
Lesson 61

Part A - Author's Purpose

Call on a student to read the directions in Part A.

Directions: Read the passage below.

Everyone should have a pet, especially kids and older people. Senior citizens can really benefit from having a pet. Having pets around is like having kids. They keep you from feeling lonely. In fact, pets make some people feel so good that their health improves. A pet's companionship has helped some people lower their blood pressure. Children also benefit from having pets. Pets make good companions for kids while teaching them to be responsible.

Schools can also introduce children to the joys of pets. Certain dogs that are calm and friendly can visit schools and interact with students. Schools can also invite guest speakers, such as veterinarians and pet groomers. Guests like these can teach the benefits and responsibilities of having pets. In this way, children can gain confidence in interacting with animals. They also learn about responsible pet ownership and careers involving animals. Animals in the classroom sometimes lessen tension between students. Having pets around can also increase attendance and get students to participate. Furthermore, learning respectful relationships with animals can help build respectful relationships with teachers and classmates.

Note: Be flexible with the checklists below. There is not a hard, clear line between authors' different purposes. The checklists are for guidance only.

Directions: Use the checklists to determine if the author's purpose is to inform, entertain, or persuade. Put a check next to the statements that are true for the passage you just read.

Inform	Entertain	Persuade
The passage sounds like a textbook or an encyclopedia. ____	The passage sounds like a story. ____	The passage sounds like an advertisement. ✓
The author is trying to teach you some facts that might be new to you. ____	The author is not trying to teach you any facts. ____	The author is using facts to change your mind about something. ✓
The author does not try to influence your feelings. ____	The author tries to make you feel some emotion, such as happiness, sadness, or fear. ____	The author has an obvious opinion and tries to convince you to feel the same way. ✓

The list with the most checks will tell you the author's purpose.

Which list has the most checks?

- a. inform
- b. entertain
- c. persuade

Check and correct.

Therefore the author's purpose is to:

- a. inform
- b. entertain
- c. persuade

Part B - Rewrite Passages

Directions: First, read the passage.

Call on a student to read the directions in Part B.

Walk around and monitor students as they work.

Sandra felt overwhelmed by all the homework assignments that were coming up. She was really nervous about a math test on fractions she was to take on Tuesday. On Wednesday, the class was to turn in a 100-word paper on "How I Got My Name." Thursday, a history project they had been working on for three weeks was due. Most of the paper and the project were done, but all of a sudden she felt

like she didn't even know what to do first. Her mom helped her figure out a list of what things needed to be done on each project.

Next, create a summary list for the passage.

Summary List:

1. Sandra was overwhelmed with homework.
2. She had math Tuesday, a paper Wednesday, and history Friday.
3. She didn't know what to do first.
4. Her mom helped her.

Finally, look at the your list and write the passage in your own words.

Example: Sandra had a lot of homework coming up. She had a math test on fractions on Tuesday. She had a paper due Wednesday, and a history project Friday. She had done a lot of work, but still didn't know what to do. Her mom helped her figure that out.

Part C - Poetry

Directions: After reading the poem, answer the questions.

We went to the lake one summer day,
 The water was like glass in every way,
 My friends and I were like a school of fish,
 Could we come to the lake everyday if we wish?

1. How could the water in the lake be like glass?
 both are smooth; both are clear enough to see through; both are shiny
2. How could the friends be like a school of fish?
 they all swim together in a group; they chased each other while they swam; they caused lots of activity while in the water

Part D - Main Idea Variations

Directions:

1. **Read the passage below.**

Note that students are now to *create* their own summary lists.

Try to check as many passages as possible as you monitor students.

Check and correct any passages you couldn't get to during monitoring. Accept reasonable alternative answers. Read the example answer to students or ask a student to read his or her answer to the class.

Call on a student to read the directions in Part C.

Complete both items with students.

Check and correct. Accept reasonable alternative answers.

Call on a student to read the directions in Part D.

2. Next, put an **X** next to the three statements that just tell details from the passage.
3. Write **GT** next to the phrase that would make a good title for the passage. Remember, a good title for a passage is like a short version of a main idea statement.

Before cameras were invented, people could be remembered by having their portrait painted. One of the most important painters of the Revolutionary War era was John Singleton Copley. Copley's parents came to the United States from Ireland. He was born in Boston in 1738. When Copley was about fifteen years old he started to paint. Copley became known for his portraits. He painted people in Boston including Samuel Adams and Paul Revere.

Copley was influenced by an English painter names Joseph Blackburn. He began to use a technique called portrait d'apparat. Portrait d'apparat means painting a person with things that he might use in his daily life. For example, Copley painted the silversmith Paul Revere with a silver teapot and engraving tools. In 1774, Copley moved to England. He joined the Royal Academy of Art. Copley died in England in 1815.

Put an **X** next to the three statements that just tell details from the passage. Write **GT** next to the phrase that would be a good title for the passage.

Check and correct.

- a. Before Cameras
- b. A Painter Moves to London
- c. GT A Revolutionary War Era Painter
- d. Samuel Adams and Paul Revere

Part E - Review: Word Meanings

Call on a student to read the directions in Part E.

Directions: Look at the underlined word in the model sentence. Then choose the sentence that uses the underlined word in the same way as the model sentence.

1. **Model:** As soon as the fire alarm sounded, people began to bolt for the exits.

Check and correct.

Read or explain the material in Part F.

- a. The wedding dress took an entire bolt of fabric.
 - b. In a hardware store, the nuts and bolts are always on the same aisle.
 - c. The lightning bolt split the tree in half.
 - d. As soon as the gates open, the horses bolt for the finish line.
2. **Model:** My favorite time of the year is when the three ring circus comes to town.
- a. My dad gave my mom a new ring for their anniversary.
 - b. The fighter stepped into the ring while listening to the roar of the crowd.
 - c. The phone began to ring as soon as I walked out the door.
 - d. The police were finally able to arrest the gambling ring and its leader.

Part F - Bonus

A **stanza** is a group of lines that stand together in a poem. Not just any group of lines is a **stanza**. Look at the beginning of a poem by Henry Wadsworth Longfellow.

The Fire of Drift-Wood

DEVEREUX FARM, NEAR MARBLEHEAD

- 1 We sat within the farm-house old,
- 2 Whose windows, looking o'er the bay,
- 3 Gave to the sea-breeze damp and cold,
- 4 An easy entrance, night and day.

- 5 Not far away we saw the port,
- 6 The strange, old-fashioned, silent town,
- 7 The lighthouse, the dismantled fort,
- 8 The wooden houses, quaint and brown.

Lines 1-4 are the first **stanza**. Lines 5-8 make up the second **stanza**. A **stanza** is usually at least four lines long. A poet might simply write the lines and group them together. But the lines of a **stanza** stand together in at least two other ways:

1. They might stand together in rhyme pattern
2. They might stand together because they share one idea

Stanza comes from the Latin word *stare* (STAR ay) which means to “stand.” There are many English words that come from *stare* such as “stand,” “stagnant,” “state,” and “static.” There are also many other words that have *stare* in them like “constant,” “distant,” and “substance.”