

Focus**Language Skills**

- understanding oral language
- identifying prewriting strategies
- identifying content that does not fit in a paragraph
- using a table of contents
- identifying content that fits in a paragraph
- identifying correct verb forms
- alphabetizing words
- identifying an incomplete sentence

Test-taking Skills

- following oral directions
- listening carefully
- considering every answer choice
- working methodically

Samples A and B

Say Turn to Lesson 11b on page 75.
This page has pictures on it.

Check to see that the students have found the right page.

Say On this page you will answer questions about stories I read. Find Sample A at the top of the page. Listen to this story. Andy helps out at the local library. Today, he put books back on the shelf. Which picture shows what Andy did with the books? (pause) The first answer is correct because Andy put the books back on the shelf. Mark the space under the first answer. Be sure that your answer space is completely filled in with a dark mark and that you have marked the correct answer space.

Check to see that the students have marked the correct space.

Sample
A

1	 <input type="radio"/>	 <input type="radio"/>	 <input checked="" type="radio"/>
2	 <input type="radio"/>	 <input checked="" type="radio"/>	 <input type="radio"/>
3	 <input type="radio"/>	 <input type="radio"/>	 <input checked="" type="radio"/>

GO

Practice

Say Now you will do the Practice items in the same way we did sample A. I will read a story and a question while you listen carefully and look at the answer choices. Mark the space for the answer you think is correct. Do you have any questions? Let's begin.

Allow time between items for students to fill in their answers.

- 1. Move down to Number 1. Listen to this story. Ursula went for a walk in the park. She saw one of her friends nearby. Mark under the picture that shows the best way for Ursula to get her friend's attention to ask her if she wants to come over for lunch.
- 2. Go down to the next row, Number 2. Listen to this story. Roland collects stamps for a hobby. He enjoys studying the stamps closely. Mark under the picture that shows what Roland can use to get a close look at his stamps.
- 3. Move down to Number 3. Listen carefully to find out what LaRita used second. On Saturday afternoon, LaRita helped her father in the yard. They mowed the lawn and then raked up the grass. Later, they dug up the garden to plant vegetables. Mark under the picture of what LaRita used second.

Turn to the next page, page 76.


Check to be sure the students have found the right page. Allow the students a moment to rest.

Unit
6

Language

Lesson 11b Language Skills


sample
A



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
1



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2



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3


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GO

Sample B

Say For the rest of the lesson, you will answer more questions about written language. Find Sample B at the top of the page. Listen to this story. Meira's teacher wants the class to write a story about a time they had fun. Meira decided to write about her family's vacation at the beach. Is Meira writing this story to *Tell about a good time she had ... Tell about fish that live in the ocean ... or Make you want to take a vacation?* (pause) The first answer is correct because Meira is telling about a good time she had. Mark the space beside the first answer. Be sure that your answer space is completely filled in with a dark mark and that you have marked the correct answer space.

Check to see that the students have marked the correct space.

Say Now you will do more items in the same way we did Sample B. I will read a story and a question while you listen carefully and look at the answer choices. Mark the space for the answer you think is correct. Do you have any questions? Let's begin.

Allow time between items for students to fill in their answers.

4. Move down to Number 4. Which of these would help Meira most before she starts to write her story? To *Think about the clothes she wore on vacation ... Read a book about the beach ... Make a list of what she did on vacation?* Mark the space for your answer.

Move down to the story in the box. This is the first part of Meira's story. I will read the story while you follow along. Then I will ask you some questions about it.

Fun at the Beach

My family went to the beach
We did many things that were fun.
My brother took me on a boat.
He showed me how to catch fish.

Unit 6

Lesson 11b Language Skills

Sample B



- ☒ Tell about a good time she had
- ☐ Tell about fish that live in the ocean
- ☐ Make you want to take a vacation

4

- ☐ Think about the clothes she wore on vacation.
- ☐ Read a book about the beach.
- ☒ Make a list of what she did on vacation.

Fun at the Beach

My family went to the beach
We did many things that were fun.
My brother took me on a boat.
He showed me how to catch fish.

5

- ☒ I was surprised when I caught a big one.
- ☐ My brother is older than I am.
- ☐ The weather was very nice.

6

- ☐ beach!
- ☒ beach.
- ☐ beach?

GO

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5. Go to the next row. Which sentence should come after the last sentence in the story? Is it *I was surprised when I caught a big one ... My brother is older than I am ... or The weather was very nice?* Mark the space for your answer.
6. Put your finger on Number 6. Look at the underlined sentence in the story. Which punctuation mark should Meira use at the end of the sentence? Mark the space for your answer.

Turn to the next page, page 77.

Check to be sure the students have found the right page. Allow the students a moment to rest.

Say Here is the next part of Meira's story. I will read the story out loud as you read it to yourself. Then you will answer some questions about the story. Listen carefully.

One night cooked on the beach.
It was crowded during the day.
My mother made a fire.
My father cooked fish and corn.
We singed songs around the fire.

7. Put your finger on Number 7. Which of these does not belong in Meira's story? *It was crowded during the day ... My mother made a fire ... or My father cooked fish and corn?* Mark your answer.

8. Go down to Number 8. Look at the underlined words in the story. How should Meira write these words? Should it be *We sings ... We sang ... or The way she did?* Mark the space for your answer.

9. Go down to Number 9. Which group of words is not a complete sentence? Is it *One night cooked on the beach ... It was crowded during the day ... or My father cooked fish and corn?* Mark your answer.

10. Go over to Number 10. Meira wants to write more about what the fish and corn tasted like. Which of these should she write? Should it be *Fish and corn that smelled good ... Lots of fish and corn ... Delicious fish and corn?* Mark your answer.

11. Go down to Number 11. Meira needs to look up these words to check her spelling. Which word comes first in alphabetical (ABC) order? Is it *Night ... Fish ... or Beach?* Mark your answer.

Turn to the next page, page 78.

Check to be sure the students have found the right page. Allow the students a moment to rest.

One night cooked on the beach.

It was crowded during the day.

My mother made a fire.

My father cooked fish and corn.

We singed songs around the fire.

7

- ☒ It was crowded during the day.
- ☐ My mother made a fire.
- ☐ My father cooked fish and corn.

10

- ☐ Fish and corn that smelled good
- ☐ Lots of fish and corn
- ☒ Delicious fish and corn

8

- ☐ We sings
- ☒ We sang
- ☐ The way she did

11

- ☐ Night
- ☐ Fish
- ☒ Beach

9

- ☒ One night cooked on the beach.
- ☐ It was crowded during the day.
- ☐ My father cooked fish and corn.



GO

Say Listen carefully. Stanley found an arrowhead near his house. He is writing a letter to a university to learn more about the arrowhead.

12. Put your finger under Number 12 at the top of the page. Look at the words below "Stanley's Letter." Which idea does not belong in Stanley's letter about the arrowhead? Is it *Where he found it* ... *His favorite hobby* ... *What color it is*? Mark the space for your answer.

Move down to the Table of Contents. To learn more about arrowheads, Stanley is reading a book he got from the library. Chapter 1 is about *Kinds of Arrowheads* and starts on page 1 ... Chapter 2 is about *Who Used Arrowheads* and starts on page 9 ... Chapter 3 is about *Making Arrowheads* and starts on page 17.

13. Put your finger under Number 13. Look back at the Table of Contents. In which chapter can Stanley learn to make arrowheads himself? Is it Chapter 1, 2, or 3? Mark the space for your answer.

14. Move over to Number 14. Look back at the Table of Contents. On which page will Stanley read about the people who hunted with arrowheads? Is it page 1, 9, or 17? Mark the space for your answer.

It's time to stop. You have finished Lesson 11b.

Review the answers with the students. Ask volunteers to identify questions they thought were especially difficult.

Have the students indicate completion of the lesson by entering their score for this activity on the progress chart at the beginning of the book. Provide the students whatever help is necessary to record their scores.

Unit
6

Lesson 11b Language Skills

12

Stanley's Letter

Where he found it

His favorite hobby

What color it is

☐
☒
☐

Table of Contents

1. Kinds of Arrowheads1

2. Who Used Arrowheads9

3. Making Arrowheads.....17

13

☐ 1
 ☐ 2
 ☒ 3

14

☐ 1
 ☒ 9
 ☐ 17

STOP

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