a comma, then the number of the year. Write the date August fifth, 1968.
(Observe students and give feedback.)
 - (Write on the board:)

August 5, 1968

- Check your work. Here's what you should have.
5. Item 2: Write the date for the third day of June in the year 2001.
(Observe students and give feedback.)
 - (Write on the board:)

June 3, 2001

- Check your work. Here's what you should have.

- Item 3: Write the date for the eleventh day of March in the year 1792.
(Observe students and give feedback.)
- (Write on the board:)

March 11, 1792

- Check your work. Here's what you should have.
- Item 4: Write the date for the eighth day of July in the year 1812.
(Observe students and give feedback.)
 - (Write on the board:)

July 8, 1812

- Check your work. Here's what you should have.
- Item 5: Write the date for the nineteenth day of November in the year 1947.
(Observe students and give feedback.)
 - (Write on the board:)

November 19, 1947

- Check your work. Here's what you should have.

LINED PAPER

EXERCISE 3 Main Idea

- (Write on the board:)

If I were very rich, I would

- You're going to write a short paragraph about a topic. Today's topic is things you might do if you were very rich.
- Here's part of a sentence. Listen: If I were very rich, I would . . . The sentence is not complete. Name one thing you would do if you were very rich. (Call on individual students. Accept reasonable answer.)
 - Take out a sheet of lined paper. Write your name and lesson 81 on the top line. ✓ Copy what's on the board and finish the sentence. Tell about something important you would do if you were very rich. Remember to indent. Raise your hand when you've done that much.
(Observe students and give feedback.)
 - (Call on several students to read their sentence. Praise good, complete sentences.)

- (Write on the board:)

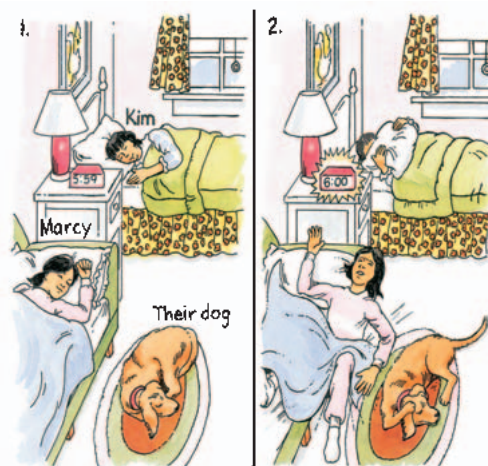
I would

- Right after that sentence write two more sentences. Start each sentence with the words **I would**. Tell about two more important things you would do. Listen: How many more sentences are you going to write? (Signal.) *Two*.
 - What words will each sentence start with? (Signal.) *I would*.
 - Write your sentences. Pencils down when you're finished.
(Observe students and give feedback.)
- (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)
 - Everybody, now you'll check your work. Make sure that you started with the sentence that tells the main idea. Make sure that you have at least two more sentences that tell more about the main idea. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

TEXTBOOK

EXERCISE 4 Passage Writing

Two Paragraphs



- Everybody, pencils down. Open your textbook to lesson 81 and find part C. ✓
- You're going to write two paragraphs. The first paragraph will tell about the first picture. That paragraph will tell where the characters **were** and what they **were doing**. The second paragraph will tell about the second picture.

2. Touch the first picture.
 - Where is everybody? (Call on a student. Idea: *In a bedroom.*)
 - Everybody, what is everybody doing in the bedroom? (Signal.) *Sleeping.*
 - Everybody is in the same place and everybody is doing the same thing, so you can start your paragraph with a sentence about everybody.
3. Listen: Kim, Marcy and their dog were sleeping in a bedroom.
 - Everybody, say that sentence. (Signal.) *Kim, Marcy and their dog were sleeping in a bedroom.*
 - (Repeat step 3 until firm.)
4. Write that sentence. It's the first sentence of your paragraph. Remember how to punctuate it. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work. Here's what you should have: Kim, comma, Marcy and their dog were sleeping in a bedroom. Both names should be capitalized.
5. Now complete the first paragraph by telling more about where each character **was**. You already told that they were in a bedroom. Now you'll tell **where** each character was in the bedroom. You don't have to say that they were sleeping because you've already said that. Write a sentence for each character. Just name the character and tell where that character was. Pencils down when you've completed your first paragraph. You have 4 minutes. (Observe students and give feedback.)
6. (After 4 minutes, say:) Stop writing. I'm going to call on several students to read their paragraph. Listen carefully. Make sure the first sentence tells where they were and the rest of the sentences tell where each character was.
 - (Call on several students to read their first paragraph. Praise paragraphs that express these ideas: *Kim, Marcy and their dog were sleeping in a bedroom. Kim was in a bed. Marcy was on a couch. Their dog was on a rug.*)
7. Now you'll write a paragraph about the second picture. Write a sentence that tells

what the alarm clock **did**. Then write a sentence that tells what each character **did**. Remember, don't tell what they were doing. Tell what they did. See if you can write one sentence so it begins with a part that tells when. Pencils down when you're finished. You have 6 minutes.

- (Observe students and give feedback.)
8. (After 6 minutes, say:) Stop writing.
 - Now you're going to check boxes under your passage.
 9. Here's check 1: Does your first paragraph tell where the characters were and what each character was doing? Read your sentences. Make sure they are right. Then make a check in box 1.
 10. Here's check 2: Does your second paragraph tell what the alarm clock did and what the characters did? Read your sentences. Make sure they are right. Then make a check in box 2.
 11. Here's check 3: Did you write at least one sentence that begins with a part that tells when? Check your passage. If you don't have a sentence that begins with a part that tells when, write one below the passage and make an arrow to show the sentence goes. Make sure sentences that begin with a part that tells when are punctuated correctly. Then make a check in box 3.
 - There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you have used the correct verb in each sentence. Read your passage. Fix up any sentences that are not written correctly. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- Use the table of contents to locate selections. (Exercise 2)
- Write dates using commas to separate days of month and year. (Exercise 3)
- **Alphabetize a list of words beginning with different letters.** (Exercise 4)
- Complete a paragraph to provide details of a main idea. (Exercise 5)
- **Edit a 2-paragraph passage that firsts sets the scene and then tells what the characters did.** (Exercise 6)

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

EXERCISE 1 Feedback On Lesson 81

- (Hand back students' work from lesson 81.)
- Praise students who had correct answers for all items in lesson 81 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Table Of Contents

1. At the beginning of your reading textbook is a list of all selections that are in the textbook. Everybody, what's the name of that list? (Signal.) *Table of contents*.
2. Your turn: Open Reading Textbook B to the beginning and find the table of contents. (Observe students and give feedback.)
3. Listen: Let's say you're going to read a selection that begins on page 80. Look down the page number column until you come to page 80. Raise your hand when you've done that much. ✓
 - Everybody, what's the title of the selection you'll read on page 80? (Signal.) *An Underwater World*.
 - Raise your hand when you know the lesson number for that selection. ✓
 - Everybody, what lesson number? (Signal.) 87.
4. New problem. Find the title of the selection that starts on page 132. (Observe students and give feedback.)
 - Everybody, what's the title? (Signal.) *Lost*.
 - Everybody, what's the lesson number for that selection? (Signal.) 97.
5. Some of the lessons have more than one selection. They have an information passage and a story. Find out what you'll read in lesson 133. (Observe students and give feedback.)
 - You'll read two selections in that lesson.
 - Everybody, what's the title of the first selection? (Signal.) *The Camera and the Eye*.
 - That's the information passage.
 - What's the title of the story for lesson 133? (Signal.) *A Trip to the South Pole*.
6. Open your workbook to lesson 82 and find part A. ✓
7. Use the table of contents to answer the items in part A. Pencils down when you're finished. (Observe students and give feedback.)
8. Let's check your work. I'll read the items. You say the answers.
 - Item 1: How many selections are listed for lesson 79? (Signal.) 2.
 - Item 2: What's the title of the information passage? (Signal.) *Colorado and Utah*.
 - Item 3: What's the title of the story for lesson 79? (Signal.) *A Great Show*.
 - Item 4: On what page does the story for lesson 79 begin? (Signal.) 43.
 - Item 5: What's the title for the selection that begins on page 138? (Signal.) *Beware of Streams*.
9. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Commas: Dates

1. Find part B in your workbook. ✓
 - You're going to write dates. Remember, you write a comma to keep the numbers for the day and the year separated.
2. Item 1: Write the date for the 21st day of May in the year 1886. Write that date. (Observe students and give feedback.)
 - (Write on the board:)

May 21, 1886

- Check your work. Here's what you should have.
3. Item 2: Write the date for the seventeenth day of September in the year 2010. (Observe students and give feedback.)
 - (Write on the board:)

September 17, 2010

- Check your work. Here's what you should have.
4. Item 3: Write the date for the tenth day of January in the year 1935. (Observe students and give feedback.)
 - (Write on the board:)

January 10, 1935

- Check your work. Here's what you should have.
5. Item 4: Write the date for the 23rd day of March in the year 1722. (Observe students and give feedback.)
 - (Write on the board:)

March 23, 1722

- Check your work. Here's what you should have.

LINED PAPER

EXERCISE 4 Alphabetical Order

1. Let's review alphabetical order. When you put words in alphabetical order, you look at the first letter of each word. Words that begin with **A** come first. Words that begin with **B** come next. Everybody, what words come after words that begin with **C**? (Signal.) *Words that begin with D.*
 - What words come after words that begin with **D**? (Signal.) *Words that begin with E.*

2. Listen. Raise your hand when you know what comes after words that begin with **J**. (Call on a student.) *Words that begin with K.*
 - Everybody, what comes after words that begin with **J**? (Signal.) *Words that begin with K.*
3. Raise your hand when you know what comes after words that begin with **X**. (Call on a student.) *Words that begin with Y.*
 - Everybody, what comes after words that begin with **X**? (Signal.) *Words that begin with Y.*
4. Find part C in your workbook. ✓
 - The words are not in alphabetical order. You'll find the word that should be first in an alphabetical list. No words begin with **A**. So what will you look for next? (Signal.) *Words that begin with B.*
 - And if there are no words that begin with **B**, what will you look for next? (Signal.) *Words that begin with C.*
5. Raise your hand when you know which word would be first in an alphabetical list.
 - Everybody, which word comes first? (Signal.) *Carrot.*
6. Raise your hand when you know which word comes after **carrot** in the alphabetical list.
 - Everybody, which word comes after **carrot**? (Signal.) *Elephant.*
 - Yes, there are no words that begin with **D**. But **elephant** begins with **E**.
7. (Write on the board:)

**1. carrot
2. elephant**

- Here are the first two words in the list.
8. Take out your lined paper. Write your name and lesson 82 on the top line. ✓
Number your lined paper from 1 through 10.
 9. Copy the first two words in your alphabetical list. Cross out the words **carrot** and **elephant** in your workbook. That shows that the words are already in your list. Then write the rest of the words in alphabetical order. After you write each word, cross it out in your workbook. Pencils down when you're finished. (Observe students and give feedback.)

10. (Write to show:)

1. carrot
2. elephant
3. great
4. horse
5. jail
6. million
7. north
8. right
9. top
10. visit

- Here's what you should have. Fix up any mistakes.

(Observe students and give feedback.)

EXERCISE 5 Main Idea

1. (Write on the board:)

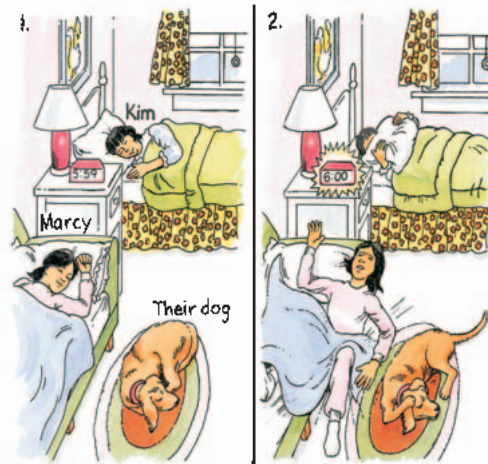
If I was sick on a school day, I would try to keep busy. I would

2. Here's a main-idea sentence and the beginning of the next sentence. Listen to the main-idea sentence: If I was sick on a school day, I would try to keep busy. The next sentence starts with **I would**. I would what? Tell one thing you would do to keep busy if you were sick on a school day. Start your sentence with **I would**. (Call on several students. Accept reasonable answers.)
3. Everybody, copy the main-idea sentence and then write the next sentence. Remember to start that sentence with the words **I would**. Remember the period at the end of each sentence. Raise your hand when you're finished. (Observe students and give feedback.)
4. (Call on individual students to read both sentences.)
5. Everybody, now write one or two more sentences that tell something else you would do to keep busy if you were sick on a school day. Start that sentence with the words **I would**. Pencils down when you're finished. (Observe students and give feedback.)
6. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)

7. Everybody, now you'll check your work. Make sure that you started with the sentence that tells the main idea. Make sure that you have at least two more sentences that tell more about the main idea. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

TEXTBOOK

EXERCISE 6 Editing And Correcting A Passage



1. Find the paragraph you wrote on your lined paper during lesson 81. ✓
 - Open your textbook to lesson 81 and find part C. Those are the pictures you wrote about during that lesson. ✓
 - The directions said to write two paragraphs about the pictures. Your first paragraph should have told where the characters were and what they were doing in the first picture. There should be a sentence for each character. The second paragraph should have told about the second picture. You should have told what the alarm clock did and what each of the characters did. You should have at least one sentence that begins with a part that tells when.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) **Everybody, say that sentence.**

3. I'll read a passage that gives a pretty clear picture of where the characters were and what they did when the alarm clock rang. Listen: Kim, Marcy and their dog were sleeping in a bedroom. Kim was in a bed close to the window. Marcy was on a couch near Kim's bed. Their dog was sleeping on a rug at the foot of Marcy's couch.

New paragraph: At six o'clock, the alarm clock rang. Kim put a pillow over her head. Marcy rolled off the couch. Their dog put its paws over its ears.

4. Now it's your turn to work on your passage. Read your passage. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better.
(Observe students and give feedback.)

5. I'll call on some more students to read their paragraph. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Use the table of contents to locate selections. (Exercise 2)
- **Write a complete address using commas to separate street name, city and state.** (Exercise 3)
- Alphabetize a list of words beginning with different letters. (Exercise 4)
- Write a 2-paragraph passage that firsts sets the scene and then tells what the characters did. (Exercise 5)

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

EXERCISE 1 Feedback On Lesson 82

- (Before handing back students' work from lesson 82, read one or two well-edited passages that meet all the checks.)
- (Hand back students' work from lesson 82.)
- Praise students:
 - a. who had correct answers for all items in lesson 82 skill exercises, and
 - b. whose edited passage meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Table Of Contents

1. Open your workbook to lesson 83 and find part A. ✓
 - The directions say: Use the table of contents in your Reading Textbook to answer these questions.
 - Take out Reading Textbook B, and find the table of contents. ✓
 - Do the items in part A. Put your pencil down when you're finished. (Observe students and give feedback.)
2. Let's check your work. I'll read the items. You say the answers.
 - Item 1: How many selections are listed for lesson 126? (Signal.) 2.
 - Item 2: What's the page number for the first selection in lesson 126? (Signal.) 277.
 - Item 3: What's the page number for the second selection in lesson 126? (Signal.) 278.

- Item 4: What's the title of the second selection? (Signal.) *Angela and Al Learn About the Eye.*
3. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Commas: Addresses

1. You learned a rule about keeping the numbers for the day and year separated when you write a date. You follow the same rule with addresses that have two names together. You separate the names with a comma.
2. (Write on the board:)

121 Green Street, Clinton, Ohio

- Here's an address with commas in the right place.
 - (Point to first comma.) There's a comma between the street name and the city name.
 - (Point to second comma.) There's another comma between the city name and the state name.
3. Everybody, in this address, what's the street name? (Signal.) *Green Street.*
 - What's the city name? (Signal.) *Clinton.*
 - What's the state name? (Signal.) *Ohio.*
 - (Repeat questions until firm.)
 - Remember, a comma between the street and city. Another comma between the city and state.
 4. Find part B in your workbook. ✓
 - Item 1: Greenville, Iowa. That's not a full address. It just names a city and a state. But you need a comma between the city and the state. Write the city and state the way it should be written.

(Observe students and give feedback.)

- (Write on the board:)

Greenville, Iowa

- Check your work. Here's what you should have.
5. Item 2: The street number is 45. The street name is Vine Street. The city name is Greenville. The state name is Iowa. Write the complete address. Remember the commas. (Observe students and give feedback.)
- (Write on the board:)

45 Vine Street, Greenville, Iowa

- Check your work. Here's what you should have. Make sure you have commas in the right places.
6. Item 3: The street number is 7. The street name is Old Goat Road. The city name is Chico. The state name is California. Write the complete address. Remember the commas. (Observe students and give feedback.)
- (Write on the board:)

7 Old Goat Road, Chico, California

- Check your work. Here's what you should have. Make sure you have commas in the right places.

LINED PAPER

EXERCISE 4 Alphabetical Order

1. Find part C in your workbook. ✓
 - You're going to put these words in alphabetical order.
 - Take out a sheet of lined paper. Write your name and lesson 83 on the top line. Number your lined paper from 1 through 10. ✓
2. Figure out which word is the first in the list and write it. Then cross it out on your worksheet. Pencils down when you're finished.
(Observe students and give feedback.)
3. (Write on the board:)

1. bedroom

- Here's what you should have for word 1: **bedroom.**

4. Complete the list. Remember to cross out each word when you write it in your list. (Observe students and give feedback.)
5. (Write to show:)

1. bedroom
2. desk
3. forest
4. globe
5. length
6. raise
7. should
8. umbrella
9. whole
10. yellow

- Check your work. Here's the list you should have. Fix up any mistakes.
(Observe students and give feedback.)

TEXTBOOK

EXERCISE 5 Passage Writing Two Paragraphs



1. Everybody, pencils down. Open your textbook to lesson 83 and find part D. ✓ These are the rules for writing a good story. I'll read them. You follow along.
 - Start by telling where the characters were and what they were doing.
 - Then tell what they did. Make sure you tell about all the things that happened so your story gives a clear picture.
 - I'll read the words in the vocabulary box: **tail, huge, newspaper, buggy, basketball, scare, suddenly, toward, wagged.**
2. You're going to write two paragraphs. The first paragraph will tell about the first picture. That paragraph will tell where the characters were and what they were doing. The second paragraph will tell about the second picture and the third picture.

3. Touch the first picture. ✓
Everybody is in the same place and they're all doing one thing that's the same.
 - Where is everybody? (Call on a student. Ideas: *In a park; on a path.*)
 - Everybody is doing one thing that's the same. What is that? (Call on a student. Ideas: *Walking; walking down a path.*)
4. So here's the first sentence. Listen: Alberto, Herb and Kay were walking along a path in a park.
 - Everybody, say that sentence. (Signal.) *Alberto, Herb and Kay were walking along a path in a park.*
 - (Repeat step 4 until firm.)
5. Write that sentence. It's the first sentence of your paragraph. Remember how to punctuate it. Raise your hand when you're finished. (Observe students and give feedback.)
 - Check your work. Here's what you should have: Alberto, comma, Herb and Kay were walking along a path in a park, period. All the names should be capitalized.
6. Now complete the first paragraph by telling what each person **was doing**. You already told that they were walking. Now you'll tell something different about what each person was doing. Write a sentence for each character. Pencils down when you've completed your first paragraph. You have 4 minutes. (Observe students and give feedback.)
7. (After 4 minutes, say:) Stop writing. I'm going to call on several students to read their paragraph. Listen carefully. Make sure the first sentence tells where they were and the rest of the sentences tell what each character was doing.
 - (Call on several students to read their first paragraph. Praise paragraphs that express these ideas: *Alberto, Herb and Kay were walking along a path in a park. Alberto was reading a newspaper. Herb was bouncing a basketball. Kay was pushing a stroller with a doll in it.*)
8. Now you'll write a paragraph about the second picture and the third picture. The second picture shows what a big dog did. The third picture shows what the characters did when the dog ran toward them. Start with a sentence for the second

picture. Then write a sentence that tells what each character did in the third picture. Remember, don't tell what they were doing. Tell what they **did**. Write at least one sentence so it begins with a part that tells when. Pencils down when you're finished. You have 8 minutes.

(Observe students and give feedback.)

9. (After 8 minutes, say:) Stop writing.
 - Now you're going to check your passage. Make 3 check boxes under your passage.
10. Here's check 1: Does your first paragraph tell where the characters were and what each character was doing? Read your sentences. Make sure they are right. (Observe students and give feedback.)
11. Here's check 2: Does your second paragraph tell what the dog did and what the characters did? Read your sentences. Make sure they are right. (Observe students and give feedback.)
12. Here's check 3: Did you write at least one sentence that begins with a part that tells when? Check your passage. Make sure you have at least one sentence that begins with a part that tells when and that it is punctuated correctly. (Observe students and give feedback.)
 - There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your passage. Fix up any sentences that are not written correctly. (Observe students and give feedback.)
 - Next time, I'll read some of the super passages to you.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- Use the table of contents to locate selections. (Exercise 2)
- Complete a paragraph to provide details of a main idea. (Exercise 3)
- Write a complete address. (Exercise 4)
- Alphabetize a list of words all beginning with different letters. (Exercise 5)
- **Create words with the prefix *dis-*** (Exercise 6)
- Edit a 2-paragraph passage that first sets the scene and then tells what the character did. (Exercise 7)

Note: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

EXERCISE 1 Feedback On Lesson 83

- (Hand back students' work from lesson 83.)
- Praise students who had correct answers for all items in lesson 83 skill exercises.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK • LINED PAPER

EXERCISE 2 Table Of Contents

1. Open your textbook to lesson 84 and find part A. ✓
 - The directions say: Use the table of contents in your Reading Textbook to answer these questions.
 - Take out Reading Textbook B, and find the table of contents. ✓
 - Write your name and lesson 84 on the top line of a sheet of lined paper.
 - Number your paper 1 through 4. ✓
2. Write the answers to the questions in part A. Pencils down when you're finished.
3. Let's check your work. I'll read the items. You say the answers.
 - **Item 1:** What's the lesson number for the selection that begins on page 121? (Signal.) 95.
 - **Item 2:** What's the title of the selection that begins on page 121? (Signal.) *Supplies for the Race*.
 - **Item 3:** What's the lesson number for the selection that begins on page 191? (Signal.) 109.

- **Item 4:** What's the title of the selection that begins on page 191? (Signal.) *Al Learns About Molecules*.
4. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Main Idea

1. (Write on the board:)

If I were alone on an island, I would try to stay alive. I would

2. The first sentence is a main-idea sentence. Listen: If I were alone on an island, I would try to stay alive.
 - The next sentence starts with **I would**. I would what? Tell one thing you would do to stay alive on an island. (Call on several students. Accept reasonable responses.)
 - Tell another thing you would do to stay alive. (Call on individual students.)
3. Skip a line on your lined paper. Everybody, copy the main-idea sentence and then write the next sentence. Remember to start that sentence with the words **I would**. Tell one thing you would do if you were alone on an island. Raise your hand when you're finished. (Observe students and give feedback.)
4. (Call on individual students to read both sentences.)
5. Everybody, now write one more sentence that tells something else you would do if you were alone on an island. Start that sentence with the words **I would**. Raise your hand when you're finished. (Observe students and give feedback.)

- (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)
- Everybody, now you'll check your work. Make sure that you started with the sentence that tells the main idea. Make sure that you have at least two more sentences that tell more about the main idea. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 4 Commas: Addresses

- You learned a rule about addresses that have two names together. You separate the names with a comma.
- (Write on the board:)

3245 State Road, Fairfield, Utah

- Here's an address with commas in the right place.
 - There's a comma between the street name and the city name. There's another comma between the city name and the state name.
 - Everybody, in this address, what's the street name? (Signal.) *State Road.*
 - What's the city name? (Signal.) *Fairfield.*
 - What's the state name? (Signal.) *Utah.*
 - (Repeat questions until firm.)
 - Remember, a comma between the street and city. Another comma between the city and state.
- Skip a line and number your lined paper 1 through 3. ✓
Find part B in your textbook. ✓
 - Item 1: Orlando, Florida. That's not a full address. It just names a city and a state. But you need a comma between the city and the state. Write the city and state on your lined paper the way it should be written. (Observe students and give feedback.)
 - (Write on the board:)

Orlando, Florida

- Check your work. Here's what you should have.
- Item 2: The street number is 485. The street name is Lake Avenue. The city name is Detroit. The state name is Michigan. Write the complete address. Remember the commas.

- (Write on the board:)

485 Lake Avenue, Detroit, Michigan

- Check your work. Here's what you should have. Make sure you have commas in the right places.
- Item 3: The street number is 22. The street name is Hidden Valley Road. The city name is Cleveland. The state name is Ohio. Write the complete address. Remember the commas. (Observe students and give feedback.)
 - (Write on the board:)

22 Hidden Valley Road, Cleveland, Ohio

- Check your work. Here's what you should have. Make sure you have commas in the right places.

EXERCISE 5 Alphabetical Order

- Find part C in your textbook. ✓
 - The instructions say: Use the words below to make an alphabetical list.
 - Skip a line. Number your paper 1 through 6. ✓
 - Do part C now. Pencils down when you're finished. (Observe students and give feedback.)
- (Write the alphabetized list on the board:)

1. answer
2. baby
3. don't
4. happen
5. monkey
6. only

- Check part C. Here's the list you should have. Fix up any mistakes. ✓

EXERCISE 6 Affixes

- Find part D in your textbook. ✓
 - I'll read what it says. Follow along. **Some word parts are called prefixes. Prefixes are the first part of some words. Some prefixes have a clear meaning.**
 - Everybody, what do we call these word parts? (Signal.) *Prefixes.*
 - Do prefixes come at the **beginning** of some words or at the **end** of these words? (Signal.) *At the beginning.*
 - And some prefixes have a clear meaning.

2. (Write on the board:)

dis

- The prefix **dis** often means **the opposite of**. What does the prefix **dis** often mean? (Signal.) *The opposite of.*
 - So the word **disbelief** means the opposite of the word **belief**. What word means the opposite of **belief**? (Signal.) *Disbelief.*
3. Look at the list of words in your textbook. ✓
- You're going to tell me the words that mean the opposite of these words.
 - Everybody, what's word 1? (Signal.) *Agree.*
 - What word means **the opposite of agree**? (Signal.) *Disagree.*
 - What's word 2? (Signal.) *Appear.*
 - What word means **the opposite of appear**? (Signal.) *Disappear.*
 - What's word 3? (Signal.) *Like.*
 - What word means **the opposite of like**? (Signal.) *Dislike.*
 - Everybody, what's word 4? (Signal.) *Honest.*
 - What word means **the opposite of honest**? (Signal.) *Dishonest.*
- (Repeat step 3 until firm.)
4. Skip a line on your paper and number your paper 1 through 4. ✓
Write the opposite of each word in part D using the prefix **dis**. Pencils down when you're done.
(Observe students and give feedback.)
5. Check your work. Word 1. What word means **the opposite of agree**? (Signal.) *Disagree.*
- Word 2. What word means **the opposite of appear**? (Signal.) *Disappear.*
 - Word 3. What word means **the opposite of like**? (Signal.) *Dislike.*
 - Word 4. What word means **the opposite of honest**? (Signal.) *Dishonest.*

EXERCISE 7 Editing And Correcting A Passage

1. Find the paragraph you wrote on your lined paper during lesson 83. ✓
- Turn to lesson 83 in your textbook and find part D. Those are the pictures you wrote about during that lesson. ✓

- The directions said to write two paragraphs about the pictures. Your first paragraph should have told where the characters were and what they were doing in the first picture. There should be a sentence for each character. The second paragraph should have told about the second picture and the third picture. You should have told what the big dog did and what each of the characters did. You should have at least one sentence that begins with a part that tells when.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: Everybody, say that sentence.)
 3. I'll read a passage that gives a pretty clear picture of where the characters were and what they did. Listen: Alberto, Herb and Kay were walking along a path in a park. Alberto was reading a newspaper. Herb was bouncing a basketball. Kay was pushing a stroller with a doll in it.
New paragraph: Suddenly, a big dog ran toward them. Alberto hid behind a bench. Herb climbed up a tree. Kay made friends with the dog. When Kay petted the dog, it licked her face and wagged its tail. Kay said, "You are a nice dog."
 4. Now it's your turn to work on your passage. Read your passage. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better. (Observe students and give feedback.)
 5. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Create words with the prefix **dis-**. (Exercise 2)
- **Select present tense verb that is in agreement with subject in a sentence.** (Exercise 3)
- Alphabetize a list of words beginning with different letters. (Exercise 4)
- **Write a 3-paragraph passage that first sets the scene and then tells what the characters did.** (Exercise 5)

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

EXERCISE 1 Feedback On Lesson 84

- (Before handing back students' work from lesson 84, read one or two well-edited passages that meet all the checks.)
- (Hand back students' work from lesson 84.)
- Praise students:
 - a. who had correct answers for all items in lesson 84 skill exercises, and
 - b. whose edited passage meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Affixes

1. You learned a prefix that means **the opposite of**. Everybody, what's that prefix? (Signal.) *Dis*.
 - What word means **the opposite of appear**? (Signal.) *Disappear*.
 - What word means **the opposite of order**? (Signal.) *Disorder*.
 - What word means **the opposite of approve**? (Signal.) *Disapprove*.
2. (Write on the board:)

re

- You're going to write words that have the prefix spelled **R-E**. The prefix **re** means **again** in some words. Everybody, what does the prefix **re** mean? (Signal.) *Again*.

3. The word **reorder** means **to order again**.
 - What does **reorder** mean? (Signal.) *To order again*.
 - What does **refill** mean? (Signal.) *To fill again*.
 - What does the word **replay** mean? (Signal.) *To play again*.
 - (Repeat until firm.)
4. Open your workbook to lesson 85 and find part A. ✓
 - Everybody, what's word 1? (Signal.) *Arrange*.
 - What word means **arrange again**? (Signal.) *Rearrange*.
 - What's word 2? (Signal.) *Join*.
 - What word means **join again**? (Signal.) *Rejoin*.
 - What's word 3? (Signal.) *Appear*.
 - What word means **appear again**? (Signal.) *Reappear*.
 - What's word 4? (Signal.) *Charge*.
 - What word means **charge again**? (Signal.) *Recharge*.
 - (Repeat until firm.)
5. Go back to word 1. ✓
 - Everybody, what's word 1? (Signal.) *Arrange*.
 - What word means **the opposite of arrange**? (Signal.) *Disarrange*.
 - What's word 2? (Signal.) *Join*.
 - What word means **the opposite of join**? (Signal.) *Disjoin*.
 - What's word 3? (Signal.) *Appear*.
 - What word means **the opposite of appear**? (Signal.) *Disappear*.
 - What's word 4? (Signal.) *Charge*.
 - What word means **the opposite of charge**? (Signal.) *Discharge*.
 - Yes, if you **discharge** a battery, you get rid of the charge it has. If you **recharge** a battery, you charge it up again.
 - (Repeat until firm.)

6. Touch the line for word 1 in your workbook. ✓
 - The word you'll write on that line means **the opposite of arrange**. Write the word that means **the opposite of arrange**. ✓
 - Touch the line for word 2. ✓
 - The word you'll write on that line means **to join again**. Write the word that means **to join again**. ✓
 - Touch the line for word 3. ✓
 - The word you'll write on that line means **to appear again**. Write the word that means **to appear again**. ✓
 - Touch the line for word 4. ✓
 - The word you'll write on that line means **the opposite of charge**. Write the word that means **the opposite of charge**. ✓
7. Check your work. Word 1. Everybody, what word means **the opposite of arrange**? (Signal.) *Disarrange*.
 - Word 2. What word means **to join again**? (Signal.) *Rejoin*.
 - Word 3. What word means **to appear again**? (Signal.) *Reappear*.
 - Word 4. What word means **the opposite of charge**? (Signal.) *Discharge*.
8. Raise your hand if you got all the items in part A correct.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Subject— Verb Agreement

1. (Write on the board:)

jump	jumps
------	-------

- (Point to jump.)
Here's a rule about when to say verbs like **jump**. Listen. When you're talking about **more than one** thing, you say **jump**.
 - Everybody, when do you say **jump**? (Signal.) *When you're talking about more than one thing.*
 - (Repeat until firm.)
2. (Point to jump.)
You also say **I jump** and **you jump**.
What do you also say? (Signal.) *I jump and you jump.*

3. (Point to **jumps**.)
Here's a rule about when to say verbs like **jumps**. This rule is true except when you say **I jump** or **you jump**. Listen. When you're talking about one thing, you say **jumps**.
 - When do you say **jumps**? (Signal.) *When you're talking about one thing.*
 - (Repeat until firm.)
4. Remember, if you're talking about one, you say **jump**. If you're talking about more than one, you say **jump**.
 - Everybody, what do you say if you're talking about one? (Signal.) *Jumps.*
 - What do you say if you're talking about more than one? (Signal.) *Jump.*
 - (Repeat until firm.)
5. When you say **Mary**, are you talking about **one or more than one**? (Signal.) *One.*
 - So do you say **jump** or **jumps**? (Signal.) *Jumps.*
 - When you say **Mary and Randy**, are you talking about **one or more than one**? (Signal.) *More than one.*
 - So do you say **jump** or **jumps**? (Signal.) *Jump.*
 - (Repeat until firm.)
6. When you say **Juan**, are you talking about **one or more than one**? (Signal.) *One.*
 - So do you say **jump** or **jumps**? (Signal.) *Jumps.*
 - When you say **cats**, are you talking about **one or more than one**? (Signal.) *More than one.*
 - So do you say **jump** or **jumps**? (Signal.) *Jump.*
 - When you say **Sandra and the cats**, are you talking about **one or more than one**? (Signal.) *More than one.*
 - So do you say **jump** or **jumps**? (Signal.) *Jump.*
 - (Repeat step 6 until firm.)
7. I'll say sentences that have a **blank** in them. Tell me if the word **jump** or the word **jumps** goes in the blank.

8. Listen. Cats and dogs **blank**. Everybody, what word? (Signal.) *Jump*.
 - Say the sentence with **jump**. (Signal.) *Cats and dogs jump*.
 - Listen. You and I **blank**. Everybody, what word? (Signal.) *Jump*.
 - Say the sentence. (Signal.) *You and I jump*.
 - Listen. The girl **blank**. Everybody, what word? (Signal.) *Jumps*.
 - Say the sentence. (Signal.) *The girl jumps*.
 - (Repeat step 8 until firm.)
9. Listen. The women **blank**. Everybody, what word? (Signal.) *Jump*.
 - Say the sentence. (Signal.) *The women jump*.
 - Listen. A man **blank**. Everybody, what word? (Signal.) *Jumps*.
 - Say the sentence. (Signal.) *A man jumps*.
 - Listen. Mark and Henry **blank**. Everybody, what word? (Signal.) *Jump*.
 - Say the sentence. (Signal.) *Mark and Henry jump*.
 - Listen. Those frogs **blank**. Everybody, what word? (Signal.) *Jump*.
 - Say the sentence. (Signal.) *Those frogs jump*.
 - (Repeat step 9 until firm.)
10. Find part B in your workbook. ✓
 - These are the sentences we just did. You'll write **jump** or **jumps** in each sentence. You'll write **one** or **more than one** after each sentence.
11. Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
12. Let's check your work. I'll read the items. You say the answers.
 - Item 1. The girl **blank**. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *One*.
 - What word goes in the blank? (Signal.) *Jumps*.
 - Item 2. You and I **blank**. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Jump*.
 - Item 3. Cats and dogs **blank**. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Jump*.

- Item 4. Those frogs **blank**. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Jump*.
 - Item 5. A man **blank**. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *One*.
 - What word goes in the blank? (Signal.) *Jumps*.
 - Item 6. Mark and Henry **blank**. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Jump*.
13. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER

EXERCISE 4 Alphabetical Order

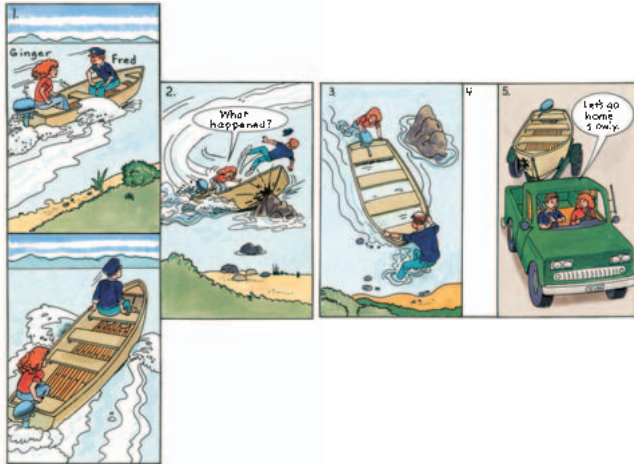
1. Find part C in your workbook. ✓
 - The instructions say: Use the words below to make an alphabetical list.
 - Take out a sheet of lined paper, and write your name and lesson 85 on the top line. ✓
 - Number your lined paper from 1 through 10. ✓
 - Do part C now. Pencils down when you're finished. (Observe students and give feedback.)
2. (Write the alphabetized list on the board:)

1. funny
2. higher
3. insect
4. knocked
5. normal
6. ocean
7. question
8. tongue
9. unless
10. yourself

- Check your work for part C. Here's the list you should have. Fix up any mistakes. ✓

EXERCISE 5 Story Writing

Three Paragraphs



1. Everybody, pencils down. Open your textbook to lesson 85 and find part D.
 - You're going to write a whole story. It will have more than one paragraph.
 - I'll read the words in the vocabulary box: **motorboat, facing, crash, wade, shore, trailer, toward.**
2. Touch the **top** first picture. ✓
 - You'll start out by telling where Fred and Ginger were and what they were doing. You have to tell about the top picture and not the bottom one.
 - Name something that's different about the top picture.
(Call on several students. Praise ideas such as: *In the top picture the boat is **small**. The boat is near the **shore** of the lake. Fred is facing the **back** of the boat.*)
 - So when you describe the first picture, you should tell that Fred and Ginger were in a small motorboat. The boat was near the shore of the lake. Fred was facing the back of the boat.
 - Write your first paragraph. Remember, tell where Fred and Ginger **were** and what they **were doing**. Write as many sentences as you need. Pencils down when you're finished. You have 4 minutes.
(Observe students and give feedback.)

3. (After 4 minutes, say:) Stop writing. I'm going to call on several students to read their first paragraph. Listen carefully. Make sure the paragraph tells about where the characters were and what they were doing. Make sure it tells about only the top picture.
 - (Call on several students to read their paragraph. Praise paragraphs that express these ideas: *Fred and Ginger were in a small motorboat. The boat was near the shore of a lake. Fred was facing the back of the boat.*)
4. Your next paragraph will tell about picture 2. Everybody, do you think Fred and Ginger knew that a rock was right in front of the boat? (Signal.) No.
 - Write your paragraph for picture 2. Start on the next line, indent and write about what the boat did, what Fred did and what Ginger said. Write a sentence that begins with a part that tells when. Pencils down when you're finished with picture 2. You have 3 minutes.
(Observe students and give feedback.)
5. (After 3 minutes, say:) Stop writing. I'm going to call on several students to read their sentences for the second paragraph. Listen carefully. Make sure the paragraph tells what the boat did and what Fred and Ginger did.
 - (Call on several students to read their sentence that begins with a part that tells when. Praise sentences that begin with a part that tells when such as: *Suddenly, the boat crashed into a rock or When the boat crashed into a rock, Fred fell out.*)
 - (Call on several students to read their second paragraph. Praise paragraphs that express these ideas: *The boat crashed into a rock. The rock made a hole in the boat. Fred fell out. Ginger asked, "What happened?"*)

6. Your next paragraph will tell about the last two pictures and about the missing picture. Remember to tell everything that must have happened so we get a clear picture of anything they did and said.
 - Write your last paragraph. Include at least one sentence that begins with a part that tells when. Pencils down when you're finished. You have 10 minutes.
(Observe students and give feedback.)
7. (After 10 minutes, say:) Stop writing.
 - Now you're going to check your story. Make 3 check boxes under your story.
8. Here's check 1: Does your first paragraph tell where the characters were and what each character was doing? Read your first paragraph. Make sure it tells about the top picture. Put a check in the first box when you're finished with check 1.
9. Here's check 2: Do your other two paragraphs tell what happened in pictures 2, 3, 4 and 5? Read your second and third paragraphs. Make sure they tell all the important things that must have happened. Put a check in the second box when you're finished with check 2.
10. Here's check 3: Did you write at least two sentences that begin with a part that tells when? Make sure you have those sentences. Make sure those sentences are punctuated correctly. Put a check in the third box when you're finished with check 3.
 - There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your passage. Fix up any sentences that are not written correctly.
(Observe students and give feedback.)
 - Next time, I'll read some of the super passages to you.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- Select present tense verb that is in agreement with subject in a sentence. (Exercise 2)
- **Create words with the prefix *re-*.** (Exercise 3)
- Alphabetize a list of words all beginning with different letters. (Exercise 4)
- **Edit a 3-paragraph passage that first sets the scene and then tells what the characters did.** (Exercise 5)

EXERCISE 1 Feedback On Lesson 85

- (Hand back students' work from lesson 85.)
- Praise students who had correct answers for all items in lesson 85 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Subject-Verb Agreement

1. (Write on the board:)

run	runs
-----	------

- (Point to **run**.)
Here's a rule about when to say verbs like **run**. Listen. When you're talking about **more than one** thing, you say **run**.
- Everybody, when do you say **run**? (Signal.)
When you're talking about more than one thing.
- (Repeat until firm.)
- 2. (Point to run.)
You also say **I run** and **you run**. What do you also say? (Signal.) *I run and you run.*
- 3. (Point to runs.)
Here's a rule about when to say verbs like **runs**. This rule is true **except** when you say **I run** or **you run**. Listen.
- When you're talking about **one** thing, you say **runs**.
- When do you say **runs**? (Signal.) *When you're talking about one thing.*
- (Repeat until firm.)
- Remember, if you're talking about **one**, you say **runs**. If you're talking about **more than one** you say **run**.

4. Everybody, what do you say if you're talking about **more than one**? (Signal.) *Run.*
 - What do you say if you're talking about **one**? (Signal.) *Runs.*
 - (Repeat step 4 until firm.)
5. When you say **we**, are you talking about **one** or **more than one**? (Signal.) *More than one.*
 - So do you say **run** or **runs**? (Signal.) *Run.*
 - When you say **that dog**, are you talking about **one** or **more than one**? (Signal.) *One.*
 - So do you say **run** or **runs**? (Signal.) *Runs.*
 - When you say **Pam**, are you talking about **one** or **more than one**? (Signal.) *One.*
 - So do you say **run** or **runs**? (Signal.) *Runs.*
 - When you say **Pam's friends**, are you talking about **one** or **more than one**? (Signal.) *More than one.*
 - So do you say **run** or **runs**? (Signal.) *Run.*
 - (Repeat step 5 until firm.)
6. I'll say sentences that have a **blank** in them. Tell me if the word **run** or the word **runs** goes in the blank.
7. Listen. They **blank**. Everybody, what word? (Signal.) *Run.*
 - Say the sentence. (Signal.) *They run.*
 - Listen. Boys and girls **blank**. Everybody, what word? (Signal.) *Run.*
 - Say the sentence. (Signal.) *Boys and girls run.*
 - Listen. This woman **blank**. Everybody, what word? (Signal.) *Runs.*
 - Say the sentence. (Signal.) *This woman runs.*
 - (Repeat step 7 until firm.)
8. Listen. Two men **blank**. Everybody, what word? (Signal.) *Run.*
 - Say the sentence. (Signal.) *Two men run.*

- Listen. She **blank**. Everybody, what word? (Signal.) *Runs*.
 - Say the sentence. (Signal.) *She runs*.
 - Listen. Her pal **blank**. Everybody, what word? (Signal.) *Runs*.
 - Say the sentence. (Signal.) *Her pal runs*.
 - Listen. Her pals **blank**. Everybody, what word? (Signal.) *Run*.
 - Say the sentence. (Signal.) *Her pals run*.
 - (Repeat step 8 until firm.)
9. Open your workbook to lesson 86 and find part A. ✓
- These are the sentences we just did. You'll write **run** or **runs** in each sentence. You'll write **one** or **more than one** after each sentence.
10. Do the items in part A now. Pencils down when you're finished.
(Observe students and give feedback.)
11. Let's check your work. I'll read the items. You say the answers.
- Item 1. This woman **blank**. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *One*.
 - What word goes in the blank? (Signal.) *Runs*.
 - Item 2. Boys and girls **blank**. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Run*.
 - Item 3. She **blank**. Does that sentence tell about **one** or **more than one**? (Signal.) *One*.
 - What word goes in the blank? (Signal.) *Runs*.
 - Item 4. Her pals **blank**. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Run*.
 - Item 5. Her pal **blank**. Does that sentence tell about **one** or **more than one**? (Signal.) *One*.
 - What word goes in the blank? (Signal.) *Runs*.
 - Item 6. Two men **blank**. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Run*.
12. Raise your hand if you got all the items in part A correct. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Affixes

- Find part B in your workbook. ✓
 - You're going to write words with the prefixes **dis** and **re**.
- Everybody, what does the prefix **re** mean? (Signal.) *Again*.
 - What does the prefix **dis** mean? (Signal.) *The opposite of*.
 - (Repeat step 2 until firm.)
- Touch word 1. ✓
 - What's word 1? (Signal.) *Approve*.
 - In column 2, write the word that means **the opposite of approve**. ✓
 - In column 3, write the word that means **to approve again**. ✓
- Everybody, what's word 2? (Signal.) *Arrange*.
 - In column 2, write the word that means **to arrange again**. ✓
 - In column 3, write the word that means **the opposite of arrange**. ✓
- Everybody, what's word 3? (Signal.) *Order*.
 - In column 2, write the word that means **to order again**. ✓
 - In column 3, write the word that means **the opposite of order**. ✓
- Everybody, what's word 4? (Signal.) *Join*.
 - In column 2, write the word that means **the opposite of join**. ✓
 - In column 3, write the word that means **to join again**. ✓
- Everybody, what's word 5? (Signal.) *Connect*.
 - In column 2, write the word that means **the opposite of connect**. ✓
 - In column 3, write the word that means **to connect again**. ✓
- Check your work. Word 1, column 2. Everybody what word means **the opposite of approve**? (Signal.) *Disapprove*.
 - Word 1, column 3. What word means **to approve again**? (Signal.) *Reapprove*.
 - Word 2, column 2. What word means **to arrange again**? (Signal.) *Rearrange*.
 - Word 2, column 3. What word means **the opposite of arrange**? (Signal.) *Disarrange*.
 - Yes, if you had things arranged and then you totally messed up the arrangement, you would disarrange the things.
 - Word 3, column 2. What word means **to order again**? (Signal.) *Reorder*.
 - Word 3, column 3. What word means **the opposite of order**? (Signal.) *Disorder*.

- Word 4, column 2. What word means **the opposite of join**? (Signal.) *Disjoin*.
- Word 4, column 3. What word means **to join again**? (Signal.) *Rejoin*.
- Word 5, column 2. What word means **the opposite of connect**? (Signal.) *Disconnect*.
- Word 5, column 3. What word means **to connect again**? (Signal.) *Reconnect*.

LINED PAPER

EXERCISE 4 Alphabetical Order

1. Find part C in your workbook. ✓
 - The instructions say: Use the words below to make an alphabetical list.
 - Take out a sheet of lined paper. Write your name and lesson 86 on the top line. ✓
 - Number your paper from 1 through 6. ✓
 - Do part C now. Pencils down when you're finished.
 (Observe students and give feedback.)
2. (Write the alphabetized list on the board:)

1. argued
2. dance
3. half
4. kitten
5. lifeboat
6. officer

- Check your work. Here's the list you should have. Fix up any mistakes. ✓

TEXTBOOK

EXERCISE 5 Editing And Correcting A Passage

1. Find the paragraph you wrote on your lined paper during lesson 85. ✓
 - Open your textbook to lesson 85 and find part D. Those are the pictures you wrote about during that lesson. ✓
 - The directions said to write three paragraphs about the pictures. Your first paragraph should have told where the characters were and what they were doing in the top, first picture. There should be a sentence for each character. Your paragraph should be clear enough so that it tells about the top picture and not the bottom picture. The next paragraph should have told about what happened in the second picture. Your third paragraph should have told about what happened

in the last two pictures. You should have written at least two sentences that begin with a part that tells when.

2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
3. I'll read a passage that gives a pretty clear picture of where the characters were and what they were doing. Listen: Fred and Ginger were in a small motorboat. The boat was near the shore of a lake. Fred was sitting in the front of the boat. He was facing the back of the boat. Ginger was in the back of the boat. She was holding the motor. New paragraph: Suddenly, the boat crashed into a rock. The crash knocked Fred into the air and out of the boat. Ginger said, "What happened?" New paragraph: The boat filled with water. Ginger stepped out of the boat into the shallow water. She stood behind the boat and began to push it to shore. Fred waded over to the boat and pulled on the front end of the boat. When they got to the shore, they carried the boat to their truck. They got in the truck. As Ginger drove, Fred said, "Let's go home slowly."
4. Now it's your turn to work on your passage. Read your passage. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better. (Observe students and give feedback.)
5. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good passages.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Use the table of contents to locate selections. (Exercise 2)
- Create words with the prefix *re-* or *dis-*. (Exercise 3)
- Select present tense verb that is in agreement with subject in a sentence. (Exercise 4)
- Write a 3-paragraph passage that first sets the scene and then tells what the characters did. (Exercise 5)

EXERCISE 1 Feedback On Lesson 86

- (Before handing back students' work from lesson 86, read one or two well-written passages that meet all the checks.)
- (Hand back students' work from lesson 86.)
- Praise students:
 - a. who had correct answers for all items in lesson 86 skill exercises, and
 - b. whose edited passage meets all the checks.
- Provide feedback on any exercises that were troublesome.

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

WORKBOOK

EXERCISE 2 Table Of Contents

1. Open your workbook to lesson 87 and find part A. ✓
 - In part A, you'll answer questions using the table of contents.
2. Take out your Reading Textbook B and find the table of contents. ✓
3. Answer the questions in part A. Pencils down when you're finished. (Observe students and give feedback.)
4. Let's check your work. I'll read the items. You say the answers.
 - Item 1: What's the lesson number for the selection that begins on page 303? (Signal.) 131.
 - Item 2: What's the title of the selection that begins on page 303? (Signal.) *Winter at the North Pole*.
 - Item 3: What's the lesson number for the selection that begins on page 91? (Signal.) 89.

- Item 4: What's the title of the selection that begins on page 91? (Signal.) *Facts About the Iditarod*.
5. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Affixes

1. Find part B in your workbook. ✓
 - You're going to write words with the prefixes **dis** and **re**.
2. Everybody, what does the prefix **dis** mean? (Signal.) *The opposite of*.
 - What does the prefix **re** mean? (Signal.) *Again*.
 - (Repeat step 2 until firm.)
3. Touch the line for word 1. ✓
 - What's word 1? (Signal.) *Join*.
 - In column 2, write the word that means **the opposite of join**.
 - In column 3, write the word that means **to join again**.
4. Everybody, what's word 2? (Signal.) *Order*.
 - In column 2, write the word that means **to order again**.
 - In column 3, write the word that means **the opposite of order**.
5. Everybody, what's word 3? (Signal.) *Charge*.
 - In column 2, write the word that means **the opposite of charge**.
 - In column 3, write the word that means **to charge again**.
6. Everybody, what's word 4? (Signal.) *Connect*.
 - In column 2, write the word that means **to connect again**.
 - In column 3, write the word that means **the opposite of connect**.

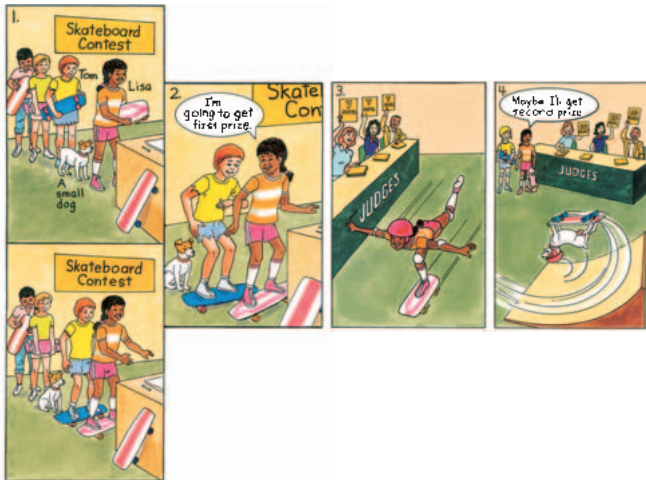
7. Everybody, what's word 5? (Signal.)
Continue.
 - In column 2, write the word that means **to continue again**.
 - In column 3, write the word that means **the opposite of continue**.
8. Check your work.
 - Word 1, column 2. Everybody, what word means **the opposite of join?** (Signal.) *Disjoin.*
 - Word 1, column 3. What word means **to join again?** (Signal.) *Rejoin.*
 - Word 2, column 2. What word means **to order again?** (Signal.) *Reorder.*
 - Word 2, column 3. What word means **the opposite of order?** (Signal.) *Disorder.*
 - Word 3, column 2. What word means **the opposite of charge?** (Signal.) *Discharge.*
 - Word 3, column 3. What word means **to charge again?** (Signal.) *Recharge.*
 - Word 4, column 2. Everybody what word means **to connect again?** (Signal.) *Reconnect.*
 - Word 4, column 3. What word means **the opposite of connect?** (Signal.) *Disconnect.*
 - Word 5, column 2. What word means **to continue again?** (Signal.) *Recontinue.*
 - Word 5, column 3. What word means **the opposite of continue?** (Signal.) *Discontinue.*
3. Sentence 2. She **blank** over logs. Who is that sentence talking about? (Signal.) *She.*
 - So what word goes in the blank? (Signal.) *Hops.*
4. Sentence 3. They **blank** over logs. Who is that sentence talking about? (Signal.) *They.*
 - So what word goes in the blank? (Signal.) *Hop.*
5. Sentence 4. This thin man **blank** over logs. Who is that sentence talking about? (Signal.) *This thin man.*
 - So what word goes in the blank? (Signal.) *Hops.*
6. Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)
7. Let's check your work. I'll read the items. You say the answers.
 - Item 1. Joan and Barry **blank** over logs. Everybody, does that sentence tell about **one or more than one?** (Signal.) *More than one.*
 - What word goes in the blank? (Signal.) *Hop.*
 - Item 2. She **blank** over logs. Does that sentence tell about **one or more than one?** (Signal.) *One.*
 - What word goes in the blank? (Signal.) *Hops.*
 - Item 3. They **blank** over logs. Does that sentence tell about **one or more than one?** (Signal.) *More than one.*
 - What word goes in the blank? (Signal.) *Hop.*
 - Item 4. This thin man **blank** over logs. Does that sentence tell about **one or more than one?** (Signal.) *One.*
 - What word goes in the blank? (Signal.) *Hops.*
8. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Subject-Verb Agreement

1. Find part C in your workbook. ✓
 - I'll read the instructions. Write **hop** or **hops** in each sentence. Write **one** or **more than one** after each sentence.
 - Some of these sentences talk about **one** thing. Other sentences talk about **more than one thing**. Don't write anything yet.
2. Sentence 1. Joan and Barry **blank** over logs. That sentence is talking about **Joan and Barry**. Is **Joan and Barry one** or **more than one?** (Signal.) *More than one.*
 - So what word goes in the blank? (Signal.) *Hop.*

EXERCISE 5 Story Writing

Three Paragraphs



1. Take out a sheet of lined paper. Write your name and lesson 87 on the top line. ✓
Everybody, pencils down. Open your textbook to lesson 87 and find part D.
 - You're going to write a whole story. It will have more than one paragraph.
 - I'll read the words in the vocabulary box: **between, ramp, high, awarded, sensational.**
2. Touch the **top** first picture. ✓
You'll start out by telling where Tom and Lisa were and what they were doing. Remember, you have to tell about the top picture, not the bottom one.
 - Name some things that are different about the top picture. (Call on several students. Praise ideas such as: *In the top picture a small dog was **standing** in line **between** Tom and Lisa. Tom and Lisa were **holding** their skateboards.*)
 - So when you describe the first picture, you should tell that Tom and Lisa were in line at a skateboard contest. They were holding their skateboards. A small dog was standing between them in line.
 - Write your first paragraph. Remember, tell where Tom, Lisa and the dog **were** and what they **were doing**. Write as many sentences as you need. Pencils down when you're finished. You have 4 minutes. (Observe students and give feedback.)

3. (After 4 minutes, say:) Stop writing. I'm going to call on several students to read their first paragraph. Listen carefully. Make sure the paragraph tells where the characters were and what they were doing.
 - (Call on several students to read their paragraph. Praise paragraphs that express these ideas: *Tom and Lisa were in line at a skateboard contest. They were holding their skateboards. A small dog was standing between them in line.*)
4. Your next paragraph will tell about the second picture. Tell what Lisa and Tom did and what Lisa said.
 - Write your paragraph for picture 2. Start on the next line, indent and write about what Lisa did and said. Pencils down when you're finished with picture 2. You have 3 minutes. (Observe students and give feedback.)
5. (After 3 minutes, say:) Stop writing. I'm going to call on several students to read their second paragraph. Listen carefully. Make sure the paragraph tells what Lisa did and said.
 - (Call on several students to read their second paragraph. Praise paragraphs that express these ideas: *Lisa and Tom stood on their skateboards. Lisa said, "I'm going to get first prize."*)
6. Your next paragraph will tell about the last two pictures and the missing picture. Tell what Lisa did, what the dog did, what the judges did and what Lisa said. Make it clear why she said, "Maybe I'll get second prize." Include at least two sentences that begin with a part that tells when.
 - Write your last paragraph. Raise your hand when you're finished. You have 8 minutes. (Observe students and give feedback.)
7. (After 8 minutes, say:) Stop writing.
 - Now you're going to check your story. Make 3 check boxes under your story.

8. Here's check 1: Does your first paragraph tell where the characters were and what each character was doing? Read your first paragraph. Make sure it tells about the top picture. Make a check in the first box when you're finished with check 1.
 9. Here's check 2: Do your other two paragraphs tell what happened in pictures 2, 3 and 4? Read your second and third paragraphs. Make sure they tell all the important things that must have happened. Make a check in the second box when you're finished with check 2.
 10. Here's check 3: Did you write at least two sentences that begin with a part that tells when? Make sure you have those sentences. Make sure those sentences are punctuated correctly. Make a check in the third box when you're finished with check 3.
- There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your passage. Fix up any sentences that are not written correctly. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- Select present tense verb that is in agreement with subject in a sentence. (Exercise 2)
- Alphabetize a list of words beginning with different letters. (Exercise 3)
- **Create words with the prefix *un-*.** (Exercise 4)
- Complete a paragraph to provide details of a main idea. (Exercise 5)
- Edit a 3-paragraph passage that first sets the scene and then tells what the characters did. (Exercise 6)

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

EXERCISE 1 Feedback On Lesson 87

- (Hand back students' work from lesson 87.)
- Praise students who had correct answers for all items in lesson 87 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Subject-Verb Agreement

1. Open your workbook to lesson 88 and find part A. ✓
 - I'll read the instructions. Write **sing** or **sings** in each sentence. Write **one** or **more than one** after each sentence.
 - Some of these sentences talk about **one** thing. Other sentences talk about **more than one thing**. Don't write anything yet.
2. Sentence 1. His dad **blank** well. That sentence is talking about **his dad**. Is **his dad** one or more than one? (Signal.) *One.*
 - So what word goes in the blank? (Signal.) *Sings.*
 - Sentence 2. His dad and mom **blank** well. What is that sentence talking about? (Signal.) *His dad and mom.*
 - Is **his dad and mom** one or more than one? (Signal.) *More than one.*
 - So what word goes in the blank? (Signal.) *Sing.*
 - (Repeat step 2 until firm.)
3. Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)

4. (After the students complete the items:)
 - Let's check your work. I'll read the items. You say the answers.
 - Item 1. His dad **blank** well. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *One.*
 - What word goes in the blank? (Signal.) *Sings.*
 - Item 2. His mom and dad **blank** well. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one.*
 - What word goes in the blank? (Signal.) *Sing.*
 - Item 3. Those ten kids **blank** well. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one.*
 - What word goes in the blank? (Signal.) *Sing.*
 - Item 4. Her older brothers **blank** well. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one.*
 - What word goes in the blank? (Signal.) *Sing.*
5. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

TEXTBOOK • LINED PAPER

EXERCISE 3 Alphabetical Order

1. Open your textbook to lesson 88 and find part B. ✓
 - The instructions say: Use the words below to make an alphabetical list.
 - Take out a sheet of lined paper. Write your name and lesson 88 on the top line. ✓
 - Number your paper from 1 through 6. ✓

- Do part B now. Pencils down when you're finished.
(Observe students and give feedback.)
- 2. (After the students complete the items, write the alphabetized list on the board:)

1. captain
2. decide
3. enormous
4. forever
5. label
6. middle

- Check your work. Here's the list you should have. Fix up any mistakes. ✓

EXERCISE 4 Affixes

1. (Write on the board:)

un

- You're going to write words that have a new prefix, **un**. **Un** means **not**. If something is unseen, it is not seen. If it is unfair, it is not fair.
2. Everybody, what does the word **unbroken** mean? (Signal.) *Not broken.*
 - What does the word **unbuckled** mean? (Signal.) *Not buckled.*
 - What does the word **unbeaten** mean? (Signal.) *Not beaten.*
 3. Find part C in your textbook. ✓
 - The directions say to write the word for each description.
 - Skip a line and number your paper from 1 through 6. ✓
 - Write the word for each description. Pencils down when you're finished.
(Observe students and give feedback.)
 4. Let's check your work. I'll read the items. You say the answers.
 - Item 1. Everybody, what word means the **opposite of appear?** (Signal.) *Disappear.*
 - Item 2. What word means **to start again?** (Signal.) *Restart.*

- Item 3. What word means **not clean?** (Signal.) *Unclean.*
 - Item 4. What word means **not fair?** (Signal.) *Unfair.*
 - Item 5. What word means **the opposite of like?** (Signal.) *Dislike.*
 - Item 6. What word means **not aware?** (Signal.) *Unaware.*
5. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Main Idea

1. (Write on the board:)

During the warm summer days, the children played outside. They

2. You're going to write another short paragraph about a topic. The first sentence is a main-idea sentence. Listen: During the warm summer days, the children played outside.
 - The rest of the sentences will name some things they did when they played. Name one thing you think they did. (Call on several students. Accept reasonable responses.)
 - Name something else they did. (Call on several students.)
3. Everybody, copy the main-idea sentence and then write two more sentences that tell what they did. Start both those sentences with **They**. Don't use the word **would**. Just tell what the children did. Pencils down when you're finished.
(Observe students and give feedback.)
4. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)
5. Everybody, now you'll tell the main idea. Make sure that you have at least two more sentences that tell more about the main idea. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 6 Editing And Correcting A Passage

1. Find the paragraph you wrote on your lined paper during lesson 87. ✓
 - Open your textbook to lesson 87 and find part D. Those are the pictures you wrote about during that lesson. ✓
 - The directions said to write three paragraphs about the pictures. Your first paragraph should have told where the characters were and what they were doing in the top, first picture. There should be a sentence for each character. Your paragraph should be clear enough so that it tells about the top picture and not the bottom picture. The second paragraph should have told about what happened in the second picture. Your third paragraph should have told about what happened in the last two pictures. You should have written at least two sentences that begin with a part that tells when.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
3. I'll read a passage that gives a pretty clear picture of where the characters were and what they were doing. Listen: Tom and Lisa were in line at a skateboard contest. They were holding their skateboards. A small dog was standing between them in line.

New paragraph: Lisa and Tom stood on their skateboards. "Lisa looked at Tom and said, "I'm going to get first prize."

New paragraph: After Lisa put on her helmet, she skated in front of the judges. She held out her arms as she skated on one foot. The judges all held up cards with the number 7. When Lisa finished, the dog got on a skate board. The dog did a sensational flip. As Lisa watched the dog, she said, "Maybe I'll get second place." When the judges saw the sensational trick the dog did, they all held up cards with the number ten. Lisa and Tom smiled as they watched the dog.

4. Now it's your turn to work on your passage. Read your passage. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better. (Observe students and give feedback.)
5. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good passages.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Select present tense verb that is in agreement with subject in a sentence. (Exercise 2)
- Use table of contents to locate selections. (Exercise 3)
Create words with the prefix **un-**, **re-** or **dis-**. (Exercise 4)
- Alphabetize a list of words all beginning with different letters. (Exercise 5)
- Write a 3-paragraph passage that first sets the scene and then tells what the characters did. (Exercise 6)

EXERCISE 1 Feedback On Lesson 88

- (Before handing back students' work from lesson 88, read one or two well-written passages that meet all the checks.)
- (Hand back students' work from lesson 88.)
- Praise students:
 - a. who had correct answers for all items in lesson 88 skill exercises, and
 - b. whose edited passage meets all the checks.
- Provide feedback on any exercises that were troublesome.

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

WORKBOOK

EXERCISE 2 Subject—Verb Agreement

1. Open your workbook to lesson 89 and find part A. ✓
 - I'll read the instructions. Write **talk** or **talks** in each sentence. Write **one** or **more than one** after each sentence.
 - Some of these sentences are about **one** thing. Other sentences are about **more than one thing**. Don't write anything yet.
2. Sentence 1. She **blank** fast. What is that sentence about? (Signal.) *She.*
 - Is **she one** or **more than one**? (Signal.) *One.*
 - So what word goes in the blank? (Signal.) *Talks.*
3. Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)
4. Let's check your work. I'll read the items. You say the answers.
 - Item 1. She **blank** fast. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *One.*
 - What word goes in the blank? (Signal.) *Talks.*
 - Item 2. That man **blank** fast. Does that sentence tell about **one** or **more than one**? (Signal.) *One.*
 - What word goes in the blank? (Signal.) *Talks.*
 - Item 3. Alvin and his brother **blank** fast. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one.*
 - What word goes in the blank? (Signal.) *Talk.*
 - Item 4. Six parrots **blank** fast. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one.*
 - What word goes in the blank? (Signal.) *Talk.*
5. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Table Of Contents

- Open your textbook to lesson 89 and find part B. ✓
 - The directions say to use your reading textbook. Take out your Reading Textbook B and find the table of contents. ✓
 - Take out a sheet of lined paper and write your name and lesson 89 on the top line. ✓
 - Number your paper from 1 through 4. ✓
 - Do the items in part B now. Pencils down when you're finished.
(Observe students and give feedback.)
- Let's check your work. I'll read the items. You say the answers.
 - Item 1. Everybody, what's the lesson number for the selection that begins on page 137? (Signal.) 98.
 - Item 2. What's the title of the selection that begins on page 137? (Signal.) *Rest periods.*
 - Item 3. What's the lesson number for the selection that begins on page 323? (Signal.) 134.
 - Item 4. What's the title of the selection that begins on page 323? (Signal.) *A Book About the Poles.*
- Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

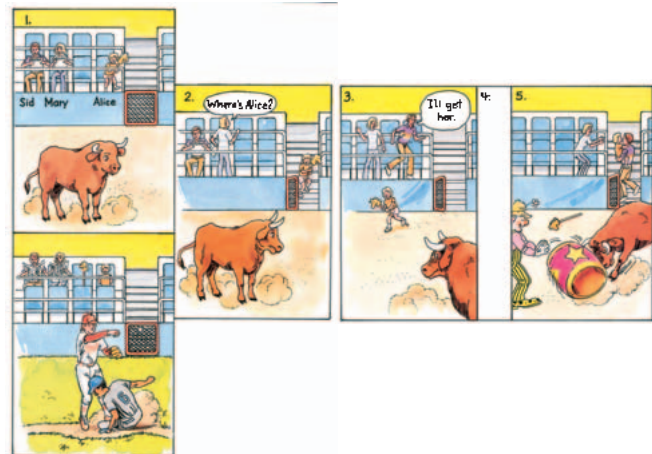
EXERCISE 4 Affixes

- Everybody, what prefix means **again**? (Signal.) *Re.*
 - What prefix means **the opposite of**? (Signal.) *Dis.*
 - What prefix means **not**? (Signal.) *Un.*
 - (Repeat step 1 until firm.)
- What word means **not buckled**? (Signal.) *Unbuckled.*
- What word means **not certain**? (Signal.) *Uncertain.*
- Skip a line and number your paper from 1 through 6. ✓
 - Find part C in your textbook. ✓
 - Write the word for each description in part C. Pencils down when you're finished.
(Observe students and give feedback.)
- Let's check your work. I'll read the items. You say the answers.

- Item 1: What word means **without effort**? (Signal.) *Effortless.*
 - Item 2: What word means **without a home**? (Signal.) *Homeless.*
 - Item 3: What word means **the opposite of connect**? (Signal.) *Disconnect.*
 - Item 4: What word means **to connect again**? (Signal.) *Reconnect.*
 - Item 5: What word means **not zipped**? (Signal.) *Unzipped.*
 - Item 6: What word means **without a hat**? (Signal.) *Hatless.*
- Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Story Writing

Three Paragraphs



- Everybody, pencils down. Find part D in your textbook. ✓
 - You're going to write a whole story. It will have more than one paragraph.
 - I'll read the words in the vocabulary box: **rodeo, staircase, arena, program, row, barrel, through, grabbed.**
- Touch the **top** first picture. You'll start out by telling where Sid, Mary and Alice were and what they were doing. Remember, you have to tell about the top picture, not the bottom one.
 - Name something that's different about the top picture.
(Call on several students. Praise ideas such as: *In the top picture Sid, Mary and Alice were at a **rodeo**. They were sitting in the **first** row. Mary and Sid were looking at their **programs**. Alice was **holding** a toy horse. A bull was in the arena.)*

- When you describe the first picture, you should tell that Sid and Mary were at a rodeo with their little girl, Alice. They were sitting in the first row. Sid and Mary were looking at their programs. Alice was playing with a toy horse. A bull was standing in the arena.
 - Write your first paragraph. Remember, tell where Sid, Mary and Alice **were** and what they **were doing**. Pencils down when you're finished. You have 4 minutes. (Observe students and give feedback.)
3. (After 4 minutes, say:) Stop writing. I'm going to call on several students to read their first paragraph. Listen carefully. Make sure the paragraph tells where the characters were and what they were doing.
 - (Call on several students to read their paragraph. Praise paragraphs that express these ideas: *Sid, Mary and Alice were at a rodeo. They were sitting in the first row. Mary and Sid were looking at their programs. Alice was [playing with, holding] a toy horse. A bull was standing in the arena.*)
 4. Your next paragraph will tell about the second picture. Tell what Alice did and what Mary asked.
 - Write your paragraph for picture 2. Start on the next line, indent and write about what Alice did and what Mary said. Pencils down when you're finished. You have 4 minutes. (Observe students and give feedback.)
 5. (After 4 minutes, say:) Stop writing. I'm going to call on several students to read their second paragraph. Listen carefully. Make sure the paragraph tells what Alice did and what Mary said.
 - (Call on several students to read their second paragraph. Praise paragraphs that express these ideas: *Alice got up and went to the staircase. She rode her toy horse down the stairs. Mary looked for Alice but couldn't find her. She stood up and asked, "Where's Alice?"*)
 6. Your next paragraph will tell about the last two pictures and about the missing picture. Remember to tell everything that must
 - have happened so we get a clear picture of everything they did and said.
 - Write your last paragraph. Include at least two sentences that begin with a part that tells when. Pencils down when you're finished. You have 8 minutes. (Observe students and give feedback.)
7. (After 8 minutes, say:) Stop writing.
 - Now you're going to check your story. Make 3 check boxes under your story. ✓
 8. Here's check 1: Does your first paragraph tell where the characters were and what each character was doing? Read your first paragraph. Make sure it tells about the top picture. Make a check in the first box when you're finished with check 1.
 9. Here's check 2: Do your other two paragraphs tell what happened in pictures 2, 3, 4 and 5? Read your second and third paragraphs. Make sure they tell all the important things that must have happened. Make a check in box 2 when you are finished with check 2.
 10. Here's check 3: Did you write at least two sentences that begin with a part that tells when? Make sure you have those sentences. Make sure those sentences are punctuated correctly. Make a check in box 3 when you are finished with check 3.
 - There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your passage. Fix up any sentences that are not written correctly.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- **Alphabetize a list of words all beginning with the same letter, but having a different second letter.** (Exercise 2)
- **Create words with the suffix *-less*.** (Exercise 3)
- Perform on a mastery test of skills presented in lessons 81–89. (Exercise 4)
- Edit a 3-paragraph passage that first sets the scene and then tells what the characters did. (Exercise 5)

Exercises 6–8 give instructions for marking the test, giving students feedback and providing remedies.

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

EXERCISE 1 Feedback On Lesson 89

- (Hand back students’ work from lesson 89.)
- Praise students who had correct answers for all items in lesson 89 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Alphabetical Order

1. Open your workbook to lesson 90 and find part A. ✓
 - You’ve put lists of words in alphabetical order. For each list you’ve worked with, all the words started with different letters. Some lists have more than one word that starts with the same letter. What do you do then? You look at the **second** letter in each word.
2. All the words in the star column begin with the letter **C**.
 - Look at the **second** letter of each word. Find the second letter that comes before the others in the alphabet. Raise your hand when you’ve found the second letter that comes earliest. (Wait.)

- Everybody, which second letter comes earliest? (Signal.) A.
- So the word **canned** would come first in an alphabetical list.
- (Write on the board:)

1. canned

3. Raise your hand when you know which second letter comes next in an alphabetical list. (Wait.)
 - Everybody, which second letter comes next in the list? (Signal.) L.
 - So the first two words are **canned** and **climb**.
 - (Write to show:)

1. canned
2. climb

4. Raise your hand when you know which second letter comes after **L**. (Wait.)
 - Everybody, which second letter comes after **L**? (Signal.) O.
 - So **coat** is the third word in the list.
 - (Write to show:)

2. climb
3. coat

5. Raise your hand when you know which second letter comes after **O**. (Wait.)
 - Everybody, which second letter comes after **O**. (Signal.) R.

- So which word comes after **coat**? (Signal.) *Crazy.*
- (Write to show:)

3. coat
4. crazy

6. And which second letter comes after **R**? (Signal.) *U.*
- So which word is last in the list? (Signal.) *Curly.*
 - (Write to show:)

4. crazy
5. curly

7. Find the moon in your workbook. ✓
- All the words under the moon begin with the letter **M**. Underline the second letter in each word so you'll see the letters you are using. Then write the words in alphabetical order. (Observe students and give feedback.)
8. (Write on the board:)

1. machine
2. metal
3. mirror
4. money
5. myna

- Check your work. Here's what you should have. Fix up any mistakes. ✓

EXERCISE 3 Affixes

- Find part B in your workbook. ✓
 - Some word parts appear at the beginning of a word. Everybody, what are those parts called? (Signal.) *Prefixes.*
 - There are also parts that appear at the end of words. Those parts are called **suffixes**.
 - What are parts at the end of words called? (Signal.) *Suffixes.*
 - What are parts at the beginning of words called? (Signal.) *Prefixes.*
 - (Repeat until firm.)
- (Write on the board:)

less

- The suffix spelled **less** means **without**. What does the suffix **less** mean? (Signal.) *Without.*

- What word means **without hope**? (Signal.) *Hopeless.*
 - What word means **without shoes**? (Signal.) *Shoeless.*
 - What word means **without thought**? (Signal.) *Thoughtless.*
 - (Repeat step 3 until firm.)
- Write the word for each description in part B. Pencils down when you're finished. (Observe students and give feedback.)
- Let's check your work. I'll read the items. You say the answers.
 - Item 1: Everybody, what word means **without effort**? (Signal.) *Effortless.*
 - Item 2: What word means **without a home**? (Signal.) *Homeless.*
 - Item 3: What word means **to connect again**? (Signal.) *Reconnect.*
 - Item 4: What word means **the opposite of connect**? (Signal.) *Disconnect.*
 - Item 5: What word means **not zipped**? (Signal.) *Unzipped.*
 - Item 6: What word means **without a hat**? (Signal.) *Hatless.*
- Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Test

Commas and Date

- The next part of this lesson is a test. Open your textbook to lesson 90 and find part A of test 9.
- Take out a sheet of lined paper and write your name and test 9 on the top line. ✓
- I'll read the instructions for Part A. **Write the date for the tenth day of August in the year 1886.** Write that date. (Observe students.)

Commas and Address

- Everybody, find part B. ✓
- I'll read the instructions: **Write the address with commas. Skip a line and write the address.** (Observe students.)

Table of Contents

1. Everybody, find part C. ✓
2. I'll read the instructions: **Use the table of contents in your Reading Textbook B to answer these questions.**
3. Take out your Reading Textbook B. Open to the table of contents. ✓
4. Skip a line and number your paper 1 and 2.
5. Write the answer to the questions.
(Observe students.)

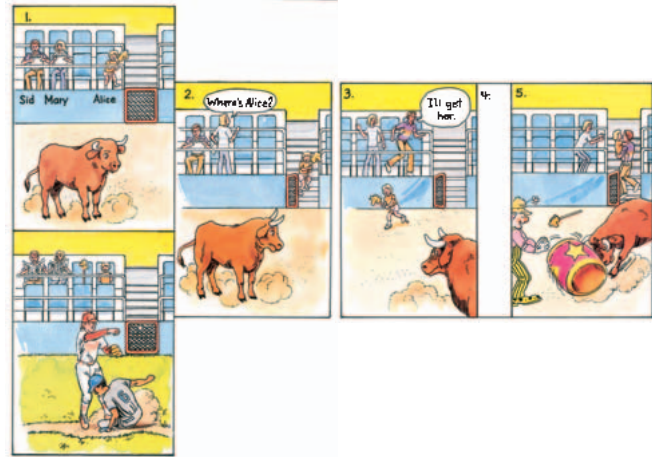
Prefixes and Suffixes

1. Everybody, find part D. ✓
2. I'll read the instructions: **Write the word for each description.**
3. Skip a line and number your paper 1 through 3.
4. Write the answers the questions in part D. Pencils down when you're finished.
(Observe students.)

TEXTBOOK

EXERCISE 5 Editing And Correcting A Paragraph

1. Find the paragraph you wrote on your lined paper during lesson 89. ✓
 - Turn to lesson 89 in your textbook and find part D. Those are the pictures you wrote about during that lesson. ✓
 - The directions said to write three paragraphs about the pictures. Your first paragraph should have told where the characters were and what they were doing in the top, first picture. There should be a sentence for each character. Your paragraph should be clear enough so that it tells about the top picture and not the bottom picture. The second paragraph should have told about what happened in the second picture. Your third paragraph should have told about what happened in the last two pictures. You should have written at least two sentences that begin with a part that tells when.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) **Everybody, say that sentence.**



3. I'll read a passage that gives a pretty clear picture of where the characters were and what happened. Listen: Sid, Mary and Alice were at a rodeo. They were sitting in the first row. Mary and Sid were looking at their programs. Alice was holding a toy horse. A bull was in the arena.

New paragraph: When Alice saw the bull, she started to walk down the stairs that led to the arena. Mary looked for Alice. When Mary didn't see Alice, she asked Tom, "Where's Alice?"

New paragraph: Alice walked into the arena with her toy horse. The bull stared at Alice. When Sid saw Alice in the arena, he jumped up and said, "I'll get her." Sid ran down the stairs into the arena. He picked up Alice and ran back into the stands. When a clown saw what was happening, the clown got the bull's attention by pushing a barrel in front of the bull. The bull charged at the barrel and not at Alice.

4. Now it's your turn to work on your passage. Read your passage. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better. (Observe students and give feedback.)
5. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

EXERCISE 6 Marking The Test

1. (Mark the workbooks before the next scheduled language lesson. Use the *Language Arts Answer Key* to determine acceptable responses for the test.)
2. (Write the number of errors each student made on the test on the students' lined paper.)
3. (Enter the number of errors each student made on the Summary for Test 9. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)

EXERCISE 7 Feedback On Test 9

1. (Return the students' workbooks after they are marked.)
 - Everybody, open your workbook to lesson 90.
2. The number I wrote in the test scorebox tells how many items you got wrong on the whole test. Raise your hand if I wrote **0** at the top of your test. You did a great job.
 - Raise your hand if I wrote **2**. You did a pretty good job.
 - If I wrote a number that's more than **2**, you're going to have to work harder.

EXERCISE 8 Test Remedies

- (Before beginning lesson 91, provide any necessary remedies. Present exercises verbally before having students write answers. After students complete the exercises specified for a remedy, check their work and give feedback.)

Test Part A Commas and Date

If more than 1/4 of the students made any errors in test part A, present the following exercises:

- (Direct students to part A on page 197 of the student workbook.)
Write the dates with commas in the right place.
- (Direct students to part B on page 197 of the student workbook.)
Write the dates with commas in the right place.

Commas and Address

If more than 1/4 of the students made any errors in test part B, present the following exercises:

- (Direct students to part C on page 198 of the student workbook.)
Write the addresses with commas in the right place.

Table of Contents

If more than 1/4 of the students made any errors in test part C, present the following exercises:

Lesson 82 Exercise 2
Lesson 84 Exercise 2

Prefixes and Suffixes

If more than 1/4 of the students made any errors in test part D, present the following exercises:

Lesson 88 Exercise 4
Lesson 89 Exercise 4

Objectives

- Use the table of contents to locate selections. (Exercise 1)
- Create words with the prefix **un-**, **re-**, **dis-** or the suffix **less**. (Exercise 2)
- Alphabetize a list of words all beginning with the same letter, but having a different second letter. (Exercise 3)
- **For passage writing, apply the rule that only one person can talk in a paragraph.** (Exercise 4)

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

TEXTBOOK • LINED PAPER

EXERCISE 1 Table Of Contents

1. Open your textbook to lesson 91 and find part A. ✓
 - The directions say to use the Table of Contents in your reading textbook to answer the questions.
 - Take out Reading Textbook B and find the table of contents. ✓
2. Take out a sheet of lined paper. Write your name and lesson 91 on the top line. ✓
 - Number your paper 1 through 4. ✓
3. Write the answers to the questions in part A on your lined paper. (Observe students and give feedback.)
4. Let's check your work. I'll read the items. You say the answers.
 - Item 1: What's the lesson number for the selection that begins on page 335? (Signal.) 136.
 - Item 2: What's the title of the selection that begins on page 335? (Signal.) *Angela and Al Go to the Library.*
 - Item 3: What's the lesson number for the selection that begins on page 53? (Signal.) 82.
 - Item 4: What's the title of the selection that begins on page 53? (Signal.) *On the Tour.*
5. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Affixes

1. You've learned some prefixes and one suffix.
2. Everybody, which part goes at the beginning of a word? (Signal.) *Prefix.*
 - Which part goes at the end of a word? (Signal.) *Suffix.*
 - (Repeat step 2 until firm.)
3. What prefix means **again?** (Signal.) *Re.*
 - What prefix means **not?** (Signal.) *Un.*
 - What prefix means **the opposite of?** (Signal.) *Dis.*
 - What suffix means **without?** (Signal.) *Less.*
 - (Repeat step 3 until firm.)
4. Find part B in your textbook. ✓
 - I'll read the instructions. **Write the word for each description.** Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
5. (After students complete the items:)

Let's check your work. I'll read the items. You say the answers.

 - Item 1. Everybody, what word means **without trees?** (Signal.) *Treeless.*
 - Item 2. What word means **without form?** (Signal.) *Formless.*
 - Item 3. What word means **to approve again?** (Signal.) *Reapprove.*
 - Item 4. What word means **the opposite of approve?** (Signal.) *Disapprove.*
 - Item 5. What word means **without joints?** (Signal.) *Jointless.*
 - Item 6. What word means **without clouds?** (Signal.) *Cloudless.*
6. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Alphabetical Order

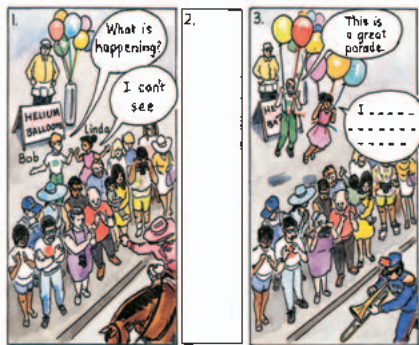
1. Skip a line on your lined paper and number your paper 1 through 5. ✓
2. Find part C in your textbook. ✓
3. All the words begin with the letter **O**. To put these words in alphabetical order, you have to look at the second letter.
 - Write the words in alphabetical order. (Observe students and give feedback.)
4. (Write on the board:)

1. ocean
2. officer
3. once
4. outfit
5. oven

- Check your work. Here's what you should have. Fix up any mistakes. ✓

EXERCISE 4 Passage Writing

New Person Talks, New Paragraph



1. Everybody, pencils down. Find part D in your textbook. ✓

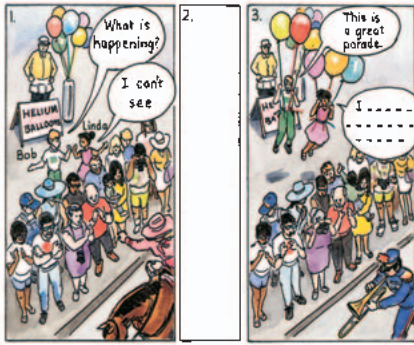
The box has a new rule that tells you about writing paragraphs. Follow along: You can have only one person talk in a paragraph. When another person talks, you must have that person talk in the next paragraph.

 - That's an important rule for paragraphing. You can have only one person talk in the paragraph.
2. Touch the first picture for the paragraphs you'll write. ✓
 - How many people are talking in that picture? (Signal.) *Two*.
 - If you have Bob talk in the first paragraph, can you have Linda also talk in that paragraph? (Signal.) *No*.
 - Right, you have to start a new paragraph to write what Linda said.

3. Look at the last picture.
 - How many people are talking in that picture? (Signal.) *Two*.
 - The first person is Bob. You'll write what Bob said in one paragraph. Then you have to start another paragraph to write what Linda said in the last picture.
4. I'll read the words in the vocabulary box: **balloon, float, above, parade, watch, bought, because, tied, crowd**.
5. Touch picture 1 again.

Your first paragraph will start out by telling where Bob and Linda were. Where were they? (Call on a student. Ideas: *At a parade; behind a crowd of people.*)

 - They had a problem. What was their problem? (Call on a student. Idea: *They couldn't see.*)
 - So your first paragraph will start out by telling where they were and **why** they couldn't see the parade. Then you'll write what Bob said. Don't write what Linda said yet.
 - Write your first paragraph. Pencils down when you're finished. You have 4 minutes. (Observe students and give feedback.)
6. (After 4 minutes, say:) Stop writing. Here's a good first paragraph: Bob and Linda were at a parade. They could not see anything because there were many people in front of them. Bob and Linda were too short to see over the people. Bob asked Linda, "What is happening?"
 - That paragraph tells where Bob and Linda were and the problem they had. It also tells what Bob asked. Let's see who wrote a good first paragraph. (Call on several students. Praise paragraphs that tell where Bob and Linda were, what their problem was and what Bob said.)
7. Now you have to start a new paragraph to tell what Linda said. That paragraph can be very short. All it has to say is this: Linda said, "I can't see."
 - Write your second paragraph. Pencils down when you're finished. Be sure to indent. You have 1 minute. (Observe students and give feedback.)



8. (After 1 minute, say:) Stop writing. Now you'll write a paragraph that tells what must have happened in the missing picture. Remember, tell everything Bob and Linda must have done before the last picture, but don't tell about the last picture. Pencils down when you're finished. You have 4 minutes.

(Observe students and give feedback.)

9. (After 4 minutes, say:) Stop writing. Raise your hand if you indented that paragraph. Good job.
- (Call on several students to read their paragraph for the missing picture. Praise paragraphs that express these ideas: *Bob and Linda bought balloons from the balloon man. The children tied the balloon strings around their waists.*)
10. Now write your **two** paragraphs for the last picture. Tell what happened in the picture. Tell what Bob said. Then start a new paragraph and tell what Linda said. Pencils down when you're finished. You have 5 minutes.
- (Observe students and give feedback.)
11. (After 5 minutes, say:) I'm going to call on several students to read their paragraphs for the last picture. When you read, say **new paragraph** when you start your second paragraph.
- (Call on several students to read their two paragraphs for the last picture. Praise paragraphs that express these ideas: *The balloons pulled Bob and Linda high enough for them to see over the crowd. Bob said, "This is a great parade." Linda said, "I [can see everything.]"*)

12. Check your work. Make 3 boxes under your passage.
- Here's check 1: Does each paragraph have no more than one person talking? You should have five paragraphs. Look over your paragraphs. If more than one person talks in a paragraph, fix it up. Make a **P** with a circle around it to show where the next paragraph should begin. Make a check in the first box when you're finished with check 1.
 - Here's check 2: Does your first paragraph tell where the characters were and tell about the problem they had? Check your first paragraph. Make sure it gives a clear picture of where Bob and Linda were and the problem they had. Make a check in the second box when you're finished with check 2.
 - Here's check 3: Do the rest of your paragraphs give a clear picture of what the characters said and did? Check the rest of your passage. Make a check in the third box when you're finished with check 3. (Observe students and give feedback.)
 - There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your passage. Fix up any sentences that are not written correctly. (Observe students and give feedback.)
 - Next time, I'll read some of the super passages to you.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- **Use the index to locate information on topics.** (Exercise 2)
- Alphabetize a list of words all beginning with the same letter, but having a different second letter. (Exercise 3)
- Select present tense verb that is in agreement with the subject in a sentence. (Exercise 4)
- **Create words with the suffix -ful.** (Exercise 5)
- Edit multi-paragraph passages in which students apply the rule that only one person can talk in a paragraph. (Exercise 6)

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

EXERCISE 1 Feedback On Lesson 91

- (Hand back students' work from lesson 91.)
- Praise students who had correct answers for all items in lesson 91 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Index

1. Take out Reading Textbook B and find page 375. ✓
 - This part of the book is the index. Everybody, what's this part called? (Signal.) *The index.*
 - The index lists different topics that are in this book. The topics are listed alphabetically. The first topic is **Africa**. Touch that topic. (Observe students and give feedback.)
2. The index tells where you can read about Africa in this book. Touch the first page number for Africa. Everybody, what's the first page in this book that tells about Africa? (Signal.) 210.
 - Is that the only page that tells about Africa? (Signal.) *No.*
3. (Write on the board:)

134–138

- Sometimes, a topic in the book takes up more than one page. If the index showed the numbers on the board for a topic, the

numbers would tell you that the topic starts on page 134 and it continues until page 138.

4. (Change the example to:)

96–98

- These numbers tell about a different topic that takes up more than one page. Everybody, on what page does this topic start? (Signal.) 96.
 - On what page does this topic end? (Signal.) 98.
 - (Touch the dash between the numbers.)
 - Remember, if the numbers have a dash between them, they will tell about a topic that takes up more than one page.
5. Your turn. Look at the page numbers in the index and find the first place that shows a pair of numbers for a topic that takes more than one page. Raise your hand when you've done that much. (Observe students and give feedback.)
 - Everybody, what's the name of the first topic that takes up more than one page? (Signal.) *Air.*
 - What page number comes just before the dash? (Signal.) 171.
 - On what page does that topic end? (Signal.) 173.
 6. Open your workbook to lesson 92 and find part A. ✓
 - I'll read the directions. Write the first page in your reading textbook that tells about each topic. That means you'll write only **one** page number for each topic. That's the number of the **first** page where that topic appears in the book.

7. What's item 1? (Call on a student.) *Blizzard*.
 - Everybody, turn to the third page of the index. Find the topic **blizzard** and write the first page number for that topic. Pencils down when you've done that much. (Observe students and give feedback.)
 - Everybody, what's the first page number for **blizzard**? (Signal.) *132*.
8. Do the rest of the items in part A now. Write the first page number for each topic. Pencils down when you're finished. (Observe students and give feedback.)
9. Let's check your work. I'll read the items. You say the answers.
 - Item 1. Everybody, what's the first page number for **blizzard**? (Signal.) *132*.
 - Item 2. What's the first page number for **lungs**? (Signal.) *254*.
 - Item 3. What's the first page number for **universe**? (Signal.) *239*.
 - Item 4. What's the first page number for **Jupiter**? (Signal.) *209*.
10. Raise your hand if you got all the items in part A correct. Good job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Alphabetical Order

1. Find part B in your workbook. ✓
 - All those words begin with the letter **S**. Underline the second letter in each word. Then write the words in alphabetical order. (Observe students and give feedback.)
2. (Write on the board:)

1. scale	4. solid
2. shelves	5. squirrel
3. smelly	6. steady

- Check your work. Here's what you should have. Fix up any mistakes. ✓

EXERCISE 4 Subject—Verb Agreement

1. Find part C in your workbook. ✓
 - The instructions say: Write **run** or **runs** in each sentence. Write **one** or **more than one** after each sentence.
 - Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)
2. Let's check your work. I'll read the items. You say the answers.

- Item 1. Those cars **blank** on batteries. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Run*.
 - Item 2. That river **blank** to the sea. Does that sentence tell about **one** or **more than one**? (Signal.) *One*.
 - What word goes in the blank? (Signal.) *Runs*.
 - Item 3. Dogs **blank** faster than people. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Run*.
 - Item 4. This man **blank** every day. Does that sentence tell about **one** or **more than one**? (Signal.) *One*.
 - What word goes in the blank? (Signal.) *Runs*.
3. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Affixes

1. Some word parts appear at the beginning of words, and some word parts appear at the end of words.
2. What are parts at the beginning of words called? (Signal.) *Prefixes*.
 - What are parts at the end of words called? (Signal.) *Suffixes*.
 - (Repeat step 2 until firm.)
3. (Write on the board:)

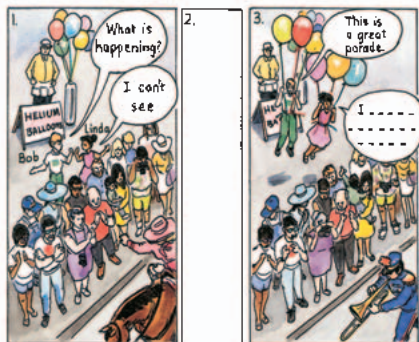
ful

- The suffix spelled F-U-L means **full of**. What does the suffix **ful** mean? (Signal.) *Full of*.
4. Everybody, what word means **full of care**? (Signal.) *Careful*.
 - What word means **full of hope**? (Signal.) *Hopeful*.
 - (Repeat step 4 until firm.)
 5. Find part D in your workbook. ✓
 - The instructions say: Write the word for each description. Do the items in part D now. Pencils down when you're finished. (Observe students and give feedback.)
 6. Let's check your work. I'll read the items. You say the answers.

- Item 1. Everybody, what word means **full of thought?** (Signal.) *Thoughtful*.
 - Check your spelling. The suffix **ful** has only one **I**.
 - Item 2. What word means **the opposite of charged?** (Signal.) *Discharged*.
 - Item 3. What word means **without roads?** (Signal.) *Roadless*.
 - Item 4. What word means **to think again?** (Signal.) *Rethink*.
 - Item 5. What word means **without care?** (Signal.) *Careless*.
 - Item 6. What word means **full of care?** (Signal.) *Careful*.
 - Check your spelling. The suffix **ful** has only one **I**.
7. Raise your hand if you got all the items in part D correct. Great job.
 - Everybody else, fix up any mistakes you made in part D.

TEXTBOOK

EXERCISE 6 Editing And Correcting A Passage



1. Find the paragraph you wrote on your lined paper during lesson 91. ✓
 - Open your textbook to lesson 91 and find part D. Those are the pictures you wrote about during that lesson. ✓
 - The directions said to write paragraphs about the pictures. Your first paragraph should have told where the characters were and what they were doing in the first picture. The rest of your passage should have told what happened. Each paragraph should have no more than one person talking.
2. I'm going to call on several students who wrote a good passage to read their passage. When you read, say **new paragraph** when you start a new paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their passage. For sentences that are very good, say:) Everybody, say that sentence.
 3. I'll read a passage that gives a pretty clear picture of what happened. Listen: Bob and Linda were at a parade. They could not see anything because there were many people in front of them. Bob asked Linda, "What is happening?"
New paragraph: Linda said, "I can't see."
New paragraph. Bob and Linda bought balloons from the balloon man. The children tied the balloon strings around their waists.
New paragraph. The balloons lifted Bob and Linda high enough for them to see over the crowd. Bob said, "This is a great parade."
New paragraph: "I can see everything," Linda said.
 4. Now it's your turn to work on your passage. Read your passage. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better. (Observe students and give feedback.)
 5. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good passages.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Use the index to locate information on topics. (Exercise 2)
- Alphabetize a list of words all beginning with the same letter, but having a different second letter. (Exercise 3)
- Create words with the suffix **-ful**, **-less**, or prefixes **re**, **dis**, or **un**. (Exercise 4)
- For passage writing, apply the rule that only one person can talk in a paragraph. (Exercise 5)

EXERCISE 1 Feedback On Lesson 92

- (Before handing back students' work from lesson 92, read one or two well-written passages that meet all the checks.)
- (Hand back students' work from lesson 92.)
- Praise students:
 - a. who had correct answers for all items in lesson 92 skill exercises, and
 - b. whose edited passage meets all the checks.
- Provide feedback on any exercises that were troublesome.

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

TEXTBOOK • LINED PAPER

EXERCISE 2 Index

1. Open your textbook to lesson 93 and find part A. ✓
2. You'll need to look at the index of Reading Textbook B to do this part. Take out your Reading Textbook B and turn to the index on page 375. ✓
3. Take out a sheet of lined paper. Write your name and lesson 93 on the top line. ✓
 - Number your paper 1 through 5. ✓
4. You'll write the first page in your reading textbook that tells about each topic. Everybody, what part of the book tells about where you'll find these topics? (Signal.) *The index*.
5. Item 1 is leopard. Look at the index and write the first page for **leopard**. ✓

- Everybody, what's the first page number for leopard? (Signal.) 329.
6. Do the rest of the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)
 7. Let's check your work. I'll read the items. You say the answers.
 - Item 2. What's the first page number for **wheel dogs**? (Signal.) 100.
 - Item 3. What's the first page number for **nerves**? (Signal.) 266.
 - Item 4. What's the first page number for **air tank**? (Signal.) 77.
 - Item 5. What's the first page number for **galaxy**? (Signal.) 163.
 8. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Alphabetical Order

1. Find part B in your textbook. ✓
2. The instructions say to write the words in alphabetical order.
3. Skip a line and number your paper 1 through 6.
4. Write the words in alphabetical order. (Observe students and give feedback.)
5. (After the students complete the items, write the alphabetized list on the board:)

- | | |
|------------|-------------|
| 1. beyond | 4. boast |
| 2. billows | 5. breath |
| 3. blew | 6. building |

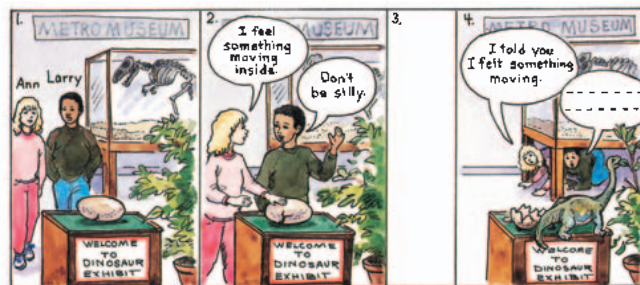
- Check your work. Here's the list you should have. Fix up any mistakes. ✓

EXERCISE 4 Affixes

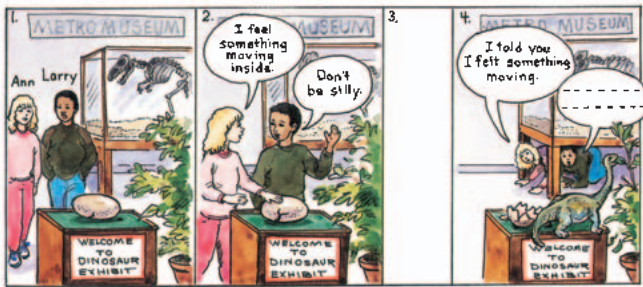
- Some word parts appear at the beginning of words, and some word parts appear at the end of words.
- What are parts at the beginning of words called? (Signal.) *Prefixes*.
 - What are parts at the end of words called? (Signal.) *Suffixes*.
 - (Repeat step 2 until firm.)
- What suffix means **without**? (Signal.) *Less*.
 - What prefix means **again**? (Signal.) *Re*.
 - What prefix means **the opposite of**? (Signal.) *Dis*.
 - What suffix means **full of**? (Signal.) *Ful*.
 - (Repeat step 3 until firm.)
- Everybody, what word means **full of care**? (Signal.) *Careful*.
 - What word means **full of fear**? (Signal.) *Fearful*.
 - (Repeat step 4 until firm.)
- Find part C in your textbook. ✓
The directions say: Write the word for each description. Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)
- Let's check your work. I'll read the items.
You say the answers.
 - Item 1. Everybody, what word means **full of harm**? (Signal.) *Harmful*.
 - Item 2. What word means **the opposite of pleased**? (Signal.) *Displeased*.
 - Item 3. What word means **without a voice**? (Signal.) *Voiceless*.
 - Item 4. What word means **to light again**? (Signal.) *Relight*.
 - Item 5. What word means **without joy**? (Signal.) *Joyless*.
 - Item 6. What word means **full of joy**? (Signal.) *Joyful*.
- Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Passage Writing

New Person Talks, New Paragraph



- Everybody, pencils down. Find part D in your textbook. ✓
Remember the rule about people talking. How many people can you have talk in a paragraph? (Signal.) *One*.
 - When another person talks, you must start a new paragraph.
 - I'll read the words in the vocabulary box: **touch, display case, brontosaur**.
- Touch picture 1.
The sign on the wall says: Metro Museum. That's where Ann and Larry were. Who can make up some sentences that tell what they were doing?
 - (Call on several students. Praise sentences such as: *They were standing near a table that had a large dinosaur egg on it* or *They were standing in the dinosaur section*.)
 - Write your first paragraph. Give a clear picture of where Ann and Larry were and what they were doing. Pencils down when you're finished. You have 3 minutes. (Observe students and give feedback.)
- (After 3 minutes, say:) **Stop writing**. (Call on several students to read their first paragraph. Praise paragraphs that express these ideas: *Ann and Larry were at the Metro Museum. They were standing in front of a table that had a large dinosaur egg on it*.)
- You told where Ann and Larry were and what they were doing. Now you'll tell what they did.
 - Touch picture 2.
First tell what Ann did and what she said. You can write that as part of your first paragraph. Don't write what Larry said, because you can't have two people talking in the same paragraph. Pencils down when you've written what Ann did and what she said. You have 2 minutes. (Observe students and give feedback.)



5. (After 2 minutes, say:) **Stop writing.** (Call on several students to read their sentences about Ann. Praise sentences such as: *Ann put her hand on the dinosaur egg. She said, "I feel something moving inside."*)

6. Now you have to start a new paragraph to tell what Larry said. That paragraph can be very short. All it has to say is this: Larry said, "Don't be silly."

- Write your second paragraph. Pencils down when you're finished. You have 1 minute.

(Observe students and give feedback.)

7. (After 1 minute, say:) **Stop writing.** Now you'll write a paragraph that tells what must have happened in the missing picture. Tell what must have happened before the last picture. Pencils down when you're finished. You have 4 minutes. (Observe students and give feedback.)

8. (After 4 minutes, say:) **Stop writing.** Raise your hand if you indented that paragraph. Good job.

- (Call on several students to read their paragraph for the missing picture. Praise paragraphs that express these ideas: *The dinosaur egg cracked open. A baby brontosaurus came out of the egg. Ann and Larry ran away.*)

9. Now write your two paragraphs for the last picture. Tell what happened in the picture. Then tell what Ann said. Then start a new paragraph and tell what Larry said. You can have him say anything that seems right to you. Pencils down when you're finished. You have 4 minutes.

(Observe students and give feedback.)

10. (After 4 minutes, say:) I'm going to call on several students to read their first two paragraphs. When you read, say **new paragraph** when you start your second paragraph.

- (Call on several students to read their two paragraphs for the last picture. Praise paragraphs that express these ideas: *The dinosaur ate leaves from a plant. Ann and Larry hid under a display case. Ann said, "I told you I felt something moving." Larry said, "[You were right.]"*)

11. **Check your work.**

- Here's check 1: Does each paragraph have no more than one person talking? You should have five paragraphs. Look over your paragraphs. If more than one person talks in a paragraph, fix it up. Make a **P** with a circle around it to show where the next paragraph should begin. Make a check in the first box when you're finished with check 1.
- Here's check 2: Does your first paragraph tell where the characters were and what they were doing? Check your first paragraph. Make a check in the second box when you're finished with check 2.
- Here's check 3: Do the rest of your paragraphs give a clear picture of what the characters said and did? Check the rest of your passage. Make a check in the third box when you're finished with check 3.
- There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your passage. Fix up any sentences that are not written correctly. (Observe students and give feedback.)
- Next time, I'll read some of the super passages to you.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- Use the index to locate information on topics. (Exercise 2)
- Select present tense verb that is in agreement with subject in a sentence. (Exercise 3)
- Alphabetize a list of words all beginning with the same letter, but having a different second letter. (Exercise 4)
- **Create words with the suffix -ness.** (Exercise 5)
- Edit multi-paragraph passages in which students apply the rule that only one person can talk in a paragraph. (Exercise 6)

EXERCISE 1 Feedback On Lesson 93

- (Hand back students' work from lesson 93.)
- Praise students who had correct answers for all items in lesson 93 skill exercises.
- Provide feedback on any exercises that were troublesome.

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

WORKBOOK

EXERCISE 2 Index

1. Open your workbook to lesson 94 and find part A. ✓
 - I'll read what item 1 says. You want to find the first page in the reading textbook that tells about **computers**. On what page does that topic begin?
 - You have to figure out where the topic begins. Everybody, what part of the book would you use to find out where the topic first appears? (Signal.) *The index*.
2. Take out Reading Textbook B and find the index. ✓
 - You're going to write the answer to item 1. Look up **computer** in the index and write the first page where that topic appears. (Observe students and give feedback.)
 - Everybody, on what page does the topic **computer** appear? (Signal.) 336.
3. Item 2 says: Write the first word on that page. Go to the page of the textbook where the topic **computer** begins. (Students should turn to page 336.) (Observe students and give feedback.)
 - Touch the first word on the page. ✓
4. Item 3 says: What is the last page on which the topic **computer** appears? Look in the index and write the number of the page on which the topic **computer last** appears. (Observe students and give feedback.)
 - Everybody, on what page does the topic **computer** last appear? (Signal.) 337.
5. Item 4 says: Write the last word on that page. For item 4, go to the **last** page for the topic **computer**, and write the last word on that page in the selection about **computers**. (Observe students and give feedback.)
 - Everybody, what's the last word? (Signal.) *Read*.
6. Items 5 through 8 are like items 1 through 4. Item 5 says: You want to find the first page in the textbook that tells about **elephants**. On what page does that topic begin? Look in the index and write the page for the first time **elephant** appears in the textbook. (Observe students and give feedback.)
 - Everybody, on what page does the topic **elephant** first appear? (Signal.) 210.
7. Item 6 says: Write the first word on that page. Turn to the page where **elephant** first appears in the textbook and write the first word on that page. (Observe students and give feedback.)
 - Everybody, what's the first word on the page that tells about **elephant**? (Signal.) *Suddenly*.
 - Everybody, go back to the index and find the topic elephants again. ✓
8. Item 7 says: What is the last page on which the topic **elephants** appear? Find the last page on which the topic elephant appears. ✓

- Everybody, on what page does the topic **elephant** last appear? (Signal.) 231.
- Item 8 says: Write the last word on that page. Now go to the last page for the topic **elephant** and write the last word on that page.
(Observe students and give feedback.)
- Everybody, what's the last word on the page that tells about **elephant**? (Signal.)
Old.

EXERCISE 3 Subject—Verb Agreement

1. Find part B in your workbook. ✓
 - The instructions say: Write **like** or **likes** in each sentence. Write **one** or **more than one** after each sentence.
 - Do the items in part B now. Pencils down when you're finished.
(Observe students and give feedback.)
2. Let's check your work. I'll read the items. You say the answers.
 - Item 1. His dad **blank** golf. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *One.*
 - What word goes in the blank? (Signal.) *Likes.*
 - Item 2. His parents **blank** to dance. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one.*
 - What word goes in the blank? (Signal.) *Like.*
 - Item 3. Kittens **blank** milk. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one.*
 - What word goes in the blank? (Signal.) *Like.*
 - Item 4. Our teacher **blank** to swim. Does that sentence tell about **one** or **more than one**? (Signal.) *One.*
 - What word goes in the blank? (Signal.) *Likes.*
3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Alphabetical Order

1. Find part C in your workbook. ✓
 - I'll read the instructions: All the words begin with the letter **E**. Underline the second letter in each word. Then write the words in alphabetical order.

- Take out a sheet of lined paper. Write your name and lesson 94 on the top line. ✓
 - Number your lined paper 1 through 8. ✓
 - Do the items in part C now. Pencils down when you're finished.
(Observe students and give feedback.)
2. (After the students complete the items, write the alphabetized list on the board:)

- | | |
|-------------|------------|
| 1. easy | 5. eraser |
| 2. edge | 6. escape |
| 3 eggs | 7. evening |
| 4. enormous | 8. eyes |

- Check your work. Here's what you should have. Fix up any mistakes. ✓

EXERCISE 5 Affixes

1. Some word parts appear at the beginning of words, and some word parts appear at the end of words.
2. What are parts at the end of words called? (Signal.) *Suffixes.*
 - What are parts at the beginning of words called? (Signal.) *Prefixes.*
 - Is **less** a prefix or a suffix? (Signal.) *A suffix.*
 - Is **dis** a prefix or a suffix? (Signal.) *A prefix.*
 - (Repeat step 2 until firm.)
3. (Write on the board:)

ness

- The suffix spelled **N-E-S-S** means **being**. What does the suffix **ness** mean? (Signal.) *Being.*
 - The word that means **being happy** is **happiness**.
4. What word means **being sad**? (Signal.) *Sadness.*
 - What word means **being soft**? (Signal.) *Softness.*
 - (Repeat step 4 until firm.)
 5. Open your textbook to lesson 94 and find part D. ✓
 - Skip a line and number your paper 1 through 8. ✓
 - The directions for part D say: Write the word for each description. Do the items in part D now. Pencils down when you're finished. (Observe students and give feedback.)
 6. Let's check your work. I'll read the items. You say the answers.

- Item 1: What word means **being hard**? (Signal.) *Hardness*.
 - Item 2: What word means **being tender**? (Signal.) *Tenderness*.
 - Item 3: What word means **the opposite of belief**? (Signal.) *Disbelief*.
 - Item 4: What word means **full of thought**? (Signal.) *Thoughtful*.
 - Item 5: What word means **without thought**? (Signal.) *Thoughtless*.
 - Item 6: What word means **being bright**? (Signal.) *Brightness*.
 - Item 7: What word means **not happy**? (Signal.) *Unhappy*.
 - Item 8: What word means **without a point**? (Signal.) *Pointless*.
7. Raise your hand if you got all the items in part D correct. Great job.
- Everybody else, fix up any mistakes you made in part D.

TEXTBOOK

EXERCISE 6 Editing And Correcting A Passage



1. Find the paragraph you wrote on your lined paper during lesson 93. ✓
 - Open your textbook to lesson 93 and find part D. Those are the pictures you wrote about during that lesson. ✓
 - The directions said to write paragraphs about the pictures. Your first paragraph should have told where the characters were and what they were doing in the first picture. The rest of your passage should have told what happened. Each paragraph should have no more than one person talking.

2. I'm going to call on several students who wrote a good passage to read their passage. When you read your passage, say **new paragraph** when you start a new paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their passage. For sentences that are very good, say:) Everybody, say that sentence.
3. I'll read a passage that gives a pretty clear picture of what happened. Listen: Ann and Larry were at the Metro Museum. They were standing in front of a table that had a large dinosaur egg on it. Ann put her hand on the dinosaur egg. As she touched the egg, she said, "I feel something moving inside."
New paragraph: "Don't be silly," Larry said.
New paragraph. The dinosaur egg cracked open. A baby brontosaurus came out of the egg. Ann and Larry ran away.
New paragraph. The dinosaur ate leaves from a plant. Ann and Larry hid under a display case. As they watched, Ann said, "I told you I felt something moving."
New paragraph: Larry said, "You were right."
4. Now it's your turn to work on your passage. Read your passage. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better. (Observe students and give feedback.)
5. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good passages.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Use the index to locate information on topics. (Exercise 2)
- Select present tense verb that is in agreement with subject in a sentence. (Exercise 3)
- Create words with the given prefix or suffix added to the root word. (Exercise 4)
- For passage writing, apply the rule that only one person can talk in a paragraph. (Exercise 5)

EXERCISE 1 Feedback On Lesson 94

- (Before handing back students' work from lesson 94, read one or two well-written passages that meet all the checks.)
- (Hand back students' work from lesson 94.)
- Praise students:
 - a. who had correct answers for all items in lesson 94 skill exercises, and
 - b. whose edited passage meets all the checks.
- Provide feedback on any exercises that were troublesome.

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

WORKBOOK

EXERCISE 2 Index

1. Open your workbook to lesson 95 and find part A. ✓
 - Take out Reading Textbook B. ✓
 - You're going to find out the first page where different topics appear in your reading textbook. Everybody, what part of the book would you use to find out where a topic first appears? (Signal.) *The index.*
2. Item 1 asks you to find the first page on which the topic **biceps** appears. Look up **biceps** in the index and write the first page where that topic appears. (Observe students and give feedback.)
 - Everybody, on what page does the topic **biceps** first appear? (Signal.) 244.
3. Item 2 asks: What is the first word on that page? Go to the page of the textbook where the topic **biceps** begins. (Students should turn to page 244.) (Observe students and give feedback.)
 - Touch the first word on that page. ✓
 - Everybody, what word is that? (Signal.) *They.*
 - Write that word in your workbook for item 2. ✓
4. Item 3 says: What is the last page on which the topic **biceps** appears? Now look in the index and write the page number of the last page on which the topic **biceps** appears. (Observe students and give feedback.)
 - Everybody, what's the last page on which the topic appears? (Signal.) 245.
5. Item 4 asks: What is the last word on that page? Now go to the last page on which the topic **biceps** appears, and write the last word on that page. (Observe students and give feedback.)
 - Everybody, what's the last word? (Signal.) *Neck.*
6. Items 5 through 8 are like items 1 through 4. Item 5 asks: What is the first page on which the topic **jungle** appears? Look in the index and write the page for the first time that **jungle** appears in the textbook. Pencils down when you've done that much. (Observe students and give feedback.)
 - Everybody, on what page does the topic **jungle** first appear? (Signal.) 210.
 - Item 6 asks: What is the first word on that page? Turn to the page where **jungle** first appears in the textbook and write the first word on that page. Pencils down when you've done that much. (Observe students and give feedback.)
 - Everybody, what's the first word on the page that tells about the topic **jungle**? (Signal.) *Suddenly.*
7. Item 7 asks: What is the last page on which **jungle** appears? Now look in the index and find the topic **jungle** again. ✓

Write the page number on which the topic **jungle** appears.

(Observe students and give feedback.)

- Everybody, what's the last page on which the topic **jungle** appears? (Signal.) 347.
- Item 8 asks: What is the last word on that page? Now go to the last page of the topic **jungle** and write the last word on that page. (Observe students and give feedback.)
- Everybody, what's the last word on that page? (Signal.) *Reading*.

EXERCISE 3 Subject—Verb Agreement

1. Find part B in your workbook. ✓
 - The instructions say: Write **feel** or **feels** in each sentence. Write **one** or **more than one** after each sentence.
 - Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
2. Let's check your work. I'll read the items. You say the answers.
 - Item 1. She **blank** sick. Everybody, does that sentence tell about **one** or **more than one**? (Signal.) *One*.
 - What word goes in the blank? (Signal.) *Feels*.
 - Item 2. His forehead **blank** hot. Does that sentence tell about **one** or **more than one**? (Signal.) *One*.
 - What word goes in the blank? (Signal.) *Feels*.
 - Item 3. Those slippers **blank** like silk. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Feel*.
 - Item 4. We **blank** angry about the test. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Feel*.
 - Item 5. This bed **blank** too hard. Does that sentence tell about **one** or **more than one**? (Signal.) *One*.
 - What word goes in the blank? (Signal.) *Feels*.
 - Item 6. They **blank** shy about singing. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.

- What word goes in the blank? (Signal.) *Feel*.
 - Item 7. My feet **blank** sore. Does that sentence tell about **one** or **more than one**? (Signal.) *More than one*.
 - What word goes in the blank? (Signal.) *Feel*.
3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

TEXTBOOK • LINED PAPER

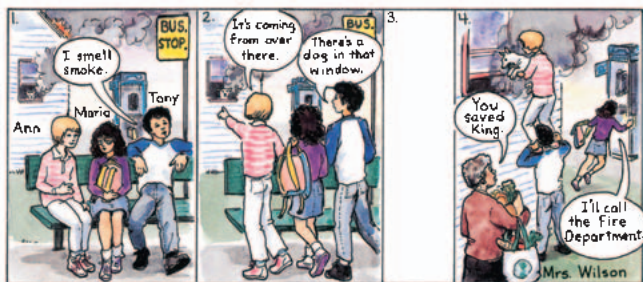
EXERCISE 4 Affixes

1. Everybody, what are parts at the end of words called? (Signal.) *Suffixes*.
 - What are parts at the beginning of words called? (Signal.) *Prefixes*.
 - Is **un** a prefix or a suffix? (Signal.) *A prefix*.
 - Is **ness** a prefix or a suffix? (Signal.) *A suffix*.
 - (Repeat step 1 until firm.)
2. What suffix means **without**? (Signal.) *Less*.
 - What suffix means **full of**? (Signal.) *Ful*.
 - What suffix means **being**? (Signal.) *Ness*.
 - (Repeat step 2 until firm.)
3. What word means **being empty**? (Signal.) *Emptiness*.
 - What word means **being tasty**? (Signal.) *Tastiness*.
 - (Repeat step 3 until firm.)
4. Take out a sheet of lined paper. Write your name and lesson 95 on the top line. ✓
 - Number your paper 1 through 8. ✓
5. Open your textbook to lesson 95 and find part C. ✓
 - Write the word for each description. Pencils down when you're finished. (Observe students and give feedback.)
6. Let's check your work. I'll read the items. You say the answers.
 - Item 1. Everybody, what word means **to write again**? (Signal.) *Rewrite*.

- Item 2. What word means **being fair**? (Signal.) *Fairness*.
 - Item 3. What word means **the opposite of agree**? (Signal.) *Disagree*.
 - Item 4. What word means **not finished**? (Signal.) *Unfinished*.
 - Item 5. What word means **without hope**? (Signal.) *Hopeless*.
 - Item 6. What word means **being fresh**? (Signal.) *Freshness*.
 - Item 7. What word means **being close**? (Signal.) *Closeness*.
 - Item 8. What word means **without a coat**? (Signal.) *Coatless*.
7. Raise your hand if you got all the items in part C correct. Great job.
- Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Passage Writing

New Person Talks, New Paragraph



1. Everybody, pencils down. Find part D in your textbook. ✓
 - Remember the rule about people talking. How many people can you have talk in a paragraph? (Signal.) *One*.
 - When another person talks, you must start a new paragraph.
 - I'll read the words in the vocabulary box: **window, shoulders, groceries, sitting, reach, burn, smoke**.
2. Touch picture 1.

That picture shows where Ann, Maria and Tony were and what they were doing.

 - **Where were they?** (Call on a student. Idea: *At a bus stop*.)
 - **What were they doing?** (Call on a student. Ideas: *Sitting on a bench; waiting for a bus*.)
 - **What was happening behind them?** (Call on a student. Idea: *Smoke was coming from a house*.)

- Write your first paragraph. Give a clear picture of where Ann, Maria and Tony were, what they were doing and what was happening behind them. You can tell what Tony said in that paragraph. Pencils down when you're finished. You have 4 minutes. (Observe students and give feedback.)
3. (After 4 minutes, say:) **Stop writing**. (Call on several students to read their first paragraph. Praise paragraphs that express these ideas: *Ann, Maria and Tony were sitting on a bench at a bus stop. Behind them, a house was burning. Tony said, "I smell smoke."*)
 4. You told where Ann, Maria and Tony were, what they were doing and what Tony said. Now you'll tell what they did.
 - Touch picture 2. How many people are talking in that picture? (Signal.) *Two*.
 - Who is the first person that talks? (Signal.) *Ann*.
 - Can you have her talk in the paragraph you just wrote? (Signal.) *No*.
 - Right, you can't have two people talk in the same paragraph. So you start a new paragraph when Ann talks. Then you have to start another new paragraph when Tony talks.
 - Write your two paragraphs for picture 2. Tell what Ann, Maria and Tony did. Give a clear picture of what Ann did. Then write what Tony said. Remember, tell what they did and what they said. Pencils down when you're finished. You have 5 minutes. (Observe students and give feedback.)
 5. (After 5 minutes, say:) I'm going to call on several students to read their paragraphs. When you read, say **new paragraph** when you start your second paragraph.
 - (Call on several students to read their two paragraphs about picture 2. Praise paragraphs that express these ideas: *Ann, Maria and Tony stood up. Ann pointed to the burning house. She said, "It's coming from over there." Tony said, "There's a dog in that window."*)

6. Now you'll write paragraphs for the missing picture and the last picture. Tell what Ann, Maria and Tony must have done in the missing picture. Then tell what they did in the last picture. Tell what they said, but remember: You can only have one person talk in a paragraph. Pencils down when you're finished. You have 8 minutes. (Observe students and give feedback.)
7. (After 8 minutes, say:) I'm going to call on several students to read their paragraphs for the missing picture and the last picture. Remember to say **new paragraph** when you read.
 - (Call on several students to read their paragraphs about the missing picture and the last picture. Praise paragraphs that express these ideas: *Ann and Tony ran over to the house. Ann stood on Tony's shoulders, reached inside and grabbed the dog. Mrs. Wilson walked up, carrying bags of groceries. She said, "You saved King." Maria ran to a phone. She said, "I'll call the Fire Department."*)
8. Check your work.
 - Here's check 1: Does each paragraph have no more than one person talking? Look over your paragraphs. If more than one person talks in a paragraph, fix it up. Make a **P** with a circle around it to show where the next paragraph should begin. Make a check when you're finished with check 1.
 - Here's check 2: Does your first paragraph tell where the characters were and what they were doing? Check your first paragraph. Make a check in the second box when you're finished with check 2.
 - Here's check 3: Do the rest of your paragraphs give a clear picture of what the characters said and did? Check the rest of your passage. Make a check in the third box when you're finished with check 3.
 - There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your paragraph. Fix up any sentences that are not written correctly. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- Usage of plural nouns, comparative and superlative in sentence. (Exercise 2)
- Use the index to locate information on topics. (Exercise 3)
- Alphabetize a list of words beginning with two different letters. (Exercise 4)
- Create words with the suffix -er. (Exercise 5)
- Edit multi-paragraph passages in which students apply the rule that only one person can talk in a paragraph. (Exercise 6)

EXERCISE 1 Feedback On Lesson 95

- (Hand back students' work from lesson 95.)
- Praise students who had correct answers for all items in lesson 95 skill exercises.
- Provide feedback on any exercises that were troublesome.

Note: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

WORKBOOK

EXERCISE 2 Grammar Elements

1. Open your workbook to lesson 96 and find part A. ✓
 - I'll read the sentences. You tell me the missing words. Don't write anything.
2. Item 1: Jim ran very fast, but Linda ran even **blank**. Everybody, what word is missing? (Signal.) *Faster*.
 - Item 2: All of the turtles are slow, but Amy's turtle is the **blank**. What word is missing? (Signal.) *Slowest*.
 - Item 3: Jan said to Al, "Let's go to the store." So Jan and Al **blank**. Everybody, what did they do? (Signal.) *Went to the store*.
 - (Repeat step 2 until firm.)

3. Item 4: There was a man in the room. Then another man walked into the room. So now there are two **blank**. Everybody, what words are missing? (Signal.) *Men in the room*.
 - Item 5: When I put my left foot in the tub, I had one wet foot. Then I put my right foot in the tub. So now I have two **blank**. Everybody, what words are missing? (Signal.) *Wet feet*.
 - Item 6: The more you cut a moop's hair, the faster its hair grows. Bob kept cutting his moop's hair, so that moop's hair **blank**. What words are missing? (Call on a student. Ideas: *Grew fast, grew faster*.)
 - (Repeat step 3 until firm.)
4. Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)
5. Let's check your work. I'll read the items. You say the answers.
 - Item 1. Jim ran very fast, but Linda ran even **blank**. Everybody, what goes in the blank? (Signal.) *Faster*.
 - Item 2. All of the turtles are slow, but Amy's turtle is the **blank**. What goes in the blank? (Signal.) *Slowest*.
 - Item 3. Jan said to Al, "Let's go to the store." So Jan and Al **blank**. What goes in the blank? (Signal.) *Went to the store*.
 - Item 4. There was a man in the room. Then another man walked into the room. So now there are two **blank**. What goes in the blank? (Call on a student.) *Men in the room*.

- Item 5. When I put my left foot in the tub, I had one wet foot. Then I put my right foot in the tub. So now I have two **blank**. Everybody, what goes in the blank? (Signal.) *Wet feet.*
 - Item 6. The more you cut a moop's hair, the faster its hair grows. Bob kept cutting his moop's hair, so that moop's hair **blank**. What goes in the blank? (Call on a student. Ideas: *Grew fast; grew faster.*)
6. Raise your hand if you got all the items in part A correct. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Index

1. Find part B in your workbook. ✓
 - Take out Reading Textbook B and turn to the index. ✓
 - Answer the questions in part B. (Observe students and give feedback.)
2. (After students complete the items:)

Let's check your work. I'll read the items. You say the answers.

 - Item 1: What part of the textbook gives an alphabetical listing of topics that appear in the book? (Signal.) *Index.*
 - Item 2: On what page does the topic **ocean** first appear in the textbook? (Signal.) *139.*
 - Item 3: What's the first word on that page? (Signal.) *Couldn't.*
 - Item 4: What's the last page on which the topic **ocean** appears? (Signal.) *347.*
 - Item 5: What's the last word on that page? (Signal.) *Reading.*
3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER

EXERCISE 4 Alphabetical Order

1. Find part C in your workbook. ✓
 - The list has words that begin with **C** and words that begin with **D**. Everybody, which comes first in the alphabet, words that begin with **C** or words that begin with **D**? (Signal.) *Words that begin with C.*

2. Circle each word that begins with **C**. (Observe students and give feedback.)
 - The words you should have circled are **change, cabbage, coast, and circus**. Fix up any mistakes. ✓
 - You'll put all those circled words in your list before you put in any of the words that begin with **D**.
3. Listen: Underline the second letter of each word that begins with **C**. Those are the words you circled. (Observe students and give feedback.)
4. Take out a sheet of lined paper. Write your name and lesson 96 on the top line. Number your paper 1 through 7. ✓
5. Now write all the **C** words in alphabetical order. Remember to look at the second letter of each word. Pencils down when you're finished. (Observe students and give feedback.)
6. (Write on the board:)

1. **cabbage**
2. **change**
3. **circus**
4. **coast**

- Check your work. Here's what you should have so far. Fix up any mistakes. ✓
7. Now you're going to put all the words that begin with **D** in your list. Underline the second letter of each **D** word and write the **D** words in alphabetical order after the **C** words. Pencils down when you're finished. (Observe students and give feedback.)
 8. (Write to show:)

5. **decide**
6. **dollar**
7. **dream**

- Check your work. Here's what you should have. Raise your hand if you got everything right.

EXERCISE 5 Affixes

1. Some word parts appear at the beginning of words, and some word parts appear at the end of words.
2. What are parts at the beginning of words called? (Signal.) *Prefixes*.
 - What are parts at the end of words called? (Signal.) *Suffixes*.
 - Is **ness** a prefix or a suffix? (Signal.) A *suffix*.
 - Is **un** a prefix or a suffix? (Signal.) A *prefix*.
 - Which suffix means **being**? (Signal.) *Ness*.
 - Which suffix means **full of**? (Signal.) *Ful*.
 - Which suffix means **without**? (Signal.) *Less*.
3. (Repeat step 2 until firm.)
3. (Write on the board:)

er

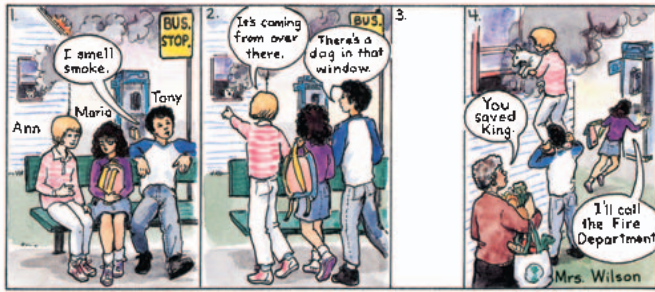
- The suffix spelled E-R means **one who**. Everybody, what does the suffix **er** mean? (Signal.) *One who*.
 - The word that means **one who thinks is thinker**.
4. What word means **one who eats**? (Signal.) *Eater*.
 - What word means **one who bats**? (Signal.) *Batter*.
 - Skip a line and number your paper 1 through 10. ✓
 5. Open your textbook to lesson 96 and find part D.
 - Do the items in part D now. Pencils down when you're finished. (Observe students and give feedback.)
 6. Let's check your work. I'll read the items. You say the answers.
 - Item 1: What word means **one who rides**? (Signal.) *Rider*.
 - Item 2: What word means **being sad**? (Signal.) *Sadness*.

- Item 3: What word means **full of thought**? (Signal.) *Thoughtful*.
 - Item 4: What word means **the opposite of approve**? (Signal.) *Disapprove*.
 - Item 5: What word means **one who runs**? (Signal.) *Runner*.
 - Item 6: What word means **without joy**? (Signal.) *Joyless*.
 - Item 7: What word means **being dull**? (Signal.) *Dullness*.
 - Item 8: What word means **not done**? (Signal.) *Undone*.
 - Item 9: What word means **without sleeves**? (Signal.) *Sleeveless*.
 - Item 10: What word means **to build again**? (Signal.) *Rebuild*.
7. Raise your hand if you got all the items in part D correct. Great job.
 - Everybody else, fix up any mistakes you made in part D.

TEXTBOOK

EXERCISE 6 Editing And Correcting A Passage

1. Find the paragraph you wrote on your lined paper during lesson 95. ✓
 - Open your textbook to lesson 95 and find part D. Those are the pictures you wrote about during that lesson. ✓
 - The directions said to write paragraphs about the pictures. Your first paragraph should have told where the characters were and what they were doing in the first picture. The rest of your passage should have told what happened. There should not be more than one person talking in each paragraph.



2. I'm going to call on several students who wrote a good passage to read their passage. When you read your passage, say **new paragraph** when you start a new paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their passage. For sentences that are very good, say:) **Everybody, say that sentence.**
3. I'll read a passage that gives a pretty clear picture of what happened. Listen: Ann, Maria and Tony were sitting on a bench at a bus stop. Behind them, a house was burning. Tony said, "I smell smoke." **New paragraph:** Ann, Maria and Tony stood up. Ann pointed to the burning house. She said, "It's coming from over there." **New paragraph.** Tony said. "There's a dog in that window." **New paragraph.** Ann and Tony ran over to the house. When they got to the house, Ann stood on Tony's shoulders. She

reached inside the window and grabbed the dog.

New paragraph: As Tony and Ann helped save the dog, Maria ran to a phone. She said, "I'll call the fire department."

New paragraph: Just after Ann grabbed the dog, Mrs. Wilson walked up to the house. Mrs. Wilson said, "You saved King."

4. Now it's your turn to work on your passage. Read your passage. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better. (Observe students and give feedback.)
5. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good passage.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Usage of plural nouns, comparative and superlative in a sentence. (Exercise 2)
- Alphabetize a list of words beginning with two different letters. (Exercise 3)
- Create words with given prefix or suffix added to a root word. (Exercise 4)
- **Write a multi-paragraph ending to a story.** (Exercise 5)

EXERCISE 1 Feedback On Lesson 96

- (Before handing back students' work from lesson 96, read one or two well-written passages that meet all the checks.)
- (Hand back students' work from lesson 96.)
- Praise students:
 - a. who had correct answers for all items in lesson 96 skill exercises, and
 - b. whose edited passage meets all the checks.
- Provide feedback on any exercises that were troublesome.

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

WORKBOOK

EXERCISE 2 Grammar Elements

1. Open your workbook to lesson 97 and find part A. ✓
 - I'll read the sentences. You tell me the missing words. Don't write anything.

2. Item 1: Last week Ted lost a tooth. This week the same thing happened. So now Ted has two missing **blank**. Everybody, what word is missing? (Signal.) *Teeth*.
 - Item 2: At first one child was in the sandbox. Then another child came into the sandbox. Now there are **blank** in the sandbox. What words are missing? (Signal.) *Two children*.
 - Item 3: We have had some hot days this summer, but today is the **blank** day I can remember. What word is missing? (Signal.) *Hottest*.
 - (Repeat step 2 until firm.)
3. Item 4: Jim said, "I will draw two pictures this week." And that is just what he did. He **blank** two pictures. Everybody, what word is missing? (Signal.) *Drew*.
 - Item 5: In school, there were three turtles. Ed's turtle was four years old. Greg's turtle was five years old, so it was one year **blank** than Ed's turtle. What word is missing? (Signal.) *Older*.
 - Bonnie's turtle was 14 years old, so it was the **blank** turtle in school. What word is missing? (Signal.) *Oldest*.
 - (Repeat step 3 until firm.)
4. Item 6: Joe told his mom he would sweep the sidewalk. He started to sweep the sidewalk. When his sister asked him, "What are you doing?" Joe said, "I **blank**." Everybody, what words are missing? (Signal.) *Am sweeping the sidewalk*.
 - Item 7: Henry had a loud voice. Tim spoke even **blank** than Henry. What word is missing? (Signal.) *Louder*.
 - Ernie spoke the **blank** of all. What word is missing? (Signal.) *Loudest*.
 - (Repeat step 4 until firm.)

5. Do the items in part A now. Pencils down when you're finished.
(Observe students and give feedback.)
6. Let's check your work. I'll read the items. You say the answers.
 - Item 1. Last week Ted lost a tooth. This week the same thing happened. So now Ted has two missing **blank**. Everybody, what goes in the blank? (Signal.) *Teeth*.
 - Item 2. At first one child was in the sandbox. Then another child came into the sandbox. Now there are **blank** in the sandbox. What goes in the blank? (Signal.) *Two children*.
 - Item 3. We have had some hot days this summer, but today is the **blank** day I can remember. What goes in the blank? (Signal.) *Hottest*.
 - Item 4: Jim said, "I will draw two pictures this week." And that is just what he did. He **blank** two pictures. What goes in the blank? (Signal.) *Drew*.
 - Item 5: In school, there were three turtles. Ed's turtle was four years old. Greg's turtle was five years old, so it was one year **blank** than Ed's turtle. Everybody, what goes in the blank? (Signal.) *Older*.
 - Bonnie's turtle was 14 years old, so it was the **blank** turtle in school. What goes in the blank? (Signal.) *Oldest*.
 - Item 6: Joe told his mom he would sweep the sidewalk. He started to sweep the sidewalk. When his sister asked him, "What are you doing?" Joe said, "I **blank**." What goes in the blank? (Call on a student.) *Am sweeping (the sidewalk)*.
 - Item 7: Henry had a loud voice. Tim spoke even **blank** than Henry. What goes in the blank? (Signal.) *Louder*.
 - Ernie spoke the **blank** of all. What goes in the blank? (Signal.) *Loudest*.
7. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Alphabetical Order

1. Find part B in your workbook. ✓
 - Take out a sheet of lined paper. Write your name and lesson 97 on the top line. ✓
 - Number your paper 1 through 7 ✓
 - The list of words has words that begin with **T** and words that begin with **R**. Everybody, which comes first in the alphabet, words that begin with **T** or words that begin with **R**? (Signal.)

Words that begin with R.

2. Circle each word in the box that begins with **R**. Pencils down when you've done that much.
(Observe students and give feedback.)
 - The words you should have circled are **ruler, rich, rough** and **return**. Fix up any mistakes. ✓
 - You'll put all those circled words in your list before you put in any of the words that begin with **T**.
3. Listen: Underline the second letter of each word that begins with **R**. Those are the words you circled.
(Observe students and give feedback.)
4. Now write all the **R** words in alphabetical order. Remember to look at the second letter of each word.
(Observe students and give feedback.)
5. (Write on the board:)

1. **return**
2. **rich**
3. **rough**
4. **ruler**

- Check your work. Here's what you should have so far. Fix up any mistakes. ✓
6. Now you're going to put all the words that begin with **T** in your list. Underline the second letter of each **T** word and write the **T** words in alphabetical order after the **R** words.
(Observe students and give feedback.)
 7. (Write to show:)

5. **taste**
6. **tenth**
7. **thought**

- Check your work. Here's what you should have. Raise your hand if you got everything right.

EXERCISE 4 Affixes

1. What suffix means **one that?** (Signal.) *Er.*
 - What suffix means **without?** (Signal.) *Less.*
 - What suffix means **full of?** (Signal.) *Ful.*
 - What suffix means **being?** (Signal.) *Ness.*
 - (Repeat step 1 until firm.)
2. Open your textbook to lesson 97 and find part C. ✓
3. Number your paper 1 through 10.
 - Write the word for each description in part C now. Pencils down when you're finished. (Observe students and give feedback.)
4. Let's check your work. I'll read the items. You say the answers.
 - Item 1: What word means **to type again?** (Signal.) *Retype.*
 - Item 2: What word means **being mean?** (Signal.) *Meanness.*
 - Item 3: What word means **to wash again?** (Signal.) *Rewash.*
 - Item 4: What word means **one who washes?** (Signal.) *Washer.*
 - Item 5: What word means **one who bakes?** (Signal.) *Baker.*
 - Item 6: What word means **without taste?** (Signal.) *Tasteless.*
 - Item 7: What word means **full of skill?** (Signal.) *Skillful.*
 - Item 8: What word means **being round?** (Signal.) *Roundness.*
 - Item 9: What word means **without care?** (Signal.) *Careless.*
 - Item 10: What word means **one who tastes?** (Signal.) *Taster.*

5. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

LINED PAPER

EXERCISE 5 Passage Writing

Endings

1. Everybody, pencils down.
For the rest of the lessons in this program, you're going to spend more time writing. You have learned a lot of things. Now you'll get to use them. You're going to write letters. You're going to write make-believe stories. You're going to write long stories. And you're going to learn how to revise them after you've written them. You'll revise them to make them better. We may even make a book that has our better stories in it and put that book in the library.
2. Today I'm going to tell you the first part of a story. Then you're going to make up an interesting ending.
 - Listen to the first part of the story:

Barbara was very sad. Her little sister needed an operation. That operation cost hundreds and hundreds of dollars, but Barbara's parents didn't have enough money for the operation. Barbara couldn't help them out because all she had was 16 dollars.

Two days after Barbara and her parents learned that Barbara's sister might die without the operation, Barbara was walking along the sidewalk a few blocks from her house. She was walking and thinking and worrying about her sister.

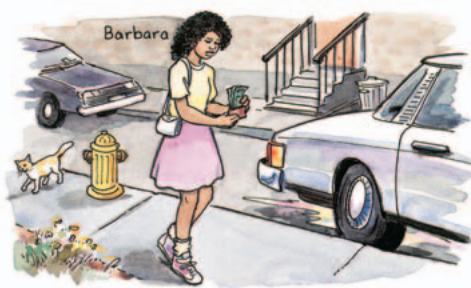
Suddenly, she stopped. She saw something on the sidewalk. It was a wallet and it had lots of money in it. She picked it up and counted the money— 2 thousand dollars.

She looked at the cards in the wallet. That wallet belonged to a person named Dave Smith.

Barbara didn't know what to do. The wallet didn't belong to her and she was very honest. She didn't want to take money that belonged to Dave Smith. But Barbara didn't want her sister to die, either.

At last, Barbara decided to ask somebody what she should do. She took the wallet and went to . . .

3. That's where the story stops. You have to write the rest of it. Remember the problem that Barbara had. She didn't want to take the money because it didn't belong to her. At the same time, she wanted her sister to have the operation.
4. Everybody, open your textbook to lesson 97 and find part D. ✓



That picture shows Barbara walking somewhere with the wallet.

- Touch what's written below the picture. It says: Barbara took the wallet and went to . . . Remember, she went to talk to somebody who could help her figure out what to do.
- You'll start your paragraph with what's already written. You'll complete that sentence. Then you'll write at least **three** paragraphs that make a nice ending to the story. You'll tell what Barbara did first and what she decided to do with the wallet. Remember to give a clear picture of what happened. Don't just say she went to a friend's house. **Name** the friend. Don't just say they talked. Tell what they **said**. Then give a clear picture of what Barbara did **after** she talked to the person she went to see. At least two sentences should begin with a part that tells when. Pencils down when you're finished. You have 15 minutes. (Observe students and give feedback.)

5. (After 15 minutes, say:) Stop writing. Now you'll check your ending. Make 2 check boxes under your paragraphs.
 - Here's check 1: Does each paragraph have no more than one person talking? Look over your paragraphs. If more than one person talks in a paragraph, fix it up. Make a **P** with a circle around it to show where the next paragraph should begin. Make a check in the first box when you're finished with check 1.
 - Here's check 2: Did you write at least two sentences that begin with a part that tells when? Find those sentences. Make sure they're punctuated correctly. Make a check in the second box when you're finished with check 2.
6. There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your paragraph. Fix up any sentences that are not written correctly.
(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note: On the next lesson, students will work in teams of 3 to edit and rewrite their endings. Try to include a higher performer in each team. Team members are to sit together

Objectives

- Alphabetize a list of words beginning with two different letters. (Exercise 2)
- **Create words with the prefix super-**. (Exercise 3)
- Use the index to locate information on topics. (Exercise 4)
- **Revise and rewrite a multi-paragraph ending to a story.** (Exercise 5)

Note: Students will work in teams to develop ideas for revising stories. After working in a team, students will then rewrite their story. Students may not have enough time to complete their stories during the class period. Specify a time before the next lesson at which time the rewritten story is due.

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

EXERCISE 1 Feedback on Lesson 97

- (Hand back students’ work from lesson 97.)
- Praise students who had correct answers for all items in lesson 97 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Alphabetical Order

1. Open your workbook to lesson 98 and find part A. ✓
 - The list of words in the box has words that begin with **M** and words that begin with **I**. Everybody, which comes first in the alphabet, words that begin with **M** or words that begin with **I**? (Signal.) *Words that begin with I.*
2. Circle each word in the box that begins with **I**.
(Observe students and give feedback.)
 - Check your work. The words you should have circled are **island, insist, and idea**. Fix up any mistakes.
 - You’ll put all those circled words in your list before you put in any of the words that begin with **M**.
3. Listen: Underline the second letter of each word that begins with **I**. Those are the words you circled.
(Observe students and give feedback.)

4. Now write all the **I** words in alphabetical order. Remember to look at the second letter of each word. Raise your hand when you’ve done that much.
(Observe students and give feedback.)
5. (Write on the board:)

1. idea
2. insist
3. island

- Check your work. Here’s what you should have so far. Fix up any mistakes.
6. Now you’re going to put all the words that begin with **M** in your list. Underline the second letter of each **M** word and write the **M** words in alphabetical order after the **I** words. Pencils down when you’re finished.
(Observe students and give feedback.)
 7. (Write to show:)

- | | |
|------------|----------|
| 3. island | 6. money |
| 4. machine | 7. mummy |
| 5. middle | |

- Check your work. Here’s what you should have. Raise your hand if you got everything right.

LINED PAPER

EXERCISE 3 Affixes

1. Open your textbook to lesson 98 and find part B. ✓
2. Everybody, what are parts at the end of words called? (Signal.) *Suffixes.*
 - What are parts at the beginning of words called? (Signal.) *Prefixes.*
 - (Repeat step 2 until firm.)

3. (Write on the board:)

super

- The prefix spelled S-U-P-E-R means **very**. What does the prefix **super** mean? (Signal.) *Very*.

- The word that means **very clean** is **superclean**.

4. Everybody, what word means **very fine**? (Signal.) *Superfine*.

- What word means **very soft**? (Signal.) *Supersoft*.

- (Repeat step 4 until firm.)

- Write your name and lesson 98 on the top line of your lined paper. ✓

- Number your paper 1 through 8.

5. Write the word for each description in part B. Pencils down when you're finished.

6. Let's check your work. I'll read the items. You say the answers.

- Item 1: What word means **being hard**? (Signal.) *Hardness*.

- Item 2: What word means **very hard**? (Signal.) *Superhard*.

- Item 3: What word means **being cold**? (Signal.) *Coldness*.

- Item 4: What word means **very cold**? (Signal.) *Supercold*.

- Item 5: What word means **the opposite of colored**? (Signal.) *Discolored*.

- Item 6: What word means **to color again**? (Signal.) *Recolor*.

- Item 7: What word means **full of tears**? (Signal.) *Tearful*.

- Item 8: What word means **without tears**? (Signal.) *Tearless*.

- Item 9: What word means **being bright**? (Signal.) *Brightness*.

- Item 10: What word means **very bright**? (Signal.) *Superbright*.

- Item 11: What word means **not healthy**? (Signal.) *Unhealthy*.

7. Raise your hand if you got all the items in part B correct. Great job.

- Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Index

1. Find part C in your textbook. ✓

- To answer the questions in part C, you'll need to look at the index in your reading textbook. Take out Reading Textbook B and find the index. ✓

- Skip a line and number your paper 1 through 5. ✓

- Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)

2. (After students complete the items:) Let's check your work. I'll read the items. You say the answers.

- Item 1: What part of the textbook gives an alphabetical listing of topics that appear in the book? (Signal.) *Index*.

- Item 2: On what page does the topic **porpoise** first appear in the textbook? (Signal.) *330*.

- Item 3: What's the first word on that page? (Signal.) *It*.

- Item 4: What's the last page on which the topic **porpoise** appears? (Signal.) *341*.

- Item 5: What's the last word on that page? (Signal.) *Hurt*.

3. Raise your hand if you got all the items in part C correct. Great job.

- Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Passage Writing

Edit and Rewrite

Note: For revising their endings, students will work in teams. Assign 3 members to each team. Try to include a higher performer in each team. Team members are to sit together.

1. Everybody, pencils down.
In the last lesson, you wrote an ending to a story about a girl named Barbara who had a big problem. I'll read a good ending to the story. It's not the only ending that somebody might write, but it's a good ending. Listen:

Barbara took the wallet and went to her grandmother's house. She told her grandmother, "I found this wallet on the sidewalk and I don't know what to do."

Her grandmother said, "I understand how you feel, but you must be honest. That money doesn't belong to you, so you must return it."

Barbara knew her grandmother was right. She took the wallet to Dave Smith's address. Dave Smith was a very rich man who lived in a large house. When Barbara handed him the wallet, she started to cry.

He asked, "What's wrong?" After Barbara stopped crying, she told about her sister.

He said, "Your sister will have that operation." Then he called Barbara's mother and told her that he would pay for the operation.

Barbara's sister had the operation and got well. Barbara was glad that she returned the wallet.

2. Let's go over some rules for writing good endings. To make a good ending, use good sentences and tell the important things that happened.
 - Use sentences that begin with a part that tells when.
 - Use sentences that tell the exact words people said when they talked about important things.
 - Tell how the story ends.

Those are important rules. You want your reader to feel like a part of the story. Good sentences help the reader. Sentences that tell the exact words people said give the reader a clear picture of what happened. The ending lets the reader know what happened to the characters and whether they solved their problem.

3. You're going to work in teams to figure out how you can make your endings better. The team members will take turns reading their endings. After a student reads, that student will have the first turn to tell what would make the ending better. Then the other members of the team can give suggestions to make the ending better. Remember, these suggestions shouldn't change the way the story ends. They should just make that ending better. If a story ends with Barbara keeping the money, don't change that ending. Just make it better. After everybody has read their ending and the team agrees about how to make it better, everybody will rewrite their ending.
 - Remember the rules for working in teams: The person who reads the story gets the first turn at telling how the ending could be improved. Then the other team members can make suggestions. The team should agree on all the changes.
4. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's ending.
(Observe teams. Praise teams that are working cooperatively.)
5. (For each team with hands raised, ask about the suggestions for the first student's ending; praise good suggestions: then tell the second team member to read his or her ending.)
 - Raise your hand when your team has finished talking about the second student's ending.
(Observe teams. Praise teams that are working cooperatively.)
6. (Repeat step 5 until all students have received feedback on their ending.)

7. Here's how to rewrite your ending: Start with the paper that you wrote earlier. Cross out any sentences or parts that you want to change when you rewrite the ending. Then start with a fresh sheet of paper and rewrite your ending. Copy any parts that you want to keep. Try to put in all the suggestions that will make your story better. Also, look at any mistakes I marked on the paper you wrote last time. Make sure your rewritten ending doesn't have any of those mistakes. Pencils down when you're finished. You have 20 minutes.

(Observe students and give feedback.)

8. (After 20 minutes, say:) Stop writing. If you didn't finish rewriting your ending, you can finish it later. Make sure that it's a finished

ending that you'll be proud of. Take the time you need to make it really good. You don't have to hand it in until (specify time), but if you finish it earlier, you can hand it in earlier.

- At the beginning of the next period, I'll read some of the **super** endings.

Note:

- Collect the students' papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Alphabetize a list of words beginning with two different letters. (Exercise 2)
- Create words with given prefixes or suffixes added to root word. (Exercise 3)
- Use the index to locate information on topics. (Exercise 4)
- Write a multi-paragraph ending to a story. (Exercise 5)

EXERCISE 1 Feedback On Lesson 98

- (Before handing back students' work from lesson 98, read 3 or 4 well-written endings.)
- (Hand back students' work from lesson 98.)
- Praise students:
 - a. who had correct answers for all items in lesson 98 skill exercises, and
 - b. whose edited ending meets all the checks.
- Provide feedback on any exercises that were troublesome.

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B.

WORKBOOK

EXERCISE 2 Alphabetical Order

1. Open your workbook to lesson 99 and find part A. ✓
 - The list of words in the box has words that begin with **J** and words that begin with **F**. Everybody, which comes first in the alphabet, words that begin with **J** or words that begin with **F**? (Signal.) *Words that begin with F.*
2. Circle all the words that begin with **F** and put them in alphabetical order. Then put all the words that begin with **J** in your list. Put those words in alphabetical order. (Observe students and give feedback.)
3. (Write on the board:)

- | | |
|-----------|-------------|
| 1. fence | 4. football |
| 2. fifty | 5. join |
| 3. flower | 6. juggle |

- Check your work. Here's what you should have. Raise your hand if you got everything right.

TEXTBOOK • LINED PAPER

EXERCISE 3 Affixes

1. Everybody, what are parts at the end of words called? (Signal.) *Suffixes.*
 - What are parts at the beginning of words called? (Signal.) *Prefixes.*
 - Is **super** a prefix or a suffix? (Signal.) *A prefix.*
 - Is **er** a prefix or a suffix? (Signal.) *A suffix.*
 - Which prefix means **very**? (Signal.) *Super.*
 - Which suffix means **the one that**? (Signal.) *Er.*
 - Which suffix means **being**? (Signal.) *Ness.*
 - Which suffix means **without**? (Signal.) *Less.*
- (Repeat step 1 until firm.)
2. Take out a sheet of lined paper. Write your name and lesson 99 on the top line. Number your paper 1 through 10. ✓
 - Open your textbook to lesson 99 and find part B. ✓
 - Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
3. Let's check your work. I'll read the items. You say the answers.
 - Item 1: Everybody, what word means **one who sits**? (Signal.) *Sitter.*
 - Item 2: What word means **being narrow**? (Signal.) *Narrowness.*
 - Item 3: What word means **without pain**? (Signal.) *Painless.*
 - Item 4: What word means **being firm**? (Signal.) *Firmness.*
 - Item 5: What word means **very firm**? (Signal.) *Superfirm.*
 - Item 6: What word means **not firm**? (Signal.) *Unfirm.*
 - Item 7: What word means **one who gives**? (Signal.) *Giver.*

- Item 8: What word means **to give again**? (Signal.) *Regive*.
 - Item 9: What word means **without water**? (Signal.) *Waterless*.
 - Item 10: What word means **one who speaks**? (Signal.) *Speaker*.
4. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Index

1. Find part C in your textbook. ✓
2. Take out Reading Textbook B and turn to the index. ✓
 - Skip a line and number your paper 1 through 5. ✓
 - Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)
3. Let's check your work. I'll read the items. You say the answers.
 - Item 1: What part of the textbook gives an alphabetical listing of topics that appear in the book? (Signal.) *Index*.
 - Item 2: On what page does the topic **galaxy** first appear in the textbook? (Signal.) *163*.
 - Item 3: What's the first word on that page? (Signal.) *Old*.
 - Item 4: What's the last page on which the topic **galaxy** appears? (Signal.) *336*.
 - Item 5: What's the last word on that page? (Signal.) *Computer*.
3. Raise your hand if you got all the items in part C correct. Great job.
- Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Passage Writing

Endings

1. Everybody, pencils down. I'm going to tell you the first part of a story. Then you're going to make up an interesting ending.

2. Listen to the first part of the story:

Jan was on a large island about two miles off the shore of the ocean. Only one person lived on that island. That person was Jan's Uncle Jake. Jan and her friend, Donna, were visiting Uncle Jake.

Jan and Donna went swimming, hiking and exploring. Uncle Jake told them not to go into the caves that were on the island. He said, "If you wander too far into those caves, you may never find your way out." When they went exploring on the first day, Jan and Donna went into a couple of caves, but they didn't go very far.

That evening, Uncle Jake told them about the pirates. He said, "Pirates used to stop off at this island. Some stories say that there are hidden treasure chests in some of the caves."

Donna asked, "Are those stories true?"

Uncle Jake laughed and said, "I don't know. I sure haven't found any treasure chests."

The next morning, Jan said to Donna, "Let's go exploring and take some shovels with us."

Donna asked, "What will we do with the shovels?"

Jan said, "Well, maybe we can find a pirate treasure."

Donna said, "Wait a minute. We can't go very far into those caves."

Jan said, "We'll be careful."

The girls took flashlights, shovels and some rope. They went to a large hill where they had seen several caves. They couldn't find a path, so they were walking through the bushes. Suddenly, Donna fell into a hole that was hidden by the bushes.

Jan bent down and looked into the hole. She asked, "Are you all right?" She couldn't see Donna.

Donna said, “Come on down. There’s a great big cave down here.”

Jan dropped the shovels down the hole. Then Jan put the flashlights in her pockets, tied one end of the rope to a nearby tree and climbed down the rope into the cave. The girls turned on the flashlights and saw a large wooden chest. Jan said, “It’s a pirate treasure chest.”

But when they opened the chest, they both said, “Oh, no!” There was no treasure in the chest. The only things in the chest were four bugs and a rolled-up map. The map was covered with dust. They unrolled the map and looked at it. It was a map of the island and it had four X’s on it.

Jan said, “I don’t know what these four X’s mean. We’d better go ask Uncle Jake.”

- The story stops here. You’re going to write the ending.
3. Everybody, find part D in your textbook. ✓



That picture shows the girls in the cave. They want to take their map to Uncle Jake, but first they have to get out of the cave. Remember why they want to take the map to Uncle Jake. They don’t know what those four X’s on the map are.

- What do you think they are? (Call on a student. Idea: *Marks to show where treasures are buried.*)
 - So Uncle Jake may tell them that the four X’s mark four places where the pirates had buried things.
4. You’re going to write an interesting ending to the story. You’ll start your ending by telling how the girls got out of the cave. You’ll write at least **four** paragraphs that tell what happened. You’ll tell what happened when they got to Uncle Jake’s house. Then you’ll tell what happened next.

Tell what they found at the places marked with X’s. Remember to give a clear picture of what happened. Don’t just say they went home and talked. Tell what they said. Then give a clear picture of what they did after they talked to Uncle Jake. At least two sentences should begin with a part that tells when. Pencils down when you’re finished. You have 15 minutes.

(Observe students and give feedback.)

5. (After 15 minutes, say:) Stop writing. Now you’ll check your ending. Make 2 check boxes under your paragraphs.
- Here’s check 1: Does each paragraph have no more than one person talking? Look over your paragraphs. If more than one person talks in a paragraph, fix it up. Make a **P** with a circle around it to show where the next paragraph should begin. Make a check in the first box when you’re finished with check 1.
 - Here’s check 2: Did you write at least two sentences that begin with a part that tells when? Find those sentences. Make sure they’re punctuated correctly. Make a check in the second box when you’re finished with check 2.
 - There isn’t a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your paragraph. Fix up any sentences that are not written correctly.
- (Observe students and give feedback.)
6. I’ll mark your papers before the next lesson and tell you about any mistakes. You’ll have a chance to rewrite your story then.

Note:

- Collect the students’ workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students’ paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher’s Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- Edit a 3-paragraph passage that first sets the scene and then tells what the characters did. (Exercise 2)
- Perform on a mastery test of writing skills in lessons 81–99. (Exercise 3)
- **Exercises 4–6 give instructions for marking the test, giving students feedback and providing remedies.**

Note: Students will work in teams to develop ideas for revising stories. After working in a team, students will then rewrite their story. Students may not have enough time to complete their stories during the class period. Specify a time before the next lesson at which time the rewritten story is due.

EXERCISE 1 Feedback On Lesson 99

- (Hand back students' work from lesson 99.)
- Praise students who had correct answers for all items in lesson 99 skill exercises.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK**EXERCISE 2 Passage Writing****Edit and Rewrite**

Note: For revising their endings, students will work in teams. Assign 3 members to each team. Try to include a higher performer in each team. Team members are to sit together.

1. **Everybody, pencils down. On the last lesson, you wrote an ending to a story about girls named Jan and Donna who found a map. I'll read a good ending to the story. It's not the only ending that somebody might write, but it's a good ending. Listen:**

Jan and Donna climbed up the rope and got out of the cave. They found their way through the bushes and back to Uncle Jake's house. Uncle Jake was working in his garden.

Donna said, "Look what we found."

They showed Uncle Jake the map. He looked at it for a long time. Then he said, "It looks like a real pirate map, all right."

Jan asked, "Do you think there's a treasure at each X on the map?"

Uncle Jake said, "I don't know. But we're going to find out."

The first X they went to was near the beach. The map showed that it was 15 steps from a large rock. Uncle Jake walked 14 steps and then came to a small cave at the bottom of a rock cliff.

Jake dug around the little entrance to the cave. Then he got down on his belly and slid down through the small hole. He found a small black chest, about the size of a suitcase. He pushed it out. After he crawled out of the hole, he said, "Let's see what's inside."

He opened the chest and everybody said, "Oh, no." There was nothing inside.

The same thing happened at each of the other X's on the map. They found four small black chests, but none of the black chests had anything inside.

They hauled the black chests back to Jake's house because Jake thought they might be worth something.

After dinner, Jake called a man named Ron Ellis. Ron knew what old things like pirate chests were worth.

The next morning, Ron came out to the island. He studied the chests for a while. Then he took a knife and scraped at the parts of each chest. At last, he said, "Pretty clever."

Jake said, "What do you mean?"

Ron said, “The pirates painted these chests black to hide the real treasure. All those bumps you see on the chests are diamonds, rubies and sapphires. I would guess that each chest is worth close to a million dollars.”

2. Here are rules to make a good ending,
 - Use good sentences and tell the important things that happened.
 - Use sentences that begin with a part that tells when.
 - Use sentences that tell the exact words people said when they talked about important things.
 - Tell how the story ends.
Those are important rules. You want your reader to feel like a part of the story. Good sentences help the reader. Sentences that tell the exact words people said give the reader a clear picture of what happened. The ending lets the reader know what happened to the characters and whether they solved their problem.
3. You’re going to work in teams to figure out how you can make your endings better. The team members will take turns reading their endings. After a student reads, that student will have the first turn to tell what would make the ending better. Then the other members of the team can give suggestions to make the ending better. Remember, these suggestions shouldn’t change the way the story ends. They should just make that ending better. If a story ends with treasures inside the chests, don’t change that ending. Just make it better. After everybody has read their ending and the team agrees about how to make it better, everybody will rewrite their ending.
 - Remember the rules for working in teams: The person who reads the story gets the first turn at telling how the ending could be improved. Then the other team members can make suggestions. The team should agree on all the changes.
4. (Assign the first student in each team to read.) Raise your hand when your team has

finished talking about the first student’s ending.

(Observe teams. Praise teams that are working cooperatively.)

5. (For each team with hands raised, ask about the suggestions for the first student’s ending; praise good suggestions; then tell the second team member to read his or her ending.)
 - Raise your hand when your team has finished talking about the second student’s ending.
(Observe teams. Praise teams that are working cooperatively.)
6. (Repeat step 5 until all students have received feedback on their ending.)
7. Here’s how to rewrite your ending: Start with the paper that you wrote earlier. Cross out any sentences or parts that you want to change when you rewrite the ending. Then start with a fresh sheet of paper and rewrite your ending. Copy any parts that you want to keep. Try to put in all the suggestions that will make your story better. Also, look at any mistakes I marked on the paper you wrote last time. Make sure your rewritten ending doesn’t have any of those mistakes. Pencils down when you’re finished. You have 20 minutes.
(Observe students and give feedback.)
8. (After 20 minutes, say:) Stop writing. If you didn’t finish rewriting your ending, you can finish it later. Make sure that it’s a finished ending that you’ll be proud of. Take the time you need to make it really good. You don’t have to hand it in until (specify time), but if you finish it earlier, you can hand it in earlier.
 - At the beginning of the next period, I’ll read some of the **super** endings.

Note:

- Collect the students’ workbooks and lined papers before the next language period.
- Check the students’ work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

EXERCISE 3 Test

Passage Writing—New Person Talks, New Paragraph



- Everybody, pencils down. Open your textbook to lesson 100 and find Test 10. ✓
 - For today's test, you're going to write a passage that has more than one person talking.
 - Remember the rule about people talking. How many people can you have talk in a paragraph? (Signal.) *One*.
 - When another person talks, you must start a new paragraph.
- I'll read the words in the vocabulary box: **kitchen, surprise, groceries, space creature, blanket, shoulders**.
- Touch picture 1.

That picture shows where Sally was and what she was doing.

 - Where was she? (Call on a student. Idea: *In the kitchen*.)
 - What was she doing? (Call on a student. Idea: *Washing the dishes*.)

Write your first paragraph. Give a clear picture of where Sally was and what she was doing. Then tell what she said in that picture. Pencils down when you're finished. You have 3 minutes.
(Observe students.)
- (After 3 minutes, say:) Touch picture 2.
 - What did Sally do? (Call on a student. Idea: *Walked to the door*.)
 - Who was at the kitchen door? (Call on a student. Idea: *A space creature*.)
 - Everybody, what did Sally say after the space creature walked into the house? (Signal.) *You can't come in here*.
 - What did the space creature say? (Signal.) *I need help*.
- Write your paragraphs for picture 2. Tell what Sally did and what the space creature did. Give a clear picture of the space creature. Write what Sally said. Then start a new paragraph and write what the space creature said. Pencils down when you're finished. You have 4 minutes.
(Observe students.)
- (After 4 minutes, say:) Now you'll write paragraphs for the missing picture and the last picture. Tell all the things Sally and the space creature must have done in the missing picture. Then tell what Sally, the space creature and Sally's father did and said in the last picture. Remember, you can have only one person talk in a paragraph. Pencils down when you're finished. You have 8 minutes.
(Observe students.)
- (After 8 minutes, say:) Stop writing. Make 3 check boxes under your passage. ✓
 - Here's check 1: Does each paragraph have no more than one character talking? Look over your paragraphs. If more than one character talks in a paragraph, fix it up. Make a **P** with a circle around it to show where the next paragraph should begin. Make a check in the first box when you're finished with check 1.
 - Here's check 2: Does your first paragraph start out by telling where Sally was and what she was doing? Check your first paragraph. Make a check in the second box when you're finished with check 2.
 - Here's check 3: Do the rest of your paragraphs give a clear picture of what the characters said and did? Check the rest of your story. Make a check in the third box when you're finished with check 3.
 - There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, read it over to be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your paragraph. Fix up any sentences that are not written correctly.
(Observe students and give feedback.)

EXERCISE 4 Marking The Test

Passage

1. (Mark the students' passages before the next scheduled language period.)
2. (Mark each paper for the following criteria. Write the appropriate code next to each mistake.)
 - Sentences that do not begin with a capital and end with a period. (C.P.)
 - Sentences that are run-ons. (R.O.)
 - Names (Sally, Elmo, and so on.) that are not capitalized. (Na.)
 - Possessive nouns (Sally's dad) that do not have an apostrophe. (')
 - Omission of important details about what must have happened in the missing picture. (WH.)
 - Paragraphs that have more than one person talking. (P.)
 - Direct quotes that are not punctuated correctly. (Q.)
 - First paragraphs that do not set the scene by telling where each character **was** and what the character **was doing**. (Was)
 - In later paragraphs, inappropriate use of **was** and **were** to tell what characters **did**. (Did)
3. (Mark each error on the students' papers. Write the number of errors at the top of the paper.)
4. (Enter the number of errors each student made on the Summary for Test 9. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)
 - (Optional: Enter the type of errors students made on the Optional Summary Sheet for Test 9, which appears after the Reproducible Summary Sheets in the *Language Arts Teacher's Guide*.)

EXERCISE 5 Feedback On Test 10

1. (Return the students' papers after they are marked.)
2. The number I wrote on your paper tells how many mistakes you made on the test. Raise your hand if I wrote **0 to 2** at the top of your test. **Those are super stars.**
 - Raise your hand if I wrote **3 or 4**. Those are pretty good workers.
 - If I wrote a number that's more than 4, you're going to have to work harder.

EXERCISE 6 Test Remedies

- (If more than 1/4 of the students made more than 4 errors on their passage, or if more than 1/4 of the students failed to begin new paragraphs when a new person talked, repeat the passage-writing exercises on lesson 91, 93 and 95.)

Objectives

- **Determine the meaning of idiomatic expressions.** (Exercise 2)
- Complete a paragraph to provide details of a main idea. (Exercise 3)
- Alphabetize a list of words beginning with two different letters. (Exercise 4)
- Write a multi-paragraph story. (Exercise 5)

EXERCISE 1 Feedback on Lesson 100

- (Before handing back students' work from lesson 100, read one or two well-edited passages that meet all the checks.)
- (Hand back students' work from lesson 100.)
- Praise students whose edited passage meets all the checks.

WORKBOOK

EXERCISE 2 Idiomatic Expressions

- Some expressions don't mean what the words say. Here's an expression: **He was really hard-nosed.** Everybody, does that mean that his nose was hard, like a board? (Signal.) *No.*
 - **What does it mean?** (Call on a student. Ideas: *He was tough; he didn't give in easily.*)
- Here's another expression that doesn't mean what the words say: **She talked until she was blue in the face.** Everybody, does that expression mean that she actually turned blue? (Signal.) *No.*
 - **What does it mean?** (Call on a student. Ideas: *She talked a lot; she wouldn't stop talking.*)
- Here's another expression that doesn't mean what the words say: **Well, I'll be a monkey's uncle.** Everybody, does that mean the speaker is related to a monkey? (Signal.) *No.*
 - **What does it mean?** (Call on a student. Ideas: *The person is really surprised; the person has trouble believing something that he found out.*)
- Here's another expression that doesn't mean what the words say: **He slept like a log last night.** Everybody, does that mean that he was like a log? (Signal.) *No.*
 - **What does it mean?** (Call on a student. Idea: *He slept very soundly.*)
- Open your workbook to lesson 101 and find part A. ✓
 - These are the expressions we just went over. You're going to draw a line from each expression to what it means.
 - Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)
- Let's check your work. I'll read the items. You say the answers.
 - Item 1: **She slept like a log last night.** Everybody, what does that mean? (Signal.) *She slept very soundly.*
 - Item 2: **She was really hard-nosed.** What does that mean? (Signal.) *She was tough.*
 - Item 3: **Well, I'll be a monkey's uncle.** What does that mean? (Signal.) *The person was really surprised.*
 - Item 4: **She talked until she was blue in the face.** What does that mean? (Signal.) *She talked a lot.*
- Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Main Idea

1. (Write on the board:)

The weather is wonderful during the summer.

2. You're going to write another short paragraph about a topic. The first sentence tells the main idea. I'll read the sentence: The weather is wonderful during the summer.
3. Take out a sheet of lined paper. Write your name and lesson 101 on the top line. ✓
4. Everybody, copy the main-idea sentence and then write two more sentences that tell about the good weather during the summer. Pencils down when you're finished.
(Observe students and give feedback.)
5. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)
6. Everybody, now you'll check your work. Make sure that you started with the sentence that tells the main idea. Make sure that you have at least two more sentences that tell more about the main idea. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 4 Alphabetical Order

1. Find part B in your workbook. ✓
 - The list of words in the box has words that begin with **N** and words that begin with **T**. Everybody, which comes first in the alphabet, words that begin with **N** or words that begin with **T**? (Signal.) *Words that begin with N.*
2. Circle all the words that begin with **N** and put them in alphabetical order. Then put all the words that begin with **T** in your list. Put those words in alphabetical order.
(Observe students and give feedback.)

3. (Write on the board:)

- | | |
|-------------|------------|
| 1. neither | 5. toast |
| 2. notice | 6. traffic |
| 3. terrible | 7. twice |
| 4. thirsty | |

- Check your work. Here's what you should have. Raise your hand if you got everything right.
- Everybody else, fix up any mistakes you made. ✓

EXERCISE 5 Story Writing

1. Open your textbook to lesson 101 and find part C. ✓
 - I'll read what it says. Follow along. Here's how to write interesting stories:
 1. **Tell about the characters at the beginning of the story.** Tell where they were. Describe them and name them.
 2. **Tell about their problem.** Tell what they wanted to do and why they couldn't do it.
 3. **Tell the things they did to solve their problem.**
 4. **Tell how the story ends.** Tell whether they solved their problem.
2. Remember those steps. First tell where the characters were at the beginning of the story. Then tell about their problem. Then tell what they did to solve their problem. Then tell how the story ends. Tell whether they solved their problem.
3. Look at the picture.



You're going to write a **whole story** about this picture.

- The man doesn't have a name. The man in the picture has a serious problem.
- What does he want to do? (Call on a student. Idea: *Pay for his meal.*)
- Part of his problem is that he wants to pay for his meal. Why doesn't he just reach in his pocket and pull out the money to pay for his meal? (Call on a student. Idea: *He doesn't have any money in his pocket.*)

- He wants to pay for his meal, but he lost his money or forgot his wallet. Everybody, do you think he knew he didn't have his money before he got to the cash register? (Signal.) *No.*
 - He was embarrassed. He blushed. He felt stupid. How did that woman feel? (Call on a student. Idea: *Angry.*)
4. When you write the first part of your story, you'll describe the man and tell his name. Then you'll tell where he was and what he did before he discovered that he had a problem.
 - The sign on the window says **Rosy's Cafe**. That's where he ate. You could tell what he ate. You'll have to make that up. Then tell how he discovered that he had a problem and how he felt.
 5. Your turn: Write the first part of your story. You can write as many paragraphs as you want for the first part. For this story, you can tell the things that people said and how they felt. **Don't tell what the man did to solve the problem.** Just tell about the problem. Pencils down when you're finished. You have 7 minutes.
(Observe students and give feedback.)
 6. (After 7 minutes, say:) Stop writing. Check the first part of your story.
 - Raise your hand if you gave the man a name. ✓
Hands down.
 - Raise your hand if you described how the man looked. ✓
Hands down.
 - Raise your hand if you told where the man was and what he did before he discovered his problem. ✓
Hands down.
 - Raise your hand if you told what the man's problem was. ✓
Hands down.
 7. If you told all those things, you have a great beginning for your story. But to make it a story, you have to tell how the man solved his problem. That man can't just say, "I'll bring you the money later."
 - Why not? (Call on a student. Idea: *The woman wouldn't accept that solution.*)
 - Think of some of the things the woman might agree to. Tell what the man said and what the woman said. Then tell everything the man did to solve his problem. You can tell how he felt at the end of the story.
 - Everybody, do you think that man will ever make that kind of mistake again? (Signal.)
No.
 8. Write the rest of the story. Make it interesting. Remember, tell the things the characters did and said. Give a clear picture. Pencils down when you're finished. You have 15 minutes.
(Observe students and give feedback.)
 9. (After 15 minutes, say:) Stop writing.
 - Raise your hand if you told some things the man said to the woman.
Hands down.
 - Raise your hand if you told some things the woman said to the man.
Hands down.
 - Raise your hand if you told what the man did after the woman agreed to a plan.
Hands down.
 - If you told all those things, you told how the man solved the problem.
 10. I'll mark your papers before the next lesson and tell you about any mistakes. You'll have a chance to rewrite your story then.

Note:

- Collect the students' workbooks and lined papers.
- Check the students' work before the next language period. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Complete an outline from main ideas. (Exercise 2)
- Determine the meaning of idiomatic expressions. (Exercise 3)
- Revise, rewrite, and check a multi-paragraph story. (Exercise 4)

Note: Students will work in teams to develop ideas for revising stories. After working in a team, students will then rewrite their story. Students may not have enough time to complete their stories during the class period. Specify a time before the next lesson at which time the rewritten story is due.

EXERCISE 1 Feedback on Lesson 101

- (Hand back students' work from lesson 101.)
- Praise students who had correct answers for all items in lesson 101 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Outlining

1. Open your workbook to lesson 102 and find part A. ✓
 - This is an outline. It has three numbers. Touch number 1. ✓
 - Everybody, what's the name for number 1? (Signal.) *Clothing.*
 - What's the name for number 2? (Signal.) *Tools.*
 - What's the name for number 3? (Signal.) *Vehicles.*
2. Under each name, you're going to list three things that are in the class. Each thing will have a letter—A, B, or C.
 - Name 1 is **clothing**. You could write **socks** after letter **A**, another article of clothing for **B**, and another for **C**. Write an article of clothing for each letter. Pencils down when you're finished. (Observe students and give feedback.)
3. (Call on individual students to read each letter and the article of clothing they wrote.)
4. Everybody, touch number 2. What's the name? (Signal.) *Tools.*

- So what are you going to write under **tools**? (Call on a student. Idea: *Names of tools.*)
 - Everybody, write a tool for **A**, another for **B**, and another for **C**. Pencils down when you're finished. (Observe students and give feedback.)
5. (Call on individual students to read each letter and the name of the tool they wrote.)
 6. Everybody, touch number 3. What's the name? (Signal.) *Vehicles.*
 - So what are you going to write under **vehicles**? (Call on a student. Ideas: *Names of vehicles.*)
 - Everybody, write a vehicle for **A**, another for **B**, and another for **C**. Pencils down when you're finished. (Observe students and give feedback.)
 7. (Call on individual students to read each letter and the name of the vehicle they wrote.)
 8. Remember how this kind of outline works. You're going to do other outlines later.

EXERCISE 3 Idiomatic Expressions

1. Remember, some expressions don't mean what the words say. Here's an expression: He was always walking on thin ice. Everybody, does that mean that he was really on ice? (Signal.) *No.*
 - What does it mean? (Call on a student. Idea: *He was always doing dangerous things.*)
2. Here's another expression that doesn't mean what the words say: He always does best when his back is against the wall. Everybody, does that expression mean that he is actually standing near a wall? (Signal.) *No.*
 - What does it mean? (Call on a student. Ideas: *He does best when he faces very serious problems; the more difficult it is for him to succeed, the better he does.*)

3. Here's another expression that doesn't mean what the words say: He could have been knocked over by a feather. Everybody, does that mean he is that weak? (Signal.) *No.*
 - What does it mean? (Call on a student. Idea: *He is really surprised.*)
 4. Here's another expression that doesn't mean what the words say: It was raining cats and dogs. Everybody, does that mean that animals were coming out of the sky? (Signal.) *No.*
 - What does it mean? (Call on a student. Idea: *It was raining very hard.*)
 5. Find part B in your workbook. ✓
You're going to draw a line from each expression to what it means.
 - Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
 6. Let's check your work. I'll read the items. You say the answers.
 - Item 1: **He was always walking on thin ice.** Everybody, what does that mean? (Signal.) *He was always doing dangerous things.*
 - Item 2: **It was raining cats and dogs.** What does that mean? (Signal.) *It was raining very hard.*
 - Item 3: **He was really hard-nosed.** What does that mean? (Signal.) *He was tough.*
 - Item 4: **He could have been knocked over by a feather.** What does that mean? (Signal.) *He was really surprised.*
 - Item 5: **He slept like a log.** What does that mean? (Signal.) *He slept very soundly.*
 - Item 6: **He always does best when his back is against the wall.** What does that mean? (Signal.) *He does best when he faces serious problems.*
 7. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.
1. Everybody, pencils down. Open your textbook to lesson 102 and find part C. ✓
 - These are questions about the story you wrote. If the answer to all nine questions is **yes**, you wrote a super story. If any answer is **no**, you'll fix up the story so the answer is **yes**. Then you'll have a super story.
 2. I'll read the questions about the problem:
 1. Did you give the man a name?
 2. Did you describe the man?
 3. Did you tell where he was and what he did before he discovered that he had a problem?
 4. Did you tell what the man's problem was?
 5. Did you tell where he was when he discovered that he had a problem?
 6. Did you tell how he felt when he discovered that he had a problem?
 3. I'll read the questions about the rest of the story:
 7. Did you tell some things the man said to the woman?
 8. Did you tell some things the woman said to the man?
 9. Did you tell what the man did after the woman agreed to a plan?
 4. Write the numbers 1 through 9 at the top of the story you wrote.
 - Read your story over and figure out the things your story did **not** tell. Circle the number of each question your story did not answer. Remember, if your story does not tell about something, circle the number of the question at the top of your story. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
 5. When you rewrite your story, be sure to add sentences that answer the questions you circled. I'll read a super story. This story answers all nine questions. Listen:

Tim Carson was at Rosy's Cafe. Tim was a chubby man who had lost most of his hair. He was wearing a shirt and a tie. Tim had a hamburger, some fries and a glass of milk. The bill was six dollars and fifty cents. Tim walked up to the counter and was ready to pay for his lunch. He reached into his pocket for his wallet. Suddenly, he blushed.

TEXTBOOK

EXERCISE 4 Story Writing

Edit, Rewrite and Check

Note: For revising their stories, students will work in teams.

He didn't have his wallet. He didn't have any money at all. Rosy leaned over the counter and glared at him. He didn't know what to do. He was very embarrassed.

At last, he said, "I don't have any money with me. I can bring the money by later."

Rosy looked at him and said, "Wrong."

He said, "But Rosy, I work in the bank on the next block. You can trust me."

Rosy said, "Wrong."

Suddenly, Tim got an idea. He said, "I'll leave my watch here. It's worth over 50 dollars. Then I'll go get the money and bring it right back."

Rosy looked at the watch. Finally, she said, "All right!" Then she said, "But if you don't come back, I'll keep the watch."

Tim agreed. He went back to the bank and looked for his wallet. It was in his jacket pocket. He grabbed the wallet, ran back to Rosy's Cafe, paid for his lunch, took his watch and ran back to the bank. He got back late. His boss glared at him. Tim blushed again and said to himself, "I'll never make that mistake again."

6. Now you're going to work in teams to figure out how you can make your stories better. The team members will take turns reading their stories. After a student reads, that student will have the first turn to tell what would make the story better. Then the other members of the team can give suggestions to make the story better. Remember, these suggestions shouldn't change what happens in the story. They should just make the story better so it answers all the questions. The team should agree on all changes.
7. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's story. (Observe teams. Praise teams that are working cooperatively.)

8. (For each team with hands raised, ask about the suggestions for the first student's story; praise good suggestions; then tell the second team member to read his or her story.)
 - Raise your hand when your team has finished talking about the second student's story. (Observe teams. Praise teams that are working cooperatively.)
9. (Repeat step 8 until all students have received feedback on their story.)
10. Now you'll rewrite your story. Start with the story you wrote earlier. Cross out any sentences or parts that you want to change. Then start with a fresh sheet of paper and rewrite your story. Copy any parts that you want to keep. Try to put in all the suggestions that will make your story better. Also, look at any mistakes I marked on the story you wrote last time. Make sure your rewritten story doesn't have any of those mistakes. Also, make sure you have at least three sentences that begin with a part that tells when. Pencils down when you're finished. You have 20 minutes. (Observe students and give feedback.)
11. (After 20 minutes, say:) Stop writing. If you didn't finish rewriting your story, you can finish it later. Then you'll check your story. (Direct students either to check the story on their own or in teams.)
 - When you check your story, fix it up if there's a problem. Make sure that it's a finished story that you'll be proud of. Take the time you need to make it really good. You don't have to hand it in until (specify time), but if you finish it earlier, you can hand it in earlier.
12. Here are the checks for your story:
 - Check 1: Does your story answer all nine questions?
 - Check 2: Did you write at least three sentences that begin with a part that tells when?
 - Check 3: Are all your sentences punctuated correctly?
13. At the beginning of the next period, I'll read some of the **super** stories.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- **Alphabetize a list of words.** (Exercise 2)
- Complete an outline from main ideas. (Exercise 3)
- **Create words by adding the prefix super.** (Exercise 4)
- Write a multi-paragraph story. (Exercise 5)

EXERCISE 1 Feedback on Lesson 102

- (Before handing back students' work from lesson 102, read several well-written passages that meet all the checks.)
- (Hand back students' work from lesson 102.)
- Praise students:
 - a. who had correct answers for all items in lesson 102 skill exercises, and
 - b. whose edited passage meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Alphabetical Order

1. Open your workbook to lesson 103 and find part A. ✓
- Here's a list of words that you'll put in alphabetical order. Most of the words do not begin with the same letter, but two words begin with **D** and two words begin with **R**.
2. First write the words that come before **D**. (Observe students and give feedback.)
3. (Write on the board:)

1. airplane
2. ceiling

- Check your work. Here are the words you should have so far. Fix up any mistakes.
- 4. Now put **done** and **dinner** in the list. Look at the second letter of each word to see which word comes first and which word comes next. (Observe students and give feedback.)

5. (Write to show:)

2. ceiling
3. dinner
4. done

- Check your work. Here's what you should have. Fix up any mistakes.
- 6. Now write the words that come after **D** but before **R**. Don't write the words that begin with **R**. (Observe students and give feedback.)
- 7. (Write to show:)

4. done
5. honest
6. knives

- Check your work. Here's what you should have. Fix up any mistakes.
- 8. Now put in the words that begin with **R**. Remember, look at the second letters. Then write the rest of the words in the list. (Observe students and give feedback.)
- 9. (Write to show:)

6. knives 9. thumb
7. report 10. weather
8. ruler

- Check your work. Here's what you should have. Raise your hand if you got everything right.

EXERCISE 3 Outlining

1. Find part B in your workbook. ✓
- This is a new outline. It has three numbers. Touch number 1. ✓
- Everybody, what's the name for number 1? (Signal.) *Fruits*.
- What's name 2? (Signal.) *Vegetables*.
- What's name 3? (Signal.) *Animals*.

2. Under each name, you're going to list four things that are in the class. Each thing will have a letter—A, B, C, or D.
 - Name 1 is **fruits**. Label the four lines under **fruits** with A, B, C, D.
(Observe students and give feedback.)
 - Now write letters for the four lines under **vegetables** and letters for the four lines under **animals**.
(Observe students and give feedback.)
3. Your turn to complete your outlines. Write the name of four fruits under **fruits**, four vegetables under **vegetables**, and four animals under **animals**. Pencils down when you're finished. ✓
(Observe students and give feedback.)
4. (Call on individual students to read the letters and names they wrote for one of the categories.)
5. Remember how this kind of outline works. Next time, you're going to make a complete outline.

TEXTBOOK • LINED PAPER

EXERCISE 4 Affixes

1. Open your textbook to lesson 103 and find part C. Pencils down. ✓
 - Some word parts appear at the beginning of words, and some word parts appear at the end of words.
2. What are parts at the end of words called? (Signal.) *Suffixes*.
 - What are parts at the beginning of words called? (Signal.) *Prefixes*.
 - Is **less** a prefix or a suffix? (Signal.) *A suffix.*
 - Is **dis** a prefix or a suffix? (Signal.) *A prefix.*
 - (Repeat step 2 until firm.)
3. (Write on the board:)

able

- The suffix spelled **A-B-L-E** means **can be**. What does the suffix **able** mean? (Signal.) *Can be.*
 - The word that means **can be believed** is **believable**.
4. What word means **can be used**? (Signal.) *Useable.*
 - What word means **can be moved**? (Signal.) *Moveable.*
 - (Repeat step 4 until firm.)

5. Take out a sheet of lined paper. Write your name and lesson 103 on the top line. ✓
 - Number your paper 1 through 9. ✓
 Do the items in part C now. Pencils down when you're finished.
(Observe students and give feedback.)
6. Let's check your work. I'll read the items. You say the answers.
 - Item 1: What word means **one who plays**? (Signal.) *Player.*
 - Item 2: What word means **to play again**? (Signal.) *Replay.*
 - Item 3: What word means **can be played**? (Signal.) *Playable.*
 - Item 4: What word means **can be washed**? (Signal.) *Washable.*
 - Item 5: What word means **one who washes**? (Signal.) *Washer.*
 - Item 6: What word means **not washed**? (Signal.) *Unwashed.*
 - Item 7: What word means **being light**? (Signal.) *Lightness.*
 - Item 8: What word means **the opposite of agree**? (Signal.) *Disagree.*
 - Item 9: What word means **can be managed**? (Signal.) *Manageable.*
7. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Story Writing

1. Find part D in your textbook. You're going to write a whole story about this picture. ✓
2. Remember the rules for writing a good story:
 - Tell about the characters at the beginning of the story. Tell where they were and what they were doing. Describe them and name them.
 - Tell about their problem. Tell what they wanted to do and why they couldn't do it.
 - Tell the things they did to solve their problem.
 - Tell how the story ends. Tell whether they solved their problem.
3. Look at the picture.



- The women in the picture do not have names. So you'll have to make up names.
- Where are these women working? (Call on a student. Idea: *At Ace Toy Factory.*)
 - They are working at Ace Toy Factory. You can see that they are both putting wheels on toy cars. If you look at what they are thinking about, you can figure out their problem.
 - What's the first woman thinking about? (Call on a student. Idea: *Riding a horse.*)
 - What's the other woman thinking about? (Call on a student. Idea: *Sitting on a beach.*)
 - These women are not thinking about their jobs. They are dreaming of doing something else. That's part of their problem.
 - Why do you think they don't just leave the toy factory and go ride a horse or go sit on the beach? (Call on a student. Idea: *They need money.*)
 - They need money, so they have to keep working in the toy factory. That's the other part of their problem.
4. Your turn: You're going to write the first part of the story. Remember, first you tell where the women were and what they were doing. Give them names and describe them. They were doing two things. They were putting wheels on toy cars, but at the same time, they were daydreaming. Tell what they were dreaming about. Remember to tell why they couldn't do the things they were dreaming about. Write as many sentences as you need to tell about their problem. Pencils down when you're finished. You have 7 minutes.
(Observe students and give feedback.)
 5. (After 7 minutes, say:) Stop writing. Check the first part of your story.
 - Raise your hand if you gave the women names.
Hands down.
 - Raise your hand if you told where they worked.
Hands down.
 - Raise your hand if you told what their job was.
Hands down.
 - Raise your hand if you told what each woman was dreaming about doing.
Hands down.
 6. If you told all these things, you have a great beginning for your story. But to make it a story, you have to tell what the women did to solve their problem.
 - Raise your hand if you told why the women couldn't do the things they dreamed about.
Hands down.
 - What did they need so they could do the things they wanted to do? (Call on a student. Idea: *Money.*)
 - For the rest of your story, you'll tell what they did to solve their problem. How did they get the money they needed? Did they save it up or did they get it some other way? Did they take a vacation or quit their jobs? Did they go on a trip together? Where did they go? What did they do? Did they have a good time?
 7. Your turn: Write the rest of the story. Make it interesting. Remember, tell about things the characters did and said. Give a clear picture. Pencils down when you're finished. You have 15 minutes.
(Observe students and give feedback.)
 8. (After 15 minutes, say:) Stop writing. Check the last part of your story.
 - Raise your hand if you told how they got money to do what they wanted to do.
Hands down.
 - Raise your hand if you told where they went.
Hands down.
 - Raise your hand if you told what they did.
Hands down.
 - Raise your hand if you told whether they had fun.
Hands down.
 - Raise your hand if you told how they felt at the end of your story.
Hands down.
 - If you told all those things, you told how they solved their problem.
 9. I'll mark your papers before the next lesson and tell you about any mistakes. You'll have a chance to rewrite your story then.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work before the next language period. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Complete an outline from main ideas. (Exercise 2)
- Alphabetize a list of words (Exercise 3)
- Create words by adding given prefixes or suffixes to a base word. (Exercise 4)
- Revise, rewrite and check a multi-paragraph story. (Exercise 5)

Note: Students will work in teams to develop ideas for revising stories. After working in a team, students will then rewrite their story. Students may not have enough time to complete their stories during the class period. Specify a time before the next lesson at which time the rewritten story is due.

FEEDBACK ON LESSON 103

- (Hand back students' work from lesson 103.)
- Praise students who had correct answers for all items in lesson 103 skill exercises.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK • LINED PAPER

EXERCISE 2 Outlining

1. Open your textbook to lesson 104. ✓
2. You're going to make an outline.
 - Take out a sheet of lined paper. Write your name and lesson 104 on the top line. ✓
 - Find part A in your textbook. ✓
 - At the top of the page are three names—containers, games, and holidays. Those are the three main names for your outline. You'll write a number in front of each of those names. Below each name, you'll list four kinds of things.
 - The first part of the outline will show containers.
 - Write the number **1** and the name **containers**. Then write the letters A, B, C or D underneath it and write four kinds of containers. Pencils down when you're finished.
(Observe students and give feedback.)
3. (Call on individual students to read each letter and name of the container they wrote.)

4. The next part of the outline will show games. Everybody, what number will you write for games? (Signal.) *Two*.
 - Write the number **2** and the name **games**. Then write the letters A, B, C and D underneath it and write four kinds of games. Write the names of four games you play—tag, hide and seek, checkers, baseball, or any other game.
 - Then fix up the outline for the last name. That's **holidays**. You'll write the names of four holidays. You can include Halloween, Mother's Day, the Fourth of July, Christmas, New Year's, or any other holiday. Pencils down when you're finished.
(Observe students and give feedback.)
5. (Call on individual students to read their outline. They are to read each number or letter that precedes a name.)

EXERCISE 3 Alphabetical Order

1. Skip a line and number your paper 1 through 10.
 - Find part B in your textbook. ✓
 - Here's a list of words that you'll put in alphabetical order. Most of the words do not begin with the same letter, but two words begin with **E** and three words begin with **P**.
2. First write the words that come before **E**. Don't write **electric** or **early**, but write all the words that come before **electric** or **early**.
(Observe students and give feedback.)
3. (Write on the board:)

1. **amaze**
2. **banana**
3. **decide**

- Check your work. Here are the words you should have so far. Fix up any mistakes.

- Now put **electric** and **early** in the list. Look at the second letter of each word to see which word comes first and which word comes next.

(Observe students and give feedback.)

- (Write to show:)

3. **decide**
4. **early**
5. **electric**

- Check your work. Here's what you should have. Fix up any mistakes.

- Now write the words that come after **E** but before **P**. Don't write the words that begin with **P**.

(Observe students and give feedback.)

- (Write to show:)

4. **early**
5. **electric**
6. **hundred**

- Check your work. Here's what you should have. Fix up any mistakes.

- Now put in the words that begin with **P**. Remember, look at the second letters. Then write the rest of the words in the list.
- (Observe students and give feedback.)

- (Write to show:)

6. **hundred** 9. **purple**
7. **people** 10. **special**
8. **plastic**

- Check your work. Here's what you should have. Raise your hand if you got everything right.

EXERCISE 4 Affixes

- Find part C in your textbook. ✓
 - Skip a line and number your paper 1 through 8. Pencils down when you're finished. ✓
 - Everybody, what are parts at the beginning of words called? (Signal.) *Prefixes*.
 - What are parts at the end of words called? (Signal.) *Suffixes*.
 - Is **re** a prefix or a suffix? (Signal.) *A prefix*.
 - Is **able** a prefix or a suffix? (Signal.) *A suffix*.
- (Repeat step 2 until firm.)

- Which suffix means **without**? (Signal.) *Less*.
 - Which suffix means **can be**? (Signal.) *Able*.
 - Which suffix means **full of**? (Signal.) *Ful*.
- (Repeat step 3 until firm.)
- What word means **can be washed**? (Signal.) *Washable*.
 - What word means **can be walked**? (Signal.) *Walkable*.
- (Repeat step 4 until firm.)
- Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)
- Let's check your work. I'll read the items. You say the answers.
 - Item 1: Everybody, what word means **can be read**? (Signal.) *Readable*.
 - Item 2: What word means **not read**? (Signal.) *Unread*.
 - Item 3: What word means **without hair**? (Signal.) *Hairless*.
 - Item 4: What word means **full of pain**? (Signal.) *Painful*.
 - Item 5: What word means **the opposite of honest**? (Signal.) *Dishonest*.
 - Item 6: What word means **can be believed**? (Signal.) *Believable*.
 - Item 7: What word means **can be touched**? (Signal.) *Touchable*.
 - Item 8: What word means **to watch again**? (Signal.) *Rewatch*.
- Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Story Writing

Edit, Rewrite and Check

Note: For revising their stories, students will work in teams.

- Find part D in your textbook. ✓
These are questions about the story you wrote. If the answer to all eight questions is **yes**, you wrote a super story. If any answer is **no**, you'll fix up the story so the answer is **yes**. Then you'll have a super story.

2. I'll read the questions about the problem:
 1. Did you give the women names?
 2. Did you tell where they were and what they were doing?
 3. Did you tell about their problem?
 4. Did you tell why they hadn't done what they dreamed about?
3. I'll read the questions about the rest of the story.
 5. Did you tell how the women got the money they needed?
 6. Did you tell whether they took a vacation or quit their jobs?
 7. Did you tell where they went and what they did?
 8. Did you tell how they felt at the end of your story?
4. Write the numbers 1 through 8 at the top of the story you wrote last time. Read your story over and figure out the things your story did **not** tell. Circle the number of each question your story did not answer. Remember, if your story does not tell about something, circle the number of the question at the top of your story. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
5. I'll read a super story. This story answers all eight questions. Listen:

Angie and Marilyn worked for Ace Toy Factory. They were sitting in front of a conveyor belt. They were putting toy wheels on toy cars. Their minds were not on their work.

Angie was dreaming about riding a strong white horse. The horse was racing through a field. Angie was riding bareback.

Marilyn was having different dreams. She was dreaming about being far away on a desert island. She was dreaming about the sand, the warm weather and the wonderful sunshine.

Angie and Marilyn wanted to go to these wonderful places. They didn't go because they didn't have enough money.

Suddenly, Angie said to Marilyn, "Do you know that if I saved five dollars a day, I would have enough money to go on a great vacation next year and I could go horseback riding somewhere far away?"

Marilyn said, "I was thinking the same thing. If I saved five dollars a day, I'd have enough money to go to a desert island."

The women talked about it some more. They decided they would try to do it. They would try to save five dollars a day. They would go together to a place far away and have a one-week vacation that they would remember for the rest of their lives.

They did it. They saved money all year. The next spring, they got on a plane and went to an island. They did all the things they dreamed about doing. They sat on the beach, went swimming, went horseback riding and just enjoyed that wonderful island.

When they got back from their vacation, they went back to the toy factory. They put toy wheels on toy cars. Now, the job wasn't as bad because they had memories of all the things they did. Those memories were very nice.

6. Now you're going to work in teams to figure out how you can make your stories better. Remember, each team member reads. The student who wrote the story will have the first turn to tell what would make the story better. Then the other team members can give suggestions to make the story better. Remember, these suggestions shouldn't change what happens in the story. They should just make the story better so it answers all the questions. The team should agree on all changes.
7. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's story. (Observe teams. Praise teams that are working cooperatively.)

8. (For each team with hands raised, ask about the suggestions for the first student's story; praise good suggestions; then tell the second team member to read his or her story.)
 - **Raise your hand when your team has finished talking about the second student's story.**
(Observe teams. Praise teams that are working cooperatively.)
9. (Repeat step 8 until all students have received feedback on their story.)
10. **Now you'll rewrite your story. Start with the story you wrote earlier. Cross out any sentences or parts that you want to change. Then start with a fresh sheet of paper and rewrite your story. Copy any parts that you want to keep. Try to put in all the suggestions that will make your story better. Also, look at any mistakes I marked on the story you wrote last time. Make sure your rewritten story doesn't have any of those mistakes. Also, make sure you have at least three sentences that begin with a part that tells when. Pencils down when you're finished. You have 20 minutes.**
(Observe students and give feedback.)
11. (After 20 minutes, say:) **Stop writing. If you didn't finish rewriting your story, you can finish it later. Then you'll check your story.** (Direct students either to check story on their own or in teams.)
 - **When you check your story, fix it up if there's a problem. Make sure that it's a finished story that you'll be proud of. Take the time you need to make it really good. You don't have to hand it in until (specify time), but if you finish it earlier, you can hand it in earlier.**
12. **Here are the checks for your story:**
 - **Check 1: Does your story answer all eight questions?**
 - **Check 2: Did you write at least three sentences that begin with a part that tells when?**
 - **Check 3: Are all your sentences punctuated correctly?**
13. **At the beginning of the next period, I'll read some of the **super** stories.**

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Alphabetize a list of words. (Exercise 2)
- Complete an outline from main ideas. (Exercise 3)
- **Create words by adding the prefix *mis*.** (Exercise 4)
- Write a multi-paragraph story. (Exercise 5)

EXERCISE 1 Feedback on Lesson 104

- (Before handing back students' work from lesson 104, read several well-written passages that meet all the checks.)
- (Hand back students' work from lesson 104.)
- Praise students:
 - a. who had correct answers for all items in lesson 104 skill exercises, and
 - b. whose edited passage meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK • LINED PAPER

EXERCISE 2 Alphabetical Order

1. Take out a sheet of lined paper. Write your name and lesson 105 on the top line. ✓
 - Number your paper 1 through 10. ✓
 - Open your workbook to lesson 105 and find part A. ✓
 - Here's a list of words that you'll put in alphabetical order. Most of the words do not begin with the same letter, but three words begin with **G** and two words begin with **S**.
2. First write the words that come before **G**. Don't write the **G** words, but write all the words that come before the **G** words. (Observe students and give feedback.)
3. (Write on the board:)

1. bread
2. destroy

- Check your work. Here are the words you should have so far. Fix up any mistakes.

4. Now put the **G** words in the list. Look at the second letter of each word to see which word comes first. (Observe students and give feedback.)
5. (Write to show:)

2. destroy 4. globe
3. giant 5. great

- Check your work. Here's what you should have. Fix up any mistakes.
6. Now write the words that come after **G** but before **S**. Don't write the words that begin with **S**. (Observe students and give feedback.)
 7. (Write to show:)

4. globe
5. great
6. lemon

- Check your work. Here's what you should have. Fix up any mistakes.
8. Now put in the words that begin with **S**. Remember, look at the second letters. Then write the rest of the words in the list. (Observe students and give feedback.)
 9. (Write to show:)

6. lemon 9. visit
7. shadow 10. younger
8. space

- Check your work. Here's what you should have. Raise your hand if you got everything right.

EXERCISE 3 Outlining

1. Find part B in your workbook. ✓
 - At the top of the page is the main title, *Things I Did*. You're going to make an outline that shows four things you did on three different days. First write in the names of the days you want to write about. If one of the days you want to write about is Saturday, fix up one of the names that says **blank day** to say **Saturday**. Then fix up the other two names so they tell about the other days you want.
(Observe students and give feedback.)
2. Now write your outline.
 - Next to each number, write the name of a day. Then list four things you did on that day. Pencils down when you've done that much.
(Observe students and give feedback.)
3. (Call on individual students to read the first part of their outline. They are to read each number or letter that precedes the item.)
4. Now complete your outline. Remember to write the numbers and the letters. Pencils down when you're finished.
(Observe students and give feedback.)
5. (Call on individual students to read their outline.)

TEXTBOOK

EXERCISE 4 Affixes

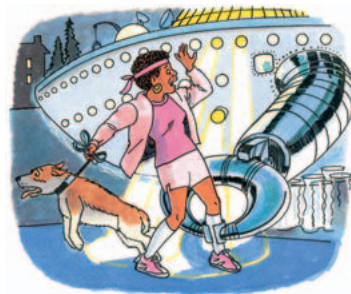
1. Open your textbook to lesson 105 and find part C. ✓
 - Some word parts appear at the beginning of words, and some word parts appear at the end of words.
2. What are parts at the end of words called? (Signal.) *Suffixes*.
 - What are parts at the beginning of words called? (Signal.) *Prefixes*.
 - Is **less** a prefix or a suffix? (Signal.) *A suffix.*
 - Is **dis** a prefix or a suffix? (Signal.) *A prefix.*
 - (Repeat step 2 until firm.)
3. (Write on the board:)

mis

- The prefix spelled **M-I-S** means **to do wrong**. What does the prefix **mis** mean? (Signal.) *To do wrong.*
 - The word that means **to spell wrong** is **misspell**.
4. What word means **to behave wrong**? (Signal.) *Misbehave.*
 - What word means **to handle wrong**? (Signal.) *Mishandle.*
 - (Repeat step 4 until firm.)

5. Number your paper 1 through 9. ✓
 - Do the items in part C now. Pencils down when you're finished.
(Observe students and give feedback.)
6. Let's check your work. I'll read the items. You say the answers.
 - Item 1: Everybody, what word means **can be washed**? (Signal.) *Washable.*
 - Item 2: What word means **to count wrong**? (Signal.) *Miscount.*
 - Item 3: What word means **without stars**? (Signal.) *Starless.*
 - Item 4: What word means **not seen**? (Signal.) *Unseen.*
 - Item 5: What word means **to label again**? (Signal.) *Relabel.*
 - Item 6: What word means **to label wrong**? (Signal.) *Mislabel.*
 - Item 7: What word means **can be walked**? (Signal.) *Walkable.*
 - Item 8: What word means **being tough**? (Signal.) *Toughness.*
 - Item 9: What word means **to name wrong**? (Signal.) *Misname.*
7. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Story Writing



1. Everybody, pencils down. Find part D in your textbook. You're going to write a whole story about this picture. ✓
2. Look at the picture.

The woman in this picture has a serious problem. Part of her problem is that she wanted to keep walking down the street with her dog.

 - **Why didn't she do that?** (Call on a student. Idea: *Because an arm from a spaceship was holding her leg.*)
 - **How do you think she felt?** (Call on a student. Idea: *Scared.*)

3. When you write the first part of the story, you'll name the woman and her dog. Tell where she was and what she was doing just before the picture. Then you'll tell about the problem. Tell what happened in the picture. You can write as many paragraphs as you want for the first part. Pencils down when you're finished. You have 7 minutes.
(Observe students and give feedback.)
4. (After 7 minutes, say:) Stop writing. Check the first part of your story.
 - Raise your hand if you named the woman and her dog.
Hands down.
 - Raise your hand if you told where they were and what they were doing when they discovered that they had a problem.
Hands down.
 - Raise your hand if you described the problem.
Hands down.
5. If you told all those things, you have a great beginning for your story. For the rest of the story, you'll tell what happened after the picture. The woman may not be able to solve her problem. But maybe there's a way to solve her problem. And maybe it's not as serious a problem as she thinks it is. Tell what the space creature wanted. Tell what the woman said and what she did. Then tell how the story ends.

- Write the rest of the story. Make it interesting. Remember, you can tell the things they said. Give a clear picture. Pencils down when you're finished. You have 15 minutes.
(Observe students and give feedback.)
6. (After 15 minutes, say:) Stop writing. Check the last part of your story.
 - Raise your hand if you told what the space creature wanted and what it did.
Hands down.
 - Raise your hand if you told all the things that happened after the picture.
Hands down.
 - If you told all those things, you probably have a really good story.
 7. I'll mark your papers before the next lesson and tell you about any mistakes. You'll have a chance to rewrite your story then.

Note:

- Collect the students' workbooks and lined papers.
- Check the students' work before the next language period. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- **Alphabetize a list of words all beginning with the same first two letters.** (Exercise 2)
- Complete a paragraph to provide details of a main idea. (Exercise 3)
- Create words by adding given prefixes or suffixes to a base word. (Exercise 4)
- Revise, rewrite and check a multi-paragraph story. (Exercise 5)

Note: Students will work in teams to develop ideas for revising stories. After working in a team, students will then rewrite their story. Students may not have enough time to complete their stories during the class period. Specify a time before the next lesson at which time the rewritten story is due.

EXERCISE 1 Feedback on Lesson 105

- (Hand back students' work from lesson 105.)
- Praise students who had correct answers for all items in lesson 105 skill exercises.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK • LINED PAPER

EXERCISE 2 Alphabetical Order

1. Open your textbook to lesson 106 and find part A. ✓
Take out a sheet of lined paper. Write your name and lesson 106 on the top line.
- Number your paper 1 through 8. ✓
- (Teacher reference:)

count	collar	complete	cob
cod	coat	cone	cook

- In all the words in the box, the first two letters are the same. All the words begin with the letters **C-O**. To put these words in alphabetical order, you have to look at the **third** letter in the words.
- 2. Raise your hand when you know which of these words comes first in the alphabet. (Wait.)
- Everybody, which word comes first? (Signal.) *Coat.*

- Yes, **C-O-A** comes before **C-O-B** or any of the other words that start with **C-O**.
3. Write the words in alphabetical order. Pencils down when you're finished. (Observe students and give feedback.)
 4. (Write on the board:)

1. coat	5. complete
2. cob	6. cone
3. cod	7. cook
4. collar	8. count

- Check your work. Here's what you should have. Fix up any mistakes.

EXERCISE 3 Main Idea

1. (Write on the board:)

On Saturday, the weather was terrible.

2. You're going to write another short paragraph on a topic. Here's the main-idea sentence. Listen: On Saturday, the weather was terrible.
- Name one thing that would make the weather terrible. (Call on several students. Accept reasonable responses.)
3. Everybody, copy the main-idea sentence and then write two more sentences that tell about the terrible weather. Pencils down when you're finished. (Observe students and give feedback.)
4. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)

- Everybody, now you'll check your work. Make sure that you started with the sentence that tells the main idea. Make sure that you have at least two more sentences that tell more about the main idea. Make sure that all your sentences are written correctly. Ready your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 4 Affixes

- Find part B in your textbook. Pencils down. ✓
- What are parts at the end of words called? (Signal.) *Suffixes*.
 - What are parts at the beginning of words called? (Signal.) *Prefixes*.
 - Is **un** a prefix or a suffix? (Signal.) *A prefix*.
 - Is **ness** a prefix or a suffix? (Signal.) *A suffix*.
 - (Repeat step 2 until firm.)
- Which suffix means **without**? (Signal.) *Less*.
 - Which suffix means **full of**? (Signal.) *Ful*.
 - Which suffix means **being**? (Signal.) *Ness*.
 - (Repeat step 3 until firm.)
- What word means **to step wrong**? (Signal.) *Misstep*.
 - What word means **to spell wrong**? (Signal.) *Misspell*.
 - (Repeat step 4 until firm.)
- Skip a line and number your paper 1 through 9.
- Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
- (After students complete the items:)
 - Let's check your work. I'll read the items. You say the answers.
 - Item 1: Everybody, what word means **being gentle**? (Signal.) *Gentleness*.
 - Item 2: What word means **to understand wrong**? (Signal.) *Misunderstand*.
 - Item 3: What word means **full of joy**? (Signal.) *Joyful*.
 - Item 4: What word means **to read wrong**? (Signal.) *Misread*.
 - Item 5: What word means **can be moved**? (Signal.) *Moveable*.
 - Item 6: What word means **without fear**? (Signal.) *Fearless*.
 - Item 7: What word means **one who paints**? (Signal.) *Painter*.
 - Item 8: What word means **not cooked**? (Signal.) *Uncooked*.
 - Item 9: What word means **to place wrong**? (Signal.) *Misplace*.

- Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 5 Story Writing

Edit, Rewrite and Check

Note: For revising their stories, students will work in teams.

- Everybody, pencils down. Find part C in your textbook. ✓
 - These are questions about the story you wrote. If the answer to all five questions is **yes**, you wrote a super story. If any answer is **no**, you'll fix up the story so the answer is **yes**. Then you'll have a super story.
- I'll read the questions:
 - Did you name the woman and her dog?
 - Did you tell where they were and what they were doing when they discovered they had a problem?
 - Did you describe the problem?
 - Did you tell what the space creature wanted?
 - Did you tell all the things that happened after the picture?
- Write the numbers 1 through 5 at the top of the story you wrote last time. Read your story over and figure out the things your story did **not** tell. Circle the number of each question your story did not answer. Remember, if your story does not tell about something, circle the number of the question at the top of your story. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
- I'll read a super story. This story answers all five questions. Listen:

Celia was walking down the street with her dog Rex. It was late at night. Celia was wearing her shorts and walking shoes. Rex was on a leash.

Suddenly, Celia heard a loud whistling sound. The next thing she knew, a huge spaceship landed in front of her, right in the middle of the empty street. The spaceship was bigger than a house and had many lights.

Rex stopped and tried to run away. Celia stopped and was ready to run with Rex. Before she could move, a huge metal arm shot out of the spaceship and grabbed her by the leg.

She let go of the leash and said, “Run for help, Rex.”

But Rex didn’t leave. He stood there and growled at the spaceship.

The door to the spaceship opened and a strange blob creature stood there. He said, “Do not be afraid. We have gold. We will give you a lot of gold for the things that you wear around your neck and near your ears.”

Celia said, “What things?” Her voice was shaking.

Another metal arm shot out of the spaceship and pointed to her headband and then her earrings and then the collar around her dog’s neck.

She said, “Sure. You can have them. Take them.”

Suddenly, the metal arm removed her headband, her earrings and the collar around her dog’s neck.

In an instant, the arms shot back into the spaceship, the door closed and the spaceship was gone.

Rex was still growling and Celia was shaking. She said to herself, “Did that really happen or was that a bad dream?”

The street was quiet now. Celia looked at Rex and she knew it had really happened. She patted Rex and said, “It’s all right. Let’s go home.”

Just as she started home, she noticed something in the street. It was a big bag. She walked over and tried to pick it up. It was very heavy. She looked inside. It was filled with gold.

Celia never found out why the space creature wanted the earrings and the other things. But Celia is now a very rich woman.

- That is kind of a silly story, but it tells one of the things that might have happened. For this picture, you could have all different kinds of stories. But a good story tells what happened.
5. Now you’re going to work in teams to figure out how you can make your stories better. Remember, each team member reads. The student who wrote the story will have the first turn to tell what would make the story better. Then the other team members can give suggestions to make the story better. Remember, these suggestions shouldn’t change what happens in the story. They should just make the story better so it answers all the questions. The team should agree on all changes.
 6. (Assign the first student in each team to read.) **Raise your hand when your team has finished talking about the first student’s story.**
(Observe teams. Praise teams that are working cooperatively.)
 7. (For each team with hands raised, ask about the suggestions for the first student’s story; praise good suggestions; then tell the second team member to read his or her story.)
 - **Raise your hand when your team has finished talking about the second student’s story.**
(Observe teams. Praise teams that are working cooperatively.)
 8. (Repeat step 7 until all students have received feedback on their story.)
 9. **Now you’ll rewrite your story. Start with the story you wrote earlier. Cross out any sentences or parts that you want to change. Then start with a fresh sheet of paper and rewrite your story. Copy any parts that you want to keep. Try to put in all the suggestions that will make your story better. Also, look at any mistakes I marked on the story you wrote last time. Make sure your rewritten story doesn’t have any of those mistakes. Also, make sure you have at least three sentences that begin with a part that tells when. Pencils down when you’re finished. You have 20 minutes.**
(Observe students and give feedback.)

10. (After 20 minutes, say:) Stop writing. If you didn't finish rewriting your story, you can finish it later. Then you'll check your story. (Direct students to either check story on their own or in teams.)
- When you check your story, fix it up if there's a problem. Make sure that it's a finished story that you'll be proud of. Take the time you need to make it really good. You don't have to hand it in until (specify time), but if you finish it earlier, you can hand it in earlier.

11. Here are the checks for your story:
- Check 1: Does your story answer all five questions?
 - Check 2: Did you write at least three sentences that begin with a part that tells when?
 - Check 3: Are all your sentences punctuated correctly?
12. At the beginning of the next period, I'll read some of the **super** stories.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Alphabetize a list of words all beginning with the same first two letters. (Exercise 2)
- Complete a paragraph to provide details of a main idea. (Exercise 3)
- **Create words by adding the suffix *-ly* to a base word.** (Exercise 4)
- Write a letter that describes an adventure. (Exercise 5)

EXERCISE 1 Feedback on Lesson 106

- (Before handing back students' work from lesson 106, read several well-written passages that meet all the checks.)
- (Hand back students' work from lesson 106.)
- Praise students:
 - a. who had correct answers for all items in lesson 106 skill exercises, and
 - b. whose edited passages meets all the checks.
- Provide feedback on any exercises that were troublesome.

- Check your work. Here's what you should have. Fix up any mistakes.

EXERCISE 3 Main Idea

1. (Write on the board:)

I did many things outside during the summer.

2. You're going to write another short paragraph. The first sentence is a main-idea sentence. Listen: I did many things outside during the summer.
 - The rest of the sentences will name things you did outside during the summer.
3. Everybody, copy the main-idea sentence and then write two more sentences that tell what you did outside during the summer. Pencils down when you're finished. (Observe students and give feedback.)
4. (Call on individual students to read all the sentences they wrote.)
5. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)
6. Everybody, now you'll check your work. Make sure that you started with the sentence that tells more about the main idea. Make sure that you have at least two more sentences that tell about the main idea. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

TEXTBOOK

EXERCISE 2 Alphabetical Order

1. Open your textbook to lesson 107 and find part A. ✓
 - Take out a sheet of lined paper. Write your name and lesson 107 on the top line.
 - Number your paper 1 through 6.
 - (Teacher reference:)

**dry driver draft dream
drop drum**

- All the words in the box begin with the same letters-**D-R**. So you have to look at the third letter of each word to figure out the alphabetical order.
2. Look at the third letter in each word. Then write the words in alphabetical order. Pencils down when you're finished. (Observe students and give feedback.)
 3. (Write on the board:)

1. draft	4. drop
2. dream	5. drum
3. driver	6. dry

EXERCISE 4 Affixes

1. Find part B in your textbook. Pencils down. ✓
 - Some word parts appear at the beginning of words, and some word parts appear at the end of words.

2. What are parts at the end of words called? (Signal.) *Suffixes.*
 - What are parts at the beginning of words called? (Signal.) *Prefixes.*
 - Is **less** a prefix or a suffix? (Signal.) *A suffix.*
 - Is **dis** a prefix or a suffix? (Signal.) *A prefix.*
 - (Repeat step 2 until firm.)
3. (Write on the board:)

ly

- The suffix spelled **L-Y** means **in that way**.
 - The word that means **in a sad way** is **sadly**.
4. What word means **in a quick way**? (Signal.) *Quickly.*
 - What word means **in a bad way**? (Signal.) *Badly.*
 - (Repeat step 4 until firm.)
 5. Skip a line and number your paper 1 through 9.
 - Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
 6. Let's check your work. I'll read the items. You say the answers.
 - Item 1: Everybody, what word means **to lead wrong**? (Signal.) *Mislead.*
 - Item 2: What word means **being strange**? (Signal.) *Strangeness.*
 - Item 3: What word means **in a strange way**? (Signal.) *Strangely.*
 - Item 4: What word means **in a quiet way**? (Signal.) *Quietly.*
 - Item 5: What word means **not finished**? (Signal.) *Unfinished.*
 - Item 6: What word means **the opposite of approve**? (Signal.) *Disapprove.*
 - Item 7: What word means **full of care**? (Signal.) *Careful.*
 - Item 8: What word means **in a sweet way**? (Signal.) *Sweetly.*
 - Item 9: What word means **without sun**? (Signal.) *Sunless.*
 7. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 5 Letter Writing

Adventure



1. Everybody, pencils down. Find part C in your textbook. ✓
Today, you're going to write a letter. During the next lesson, you'll work in teams to figure out how to improve each letter. Then you'll rewrite your letter so it's better.
2. These pictures show what happened. You're going to pretend that you were one of the people in the car. You're going to write a letter to one of your friends. That letter will tell about your adventure.
3. Touch picture 1.
You can see that you were in the mountains on a narrow road. The road was on the edge of a cliff. When you write your letter, you'll want to tell who else was in the car. Maybe it was you, your mother and your sister. You'll want to tell who was driving the car and where you were sitting. Maybe you were sitting in the front seat. Maybe you were sitting in back.
 - Then you'll tell what happened. Your car got a flat tire. The car skidded and almost fell off the cliff. It just hung there with the front part of the car over the cliff. The only way you could get out of the car was to open the door and climb on top of the roof. If you slipped, you'd fall a long way down. You had to climb to the back of the car and then get onto the road.
 - Everybody got out safely, but look at picture 4. Just after the last person got out of the car, the car fell over the edge of the cliff and got smashed on the rocks below.
 - The last picture is missing. For that box, you'll tell your friend what happened next. Tell how you got home or how you got to the nearest town. Remember, you'll tell the adventure as if it happened to you.
4. Find part D in your textbook. ✓
 - Part D shows how to write a letter to a friend. You write the date up near the right corner of the page.

- (Write today's date on the board.)
Here's today's date.
- Then you write the name of the person you're writing to. You start with the word **Dear**.
- (Call on several students:) Who are you going to write your letter to?
(After each name is given, say:) So you'd start your letter with **Dear (name)**.
- (Write on the board:)

Dear Sam,

Here's how you'd write to Sam. Remember the comma after the name.

- Then you start telling your adventure on the next line. You indent and write the story about what happened to you.
 - At the end of the letter, you write **Your friend**, comma, then sign the letter with your name.
- Your turn: Use lined paper. Write the date and the part that tells who you're writing to. Then write a paragraph about the first picture. Tell where you were. Give a good description of the place so the person you're writing to gets a clear picture. Also, tell why you were on that road. Remember, use the verb **was** or **were** to set the scene. Pencils down when you've written about picture 1. You have 7 minutes.
(Observe students and give feedback.)
- (After 7 minutes, say:) **Stop writing**.
 - (Call on several students to read their first paragraph. Praise paragraphs that set the scene.)

- Write at least three more paragraphs for the rest of your letter. Tell everything that happened. Remember to write what somebody said in picture 3. You can also write what other people said. Remember to start a new paragraph when a new person talks. Make your letter interesting. You have 15 minutes to finish your letter.
(Observe students and give feedback.)
- (After 15 minutes, say:) **Stop writing**. Make three boxes under your letter. ✓
- Here are the checks.
 - Check 1: Did you write the date and the name of the person you're writing?
 - Check 2: Did you sign the letter?
 - Check 3: Did you tell all the things that happened?
 - Check over your letter. ✓
- I'll mark your papers before the next lesson. You'll have a chance to rewrite your letter then.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work before the next language period. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Determine words that are between two guide words. (Exercise 2)
- Complete a paragraph to provide details of a main idea. (Exercise 3)
- Create words by adding given prefixes or suffixes to a base word. (Exercise 4)
- **Revise, rewrite and check a letter that describes an adventure.** (Exercise 5)

Note: Students will work in teams to develop ideas for revising stories. After working in a team, students will then rewrite their story. Students may not have enough time to complete their stories during the class period. Specify a time before the next lesson at which time the rewritten story is due.

EXERCISE 1 Feedback on Lesson 107

- (Hand back students' work from lesson 107.)
- Praise students who had correct answers for all items in lesson 107 skill exercises.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK • LINED PAPER

EXERCISE 2 Alphabetical Order

<u>cents</u>	<u>cops</u>
can	
certain	
cup	
chip	
circus	
clipper	
call	
city	

1. Open your textbook to lesson 108. ✓
 - Take out a sheet of lined paper. Write your name and lesson 108 on the top line.
 - Number your paper 1 through 5.
 - Find part A in your textbook. ✓
 - The underlined words at the top of the box are **cents** and **cops**. **Cents** comes first in the alphabet. **Cops** comes later in the alphabet.
 - Five of the words below come between **cents** and **cops** in the alphabet. Those words come after **cents** but before **cops**.

2. Write the five words that are between **cents** and **cops**. Write them in alphabetical order. For some of the words, the first two letters are the same, so you'll have to look at the third letter to see which is earlier in the alphabet. Pencils down when you're finished.

(Observe students and give feedback.)

3. (Write on the board.)

- | | |
|------------|------------|
| 1. certain | 4. city |
| 2. chip | 5. clipper |
| 3. circus | |

- Check your work. Here's what you should have. Fix up any mistakes.

EXERCISE 3 Main Idea

1. (Write on the board:)

Al worked in his garden. He

2. You're going to write another short paragraph. The first sentence is a main-idea sentence. Listen: Al worked in his garden.
 - The rest of the sentences will name some things he did in his garden. Name one thing you think he did. (Call on a student. Accept reasonable responses.)
 - Name something else that he did. (Call on individual students.)
3. Everybody, copy the main-idea sentence and then write two more sentences that tell what he did. Start both those sentences with the word **He**. Pencils down when you're finished. (Observe students and give feedback.)
4. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)

- Everybody, now you'll check your work. Make sure that you started with the sentence that tells the main idea. Make sure that you have at least two more sentences that tell more about the main idea. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 4 Affixes

- Find part B in your textbook. Pencils down. ✓
- Everybody, what are parts at the end of words called? (Signal.) *Suffixes*.
 - What are parts at the beginning of words called? (Signal.) *Prefixes*.
 - Is **un** a prefix or a suffix? (Signal.) *A prefix*.
 - Is **ness** a prefix or a suffix? (Signal.) *A suffix*.
 - (Repeat step 2 until firm.)
- Which suffix means **in that way?** (Signal.) *Ly*.
 - Which suffix means **can be?** (Signal.) *Able*.
 - Which suffix means **one who?** (Signal.) *Er*.
 - (Repeat step 3 until firm.)
- What word means **in a gentle way?** (Signal.) *Gently*.
 - What word means **in a slow way?** (Signal.) *Slowly*.
 - (Repeat step 4 until firm.)
- Skip a line and number your paper 1 through 9. ✓
- Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
- Let's check your work. I'll read the items. You say the answers.
 - Item 1: What word means **in a rough way?** (Signal.) *Roughly*.
 - Item 2: What word means **being rough?** (Signal.) *Roughness*.
 - Item 3: What word means **to clean again?** (Signal.) *Reclean*.
 - Item 4: What word means **one who cleans?** (Signal.) *Cleaner*.
 - Item 5: What word means **without hope?** (Signal.) *Hopeless*.

- Item 6: What word means **in a complete way?** (Signal.) *Completely*.
 - Item 7: What word means **to do wrong?** (Signal.) *Misdo*.
 - Item 8: What word means **in a kind way?** (Signal.) *Kindly*.
 - Item 9: What word means **can be read?** (Signal.) *Readable*.
- Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 5 Letter Revision

Adventure

Note: For revising their stories, students will work in teams.

- In the last lesson, you wrote a letter about an adventure in the mountains.
- I'm going to read a super letter about the adventure in the mountains. Listen:

Dear Fran,

I almost got killed in the mountains today. My mother, Tina and I were driving through the mountains. We were on our way to visit Jenny in California. My mother was driving very slowly. I was sitting in the back seat. We were going along a road that was very narrow. This road was scary. The mountain was on one side. A cliff was on the other side. That cliff went straight down.

Suddenly, the front tire blew. The car skidded off the road. The car went to the edge of the cliff and started to fall off. I thought we were going to die. But the car stopped. It was just hanging by its back wheels. The rest of the car was over the cliff.

The only way we could get out of the car was to open the door, climb up on the roof and crawl to the back end of the car. Tina went first. My mother said, “Don’t slip.” We helped her get on the roof and she made it to the road. I went next. My mother went last.

Just as she climbed down from the back of the car, the car started slipping again. It fell over the cliff. We stood there and watched it go down. It made a great crashing sound when it landed. We didn’t care about the car. We were just glad that we were not in it.

About ten minutes later, a ranger came by. We told him what happened. He drove us to the next town. That is where we are now. I don’t know how we’re going to get to California, but we will figure out something. I’m glad to be alive.

Your friend,

The letter is signed, **Rosa**.

3. Now you’re going to work in teams to figure out how to make your letters better. One way to make your letter better is to have good sentences. The letter I read starts with a sentence that tells the main thing: I almost got killed in the mountains today. That’s a very good way to start the letter.
 - The letter I read also had three sentences that begin with a part that tells when. Here’s one: Suddenly, the front tire blew.
 - The letter I read also had sentences that told about three things. Listen: The only way we could get out of the car was to open the door, climb up on the roof and crawl to the back end of the car. Here’s another one: My mother, Tina and I were driving through the mountains.

4. You’re going to work in teams to figure out how you can make your letters better. Remember, the team members take turns reading their letters. After a student reads, that student will have the first turn to tell what would make the letter better. Then the other team members can give suggestions to make the letter better. Remember, these suggestions shouldn’t change your ideas. They should just make the letter better. The team should agree on all changes.
5. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student’s letter.

(Observe teams. Praise teams that are working cooperatively.)

 - (For each team with hands raised, ask about the suggestions for the first student’s letter. Praise good suggestions.)
6. (Tell another team member to read his or her letter.) Raise your hand when your team has finished talking about that student’s letter.

(Observe teams. Praise teams that are working cooperatively.)

 - (For each team with hands raised, ask about the suggestions for the student’s letter. Praise good suggestions.)
7. (Repeat step 6 until all students have received feedback on their letter.)
8. Now you’ll rewrite your letter. Start with the letter you wrote last time. Cross out any sentences or parts that you want to change. Then start with a fresh sheet of paper and rewrite your letter. Copy any parts that you want to keep. Try to put in all the suggestions that will make your letter better. Also, look at any mistakes I marked on the letter you wrote last time. Make sure your rewritten letter doesn’t have any of those mistakes. Also, make sure you have at least three sentences that begin with a part that tells when. Pencils down when you’re finished. You have 20 minutes. (Observe students and give feedback.)

9. (After 20 minutes, say:) Stop writing. If you didn't finish rewriting your letter, you can finish it later. You'll check your letter on your own. When you check it, fix it up if there's a problem. Make sure that it's a finished letter that you'll be proud of. Take the time you need to make it really good. You don't have to hand it in until (specify time), but if you finish it earlier, you can hand it in earlier.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Determine words that are between two guide words. (Exercise 2)
- Complete a paragraph to provide details of a main idea. (Exercise 3)
- Create words by adding given suffixes or prefixes to a base word. (Exercise 4)
- **Write a letter to complain about a product.** (Exercise 5)

EXERCISE 1 Feedback on Lesson 108

- (Before handing back students' work from lesson 108, read several well-written letters that meet all the checks.)
- (Hand back students' work from lesson 108.)
- Praise students:
 - a. who had correct answers for all items in lesson 108 skill exercises, and
 - b. whose edited letter meets all the checks.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK • LINED PAPER

EXERCISE 2 Alphabetical Order

1. Open your textbook to lesson 109 and find part A. ✓
 - Take out a sheet of lined paper. Write your name and lesson 109 on the top line. Number your paper 1 through 7. ✓
 - The underlined words at the top are **chief** and **clean**. Everybody, which word comes earlier in the alphabet? (Signal.) *Chief*.
2. Seven of the words below **chief** and **clean** come between them in the alphabet. Write the seven words in alphabetical order. Pencils down when you're finished. (Observe students and give feedback.)
3. (Write on the board:)

- | | |
|-----------------|------------------|
| 1. chill | 5. circle |
| 2. chin | 6. class |
| 3. chirp | 7. claw |
| 4. chunk | |

- Check your work. Here's what you should have. Fix up any mistakes.

EXERCISE 3 Main Idea

1. (Write on the board:)

Raymond cleaned his room.

2. You're going to write another short paragraph about a topic. The first sentence is a main-idea sentence. Listen: Raymond cleaned his room.
 - The rest of the sentences will name some things Raymond did when he cleaned his room. Name one thing you think Raymond did. (Call on a student. Accept reasonable responses.)
 - Name something else you think he did. (Call on individual students.)
3. Everybody, copy the main-idea sentence and then write two more sentences that tell what Raymond did. Start both those sentences with the word **He**. Pencils down when you're finished. (Observe students and give feedback.)
4. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the steps.)
5. Everybody, now you'll check your work. Make sure that you have at least three sentences in your paragraph. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 4 Affixes

1. Find part B in your textbook. Skip a line and number your paper 1 through 8. ✓
 - Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)

2. Let's check your work. I'll read the items. You say the answers.
 - Item 1: What word means **to do again**? (Signal.) *Redo*.
 - Item 2: What word means **being quiet**? (Signal.) *Quietness*.
 - Item 3: What word means **very brave**? (Signal.) *Superbrave*.
 - Item 4: What word means **not real**? (Signal.) *Unreal*.
 - Item 5: What word means **without worth**? (Signal.) *Worthless*.
 - Item 6: What word means **one who follows**? (Signal.) *Follower*.
 - Item 7: What word means **not told**? (Signal.) *Untold*.
 - Item 8: What word means **being calm**? (Signal.) *Calmness*.
3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 5 Letter Writing

Complaint



1. Everybody, pencils down. Find part C in your textbook. ✓
 - Today you're going to write a letter to complain about something that happened. The pictures show what happened.
2. Touch picture 1. That's you on April 3rd. You're with somebody else. Maybe that's your mother or your sister. You're in the C-Mart Store. You're looking at Zee Boo cars. You've wanted this kind of car for a long time. You can see that it costs 26 dollars. You buy the car. You take it home.
 - In picture 2, you're putting batteries in the car. You've read the instructions and followed them carefully. That control box is what you use to make the car turn, stop or go faster.

- In picture 3, you take the car outside. You push the control lever to make the car go forward and you can see what the car does.
 - What does it do? (Call on a student. Idea: *Explodes*.)
 - In picture 4, you are sitting there with the pieces of your car. You're getting ready to write a letter to the Zee Boo Car Company and tell them what happened. You're going to put all the pieces in the box and mail it with the letter to Zee Boo Car Company. Your letter will tell the company why you want your money back. You didn't do anything wrong. You followed the instructions that came with the car and it blew up.
3. Find part D in your textbook. ✓ That shows how you're going to set up your letter.
 - You write your address on the top right. Below your address, you write the city, state and ZIP Code.
 - (Write on the board the name of your city, state and ZIP Code.) You write (name of city, state and ZIP Code).
 - On the third line, you write the date of the letter. That's **April 3, (current year)**.
 - You're going to write your letter to Mr. X. Y. Zee. So on the next line, over on the left side, you write his name and the address of the Zee Boo Car Company. You copy everything just the way it's written:

Mr. X. Y. Zee
Zee Boo Car Company
1000 Boo Street
Flint, Michigan 48501
 - On the next line, you write **Dear Mr. Zee**. Notice that punctuation mark after his name. That's called a colon. You use a colon for business letters.
 - The first sentence of your letter is already written: **I am sending you the pieces of a Zee Boo car**. In your letter, you're going to tell where you bought the car and how much you paid for it. Then you'll tell what happened. Tell that you followed the instructions carefully and put the batteries in the car. Then tell what happened when you tried to make the car go.

- After you tell what happened, tell the company what you want them to do: give your money back. You don't want another Zee Boo car. You just want **your money** back.
 - After you write the letter, you end it with the word **Sincerely**, comma. Then you write your full name so it's easy to read.
4. I'll read what it says in part D: Write a letter to the Zee Boo Car Company. Write everything you need on top.
- Copy the first sentence. Then write the rest of the letter. Tell what happened. Then tell what you want the company to do about it.
 - Don't write a mean letter. Just tell the facts. Pencils down when you're finished. You have 15 minutes.
(Observe students and give feedback.)
5. (After 15 minutes, say:) Stop writing. I'll call on several students to read their letter. Listen carefully. Make sure the letter starts with the first sentence, tells what happened

and what the student wants the company to do about it. Raise your hand if you hear a problem. Remember, if something is not clear, there's a problem.

- (Call on several students to read their letter. Praise letters that give the facts about what happened and give reasons for the writer wanting a refund.)
6. Next time, you'll work in teams to figure out how to make your letter better.
- I'll mark your papers before the next lesson. You'll have a chance to rewrite your letter then.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work before the next language period. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Perform on a mastery text of skills presented in lessons 101–110. (Exercise 2)
- **Write sentences on a situation from the perspective of a given character.** (Exercise 3)
- **Revise, rewrite and check a letter that complains about a product.** (Exercise 4)

Exercises 5–7 give instructions for marking the test, giving students feedback and providing remedies.

Note: Students will work in teams to develop ideas for revising stories. After working in a team, students will then rewrite their story. Students may not have enough time to complete their stories during the class period. Specify a time before the next lesson at which time the rewritten story is due.

EXERCISE 1 Feedback on Lesson 109

- (Hand back students' work from lesson 109.)
- Praise students who had correct answers for all items in lesson 109 skill exercises.
- Provide feedback on any exercises that were troublesome.

EXERCISE 2 Test**Alphabetization**

1. The first part of this lesson is a test. Open your textbook to lesson 110 and find part A of test 11. ✓
2. Take out a sheet of lined paper and write your name and test 11 on the top line. ✓
3. I'll read the instructions for part A. Write these words in alphabetical order.
4. Number your paper 1 through 6, then write the words in alphabetical order. Pencils down when you're finished. (Observe students.)

Prefixes and Suffixes

1. Everybody, find part B. ✓
2. I'll read the instructions: Write the word for each description.
3. Skip a line and number your paper 1 through 6, then write the word for each description. Pencils down when you're finished. (Observe students.)

Verb Agreement

1. Everybody, find part C. ✓
2. I'll read the instructions: For each sentence, write the word that goes in the blank. Do it. Pencils down when you're finished.
3. Skip a line and number your paper 1 through 5, then write the word that goes in the blank in each sentence. Pencils down when you're finished (Observe students.)

EXERCISE 3 Perspective

1. Find part A of lesson 110 in your textbook. ✓
 - (Call on a student to read the writing assignment.)
 - (Teacher reference:)

Pretend that you are an inventor. You have taken your invention to an invention fair. It's in a box that's labeled **Top Secret**. Write a paragraph about your invention. Tell what the invention does and why it's top secret.

2. This is a new writing activity. You get to pretend that you are somebody else and write about that person.
3. You're going to pretend that you are an inventor. You have just invented something very special. Who has an idea about what the invention does? (Call on individual students. Praise students who express their ideas in sentences.)
 - Who has an idea about why the invention is top secret? (Call on individual students. Praise students who express their ideas in sentences.)

4. Everybody, write your paragraph on your lined paper. Pencils down when you're finished.
(Observe students and give feedback.)
5. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)
6. Everybody, now you'll check your work. Make sure that you have at least three sentences in your paragraph. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 4 Letter Revision

Complaint

Note: For revising their letters, students will work in teams.

1. Everybody, pencils down. Find part B of lesson 110 in your textbook. ✓
 - These are questions about the letters you wrote in the last lesson. If the answer to all these questions is **yes**, you wrote a super letter. If any answer is **no**, you'll fix up the letter so the answer is **yes**. Then you'll have a super letter.
2. I'll read the questions:
 1. Did you write everything you need on top?
 2. Did you tell where you bought the car and how much you paid for it?
 3. Did you tell about following the instructions carefully?
 4. Did you tell what happened when you took the car outside?
 5. Did you tell that you want your money back?
 6. Did you write **Sincerely**, and your full name at the end of the letter?
3. Write the numbers 1 through 6 at the top of the letter you wrote last time. Read your letter and figure out the things your letter did **not** tell. Circle the number of each question your letter did not answer. Remember, if your letter does not tell about something, circle the number of the question at the top of your letter. Do it now. Pencils down when you're finished.
(Observe students and give feedback.)

4. I'll read a super letter. Listen:

Dear Mr. Zee:

I am sending you the pieces of a Zee Boo car. This morning, I bought this car at C-Mart. It cost \$26.00. I took it home and put in the batteries. I followed the instructions carefully.

When I took it outside and tried to make it run, it exploded. The wheels flew off and pieces went flying everywhere. I gathered up all the pieces of the car I could find and put them in the box.

I want my money back. I do not want another Zee Boo car.

Sincerely,

The letter is signed, **Ivy Madd**.

5. You're going to work in teams to figure out how you can make your letters better. Remember, the team members take turns reading their letter. After a student reads, that student will have the first turn to tell what would make the letter better. Then the other team members can give suggestions to make the letter better. Remember, these suggestions shouldn't change your ideas. They should just make the letter better. The team should agree on all changes.
6. (Assign the first student in each team to read.) **Raise your hand when your team has finished talking about the first student's letter.**
(Observe teams. Praise teams that are working cooperatively.)
 - (For each team with hands raised, ask about the suggestions for the first student's letter. Praise good suggestions.)
7. (Tell another team member to read his or her letter.) **Raise your hand when your team has finished talking about that student's letter.**
(Observe teams. Praise teams that are working cooperatively.)
 - (For each team with hands raised, ask about the suggestions for the student's letter. Praise good suggestions.)
8. (Repeat step 7 until all students have received feedback on their letter.)

- Now you'll rewrite your letter. Start with the letter you wrote last time. Cross out any sentences or parts that you want to change. Then start with a fresh sheet of paper and rewrite your letter. Copy any parts that you want to keep. Try to put in all the suggestions that will make your letter better. Also, look at any mistakes I marked on the letter you wrote last time. Make sure your rewritten letter doesn't have any of those mistakes. Also, make sure you have at least three sentences that begin with a part that tells when. Pencils down when you're finished. You have 15 minutes. (Observe students and give feedback.)
- (After 15 minutes, say:) Stop writing. If you didn't finish rewriting your letter, you can finish it later. You'll check your letter on your own. When you check it, fix it up if there's a problem. Make sure that it's a finished letter that you'll be proud of. Take the time you need to make it really good. You don't need to hand it in until (specify time), but if you finish it earlier, you can hand it in earlier.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work before the next language period. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

EXERCISE 5 Marking the Test

- (Mark the test items before the next scheduled language arts lesson. Use the *Language Arts Answer Key* to determine acceptable responses for the test.)
- (Write the number of errors each student made on the test on the top of the lined paper.)
- (Enter the number of errors each student made on the Summary for Test 11. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)

EXERCISE 6 Feedback On Test 11

- (Return the students' lined paper after they are marked.)

- Everybody, look at the top of your lined paper.
- The number I wrote in the test scorebox tells how many items you got wrong on the whole test. Raise your hand if I wrote **0** or **1** at the top of your test. You did a great job.
- Raise your hand if I wrote **2** or **3**. You did a pretty good job.
 - If I wrote a number that's more than **3**, you're going to have to work harder.

EXERCISE 7 Test Remedies

- (Before beginning lesson 111, provide any necessary remedies. Present the exercises verbally before having students write the answers. After students complete the exercises specified for a remedy, check their work and give feedback.)

Test Part A

Alphabetizing

If more than 1/4 of the students made 2 or more errors in test part A, present the following exercises:

Lesson 105 Exercise 2
Lesson 106 Exercise 2

Prefixes and Suffixes

If more than 1/4 of the students made 2 or more errors in test part B, present the following exercises:

Lesson 103 Exercise 4
Lesson 107 Exercise 4

Verb Agreement

If more than 1/4 of the students made 2 or more errors in test part C, present the following exercises:

- (Direct students to part A on page 199 of the student workbook.)
Write **one** or **more than one** after each sentence. Write **sing** or **sings** in each blank.
- (Direct students to part B on page 199 of the student workbook.)
Write **one** or **more than one** after each sentence. Write **like** or **likes** in each blank.

Objectives

- Write sentences on a situation from the perspective of a given character. (Exercise 2)
- Determine words on a page in the glossary using the guide words. (Exercise 3)
- Create words by adding given suffixes or prefixes to a base word. (Exercise 4)
- **Write a letter of complaint in regard to the purchase of defective item.** (Exercise 5)

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 110

- (Before handing back students' work from lesson 110, read several well-written letters from lesson 110.)
- (Hand back students' work from lesson 110.)
- Praise students who had correct answers for all items in lesson 110 skill exercises and well-written letters.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK • LINED PAPER

EXERCISE 2 Perspective

1. Open your textbook to lesson 111 and find part A. ✓
- Take out a sheet of lined paper. Write your name and lesson 111. ✓
- (Call on a student to read the writing assignment.)

Pretend that you are an astronaut on a space shuttle that is about to blast off into the sky. **Write 3 sentences that describe how you would feel and what you might be thinking. Start each sentence with I.**

2. Who can say a sentence that tells how you would be feeling? Start the sentence with **I**. (Call on several students. Accept reasonable responses.)

- Who can say a sentence that tells what you might be thinking? Start the sentence with **I**. (Call on several students. Accept reasonable responses.) (Observe students and give feedback.)
- 3. Everybody, write your sentences. Start each sentence with **I**. Pencils down when you're finished. (Observe students and give feedback.) (Call on several students to read their sentences.)
- 4. Everybody, now you'll check your work. Make sure that you have at least three sentences. Make sure each sentence starts with **I**. Make sure that all your sentences are written correctly. Pencils down when you're finished. (Observe students and give feedback.)

EXERCISE 3 Glossary And Guide Words

1. Take out Reading Textbook B and find page 368. ✓
 - This part of the book is a glossary. A glossary gives meanings of words that are used in this book. The words are in alphabetical order. The two words at the very top of each page are called guide words.
2. The first guide word on page 368 is **absolutely**. Everybody, touch that guide word. ✓
 - That tells that the first word on page 368 is **absolutely**.
 - Touch the other guide word for page 368. ✓
 - Everybody, what's that guide word? (Signal.) *Buoyant*.
 - That tells that the last word on page 368 is **buoyant**.

3. Turn to page 373. ✓
 - Page 373 has two guide words. Everybody, touch the first guide word on that page. ✓
 - What's the first guide word? (Signal.) *Science*.
 - So what's the first word on page 373? (Signal.) *Science*.
 - What's the second guide word on page 373? (Signal.) *Twilight*.
 - So what's the last word on that page? (Signal.) *Twilight*.
4. Find part B in your language textbook. ✓

These items ask you to tell the guide words for the page on which a word appears. Write 1 and 2 on your paper. ✓

 - (Write on the board:)

insist

- The word **insist** is on page 370 or page 371. The guide words on page 370 are **dragonflies** and **horizon**. The guide words on page 371 are **husky** and **nerve**.
 - Everybody, for item 1 write the guide words for the page where you would find **insist**. (Observe students and give feedback.)
 - Everybody, what are the guide words for the page on which you can find **insist**? (Signal.) *Husky and nerve*.
5. (Write on the board:)

reef

- For item 2, you'll write the guide words for the page **reef** is on. Look at the guide words on pages 372 and 373.
- Write the guide words for the page where you would find **reef**. (Observe students and give feedback.)
- Everybody, what are the guide words for **reef**? (Signal.) *Nightmare and scent*.

EXERCISE 4 Affixes

1. Find part C in your textbook. ✓
 - Write the word for each description. Pencils down when you're finished. (Observe students and give feedback.)
2. Let's check your work. I'll read the items. You say the answers.
 - Item 1: What word means **without wings**? (Signal.) *Wingless*.
 - Item 2: What word means **one who skates**? (Signal.) *Skater*.

- Item 3: What word means **not written**? (Signal.) *Unwritten*.
 - Item 4: What word means **without roads**? (Signal.) *Roadless*.
 - Item 5: What word means **to cut again**? (Signal.) *Recut*.
 - Item 6: What word means **not planned**? (Signal.) *Unplanned*.
 - Item 7: What word means **being rude**? (Signal.) *Rudeness*.
 - Item 8: What word means **one who listens**? (Signal.) *Listener*.
3. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Letter Writing

Complaint

1. Everybody, pencils down. Find part D in your textbook. ✓
 - This is the letter you received from Zee Boo Car Company. I'll read it. Follow along.

Dear (your name):

We are returning the pieces of your Zee Boo car. We are sorry but we cannot refund your money. The car was on sale. Its regular price is \$37.95, but C-Mart sold it for \$26.00. When cars are on sale, we do not guarantee them. You may contact C-Mart to see if they will refund your money.

Sincerely,

- The letter is signed, **X. Y. Zee**.
2. Imagine that. You paid 26 dollars and now all you have is a box of pieces. I think you should write a letter to C-Mart. It better be a pretty good letter, because you want that 26 dollars back.
3. Find part E in your textbook. ✓

Follow along as I read some facts that may help you write a good letter.

 - You have the receipt that shows you paid 26 dollars for the Zee Boo car.
 - Your mother has shopped at C-Mart for the last 15 years.
 - Your mother spends more than 300 dollars a year at C-Mart.

4. In your letter to C-Mart, you could tell what your mother would do if they don't refund your 26 dollars.
 - What would your mother do? (Call on several students. Idea: *She would shop at another store.*)
5. Find part F in your textbook. ✓
 - That shows how you're going to set up your letter. First copy everything you need on top. The person you're writing to at C-Mart is **Ms. Nancy Sloan**. She's the person who deals with complaints. Remember the colon after her name.
 - The first sentence of your letter is already written:
I bought a Zee Boo car at C-Mart on April 3.
6. Find part G. ✓

When you write your letter, make sure you answer all the questions in part G. Follow along while I read them:

 - Did you tell where you bought the Zee Boo car and when you bought it?
 - Did you tell what you did with the Zee Boo car and what happened to the car?
 - Did you tell about your letter to the Zee Boo Car Company?

- Did you tell what the Zee Boo Car Company told you in their letter?
 - Did you tell C-Mart what you want them to do?
 - Did you tell what your mother will do if they don't refund your money?
 - After you write the letter, you end it with the word **Sincerely**, comma. Then you write your full name so it's easy to read.
7. Write your letter to C-Mart. Write the addresses and the date. Copy the first sentence. Then write the rest of the letter. Pencils down when you're finished. You have 20 minutes.
(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the students' work before the next language period. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- **Taking notes to record details of verbal report.** (Exercise 2)
- Determine on which page a particular word can be found based on reference to guide words. (Exercise 3)
- Create words by adding given suffixes or prefixes to a base word. (Exercise 4)
- **Revise, rewrite and check a letter of complaint.** (Exercise 5)

Note: Students will work in teams to develop ideas for revising letters. After working in a team, students will then rewrite their letter. Students may not have enough time to complete their letters during the class period. Specify a time before the next lesson at which time the rewritten letter is due.

EXERCISE 1 Feedback On Lesson 111

- (Hand back students' work from lesson 111.)
- Praise students who had correct answers for all items in lesson 111 skill exercises.
- Provide feedback on any exercises that were troublesome.

LINED PAPER

EXERCISE 2 Taking Notes

1. Take out a sheet of lined paper. Write your name and lesson 112 on the top line. ✓
- (Write on the board:)

turtles	petunia
grasshoppers	goose
parrot	redwood tree

- I'm going to read a passage to you. You're going to write a report that retells the same passage.
2. (Write on the board:)

How Long Living Things Live

- Here's the title of the passage you'll write. Copy the title on the first line of your lined paper. ✓

3. When I tell you the facts, you'll write notes. The notes will remind you of the parts that I tell and remind you which part comes first and which parts come next.
4. Listen: Part of what I'll tell is about grasshoppers. When you hear that I'm talking about grasshoppers, you'll write the name **grasshoppers**. When you hear that I'm talking about a parrot, you'll write **parrot**. When you hear that I'm talking about redwood trees, you'll write **redwood trees**.
 - Listen: Write the name for the first thing I talk about on the first line under the title. Write the name for the next thing I talk about on the next line.
 - Touch the place where you'll write your first note. ✓
5. Listen: Some living things live for more than a hundred years. Some living things live less than a year. I'm going to name something now. Listen. A **petunia** lives for less than a year. It grows from a seed. It blooms. Then in the fall, it dies. Write the name of the thing I talked about. (Observe students and give feedback.)
 - You should have written a name on the line just under the title. Raise your hand if you did. Everybody, what name? (Signal.) *Petunia*.
 - Fix it up if you got it wrong. (Observe students and give feedback.)
6. Next part. An animal that lives for less than one year is a **grasshopper**. It starts out as something that looks like a worm. By the middle of summer, it changes into a grasshopper. It dies when the weather turns cold in the fall. Write your note. (Observe students and give feedback.)

- You should have written a name on the line just under **petunia**. Everybody, what name? (Signal.) *Grasshopper*.
 - Fix it up if you got it wrong. (Observe students and give feedback.)
7. An animal that lives more than 30 years is a **goose**. A goose is full grown when it is about two years old. Then it lives a long time as a full-grown goose. Write your note. (Observe students and give feedback.)
 - You should have written a name on the line just under **grasshopper**. Everybody, what name? (Signal.) *Goose*.
 - Fix it up if you got it wrong. (Observe students and give feedback.)
 8. A bird that lives even longer than a goose is a **parrot**. Some parrots live for more than 50 years. Write your note. (Observe students and give feedback.)
 - You should have written a name on the line just under **goose**. Everybody, what name? (Signal.) *Parrot*.
 - Fix it up if you got it wrong. (Observe students and give feedback.)
 9. Large **turtles** that live in the sea often live more than 100 years. They grow to become very large. Some weigh more than 200 pounds. Write your note. (Observe students and give feedback.)
 - You should have written a name on the line just under **parrot**. Everybody, what name? (Signal.) *Turtles*.
 - Fix it up if you got it wrong. (Observe students and give feedback.)
 10. Many trees live even longer than the sea turtle. The **redwood tree** grows bigger and bigger for more than 500 years. Write your note. (Observe students and give feedback.)
 - You should have written a name on the line just under **turtles**. Everybody, what name? (Signal.) *Redwood tree*.
 - Fix it up if you got it wrong. (Observe students and give feedback.)

TEXTBOOK

EXERCISE 3 Guide Words

1. Open your textbook to lesson 112 and find part A. ✓

- Each row shows the two guide words for a page in a glossary. The first guide words are **camp** and **cell**. The next guide words are **cent** and **change**. The next guide words are **chap** and **chat**. The last guide words are **cheap** and **chop**.
2. In the box below the guide words is a list of four words. Each of those words would go on a page that has one pair of the guide words.
 - Number your paper 1 through 4.
 - Write those 4 words on your lined paper, one word on a line. ✓
 - For each word, you'll write the guide words for the page where you would find that word in the glossary.
 - Word 1 is **cat**. **Cat** is between one pair of guide words. Find that pair and write them after the word **cat**. Pencils down when you've done that much. (Observe students and give feedback.)
 - Check your work. Everybody, what are the guide words for the word **cat**? (Signal.) *Camp and cell*.
 - Yes, **cat** is between **camp** and **cell** in the alphabet.
 3. Word 2 is **chest**. Figure out the guide words for the page where you'd find **chest** and write them after the word **chest**. Then do the guide words for the rest of the items. Pencils down when you're finished. (Observe students and give feedback.)
 4. (Write on the board:)

1. cat	camp	cell
2. chest	cheap	chop
3. chart	chap	chat
4. care	camp	cell

- Check your work. Here's what you should have. Fix up any mistakes.

EXERCISE 4 Affixes

1. Find part B in your textbook. ✓
Number your paper 1 through 6. ✓
- Write the word for each description. Pencils down when you're finished. (Observe students and give feedback.)

2. (After students complete the items:)
 - Let's check your work. I'll read the items. You say the answers.
 - Item 1: What word means **not cut?** (Signal.) *Uncut.*
 - Item 2: What word means **without smoke?** (Signal.) *Smokeless.*
 - Item 3: What word means **one who leads?** (Signal.) *Leader.*
 - Item 4: What word means **the opposite of allow?** (Signal.) *Disallow.*
 - Item 5: What word means **not lit?** (Signal.) *Unlit.*
 - Item 6: What word means **being slow?** (Signal.) *Slowness.*
3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 5 Letter Revision

Complaint

Note: For revising their letters, students will work in teams.

1. Everybody, pencils down. Find part G in lesson 111 of your textbook. ✓
 - These are questions about the letters you wrote last time. If the answer to all these questions is **yes**, you wrote a super letter. If any answer is **no**, you'll fix up the letter so the answer is **yes**. Then you'll have a super letter.
2. I'll read the questions:
 1. Did you tell where you bought the Zee Boo car and when you bought it?
 2. Did you tell what you did with the Zee Boo car and what happened to the car?
 3. Did you tell about your letter to the Zee Boo Car Company?
 4. Did you tell what the Zee Boo Car Company told you in their letter?
 5. Did you tell C-Mart what you want them to do?
 6. Did you tell what your mother will do if they don't refund your money?
 7. Did you write **Sincerely**, and your full name at the end of the letter?
3. Write the numbers 1 through 7 at the top of the letter you wrote last time. Read your letter and figure out the things your letter did **not** tell. Circle the number of each question your letter did not answer. Remember, if your letter does not tell about something, circle the number of the question at the top of your letter. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
4. You're going to work in teams to figure out how you can make your letters better. Remember, the team members take turns reading their letter. After a student reads, that student will have the first turn to tell what would make the letter better. Then the other team members can give suggestions to make the letter better. Remember, these suggestions shouldn't change your ideas. They should just make the letter better. The team should agree on all changes.
5. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's letter. (Observe teams. Praise teams that are working cooperatively.)
 - (For each team with hands raised, ask about the suggestions for the first student's letter. Praise good suggestions.)
6. (Tell another team member to read his or her letter.) Raise your hand when your team has finished talking about that student's letter. (Observe teams. Praise teams that are working cooperatively.)
 - (For each team with hands raised, ask about the suggestions for the student's letter. Praise good suggestions.)
7. (Repeat step 6 until all students have received feedback on their letter.)

8. Now you'll rewrite your letter. Start with the letter you wrote last time. Cross out any sentences or parts that you want to change. Then start with a fresh sheet of paper and rewrite your letter. Copy any parts that you want to keep. Try to put in all the suggestions that will make your letter better. Also, look at any mistakes I marked on the letter you wrote last time. Make sure your rewritten letter doesn't have any of those mistakes. Also, make sure you have at least three sentences that begin with a part that tells when. Raise your hand when you're finished. You have 15 minutes. (Observe students and give feedback.)

9. (After 15 minutes, say:) Stop writing. If you didn't finish rewriting your letter, you can finish it later. You'll check your letter on your own. When you check it, fix it up if there's a problem. Make sure that it's a finished letter that you'll be proud of. Take the time you need to make it really good. You don't need to hand it in until (specify time), but if you finish it earlier, you can hand it in earlier.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Taking notes to record details of verbal report. (Exercise 2)
- Determine on which page a particular word can be found based on reference to guide words. (Exercise 3)
- **Write a letter to a friend describing experiences in writing a complaint about a product.** (Exercise 4)

EXERCISE 1 Feedback On Lesson 112

- (Before handing back students' work from lesson 112, read several well-written letters that meet all the checks.)
- (Hand back students' work from lesson 112.)
- Praise students:
 - a. who had correct answers for all items in lesson 112 skill exercises, and
 - b. whose edited letters meets all the checks.
- Provide feedback on any exercises that were troublesome.

LINED PAPER

EXERCISE 2 Taking Notes

1. Take out a sheet of lined paper. Write your name and lesson 113 on the top line. ✓
- Last time I read a passage about how long things live. Here is the title for the passage and the things I read about.
(Write on the board:)

How Long Things Live

Petunia
Grasshopper
Goose
Parrot
Turtle
Redwood tree

- Copy the title, then write the names, one on each line.
(Observe students and give feedback.)

2. This time, you're going to write how long each of those living things lives. If it lives for 60 years, you'll write **60 years** after the name. Everybody, if it lives for one year, what do you write after the name? (Signal.) *1 year.*
 - If it lives for less than one year, what do you write after the name? (Signal.) *Less than one year.*
3. Listen and write. I won't stop at the end of each part. So write the number of years after the name as soon as you hear the number of years.
 - Listen: Some living things live for more than a hundred years. Some living things live less than a year. I'm going to name something now. Listen. A petunia lives for less than a year. It grows from a seed. It blooms. Then in the fall, it dies.
 - Next part. An animal that lives for less than one year is a grasshopper. It starts out as something that looks like a worm. By the middle of summer, it changes into a grasshopper. It dies when the weather turns cold in the fall.
 - An animal that lives more than 30 years is a goose. A goose is full grown when it is about two years old. Then it lives a long time as a full-grown goose.

- A bird that lives even longer than a goose is a parrot. Some parrots live for more than 50 years.
 - Large turtles that live in the sea often live more than 100 years. They grow to become very large. Some weigh more than 200 pounds.
 - Many trees live even longer than the sea turtle. The redwood tree grows bigger and bigger for more than 500 years.
4. Check your answers.
 - What did you write after the name **petunia**? (Signal.) *Less than one year.*
 - What did you write after the name **grasshopper**? (Signal.) *Less than one year.*
 - What did you write after the name **goose**? (Signal.) *More than 30 years.*
 - What did you write after the name **parrot**? (Signal.) *More than 50 years.*
 - What did you write after the name **turtles**? (Signal.) *More than 100 years.*
 - What did you write after the name **redwood tree**? (Signal.) *More than 500 years.*
 5. Now you can write a report that is like the one that I read. For each of your notes, write a sentence that names the living thing and tells how long that thing lives.
 - Here's the sentence that you'll write for the name **petunia**: A petunia lives for less than one year. Everybody, write that sentence. Then write the sentence for the second name. (Observe students and give feedback.)
 - Write the sentences for the rest of your notes. (Observe students and give feedback.)
 6. Check your work. Make sure you have a sentence for each name. Make sure your sentences are written correctly.
 - (Call on several students to read their paragraphs. Each sentence should name the living thing and tell how long it lives. Ideas: *A petunia lives for less than one year. A grasshopper lives for less than one year. A goose lives for more than 30 years. A parrot lives for more than 50 years. Turtles live for more than 100 years. Redwood trees live for more than 500 years.*)

WORKBOOK

EXERCISE 3 Guide Words

1. Open your workbook to lesson 113 and find part A. ✓
 - Each row shows the guide words for a page of a glossary. In the box are ten words that go on these pages.
2. After each word in the box, write the guide words for the page where you would find the word in a glossary. Pencils down when you're finished. (Observe students and give feedback.)
3. (After the students complete the items:) Let's check your work. I'll read the items. You say the answers.
 - Item 1. **Fron**d. Everybody, what are the guide words? (Signal.) *Friend, frost.*
 - Item 2. **Fever**. What are the guide words? (Signal.) *Favorite, field.*
 - Item 3. **Famous**. What are the guide words? (Signal.) *Face, fasten.*
 - Item 4. **Flea**. What are the guide words? (Signal.) *Five, float.*
 - Item 5. **Factory**. What are the guide words? (Signal.) *Face, fasten.*
 - Item 6. **Finally**. What are the guide words? (Signal.) *Figure, first.*
 - Item 7. **Forest**. What are the guide words? (Signal.) *Foam, freeze.*
 - Item 8. **Faint**. What are the guide words? (Signal.) *Face, fasten.*
 - Item 9. **Frisky**. What are the guide words? (Signal.) *Friend, frost.*
 - Item 10. **Finish**. What are the guide words? (Signal.) *Figure, first.*
4. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

TEXTBOOK

EXERCISE 4 Passage Writing

Topic

1. Open your textbook to lesson 113 and find part B. ✓
2. This is a letter from C-Mart. I'll read it. Follow along.

Dear (your name):

We thank you for your letter. We are very sorry that your Zee Boo car did not operate properly. We are also sorry for any inconvenience that you may have had.

We cannot refund your money and we understand that you do not want another Zee Boo car. The enclosed package contains two Zee Boo cars. If either one of them does not operate properly, please return it to us and we will replace it with another Zee Boo car or a different car of your choice.

Thank you for shopping at C-Mart.

Sincerely,

Nancy R. Sloan

3. Well, you didn't get your money back, but maybe you got a pretty good deal. Everybody, how many Zee Boo cars do you have now? (Signal.) Two.
 - What will C-Mart do if anything goes wrong with either one of them? (Call on a student. Idea: *Replace it with another Zee Boo car or a different car of my choice.*)

- If you don't need two Zee Boo cars, you could either sell one of them or give it away. You might even be able to make some money on the deal.
4. You are going to write a letter to a friend, telling your friend what happened. Tell your friend what happened when you tried to put the Zee Boo car together. Tell your friend about the letters you wrote and the letters you received from the Zee Boo and from C-Mart. Give a clear description of what happened. You can also make up an ending telling what you did with the two Zee Boo Cars you received from C-Mart.
 - Remember, when you write a letter to a friend, you just write the date and then on the next line **Dear** and your friend's name.
 - Write your letter. Pencils down when you're finished.
(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Determine words on a page in the glossary using the guide words. (Exercise 2)
- Write sentences on a situation from the perspective of a given character. (Exercise 3)
- **Indicate whether a sentence is fact or opinion.** (Exercise 4)
- **Revise, rewrite and check a letter that describes a plan of action in response to an undesired outcome.** (Exercise 5)

Note: Students will work in teams to develop ideas for revising letters. After working in a team, students will then rewrite their letter. Students may not have enough time to complete their letters during the class period. Specify a time before the next lesson at which time the rewritten letter is due.

Materials: Each student will need a copy of Grade 3 *Reading Mastery* Textbook B for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 113

- (Hand back students' work from lesson 113.)
- Praise students who had correct answers for all items in lesson 113 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Guide Words

1. Open your workbook to lesson 114 and find part A. ✓
 - Each row shows the guide words for a page of a glossary. In the box are six words that go on these pages.
2. After each word in the box, write the guide words for the page where you would find the word in a glossary. Pencils down when you're finished.

(Observe students and give feedback.)
3. (After students complete the items:)

Let's check your work. I'll read the items. You say the answers.

 - Item 1: **Metal.** Everybody, what are the guide words? (Signal.) *Mean, meter.*
 - Item 2: **List.** What are the guide words? (Signal.) *Lightning, living.*
 - Item 3: **Ledge.** What are the guide words? (Signal.) *Lazy, lifeboat.*

- Item 4: **Machine.** What are the guide words? (Signal.) *Loaf, maggot.*
 - Item 5: **Lady.** What are the guide words? (Signal.) *Label, lawyer.*
 - Item 6: **Manage.** What are the guide words? (Signal.) *Magic, matter.*
4. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

TEXTBOOK

EXERCISE 3 Perspective

1. Open your textbook to lesson 114 and find part B. ✓
 - You're going to write a short paragraph pretending you are someone else.
 - (Call on a student to read the writing assignment.)

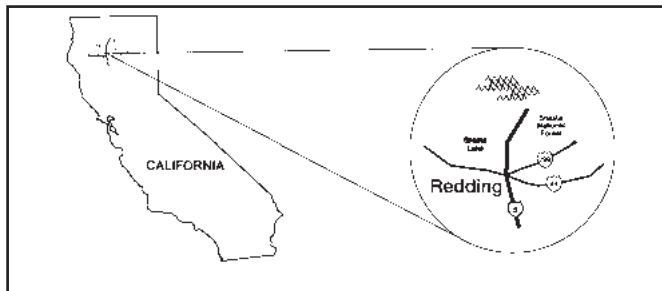
Pretend that you own a pet shop and you found all the animals out of their cages. **Write a paragraph that tell what you saw, how you felt and what you did.**

- Take out a sheet of lined paper and write your name and lesson 114 on the top line. ✓
2. Everybody, write your paragraph on lined paper. Write at least 3 sentences. Start your first sentence with **I**. Pencils down when you're finished.

(Observe students and give feedback.)
 3. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)

- Everybody, now you'll check your work. Make sure that you started your first sentence with the word **I**. Make sure you have at least three sentences in your paragraph. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 4 Fact vs. Opinion



- Find part C in your textbook. ✓
 - The map shows Redding, California, and the area around Redding. The population of Redding is about 80 thousand people. That's not one of the larger cities in California. But a lot of tourists stop in Redding because there is a big lake nearby and to the north there are great mountains.
- All of the statements below the map are about Redding. Some of the statements are true. Those are **facts**. Some of the statements are **opinions**. They are not facts. If you ask different people, you'll get different opinions. Remember, if you can show that something is true, it is a fact. If you can't show it's true, it's an opinion.
- Statement 1: Redding is a city in California. Everybody, is that a **fact** or is that an **opinion?** (Signal.) *Fact*.
 - Statement 2: Redding is the nicest place to live. Is that a **fact** or is that an **opinion?** (Signal.) *Opinion*.
 - Statement 3: Redding is close to Shasta Lake. **Fact** or **opinion?** (Signal.) *Fact*.
 - Statement 4: All other cities should try to be like Redding. **Fact** or **opinion?** (Signal.) *Opinion*.
 - (Repeat step 3 until firm.)

- Number your paper 1 through 9. For each sentence in your textbook, write **fact** or **opinion**.
- (After students complete the items:) Let's check your work. I'll read the items. You say the answers.
 - Item 1: Redding is a city in California. Everybody, fact or opinion? (Signal.) *Fact*.
 - Item 2: Redding is the nicest place to live. Fact or opinion? (Signal.) *Opinion*.
 - Item 3: Redding is close to Shasta Lake. Fact or opinion? (Signal.) *Fact*.
 - Item 4: All other cities should try to be more like Redding. Fact or opinion? (Signal.) *Opinion*.
 - Item 5: There are mountains north of Redding. Fact or opinion? (Signal.) *Fact*.
 - Item 6: Redding has great weather during all times of the year. Fact or opinion? (Signal.) *Opinion*.
 - Item 7: If you like places where there's lots to do, you'll love Redding. Fact or opinion? (Signal.) *Opinion*.
 - Item 8: The trees around Redding are the best in the world. Fact or opinion? (Signal.) *Opinion*.
 - Item 9: Everybody you'll meet in Redding is very friendly. Fact or opinion? (Signal.) *Opinion*.
- Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Letter Revision

- Find the letter that you wrote last time. ✓
- I'm going to read three good letters. (Read the first letter, then ask:) What part of that letter did you think was really good? (Call on individual students. Accept all reasonable responses.)
 - (Repeat step 2 for the remaining passages.)
- Now you're going to work in teams to figure out how you can make your letters better. The team members will take turns reading their letters. Then the team will give suggestions for making the letter better. The team should agree on all changes.

4. (Assign the first student in each team to read.) **Raise your hand when your team has finished talking about the first student's letter.**
 - (Observe teams. Praise teams that are working cooperatively.)
5. (For each team with hands raised, ask about the suggestions for the first student's letter. Praise good suggestions, then tell the second team member to read his or her letter.)
 - **Raise your hand when your team has finished talking about the second student's letter.**
 - (Observe teams. Praise teams that are working cooperatively.)
 - (Repeat step 5 until all students have received feedback on their letter.)
6. **Now you'll rewrite your letter. Start with the letter you wrote earlier. Cross out any sentences or parts you want to change. Then use a fresh sheet of paper to rewrite your letter.**

- **Copy any parts you want to keep. Try to put in all the suggestions from your team. Make sure your new letter doesn't have any of the mistakes I marked on the letter you handed in.**
 - **Pencils down when you're finished. You have 20 minutes.** (Observe students and give feedback.)
7. (After 20 minutes, say:) **Stop writing. If you didn't finish rewriting your letter, you can finish it later.**

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Note: In the next 3 lessons, students will work in teams to write poems.

Objectives

- **Locate a given word in a dictionary and use the dictionary to determine the meaning of the word.** (Exercise 2)
- Indicate whether a sentence is a fact or an opinion. (Exercise 3)
- **Compose a poem with rhyme based on a story.** (Exercise 4)

Materials: Each student will need a copy of an elementary dictionary for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 114

- (Before handing back students' work from lesson 114, read several well-written letters that meet all the checks.)
- (Hand back students' work from lesson 114.)
- Praise students:
 - a. who had correct answers for all items in lesson 114 skill exercises, and
 - b. whose edited letters meets all the checks.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK • LINED PAPER

EXERCISE 2 Dictionary Skills

1. (Hold up a dictionary.) This is a dictionary. It tells what words mean.
 - The words in a dictionary are in alphabetical order. The words on the first pages of the dictionary begin with **A**. The words at the end of the dictionary begin with **Z**.
2. Each page has guide words at the top. Open your dictionary to page 100. ✓
 - Everybody, what are the guide words for page 100? (Signal.) (Accept appropriate response.)
 - Open your dictionary to page 200. ✓
 - What are the guide words for page 200? (Signal.) (Accept appropriate response.)
 - What are the guide words for page 201? (Signal.) (Accept appropriate response.)
3. Open your language textbook to lesson 115. ✓
Take out a sheet of lined paper. Write your name and lesson 115 on the top line. ✓
 - Number your paper 1 through 3.
4. Find part A in your textbook. ✓
 - Next to each number is a word and a sentence with that word. Under the sentence are 3 possible meanings for the word. You have to find which is the correct meaning.
 - Word 1 is **descend**. Here's a sentence that uses the word **descend**: They will descend the hill. From that sentence, you don't know exactly what the word means. It could mean go up the hill or it could mean go down the hill, or it could mean they will eat the hill.
 - Look up the word **descend** in the dictionary and read what it says after the word **descend**. Don't pay any attention to the letters and funny marks that come after the word **descend**. Just keep reading and you'll find out what **descend** means. You don't have to read the whole thing. (Observe students and give feedback.)
 - Does **descend** mean go up, go down or eat? (Call on a student.) *Go down*. Write go down next to number 1 on your paper. ✓
 - Everybody, touch the word **descend** in the dictionary. ✓
 - I'll read the words that tells what **descend** means. (Read the first definition.)
5. Word 2 is **harrow**. Here's a sentence that uses the word **harrow**: The farmer came home with an old harrow. A harrow could be an animal, a tool, or a person. Look up **harrow** and write whether it's an animal, a tool, or a person. (Observe students and give feedback.)
 - Everybody, is a harrow an animal, a tool, or a person? (Signal.) *A tool*.

6. Word 3 is **lavish**. Here's a sentence that uses the word **lavish**: Her house was very lavish. **Lavish** could mean small, or clean, or more than someone needs. Look up the word **lavish** and write what it means. (Observe students and give feedback.)
- Everybody, does lavish mean small, clean, or more than someone needs? (Signal.) *More than someone needs.*

EXERCISE 3 Fact vs. Opinion

1. Find part B in your textbook. ✓
 - All of these statements have something to do with motorcycles. Some of the statements are facts. Some of the statements are opinions. Everybody, what do we call a statement that we can show is true? (Signal.) *Fact.*
 - What do we call a statement that we **cannot** show is true? (Signal.) *Opinion.*
2. Statement 1: Motorcycling is more fun than anything else. Everybody, is that a **fact** or is that an **opinion**? (Signal.) *Opinion.*
3. Statement 2: Motorcycles get better gas mileage than cars. Everybody, is that a **fact** or is that an **opinion**? (Signal.) *Fact.*
4. Number your paper 1 through 6. ✓
5. Do the items in part B now. Read each sentence. Write **fact** if the sentence is a fact. Write **opinion** if the sentence is an opinion. Pencils down when you're finished. (Observe students and give feedback.)
6. (After students complete the items:) Let's check your work. I'll read the items. You say the answers.
 - Item 1. Motorcycling is more fun than anything else. Everybody, fact or opinion? (Signal.) *Opinion.*
 - Item 2. Motorcycles get better gas mileage than cars. Fact or opinion? (Signal.) *Fact.*
 - Item 3. The best looking motorcycles are red. Fact or opinion? (Signal.) *Opinion.*
 - Item 4. Passengers on motorcycles are always comfortable. Fact or opinion? (Signal.) *Opinion.*
 - Item 5. When roads are icy or slippery, motorcycles may be dangerous. Fact or opinion? (Signal.) *Fact.*

- Item 6. Everybody who loves speed loves motorcycles. Fact or opinion? (Signal.) *Opinion.*
7. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Poems

Note: For this activity, assign three students to each team. After forming groups, each team will make up its poem and read it to the rest of the class.

1. Find part C in your textbook. ✓
 - I'm going to read you a story. You're going to make up a poem from the story I tell you. This is a hard assignment. You'll have to think and do a lot of rewriting before you get your poem the way you want it.
2. I'll read the story. The poem you'll write will be a funny poem about a king. Here's a story about the king. Follow along:

There once was a king. Ring was his name.

He always carried so much gold that he looked elderly.

The gold was so heavy he couldn't walk or stand up tall. Sometimes, he would have to crawl around.

He was a terrible sight. He called in a doctor late one evening.

The doctor said his problem was he was carrying too much gold with him. So he weighed a lot, even though he was a slim man.

So the king left his gold at home after that night. And from then on, he could stand up the right way.

Now his face is full of smiles. He can walk a long, long way.

3. The story doesn't have parts that rhyme, but some of the words are underlined. That means, you could use them as the last word in a line of the poem.
 - The first part of what I read tells about the king's name and about his problem. What's the king's name? (Signal.) *Ring*.
 - What's his problem? (Call on several students. Ideas: *He carried so much gold, he looked old. He couldn't do things.*)
 - What were some of the things he couldn't do? (Call on several students. Ideas: *He couldn't stand up tall. He couldn't walk.*)
4. Listen. Start with this line: **There once was a king** and make up a line about his name that rhymes. (Call on a student. Idea: *There once was a king. His name was Ring.*)
5. Listen. **He always carried so much gold, that he looked elderly.** Start with **he always carried so much gold**, and make up another ending that rhymes. (Call on a student. Idea: *He always carried so much gold, that he looked [like he was very] old.*)
6. Your group is to make up a poem for the whole story. First you write two lines that rhyme with each other. Then you write two more lines that rhyme with each other. These lines do not have to rhyme with the first two lines. Work as a group. When you get lines that you like, somebody in the group should write them down. Raise your hand when your group is finished writing the poem.
7. (Observe students and give feedback to groups as they work. If groups get stuck on parts of the poem, prompt them about how to create a pair of lines that rhyme.)

Answer Key:

There once was a king.

His name was **Ring**.

He always carried so much gold,

That he looked [very] **old**.

He couldn't stand up tall.

Sometimes he would [fall and] **crawl**.

He was a terrible sight.

He called a doctor late one **night**.

The doctor said the king had too much gold on him.

He weighed a lot even though he was **slim**.

The king left his gold at home after that night.

From then on he could stand up **right**.

Now his face is full of smiles.

He can walk for **miles and miles**.

Note: Other rhymes are possible. Not all groups need to make up the same poem.

- (Do not require the same measure for lines that rhyme.)
- 8. Check to make sure your poem tells the whole story. Each member of your group is to copy the group's poem. Pencils down when you're finished. (Observe students and give feedback.)
- 9. (Have each group read its poem to the entire class.)
 - (You may require each group to memorize the group's poem and recite it to the class at a later time.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Write sentences on a situation from the perspective of a given character. (Exercise 2)
- **Create an outline organized by related categories.** (Exercise 3)
- Locate a given word in a dictionary and use the dictionary to determine the meaning of the word. (Exercise 4)
- Compose a poem with rhyme based on a story. (Exercise 5)

Materials: Each student will need a copy of an elementary dictionary for exercises in this lesson.

EXERCISE 1 Feedback On Lesson 115

- (Before handing back students' work from lesson 115, read several well-written poems.)
- (Hand back students' work from lesson 115.)
- Praise students:
 - a. who had correct answers for all items in lesson 115 skill exercises, and
 - b. whose poem was well-written.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK • LINED PAPER

EXERCISE 2 Perspective

1. Take out a sheet of lined paper. Write your name and lesson 116 on the top line. ✓
 - Open your textbook to lesson 116 and find part A. ✓
 - You're going to write another short paragraph that tells what a person might be thinking or feeling.
2. I'll read the directions: Pretend that you are going to be flying on an airplane for the first time. Write a paragraph that tells about what you are thinking and how you feel.
3. Everybody, write your paragraph. Write at least 3 sentences. Start your first sentence with the word **I**. Pencils down when you're finished. (Observe students and give feedback.)
4. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)

5. Everybody, now you'll check your work. Make sure that you started your first sentence with the word **I**. Make sure that you have at least three sentences in your paragraph. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 3 Outlining

1. Find part B in your textbook. ✓
 - This is an outline. It has three numbers. Each number shows a main idea. Main idea **1** is **breakfast**. Main idea **2** is **lunch**. Main idea **3** is **dinner**.
 - Those are the main ideas that the outline covers. Under each main idea are four letters—A, B, C and D. For each letter, you'll write an important detail for the main idea.
2. Everybody, touch number **1**. ✓
 - What's the main idea? (Signal.) *Breakfast*.
 - For each letter you could write a kind of food you might have for breakfast. What are some different kinds you could list? (Call on individual students. Ideas: *Cereal, juice, eggs, toast, pancakes*.)
3. Everybody, touch number **2**. ✓
 - What's the main idea? (Signal.) *Lunch*.
 - What are some of the things you could list for **lunch**? (Call on individual students. Ideas: *Sandwich, hot dog, macaroni and cheese, banana*.)
4. Everybody, touch number **3**. ✓
 - What's the main idea? (Signal.) *Dinner*.
 - What are some of the things you could list for **dinner**? (Call on individual students. Ideas: *Hamburgers, chicken, salad, pizza, etc.*)

5. Everybody, copy the outline on your lined paper. Fill in four important details for each main idea. Pencils down when you're finished.
(Observe students and give feedback.)
6. (Call on individual students to read each letter and what they wrote.)
7. Remember how this kind of outline works. You're going to do other outlines later.

EXERCISE 4 Dictionary Skills

1. (Hold up a dictionary.) Everybody, what kind of book is this? (Signal.) *Dictionary*.
 - Take out your dictionary. ✓
 - The dictionary gives meanings of words. Remember, the words in a dictionary are in alphabetical order. The words on the first pages of the dictionary begin with **A**. The words at the end of the dictionary begin with **Z**.
 - Skip a line and number your paper 1 through 3. ✓
2. Find part C in your textbook. ✓
 - Next to each number is a word and a sentence with that word. Under the sentence are 3 possible meanings for the word. You have to find which is the correct meaning.
 - Word 1 is **macaw**. Here's a sentence that uses the word **macaw**: They saw a macaw in the jungle. From that sentence, you don't know exactly what the word means. A macaw could be a large tree, a colorful bird, or a kind of pond. Look up the word **macaw** in the dictionary and read what it says after the word **macaw**. Then write on your lined paper which of those is the best meaning for **macaw**.
(Observe students and give feedback.)
3. Everybody, what is a macaw? (Signal.) *A colorful bird*.
 - Touch the word **macaw** in the dictionary. ✓
 - I'll read the sentence that tells what a macaw is. (Read the first definition.)

4. Word 2 is **oddment**. Here's a sentence that uses the word **oddment**: They had a lot of oddments after they finished the dinner. Oddments could be stomach pains, dirty dishes, or leftover food. Look up **oddment** and write which of those is the best meaning for **oddment**.
(Observe students and give feedback.)
 - Everybody, are oddments stomach pains, dirty dishes, or leftover food? (Signal.) *Leftover food*.
5. Word 3 is **raiment**. Here's a sentence that uses the word **raiment**: Their raiment was stolen. Their raiment could be their luggage, or their clothing, or their animals. Look up the word **raiment** and write which of those is the best meaning for **raiment**.
(Observe students and give feedback.)
 - Everybody, is raiment their luggage, their clothing, or their animals? (Signal.) *Their clothing*.

EXERCISE 5 Poems

Note: For this activity, assign three students to each team. After forming groups, each team will make up its poem and read it to the rest of the class.

1. Find part D in your textbook. ✓
 - I'm going to read you a story. You're going to make up a poem from the story I tell you. This is a hard assignment. You'll have to think and do a lot of rewriting before you get your poem the way you want it.
 - I'll read the story. Follow along. This is the first part of the story:

Cal was a big green duck. But Cal was not very lucky.

Things always went bad for Cal. Nobody wanted to be his friend.

When Cal was around, things were never good. They never went the way they should go.

One day, there wasn't a cloud in the sky. As soon as Cal started to fly, clouds appeared all over.

One duck said, "I'll make a bet.
Before Cal lands, we'll all be covered
with water."

That duck was absolutely right.
Everything was flooded before the night
was over.

2. The first part of what I read tells about the duck and his problem. What's the duck's name? (Signal.) *Cal*.
 - What's his problem? (Call on several students. Ideas: *He was not lucky. Things didn't go well when he was around.*)
 - What was a bad thing that happened? (Call on several students. Ideas: *Flooding; clouds would appear.*)
3. Listen. Start your poem with this line: **Cal was a big green duck** and make up a line that rhymes. (Call on a student. Idea: *Cal was a big green duck. But Cal didn't have much luck.*)
4. Listen. Here's the next line: **Things always went bad for Cal**. Start with that line and make up another line that rhymes. (Call on a student. Idea: *Things always went bad for Cal. Nobody wanted to be his pal.*)
5. Listen. Here's another line: **When Cal was around things were never good**. Start with that line and make up another line that rhymes. (Call on a student. Idea: *When Cal was around, things were never good. They never went the way they should.*)
6. Your group is to make up lines that rhyme for the whole story. Remember, after you write two lines that rhyme with each other, you write two more lines that rhyme with each other. These two lines do not have to rhyme with the first two lines. When you get lines that you like, somebody in the group should write them down. Pencils down when your group is finished writing the poem.
7. (Observe students and give feedback to groups as they work. If groups get stuck on parts of the poem, prompt them about how to create a pair of lines that rhyme.)

Answer Key:

Cal was a big green duck.
But Cal didn't have much **luck**.
Things always went bad for Cal.
Nobody wanted to be his **pal**.
When Cal was around, things were never good.
They never went the way they **should**.
One day, there wasn't a cloud in the sky.
But clouds appeared when Cal started to **fly**.
One duck said, "I'll make a bet.
Before Cal lands, we'll all be **wet**."
That duck was absolutely right.
Everything was flooded by the end of **night**.

Note: Other rhymes are possible. Not all groups need to make up the same poem.

- (Do not require the same measure for lines that rhyme.)
8. Check to make sure your poem tells the whole story. Each member of your group is to copy the group's poem. Pencils down when you're finished. (Observe students and give feedback.)
 9. (Have each group read its poem to the entire class.)
 - (You may require each group to memorize the group's poem and recite it to the class at a later time.)

Note: The other part of this poem is introduced in lesson 117.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Create an outline organized by related categories. (Exercise 2)
- Locate a given word in a dictionary and use the dictionary to determine the meaning of the word. (Exercise 3)
- Compose a poem with rhyme based on a story. (Exercise 4)

Note: Each student will need a copy of an **elementary dictionary** for exercises in this lesson.

EXERCISE 1 Feedback On Lesson 116

- (Before handing back students' work from lesson 116, read several well-written poems.)
- (Hand back students' work from lesson 116.)
- Praise students:
 - a. who had correct answers for all items in lesson 116 skill exercises, and
 - b. whose poem was well-written.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK • LINED PAPER

EXERCISE 2 Outlining

1. Find part A in your textbook. ✓
 - This is an outline. It has four numbers. So how many main ideas are in this outline? (Signal.) *Four.*
 - Everybody, what's main idea **1?** (Signal.) *Winter.*
 - Everybody, what's main idea **2?** (Signal.) *Spring.*
 - Everybody, what's main idea **3?** (Signal.) *Summer.*
 - Everybody, what's main idea **4?** (Signal.) *Fall.*
2. For this outline, you'll write three important details about each season. So how many letters do you need under each idea? (Signal.) *Three.*
 - Write the main ideas on your lined paper. Write the three letters, A, B and C, under each main idea. Pencils down when you're finished. (Observe students and give feedback.)
3. Main idea **1** is **winter**. One detail for winter may refer to the kind of weather. What kind of weather do we have in winter? (Call on a student. Ideas: *Cold, snow, rain.*)
 - Another detail for winter could be the kind of clothing you wear. Name something that you wear only in winter. (Call on a student. Ideas: *Parka, wool coat, snow boots, gloves.*)
 - Another detail for winter could be the kind of things you do. Name something that you do only in winter. (Call on a student. Ideas: *Sledding, build snowmen, have snowball fights.*)
4. Main idea **2** is **spring**. One detail for spring may refer to the kind of weather. What kind of weather do we have in spring? (Call on a student. Ideas: *Sunny, warm, rainy.*)
 - Another detail for spring could be the kind of clothing you wear. Name something that you wear in spring. (Call on a student. Ideas: *Raincoat, light jacket, sometimes shorts and sandals.*)
 - Another detail for spring could be the kind of things you do. Name something you do only in spring. (Call on a student. Ideas: *Plant flowers, watch for geese flying north.*)
5. Everybody, under each main idea write three important details. Tell about the kind of weather, the things you wear and the things you do. Pencils down when you're finished. (Observe students and give feedback.)
6. (Call on individual students to read each letter and what they wrote.)

EXERCISE 3 Dictionary Skills

- Skip a line on your lined paper. Number your paper 1 through 3. ✓
1. (Hold up a dictionary.) Everybody, what kind of book is this? (Signal.) *Dictionary.*
 - Take out your dictionary. You're going to look up words and write what they mean. ✓
 2. Find part B in your textbook. ✓
 - Word 1 is **sanction**. Here's a sentence that uses the word **sanction**. The mayor sanctioned our plan. From that sentence, you don't know exactly what the word means. The mayor could approve of our plan, fight our plan, or pay no attention to our plan.
 - Look up the word **sanction** in the dictionary and write whether the mayor approved of our plan, fought the plan or paid no attention to the plan. (Observe students and give feedback.)
 3. Everybody, if the mayor sanctioned the plan, what did the mayor do? (Signal.) *Approved of the plan.*
 - I'll read the sentence in the dictionary that tells what the mayor did. (Read the first definition for the **verb** sanction.)
 4. Word 2 is **velocity**. What word? (Signal.) *Velocity.*
 - Here's a sentence that uses the word **velocity**: The plane had a lot of velocity. From that sentence **velocity** could mean that the plane had a lot of fuel, a lot of passengers, or a lot of speed. Look up **velocity** and write which of those is the best meaning for **velocity**. (Observe students and give feedback.)
 - Everybody, did the plane have a lot of fuel, a lot of passengers, or a lot of speed? (Signal.) *A lot of speed.*
 5. Word 3 is **diminutive**. What word? (Signal.) *Diminutive.*
 - Here's a sentence that uses the word **diminutive**: His daughter was quite diminutive. From that sentence, she could be quite small, quite quiet, or quite pretty. Look up **diminutive** and write which of those is the best meaning for **diminutive**. (Observe students and give feedback.)
 - Everybody, was his daughter quite small, quite quiet, or quite pretty? (Signal.) *Quite small.*

EXERCISE 4 Poems

Note: For this activity, assign the same three-student teams.

1. Find part C in your textbook. ✓
 - You're going to write the second part of the poem about Cal. See what you remember about Cal. Was Cal lucky? (Signal.) *No.*
 - If Cal wanted the weather to be sunny, what kind of weather would come in? (Call on a student. Idea: *Cloudy; rainy.*)
 - If Cal tried to make friends with somebody, would he succeed? (Signal.) *No.*
2. I'll read the rest of the story. Follow along:

Nearby lived a goose that the ducks learned to hate. They thought she was mean, but she thought she was good.

The ducks said to Cal, "See if you can make that goose your friend."

Cal went over to the goose and just said, "Hi." As he spoke, an eagle came out of the air.

The goose saw the eagle and flew far away. And the ducks never saw her after that time.

Cal told the others, "I couldn't make that goose my pal." Those ducks said, "But now a lot of ducks really love you, buddy."

3. Listen to the first line of the poem: **Nearby lived a goose that the ducks learned to hate**. Start with that line and make up another line that rhymes. (Call on a student. Idea: *Nearby lived a goose that the ducks learned to hate. **They thought she was mean, but she thought she was great.***)

4. Your group is to make up lines that rhyme for the whole story. Remember, after you write two lines that rhyme with each other, you write two more lines that rhyme with each other. These two lines do not have to rhyme with the first two lines. When you get lines that you like, somebody in the group should write them down. Pencils down when your group is finished writing the poem.
5. (Observe students and give feedback to groups as they work. If groups get stuck on parts of the poem, prompt them about how to create a pair of lines that rhyme.)

Answer Key:

Nearby lived a goose that the ducks learned to hate.

They thought she was mean, but she thought she was **great**.

The ducks said to Cal,

“See if you can make that goose your **pal**.”

Cal went over to the goose and just said, “Hi.”

As he spoke, an eagle came out of the **sky**.

The goose saw the eagle and flew far away.

And the ducks never saw her after that **day**.

Cal told the others, “I couldn’t make that goose my pal.”

Those ducks said, “But now a lot of ducks really love you, **Cal**.”

Note: Other rhymes are possible.

- (Do not require the same measure for each pair of lines that rhyme. As long as the measure is the same for both lines within a pair, the poem is acceptable.)

6. Check to make sure your poem tells the whole story. Each member of your group is to copy the group’s poem. Pencils down when you’re finished.
(Observe students and give feedback.)
7. (Have each group read its poem [part 2 or both parts] to the entire class at a later time.)
 - (You may require each group to memorize the group’s poem and recite it to the class at a later time.)

Note:

- Collect the students’ workbooks and lined papers before the next language period.
- Check the students’ work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Create an outline organized by related categories. (Exercise 2)
- Locate a given word in a dictionary and use the dictionary to determine the meaning of the word. (Exercise 3)
- Determine words on a page in the glossary using guide words. (Exercise 4)
- **Write a multi-paragraph report on a given topic.** (Exercise 5)

Materials: Each student will need a copy of a Grade 3 *Reading Mastery* Textbook B and a copy of an elementary dictionary for exercises in this lesson.

EXERCISE 1 Feedback On Lesson 117

- (Before handing back students' work from lesson 117, read several well-written poems.)
- (Hand back students' work from lesson 117.)
- Praise students:
 - a. who had correct answers for all items in lesson 117 skill exercises, and
 - b. whose poem was well-written.
- Provide feedback on any exercises that were troublesome.

LINED PAPER

EXERCISE 2 Outlining

1. Take out a sheet of lined paper. Write your name and lesson 118 on the top line. ✓
 - Open your textbook to lesson 118 and find part A. ✓
 - The title **When I Was Younger** is for an outline. You're going to make an outline about yourself at three different ages. You'll write about three ages, so how many main ideas will your outline have? (Signal.) *Three.*
 - And under each age, you'll tell about things that you did and liked at that age. You could also tell how big you were or the things you wore.

2. One of the main ideas could be **When I Was a Baby**. For that main idea, your outline would tell important details of you when you were a baby. What are some important details you might write? (Call on a student. Accept reasonable responses.)
 - For your other main ideas, you could write about yourself when you were four or five or any other age you choose.
3. For the first part of your outline, you'll write a number. Everybody, what number? (Signal.) *One.*
 - Remember, each number will tell an age. Under each age, you'll write three or four details. Each detail will have a letter.
 - Now write your outline. Pencils down when you've finished your outline. (Observe students and give feedback.)
4. (Call on individual students to read their outline.)

TEXTBOOK

EXERCISE 3 Dictionary Skills

1. Take out your dictionary.
 - Number your lined paper 1 and 2.
 - Find part B in your textbook. ✓
 - For each item, you'll look up the underlined word in the dictionary. After you have found the word, read the choices that the item gives. Then read the definition that the dictionary gives and see which choice is correct.
2. Item 1: She did not **deduct** the correct amount. The choices are **take away**, **add**, or **change**. Look up the word **deduct** in your dictionary. Raise your hand when you've found it. (Observe students and give feedback.)

- Read the choices for the item to yourself. Then read the definition in the dictionary to yourself and figure out which choice is correct. Write that choice.
(Observe students and give feedback.)
 - Everybody, when you deduct an amount, do you take away, add, or change the amount? (Signal.) *Take away.*
 - You should have written **take away**.
- Read item 2 to yourself. Look up the word in the dictionary. Read the definition. Then read the choices to yourself. Write the correct choice.
(Observe students and give feedback.)
 - Everybody, what are granules of sand: bags of sand, cups of sand, or grains of sand? (Signal.) *Grains of sand.*
 - You should have written **grains**.

EXERCISE 4 Glossary And Guide Words

- Find part C in your textbook. ✓
 - I'll read the directions: For each item, write the guide words for the page where you would find the word in your reading textbook glossary.
- Take out Reading Textbook B. ✓
 - Skip a line and number your paper from 1 through 3. ✓
 - The first word you're looking for is **familiar**. Go to the glossary. Look at the guide words. Find the page on which **familiar** will be on in the glossary. Write the guide words for that page. ✓
- Do items 2 and 3 in part C now. Pencils down when you're finished.
(Observe students and give feedback.)
- (After students complete the items:) Let's check your work. I'll read the words. You say the guide words of the glossary page that has that word.
 - Item 1. **Familiar**. Everybody, what are the guide words? (Signal.) *Dragonflies, horizon.*
 - Item 2. **Comment**. What are the guide words? (Signal.) *Cell, disk.*
 - Item 3. **Permit**. What are the guide words? (Signal.) *Nightmare, scent.*
- Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Topics

- Find part D on your textbook. ✓
 - (Write on the board:)

respect

- You're going to write about somebody you really respect. When you respect people, you think they are wise and use good judgement. You know somebody who you really respect.
 - You're going to write about that person. Remember, it has to be somebody you know, not the mayor or the President of the United States.
- Raise your hand if you know who you'd like to write about. ✓
(Call on individual students. Ask:)
 - Who do you respect?
 - Why do you respect that person?
(Praise good reasons.)
 - Can you think of one or two things that person does that shows why you respect the person?
 - (Write on the board:)

Why I Respect _____

- Write your title: Begin with the words: **Why I Respect . . .** and then write who you respect.
(Observe students and give feedback.)
- (Write on the board:)

WHO

- Now you'll write your first paragraph. Your first sentence will tell who you respect.
 - Start with the words **a person I really respect is** and tell who that person is. Remember to indent. Pencils down when you're finished.
(Observe students and give feedback.)
 - (Call on individual students to read their first sentence: *A person I really respect is _____.*)
- (Write on the board:)

WHY

- Write one or two sentences that tell what you respect about that person. Do you have respect for the person's courage or the person's work, or do you respect the things that the person does? Start with the words **I respect** and tell why you respect that person. Pencils down when you've written one or two sentences that tell why you respect the person.
(Observe students and give feedback.)
 - (Call on individual students to read their first paragraph. Praise sentences that clearly specify the reasons.)
6. (Write on the board:)

EXAMPLES

- Your next paragraph will give an example of something the person did that you really respect. Start with the words **one time** and tell what happened one time. Write as many sentences as you need to tell what happened. Remember to indent. Pencils down when you've written that much.
(Observe students and give feedback.)
- Start the next paragraph with the words **another time** and tell what the person you respect did another time. Pencils down when you're finished.
(Observe students and give feedback.)

- (Call on individual students to read their examples. Praise good accounts. Offer suggestions for sentences that are vague or that don't provide much detail.)
7. (Write on the board:)

I hope _____ .

- Now write your ending. Tell what you hope. Do you hope to be like that person? Do you hope that you'll have the person's courage or strength? What do you hope? Start with the words **I hope** and tell what you hope about that person. Remember to indent.
(Observe students and give feedback.)
- (Call on individual students to read their ending. Praise good accounts.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Complete a paragraph to provide details of a main idea. (Exercise 2)
- Locate a given word in a dictionary and use the dictionary to determine the meaning of the word. (Exercise 3)
- Determine words on a page in the glossary using guide words. (Exercise 4)
- **Revise, rewrite and check a report on a given topic.** (Exercise 5)

Note: Students will work in teams to develop ideas for revising their passages. After working in a team, students will then rewrite their story. Students may not have enough time to complete their stories during the class period. Specify a time before the next lesson at which time the rewritten story is due.

Materials: Each student will need a copy of a Grade 3 *Reading Mastery* Textbook B and a copy of an **elementary dictionary** for exercises in this lesson.

EXERCISE 1 Feedback On Lesson 118

- (Hand back students' work from lesson 118.)
- Praise students who had correct answers for all items in lesson 118 skill exercises.
- Provide feedback on any exercises that were troublesome.

LINED PAPER

EXERCISE 2 Main Idea

1. Take out a sheet of lined paper and write your name and lesson 119 on the top line. (Write on the board:)

You can have fun in the park.

2. This is a main-idea sentence. You're going to write a short paragraph that begins with the main idea sentence and then tells more. The rest of the paragraph will tell about fun things you can do in the park.
3. Everybody, copy the main-idea sentence and then write at least three more sentences. Pencils down when you're finished. (Observe students and give feedback.)
4. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)

5. Everybody, now you'll check your work. Make sure that you started with the sentence that tells the main idea. Make sure that you have at least three more sentences that tell more about the main idea. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

TEXTBOOK

EXERCISE 3 Dictionary Skills

1. Open your textbook to lesson 119 and find part A. ✓
2. Take out your dictionary. ✓
3. The directions say: Use your dictionary to find the correct meaning of the underlined word in each sentence. Write the correct meaning.
 - Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)
4. (After the students complete the items:) Let's check your work. I'll read the items. You say the answers.
 - Item 1: Her grandfather had a large residence. Everybody, what does **residence** mean? (Signal.) *House.*
 - Item 2: Sarah bought a bassoon. Everybody, what does **bassoon** mean? (Signal.) *Musical instrument.*
5. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 4 Glossary And Guide Words

1. Take out Reading Textbook B.
2. Write 1 through 3 on your paper. ✓
3. Find part B in your textbook. ✓
4. I'll read the directions: For each item, write the guide words for the page where you would find the word in Reading Textbook B glossary.
 - Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
5. (After students complete the items:) Let's check your work. I'll read the items. You say the answers.
 - Item 1: **Success**. Everybody, what are the guide words? (Signal.) *Science, twilight*.
 - Item 2: **Musher**. What are the guide words? (Signal.) *Husky, nerve*.
 - Item 3: **Beware**. What are the guide words? (Signal.) *Absolutely, buoyant*.
6. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 5 Revising Passages

1. Find the passage that you wrote on lesson 118 about a person you respect. ✓
2. I'm going to read three good passages. (Read the first passage, then ask:) What part of that passage did you think was really good? (Call on individual students. Accept all reasonable responses.)
 - (Repeat step 2 for the remaining passages.)
3. Now you're going to work in teams to figure out how you can make your passages better. The team members will take turns reading their passages. Then the team will give suggestions for making the passage better. The team should agree on all changes.

4. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's passage.
 - (Observe teams. Praise teams that are working cooperatively.)
5. (For each team with hands raised, ask about the suggestions for the first student's passage. Praise good suggestions, then tell the second team member to read his or her passage.)
 - Raise your hand when your team has finished talking about the second student's passage.
 - (Observe teams. Praise teams that are working cooperatively.)
 - (Repeat step 5 until all students have received feedback on their passage.)
6. Now you'll rewrite your passage. Start with the passage you wrote earlier. Cross out any sentences or parts you want to change. Then use a fresh sheet of paper to rewrite your passage.
 - Copy any parts you want to keep. Try to put in all the suggestions from your team. Make sure your new passage doesn't have any of the mistakes I marked on the passage you handed in.
 - Pencils down when you're finished. You have 20 minutes. (Observe students and give feedback.)
7. (After 20 minutes, say:) Stop writing. If you didn't finish rewriting your passage, you can finish it later.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- **Indicate which part of a book (table of contents, index, glossary) is used to determine information.** (Exercise 2)
- Locate a given word in a dictionary and use the dictionary to determine the meaning of the word. (Exercise 3)
- Perform on a mastery test of paragraph writing on skills presented in lesson 101–119. (Exercise 4)

Exercises 5–7 give instructions for marking the test, giving students feedback and providing remedies.

Materials: Each student will need a copy of an elementary dictionary for exercises in this lesson.

EXERCISE 1 Feedback On Lesson 119

- (Before handing back students’ work from lesson 119, read several well-written passages.)
- (Hand back students’ work from lesson 119.)
- Praise students who had correct answers for all items in lesson 119 skill exercises and who handed in well-written papers.
- Provide feedback on any exercises that were troublesome

TEXTBOOK • LINED PAPER

EXERCISE 2 Book Parts

1. You’ve learned about three parts of a book—the table of contents, the index, and the glossary.
2. Let’s review. The glossary is at the end of your reading textbook. It tells the meaning of words that are introduced in the program. Everybody, what does the glossary tell? (Signal.) *The meaning of words introduced in the program.*
 - The glossary lists these words alphabetically. Everybody, how are the words listed? (Signal.) *Alphabetically.*
3. The index is another alphabetical list. But it doesn’t list words. It lists **topics**. Everybody, what does the index list? (Signal.) *Topics.*

- And how are the items listed? (Signal.) *Alphabetically.*
4. The table of contents is at the beginning of the book. It lists things by page number, not alphabetically.
 - Everybody, which list is not alphabetical? (Signal.) *Table of contents.*
 - Where do you find the table of contents? (Call on a student.) Idea: *At the front of the book.*
 - The table of contents lists the selections that appear in the book. Everybody, what does the table of contents list? (Signal.) *The selections that appear in the book.*
 5. Get ready to answer some questions. You want to find out the **meaning** of a word that appears in the program. Everybody, do you go to the glossary, the index, or the table of contents? (Signal.) *The glossary.*
 - You want to find out what **selection** appears on lesson 122. Do you go to the glossary, the index, or the table of contents? (Signal.) *The table of contents.*
 - You want to find the **meaning** of the word **confidence**. Where do you go to? (Signal.) *The glossary.*
 - You want to find out all the places in the book that tell about the **topic** of Alaska. Where do you go to? (Signal.) *The index.*
 - You want to find out what information passage appears on lesson 96. Where do you go to? (Signal.) *The table of contents.*
 - You want to find out where you can read about muscles. Where do you go to? (Signal.) *The index.*
- (Repeat step 5 until firm.)

6. Open your textbook to lesson 120.
 - Take out a sheet of lined paper. Write your name and lesson 120 on the top line. Number your paper from 1 through 7.
7. Find part A in your textbook. ✓
You're going to write the name of the part of the book you would use for each item. The answer for each item is **glossary**, **index**, or **table of contents**.
 - Item 1 says: You want to find out what selection starts on page 151. Write the correct part of the book where you find that information.
(Observe students and give feedback.)
 - Everybody, what's the answer to item 1? (Signal.) *The table of contents.*
 - Answer the rest of the items in part A now. Pencils down when you're finished.
(Observe students and give feedback.)
8. Let's check your work. I'll read the items. You say the answers.
 - Item 1: You want to find what selection starts on page 151. Everybody, what part of the book would you use? (Signal.) *Table of contents.*
 - Item 2: You want to find on what page the textbook first discusses **baboons**. What part of the book would you use? (Signal.) *Index.*
 - Item 3: You want to find out what the word **billion** means. What part of the book would you use? (Signal.) *Glossary.*
 - Item 4: You want to find out how many reading selections are presented in lesson 132. What part of the book would you use? (Signal.) *Table of contents.*
 - Item 5: You want to find out the page number for the first selection in lesson 86. What part of the book would you use? (Signal.) *Table of contents.*
 - Item 6: You want to find out the first page number for the topic **equipment**. What part of the book would you use? (Signal.) *Index.*
 - Item 7: You want to find the lesson number for the selection that starts on page 93 of your textbook. What part of the book would you use? (Signal.) *Table of contents.*
8. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Dictionary Skills

1. Find part B in your textbook. ✓
 - The directions say: Use your dictionary to find the correct meaning of the underlined word in each sentence. Write the correct meaning.
 - Take out your dictionary. ✓
 - Do the items in part B now. Pencils down when you're finished.
(Observe students and give feedback.)
2. Let's check your work. I'll read the items. You say the answers.
 - Item 1. She emptied the bucket of cinders. Everybody, what does **cinders** mean? (Signal.) *Partly burned coal.*
 - Item 2. The expense for the party was too much. What does **expense** mean? (Signal.) *Money spent.*
3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Passage Writing Test

Multi-Paragraph Story

1. The rest of this lesson is a test. You're going to write a passage about a picture you wrote about earlier.
Turn to lesson 105 in your textbook and find part D. ✓
2. Look at the picture.
The woman in this picture has a serious problem. Part of her problem is that she wanted to keep walking down the street with her dog.
 - Why didn't she do that? (Call on a student. Idea: *Because an arm from a spaceship was holding her leg.*)
 - How do you think she felt? (Call on a student. Idea: *Scared.*)
3. When you write the first part of the story, you'll name the woman and her dog. Tell where she was and what she was doing just before the picture. Then you'll tell about the problem. Tell what happened in the picture. You can write as many paragraphs as you want for the first part.

- For the rest of the story, you'll tell what happened after the picture. The woman may not be able to solve her problem. But maybe there's a way to solve her problem. And maybe it's not as serious a problem as she thinks it is. Tell what the space creature wanted. Tell what the woman said and what she did. Then tell how the story ends.
 - Write the story. Make it interesting. Remember, you can tell the things they said. Give a clear picture. Pencils down when you're finished. You have 20 minutes. (Observe students and give feedback.)
4. (After 20 minutes, say:) Stop writing. Check your story.
- Make sure you told what the space creature wanted and what it did. Make sure you told all the things that happened after the picture. Make sure all your sentences are written correctly.

EXERCISE 5 Marking The Test Passage

1. (Mark the students' passages before the next scheduled language period.)
2. (Mark each paper for the following criteria. Write the appropriate code next to each mistake.)
 - Sentences that do not begin with a capital and end with a period. (C.P.)
 - Sentences that are run-ons. (R.O.)
 - Names (Sally, Elmo, and so on) that are not capitalized. (Na.)
 - Possessive nouns (Sally's dad) that do not have an apostrophe. (')
 - Omission of important details about what must have happened in the missing picture. (WH)
 - Paragraphs that have more than one person talking. (P.)

- Direct quotes that are not punctuated correctly. (Q.)
 - First paragraphs that do not set the scene by telling where each character **was** and what the character **was doing**. (Was)
 - In later paragraphs, inappropriate use of **was** and **were** to tell what characters **did**. (Did)
3. (Mark each error on the students' papers. Write the number of errors at the top of the paper.)
 4. (Enter the number of errors each student made on the Summary for Test 12. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)
 - (Optional: Enter the type of errors students made on the Optional Summary Sheet for Test 12, which appears after the Reproducible Summary Sheets in the *Language Arts Teacher's Guide*.)

EXERCISE 6 Feedback On Test 12

1. (Return the students' papers after they are marked.)
2. The number I wrote on your paper tells how many mistakes you made on the test. Raise your hand if I wrote **0 to 2** at the top of your test. **Those are super stars.**
 - Raise your hand if I wrote **3 to 5**. Those are pretty good workers.
 - If I wrote a number that's more than 5, you're going to have to work harder.

EXERCISE 7 Test Remedies

- (If more than 1/4 of the students made more than 5 errors on their passage, repeat these passage writing exercises. Lesson 101 Exercise 5 Part C. Lesson 103 Exercise 5 Part D.)

Objectives

- Indicate the prefix, root and suffix in given words. (Exercise 1)
- Indicate which part of book (table of contents, index, glossary) to use to determine information. (Exercise 2)
- **Write sentences on a situation from the perspective of a given character.** (Exercise 3)
- **Write a multi-paragraph report on a given topic.** (Exercise 4)

Materials: Each student will need a copy of a Grade 3 *Reading Mastery* Textbook B for an exercise in this lesson.

TEXTBOOK • LINED PAPER

EXERCISE 1 Root Words

1. (Write on the board:)

- | | |
|---------------|---------------|
| 1. return | 4. brightness |
| 2. disappear | 5. teacher |
| 3. superclean | 6. recliner |

- These are words you're going to work with.
2. You add prefixes or suffixes to a part that's called a **root**. Everybody, what do you add prefixes or suffixes to? (Signal.) *A root.*
- Sometimes the root is a word. Sometimes it isn't.
3. Word 1 is **return**. Everybody, what word? (Signal.) *Return.*
- Does it have a prefix? (Signal.) *Yes.*
 - What's the prefix? (Signal.) *Re.*
 - What's the root? (Signal.) *Turn.*
4. Word 2 is **disappear**. What word? (Signal.) *Disappear.*
- Does it have a prefix? (Signal.) *Yes.*
 - What's the prefix? (Signal.) *Dis.*
 - What's the root? (Signal.) *Appear.*
5. Word 3 is **superclean**. What word? (Signal.) *Superclean.*
- Does it have a prefix? (Signal.) *Yes.*
 - What's the prefix? (Signal.) *Super.*
 - What's the root? (Signal.) *Clean.*
6. Word 4 is **brightness**. What word? (Signal.) *Brightness.*
- Does it have a prefix? (Signal.) *No.*
 - Does it have a suffix? (Signal.) *Yes.*
 - What's the suffix? (Signal.) *Ness.*
 - What's the root? (Signal.) *Bright.*

7. Word 5 is **teacher**. What word? (Signal.) *Teacher.*

- Does it have a prefix? (Signal.) *No.*
- Does it have a suffix? (Signal.) *Yes.*
- What's the suffix? (Signal.) *Er.*
- What's the root? (Signal.) *Teach.*

8. Word 6 is **recliner**. What word? (Signal.) *Recliner.*

- Does it have a prefix? (Signal.) *Yes.*
- What's the prefix? (Signal.) *Re.*
- Does it have a suffix? (Signal.) *Yes.*
- What's the suffix? (Signal.) *Er.*
- What's the root? (Signal.) *Cline.*
- That root is not a word.

- (Erase the board:)

9. Open your textbook to lesson 121 and find part A. ✓

- Take out a sheet of lined paper. Write your name and lesson 121 on the top line. Number your paper 1 through 5. ✓
- These are some of the words we just did. Copy those words on your lined paper. ✓ The directions tell you to underline the prefix. Circle the root. Make a line over the suffix. Remember, each word has a root. So you'll circle something in each word.
- Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)

10. Let's check your work. I'll read the items. You say the answers.

- Item 1: **Return**. Everybody, what root did you circle? (Signal.) *Turn.*
- What prefix did you underline? (Signal.) *Re.*
- Item 2: **Teacher**. What root did you circle? (Signal.) *Teach.*
- What suffix did you make a line over? (Signal.) *Er.*

- Item 3: **Superclean**. What root did you circle? (Signal.) *Clean*.
 - What prefix did you underline? (Signal.) *Super*.
 - Item 4: **Brightness**. What root did you circle? (Signal.) *Bright*.
 - What suffix did you make a line over? (Signal.) *Ness*.
 - Item 5: **Disappear**. What root did you circle? (Signal.) *Appear*.
 - What prefix did you underline? (Signal.) *Dis*.
11. Raise your hand if you got all the items in part A correct. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Book Parts

1. Find part B in your textbook. ✓
 - I'll read the directions: Write the name of the part of the book you would use for each item. The answer to each item is **glossary, index, or table of contents**.
 - Number your paper 1 through 6. ✓
 - Do the items in part B now. Pencils down when you're finished.
(Observe students and give feedback.)
2. (After students complete the items:)

Let's check your work. I'll read the items. You say the answers.

 - Item 1: You want to find out on how many pages the topic **pressure of snow** appears. Everybody, what part of the book would you use? (Signal.) *Index*.
 - Item 2: You want to find out the first page number for the topic **pyramid**. What part of the book would you use? (Signal.) *Index*.
 - Item 3: You want to find out how many reading selections are presented in lesson 128. What part of the book would you use? (Signal.) *Table of contents*.
 - Item 4: You want to find out what the word **veld** means. What part of the book would you use? (Signal.) *Glossary*.
 - Item 5: You want to find out the page number for the first selection in lesson 79. What part of the book would you use? (Signal.) *Table of contents*.
 - Item 6: You want to find out on what page the textbook first discusses **squid**. What part of the book would you use? (Signal.) *Index*.

3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Perspective

1. Find part C in your textbook. ✓
 - You are going to write another short paragraph in which you pretend that something happened.
 - (Call on a student to read the writing assignment.)
 - (Teacher reference:)

Pretend that you promised to clean your room, but you forgot to do it. You hear your mother walking into the kitchen after she has been shopping. Write a paragraph. Tell how you feel. Tell what you will do.

2. Everybody, write your sentences on lined paper. Start your first sentence with the word **I**. Write at least 4 sentences. Pencils down when you're finished.
(Observe students and give feedback.)
3. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)
4. Everybody, now you'll check your work. Make sure that you started your first sentence with the word **I**. Make sure that you have at least four sentences in your paragraph. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 4 Topics

1. Find part D in your textbook. ✓
 - Now you're going to write a longer passage about a topic.
 - (Write on the board:)

Places I Would Like to Visit

- You're going to write about at least two places that you would like to visit. Where would you like to go? Would you like to go some place that you have never been before? Maybe you would like to go someplace familiar to you, a place you have already visited.

- You're going to write about the places you would like to visit. Figure out how many places you're going to tell about. Maybe there are two or three places that interest you. Raise your hand if you know two places or three places that interest you. ✓
- (Call on individual students to tell how many places they think they would like to visit and to name those places.)

2. Everybody, write the title **Places I Would Like to Visit**.

(Observe students and give feedback.)

3. (Write on the board:)

WHICH PLACES

- Your first paragraph will tell the places you would like to visit. Indent and start with the words **I would like to visit** and name the places.
(Observe students and give feedback.)
 - (Call on individual students to read their first sentence. Accept reasonable responses.)
4. (Write on the board:)

WHY

- You're going to write a paragraph that tells two reasons why you would like to visit the first place you listed. Start with these words: **Here are the reasons I would like to visit** _____. Write that sentence and name the first place. Remember to indent. Raise your hand when you've done that much.
(Observe students and give feedback.)

- Now write your reasons. Write at least two reasons you would like to visit the first place you listed. Start your first sentence with the words **One reason is**. Pencils down when you're finished.
 - (Call on several students to read their reasons for the first place.)
5. Now you're going to write a paragraph that tells two reasons you would like to visit the second place you listed. Start your paragraph with the words: **Here are the reasons I would like to visit** ____ and name the place. Then give your reasons. Pencils down when you're finished.
(Observe students and give feedback.)
6. (Repeat step 5 for directing students to write about other places students had selected.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Indicate the prefix, root and suffix in given words. (Exercise 2)
- Indicate which part of book (table of contents, index, glossary) to use to determine information. (Exercise 3)
- Locate a given word in a dictionary and use the dictionary to determine the meaning of the word. (Exercise 4)
- **Revise, rewrite and check a report on a given topic.** (Exercise 5)

Note: Students will work in teams to develop ideas for revising their reports. After working in a team, students will then rewrite their report. Students may not have enough time to complete their report during the class period. Specify a time before the next lesson at which time the rewritten report is due.

Note: Each student will need a copy of an **elementary dictionary** for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 121

- (Hand back students' work from lesson 121.)
- (Praise students who had correct answers for all items in lesson 121 skill exercises.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK • LINED PAPER

EXERCISE 2 Root Words

1. (Write on the board:)

- | | |
|----------------|----------------|
| 1. result | 5. retain |
| 2. disable | 6. contain |
| 3. helpful | 7. sustainable |
| 4. unhappiness | |

- These are words you're going to work with.
2. You add prefixes or suffixes to a part of a word. Everybody, what do we call the part of a word you add prefixes or suffixes to? (Signal.) *Root.*

- Sometimes the root is a word. Sometimes it isn't.
3. **Word 1 is result.** Everybody, what word? (Signal.) *Result.*
 - Does it have a prefix? (Signal.) *Yes.*
 - What's the prefix? (Signal.) *Re.*
 - What's the root? (Signal.) *Sult.*
 - Is **sult** a word? (Signal.) *No.*
 4. **Word 2 is dismiss.** What word? (Signal.) *Dismiss.*
 - Does it have a prefix? (Signal.) *Yes.*
 - What's the prefix? (Signal.) *Dis.*
 - What's the root? (Signal.) *Miss.*
 5. **Word 3 is helpful.** What word? (Signal.) *Helpful.*
 - Does it have a prefix? (Signal.) *No.*
 - Does it have a suffix? (Signal.) *Yes.*
 - What's the suffix? (Signal.) *Ful.*
 - What's the root? (Signal.) *Help.*
 6. **Word 4 is unhappiness.** What word? (Signal.) *Unhappiness.*
 - Does it have a prefix? (Signal.) *Yes.*
 - What's the prefix? (Signal.) *Un.*
 - Does it have a suffix? (Signal.) *Yes.*
 - What's the suffix? (Signal.) *Ness.*
 - What's the root? (Signal.) *Happy.*
 7. If you know the root, you can figure out what the prefixes and suffixes are.
 - **Word 5 is retain.** What word? (Signal.) *Retain.*
 - Does it have a prefix? (Signal.) *Yes.*
 - What's the prefix? (Signal.) *Re.*
 - Does it have a suffix? (Signal.) *No.*
 - What's the root? (Signal.) *Tain.*
 8. **Word 6 has the same root: contain.** What word? (Signal.) *Contain.*
 - What's the root in that word? (Signal.) *Tain.*
 - Is the rest of the word a **prefix** or a **suffix**? (Signal.) *Prefix.*
 - What's the prefix? (Signal.) *Con.*

9. (Erase the board:)
Take out a sheet of lined paper. Write your name and lesson 122 on the top line. ✓
- Open your textbook to lesson 122 and find part A. ✓
 - Number your paper 1 through 6. Copy those words on your lined paper. ✓
The directions tell you to underline the prefix. Circle the root. Make a line over the suffix. Remember, each word has a root. So you'll circle something in each word.
10. Do the items now. Circle the root. Underline any prefix. Make a line over any suffix. (Observe students and give feedback.)
11. (After students complete the items:)
Let's check your work. I'll read the items.
- Item 1: **Helpful**. Everybody, what root did you circle? (Signal.) *Help*.
 - What suffix did you make a line over? (Signal.) *Ful*.
 - Item 2: **Result**. What root did you circle? (Signal.) *Sult*.
 - What prefix did you underline? (Signal.) *Re*.
 - Item 3: **Retain**. What root did you circle? (Signal.) *Tain*.
 - What prefix did you underline? (Signal.) *Re*.
 - Item 4: **Contain**. What root did you circle? (Signal.) *Tain*.
 - What prefix did you underline? (Signal.) *Con*.
 - Item 5: **Dismiss**. What root did you circle? (Signal.) *Miss*.
 - What prefix did you underline? (Signal.) *Dis*.
 - Item 6: **Unhappiness**. What root did you circle? (Signal.) *Happi*.
 - What prefix did you underline? (Signal.) *Un*.
 - What suffix did you make a line over? (Signal.) *Ness*.
12. Raise your hand if you got all the items in part A correct. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Book Parts

1. Find part B in your textbook. ✓
 - I'll read the directions: Write the name of the part of the book you would use for each item. The answer to each item is **glossary, index, or table of contents**.
 - Number your paper 1 through 5. ✓
 - Do the items in part B now. Pencils down when you're finished.
(Observe students and give feedback.)

2. (After students complete the items:)
Let's check your work. I'll read the items.
 - Item 1: You want to find out the page number for the first selection in lesson 84. Everybody, what part of the book would you use? (Signal.) *Table of contents*.
 - Item 2: You want to find out on what page the textbook first discusses **lead dogs**. What part of the book would you use? (Signal.) *Index*.
 - Item 3: You want to find out the first page number for the topic **blood vessels**. What part of the book would you use? (Signal.) *Index*.
 - Item 4: You want to find out what the word **plunge** means. What part of the book would you use? (Signal.) *Glossary*.
 - Item 5: You want to find out how many reading selections are presented in lesson 124. What part of the book would you use? (Signal.) *Table of contents*.
3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Dictionary Skills

1. Find part C in your textbook. ✓
 - Take out your dictionary. ✓
 - The directions say: **Use your dictionary to find the correct meaning of the underlined word in each sentence. Write the correct meaning.**
 - Each sentence has an underlined word. Three possible meanings for the word are written under the sentence. Look up the underlined word in the dictionary and find which of these three meanings is the best.
 - Do the items in part C now. Pencils down when you're finished.
(Observe students and give feedback.)
2. (After students complete the items:)
Let's check your work. I'll read the items.
 - Item 1: We had mullet for dinner. Everybody, what does **mullet** mean? (Signal.) *A fish*.
 - Item 2: His mother is an aviator. Everybody, what does **aviator** mean? (Signal.) *Pilot*.
3. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Revising Reports

1. Find the report that you wrote in lesson 121 about places you would like to visit. ✓
2. I'm going to read three good reports. (Read the first report, then ask:) What part of that report did you think was really good? (Call on individual students. Accept all reasonable responses.)
 - (Repeat step 2 for the remaining reports.)
3. Now you're going to work in teams to figure out how you can make your reports better. The team members will take turns reading their reports. Then the team will give suggestions for making the report better. The team should agree on all changes.
4. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's report.
 - (Observe teams. Praise teams that are working cooperatively.)
5. (For each team with hands raised, ask about the suggestions for the first student's report. Praise good suggestions, then tell the second team member to read his or her report.)
 - (Observe teams. Praise teams that are working cooperatively.)
 - (Repeat step 5 until all students have received feedback on their report.)
6. Now you'll rewrite your report. Start with the report you wrote earlier. Cross out any sentences or parts you want to change. Then use a fresh sheet of paper to rewrite your report.
 - Copy any parts you want to keep. Try to put in all the suggestions from your team. Make sure your new report doesn't have any of the mistakes I marked on the report you handed in.
 - Pencils down when you're finished. You have 20 minutes. (Observe students and give feedback.)
7. (After 20 minutes, say:) Stop writing.
 - I'll check your reports. I'll read some more good reports next time.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Indicate the prefix, root and suffix in given words. (Exercise 2)
- Indicate which part of book (table of contents, index, glossary) to use to determine information. (Exercise 3)
- Determine words on a page in the glossary using guide words. (Exercise 4)
- Write a multi-paragraph report on a given topic. (Exercise 5)

Materials: Each student will need a copy of a Grade 3 *Reading Mastery* Textbook B for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 122

- (Before handing back students' work from lesson 122, read several well-written passages that meet all the checks.)
- (Hand back students' work from lesson 122.)
- (Praise students:
 - a. who had correct answers for all items in lesson 122 skill exercises, and
 - b. whose report is well-written.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK • LINED PAPER

EXERCISE 2 Root Words

1. (Write on the board:)

- | | |
|----------------------|--------------------|
| 1. detainment | 4. revert |
| 2. injection | 5. inverted |
| 3. subjective | |

- These are words you're going to work with.
2. Everybody, what do we call the part of a word you add prefixes or suffixes to? (Signal.) *Root*.
3. If you know a root, you can figure out prefixes and suffixes of new words. Last time, you learned the root in the word **contain**. Everybody what's that root? (Signal.) *Tain*.

4. **Word 1 is a word that has the same root: **detainment**. What word?** (Signal.) *Detainment*.
- It has a prefix and a suffix. What's the prefix? (Signal.) *De*.
 - What's the suffix? (Signal.) *Ment*.
 - What's the root? (Signal.) *Tain*.
5. **Word 2 is **reject**. What word?** (Signal.) *Reject*.
- It has a root and a prefix. What's the root? (Signal.) *Ject*.
 - What's the prefix? (Signal.) *Re*.
6. **Word 3 has the same root: **subjective**. What word?** (Signal.) *Subjective*.
- What's the prefix? (Signal.) *Sub*.
 - What's the suffix? (Signal.) *Ive*.
 - What's the root? (Signal.) *Ject*.
7. **Word 4 is **revert**. What word?** (Signal.) *Revert*.
- The word has a prefix and a root. What's the prefix? (Signal.) *Re*.
 - What's the root? (Signal.) *Vert*.
8. **Word 5 has the same root: **inverted**. What word?** (Signal.) *Inverted*.
- What's the prefix? (Signal.) *In*.
 - What's the suffix? (Signal.) *Ed*.
 - What's the root? (Signal.) *Vert*.
 - (Erase the board)
9. Take out a sheet of lined paper. Write your name and lesson 123 on the top line. ✓
- Open your textbook to lesson 123 and find part A. ✓
 - These are the words we just did. Copy those words. ✓
 - The directions tell you to underline the prefix. Circle the root. Make a line over the suffix. Remember, each word has a root. So you'll circle something in each word.
10. Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)

11. Let's check your work. I'll read the items. You say the answers. Make an **X** next to any item you miss.
 - Item 1: **Subjective**. Everybody, what root did you circle? (Signal.) *Ject*.
 - What prefix did you underline? (Signal.) *Sub*.
 - What suffix did you make a line over? (Signal.) *Ive*.
 - Item 2: **Inject**. What root did you circle? (Signal.) *Ject*.
 - What prefix did you underline? (Signal.) *In*.
 - Item 3: **Detainment**. What root did you circle? (Signal.) *Tain*.
 - What prefix did you underline? (Signal.) *De*.
 - What suffix did you make a line over? (Signal.) *Ment*.
 - Item 4: **Reject**. What root did you circle? (Signal.) *Ject*.
 - What prefix did you underline? (Signal.) *Re*.
 - Item 5: **Revert**. What root did you circle? (Signal.) *Vert*.
 - What prefix did you underline? (Signal.) *Re*.
 - Item 6: **Inverted**. What root did you circle? (Signal.) *Vert*.
 - What prefix did you underline? (Signal.) *In*.
 - What suffix did you make a line over? (Signal.) *Ed*.
12. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Book Parts

1. Find part B in your textbook. ✓
 - The directions say: Write the name of the part of the book you would use for each item. The answer to each item is **glossary**, **index**, or **table of contents**.
 - Number your paper 1 through 5. ✓
 - Do the items in part B now. Pencils down when you're finished.
(Observe students and give feedback.)
2. (After students complete the items:) Let's check your work. I'll read the items. You say the answers.
 - Item 1: You want to find out on what page the textbook first discusses **stars**. Everybody, what part of the book would you use? (Signal.) *Index*.

- Item 2: You want to find out what the word **exchange** means. What part of the book would you use? (Signal.) *Glossary*.
 - Item 3: You want to find out the lesson number for the selection that starts on page 86 of your textbook. What part of the book would you use? (Signal.) *Table of contents*.
 - Item 4: You want to find out the page number for the first selection in lesson 102. What part of the book would you use? (Signal.) *Table of contents*.
 - Item 5: You want to find out on how many pages the topic **dragonflies** appears. What part of the book would you use? (Signal.) *Index*.
3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Glossary and Guide Words

1. Take out Reading Textbook B. ✓
2. Find part C in your textbook. ✓
3. I'll read the directions: **For each item, write the guide words for the page in the Reading Textbook B glossary on which you can find the word.**
 - Do the items in part C now. Pencils down when you're finished.
(Observe students and give feedback.)
4. Let's check your work.
 - Item 1: **Dedicated**. Everybody, what are the guide words? (Signal.) *Cell, disk*.
 - Item 2: **Weary**. What are the guide words? (Signal.) *Unbearable, yucky*.
 - Item 3: **Thorough**. What are the guide words? (Signal.) *Science, twilight*.
5. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Topics

1. Find part D in your textbook. ✓
 - You're going to write about a time you did something that you were very proud of. First we'll talk about it.

2. (Write on the board:)

WHEN

- Listen: The first thing you'll tell about is when it happened. Was it in the summer or was it in the middle of winter? Do you remember the year it was? Do you remember how old you were?
- Raise your hand when you can say a sentence that tells when. Start with the words **I did something that I am proud of** and tell when it happened. (Call on several students. Praise students who start with the words *I did something that I am proud of* and who give some indication of when.) (To correct: If students start to tell more than **when**, stop them and remind them that they are just telling **when**.)

3. (Write on the board:)

WHERE

- The next thing you'll tell is where it happened. Were you at home or somewhere else? Were you in a car or a house, or were you on your bike? Where were you?
- Raise your hand when you can say a sentence that tells where. Start with the words **I was** and tell where you were. You can also tell who you were with. (Call on several students. Praise accounts that start with the words *I was* and that tell where the student was and possibly who was with the student.)

4. (Write on the board:)

WHY

- Listen: After you tell about where you were, tell **why** you were there. What were you doing? What did you plan to do?
- Raise your hand when you can say a sentence that tells why. Start with the words **I was there because** and tell why you were there. (Call on several students. Praise students who start with the words *I was there because* and who tell the reason.) (To correct: If students tell more than why they were there, stop them and remind them that they are simply telling why they were there.)

5. (Write on the board:)

WHAT HAPPENED

- After you tell why you were at the place, you'll tell what happened. Raise your hand when you can say sentences that tell what you did that you are proud of. Tell all the important things that went on. Tell what you did that you're proud of and why you were proud of what you did. If you helped somebody else, tell how that person felt and what that person said. (Call on several students. Praise accounts that give details about what happened.)

6. (Write on the board:)

Something I Am Proud of

- Now you're going to write your report on lined paper. Copy the title on the top line of your paper. Pencils down when you've done that much. (Observe students and give feedback.)
- 7. First you'll tell when. Start with the words **I did something that I am proud of** and tell when it happened. Write one or more sentences. Remember to indent. Pencils down when you've done that much. (Observe students and give feedback.)
- 8. Now you're going to tell where you were. Start with the words **I was** and tell where you were. If you were with somebody else, you can also tell who was with you. Pencils down when you've written about where you were. (Observe students and give feedback.)
- 9. Now you're going to tell why you were there. Start with the words **I was there because** and tell why you were there. Tell what you planned to do there. Pencils down when you're finished. (Observe students and give feedback.)
- 10. Now you're going to write about what you did that you are proud of. Start a new paragraph. Remember, tell what you did that you are proud of and tell why you are proud of it. Tell how you felt. If you helped somebody else, tell what that person said. Pencils down when you're finished. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Indicate the prefix, root and suffix in given words. (Exercise 2)
- Indicate which part of the book (table of contents, index, glossary) to use to determine information. (Exercise 3)
- **Indicate the characteristics of a character expressed by a simile.** (Exercise 4)
- Revise, rewrite and check a report on a given topic. (Exercise 5)

Note: Students will work in teams to develop ideas for revising reports. After working in a team, students will then rewrite their report. Students may not have enough time to complete their reports during the class period. Specify a time before the next lesson at which time the rewritten report is due.

EXERCISE 1 Feedback On Lesson 123

- (Hand back students' work from lesson 123.)
- (Praise students who had correct answers for all items in lesson 123 skill exercises.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK • LINED PAPER

EXERCISE 2 Root Words

1. (Write on the board:)

- | | |
|---------------|-------------|
| 1. diverting | 4. supplier |
| 2. reply | 5. produce |
| 3. compliance | 6. reducing |

- These are words you're going to work with.
2. Everybody, what do we call the part of a word you add prefixes or suffixes to? (Signal.) *Root.*
3. If you know a root, you can figure out prefixes and suffixes of new words. Last time, you learned the root in the word **inverted**. What's that root? (Signal.) *Vert.*

4. Word 1 is a word that has the same root: **diverting**. What word? (Signal.) *Diverting.*
- It has a prefix and a suffix. What's the prefix? (Signal.) *Di.*
 - What's the suffix? (Signal.) *Ing.*
5. Word 2 is **reply**. What word? (Signal.) *Reply.*
- It has a root and a prefix. What's the prefix? (Signal.) *Re.*
 - What's the root? (Signal.) *Ply.*
6. Word 3 is **reduce**. What word? (Signal.) *Reduce.*
- The word has a prefix and a root. What's the prefix? (Signal.) *Re.*
 - What's the root? (Signal.) *Duce.*
7. Word 7 has the same root: **reducing**. What word? (Signal.) *Reducing.*
- What's the prefix? (Signal.) *Re.*
 - What's the suffix? (Signal.) *Ing.*
 - What's the root? (Signal.) *Duce.*
8. Open your textbook to lesson 124 and find part A. ✓
- Take out a sheet of lined paper. Number your paper 1 through 4. ✓
These are some of the words we just did. The directions tell you to underline the prefix. Circle the root. Make a line over the suffix. Remember, each word has a root. So you'll circle something in each word.
9. Do the items in part A now. Pencils down when you're finished.
(Observe students and give feedback.)

10. Let's check your work. I'll read the items. You say the answers.
 - Item 1: **Produce**. Everybody, what root did you circle? (Signal.) *Duce*.
 - What prefix did you underline? (Signal.) *Pro*.
 - Item 2: **Reply**. What root did you circle? (Signal.) *Ply*.
 - What prefix did you underline? (Signal.) *Re*.
 - Item 3: **Reduce**. What root did you circle? (Signal.) *Re*.
 - What prefix did you underline? (Signal.) *Duce*.
 - Item 4: **Diverting**. What root did you circle? (Signal.) *Vert*.
 - What prefix did you underline? (Signal.) *Di*.
 - What suffix did you make a line over? (Signal.) *Ing*.
11. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Book Parts

1. Find part B in your textbook. ✓
 - Number your paper 1 through 4. ✓
 - I'll read the directions: For each item, write **glossary** or **index**.
 - Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
2. Let's check your work.
 - Item 1: You want to find out on what page the textbook first discusses **lungs**. Everybody, glossary or index? (Signal.) *Index*.
 - Item 2: You want to find out what the word **miserable** means. Glossary or index? (Signal.) *Glossary*.
 - Item 3: You want to find out on how many pages the topic **moon** appears. Glossary or index? (Signal.) *Index*.
 - Item 4: You want to find out what the word **compete** means. Glossary or index? (Signal.) *Glossary*.
3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Similes

1. Some expressions are called similes. A simile names two things that are the same. A simile uses the word **like** or the word **as**. Everybody, what words do similes use? (Signal.) *Like or as*.
2. Here's a simile: **Her teeth were like pearls**. Everybody, say that. Get ready. (Signal.) *Her teeth were like pearls*.
 - What are the two things that are the same? (Call on a student. Idea: *Her teeth and pearls*.)
 - Now tell me how her teeth were like pearls. The teeth and pearls are the same in what way? (Call on a student. Ideas: *Both were shiny and white; both were sparkling white*.)
3. Here's another simile: **Her eyes were like diamonds**. Everybody, say that. Get ready. (Signal.) *Her eyes were like diamonds*.
 - What are the two things that are the same? (Call on a student. Idea: *Her eyes and diamonds*.)
 - What's the same about her eyes and diamonds? (Call on a student. Ideas: *Both are shiny, both sparkle*.)
4. Here's another simile: **They work as hard as ants**. Everybody, say that. Get ready. (Signal.) *They work as hard as ants*.
 - What are the two things that are the same? (Call on a student. Idea: *They and ants*.)
 - What's the same about **they** and **ants**? (Call on a student. Idea: *Both work very hard*.)
5. Find part C in your textbook. ✓
 - These are the similes we just went over. You'll answer the questions about each simile.
 - Number your paper from 1 through 6. ✓ Answer the questions in part C. Pencils down when you're finished. (Observe students and give feedback.)
6. Let's check your work.
 - Here's the first simile: **Her teeth were like pearls**.
 - Item 1: Everybody, what two things are the same? (Signal.) *Her teeth and pearls*.
 - Item 2: How were her teeth like pearls? (Call on a student: Ideas: *Both were shiny; both were sparkling white*.)

- Here's the next simile: **Her eyes were like diamonds.**
 - Item 3: Everybody, what two things are the same? (Signal.) *Her eyes and diamonds.*
 - Item 4: What's the same about her eyes and diamonds? (Call on a student: Ideas: *Both are shiny; both sparkle.*)
 - Here's the next simile: **They work as hard as ants.**
 - Item 5: Everybody, what two things are the same? (Signal.) *They and ants.*
 - Item 6: What's the same about how they work and how ants work? (Call on a student: Idea: *Both work hard.*)
7. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Revising Reports

1. Find the report that you wrote on lesson 123 about something you did that you are proud about. ✓
2. I'm going to read three good reports. (Read the first report, then ask:) **What part of that report did you think was really good?** (Call on individual students. Accept all reasonable responses.)
 - (Repeat step 2 for the remaining reports.)
3. **Now you're going to work in teams to figure out how you can make your reports better.** The team members will take turns reading their reports. Then the team will give suggestions for making the report better. The team should agree on all changes.
4. (Assign the first student in each team to read.) **Raise your hand when your team has finished talking about the first student's report.**
 - (Observe teams. Praise teams that are working cooperatively.)

5. (For each team with hands raised, ask about the suggestions for the first student's report. Praise good suggestions, then tell the second team member to read his or her report.)
 - (Observe teams. Praise teams that are working cooperatively.)
 - (Repeat step 5 until all students have received feedback on their report.)
6. **Now you'll rewrite your passage.** Start with the report you wrote earlier. Cross out any sentences or parts you want to change. Then use a fresh sheet of paper to rewrite your report.
 - Copy any parts you want to keep. Try to put in all the suggestions from your team. Make sure your new report doesn't have any of the mistakes I marked on the report you handed in.
 - Raise your hand when you're finished. You have 20 minutes. (Observe students and give feedback.)
7. (After 20 minutes, say:) **Stop writing.**
 - I'll check your reports. I'll read some more good reports next time.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Indicate the characteristics of a character expressed by a simile. (Exercise 2)
- Indicate the prefix, root and suffix in given words. (Exercise 3)
- Locate a given word in a dictionary and use the dictionary to determine the meaning of the word. (Exercise 4)
- Write a multi-paragraph report on a given topic. (Exercise 5)

Materials: Each student will need a copy of an elementary dictionary for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 124

- (Before handing back students' work from lesson 124, read several well-written reports.)
- (Hand back students' work from lesson 124.)
- (Praise students:
 - a. who had correct answers for all items in lesson 124 skill exercises, and
 - b. whose report is well-written.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK • LINED PAPER

EXERCISE 2 Similes

1. You've worked with expressions that name two things that are the same. Everybody, what are those expressions called? (Signal.) *Similes.*
 - Remember, a simile uses the word **like** or the word **as**. What words do similes use? (Signal.) *Like or as.*
2. Here's a simile: **Her smile was as warm as the sun.** Everybody, say that. Get ready. (Signal.) *Her smile was as warm as the sun.*
 - What are the two things that are the same? (Call on a student. Idea: *Her smile and the sun.*)
 - What's the same about her smile and the sun? (Call on a student. Idea: *They're both very warm.*)
3. Here's another simile: **They ran like deer.** Everybody, say that. Get ready. (Signal.) *They ran like deer.*
 - What are the two things that are the same? (Call on a student. Idea: *They and deer.*)
 - What's the same? (Call on a student. Idea: *Both are fast.*)
4. Here's another simile: **The team worked like a well-designed machine.** Everybody, say that. Get ready. (Signal.) *The team worked like a well-designed machine.*
 - What are the two things that are the same? (Call on a student. Idea: *The team and a well-designed machine.*)
 - What's the same about the team and a well-designed machine? (Call on a student. Ideas: *Both work smoothly; they don't make mistakes.*)
5. Here's another simile: **That man moved like a turtle.** Everybody, say that. Get ready. (Signal.) *That man moved like a turtle.*
 - What are the two things that are the same? (Call on a student. Idea: *That man and a turtle.*)
 - What's the same about **that man and a turtle?** (Call on a student. Idea: *Both move slowly.*)
6. Open your textbook to lesson 125 and find part A. ✓
 - Take out a sheet of lined paper. Write your name and lesson 125 on the top line. ✓
 - These are the similes we just went over. You'll answer the questions.
7. Number your paper 1 through 9. ✓
 - Do the items in part A now. Pencils down when you're finished. (Observe student and give feedback.)
8. Let's check your work. I'll read the items. You say the answers.

- Item 1: Everybody, what do we call expressions that use the words **like** or **as** and that tell about things that are the same? (Signal.) *Similes*.
 - Here's the first simile: **That man moved like a turtle.**
 - Item 2: What two things are the same? (Signal.) *That man and a turtle.*
 - Item 3: How are they the same? (Call on a student: Idea: *Both moved slowly.*)
 - Here's the next simile: **The team worked like a well-designed machine.**
 - Item 4: What two things are the same? (Signal.) *The team and a well-designed machine.*
 - Item 5: How are they the same? (Call on a student: Ideas: *Both work smoothly; they don't make mistakes.*)
 - Here's the next simile: **They ran like deer.**
 - Item 6: What two things are the same? (Signal.) *They and deer.*
 - Item 7: How are they the same? (Call on a student: Idea: *Both are fast.*)
 - Here's the next simile: **Her smile was as warm as the sun.**
 - Item 8: What two things are the same? (Signal.) *Her smile and the sun.*
 - Item 9: How are they the same? (Call on a student: Idea: *Both are warm.*)
9. Raise your hand if you got all the items in part A correct. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Root Words

1. Find part B in your textbook. ✓
 - I'll read the directions: For each word, underline the prefix. Circle the root. Make a line over the suffix.
 - Number your paper 1 through 6 and copy the words. ✓
 - Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
 2. Let's check your work. I'll read the items. You say the answers.
 - Item 1: **Mistake.** Everybody, what root did you circle? (Signal.) *Take.*
 - What prefix did you underline? (Signal.) *Mis.*
 3. Raise your hand if you got all the items in part B correct. Great job.
 - Item 2: **Smoothly.** What root did you circle? (Signal.) *Smooth.*
 - What suffix did you make a line over? (Signal.) *Ly.*
 - Item 3: **Waterless.** What root did you circle? (Signal.) *Water.*
 - What suffix did you make a line over? (Signal.) *Less.*
 - Item 4: **Unhappiness.** What root did you circle? (Signal.) *Happy.*
 - What prefix did you underline? (Signal.) *Un.*
 - What suffix did you make a line over? (Signal.) *Ness.*
 - Item 5: **Revisit.** What root did you circle? (Signal.) *Visit.*
 - What prefix did you underline? (Signal.) *Re.*
 - Item 6: **Kissable.** What root did you circle? (Signal.) *Kiss.*
 - What suffix did you make a line over? (Signal.) *Able.*
3. Raise your hand if you got all the items in part B correct. Great job.
- Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Dictionary Skills

1. Find part C in your textbook. ✓
 - Take out your dictionary. ✓
 - I'll read the directions: **Use your dictionary to find the correct meaning of the underlined word in each sentence.**
 - Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)
2. Let's check your work.
 - Item 1: We could see fish in the shoals. Everybody, what does the word **shoals** mean? (Signal.) *Shallow water.*
 - Item 2. My dad planted a poplar in our yard. What does the word **poplar** mean? (Signal.) *A tree.*
3. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Topics

1. Find part D in your textbook. ✓

- (Write on the board:)

My Favorite Animal

- You're going to write about your favorite animal and tell why you like that animal.
 - Raise your hand if you know what you'd like to write about. ✓
(Call on several students. Ask: What are you going to write about?)
2. The title is: **My Favorite Animal**. Write the title.
(Observe students and give feedback.)
 3. (Write on the board:)

What Animal

- Begin your first paragraph by writing a sentence that names your favorite animal. Pencils down when you're finished.
(Observe students and give feedback.)
 - (Call on individual students to read their first sentence.)
4. (Write on the board:)

Here are three things I really like about _____.

- 1.
- 2.
- 3.

- You're going to make a list of three things you like about the animal. First write a sentence that starts with the words **here are three things I really like about...** and name the animal.
(Observe students and give feedback.)
 - (Call on individual students to read their sentence.)
5. On the next line write the number 1 and a period. Then write a sentence that tells one thing you like. Maybe you like horses because you can ride them. Or maybe you like dogs because they are always happy to be around you. Start with the words **one thing I really like about**. Pencils down when you've written your sentence for number 1. Remember, just tell about one thing you like.
(Observe students and give feedback.)
 - (Call on students to read what they've written for number 1.)

6. Now write the number 2 and a period on the next line. On that line, write your sentence for number 2. Start with the words **another thing I really like about**. Pencils down when you're finished.
(Observe students and give feedback.)
- (Call on students to read their sentence for number 2.)
7. Now write the number 3 and a period on the next line. On that line, write your sentence for number 3. Pencils down when you're finished.
(Observe students and give feedback.)
- (Call on students to read their sentence for number 3.)
8. (Write on the board:)

I hope ____.

- Now write your ending. Tell what you hope. Do you hope that you'll get a dog for your birthday? Do you hope that you can go horseback riding sometime? Write what you hope. Pencils down when you're finished.
(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- **Indicate the characteristics of a character expressed by a metaphor.** (Exercise 2)
- **Determine the meaning of an unknown word from the context using opposites.** (Exercise 3)
- Indicate the prefix, root and suffix in given words. (Exercise 4)
- Revise, rewrite and check a report on a given topic. (Exercise 5)

Note: Students will work in teams to develop ideas for revising reports. After working in a team, students will then rewrite their report. Students may not have enough time to complete their reports during the class period. Specify a time before the next lesson at which time the rewritten report is due.

EXERCISE 1 Feedback On Lesson 125

- (Hand back students' work from lesson 125.)
- (Praise students who had correct answers for all items in lesson 125 skill exercises.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK • LINED PAPER**EXERCISE 2 Metaphors**

1. What do we call expressions that use the word **like** or **as**? (Signal.) *Similes.*
2. A metaphor is like a simile but a metaphor does not use the words **like** or **as**. Metaphor. Say that. Get ready. (Signal.) *Metaphor.*
3. Here's a simile: **His hands were as rough as sandpaper.** Here's a metaphor: **His hands were sandpaper.** Everybody, say that metaphor. Get ready. (Signal.) *His hands were sandpaper.*
4. Here's another metaphor: **Her teeth were pearls.** What are the two things that are the same in that metaphor? (Call on a student. Idea: *Her teeth and pearls.*)
 - **How are they the same?** (Call on a student. Ideas: *Both are white; both are shiny.*)
5. Here's another metaphor: **Her eyes were diamonds.** What are the two things that are the same in that metaphor? (Call on a student. Ideas: *Her eyes and diamonds.*)
 - **How are they the same?** (Call on a student. Ideas: *Both sparkle; both are shiny.*)
6. Here's another metaphor: **His muscles were rocks.** What are the two things that are the same in that metaphor? (Call on a student. Idea: *His muscles and rocks.*)
 - **How are they the same?** (Call on a student. Idea: *Both are hard.*)
7. Open your textbook to lesson 126 and find part A. ✓
 - These are the metaphors we just went over. You'll answer the questions under each metaphor.
8. Take out a sheet of lined paper. Write your name and lesson 126 on the top line. Number your paper 1 through 6. ✓
 - Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)
9. Let's check your work. I'll read the items. You say the answers.
 - Here's the first metaphor: **Her eyes were diamonds.**
 - Item 1: What two things are the same? (Signal.) *Her eyes and diamonds.*
 - Item 2: **How are they the same?** (Call on a student: Idea: *Both sparkle; both are shiny.*)
 - Here's the next metaphor: **Her teeth were pearls.**

- Item 3: What two things are the same? (Signal.) *Her teeth and pearls.*
 - Item 4: How are they the same? (Call on a student: Ideas: *Both are white; both are shiny.*)
 - Here's the next metaphor: **Her muscles were rocks.**
 - Item 5: What two things are the same? (Signal.) *Her muscles and rocks.*
 - Item 6: How are they the same? (Call on a student: Idea: *Both are hard.*)
10. Raise your hand if you got all the items in part A correct. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Meaning From Context

Opposites

1. Find part B in your textbook. ✓
 - Sentences 1, 2 and 3 have words that most people don't know the meaning of. Those words are underlined.
 - Each sentence gives you information that helps you figure out the meaning of the underlined word.
2. Sentence 1. Follow along. Some of the people were very sad, but others were **elated**. That tells about opposites; one of the opposites is **sad**. The other is **elated**.
 - The opposite of very sad is very happy.
 - So what does the word **elated** mean? (Signal.) *Very happy.*
3. Sentence 2 also tells about opposites. Her brother was very rich, but she was **impecunious**.
 - The sentence tells you is the opposite of **rich** is **impecunious**.
 - So what does the word **impecunious** mean? (Call on a student. Idea: *Poor.*)
4. Sentence 3 also tells about opposites. Bret's explanations were always clear, but Andy's explanations were always **ambiguous**.
 - Everybody, what word does the sentence tell you is the opposite of **clear**? (Signal.) *Ambiguous.*
 - So what does the word **ambiguous** mean? (Call on a student. Idea: *Not clear.*)

5. You're going to write the meaning for each underlined word.
 - Number your paper from 1 through 3. ✓
 - Below the sentences are possible meanings of the underlined words. Write the correct meaning for each word. Pencils down when you're finished. (Observe students and give feedback.)
6. Let's check your work.
 - Item 1: **Elated**. What word means the same thing as **elated**? (Signal.) *Happy.*
 - Item 2: **Impecunious**. Everybody, what word means the same thing as **impecunious**? (Signal.) *Poor.*
 - Item 3: **Ambiguous**. What words mean the same thing as **ambiguous**? (Signal.) *Not clear.*
7. Raise your hand if you got all items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Root Words

1. Find part C in your textbook. ✓
 - I'll read the directions: **For each word, underline the prefix. Circle the root. Make a line over the suffix.**
 - Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)
2. Let's check your work. I'll read the items. You say the answers.
 - Item 1: **Dishonestly**. Everybody, what root did you circle? (Signal.) *Honest.*
 - What prefix did you underline? (Signal.) *Dis.*
 - What suffix did you make a line over? (Signal.) *Ly.*
 - Item 2: **Useful**. What root did you circle? (Signal.) *Use.*
 - What suffix did you make a line over? (Signal.) *Ful.*
 - Item 3: **Misuse**. What root did you circle? (Signal.) *Use.*
 - What prefix did you underline? (Signal.) *Mis.*
 - Item 4: **Refillable**. What root did you circle? (Signal.) *Fill.*
 - What prefix did you underline? (Signal.) *Re.*
 - What suffix did you make a line over? (Signal.) *Able.*
 - Item 5: **Recline**. What root did you circle? (Signal.) *Cline.*
 - What prefix did you underline? (Signal.) *Re.*

- **Item 6: Helpless.** What root did you circle? (Signal.) *Help*.
 - What suffix did you make a line over? (Signal.) *Less*.
 - **Item 7: Distress.** What root did you circle? (Signal.) *Tress*.
 - What prefix did you underline? (Signal.) *Dis*.
3. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Revising Reports

1. Find the report that you wrote on lesson 125 about your favorite animal. ✓
2. I'm going to read three good reports. (Read the first report, then ask:) What part of that report did you think was really good? (Call on individual students. Accept all reasonable responses.)
 - (Repeat step 2 for the remaining reports.)
3. Now you're going to work in teams to figure out how you can make your reports better. The team members will take turns reading their reports. Then the team will give suggestions for making the report better. The team should agree on all changes.
4. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's report.
 - (Observe teams. Praise teams that are working cooperatively.)

5. (For each team with hands raised, ask about the suggestions for the first student's report. Praise good suggestions, then tell the second team member to read his or her report.)
 - (Observe teams. Praise teams that are working cooperatively.)
 - (Repeat step 5 until all students have received feedback on their report.)
6. Now you'll rewrite your report. Start with the report you wrote earlier. Cross out any sentences or parts you want to change. Then use a fresh sheet of paper to rewrite your report.
 - Copy any parts you want to keep. Try to put in all the suggestions from your team. Make sure your new report doesn't have any of the mistakes I marked on the report you handed in.
 - Pencils down when you're finished. You have 20 minutes. (Observe students and give feedback.)
7. (After 20 minutes, say:) Stop writing. I'll check your reports. I'll read some good reports next time.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Discriminate a simile from a metaphor. (Exercise 2)
- Determine the meaning of an unknown word from the context. (Exercise 3)
- Locate a given word in a dictionary and use the dictionary to determine the meaning of the word. (Exercise 4)
- Write a multi-paragraph report on a given topic. (Exercise 5)

Materials: Each student will need a copy of an elementary dictionary for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 126

- (Before handing back students' work from lesson 126, read one or two well-written reports that meet all the checks.)
- (Hand back students' work from lesson 126.)
- (Praise students:
 - a. who had correct answers for all items in lesson 126 skill exercises, and
 - b. whose report is well-written.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK • LINED PAPER

EXERCISE 2 Similes and Metaphors

1. Everybody, what do we call an expression that uses the word **like** or **as**? (Signal.) *Simile.*
 - What do we call an expression that is like a simile but does not use the word **like** or **as**? (Signal.) *Metaphor.*
 - (Repeat step 1 until firm.)
2. I'll say expressions. You tell me if they are similes or metaphors.
 - Listen: **The top of his head was like a mirror.** Everybody, is that a simile or a metaphor? (Signal.) *Simile.*
 - New item: **Her fingernails were claws.** Simile or metaphor? (Signal.) *Metaphor.*

- New item: **Their cat was a ghost.** Simile or metaphor? (Signal.) *Metaphor.*
 - New item: **In the winter, the trees became skeletons.** Simile or metaphor? (Signal.) *Metaphor.*
 - (Repeat step 3 until firm)
3. Open your textbook to lesson 127 and find part A. ✓
 - Take out a sheet of lined paper. Write your name and lesson 127 on the top line. ✓
 - Number your paper 1 through 5. ✓
 - These items are like the ones we just did. You'll write **metaphor** or **simile** for each item.
 - Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)
 4. Let's check your work. I'll read the items.
 - Item 1: Her fingers were like claws. Everybody, simile or metaphor? (Signal.) *Simile.*
 - Item 2: Their cat was a ghost. Simile or metaphor? (Signal.) *Metaphor.*
 - Item 3: The clouds were puffs of whipped cream. Simile or metaphor? (Signal.) *Metaphor.*
 - Item 4: His head was as bald as a basketball. Simile or metaphor? (Signal.) *Simile.*
 - Item 5: He had feet like paddles. Simile or metaphor? (Signal.) *Simile.*
 5. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Meaning From

Context

1. Find part B in your textbook. ✓
 - Each item gives you information about opposites that helps you figure out the meaning of the underlined word.
2. Item 1. Follow along. The twins were not the same. One of them was very shy. The other was very **extroverted**.
 - What word does the sentence tell you is the opposite of **shy**? (Call on a student.) *Extroverted*.
 - So what does the word **extroverted** mean? (Call on a student. Ideas: *Not shy*; *sociable*.)
3. Item 2 also tells about opposites. Sometimes she was very thoughtful. At other times, she was **cavalier**.
 - Everybody, what word does the sentence tell you is the opposite of **thoughtful**? (Signal.) *Cavalier*.
 - So what does the word **cavalier** mean? (Call on a student. Idea: *Not thoughtful*.)
4. Item 3 also tells about opposites. Most of the time her voice was loud. But sometimes, her voice was inaudible.
 - Everybody, what word does the sentence tell you is the opposite of **loud**? (Signal.) *Inaudible*.
 - So what does the word **inaudible** mean? (Call on a student. Idea: *Soft*.)
5. Number your lined paper 1 through 3. ✓
 - Do the items in part C now. Write the correct meaning for each word. Pencils down when you're finished. (Observe students and give feedback.)
6. Let's check your work.
 - Item 1: **Inaudible**. Everybody, what word means the same thing as **inaudible**? (Signal.) *Soft*.
 - Item 2: **Extroverted**. What words mean the same thing as **extroverted**? (Signal.) *Not shy*.
 - Item 3: **Cavalier**. What words mean the same thing as **cavalier**? (Signal.) *Not thoughtful*.
7. Raise your hand if you got all items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Dictionary Skills

1. Find part C in your textbook. ✓
 - Take out your dictionary. ✓
 - I'll read the directions: **Use your dictionary to find the correct meaning of the underlined word in each sentence. Write the correct meaning.**
 - Write 1 and 2 on your lined paper.
 - Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)
2. Let's check your work.
 - Item 1: The group walked toward the portal of the zoo. Everybody, what does the word **portal** mean? (Signal.) *Entrance*.
 - Item 2. I intend to go to the movies tonight. What does the word **intend** mean? (Signal.) *Plan*.
3. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Topics

1. You're going to write about something that was very easy for you to do. Maybe it was something in school that you had no trouble learning or doing. Maybe it was something like learning to ride a bike, or learning to skateboard.
2. First we'll talk about it.
 - (Write on the board:)

WHEN

- Listen: The first thing you'll tell about is **when** it happened. Do you remember the year it was? Do you remember how old you were?
- You'll start with the words **I did something that was really easy for me to do** and tell when it happened. Raise your hand when you can say a sentence that tells when. (Call on several students. Praise students who start with the words *I did something really easy for me to do* and who give some indication of when.) (To correct: If students start to tell more than **when**, stop them and remind them that they are just telling **when**.)

3. (Write on the board:)

WHERE

- The next thing you'll tell is where it happened. You'll start with the words **I was** and tell where you were. You can also tell who you were with. Raise your hand when you can say a sentence that tells where. (Call on several students. Praise accounts that start with the words **I was** and that tell where the student was and possibly who was with the student.)

4. (Write on the board:)

WHAT

- The next thing you'll tell is what was really easy for you to do. Start with the word **I**. Raise your hand when you can say a sentence that tells what. (Call on several students. Praise accounts that tell what was easy for the students.)

5. (Write on the board:)

WHAT HAPPENED

- Now you'll tell what happened. Tell all the important things that went on. Tell why it was important for you to do it. Tell how you did it and how you felt. Raise your hand when you can say sentences that tell all the important things that happened. (Call on several students. Praise accounts that give details about what happened.)

6. (Write on the board:)

Something That Was Easy for Me

- Now you're going to write your report on lined paper. Copy the title on the top line of your paper. Raise your hand when you've done that much. (Observe students and give feedback.)

7. Begin your report by telling when. Start with the words **I did something that was easy for me to do** and tell when it happened. Write one or more sentences. Remember to indent your first sentence. Pencils down when you've written about when it happened.

(Observe students and give feedback.)

8. Now tell where you were. Start with the words **I was** and tell where you were. If you were with somebody else, you can also tell that they were with you. Pencils down when you've written about where you were.

(Observe students and give feedback.)

9. Now you're going to tell what happened. Remember, tell about what was easy for you and why you think it was so easy for you. Pencils down when you're finished.

(Observe students and give feedback.)

10. Now write an ending. Tell what happened later on. Pencils down when you're finished.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Discriminate a simile from a metaphor. (Exercise 2)
- Determine the meaning of an unknown word from the context (synonym). (Exercise 3)
- **Use a dictionary to determine multiple meanings of a word (homonym).** (Exercise 4)
- Revise, rewrite and check a report on a given topic. (Exercise 5)

Note: Students will work in teams to develop ideas for revising reports. After working in a team, students will then rewrite their reports. Students may not have enough time to complete their reports during the class period. Specify a time before the next lesson at which time the rewritten report is due.

Materials: Each student will need a copy of an **elementary dictionary** for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 127

- (Hand back students' work from lesson 127.)
- (Praise students who had correct answers for all items in lesson 127 skill exercises.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK • LINED PAPER

EXERCISE 2 Similes and Metaphors

1. Open your textbook to lesson 128. ✓
Take out a sheet of lined paper. Write your name and lesson 128 on the top line. ✓
2. Everybody, what do we call an expression that uses the word **like** or **as**? (Signal.)
Simile.
 - What do we call an expression that is like a simile but does not use **like** or **as**? (Signal.)
Metaphor.
 - The instructions for part A say: **Write if each item is a simile or a metaphor.**
 - Do the items in part A now. Pencils down when you're finished.
(Observe students and give feedback.)
3. Let's check your work. I'll read the items. You say the answers.

- Item 1: **Her legs were string beans.** Everybody, simile or metaphor? (Signal.)
Metaphor.
 - Item 2: **He ran like a rabbit.** Simile or metaphor? (Signal.) *Simile.*
 - Item 3: **She was dressed in a rainbow.** Simile or metaphor? (Signal.) *Metaphor.*
 - Item 4: **His mind worked like a computer.** Simile or metaphor? (Signal.) *Simile.*
 - Item 5: **She was as strong as a bull.** Simile or metaphor? (Signal.) *Simile.*
 - Item 6: **The cake was as light as a feather.** Simile or metaphor? (Signal.)
Simile.
 - Item 7: **Her hair was golden straw.** Simile or metaphor? (Signal.) *Metaphor.*
4. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Meaning From Context

Synonyms

1. Find part B in your textbook. ✓
 - Each item gives you information that helps you figure out the meaning of the underlined word.
2. Item 1. Follow along. The boys had some money for the movie, and the girls also had some currency.
 - That sentence tells about two words that are synonyms. They mean the same thing.
 - Everybody, what word does the item tell you is a synonym for **money**? (Signal.)
Currency.
3. Item 2 also tells about synonyms. Jan was always careful when danger was near. Her brother was not as cautious as she was.
 - Everybody, what word does the sentence tell you is a synonym for **careful**? (Signal.)
Cautious.

4. Item 3 also tells about synonyms. Bret's explanations were always very short. Bret's mother also gave explanations that were brief.
 - Everybody, what word does the sentence tell you is a synonym for **short**? (Signal.) *Brief.*
5. Item 4. Some of the workers did not mind being poor, but others complained because they were so indigent.
 - Everybody, what word does the sentence tell you is a synonym of **poor**? (Signal.) *Indigent.*
6. Write 1 through 4 on your lined paper. ✓
 - Next to each number, write the correct meaning. (Observe students and give feedback.)
7. Let's check your work.
 - Item 1: **Cautious**. Everybody, what word means the same thing as **cautious**? (Signal.) *Careful.*
 - Item 2: **Indigent**. What word means the same thing as **indigent**? (Signal.) *Poor.*
 - Item 3: **Currency**. What word means the same thing as **currency**? (Signal.) *Money.*
 - Item 4: **Brief**. What words mean the same thing as **brief**? (Signal.) *Very short.*
8. Raise your hand if you got all items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Multiple Meanings

1. Find part C in your textbook. ✓
 - Many words have more than one meaning. You're going to use a reference book to find the different meanings of words. Everybody, what kind of reference book will you use to find out about words and word meanings? (Signal.) *Dictionary.*
 - Take out your dictionary. ✓
 - Number your paper 1 through 6. ✓
2. Item 1: One meaning of the word **crop** has to do with plants.
 - Everybody, look up the noun **crop** in your dictionary and write the meaning that has to do with plants. Start with the words **A crop is**. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work. What meaning of **crop** has to do with plants? (Call on a student. Idea: *A crop is a plant that is grown and harvested.*)
3. Item 2: One meaning of **crop** has to do with cutting.
 - Find that meaning of the verb **crop**. Write the meaning of **crop** that has to do with cutting. Start with the words **when you crop someone's hair**.
 - Check your work. What meaning of **crop** has to do with cutting? (Call on a student. Idea: *When you crop somebody's hair, you cut the outer parts.*)
4. The next word is **stoop**. Item 3 asks you to find a meaning of **stoop** when it is used as a verb. Item 4 asks you to find a meaning of **stoop** when it is used as a noun. Find **stoop** in the dictionary. Write the meaning of **stoop** for items 3 and 4. Pencils down when you're finished. (Observe students and give feedback.)
5. Let's check your work.
 - Item 3: One meaning of the word **stoop** tells about an action. **When you stoop, you . . .** What's the answer? (Call on a student. Idea: *Bend forward and down.*)
 - Item 6: One meaning of **stoop** tells about a part of a building. **A stoop is . . .** What's the answer? (Call on a student. Idea: *A small porch.*)
6. Raise your hand if you got all items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Revising Reports

1. Find the report that you wrote in lesson 127 about something that was easy for you. ✓
2. I'm going to read three good reports. (Read the first report, then ask:) What part of that report did you think was really good? (Call on individual students. Accept all reasonable responses.)
 - (Repeat step 2 for the remaining reports.)
3. Now you're going to work in teams to figure out how you can make your reports better. The team members will take turns reading their reports. Then the team will give suggestions for making the report better. The team should agree on all changes.
4. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's report.
 - (Observe teams. Praise teams that are working cooperatively.)
5. (For each team with hands raised, ask about the suggestions for the first student's report. Praise good suggestions, then tell the second team member to read his or her report.)
 - (Observe teams. Praise teams that are working cooperatively.)
 - (Repeat step 5 until all students have received feedback on their report.)
6. Now you'll rewrite your report. Start with the report you wrote earlier. Cross out any sentences or parts you want to change. Then use a fresh sheet of paper to rewrite your report.
 - Copy any parts you want to keep. Try to put in all the suggestions from your team. Make sure your new passage doesn't have any of the mistakes I marked on the report you handed in.
 - Pencils down when you're finished. You have 20 minutes. (Observe students and give feedback.)
7. (After 20 minutes, say:) Stop writing.
 - I'll check your reports and read some good reports next time.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- **Using a dictionary for multiple purposes.** (Exercise 2)
- Use a dictionary to determine multiple meanings of a word (homonym). (Exercise 3)
- Write a multi-paragraph report on a given topic. (Exercise 4)

Materials: Each student will need a copy of an elementary dictionary for exercises in this lesson.

EXERCISE 1 Feedback On Lesson 128

- (Before handing back students' work from lesson 128, read one or two well-edited paragraphs that meet all the checks.)
- (Hand back students' work from lesson 128.)
- (Praise students:
 - a. who had correct answers for all items in lesson 128 skill exercises, and
 - b. whose report is well-written.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK • LINED PAPER

EXERCISE 2 Resource Books

Dictionary

1. Open your textbook to lesson 129 and find part A. ✓
2. (Call on individual students to read the information in the box.)
 - (Teacher reference:)

A dictionary gives you information about words. The words are listed alphabetically in the dictionary. So words that begin with the letter **A** are at the beginning of the dictionary. Words that begin with the letter **Z** are at the end of the dictionary.

A dictionary shows you how to pronounce a word. If you read a word and do not know how to pronounce it, you can look up the word in the dictionary. It has marks that show the

sounds you would make to say the word. If the word has more than one syllable, the dictionary shows where each syllable begins.

A dictionary also shows word meanings. The word that you look up may have more than one meaning. For example, the word **cloud** has several different meanings. Something can **cloud** your thoughts. A **cloud** can cover the sun. The dictionary lists the meanings and tells the part of speech for each meaning. If there are synonyms for the word, the dictionary often tells about them.

The dictionary also shows special endings. If you look up the word **deer**, the dictionary will tell you that when you refer to more than one deer you don't say **deers**, you say **deer**.

3. You're going to use your dictionary to do the items below the box.
 - Take out a sheet of lined paper. Write your name and lesson 129 on the top line. Number your paper 1 through 4. ✓
 - Take out your dictionary. ✓
 - Item 1: Look up the word **woman** in the dictionary and write the spelling of the word that means **more than one woman**. Everybody, do item 1. (Observe students and give feedback.)
 - Check your work. Everybody, spell the word that means more than one woman. Get ready. (Signal.) *W-O-M-E-N*.
 - Item 2: Look up the word **nuclear** and write the number of syllables it has. Everybody, do item 2. (Observe students and give feedback.)

- Check your work. Everybody, how many syllables does **nuclear** have? (Signal.) 3.
- Item 3: Look up the word **indicate** and write the first meaning the dictionary gives. Everybody, do item 3. (Observe students and give feedback.)
- Check your work. What's the first meaning for **indicate**? (Call on a student. Idea: *To show or point out.*)
- Item 4: Write the part of speech for the word **indicate**. Everybody, do item 4. (Observe students and give feedback.)
- Check your work. Everybody, what part of speech is the word **indicate**? (Signal.) *Verb.*

EXERCISE 3 Multiple Meanings

1. Find part B in your textbook. ✓
 - You're going to use a reference book to find the different meanings of a word. Everybody, what kind of reference book will you use to find out about words and word meanings? (Signal.) *Dictionary.*
 - Take out your dictionary. ✓
 - Number your paper 1 through 6. ✓
2. Item 1: One meaning of the word **loom** tells about a machine.
 - Everybody, look up the noun **loom** in your dictionary and write the meaning that tells about a machine. Start with the words **A loom is . . .** Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work. What meaning of **loom** tells about a machine? (Call on a student. Idea: *A loom is a machine used to make cloth.*)
3. Item 2: One meaning of **loom** tells about an action.
 - Everybody, look up the meaning of the verb **loom** and write the meaning of **loom** that tells about an action. Start with the words **When something looms, it . . .** (Observe students and give feedback.)
 - Check your work. Here's one definition of the verb **loom**: When something looms, it comes into view. We often use the verb **loom** when we see something that may cause problems, such as big, dark clouds nearby.

4. Do the rest of the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
5. (After students complete the items:)
 - Let's check your work, beginning with item 3.
 - Item 3: One meaning of the word **plant** tells about an action. **When you plant something, you . . .** What's the answer? (Call on a student. Idea: *Put it in the ground to grow.*)
 - Item 4: One meaning of the word **plant** tells about a building. **A plant is . . .** What's the answer? (Call on a student. Idea: *A factory.*)
 - Item 5: One meaning of the word **plain** tells about a kind of land. **A plain is . . .** What's the answer? (Call on a student. Idea: *A large, flat area of land with few trees.*)
 - Item 6: One meaning of **plain** tells about how things look or taste. **Something is plain if . . .** What's the answer? (Call on a student. Idea: *It is not fancy.*)
6. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Topics

1. You're going to write a report about a time you helped somebody. Write the title **A Time I Helped Somebody** on your lined paper. ✓
2. Your first paragraph will tell when and where it happened and who you helped and why.
 - (Write on the board:)

WHEN

- Listen: The first thing you'll tell about is when it happened.
- Start with the words **I helped somebody** and write a sentence that tells when it happened. Be sure to indent. Pencils down when you've completed your first sentence. (Observe students and give feedback.)
- (Call on several students to read their sentence. Praise students who start with the words *I helped somebody* and who give some indication of when.)

3. (Write on the board:)

WHERE

- The next sentence you'll write tells where it happened. Were you at home or somewhere else? Were you in a car or a house, or were you on your bike? Where were you when you helped somebody?
- Start with the words **I was** and tell where you were. You can also tell who you were with. Pencils down when you've written the sentence.

(Observe students and give feedback.)

- (Call on several students to read their sentence. Praise sentences that start with the words *I was* and that tell where the student was and possibly who was with the student.)

4. (Write on the board:)

WHO WHY

- Write a sentence that tells who needed help and why that person needed help. Start with the name of the person and tell why the person needed help. Tell the problem the person had. Pencils down when you're finished.
- (Observe students and give feedback.)
- (Call on several students to read their sentence. Praise sentences that start with the person's name and tell the problem the person had.)

5. (Write on the board:)

WHAT HAPPENED

- Now tell what you did to help the person. Start a new paragraph. Tell all the important things that happened. Pencils down when you've finished telling about what happened.

(Observe students and give feedback.)

- (Call on several students to read their account. Praise accounts that give details about what happened.)

6. (Write on the board:)

LATER

- Now write the last part of your story. Tell what happened later on. Did the person thank you? Was the person grateful because of what you did? Are you glad that you did what you did?
 - Begin a new paragraph. Start with the words **later on** and tell what happened later on or how you felt later on. You may need more than one sentence to tell this part. Pencils down when you're finished.
- (Observe students and give feedback.)
- (Call on individual students to read their account.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Perform on a mastery test of skills presented in lesson 121-129. (Exercise 2)
- Revise, rewrite and check a report on a given topic. (Exercise 3)
Exercises 4-6 give instructions for marking the test, giving students feedback and providing remedies.

Note: Students will work in teams to develop ideas for revising reports. After working in a team, students will then rewrite their report. Students may not have enough time to complete their reports during the class period. Specify a time before the next lesson at which time the rewritten report is due.

Materials: Each student will need a copy of an **elementary dictionary** for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 129

- (Hand back students' work from lesson 129.)
- (Praise students who had correct answers for all items in lesson 129 skill exercises.)
- (Provide feedback on any exercises that were troublesome.)

EXERCISE 2 Test

1. The first part of the lesson is a test. You'll do the whole test and then I'll mark it later.
 - Open your workbook to lesson 130 and find part A of test 13. ✓
 - You'll need your dictionary to do part B the test. Take out a dictionary. ✓
2. Do parts A, B, C, D and E of the test. Pencils down when you're finished.

EXERCISE 3 Revising Reports

1. Find the report that you wrote in lesson 129 about a time you were proud of yourself. ✓
2. I'm going to read three good reports. (Read the first report, then ask:) What part of that report did you think was really good? (Call on individual students. Accept all reasonable responses.)
 - (Repeat step 2 for the remaining reports.)

3. Now you're going to work in teams to figure out how you can make your reports better. The team members will take turns reading their reports. Then the team will give suggestions for making the report better. The team should agree on all changes.
4. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's report.
 - (Observe teams. Praise teams that are working cooperatively.)
5. (For each team with hands raised, ask about the suggestions for the first student's report. Praise good suggestions, then tell the second team member to read his or her report.)
 - (Observe teams. Praise teams that are working cooperatively.)
 - (Repeat step 5 until all students have received feedback on their report.)
6. Now you'll rewrite your report. Start with the report you wrote earlier. Cross out any sentences or parts you want to change. Then use a fresh sheet of paper to rewrite your report.
 - Copy any parts you want to keep. Try to put in all the suggestions from your team. Make sure your new report doesn't have any of the mistakes I marked on the report you handed in.
 - Pencils down when you're finished. You have 20 minutes. (Observe students and give feedback.)

- (After 20 minutes, say:) **Stop writing. If you didn't finish rewriting your report, you can finish it later.**
 - (Collect the students' reports. Check their work and mark any mistakes. Write comments for parts that are good and for parts with errors.)

EXERCISE 4 Marking the Test

- (Mark the workbooks before the next scheduled language arts lesson. Use the *Language Arts Answer Key* to determine acceptable responses for the test.)
- (Write the number of errors each student made on the test in the test scorebox at the beginning of the test.)
- (Enter the number of errors each student made on the Summary for Test 13. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)

EXERCISE 5 Feedback On Test 13

- (Return the students' workbooks after they are marked.)
 - Everybody, open your workbook to lesson 130.**
- The number I wrote in the test scorebox tells how many items you got wrong on the whole test. Raise your hand if I wrote **0, 1, or 2** at the top of your test. You did a great job.
 - Raise your hand if I wrote **3 or 4**. You did a pretty good job.
 - If I wrote a number that's more than **4**, you're going to have to work harder.

EXERCISE 6 Test Remedies

- (Before beginning lesson 131, provide any necessary remedies. After students complete the exercises specified for a remedy, check their work and give feedback.)

Test Part A—Parts of a Book

If more than 1/4 of the students made 1 or more errors in test part A, present the following exercises:

Lesson 121 Exercise 2, Part B

Lesson 122 Exercise 3, Part B

Test Part B—Dictionary

If more than 1/4 of the students made 1 or more errors in test part B, present the following exercises:

Lesson 115 Exercise 2, Student Textbook Page 139, Part A

Lesson 116 Exercise 4, Student Textbook Page 141, Part C

Test Part C—Affixes

If more than 1/4 of the students made 1 or more errors in test part C, present the following exercises:

Lesson 121 Exercise 1, Student Textbook Page 149, Part A

Lesson 122 Exercise 2, Student Textbook Page 151, Part A

Test Part D—Metaphor

If more than 1/4 of the students made 1 or more errors in test part D, present the following exercises:

Lesson 125 Exercise 2, Student Textbook Page 155, Part A

Lesson 126 Exercise 2, Student Textbook Page 157, Part A

Test Part E—Context

If more than 1/4 of the students made 2 or more errors in test part E, present the following exercises:

Lesson 126 Exercise 3, Student Textbook Page 157, Part B

Lesson 127 Exercise 3, Student Textbook Page 158, Part B

Objectives

- **Create a series of words that demonstrate alliteration.** (Exercise 2)
- **Determine how to locate information in an encyclopedia.** (Exercise 3)
- Use a dictionary to determine multiple meanings of a word (homonym). (Exercise 4)
- Write a multi-paragraph report on a given topic. (Exercise 5)

Materials: Each student will need a copy of an elementary dictionary for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 130

- (Before handing back students' work from lesson 130, read several well-written reports from lesson 130.)
- (Hand back students' work from lesson 130.)
- (Praise students whose report is well-written.)

TEXTBOOK • LINED PAPER

EXERCISE 2 Alliterate

1. (Write on the board:)

alliterate

- When words end in the same sound, they rhyme. When words **begin** with the same sound, they **alliterate**.
 - Listen: Alliterate. Say it. Get ready. (Signal.) *Alliterate.*
 - (Repeat until firm.)
2. I'll say some words that alliterate. Listen: **also, all, always, almost, although.**
 - Here's a new word: jump. Here's a word that alliterates with **jump**: jingle.
 - Your turn: Name some words that alliterate with **jump** and **jingle**. (Call on individual students. Accept responses that start with the **j** sound, for example just, gentle, Jenny, jab.)

3. Here's a new word: sheep. Name some words that alliterate with **sheep**. (Call on individual students. Accept words that begin with the sound **sh**.)
4. Open your textbook to lesson 131 and find part A. ✓
 - I'll read the directions. For each item, write three words that alliterate with the word shown.
5. Take out a sheet of lined paper. Write your name and lesson 131 on the top line. Number your paper 1 through 4. ✓
 - Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)
6. (After students complete the items:) Let's check your work.
 - Item 1: Name 3 words that alliterate with the word **jump**. (Call on a student. Accept words that start with the **j** sound.)
 - Item 2: Name 3 words that alliterate with the word **foot**. (Call on a student. Accept words that start with the **f** sound.)
 - Item 3: Name 3 words that alliterate with the word **rusty**. (Call on a student. Accept words that start with the **r** sound.)
 - Item 4: Name 3 words that alliterate with the word **magic**. (Call on a student. Accept words that start with the **m** sound.)
7. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Resource Books

Encyclopedia

1. Find part B in your textbook. ✓
 - Follow along while I read.

An **encyclopedia** is a set of books that tells about any topic you could name. The topics are arranged in alphabetical order. The index of the encyclopedia is usually the last book in the set. It comes after the topics that begin with the letter **Z**. The index shows the book number and the page number for each item that is listed.
2. You're going to find the answers to the questions below the box in an encyclopedia.
 - Item 1: What is the largest pyramid in Egypt? What topic will you look up in the index of the encyclopedia? (Call on a student. Ideas: *Egypt, pyramids*.)
 - Item 2: Who was Socrates? Everybody, what topic will you look up? (Signal.) *Socrates*.
 - Item 3: What are some of the main products of Brazil? Everybody, what topic will you look up? (Signal.) *Brazil*.
 - Item 4: How old was Benjamin Franklin when he died? Everybody, what topic will you look up? (Signal.) *Benjamin Franklin*.
3. Number your paper from 1 through 4. ✓
 - Write the topic you would look up for each item. Pencils down when you're finished. (Observe students and give feedback.)
4. (After students complete the items:) Let's check your work.
 - Item 1: What is the largest pyramid in Egypt? What topic would you look up? (Call on a student. Idea: *Egypt or pyramid*.)
 - Item 2: Who was Socrates? What topic would you look up? (Call on a student. Idea: *Socrates*.)
 - Item 3: What are some of the main products of Brazil? What topic would you look up? (Call on a student. Idea: *Brazil*.)
 - Item 4: Everybody, how old was Benjamin Franklin when he died? What topic would you look up? (Call on a student. Idea: *Benjamin Franklin*.)

5. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.
6. **(Optional!)** Later, pick one of these questions. Look in the encyclopedia. Find the topic. Write a short report on the information you find about that topic. (Instruct students when to hand in these reports.)

EXERCISE 4 Multiple Meanings

1. Find part C in your textbook. ✓
 - Take out your dictionary. ✓
 - You're going to use your dictionary to find two different meanings for the word **pine** and two different meanings for the word **story**.
 - Do the items in part C now. Write the different meanings for the words. Pencils down when you're finished. (Observe students and give feedback.)
2. (After students complete the items:)
 - Let's check your work.
 - Item 1: One meaning of the word **pine** is about a plant. Write that meaning of **pine**. **A pine is . . .** What's the answer? (Call on a student. Idea: *An evergreen tree*.)
 - Item 2: One meaning of **pine** tells how you might feel. Write that meaning of **pine**. **When you pine, you . . .** What's the answer? (Call on a student. Idea: *Suffer from longing*.)
 - Item 3: One meaning of the word **story** tells about something you might hear. Write that meaning of **story**. **A story is . . .** What's the answer? (Call on a student. Idea: *A report about an event*.)
 - Item 4: One meaning of **story** has to do with a building. Write that meaning of **story**. **A story is . . .** What's the answer? (Call on a student. Idea: *A floor in a building*.)
3. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Topics

1. Find part D in your textbook. ✓
 - Everybody, read the title. (Signal.) *My Favorite Holiday*.
 - You're going to write about your favorite holiday. Maybe your favorite holiday is Thanksgiving or maybe it's the Fourth of July.
 - (Call on individual students. Ask:) What is your favorite holiday? What do you like most about that holiday?
2. Everybody, copy the title on your lined paper. Then indent and write the first sentence on your paper. In that sentence, tell your favorite holiday. Pencils down when you've done that much.
(Observe students and give feedback.)
 - (Call on several students to read their first sentence. Idea: *My favorite holiday is _____*.)
3. (Write on the board:)

Why

- Your second paragraph will tell several reasons why the holiday you selected is your favorite holiday. You'll begin your paragraph by telling how many reasons you are going to give. Then give each reason. Tell about what you can do on this holiday that you don't do during other holidays. Write at least two reasons that tell why this is your favorite holiday. Pencils down when you've done that much.
(Observe students and give feedback.)
 - (Call on individual students to read their reasons. Praise sentences that clearly specify the reasons why it's their favorite holiday.)
4. (Write on the board:)

Personal Experiences

- Next you will tell about two special experiences that you had during this holiday. You indent and start with the words **one time** and tell what happened one time. Write as many sentences as you need. Pencils down when you've done that much.
(Observe students and give feedback.)
5. Start the next paragraph with the words **another time** and tell what special experience you had another time. Pencils down when you've done that much.
(Observe students and give feedback.)
 - (Call on individual students to read about their experiences. Praise accounts that give concrete details and clearly describe what occurred. Offer suggestions for sentences that are vague or that don't provide much detail.)
 6. (Write on the board:)

I hope

- Now write your ending. Tell what you hope. Do you hope that you'll have a chance to do some fun things on this holiday? What do you hope about your favorite holiday? Write your ending. Pencils down when you're finished.
(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Determine how to locate information in an encyclopedia. (Exercise 2)
- Create a series of words that demonstrate alliteration. (Exercise 3)
- Discriminate similes from metaphors. (Exercise 4)
- Revise, rewrite and check a report on a given topic. (Exercise 5)

Note: Students will work in teams to develop ideas for revising reports. After working in a team, students will then rewrite their report. Students may not have enough time to complete their reports during the class period. Specify a time before the next lesson at which time the rewritten report is due.

Materials: Each student will need a copy of an elementary dictionary for an exercise in this lesson.

EXERCISE 1 Feedback On Lesson 131

- (Hand back students' work from lesson 131.)
- (Praise students who had correct answers for all items in lesson 131 skill exercises.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK • LINED PAPER

EXERCISE 2 Resource Books Encyclopedia

1. Open your textbook to lesson 132 and find part A. ✓
You learned that an encyclopedia is a set of books that tells about any topic you could name. How are the topics in an encyclopedia arranged? (Call on a student. Idea: *In alphabetical order.*)
2. Let's practice determining the topic we would look up to find the answer to a question.
 - Item 1: Why is New Orleans an important city? Everybody, what topic will you look up in the index of the encyclopedia? (Signal.) *New Orleans.*

- Item 2: What do reindeer eat? Everybody, what topic will you look up? (Signal.) *Reindeer.*
 - Item 3: What things did Alexander Graham Bell invent? Everybody, what topic will you look up? (Signal.) *Alexander Graham Bell.*
 - Item 4: In what years was the Civil War fought? Everybody, what topic will you look up? (Signal.) *Civil War.*
3. Take out a sheet of lined paper. Write your name and lesson 132 on the top line. ✓
 - Do the items in part A now. Pencils down when you're finished. (Observe students and give feedback.)
 4. Let's check your work.
 - Item 1: Why is New Orleans an important city? What topic would you look up? (Call on a student. Idea: *New Orleans.*)
 - Item 2: What do reindeer eat? What topic would you look up? (Call on a student. Idea: *Reindeer.*)
 - Item 3: What things did Alexander Graham Bell invent? What topic would you look up? (Call on a student. Idea: *Alexander Graham Bell.*)
 - Item 4: In what years was the Civil War fought? What topic would you look up? (Call on a student. Idea: *Civil War.*)
 5. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

6. Later, pick one of these topics. Look in the encyclopedia. Write a short report on the information you find about that topic. (Indicate when students are to hand in reports.)

EXERCISE 3 Alliteration

1. If words end with the same sound, they rhyme.
 - Everybody, what do we say words do if they **start** with the same sound? (Signal.) *Alliterate.*
 - (Repeat until firm.)
2. Find part B in your textbook. ✓
 - For each item, you'll write three words that alliterate with the word shown.
 - Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
3. Let's check your work.
 - Item 1: Name 3 words that alliterate with the word **lightly**. (Call on a student. Accept words that start with the **l** sound.)
 - Item 2: Name 3 words that alliterate with the word **nice**. (Call on a student. Accept words that start with the **n** sound.)
 - Item 3: Name 3 words that alliterate with the word **parrot**. (Call on a student. Accept words that start with the **p** sound.)
 - Item 4: Name 3 words that alliterate with the word **buckle**. (Call on a student. Accept words that start with the **b** sound.)
4. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Similes

1. Find part C in your textbook. ✓
 - Each item asks a question about a simile. Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)
2. Let's check your work.
 - Here's the first simile: **The lake was like glass.**
 - Item 1: What two things are the same? (Call on a student. Idea: *The lake and glass.*)
 - Item 2: How was the lake like glass? (Call on a student. Ideas: *Both were smooth and shiny; both were sparkling.*)

- Here's the next simile: **Her eyes were as big as saucers.**
 - Item 3: What two things are the same? (Call on a student. Idea: *(Her) eyes and saucers.*)
 - Item 4: What's the same about her eyes and saucers? (Call on a student. Idea: *Both are big and round.*)
 - Here's the next simile: **Uncle Charlie moved like a bear.**
 - Item 5: What two things are the same? (Call on a student. Idea: *Uncle Charlie and a bear.*)
 - Item 6: What's the same about the way Uncle Charlie and a bear moved? (Call on a student. Ideas: *Both rock when they walk; both are not graceful; both take heavy steps.*)
 - Here's the next simile: **The palm of his hand was like sandpaper.**
 - Item 7: What two things are the same? (Call on a student. Idea: *(The palm of) his hand and sandpaper.*)
 - Item 8: What's the same about his hand and sandpaper? (Call on a student. Ideas: *Both are rough; both are scratchy.*)
3. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Revising Reports

1. Find the report that you wrote on lesson 131 about your favorite holiday. ✓
2. I'm going to read three good reports. (Read the first report, then ask:) What part of that report did you think was really good? (Call on individual students. Accept all reasonable responses.)
 - (Repeat step 2 for the remaining reports.)
3. Now you're going to work in teams to figure out how you can make your reports better. The team members will take turns reading their reports. Then the team will give suggestions for making the report better. The team should agree on all changes.
4. (Assign the first student in each team to read.) Raise your hand when your team has finished talking about the first student's report.
 - (Observe teams. Praise teams that are working cooperatively.)

5. (For each team with hands raised, ask about the suggestions for the first student's report. Praise good suggestions, then tell the second team member to read his or her report.)
 - (Observe teams. Praise teams that are working cooperatively.)
 - (Repeat step 5 until all students have received feedback on their report.)
6. **Now you'll rewrite your report. Start with the report you wrote earlier. Cross out any sentences or parts you want to change. Then use a fresh sheet of paper to rewrite your report.**
 - Copy any parts you want to keep. Try to put in all the suggestions from your team. Make sure your new report doesn't have any of the mistakes I marked on the report you handed in.
 - Raise your hand when you're finished. You have 20 minutes. (Observe students and give feedback.)

7. (After 20 minutes, say:) **Stop writing. If you didn't finish rewriting your report, you can finish it later.**
 - I'll check your reports and read some good reports next time.

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- **Determine the sources of information available in an atlas.** (Exercise 2)
- Analyze compound words. (Exercise 3)
- Indicate which part of book (table of contents, index, glossary) to use to determine information. (Exercise 4)
- Write a multi-paragraph report on a given topic. (Exercise 5)

EXERCISE 1 Feedback On Lesson 132

- (Before handing back students' work from lesson 132, read several well-written reports.)
- (Hand back students' work from lesson 132.)
- (Praise students:
 - a. who had correct answers for all items in lesson 132 skill exercises, and
 - b. whose report is well-written.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK • LINED PAPER**EXERCISE 2 Resource Books****Atlas**

1. Open your textbook to lesson 133 and find part A. ✓
- Follow along while I read.

An atlas shows maps of different places in the world and gives information about these places. If you wanted to know how far Virginia is from Indiana, you could find that information in an atlas. If you wanted to know which states touch Illinois, you could find that information in an atlas. If you wanted to know the names of the four highest mountains in Alaska, you could find that.

An atlas has a table of contents and an index to help you find the map you're looking for.

2. You're going to tell me the topics you would look up in an atlas to answer some questions.
 - Item 1: Which of the Great Lakes is the largest? Everybody, what topic would you look up in the atlas? (Signal.) *Great Lakes*.
 - Item 2: What is the capital of France? Everybody, what topic would you look up in the atlas? (Signal.) *France*.
3. Take out a sheet of lined paper. Write your name and lesson 133 on the top line. ✓
 - Number your paper 1 through 5. ✓
 - Do the items in part A now. Write the topic you would look up in the atlas for each item. Pencils down when you're finished. (Observe students and give feedback.)
4. (After students complete the items:) Let's check your work. I'll read the items. You tell me the topic you would look up.
 - Item 1: Everybody, which of the Great Lakes is the biggest? Which topic would you look up? (Signal.) *Great Lakes*.
 - Item 2: What is the capital of France? Which topic would you look up? (Signal.) *France*.
 - Item 3: What's the highest mountain in Alaska? Which topic would you look up? (Signal.) *Alaska*.
 - Item 4: Everybody, what river is on the border of Illinois? Which topic would you look up? (Signal.) *Illinois*.
 - Item 5: What 3 seas touch Greece? Which topic would you look up? (Signal.) *Greece*.
5. Raise your hand if you got all the items in part A correct. Great job.
 - Everybody else, fix up any mistakes you made in part A.

6. **(Optional:)** Later, use an atlas to find the answer to at least two of these questions. (Indicate to students when to hand in answers.)

EXERCISE 3 Compound Words

- Find part B in your textbook. ✓
 - These are compound words. Everybody, what are they? (Signal.) *Compound words*.
 - Compound words are two smaller words stuck together. You can often figure out what the compound word means.
- Read word 1. What word? (Signal.) *Treetop*.
 - What's the first smaller word in **treetop**? (Signal.) *Tree*.
 - What's the other word? (Signal.) *Top*.
 - What does **treetop** mean? (Call on a student. Idea: *The top of a tree*.)
- Word 2. Everybody, what word? (Signal.) *Sandbox*.
 - What's the first smaller word in **sandbox**? (Signal.) *Sand*.
 - What's the other word? (Signal.) *Box*.
 - What does **sandbox** mean? (Call on a student. Idea: *A box full of sand*.)
- Word 3. Everybody, what word? (Signal.) *Doorknob*.
 - What's the first smaller word in **doorknob**? (Signal.) *Door*.
 - What's the other word? (Signal.) *Knob*.
 - What does **doorknob** mean? (Call on a student. Idea: *A knob on a door*.)
- Word 4. Everybody, what word? (Signal.) *Hilltop*.
 - What's the first smaller word in **hilltop**? (Signal.) *Hill*.
 - What's the other word? (Signal.) *Top*.
 - What does **hilltop** mean? (Call on a student. Idea: *The top of a hill*.)
- Everybody, what are all these words called? (Signal.) *Compound words*.

EXERCISE 4 Book Parts

- Find part C in your textbook. ✓
 - I'll read the directions. Write the name of the part of the book you would use for each item. The answer to each item is **glossary, index** or **table of contents**.

- Number your paper 1 through 5. ✓
 - Do the items in part C now. Pencils down when you're finished. (Observe students and give feedback.)
- Let's check your work.
 - Item 1: You want to find out the lesson number for the selection that starts on page 303 of your textbook. Everybody, what part of the book would you use? (Signal.) *Table of contents*.
 - Item 2: You want to find out the first page number for the topic **Rocky Mountains**. What part of the book would you use? (Signal.) *Index*.
 - Item 3: You want to find out the page number for the first selection in lesson 125. What part of the book would you use? (Signal.) *Table of contents*.
 - Item 4: You want to find out on what pages the topic **wheel dogs** appears. What part of the book would you use? (Signal.) *Index*.
 - Item 5: You want to find out what the word **parka** means. What part of the book would you use? (Signal.) *Glossary*.
 - Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Topics

- Find part D in your textbook. ✓
 - Read the title of the report. (Call on a student. *My Favorite Subject in School*.)
 - You're going to write about your favorite subject in school.
 - (Call on several students. Ask:) *What's your favorite subject?*
- Everybody, copy the title and write the first sentence. In that sentence, name your favorite subject. Pencils down when you've done that much. (Observe students and give feedback.)
 - (Call on individual students to read their first sentence. Idea: *My favorite subject is _____*.)

3. (Write on the board:)

- 1.
- 2.
- 3.

- You're going to make a list of at least three things you like about that subject. First write a sentence that starts with the words **here are three things I really like about . . .** and name the subject. Listen again: **Here are three things I really like about . . .** and name the subject. Write that sentence. Pencils down when you've done that much.
(Observe students and give feedback.)
- 4. On the next line, write number 1 and a period. Then write a sentence that tells one thing you like. Maybe it's something you like to do in that subject. Maybe it's what you learn in that subject. Maybe it's a project you get to work on in that subject. Start with the words: **One thing I really like about that subject is . . .** Pencils down when you've done that much.
(Observe students and give feedback.)
- Now write number 2 and a period on the next line. Then write reason two. Then write number 3 and the reason. Start with the words: **Another thing I really like about that subject is . . .** Pencils down when you've written three reasons you really like that subject.
(Observe students and give feedback.)

- (Call on students to read their reasons. Praise sentences that clearly specify three reasons the student really likes that subject.)

5. (Write on the board:)

Things I Have Learned This Year

- In your next paragraph, you'll tell about things you learned this year in that subject. Begin your paragraph with the sentence **Here are some of the things I learned this year.** Then write about some of the things you have learned. Pencils down when you're finished.
(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Analyze compound words. (Exercise 2)
- **Determine which reference book to use (dictionary, encyclopedia, atlas) to locate information on a given topic.** (Exercise 3)
- Write a paragraph on a situation from a given perspective. (Exercise 4)
- Revise, rewrite and check a report on a given topic. (Exercise 5)

Note: Students will work in teams to develop ideas for revising reports. After working in a team, students will then rewrite their report. Students may not have enough time to complete their reports during the class period. Specify a time before the next lesson at which time the rewritten report is due.

EXERCISE 1 Feedback On Lesson 133

- (Hand back students' work from lesson 133.)
- (Praise students who had correct answers for all items in lesson 133 skill exercises.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK

EXERCISE 2 Compound Words

1. Open your textbook to lesson 134. Find part A. ✓
 - These are words that are made up of two smaller words. You learned what kind of words these are. Everybody, what do we call words that are made up of two smaller words? (Signal.) *Compound words.*
2. Read word 1. What word? (Signal.) *Waterfall.*
 - What's the first smaller word in **waterfall**? (Signal.) *Water.*
 - What's the other word? (Signal.) *Fall.*
 - What does **waterfall** mean? (Call on a student. Idea: *A place where water in a stream or river falls down to a lower level.*)
3. Word 2. Everybody, what word? (Signal.) *Rowboat.*
 - What's the first smaller word in **rowboat**? (Signal.) *Row.*
 - What's the other word? (Signal.) *Boat.*
 - What does **rowboat** mean? (Call on a student. Idea: *A boat you row.*)
4. Word 3. Everybody, what word? (Signal.) *Bookshelf.*
 - What's the first smaller word in **bookshelf**? (Signal.) *Book.*
 - What's the other word? (Signal.) *Shelf.*

- What does **bookshelf** mean? (Call on a student. Idea: *A shelf for books.*)
5. Word 4. Everybody, what word? (Signal.) *Fireside.*
 - What's the first smaller word in **fireside**? (Signal.) *Fire.*
 - What's the other word? (Signal.) *Side.*
 - What does **fireside** mean? (Call on a student. Idea: *To the side of a fire.*)
 6. Everybody, what are all these words called? (Signal.) *Compound words.*

LINED PAPER

EXERCISE 3 Resource Books

1. Find part B in your textbook. ✓
 - You've learned about different reference books.
 - I'll read the directions: **Write which reference book you would use to answer each question. Your choices are dictionary, encyclopedia and atlas.**
 - Take out a sheet of lined paper. Write your name and lesson 134 on the top line. ✓
 - Number your paper 1 through 5. ✓
 - Do the items in part B now. Pencils down when you're finished. (Observe students and give feedback.)
2. Let's check your work.
 - Item 1: How far is it from Albany, New York to Syracuse, New York? Everybody, which reference book would you use? (Signal.) *Atlas.*
 - Item 2: Who were the rulers of England during the last 100 years? What reference book would you use? (Signal.) *Encyclopedia.*

- Item 3: What is the meaning of the word **secluded**? Which reference book would you use? (Signal.) *Dictionary*.
 - Item 4: What are the states that touch the state of Indiana? Which reference book would you use? (Signal.) *Atlas*.
 - Item 5: In what year was Thomas Edison born? Which reference book would you use? (Signal.) *Encyclopedia*.
3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Perspective

1. Find part C in your textbook. ✓
 - (Call on a student to read the writing assignment.)

Pretend that you're going to choose the next book the class will read. **Write a paragraph that tells about the book you would choose.** Tell what it is about and why you think it would be interesting to the class.

2. Everybody, write your paragraph on lined paper. Begin your first sentence with **I**. Write at least 4 sentences. Pencils down when you're finished.

(Observe students and give feedback.)
3. (Call on several students to read their paragraph. Praise paragraphs that clearly follow the directions.)
4. Everybody, now you'll check your work. Make sure that you started the first sentence with the word **I**. Make sure that you have at least four sentences in your paragraph. Make sure that all your sentences are written correctly. Read your sentences. Fix up any problems. Pencils down when you're finished.

EXERCISE 5 Revising Reports

1. Find the report that you wrote on lesson 133 about your favorite subject in school. ✓
2. I'm going to read three good reports. (Read the first report, then ask:) **What part of that report did you think was really good?** (Call on individual students. Accept all reasonable responses.)
 - (Repeat step 2 for the remaining reports.)

3. Now you're going to work in teams to figure out how you can make your reports better. The team members will take turns reading their reports. Then the team will give suggestions for making the reports better. The team should agree on all changes.
4. (Assign the first student in each team to read.) **Raise your hand when your team has finished talking about the first student's report.**
 - (Observe teams. Praise teams that are working cooperatively.)
5. (For each team with hands raised, ask about the suggestions for the first student's report. Praise good suggestions, then tell the second team member to read his or her report.)
 - (Observe teams. Praise teams that are working cooperatively.)
 - (Repeat step 5 until all students have received feedback on their report.)
6. **Now you'll rewrite your report. Start with the report you wrote earlier. Cross out any sentences or parts you want to change.** Then use a fresh sheet of paper to rewrite your report.
 - Copy any parts you want to keep. Try to put in all the suggestions from your team. Make sure your new report doesn't have any of the mistakes I marked on the report you handed in.
 - **Raise your hand when you're finished. You have 20 minutes.** (Observe students and give feedback.)
7. (After 20 minutes, say:) **Stop writing. I'll check your reports and read some good reports next time.**

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

Objectives

- Analyze compound words. (Exercise 2)
- Determine which reference book (dictionary, encyclopedia, atlas) to use to locate information on a given topic. (Exercise 3)
- Indicate which part of book (table of contents, index, glossary) to use to determine information. (Exercise 4)
- Write a multi-paragraph report on a given topic. (Exercise 5)

EXERCISE 1 Feedback On Lesson 134

- (Before handing back students' work from lesson 134, read several well-written reports.)
- (Hand back students' work from lesson 134.)
- (Praise students:
 - a. who had correct answers for all items in lesson 134 skill exercises, and
 - b. wrote well-written reports.)
- (Provide feedback on any exercises that were troublesome.)

TEXTBOOK

EXERCISE 2 Compound Words

1. Open your textbook to lesson 135 and find part A. ✓
 - These are words that are made up of two smaller words. You learned what kind of words these are. Everybody, what do we call words that are made up of two smaller words? (Signal.) *Compound words.*
2. Read word 1. What word? (Signal.) *Lighthouse.*
 - What's the first smaller word in **lighthouse**? (Signal.) *Light.*
 - What's the other word? (Signal.) *House.*
 - What does **lighthouse** mean? (Call on a student. Idea: *A house with a light.*)
3. Word 2. Everybody, what word? (Signal.) *Shoebox.*
 - What's the first smaller word in **shoebox**? (Signal.) *Shoe.*
 - What's the other word? (Signal.) *Box.*
 - What does **shoebox** mean? (Call on a student. Idea: *A box for shoes.*)

4. Word 3. Everybody, what word? (Signal.) *Toothbrush.*
 - What's the first smaller word in **toothbrush**? (Signal.) *Tooth.*
 - What's the other word? (Signal.) *Brush.*
 - What does **toothbrush** mean? (Call on a student. Idea: *A brush for your teeth.*)
5. Word 4. Everybody, what word? (Signal.) *Fireball.*
 - What's the first smaller word in **fireball**? (Signal.) *Fire.*
 - What's the other word? (Signal.) *Ball.*
 - What does **fireball** mean? (Call on a student. Idea: *A ball of fire.*)
6. Word 5. Everybody, what word? (Signal.) *Lamppost.*
 - What's the first smaller word in **lamppost**? (Signal.) *Lamp.*
 - What's the other word? (Signal.) *Post.*
 - What does **lamppost** mean? (Call on a student. Idea: *A post with a lamp.*)
7. What are all these words called? (Signal.) *Compound words.*

LINED PAPER

EXERCISE 3 Resource Books

1. Find part B in your textbook. ✓
 - I'll read the directions: **Write which reference book you would use to find the answer to each question. Your choices are dictionary, encyclopedia and atlas.**
 - Take out a sheet of lined paper. Write your name and lesson 135 on the top line. ✓
Number your paper 1 through 5. ✓

- Do the items in part B now. Pencils down when you're finished.
(Observe students and give feedback.)
2. (After students complete the items:)
Let's check your work.
 - Item 1: What does the word **debunk** mean? Everybody, which reference book would you use? (Signal.) *Dictionary*.
 - Item 2: In what year was the airplane invented? Which reference book would you use? (Signal.) *Encyclopedia*.
 - Item 3: How many moons does the planet Uranus have? Which reference book would you use? (Signal.) *Encyclopedia*.
 - Item 4: How many different meanings does the word **dock** have? Which reference book would you use? (Signal.) *Dictionary*.
 - Item 5: How far is it from California to New York? Which reference book would you use? (Signal.) *Atlas*.
 3. Raise your hand if you got all the items in part B correct. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Book Parts

1. Find part C in your textbook. ✓
 - I'll read the directions. **For each item, write glossary, index or table of contents to indicate the book part you would use.**
 - Do the items in part C now. Pencils down when you're finished.
(Observe students and give feedback.)
2. (After students complete the items:)
Let's check your work.
 - Item 1: You want to find out on how many pages the topic **husky** appears. Everybody, what part of the book would you use? (Signal.) *Index*.
 - Item 2: You want to find out what the word **regular** means. What part of the book would you use? (Signal.) *Glossary*.
 - Item 3: You want to find out what page the textbook first discusses the **North Pole**. What part of the book would you use? (Signal.) *Index*.
 - Item 4: You want to find out what the word **examination** means. What part of the book would you use? (Signal.) *Glossary*.

3. Raise your hand if you got all the items in part C correct. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Topics

1. Find part D in your textbook. ✓
 - I'll read the directions. Write a report about the three most interesting things you learned in school this year.
 - The title of your report is **The Three Most Interesting Things I Learned**. Copy that title on your paper. ✓
(Observe students and give feedback.)
 - You're going to write about the three most interesting things you learned in school this year. Start with the sentence: **Here are the three most interesting things I learned in school this year.** Then list the three things and show them as number 1, number 2 and number 3. Start each sentence with **I learned**. Pencils down when you've done that much.
(Observe students and give feedback.)
 - (Call on several students to read their list. Praise lists that name specific things that students learned. Do not accept vague descriptions such as **math**.)
2. (Write on the board:)

Why

- Now you're going to write a paragraph that tells why these things are interesting to you. Tell what they mean to you. Tell what you can do now that you know these things. Tell why you feel good about knowing these things. Write as many sentences as you need. Pencils down when you're finished.
(Observe students and give feedback.)
3. I'm going to call on several students to read their accounts. I want you to listen carefully and do the following. Write down one or two questions you would like to ask

the reader. Maybe you want to know more about one of the things the reader learned. Maybe you want to know more about how the reader used what was learned. Remember, write down one or more good questions.

- (Call on several students to read their reports. After each student reads, call on several students to ask their questions about the report.)

Note:

- Collect the students' workbooks and lined papers before the next language period.
- Check the students' work. Mark any mistakes.
- Write comments for parts that are good and for parts with errors.

**Grade 3
Language
Arts
Curriculum
Map**

	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 1		Main idea: 1 Inference: 1	Verbs to past tense: 2 Irregular past tense: 3 Sentence subject: 4 Subject pronoun: 5 Capitalization: 6 End punctuation: 6	Copy sentences: 6	
Lesson 2		Main idea: 1, 4 Inference: 1	Sentence subject: 2 Subject pronouns: 3 Verbs to past tense: 5 Capitalization: 6 End punctuation: 6	Copy a paragraph: 6	
Lesson 3		Main idea: 5	Subject pronouns: 1, 2 Verbs to past tense: 4 Capitalization: 7 End punctuation: 7	Edit sentences beginning with and: 3 Write main idea sentences: 6 Copy a paragraph: 7	
Lesson 4		Main ideas in sequence: 6	Subject pronouns: 1, 3 Verb to past tense: 4, 5	Edit sentences beginning with and: 2 Write a paragraph in sequence: 7	
Lesson 5		Main ideas in sequence: 6	Sentence subject: 1 Capitalization: 1, 6, 7 End punctuation: 1, 6, 7 Verb to past tense: 3, 4, 6 Subject pronouns: 5	Edit sentences: 1 Edit run-on sentences: 2 Revise paragraph for sequence: 6, 7	
Lesson 6		Main ideas in sequence: 6	Capitalization: 1 End punctuation: 1 Verb to past tense: 4 Subject/predicate: 5	Edit sentences: 1, 2 Edit run-on sentences: 3 Write a paragraph in sequence: 7	
Lesson 7		Main ideas: 6	Capitalization: 1, 6, 7 End punctuation: 1, 6, 7 Subject pronouns: 2 Verb to past tense: 4 Subject/predicate: 5	Edit sentences: 1, 6 Edit run-on sentences: 3 Edit paragraph: 7	
Lesson 8		Main ideas in sequence: 6	Capitalization: 1, 2, 3 End punctuation: 1, 2 Subject pronouns: 4 Subject/predicate: 5	Edit run-on sentences: 1 Edit sentences: 2 Edit sentences beginning with and: 3 Write a paragraph in sequence: 7	
Lesson 9			Subject pronouns: 2 Capitalization: 2, 3, 4, 7 End punctuation: 3 Proper names: 4 Verb to past tense: 5 Subject/predicate: 6	Edit run-on sentences: 1 Edit sentences: 3 Edit paragraphs: 7, 8	
Lesson 10			Capitalization: 1, 4 Identify verbs: 2 Subject pronouns: 3, 4 Verb to past tense: 4 Subject/predicate: 4	Edit run-on sentences: 1	
Lesson 11		Main ideas in sequence: 6	Pronoun referents: 1 Capitalization: 2, 5 Subject/predicate: 3, 4 Identify verbs: 3, 4 End punctuation: 5	Edit run-on sentences: 2 Edit a paragraph: 5 Write a paragraph in sequence: 7	
Lesson 12		Main ideas in sequence: 6	Subject/predicate: 2 Identify verbs: 2 Capitalization: 3, 6 Irregular verbs: 4 Pronoun referents: 5	Edit run-on sentences: 3 Edit a paragraph: 6, 7	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 13		Main ideas in sequence: 5	Subject/predicate: 2 Identify verbs: 2 Capitalization: 3 Pronoun referents: 4	Edit run-on sentences: 3 Write a paragraph in sequence: 6	
Lesson 14		Compare/contrast: 5	Capitalization: 2 Identify verbs: 3 Possessives: 3 Apostrophes: 3	Edit run-on sentences: 2 Edit a paragraph: 6	
Lesson 15		Main ideas in sequence: 6	Capitalization: 2 Identify verbs: 3 Possessives: 4 Apostrophes: 4 Compound predicates: 5	Edit run-on sentences: 2 Write a paragraph in sequence: 7	
Lesson 16		Compare/contrast: 2	Identify verbs: 3 Compound predicates: 4 Possessives: 5 Apostrophes: 5 Capitalization: 6	Edit run-on sentences: 4 Edit a paragraph: 6, 7	
Lesson 17		Infer missing action in picture sequence: 4 Main ideas in sequence: 6	Compound predicates: 2 Possessives: 3 Apostrophes: 3 Identify verbs: 5	Edit run-on sentences: 2 Write a paragraph in sequence: 4, 7 Edit a paragraph: 7	
Lesson 18		Infer missing action in picture sequence: 4	Capitalization: 2, 6 Possessives: 3 Apostrophes: 3 Identify verbs: 5	Edit run-on sentences: 2 Edit a paragraph: 6, 7	
Lesson 19		Infer missing action in picture sequence: 2 Main ideas in sequence: 5	Identify verbs: 3 Possessives: 4 Apostrophes: 4	Write a paragraph in sequence: 2, 6 Write sentences with possessives: 4	
Lesson 20			Capitalization: 2 Identify verbs: 4 Possessives: 4 Apostrophes: 4 Pronoun referents: 4	Editing a paragraph: 2, 3 Editing run-on sentences: 4	
Lesson 21		Infer missing action in picture sequence: 5	Pronoun referents: 2 Verbs: 3 Possessives: 4 Apostrophes: 4	Write a paragraph in sequence: 5	
Lesson 22		Infer missing action in picture sequence: 5	Pronoun referents: 2 Possessives: 3 Plural nouns: 3 Verbs: 4 Capitalization: 5	Edit a paragraph: 6	
Lesson 23		Infer missing action in picture sequence: 6	Pronoun referents: 2 Possessives: 3 Plural nouns: 3 Verbs: 4 Punctuate quotations: 5 Capitalization in quotes: 5	Write a paragraph in sequence: 6	
Lesson 24			Pronoun referents: 2, 3 Subject pronouns: 3 Verbs: 4 Punctuate quotations: 5 Capitalization: 6	Edit a paragraph: 6, 7	
Lesson 25		Infer missing action in picture sequence: 6	Subject pronouns: 2 Pronoun referents: 3 Punctuate quotations: 5	Edit sentences: 4 Write a paragraph in sequence: 6	
Lesson 26		Infer missing action in picture sequence: 6	Subject pronouns: 2 Pronoun referents: 3 Punctuate quotations: 5	Edit sentences: 4 Edit a paragraph: 6, 7	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 27		Infer missing action in picture sequence: 6	Subject pronouns: 2 Pronoun referents: 3 Verbs: 4 Punctuate quotations: 5	Write a paragraph in sequence: 6	
Lesson 28		Infer missing action in picture sequence: 6	Pronoun referents: 2 Predicate pronouns: 2 Predicates: 3 Verbs: 4 Pronouns: 4 Punctuate quotations: 5	Edit a paragraph: 6, 7	
Lesson 29		Infer missing action in picture sequence: 6	Predicate pronouns: 2 Predicates: 3 Verbs: 4 Pronouns: 4 Punctuate quotations with questions: 5	Write a paragraph in sequence: 6	
Lesson 30			Pronoun referents: 4 Pronouns: 4 Possessives: 4 Subject/predicate: 5 Punctuate quotations: 6	Edit a paragraph: 2, 3	
Lesson 31		Infer missing action in picture sequence: 4	Predicates: 1 When: 1 Verbs: 2 Pronouns: 2	Write a paragraph with quotes: 3 Write a paragraph in sequence: 4	
Lesson 32			Subjects/predicates: 2 When: 2	Edit sentences: 3 Write a paragraph with quotes: 4 Edit a paragraph: 5, 6	
Lesson 33		Infer missing action in picture sequence: 6	Subjects/predicates: 2 When: 2 Pronoun referents: 3 Verbs: 4 Pronouns: 4 Nouns: 5	Write a paragraph in sequence: 6	
Lesson 34		Infer missing action in picture sequence: 7, 8	When: 2 Commas: 2 Pronoun referents: 3 Verbs: 5 Pronouns: 5 Nouns: 6	Edit sentences: 4 Edit a paragraph: 7, 8	
Lesson 35		Infer missing action in picture sequence: 6	Nouns: 2 Noun/pronoun referents: 3 When: 4 Commas: 4 Punctuate quotations: 5	Write a paragraph in sequence: 6	
Lesson 36		Infer missing action in picture sequence: 6	Noun/pronoun referents: 2 Nouns: 3 Subject pronouns: 3 Punctuate quotations: 4 When: 5 Commas: 5	Sentences that begin with when: 5 Edit a paragraph: 6, 7	
Lesson 37		Infer missing action in picture sequence: 6	Nouns: 2 Subject pronouns: 2 Verbs: 4 Pronouns: 4	Edit sentences: 3 Sentences that begin with when: 5 Write a paragraph in sequence: 6	
Lesson 38		Infer missing action in picture sequence: 6	Nouns: 2 Verbs: 2 Pronouns: 2 Questions/question marks: 3	Edit sentences: 4 Sentences that begin with when: 5 Edit a paragraph: 6, 7	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 39		Infer missing action in picture sequence: 6	When: 2 Commas: 2 Questions/question marks: 3 Verbs: 4 Nouns: 4 Pronouns: 4	Sentences that begin with when: 5 Write a paragraph in sequence: 6	
Lesson 40		Infer missing action in picture sequence: 3	Parts of speech: 3 When: 3 Quotes:	Edit a paragraph: 2 Edit sentences: 3 Write a paragraph in sequence: 3	
Lesson 41		Sequence: 4	When: 1 Commas: 1 Punctuate quotations: 2 Nouns: 3	Edit sentences: 1 Write a paragraph in sequence: 4	
Lesson 42			Parts of speech: 2 Nouns: 3 Punctuate quotations: 4 When: 5 Commas: 5	Sentences: 5 Edit sentences: 6, 7 Revise sentences: 6, 7	
Lesson 43		Infer: 5 Sequence: 5	Parts of speech: 2 Punctuate quotations: 3 When: 4	Revise sentences: 4 Write a paragraph in sequence: 5	
Lesson 44		Infer: 5 Sequence: 5	Quotations: 2 Parts of speech: 3 Punctuation: 4 Capitalization: 4	Edit a paragraph with quotations: 2 Edit sentences and fragments: 4 Edit a paragraph: 5, 6 Revise a paragraph: 5, 6	
Lesson 45			Parts of speech: 2 Commas: 3	Edit sentences: 3 Sentences that begin with when: 4 Write a paragraph in sequence: 5 Write a paragraph with quotes: 5	
Lesson 46		Match pictures/descriptions: 3	Parts of speech: 2	Sentences that begin with when: 4 Edit and revise a paragraph: 5, 6	
Lesson 47		Match pictures/descriptions: 4	Subjects/predicates: 2 Parts of speech: 2 Commas in a series: 3	Write a paragraph in sequence: 5 Write a paragraph with quotes: 5	
Lesson 48		Match pictures/descriptions: 4	Subjects/predicates: 2 Parts of speech: 2 Commas in a series: 3	Edit and revise a paragraph: 5, 6	
Lesson 49		Match pictures/descriptions: 4	Commas in a series: 2	Edit sentences: 3 Write a paragraph in sequence: 5 Write a paragraph with quotes: 5	
Lesson 50		Match pictures/descriptions: 5	Parts of speech: 6 Subject/predicate: 6 Punctuate quotations: 6 When: 6	Edit and revise a paragraph: 2, 3 Revise a paragraph with when: 4	
Lesson 51			Verb agreement: 1 Subjects/predicates: 2 Parts of speech: 2 Commas in a series: 3	Write a 2-sentence description: 4 Write a paragraph in sequence: 5 Write a paragraph with quotes: 5	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 52			Verb agreement: 2 Subjects/ predicates: 3 Parts of speech: 3 Commas in a series: 4	Write a 2-sentence description: 5 Edit and revise a paragraph: 6, 7	
Lesson 53		Setting: 5	Verb agreement: 2 Commas in a series: 4	Edit sentences: 3 Write descriptions: 5 Write a paragraph in sequence: 6 Write a paragraph with quotes: 6	
Lesson 54		Setting: 3	Verb agreement with you: 2	Write a description: 3 Edit and revise a paragraph: 4, 5	
Lesson 55			Capitalize proper nouns: 2 Commas in a series: 3	Write sentences with series: 3 Write a paragraph in sequence: 4 Write a paragraph with quotes: 4	
Lesson 56			Subjects/ predicates: 2 Parts of speech: 2 Capitalize proper nouns: 3 Commas in a series: 4	Write sentences with series: 4 Edit and revise a paragraph: 5, 6	
Lesson 57			Pronoun referents: 2 Subjects/ predicates: 3 Parts of speech: 3 Commas in a series: 4	Write sentences with series: 4 Write a paragraph in sequence: 5 Write a paragraph with quotes: 5	
Lesson 58			Pronoun referents: 2 Verb agreement: 3 Capitalize proper nouns: 3 Commas in a series: 4	Edit sentences: 3 Write sentences with series: 4 Edit and revise a paragraph: 5, 6	
Lesson 59			Subjects/ predicates: 2 Parts of speech: 2 Commas in a series: 4	Edit sentences: 3 Write sentences with series: 4 Edit a paragraph: 5	
Lesson 60			Subjects/ predicates: 2 Parts of speech: 2 Commas in a series: 3	Write sentences with series: 3 Write a paragraph in sequence: 4 Write a paragraph with quotes: 4 Edit a paragraph: 5	
Lesson 61		Infer missing action in picture sequence: 4	Subjects/ predicates: 1 Parts of speech: 1 Nouns/adjectives: 2 Pronoun referents: 3	Write 2-paragraph sequence story: 4	
Lesson 62		Relevant to question: 4	Pronoun referents: 2 Nouns/adjectives: 3	Edit sentences for pronoun clarity: 2 Edit 2-paragraph story: 5, 6	
Lesson 63		Relevant to topic: 4 Infer missing action in picture sequence: 5	Pronoun referents: 2 Nouns/adjectives: 3	Write 2-paragraph sequence story: 5	
Lesson 64		Relevant to topic: 4	Nouns/adjectives: 2	Edit sentences: 3 Edit 2-paragraph story: 5, 6	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 65		Relevant to topic: 3 Infer missing action in picture sequence: 5	Nouns/adjectives: 2 Pronoun referents: 4	Write 2-paragraph sequence story: 5	
Lesson 66			Adjectives/nouns: 2 Subjects/predicates: 3 Parts of speech: 3 Punctuate quotations: 4	Edit quotations: 4 Edit 2-paragraph story: 5, 6	
Lesson 67		Relevant to topic: 3	Capitalize proper nouns: 2 Nouns/adjectives: 4	Write 2-paragraph story: 5	
Lesson 68			Capitalize proper nouns: 2 Nouns/adjectives: 3 Commas: 5	Edit sentences: 4 Edit 2-paragraph story: 5, 6	
Lesson 69			Capitalize proper nouns: 2 Subjects/predicates: 3 Parts of speech: 3 Punctuate quotations: 4 Commas: 5	Edit quotations: 4 Write 2-paragraph story: 5	
Lesson 70			Parts of speech: 2 Commas in a series: 2 Capitalize proper nouns: 2 Verb agreement: 2	Edit 2-paragraph story: 3, 4	
Lesson 71			Subjects/predicates: 3 Parts of speech: 3 Commas: 4	Write sentences from question/answer: 2 Edit sentences using commas: 4 Write 2-paragraph story: 5	
Lesson 72			Subjects/predicates: 3 Parts of speech: 3 Commas: 4, 5	Write sentences from question/answer: 2 Edit sentences with clauses: 4 Edit 2-paragraph story: 5, 6	
Lesson 73		Setting: 5	Subjects/predicates: 3 Parts of speech: 3 Progressive verbs: 5	Write sentences from question/answer: 2 Edit sentences with clauses: 4 Write progressive tense paragraph: 5	
Lesson 74		Setting: 5, 6	Subjects/predicates: 2 Parts of speech: 2 Progressive verbs: 5, 6	Edit sentences: 3 Edit sentences with clauses: 4 Edit progressive tense paragraph: 5, 6	
Lesson 75		Setting: 5	Sentence/sentence fragment: 2 Subjects/predicates: 3 Parts of speech: 3 Progressive verbs: 5	Revise sentences: 4 Write progressive tense paragraph: 5	
Lesson 76		Main idea: 3	Sentence/sentence fragments: 2 Pronoun referents: 4 Progressive verbs: 5, 6	Topic sentence: 3 Edit for pronoun referents: 4 Edit progressive tense paragraph: 5, 6	
Lesson 77		Setting: 5	Subjects/predicates: 3 Parts of speech: 3 Progressive verbs: 5	Topic sentences: 2 Revise sentences: 4 Write progressive tense paragraph: 5	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 78			Progressive verbs: 5, 6	Topic sentences: 2 Edit sentences: 3 Revise sentences: 4 Edit progressive tense paragraph: 5, 6	
Lesson 79		Setting: 5	Sentence/sentence fragments: 2 Subjects/predicates: 3 Parts of speech: 3 Progressive verbs: 5	Revise sentences: 4 Write a progressive tense paragraph: 5	
Lesson 80			Subjects/predicates: 2 Parts of speech: 2 Pronoun referents: 3 Progressive verbs: 4, 5	Edit sentences: 2 Edit for pronoun referents: 3 Edit progressive tense paragraph: 4, 5	
Lesson 81		Main ideas: 3 Setting: 4	Commas in dates: 2	Main idea paragraph with details: 3 Write a 2-paragraph story: 4	Table of contents: 1
Lesson 82		Main ideas: 5 Setting: 6	Commas in dates: 3	Main idea paragraph with details: 5 Edit a 2-paragraph story: 6	Table of contents: 2 Alphabetizing: 4
Lesson 83		Main ideas: 5 Setting: 5	Commas in addresses: 3	Write a 2-paragraph story: 5	Table of contents: 2 Alphabetizing: 4
Lesson 84	Prefix dis-: 6	Main ideas: 3 Setting: 7	Commas in addresses: 4	Main idea paragraph with details: 3 Edit a 2-paragraph story: 7	Table of contents: 2 Alphabetizing: 5
Lesson 85	Prefix dis-: 2 Prefix re-: 2	Setting: 5 Events: 5	Subject-verb agreement: 3	Write a 3-paragraph story: 5	Alphabetizing: 4
Lesson 86	Prefix dis-: 3 Prefix re-: 3	Setting: 5 Events: 5	Subject-verb agreement: 2	Edit a 3-paragraph story: 5	Alphabetizing: 4
Lesson 87	Prefix dis-: 3 Prefix re-: 3	Setting: 5 Events: 5	Subject-verb agreement: 4	Write a 3-paragraph story: 5	Table of contents: 2
Lesson 88	Prefix un-: 4 Prefix dis-: 4 Prefix re-: 4	Main ideas: 5 Setting: 6 Events: 6	Subject-verb agreement: 2	Edit a 3-paragraph story: 6	Alphabetizing: 3
Lesson 89	Prefix re-: 4 Prefix dis-: 4 Prefix un-: 4	Setting: 6 Events: 6	Subject-verb agreement: 2	Write a 3-paragraph story: 6	Table of contents: 3 Alphabetizing: 5
Lesson 90	Suffix -less: 3, 4 Prefix re-: 3, 4 Prefix dis-: 3, 4 Prefix un-: 3, 4	Setting: 5 Events: 5	Commas in dates: 4 Commas in addresses: 4	Edit a 3-paragraph story: 5	Alphabetizing: 2 Table of contents: 4
Lesson 91	Suffix -less: 2 Prefix re-: 2 Prefix dis-: 2 Prefix un-: 2	Dialogue: 4		Write paragraphs with dialogue: 4	Table of contents: 1 Alphabetizing: 3
Lesson 92	Suffix -ful: 5 Suffix -less: 5	Dialogue: 6	Subject-verb agreement: 4	Edit paragraphs with dialogue: 6	Index: 2 Alphabetizing: 3
Lesson 93	Prefix re-: 4 Prefixes dis-: 4 Prefix un-: 4 Suffix -less: 4 Suffix -ful: 4	Dialogue: 5		Write paragraphs with dialogue: 5	Index: 2 Alphabetizing: 3
Lesson 94	Suffix -ness: 5		Subject-verb agreement: 3	Edit paragraphs with dialogue: 6	Index: 2 Alphabetizing: 4
Lesson 95	Prefixes: 4 Suffixes: 4	Dialogue: 5	Subject-verb agreement: 3	Write paragraphs with dialogue: 5	Index: 2
Lesson 96	Prefixes: 5 Suffixes: 5 Suffix -er: 5		Plural nouns: 2 Comparative/superlative adjectives: 2	Edit paragraphs with dialogue: 6	Index: 3 Alphabetizing: 4

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 97	Prefixes: 4 Suffixes: 4		Plural nouns: 2 Comparative/ superlative adjectives: 2	Write an ending to a story: 5	Alphabetizing: 3
Lesson 98	Prefix super-: 3			Edit and revise an ending to a story: 5	Alphabetizing: 2 Index: 4
Lesson 99	Prefixes: 3 Suffixes: 3			Write an ending to a story: 5	Alphabetizing: 2 Index: 4
Lesson 100		Setting: 2 Events: 2 Dialogue: 3		Edit a 3-paragraph story: 2 Write paragraphs with dialogue: 3	
Lesson 101	Idioms: 2	Main ideas and details: 3 Story elements: 5		Write a main idea/ details paragraph: 3 Write a multi- paragraph story: 5	Alphabetizing: 4
Lesson 102	Idioms: 3	Main ideas: 4		Revise/edit a multi- paragraph story: 4	Outlines: 2
Lesson 103	Prefix super-: 4	Main ideas: 3 Story elements: 5		Write a multi- paragraph story: 5	Alphabetizing: 2 Outlines: 3
Lesson 104	Prefixes: 4 Suffixes: 4	Main ideas: 2 Story elements: 5		Revise/edit a multi- paragraph story: 5	Outlines: 2 Alphabetizing: 3
Lesson 105	Prefix mis-: 4	Main ideas: 3 Story elements: 5		Write a multi- paragraph story: 5	Alphabetizing: 2 Outlines: 3
Lesson 106	Prefixes: 4 Suffixes: 4	Main ideas and details: 3 Story elements: 5		Write a main idea/ details paragraph: 3 Revise/edit a multi- paragraph story: 5	Alphabetizing: 2
Lesson 107	Suffix -ly: 4	Main ideas and details: 3	Capitalize/punctuate a letter: 5	Write a main idea/ details paragraph: 3 Write a letter: 5	Alphabetizing: 2
Lesson 108	Prefixes: 4 Suffixes: 4	Main ideas and details: 3	Capitalize/punctuate a letter: 5	Write a main idea/ details paragraph: 3 Revise/edit a letter: 5	Guide words: 2
Lesson 109	Prefixes: 4 Suffixes: 4	Main ideas and details: 3	Capitalize/punctuate a letter: 5	Write a main idea/ details paragraph: 3 Write a letter of complaint: 5	Guide words: 2
Lesson 110	Prefixes: 2 Suffixes: 2	Point of view: 3	Subject-verb agreement: 2 Capitalize/punctuate a letter: 4	Write sentences using point of view: 3 Revise and edit a letter of complaint: 4	Alphabetizing: 2
Lesson 111	Prefixes: 4 Suffixes: 4	Point of view: 2	Capitalize/punctuate a letter: 5	Write sentences using point of view: 2 Write a letter of complaint: 5	Glossary: 3 Guide words: 3
Lesson 112	Prefixes: 4 Suffixes: 4		Capitalize/punctuate a letter: 5	Revise and edit a letter of complaint: 5	Note taking: 2 Guide words: 3
Lesson 113			Capitalize/punctuate a letter: 4	Write a response to a letter of complaint: 4	Note taking: 2 Guide words: 3
Lesson 114		Point of view: 3 Fact/opinion: 4	Capitalize/punctuate a letter: 5	Write sentences using point of view: 3 Revise and edit a response to a letter of complaint: 5	Guide words: 2
Lesson 115	Dictionary definitions: 2 Rhyming words: 4	Fact/opinion: 3		Write a rhyming poem: 4	Dictionary: 2 Guide words: 2 Definitions: 2
Lesson 116	Dictionary definitions: 4 Rhyming words: 5	Point of view: 2		Write sentences using point of view: 2 Write a rhyming poem: 5	Outlines: 3 Dictionary: 4 Definitions: 4
Lesson 117	Dictionary definitions: 3 Rhyming words: 4			Write a rhyming poem: 4	Outlines: 2 Dictionary: 3 Definitions: 3

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 118	Dictionary definitions: 3			Write a multi-paragraph report: 5	Outlines: 2 Dictionary: 3 Definitions: 3 Glossary: 4 Guide words: 4
Lesson 119	Dictionary definitions: 3	Main ideas and details: 2		Write a main idea/details paragraph: 2 Revise and edit a multi-paragraph report: 5	Dictionary: 3 Definitions: 3 Glossary: 4 Guide words: 4
Lesson 120	Dictionary definitions: 3			Write a multi-paragraph story: 4	Table of contents: 2 Index: 2 Glossary: 2 Dictionary: 3 Definitions: 3
Lesson 121	Root words: 1 Prefixes: 1 Suffixes: 1	Point of view: 3		Write sentences using point of view: 3 Write a multi-paragraph report: 4	Table of contents: 2 Index: 2 Glossary: 2
Lesson 122	Root words: 2 Prefixes: 2 Suffixes: 2 Dictionary definitions: 4			Revise and edit a multi-paragraph report: 5	Table of contents: 3 Index: 3 Glossary: 3 Dictionary: 4 Definitions: 4
Lesson 123	Root words: 2 Prefixes: 2 Suffixes: 2			Write a multi-paragraph narrative: 5	Table of contents: 3 Index: 3 Glossary: 3, 4 Guide words: 4
Lesson 124	Root words: 2 Prefixes: 2 Suffixes: 2 Similes: 4	Characterization: 4		Revise and edit a multi-paragraph narrative: 5	Table of contents: 3 Index: 3 Glossary: 3
Lesson 125	Similes: 2 Root words: 3 Prefixes: 3 Suffixes: 3	Characterization: 2		Write a multi-paragraph report: 5	Dictionary: 4 Definitions: 4
Lesson 126	Metaphors: 2 Context clues: 3 Root words: 4 Prefixes: 4 Suffixes: 4	Characterization: 2		Revise and edit a multi-paragraph report: 5	
Lesson 127	Similes: 2 Metaphors: 2 Context clues: 3			Write a multi-paragraph narrative: 5	Dictionary: 4 Definitions: 4
Lesson 128	Similes: 2 Metaphors: 2 Context clues: 3 Homonyms: 4			Revise and edit a multi-paragraph narrative: 5	Dictionary: 4 Definitions: 4 Homonyms: 4
Lesson 129	Homonyms: 3			Write a multi-paragraph narrative: 4	Dictionary: 2 Pronunciation: 2 Definitions: 2 Homonyms: 3
Lesson 130				Revise and edit a multi-paragraph narrative: 4	Dictionary: 2
Lesson 131	Homonyms: 4	Alliteration: 2		Write a multi-paragraph narrative: 5	Encyclopedias: 3 Index: 3 Dictionary: 4 Homonyms: 4
Lesson 132	Similes: 4	Alliteration: 3		Revise and edit a multi-paragraph narrative: 4	Encyclopedias: 2
Lesson 133	Compound words: 3			Write a multi-paragraph narrative: 5	Atlas: 2 Table of contents: 4 Index: 4 Glossary: 4

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 134	Compound words: 2	Point of view: 4		Write a paragraph using point of view: 4 Revise and edit a multi-paragraph narrative: 5	Dictionary: 3 Encyclopedia: 3 Atlas: 3
Lesson 135	Compound words: 2			Write a multi-paragraph narrative: 5	Dictionary: 3 Encyclopedia: 3 Atlas: 3 Table of contents: 4 Index: 4 Glossary: 4

