

LESSON 18

Preparation:

Class chart titled “Rules for the Parts of Speech”

Class chart titled “Adjectives”

Prepare a class brainstorming chart titled “Stores and Public Places in our Neighborhood.”

Overhead transparency or Smart Board file of BLM 14

Task A: (Higher Level Thinking Skills)

Exercise 1: (Mind Bogglers)

Today you will learn how to play a game called “Mind Bogglers.”

To play “Mind Bogglers,” I will read a question. When I signal, you will answer yes or no. If you give the correct answer, I will call on a student to explain why that answer is correct. Listen carefully because each question has a trick. (If the students do not know an answer, tell it to them with an explanation then repeat that item at the end of the game.)

(Option: If you wish to keep score, the class can be divided into two teams. Give one point for a correct yes or no answer and two points for a correct explanation. If a team gives the wrong answer, the other team can have a chance to score the points.)

Let’s get ready to play “Mind Bogglers.”

Ready? Listen: If a building has wings, can it fly? (Signal.) *No. Why can’t buildings with wings fly?* (Call on a student.) *Idea: If a building has wings, this means that it has different parts or sections that are called wings.*

Ready? Listen: Are sandboxes made of sand? (Signal.) *No. Why is it wrong to say that a sandbox is made of sand?* (Call on a student.) *Idea: Sandboxes have sand in them, but they are not made of sand.*

Ready? Listen: Do weeping willows shed tears? (Signal.) *No. Why is it false that weeping willows shed tears?*

(Call on a student.) *Idea: Weeping willow is a kind of tree. Trees do not cry.*

Ready? Listen: Can a short-order cook be tall? (Signal.) *Yes. How is it possible for a short-order cook to be tall?* (Call on a student.) *Idea: A short-order cook is a kind of cook who makes food that is quick to prepare. Short tells about the order, not the cook.*

Ready? Listen: If you always keep your word, would you say one thing then do another? (Signal.) *No. Why do people who keep their word not say one thing then do another?* (Call on a student.) *Idea: Because to keep your word means that you do what you say you will.*

Ready? Listen: Is traveling a mile a minute the same as traveling at 60 miles an hour? (Signal.) *Yes. Why is it the same to travel a mile a minute and to travel 60 miles an hour?* (Call on a student.) *Idea: Because there are 60 minutes in an hour.*

Ready? Listen: Does a train have a one-track mind? (Signal.) *No. Why is it wrong to say that a train has a one-track mind?* (Call on a student.) *Idea: One-track mind is an expression that means that you are always thinking about the same kind of thing. Trains do not have minds.*

Ready? Listen: Are flower beds made for sleeping in? (Signal.) *No. Why would you not sleep in a flower bed?* (Call on a student.) *Idea: A flower bed is a patch of flowers that somebody has planted.*

Task B: (Sentence Discrimination)

Exercise 1: (Rule Review)

(Point to the class chart “Rules for Sentence Power.”) **Let’s review some of the rules that you have learned about sentences. Read the second rule.** (Signal.) *A sentence has a subject and a predicate. Read the fourth rule.* (Signal.) *A question sentence needs an answer. It starts with a capital letter and ends with a question mark. Read the fifth rule.* (Signal.) *An exclamatory sentence shows strong feeling or emotion. It starts with a capital letter and ends with an exclamation mark.*

Read the sixth rule. (Signal.) *An imperative sentence gives a command or makes a request. It starts with a capital letter and ends with a period.*

Exercise 2: (Workbook)

Touch Part 1 in your workbook. (Check.) **Read the instructions aloud.** (Call on a student.) *Read each sentence. Circle S if it is a statement sentence. Circle Q if it is a question sentence. Circle E if it is an exclamatory sentence. Circle I if it is an imperative sentence. Put the correct punctuation mark at the end of each sentence.*

You will complete Part 1 on your own.

Task C: (Paragraphs)

Exercise 1: (Workbook)

What tells the main idea of a paragraph? (Signal.) *The topic sentence. The topic sentence tells the reader what the paragraph is about. What does the topic sentence do?* (Signal.) *It tells the reader what the paragraph is about.*

Touch the instructions for Part 2. (Check.) **I'll read the instructions; you follow along. Put a check mark in front of the best topic sentence for each paragraph.**

Let's read the first paragraph. (Call on individual students to take turns reading part of the paragraph aloud.)

Three choices for a topic sentence are listed under the first paragraph. Read the three choices to yourself. (Pause.) **Which is the best topic sentence for Paragraph 1?** (Call on a student.) *C. Spiders are not insects. Put a check mark in front of Sentence C.*

Let's read the second paragraph. (Call on individual students to take turns reading part of the paragraph aloud.)

Under Paragraph 2 are listed three choices for a topic sentence. Read the three choices to yourself. (Pause.) **Decide which is the best topic sentence for Paragraph 2.** (Pause.) **Put a check mark in front of sentence that is the best topic sentence.** (Pause.)

Say the letter of the topic sentence that you chose. (Call on a student.) **A. Yes, A. Check your work. If you chose any letter other than A, change your answer to A. Read the topic sentence.** (Signal.) *You can make many things out of clay.*

Task D: (New Skill— Comparative Adjectives)

Exercise 1: (Rule Review)

(Point to the class chart titled "Rules for the Parts of Speech.") **Let's review the rules that you have learned about parts of speech. Read the first rule.** (Signal.) *A word that names a person, place, thing, or idea is called a noun. Read the second rule.* (Signal.) *A word that tells about an action or a state of being is called a verb. Read the third rule.* (Signal.) *The words a, an, and the are called articles. Read the fourth rule.* *A word that describes a noun is called an adjective. What's a word that describes a noun called?* (Signal.) *An adjective.*

Exercise 2: (Collecting Adjectives)

(Point to the class chart titled "Adjectives.") **Let's add more words that are adjectives to our class chart. Tell me a word that is an adjective, and I will write it on the chart.** (Call on individual students. If time permits, each student should contribute at least one word to the chart. Record onto the chart titled "Adjectives" as many responses as the students generate in 3 minutes.)

Open your workbook to Page C. (Point to the class chart.) **You have 2 minutes to add more adjectives to your chart. You may also think of adjectives of your own that are not on the class chart to fill in the boxes.** (Allow students 2 minutes.)

Exercise 3: (Model)

(Write on the board:

Yours is a bigger van than ours.
This is a warmer blanket than mine.
Today is hotter than yesterday.)

Sometimes an adjective compares one thing to another thing. (Point to the first sentence.)

Read the sentence. (Signal.) *Yours is a bigger van than ours.* **What's the adjective that describes the size of the van?** (Signal.) *Bigger.*

(Repeat procedure with the remaining sentences.)

Exercise 4: (Workbook)

Open your workbook to Lesson 18. (Pause.) **Touch the instructions in Part 3.** (Check.) **Read the instructions aloud.** (Call on a student.) *Write n. above the nouns. Write v. above the verbs. Write art. above the articles. Write adj. above the adjectives.*

You will complete Part 3 on your own.

Task E: (Sentence Formulas)

Exercise 1: (Adding Articles and Adjectives)

This is a sentence that follows the n.+v. pattern. (Write *passengers shoved.* on the board.) **I can add an article and an adjective to make this n.+v. sentence longer.** (Write *art.+adj.+n.+v.* above the sentence on the board. Point to the sentence.) **Tell me the article that I can add in front of the noun passengers.** (Signal.) *The.* (Use a caret to add the article to the beginning of the sentence.) **Read the new sentence.** (Signal.) *The passengers shoved.*

Now think of an adjective that I can add to describe the noun passengers. (Call on a student.) *Idea: Angry, furious, rude.* (Use a caret to add the adjective after the article on the board.) **Read the new sentence.** (Signal.) *Idea: The angry passengers shoved.*

Exercise 2: (Workbook)

Touch Part 4 in your workbook. Touch the instructions. (Check.) **Read the instructions aloud.** (Call on a student.) *Write a sentence that follows the n.+v. pattern. Use carets (^) to edit your sentence by adding an article and an adjective. Write your edited sentence on Line 2.*

You will complete Part 4 on your own.

Task F: (Daily Edit—Capitalizing Names of Stores and Public Places)

Exercise 1: (Brainstorming)

(Brainstorm a list of stores and public places in your area (grocery stores, malls, arenas, recreation centers, parks, playgrounds, hospitals, public libraries). Record responses on class chart titled "Stores and Public Places in Our Neighborhood." You may use these instead of the places in the given sentences.)

Exercise 2: (Model)

(Write on the board:

Presley Memorial Park, Oakridge Mall,
Rinkside Arena)

These are names of stores and public places: Presley Memorial Park, Oakridge Mall, Rinkside Arena. The names of stores and public places start with a capital letter. How do the names of stores and public places start? (Signal.) *With a capital letter.* (Repeat until firm.)

Exercise 3:

(Display Paragraph 6 on the overhead transparency of BLM 14.) **I'll read the paragraph aloud.** (Read the paragraph aloud.)

Let's check the first sentence for stores and public places and use proofreading marks to make changes. Read the first sentence aloud. (Signal.) *We wanted to go to lakeside park.* **What's the store or public place in the first sentence?** (Signal.) *Lakeside Park.* **Yes, Lakeside Park is the name of a public place, so it needs to start with capital letters. Tell me the first word that needs to start with a capital letter.** (Signal.) *Lakeside.* **Yes, lakeside.** (Draw the proofreading mark for needs a capital letter under the l in lakeside.) **I put in the proofreading mark that shows that lakeside needs to start with a capital letter.**

Tell me the next word that needs to start with a capital letter. (Call on a student.) *Park.* **Yes, park.** (Draw the proofreading mark for needs a capital letter under the p in park.)

I put in the proofreading mark that shows that park needs to start with a capital letter.

(Repeat process for the remaining sentences.)

Exercise 4: (Workbook)

Touch Part 5 in your workbook. (Check.)
Read the instructions aloud. (Call on a student.) *Edit this paragraph, using proofreading marks.*

You will complete this part of your workbook on your own.

Task G: (Writing for Fluency– Personal Story)

Exercise 1: (Preparation)

During the next two lessons, you will plan and write a short personal story. A personal story tells information about you. What does a personal story tell? (Signal.) *Information about me.*

Think about something funny that has happened to you that you would like to tell about. (Pause.) **Briefly tell us about something funny that has happened to you.** (Call on individual students.)

Exercise 2: (Workbook)

When authors make a plan for their writing, they briefly write down their ideas for a story. Open your workbook to Lesson 18. Touch Part 6. These are the main ideas that you will write about. When you are planning a story, your ideas do not need to be sentences. Just write your ideas briefly. During the next lesson, you will change your ideas into sentences.

Touch Item 1. What was the funny thing that happened to you? Write what funny thing you want to tell about. (Allow time for students to write. Circulate among the students, encouraging slower students to briefly get their ideas onto the paper.)

Touch Item 2. When did this funny thing happen? How old were you? Write when this funny thing happened and how old you were. (Allow time for students to write.)

Touch Item 3. Where were you when this funny thing happened? Write where you were when this thing happened. (Allow time for students to write.)

Touch Item 4. What made the event so funny? Write what made the event so funny. (Allow time for students to write.)

Touch Item 5. How did you feel when this funny thing happened? Write how you felt. (Allow time for students to write.)

Now you have a plan for your story. During the next lesson you will write a story from your plan.

Task H: (Homework)

(Pass out the homework sheets.) **You will have homework for each lesson we complete in class. Homework is very important because it helps you practice the skills you learn each day in class.**

(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.)

BLM 14

1. On holidays, uncle Pedro and aunt Elaine come to visit. We all go to my grandma's house. First, uncle Pedro gives grandma a big hug. Then, aunt Elaine kisses grandpa. We all eat a big dinner together.
2. The new york knicks played the los angeles lakers. The knicks scored 105 points against the lakers. Next week, the lakers will play against the orlando magic.
3. Every season is different. In the spring, everything starts to grow again. The grass gets greener and flowers start to bloom. You need wind to fly a kite. Summer is the hottest season. In some countries, summer is very hot, but it is also the season with the most rain. Umbrellas keep you dry. In the fall, the leaves change colors and fall off the trees. Finally, winter comes. Many places are covered in snow until spring.
4. My Mother works at the zoo. Sometimes I watch mother feed the tigers. mother says that father is scared of tigers. My Father never watches her feed them. He worries that mother will get hurt.
5. Carl's favorite holiday is thanksgiving. He likes thanksgiving more than the fourth Of july. Carl even likes it more than father's day. The thanksgiving turkey is what Carl likes best.
6. We wanted to go to lakeside park. On the way, we stopped at safeway food store to buy snacks. Mom parked the car at the oak bay arena. We walked to todd playground inside the park. We had a great time playing on the swings.

LESSON 18

Part 1

Read each sentence. Circle S if it is a statement sentence. Circle Q if it is a question sentence. Circle E if it is an exclamatory sentence. Circle I if it is an imperative sentence. Put the correct punctuation mark at the end of each sentence.

- | | | | | |
|---------------------------------------|---|---|---|---|
| 1. Please come with me | S | Q | E | I |
| 2. Hurray, it's my birthday | S | Q | E | I |
| 3. Would you like to come to my party | S | Q | E | I |
| 4. Stop that right now | S | Q | E | I |
| 5. Let me see your homework | S | Q | E | I |
| 6. Wow, you did a fantastic job | S | Q | E | I |

Part 2

Put a check mark in front of the best topic sentence for each paragraph.

1. (topic sentence) Many people make the mistake of thinking that they are. If spiders were insects, they would have six legs instead of eight. All insects have six legs. Creatures that have eight legs are called arachnids. If you see a creature and you are not sure if it is an insect or a spider, count the legs.

- _____ a. Spiders eat insects.
_____ b. People make many mistakes.
_____ c. Spiders are not insects.

2. (topic sentence) All you need is clay, a wheel, and a kiln. Clay is a special kind of mud used for pottery because it gets hard when you dry it out. When clay is wet, you can shape it any way you choose. If you want to make things that are empty inside, like cups, bowls, or vases, you may need a pottery wheel. Pottery wheels spin very quickly. This keeps the clay from falling down when you are shaping it. When you have finished making your dish, you bake it in a special oven called a kiln to make it hard.

- _____ a. You can make many things out of clay.
_____ b. Hard clay is bad.
_____ c. Cups are round like wheels.

Part 3 Write n. above the nouns. Write v. above the verbs. Write art. above the articles. Write adj. above the adjectives.

passengers	creek	shoved	hungry	heavy	the	complained	
slow	Canada	a	climbed	silent	elves	trickled	Denver

Part 4 Write a sentence that follows the n.+v. pattern. Use carets (^) to edit your sentence by adding an article and an adjective. Write your edited sentence on Line 2.

1. n.+v. _____
2. art.+adj.+n.+v. _____

Part 5 Edit the paragraph using proofreading marks.

mrs cansino walked down second st she knew that myerson's Clothing Store was having a big sale mrs cansino walked through redwood park and past brentwood memorial arena. she took a shortcut through pedro's food market mrs cansino got to the Store in ten minutes she spent a lot of money, and mr myerson was very pleased

Part 6 Complete the plan for writing a short personal story.

1. A funny thing that happened to me was _____
2. It happened when I was _____
3. When this happened, I was _____
4. This was funny because _____
5. I felt _____

Name _____

Lesson 18

HOMEWORK

Part 1 Write an adjective in each box in the chart.

ADJECTIVES

Part 2 Write 2 n.+v. sentences. Do not use a proper name for your noun.

1. _____
2. _____

Use a caret (^) to add an article and an adjective to your sentences. (art.+adj.+n.+v.) Write your edited sentences on the lines below.

1. _____
2. _____

Part 3 Edit the paragraph using proofreading marks.

my mother runs a store called rose's clothes shop it used to be in bell center mall, but mother moved to a new Store by hillside park on first st i like the children's clothes that aunt olivia sews for the Store she made me a special white coat for the winter ice festival last year my grandpa said that i looked like a snowball in it I was mad