

## Sample Activities—Lesson 83

The following sample activities occur in lesson 83, about halfway through *Language for Writing*. (To view a complete lesson from *Language for Writing*, see the Sample Lessons section at the end of this guide.)

You begin lesson 83 by directing students as they complete two Workbook activities. Then you present a group activity, after which you direct students in three Textbook activities. Students then complete the remaining Workbook and Textbook activities independently. The lesson concludes with a workcheck and scoring.

Lesson 83 begins with an analogies activity. The Workbook shows an analogies table composed of three columns and five rows. The first row gives the rule for the analogy: *A word is to its opposite*. The remaining rows show incomplete analogies. Students complete the analogies by writing the opposite of each word shown in the first column.

In parts 1 and 2 of exercise 1 in the Presentation Book, you explain the analogies table and have students complete the analogies. In part 3, students write the answers directly in the Workbook.

**A. Follow the rule to write the missing words.**

RULE: A word	is to	its opposite
1. Fast	is to	_____
2. Dirty	is to	_____
3. Up	is to	_____
4. Hot	is to	_____

## LESSON 83

### WORKBOOK ACTIVITIES



#### Exercise 1 Rules for Analogies

(The students are not to write anything during parts 1 and 2.)

- Everybody, open your workbook to lesson 83. Find part A. ✓
- 1. You're going to fill in the missing parts of this table.
- The rule is on the top line of the table. I'll read the rule: **A word is to its opposite**.
- Say the rule with me. (Signal.) **A word is to its opposite**.

(Repeat until all responses are firm.)

- The first column names words.  
The last column names opposites.
- 1. Touch row 1. ✓
  - What's the word? (Signal.) **Fast**.
  - What's the opposite of **fast**? (Signal.) **Slow**.
- Yes, **fast is to slow**.
- Say that. (Signal.) **Fast is to slow**.
- 2. Touch row 2. ✓
  - What's the word? (Signal.) **Dirty**.

- What's the opposite of **dirty**? (Signal.) **Clean**.

Yes, **dirty is to clean**.

- Say that. (Signal.) **Dirty is to clean**.
- 3. Touch row 3. ✓
  - What's the word? (Signal.) **Up**.
  - What's the opposite of **up**? (Signal.) **Down**.
- Yes, **up is to down**.
- Say that. (Signal.) **Up is to down**.
- 4. Touch row 4. ✓
  - What's the word? (Signal.) **Hot**.
  - What's the opposite of **hot**? (Signal.) **Cold**.
- Yes, **hot is to cold**.
- Say that. (Signal.) **Hot is to cold**.

- 2. Your turn. Start with the rule for all the rows, and then say the words for each row.

- Say the rule. (Signal.) **A word is to its opposite**.
- Row 1. (Signal.) **Fast is to slow**.
- Row 2. (Signal.) **Dirty is to clean**.
- Row 3. (Signal.) **Up is to down**.
- Row 4. (Signal.) **Hot is to cold**.

(Repeat part 2 until all responses are firm.)

- 3. Now write the missing opposites.  
(Observe students and give feedback.)

For the next Workbook activity, students draw a little circle above the simple subject of each sentence. The sample shows your presentation for the first sentence, **My old car has a broken window**. First students identify the complete subject (*My old car*) and predicate (*has a broken window*). Then you demonstrate how to locate the simple subject: It's the word that tells *what* has a broken window (*car*).

You make similar presentations for sentences 2 and 3 (not shown). Then students complete the items.

- B. Draw a little circle above the simple subject in each sentence.

1. My old car has a broken window.
2. A snake crawled into the garden.
3. The tall man is cutting the grass.

## Exercise 2

### Simple Subjects

(The students are not to write anything during part 1.)

1. Everybody, find part B in your workbook. ✓
  1. Sentence 1. **My old car has a broken window.**
    - a. What's the subject? (Signal.) *My old car.*
    - What's the predicate? (Signal.) *Has a broken window.*
    - b. Listen to the predicate again: **Has a broken window.** That part tells what happened, but it doesn't tell **what** has a broken window.
    - c. One word in the subject tells what has a broken window. What word is that? (Signal.) *Car.*  
Yes, **car**. The **car** has a broken window.
    - d. Once more. **My old car has a broken window.**
      - What's the predicate? (Signal.) *Has a broken window.*
      - e. One word in the subject tells **what** has a broken window. What word is that? (Signal.) *Car.*  
Yes, **car**.
      - f. **Car** is the one word in the subject that tells what has a broken window, so **car** is the simple subject.
      - What is **car**? (Signal.) *The simple subject.*

In exercise 3, you say sentences with contractions, such as **You shouldn't walk on the ice**. Students identify the contraction (*shouldn't*) and then say the sentence without the contraction: *You should not walk on the ice*. In part 2 of the exercise (not shown), you reverse the procedure. After you say a sentence *without* a contraction, students say the sentence *with* a contraction.

## GROUP ACTIVITY

### Exercise 3

#### Contractions

1. I'm going to say some sentences.

- a. Listen. **You shouldn't walk on the ice.**

Is there a contraction in that sentence? (Signal.) Yes.

- What's the contraction? (Signal.) *Shouldn't*.

- Say the sentence **without** the contraction. (Signal.) *You should not walk on the ice.*

- b. Listen. **I'm tired of walking.**

Is there a contraction in that sentence? (Signal.) Yes.

- What's the contraction? (Signal.) *I'm*.

- Say the sentence **without** the contraction. (Signal.) *I am tired of walking.*

- c. Listen. **He's climbing the apple tree.**

Is there a contraction in that sentence? (Signal.) Yes.

- What's the contraction? (Signal.) *He's*.

- Say the sentence **without** the contraction. (Signal.) *He is climbing the apple tree.*

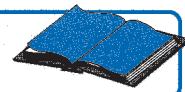
# LESSON 83

## A. Write each sentence **without** using a contraction.

1. You shouldn't walk on the ice.
2. I'm tired of walking.
3. He's climbing the apple tree.

The first Textbook activity for lesson 83 repeats the items that you have just presented orally. Students write sentences without contractions on a separate piece of paper.

### TEXTBOOK ACTIVITIES



#### Exercise 4

##### Contractions

- Everybody, open your textbook to lesson 83. Find part A. ✓  
Write each sentence without using a contraction.
  1. Item 1. **You shouldn't walk on the ice.**
    - Write that sentence without a contraction.  
(Observe students and give feedback.)
  2. Item 2. **I'm tired of walking.**
    - Write that sentence without a contraction.  
(Observe students and give feedback.)
  3. Item 3. **He's climbing the apple tree.**
    - Write that sentence without a contraction.  
(Observe students and give feedback.)

**B.** Write each sentence with one of the joining words shown.  
Remember the comma just before the joining word.

1. She will go to the mall [ ] she will go to my house. but or
2. Holly and her mother sang [ ] they did not sing well. but or
3. Mike was thirsty [ ] he looked all around for water. and but

### Exercise 5

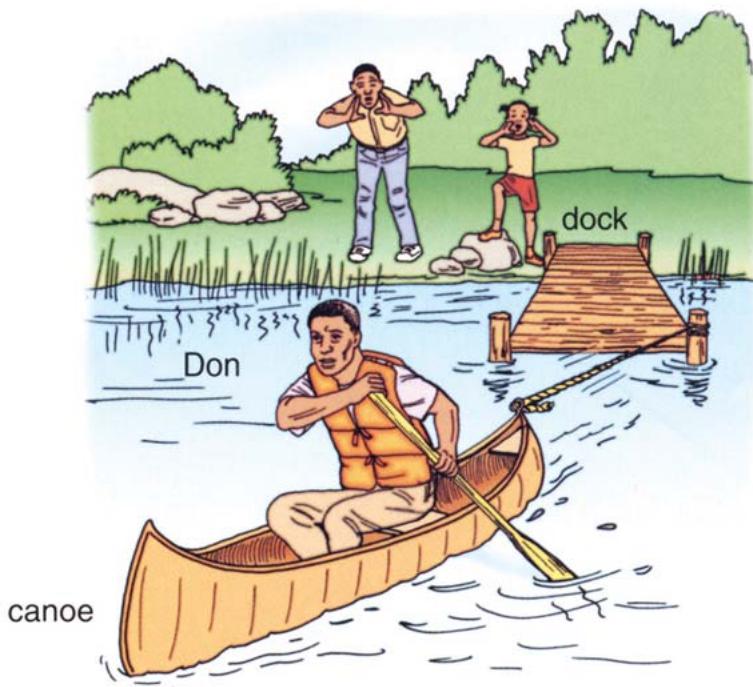
#### Words in Compound Sentences

(The students are not to write anything during part 1.)

- Find part B in your textbook. ✓
1. You'll write each sentence with the correct joining word. We'll go over the sentences first.
    1. Sentence 1. **She will go to the mall blank she will go to my house.**
      - What are the joining words for that sentence? (Signal.) But, or.
      - Say the sentence with the right joining word. (Signal.) *She will go to the mall, or she will go to my house.*
    2. Sentence 2. **Holly and her mother sang blank they did not sing well.**
      - What are the joining words for that sentence? (Signal.) But, or.
      - Say the sentence with the right joining word. (Signal.) *Holly and her mother sang, but they did not sing well.*
    3. Sentence 3. **Mike was thirsty blank he looked all around for water.**
      - What are the joining words for that sentence? (Signal.) And, but.
      - Say the sentence with the right joining word. (Signal.) *Mike was thirsty, and he looked all around for water.*

In part B of the Textbook, students write compound sentences by choosing the correct joining word (conjunction). In part 1 of the accompanying presentation, you read the two parts of each sentence and have students choose the correct conjunction. Then students say the complete compound sentence. In parts 2 and 3 of your presentation (not shown), you have students write the compound sentences and check their work.

C. Write a story about the picture. Tell what happened just before the picture. Tell what happened in the picture. Tell what the people said. Tell what happened next. Write all the sentences in the past tense.



tied  
lake  
paddled

In part C of the Textbook, students write a story about a picture. Story-writing activities form a major part of each lesson, and the corresponding exercise in the Presentation Book is extensive. In part 1, you read the directions for writing the story. Students are to tell what happened before the picture, in the picture, and after the picture. They are also to tell what the people said and to use the past tense.

In part 2, you observe the picture with the students and ask them what happened before, during, and after the picture and what the people said. The answers to your questions will vary, so they are preceded by the word *Ideas*. You are to accept any reasonable answers.

In parts 3 through 5, you remind students how to punctuate their stories, and you read words from the word box that students can use. Then you observe students and give feedback as they write their stories.

In part 6, after students finish their stories, you read a model story that follows the instructions and uses words from the word box. Then, in part 7, several students take turns reading their stories. Finally, in part 8, students revise their stories by adding missing information.

## Exercise 6

### Writing Stories about Pictures

(The students are not to write anything during parts 1 through 4.)

- Everybody, find part C in your textbook. ✓
1. Follow along as I read the instructions. *Write a story about the picture. Tell what happened just before the picture. Tell what happened in the picture. Tell what the people said. Tell what happened next. Write all the sentences in the past tense.*
  2. Everybody, look at the picture. ✓
    - Tell what happened just before this picture. (Call on individual students. Ideas: *Don started paddling a canoe. He didn't notice that the canoe was tied to the end of a dock. Some people on shore noticed what was happening.*)
    - Tell what happened in the picture. (Call on individual students. Ideas: *Don paddled, but he didn't get anywhere. He didn't see that he was tied to the dock. The people on shore yelled at him.*)
    - Tell what the man said. (Call on individual students. Ideas: "Your canoe is tied to the dock." "Turn back.")
    - Tell what the girl said. (Call on individual students. Ideas: "Come back." "You're not going anywhere.")
    - Tell what happened next. (Call on individual students. Ideas: *Don heard the people. He paddled back to the dock and untied the rope.*)
  3. When you write your story, you'll tell what the people said.
    - Everybody, what do you do each time the next person talks? (Signal.) Start a new paragraph.
    - What marks do you put around the words somebody says? (Signal.) Quotation marks.
4. Everybody, touch the word box. ✓ These are words you may want to use. Follow along as I read them.
- tied      lake      paddled
5. Now write your story in the past tense. Tell the story about what happened, not what is happening. Start a new paragraph when the next person talks. (Observe students and give feedback.)
  6. I'll read a pretty good story that tells what happened before the picture, what happened in the picture, what the people said, and what happened after the picture.
    - Listen: Don paddled a canoe onto the lake. He didn't know the canoe was tied to the end of a dock. A man and a girl on shore saw what was happening.  
"Stop," the man yelled. "Your canoe is tied to the dock."  
"Come back," the girl yelled. "You're not going anywhere."  
Don heard them. Then he turned around and saw the rope. He paddled back to the dock and untied the rope.
  7. (Call on several students to read their stories. After each story, ask:)
    - Did that story tell what happened before the picture?
    - Did that story tell what happened in the picture?
    - Did that story tell what the man and the girl said?
    - Did that story tell what happened after the picture?
  8. (Direct students to add any missing information to their stories.)

After students write their stories, they complete the rest of lesson 83 independently. In the Independent Work activities in the Workbook (not shown), students circle the subject and underline the predicate in different sentences, identify commands in a list of sentences, and correct punctuation and capitalization errors. In the

Independent Work activities in the Textbook, students write abbreviations for given words (part D), convert present-tense statements to past tense, and vice versa (part E), and answer *who*, *what*, *where*, *when* questions about a story (part F). They also identify the main idea of the story.

## LESSON 83

### Independent Work

#### D. Write the abbreviation for each word.

- |           |           |
|-----------|-----------|
| 1. Mister | 5. inch   |
| 2. hour   | 6. yard   |
| 3. foot   | 7. mile   |
| 4. Street | 8. Doctor |

#### E. Write each present-tense statement so that it is a past-tense statement. Write each past-tense statement so that it is a present-tense statement.

1. I am fixing your wagon.
2. The bath water is very hot.
3. They were playing in the snow.

#### F. Read the paragraph and follow the directions.

Mary got a new puppy named Flash. When Mary went to school on Monday, she left Flash in her bedroom. Flash started to chew things up. First he chewed up Mary's new dress. After that, he messed up the bed and chewed up the rug. When Mary got back from school, she was very mad. Now Flash stays in the backyard when Mary is at school.

- a. Write who got a new puppy.
- b. Write where she left Flash.
- c. Write what Flash chewed up first.
- d. Write when Mary left Flash in her bedroom.
- e. Copy the general sentence that best summarizes what the paragraph is about.
  - Mary's dog chewed up many things and made her mad.
  - Flash messed up the bed and chewed up the rug.
  - When Mary got back from school, she was mad.