

LESSON 16

Preparation:

The wall chart with the title “Months of the Year” (See Lesson 10.)

A sheet of lined chart paper and a large marker

You may wish to read aloud a book about jungles or show information about jungles using the Internet before completing Task A, Exercise 2.

Task A: (Oral Language Development)

Exercise 1: (Months of the Year)

How many months are there in a year? (Signal.) *Twelve.*

Say the first 8 months of the year. (Signal.) *January, February, March, April, May, June, July, August.* (Repeat until firm.)

Today you’ll say the first 9 months of the year. My turn: January, February, March, April, May, June, July, August, September.

Let’s say the first 9 months of the year together. (Signal.) *January, February, March, April, May, June, July, August, September.*
Your turn: say the first 9 months of the year. (Signal.) *January, February, March, April, May, June, July, August, September.* (Repeat until firm.)

(Add September to the class wall chart. Point to each month as you read it.) **These are the first 9 months of the year. My turn to read the first 9 months of the year.** (Point to each month of the year as you read it aloud.) **January, February, March, April, May, June, July, August, September.**

Let’s read the first 9 months of the year together. (Signal.) *January, February, March, April, May, June, July, August, September.*

Your turn to read the first 9 months of the year. (Signal.) *January, February, March, April, May, June, July, August, September.* (Repeat until firm. Give individual turns.)

Exercise 2: (Modeling a Paragraph)

Let’s get ready to read a paragraph. A paragraph is a group of sentences that tell about the same thing. What’s a paragraph? (Signal.) *A group of sentences that tell about the same thing.* (Repeat until firm.)

The first sentence in a paragraph is often the topic sentence. What’s often the first sentence in a paragraph? (Signal.) *The topic sentence.* (Repeat until firm.)

I’ll say a topic sentence. Listen: (Pause.) **The jungle has lots of animals.** (Write the sentence on the chart paper, remembering to indent the first word of the sentence.) **Everybody, read the topic sentence.** (Touch under the words as the students read them.) *The jungle has lots of animals.*

Every sentence in this paragraph must tell about the same thing as the topic sentence. So, every sentence in this paragraph must tell about jungle animals. What must every sentence in this paragraph tell about? (Signal.) *Jungle animals.*

I’ll say another sentence about jungle animals. Listen: (Pause.) **Monkeys live in the trees.** (Write the sentence on the chart paper, remembering to leave a small space after the end of the first sentence.) **Everybody, read the sentence.** (Touch under the words as the students read them aloud.) *Monkeys live in the trees.* **This sentence is called a detail. What’s this sentence called?** (Signal.) *A detail.*

I’ll say another sentence about jungle animals. Listen: (Pause.) **Jaguars prowl on the ground.** (Write the sentence on the chart paper, remembering to leave a small space after the end of the previous sentence.) **Everybody, read the sentence.** (Touch under the words as the students read them aloud.) *Jaguars prowl on the ground.* **This sentence is called a detail. What’s this sentence called?** (Signal.) *A detail.*

I’ll say another sentence about jungle animals. Listen: (Pause.) **Squawking parrots fly through the air.** (Write the sentence on the chart paper, remembering to leave a small space after the end of the previous sentence.) **Everybody, read the sentence.** (Touch under the words as the students read them aloud.)

Squawking parrots fly through the air. This sentence is called a detail. What's this sentence called? (Signal.) *A detail.*

The last sentence in a paragraph is the closing sentence. What do we call the last sentence in a paragraph? (Signal.) *The closing sentence.* (Repeat until firm.) **The closing sentence brings the paragraph to a satisfying end. What does the closing sentence do?** (Signal.) *It brings the paragraph to a satisfying end.*

I'll say a closing sentence: You can see and hear animals almost everywhere in the jungle. (Write the sentence on the chart paper, remembering to leave a small space after the end of the previous sentence.) **Everybody, read the sentence.** (Touch under the words as the students read them aloud.) *You can see and hear animals almost everywhere in the jungle. This sentence is called the closing sentence. What's this sentence called?* (Signal.) *The closing sentence.*

Now I'll read the whole paragraph. (Touch under the words as you read the paragraph aloud.) **Listen: The jungle has lots of animals. Monkeys live in the trees. Jaguars prowl on the ground. Squawking parrots fly through the air. You can see and hear animals almost everywhere in the jungle.**

Everybody, let's read the whole paragraph together. (Touch under the words as you and the students read them aloud.) *The jungle has lots of animals. Monkeys live in the trees. Jaguars prowl on the ground. Squawking parrots fly through the air. You can see and hear animals almost everywhere in the jungle.*

You did an excellent job of reading a paragraph.

(Note to the teacher: You'll use this paragraph again in Lesson 17.)

Task B: (Usage)

Exercise 1: (Game)

Let's get ready to play "Catch the Teacher Making a Mistake."

These sentences have correct grammar. Listen: (Pause.) The deer ran away.

Say the sentence. (Signal.) *The deer ran away. Listen: (Pause.) Deer love to eat apples. Say the sentence.* (Signal.) *Deer love to eat apples. Listen: (Pause.) Many deer live in the zoo. Say the sentence.* (Signal.) *Many deer live in the zoo.*

This sentence does not have correct grammar. Listen: (Pause.) The deers were in a herd. The correct way to say this sentence is: The deer were in a herd. Say the sentence. (Signal.) *The deer were in a herd.*

Now let's play the game.

Can you catch the teacher making a mistake? Listen: (Pause.) Deers are wild animals. Yes or no? (Signal.) *No. Raise your hand if you can say the sentence using correct grammar.* (Call on a student.) *Deer are wild animals. That's correct. Deer are wild animals. Say the sentence correctly.* (Signal.) *Deer are wild animals.*

Can you catch the teacher making a mistake? Listen: (Pause.) Father deer have antlers. Yes or no? (Signal.) *Yes. Everybody, say the sentence.* (Signal.) *Father deer have antlers.*

Can you catch the teacher making a mistake? Listen: (Pause.) Cinderella's feet fit into the slippers. Yes or no? (Signal.) *Yes. Say the sentence.* (Signal.) *Cinderella's feet fit into the slippers.*

Can you catch the teacher making a mistake? Listen: (Pause.) Six friends came to the party. Yes or no? (Signal.) *Yes. Say the sentence.* (Signal.) *Six friends came to the party.*

Can you catch the teacher making a mistake? Listen: (Pause.) He brang the wrong key. Yes or no? (Signal.) *No. Raise your hand if you can say the sentence using correct grammar.* (Call on a student.) *He brought the wrong key. That's correct. He brought the wrong key. Say the sentence correctly.* (Signal.) *He brought the wrong key.*

Can you catch the teacher making a mistake? Listen: (Pause.) Please, put the cat outside. Yes or no? (Signal.) *Yes. Everybody, say the sentence.* (Signal.) *Please, put the cat outside.*

Exercise 2: (Workbook)

Open your workbook to Lesson 16. Touch Part 1. (Check.) Touch item 1.

We need to decide which word is correct for this sentence.

My turn: I'll read the sentence the first way. You touch under each word as I read it. (Touch under the words as you read the sentence aloud using the first word in the brackets.) **Two deer ate grass.**

Now I'll read the sentence the second way. (Touch under the words as you read the sentence aloud using the second word in the brackets.) **Two deers ate grass. Think: Which word is the correct grammar, deer or deers?** (Signal.) *Deer.* **Yes, deer is correct grammar. Circle the word deer.**

Copy the sentence correctly. What'll you remember to put at the beginning of your sentence? (Signal.) *A capital.* **Yes, a capital. What'll you remember to put at the end of your sentence?** (Signal.) *A period.* **Yes, a period.**

(Repeat process for item 2.)

Task C: (Singular and Plural)

Exercise 1: (Adding -s)

Let's think about words that are singular and plural. When we talk about one thing, we say it's singular. (Write the word "Singular" on the board and underline it.) **What do we call it when we're talking about one thing?** (Signal.) *Singular.* **Yes, singular.** (As you give each example, write it on the board.) **My turn to say some things that are singular: an orange; each wave; a big ship.**

Raise your hand if you can tell me something that is singular. (Call on individual students. Accept at least 3 responses and add them to the list on the board.) Ideas: *A muffin; one house; the elephant.*

When we talk about more than one thing, we say it's plural. (Write the word "Plural" on the board and underline it.) **What do we call it when we're talking about more than one thing?** (Signal.) *Plural.*

(As you give each example, write it on the board.) **My turn to say some things that are plural: six caves; many girls; several boys. Sometimes, we add the letter s to a word to make it a plural. What letter do we sometimes add to make a plural word?** (Signal.) *The letter s.*

Raise your hand if you can tell me something that is plural. (Call on individual students. Accept at least 3 responses and add them to the list on the board.) Ideas: *Many movies; lots of CDs; several children.*

Exercise 2: (Workbook)

Touch Part 2. (Check.) Touch item 1. The first column of words tells how many. Let's read the words together. First word. (Signal.) *An.* **Next word.** (Signal.) *Six.* **Next word.** (Signal.) *Each.* **Next word.** (Signal.) *Many.* **Last word.** (Signal.) *Every.*

The words in the second column are singular and plural words. Let's read these words together. First word. (Signal.) *Caves.* **Next word.** (Signal.) *Orange.* **Next word.** (Signal.) *Man.* **Next word.** (Signal.) *Wave.* **Last word.** (Signal.) *Girls.*

Draw a line from the words that mean one to a singular word. Draw a line from the words that mean more than one to a plural word.

Task D: (Daily Edit)

Exercise 1: (Review)

(Write on the board:

mom and i went shopping)

Let's edit this sentence. Listen: (Pause.) **I'll read the sentence.** (Touch under the words as you read the sentence aloud.) **mom and i went shopping Everybody, read the sentence.** (Touch under the words as the students read the sentence aloud.) *mom and i went shopping*

Raise your hand if you can tell us the first thing that needs to be edited in this sentence. (Call on a student.) Idea: *m needs to be a capital letter.* **Why does m need to be a capital letter?** (Call on a student.) Idea: *It's the first word of a sentence.*

What proofreading mark do I put to show that the m needs to be a capital letter?

(Signal.) *You put three little lines under the m.*
(Put three little lines under m.)

Raise your hand if you can tell us the next thing that needs to be edited in this sentence. (Call on a student.) Idea: *The word i needs to be a capital letter. Yes, the word I is always written with a capital letter. How is the word I always written?* (Signal.) *With a capital letter.* (Repeat editing process until the sentence is correct.)

Exercise 2: (Capitalizing Names)

Listen: (Pause.) **A person's first, middle, and last names always start with a capital letter. What do we know about writing a person's first, middle, and last names?** (Signal.) *They always start with a capital letter.*

(Write on the board:

mario leo silva went to bed)

Let's edit this sentence. My turn: I'll read the sentence. (Touch under the words as you read the sentence aloud.) **mario leo silva went to bed** **Your turn: Read the sentence on the board.** (Touch under the words as the students read the sentence aloud.) *mario leo silva went to bed*

Raise your hand if you can find a person's first name in this sentence. (Call on a student.) *Mario.* **Raise your hand if you can tell us how to edit Mario in this sentence.** (Call on a student.) Idea: *Draw three little lines under the m.* (Draw the proofreading mark for needs a capital letter under the m.)

Raise your hand if you can find Mario's middle name in this sentence. (Call on a student.) *leo.* **Raise your hand if you can tell us how to edit leo in this sentence.** (Call on a student.) Idea: *Draw three little lines under the l.* (Draw the proofreading mark for needs a capital letter under the l.)

Raise your hand if you can find Mario's last name in this sentence. (Call on a student.) *silva.* **Raise your hand if you can tell us how to edit silva in this sentence.** (Call on a student.) Idea: *Draw three little lines under the s.*

(Draw the proofreading mark for needs a capital letter under the s.)

Let's finish editing this sentence. Raise your hand if you can tell us the last thing that needs editing in this sentence. (Call on a student.) *There needs to be a period at the end of the sentence.* (Draw the proofreading mark for needs a period at the end of the sentence.)

(Write on the board:

the ball hit earl simon Kenton
elizabeth ann archer is my friend

Repeat the editing process for these sentences.)

Task E: (Workbook)

Note: Review answers for Workbook and Homework with students as a group.

Exercise 1: (Picture It)

It's time for "Picture It." Touch the picture in the top right corner of your workbook page. (Check.) **You've seen this picture before. Who can tell me the name of this group of stars?** (Call on a student.) *The Big Dipper.*

Let's see what you can remember about the Big Dipper. The Big Dipper is part of what constellation? (Call on a student.) *Ursa Major.* **What is the other name for the constellation Ursa Major?** (Call on a student.) *Great Bear.* **How many stars are in the Big Dipper?** (Call on a student.) *Seven.*

Why is it easy to see the Big Dipper? (Call on a student.) *The stars are so bright.* **How can we describe the shape of the Big Dipper?** (Call on a student.) *It looks like a scoop with a long handle.* **What's the name of this group of stars that you can see for yourself if you look up on a clear night?** (Call on a student.) *The Big Dipper.*

You did an excellent job of remembering information about the Big Dipper.

Now I'll read you the paragraph that tells about this group of stars.

The Big Dipper is part of a large constellation called Ursa Major or Great Bear. The Big Dipper is made up of 7 stars. The stars that make up the Big Dipper are so bright that it is easy to see it, even from the city. The Big Dipper is shaped like a scoop with a long handle—a big dipper. On clear nights, you can look up and see the Big Dipper for yourself.

Touch Part 2. The sentence in the box is mixed up. You'll be sentence fixers and fix up the sentence. Remember when you copy the sentence to put a capital at the beginning and a period at the end.

Exercise 2: (Independent Activities)

Touch Part 3. You'll do this part by yourselves. Read the group of words in each item, and then, decide which groups of words are sentences.

Touch Part 4. (Check.) You're experts at fixing up sentences, so you'll unscramble this sentence by yourselves.

Remember when you copy the sentence, to start it with a capital letter and end it with a period.

Touch Part 5. You'll put these words in alphabetical order. Underline the first letter of each word, then say the alphabet quietly to yourself to help you figure out the right order.

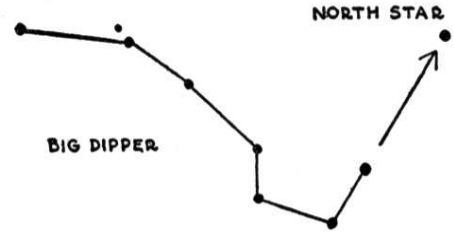
Task F: (Homework)

(Pass out a homework sheet to each student.) This is your homework. Homework is fun and helps you practice the skills you learn in your lessons.

Touch the picture in the top right corner. (Check.) This is a picture of the Big Dipper. When you do your homework tonight, you'll tell someone all you can remember about this picture. If you can't find someone to listen to what you know, tell it aloud to yourself. Sometimes children like to tell things to their favorite stuffed toy or to an imaginary friend.

Touch Part 1. You'll draw a line from a word that tells how many to one of the singular or plural words. Draw only one line to each word.

Lesson 16



Part 1

1. Two (deer, deers) ate grass.

2. He (put, putted) sand on his hand.

Part 2

- | | |
|----------|----------|
| 1. an | • caves |
| 2. six | • orange |
| 3. each | • man |
| 4. many | • wave |
| 5. every | • girls |

Part 3

- | | | |
|--------------------------|-----|----|
| 1. The boy ran fast. | yes | no |
| 2. Hid in the sand. | yes | no |
| 3. Ran to the park. | yes | no |
| 4. I like cake. | yes | no |
| 5. The cat had a kitten. | yes | no |

Part 4

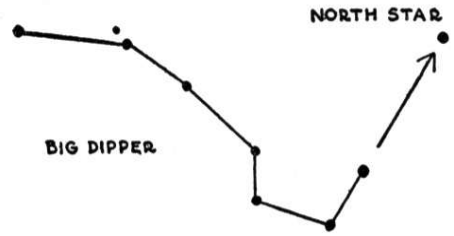
cow ate grass. That

Part 5

whale snake bear

Name: _____

Lesson 16 Homework



Parents: Please listen to your child as he or she shares what he or she remembers about the picture of the Big Dipper.

Part 1

Parents: Please work with your child to help him or her match the number words in the left column with a singular or plural word in the right column. Each word should have only one line drawn to it.

- | | |
|------------|---------|
| 1. one | • farms |
| 2. many | • ship |
| 3. several | • mop |
| 4. a | • pots |

Part 2

Parents: Please work with your child to unscramble the sentence. Have your child copy the sentence on the line. If your child does not know a word, say the word aloud.

to fish A came me.
