

LESSON 54

Preparation:

The overhead transparencies or Smart Board files of BLM 52B, 53A

Task A: (Picture It)

Exercise 1: (Recalling Information)

Open your workbook to Lesson 54. (Check.) It's time for "Picture It." Touch the picture in the top right corner. (Check.) You've seen this picture before. Tell me the name of this Greek god. (Call on a student.) *Poseidon*.

Let's see what you can remember about Poseidon. Of what part of the earth did the Ancient Greeks believe Poseidon was god? (Call on a student.) *The seas*.

What is the name of the three-pronged fork that Poseidon holds? (Call on a student.) *A trident*. Look at your picture of Poseidon, and touch his trident. (Check.)

What did the Ancient Greeks believe Poseidon could cause by using his trident? (Call on a student.) *Earthquakes*.

Where did Poseidon live? (Call on a student.)
Idea: *On the ocean floor in a palace made of sea coral and gems*.

What's the name of the interesting and powerful Greek god that we have been talking about? (Call on a student.) *Poseidon*.

You did an excellent job of remembering information about the Greek god, Poseidon!

Exercise 2: (Listening)

Now I'll read you the paragraph that tells about this Greek god.

Poseidon is the name of the Greek god of the seas. Poseidon is easy to recognize because he has a long beard and is usually holding a trident, a kind of long fork with three prongs. The Ancient Greeks believed Poseidon could use his trident to cause earthquakes.

Greek stories claim that Poseidon lived on the ocean floor in a palace made of sea coral and gems. Poseidon, god of the seas, is one of the most interesting and most powerful of the Greek gods.

Task B: (Build a Word—Prefixes, Suffixes, and Root Words)

Exercise 1: (Root Words)

A root word is a word to which you can add prefixes and suffixes to form new words. What do you call a word to which you can add prefixes and suffixes to form new words? (Signal.) *A root word*.

(Display of the overhead transparency of BLM 52A. Touch the heading "Root Words.") **All these words could be root words. Let's read these words together. First word.** (Signal.) *Able*. **Next word.** (Signal.) *Appear*. (Repeat process until all the words have been read.)

Exercise 2: (Prefixes)

A prefix is a group of letters added to the beginning of a root word. What do you call a group of letters added to the beginning of a root word? (Signal.) *A prefix*.

(Touch the heading "Prefixes.") **All these groups of letters could be prefixes. Let's read these prefixes together. First.** (Signal.) *Bi*. **Next.** (Signal.) *Dis*. (Repeat process until all the prefixes have been read.)

Exercise 3: (Suffixes)

A suffix is a letter or a group of letters added to the end of a root word. What do you call a letter or a group of letters added to the end of a root word? (Signal.) *A suffix*.

(Touch the heading "Suffixes.") **All these letters or groups of letters could be suffixes. Let's read these suffixes together. First.** (Signal.) *Able*. **Next.** (Signal.) *Al*. (Repeat process until all the suffixes have been read.)

Exercise 4: (Game)

Now you're ready to play the game. I'll call on a student to tell us a root word from the list.

Next, we'll see how many words we can make from that root word by adding different prefixes and suffixes. (Circle the root words that were used in the previous games.) **These are the root words that we used in the games we played. When I call on you, you must choose different root words.**

You score 1 point for each prefix or suffix you add to the root word.

(Call on a student to say the first root word.)
Idea: *Happy*. (Write happy on the board.) **Raise your hand if you can add a prefix to the root word happy to build a word.** (Call on a student.) Idea: *Unhappy*. (Write unhappy on the board under happy.)

Raise your hand if you can add a suffix to the word unhappy to build a word. (Call on a student.) Idea: *Unhappiness*. (Write unhappiness on the board under unhappy.)

(Continue with process until the students can no longer suggest words made from the root word happy. Tally the score and record it at the bottom of the column.)

(Repeat process with 2 more root words chosen from the list, and add the 3 scores together.)

Note: If it is necessary to change the spelling of the root word or a suffix, model the change and explain why you have made that change.
Example: Hop + ed. **Because hop is a short c-v-c word, I have to double the p before I can add the suffix ed to make the word, hopped.**

Our score for "Build a Word" today is ___ points. Did we beat our top score? (Signal. Accept appropriate answer.) **In Lesson 55, we'll try to beat our best score.** (Remember the score for the next time the game is played.)

Task C: (Imperative Sentences)

Exercise 1: (Editing a Command)

(Write on the board:

lock your bicycle before you come inside)

Listen: I'll read the sentence. lock your bicycle before you come inside

This is an imperative sentence. What kind of sentence is it? (Signal.) *An imperative sentence.*

Listen: An imperative sentence gives a command or makes a request. What do we call a sentence that gives a command or makes a request? (Signal.) *An imperative sentence.*

Everybody, read the sentence. (Signal.) *lock your bicycle before you come inside* **Does this imperative sentence give a command, or make a request?** (Call on a student.) *A command.*

An imperative sentence starts with a capital letter. How does an imperative sentence start? (Signal.) *With a capital letter.* **An imperative sentence ends with a period. How does an imperative sentence end?** (Signal.) *With a period.*

Let's edit this sentence. What's the first thing that needs editing in this sentence? (Call on a student.) Idea: *lock needs to start with a capital letter.* **Why does lock need to start with a capital letter?** (Call on a student.) Idea: *It's the first word of a sentence.* (Put in the proofreading mark for needs a capital letter.)

What is the next thing that needs editing in this sentence? (Call on a student.) Idea: *This sentence needs a period at the end.* (Put in the proofreading mark for needs a period.)

Exercise 2: (Editing a Request)

(Write on the board:

look after your little brother, please)

Listen: I'll read the sentence. look after your little brother, please **This is an imperative sentence. What kind of sentence is it?** (Signal.) *An imperative sentence.*

Listen: An imperative sentence gives a command or makes a request. What do we call a sentence that gives a command or makes a request? (Signal.) *An imperative sentence.*

Everybody, read the sentence. (Signal.) *look after your little brother, please* **Does this imperative sentence give a command, or make a request?** (Call on a student.) *It makes a request.*

How does an imperative sentence start? (Signal.) *With a capital letter.* **How does an imperative sentence end?** (Signal.) *With a period.*

Let's edit this sentence. What's the first thing that needs editing in this sentence? (Call on a student.) Idea: *look needs to start with a capital letter.* **Why does look need to start with a capital letter?** (Call on a student.) Idea: *It's the first word of a sentence.* (Put in the proofreading mark for needs a capital letter.)

What is the next thing that needs editing in this sentence? (Call on a student.) Idea: *This sentence needs a period at the end.* (Put in the proofreading mark for needs a period.)

Exercise 3: (Workbook)

Touch Part 1. (Check.) **Read the instructions to yourself.** (Pause.) **What are you going to do first?** (Signal.) *Decide if each group of words is an imperative sentence.* **What will you do next?** (Signal.) *Circle yes or no.* **What will you do next?** (Signal.) *Edit the sentence.* **What will you do last?** (Signal.) *Write the sentence correctly on the line.*

Touch Item 1. My turn: I'll read Item 1. bring me my car keys Your turn: **Read Item 1.** (Signal.) *bring me my car keys*

Does Item 1 give a command, or make a request? (Signal.) *It gives a command.* **Is Item 1 an imperative sentence?** (Signal.) Yes. **Circle yes.** (Check.)

Let's edit this sentence. What's the first thing that needs editing in this sentence? (Call on a student.) Idea: *bring needs to start with a capital letter.* **Why does bring need to start with a capital letter?** (Call on a student.) Idea: *It's the first word of a sentence.* **Put in the proofreading mark for needs a capital letter.** (Check.)

What end mark does this sentence need? (Call on a student.) *A period.* **Put the proofreading mark for needs a period at the end of the sentence.** (Check.)

Now write the sentence correctly on the line. (Repeat process for remaining items.)

Task D: (Punctuating Dialogue)

Exercise 1: (Stems)

What's the part of the sentence that tells who's speaking, and how the person speaks? (Signal.) *The stem.*

(Write on the board:

Trisha giggled, "That puppy is so cute.")

(Point to the sentence on the board.) **The stem is Trisha giggled.** (Circle the stem on the board.) **What's the stem?** (Signal.) *Trisha giggled.*

Sometimes the stem is at the beginning of the sentence, and sometimes it's at the end. In this sentence, the stem is at the beginning of the sentence. Where's the stem? (Signal.) *At the beginning.*

(Point to the comma.) **Listen:** (Pause.) **When the stem is at the beginning of a sentence, you put a comma after it. When the stem is at the beginning of a sentence, what do you put after it?** (Signal.) *A comma.*

(Point to That.) **Listen:** (Pause.) **When the stem is at the beginning of the sentence, the first word of the dialogue needs to start with a capital letter. How does the first word of the dialogue start when the stem is at the beginning of the sentence?** (Signal.) *With a capital letter.*

Exercise 2: (Workbook)

Touch Part 2 in your workbook. (Check.) **Read the instructions to yourself.** (Pause.) **What will you do first?** (Signal.) *Edit the sentence using proofreading marks.* **What will you do next?** (Signal.) *Write the sentence correctly on the line.*

I'll read Item 1. Vincent muttered "they don't know how." Your turn: **Read Item 1.** (Signal.) *Vincent muttered "they don't know how"*

Tell me the stem in this sentence. (Signal.) *Vincent muttered.* **Where's the stem?** (Signal.) *At the beginning.*

What's the first thing that needs editing in this sentence? (Call on a student.) Idea: *Muttered needs a comma after it. Why does muttered need a comma after it?* (Call on a student.) Idea: *If the stem is at the beginning of a sentence, you put a comma after it. Put in the proofreading mark for needs a comma.*

(Repeat editing process until the sentence is correct.)

Write the sentence correctly on the line.

Task E: (Punctuating Dialogue)

Exercise 1: (Declarative Sentence)

Listen carefully. I'll tell you 4 hard rules about writing dialogue.

(Display the copy of BLM 53A. Point to Hard Rule 1.) **This is the first hard rule.** (Touch under the words as you read the rule aloud.) **If the stem is at the end of the sentence, and the dialogue is a declarative sentence, you put a comma after the dialogue.**

Your turn: Read the first hard rule about writing dialogue. (Signal.) *If the stem is at the end of the sentence, and the dialogue is a declarative sentence, you put a comma after the dialogue.*

(Write on the board:

“This is lots of fun ” said Noel.)

My turn: I'll read the sentence. “This is lots of fun ” said Noel. Your turn: Read the sentence. (Signal.) *“This is lots of fun ” said Noel.*

This is lots of fun is a declarative sentence, so I put a comma after the dialogue. (Put a comma after fun.)

Exercise 2: (Interrogative Sentence)

(Point to Hard Rule 2.) **This is the second hard rule. If the stem is at the end of the sentence, and the dialogue is an interrogative sentence, you put a question mark after the dialogue. Your turn: Read the second hard rule about writing dialogue.** (Signal.) *If the stem is at the end of the sentence, and the dialogue is an interrogative sentence, you put a question mark after the dialogue.*

(Write on the board:

“Where are you going ” asked Ryan.)

My turn: I'll read the sentence. “Where are you going ” asked Ryan. Your turn: Read the sentence. (Signal.) *“Where are you going ” asked Ryan. Where are you going is an interrogative sentence, so I put a question mark after the dialogue.* (Put a question mark after going.)

Exercise 3: (Exclamatory Sentence)

(Point to Hard Rule 3.) **This is the third hard rule. If the stem is at the end of the sentence, and the dialogue is an exclamatory sentence, you put an exclamation mark after the dialogue.**

Your turn: Read the third hard rule about writing dialogue. (Signal.) *If the stem is at the end of the sentence, and the dialogue is an exclamatory sentence, you put an exclamation mark after the dialogue.*

(Write on the board:

“Hurray, our team won ” shouted Henry.)

My turn: I'll read the sentence. “Hurray, our team won ” shouted Henry. Your turn: Read the sentence. (Signal.) *“Hurray, our team won ” shouted Henry. Hurray, our team won is an exclamatory sentence, so I put an exclamation mark after the dialogue.* (Put an exclamation mark after won.)

Exercise 4: (Imperative Sentence)

(Point to Hard Rule 4.) **This is the fourth hard rule. If the stem is at the end of the sentence, and the dialogue is an imperative sentence, you put a comma after the dialogue.**

Your turn: Read the fourth hard rule about writing dialogue. (Signal.) *If the stem is at the end of the sentence, and the dialogue is an imperative sentence, you put a comma after the dialogue.*

(Write on the board:

“Please help me wash the car ” said Arnold.)

My turn: I'll read the sentence. "Please help me wash the car " said Arnold. Your turn: Read the sentence. (Signal.) *"Please help me wash the car " said Arnold.* **Please help me wash the car is an imperative sentence, so I put a comma after the dialogue.** (Put a comma after car.)

Exercise 5: (Workbook)

Touch Part 3 in your workbook. Read the instructions to yourself. (Pause.) **What will you do first?** (Signal.) *Edit each sentence, using proofreading marks.* **What will you do next?** (Signal.) *Write the sentence correctly on the line.*

I'll read Item 1. "Mr. Smith is sick " stated Elena. Your turn: Read Item 1. (Signal.) *"Mr. Smith is sick " stated Elena.*

Tell me the stem in this sentence. (Call on a student.) *Stated Elena.* **Where's the stem?** (Call on a student.) *At the end.* **Touch the dialogue.** (Check.) **What kind of sentence is the dialogue?** (Signal.) *A declarative sentence.*

What's the first thing that needs editing in this sentence? (Call on a student.) *Idea: Sick needs to have a comma after it.* **Why does sick need to have a comma after it?** (Call on a student.) *Ideas: The stem is at the end of the sentence. Mr. Smith is sick is a declarative sentence.* **Put in the proofreading mark for needs a comma.** (Check.)

Write the sentence correctly on the line

(Repeat process for remaining items.)

Task F: (Writing Dialogue)

Exercise 1: (Workbook)

(Display BLM 52B.) **Here are 3 important rules about writing dialogue. I'll read each rule.**

Rule 1: When characters are talking, their words are called dialogue. The rest of the words are called the narrative.

Rule 2: Each time there is a new speaker, indent to start a new paragraph.

Rule 3: Use quotation marks (" ") before and after the words that are said.

Your turn: Read rule 1. (Signal.) *When characters are talking, their words are called dialogue. The rest of the words are called the narrative.* **What do we call it when characters are talking?** (Signal.) *Dialogue.* **What do we call the rest of the words?** (Signal.) *Narrative.*

Your turn: Read rule 2. (Signal.) *Each time there is a new speaker, indent to start a new paragraph.* **When do you indent in a dialogue?** (Signal.) *Each time there is a new speaker.*

Your turn: Read rule 3. (Signal.) *Use quotation marks before and after the words that are said.* **What do you put before and after the words that are said?** (Signal.) *Quotation marks.*

(Point to the example.) **I'll read the example.** **"This is my house," stated George. What are the words that were said?** (Signal.) *"This is my house."* **These words are called the dialogue. What are these words called?** (Signal.) *The dialogue.* **What marks are before and after the dialogue?** (Signal.) *Quotation marks.*

Exercise 2: (Workbook)

Touch Part 4 in your workbook. This is the same story we read in Lesson 52. Instead of writing a script, this time you'll write a story using dialogue with stems. What will you write this time? (Signal.) *A story using dialogue with stems.*

Touch the first narrative part of the story. (Choose a student to read the first narrative part of the paragraph aloud.) *Once there was a little girl named Pat who was walking in the woods with her brother Jim. They had walked a long way, and she was getting tired. She sat down on a stump to rest.*

Touch the first line of dialogue. (Call on a student to read.) *"I can't walk any more. I'm so tired!" whined Pat.*

Instead of writing a script, the author wrote dialogue with a stem. What's the stem? (Signal.) *whined Pat.* **What did Pat whine?** (Signal.) *"I can't walk any more. I'm so tired!"* **Since this is not a script, the writer put quotation marks around the dialogue.**

Touch the next line of the dialogue. (Call on a student to read.) *“It’s not too far now. We’ll soon be out of these woods,” Jim said.*

What’s the stem? (Signal.) *Jim said. What did Jim say?* (Signal.) *It’s not too far now. We’ll soon be out of these woods.*

Touch the next line of dialogue. (Call on a student to read.) *“Can you carry me, Jim?” begged Pat. What’s the stem?* (Signal.) *begged Pat. What did Pat beg?* (Signal.) *“Can you carry me, Jim?”*

Before we write the rest of the dialogue, I’ll read the rest of the narrative that has been written. You follow along with your finger. In the distance, Pat could see her house. She and Jim were almost home. Now Pat started to run. She wasn’t tired any more. Jim had a hard time keeping up with her. They both agreed they would not take such a long walk again.

The dialogue you write must fit with the ending narrative so the story will make sense.

Now that we know how the story ends, we’re ready to write the rest of the dialogue. What’s something Jim could say to Pat? Don’t forget to use a stem. (Call on individual students. Choose 1 response, and record it onto the board or an overhead.)

Copy this dialogue onto the next line. A new person is speaking, so what will you remember to do? (Signal.) *Indent.* (Allow time to copy the dialogue. Check.)

(Repeat this process until the dialogue is complete. Remind the students to follow the rules for writing dialogue. Circulate among the students, giving them positive reinforcement and correction as they write. Dialogue should alternate Jim, Pat, Jim, Pat.)

Exercise 3: (Reading the Story)

(Divide the students into triads, and assign parts.) **There are 2 characters and a narrator in this story. You’ll read it with your group.** (Students may repeat the dialogue, playing a different role, if you wish to repeat the activity for additional practice.)

Task G: (Homework)

Homework is very important because it helps you remember the skills you learn each day in class.

(Pass out the homework sheets.) **Touch Part 1.** (Check.) **Read the instructions to yourself.** (Pause.) **What will you do in Part 1?** (Call on a student.) *Share with someone what I remember about the picture of Poseidon.*

Touch Part 2. (Check.) **Read the instructions to yourself.** (Pause.) **What will you do first?** (Call on a student.) *Read the story to the end.* **What will you do next?** (Call on a student.) *Think of at least 2 more things that Ken and Paul could say to each other.* **What will you do next?** (Call on a student.) *Idea: Write their dialogue with stems on the lines.* **What should you remember?** (Call on a student.) *To use the correct punctuation for writing dialogue.*

(Completed homework may be marked with the class, or you may wish to collect the sheets and mark them yourself. Have the students correct errors.)

Part 4

Read the story. Write the dialogue for the characters. Remember to use stems in your dialogue to help the reader know who is speaking.

Once, there was a little girl named Pat, who was walking in the woods with her brother, Jim. They had walked a long way, and she was getting tired. She sat down on a stump to rest.

“I can’t walk any more. I’m so tired!” whined Pat.

“It’s not too far now. We’ll soon be out of these woods,” Jim said.

“Can you carry me, Jim?” begged Pat.

In the distance, Pat could see her house. She and Jim were almost home. Now, Pat started to run. She wasn’t tired any more. Jim had a hard time keeping up with her. They both agreed they would not take such a long walk again.

Name _____

Lesson 54 HOMEWORK



Parents: Please read the instructions for each part to your child. Have your child complete the items.

Part 1 Share with someone what you remember about the picture of Poseidon.

Part 2 Read the story to the end. Think of at least 2 more things that Ken and Paul could say to each other. Write their dialogue with stems on the lines. Remember to use the correct punctuation for writing dialogue.

One day, Ken and Paul were playing baseball. They were on the same team. Ken was the pitcher, and Paul was the catcher.

“Are you having trouble catching the ball, Paul?” asked Ken.

“No, you are throwing it into the ground,” replied Paul.

“No, I’m not. You must have a hole in your glove,” answered Ken.

“ _____

_____” argued Paul.

“ _____

_____” replied Ken.

Now, the two boys have their signals right. Every time Ken throws the ball, Paul catches it. What a team!