

## LESSON 68

Preparation:

Class chart titled “Proofreading Marks”

Students will need their Drafting Notebooks and a blank sheet of paper to use as an add-in sheet.

### Task A: (Paragraphs)

#### Exercise 1: (Introduction)

**Listen: A topic is the main idea of what you are talking or writing about. What’s a topic?** (Signal.) *The main idea of what you are talking or writing about. In a paragraph, the sentence that tells the reader your topic is called a topic sentence. What do we call the sentence that tells the reader your topic?* (Signal.) *The topic sentence.*

**Today you are going to learn more about paragraphs. Listen: A paragraph is a group of sentences that tell about one thing. What’s a paragraph?** (Signal.) *A group of sentences that tell about one thing.*

**Listen: This is an important rule about paragraphs. Each sentence in a paragraph must tell something about the topic sentence. What must each sentence in a paragraph do?** (Signal.) *Tell something about the topic sentence.*

#### Exercise 2: (Workbook)

**Open your workbook to Lesson 68. (Pause.) Touch the instructions for Part 1. (Check.) I’ll read the instructions; you follow along. The topic sentence in this paragraph is underlined. Draw a line through the sentences that do not tell about the topic sentence.**

**Touch the first sentence in the paragraph about panda bears. The first word in a paragraph is indented. The first sentence in this paragraph is the topic sentence. It is underlined. Read the topic sentence. (Call on a student.)** *Panda bears are interesting animals.*

**Let’s read each sentence and decide if it tells about the topic sentence.**

**Read the next sentence. (Call on a student.)** *They live in the bamboo forests of China. Does this sentence tell about panda bears?* (Signal.) **Yes. Do not draw a line through this sentence.**

**Read the next sentence. (Call on a student.)** *Black bears can climb very quickly. Does this sentence tell about the topic sentence?* (Signal.) **No. Draw a line through this sentence. (Check.)**

(Repeat process for the remaining sentences.)

### Task B: (Verbs—Past Tense)

#### Exercise 1: (Review)

**Let’s review what you know about verbs. What’s a verb?** (Signal.) *A word that tells about an action or state of being. What do past tense verbs tell about?* (Signal.) *Actions that have already happened.*

#### Exercise 2: (Workbook)

**Touch Part 2 in your workbook. Read the instructions. (Call on a student.) Circle the past tense verb that fits in each sentence.**

**Touch Item 1. Read Item 1. (Call on a student.)** *The hungry spiders (will eat, eat, ate) the flies. What’s the correct verb for this sentence?* (Signal.) **Ate. Circle ate.**

**You will complete the rest of the items in Part 2 on your own.**

### Task C: (Daily Edit—Verbs Past Tense)

#### Exercise 1: (Workbook)

**Touch Part 3 in your workbook. Read the instructions to yourself. (Pause.)**

**Read the first sentence of the paragraph. (Call on a student.)** *Yesterday, I will watch as the baby horses frolic in the field. What word in this sentence tells you when this paragraph happens?* (Signal.) **Yesterday. Yesterday tells that the paragraph happened in the past. So the verbs in this paragraph must be in the past tense. What does yesterday tell you?**

(Signal.) *The paragraph happened in the past.*  
**What tense must the verbs be in?** (Signal.)  
*The past tense.*

**Read the first sentence of the paragraph to yourself. What's the underlined verb?**  
(Signal.) *Will watch.* **What verb tense is will watch?** (Signal.) *Future tense.* **What verb tense do we need for this paragraph?**  
(Signal.) *The past tense.* **What's the past tense of will watch?** (Signal.) *Watched.* **Draw a line through the words will watch, and write watched above them.** (Check.)

**What's the next underlined verb?** (Signal.) *Frolic.* **What verb tense is frolic?** (Signal.) *Present tense.* **What verb tense do we need for this paragraph?** (Signal.) *The past tense.* **What's the past tense of frolic?** (Signal.) *Frolicked.* **Draw a line through the word frolic, and write frolicked above it.** (Check.)  
Frolicked is an unusual word. It is spelled f-r-o-l-i-c-k-e-d. Be sure to spell frolicked correctly.

You will complete Part 3 on your own.

## **Task D: (Writing for Fluency—Constructing an Argument)**

### **Exercise 1: (Review)**

**When you construct an argument, there is a question to be argued. You take a position on that question. What do you do when you construct an argument?** (Signal.) *Take a position on a question.*

**Sometimes you can persuade people to change their position on a question. To do that, you need to give your reasons for your position. How can you persuade people to change their position on a question?** (Signal.) *Give reasons for your position.*

### **Exercise 2: (Preparation)**

**Writing an argument is just like writing a paragraph. Your opening sentence states your position. What does your opening sentence do?** (Signal.) *States your position.* **The middle of your argument gives 3 or 4 reasons for your position. What does the middle of your argument do?** (Signal.) *Gives 3 or 4 reasons for your position.*

**Your closing sentence restates your position, using different words. What does the closing sentence of your argument do?** (Signal.) *Restates your position using different words.*

### **Exercise 3: (Workbook)**

**Touch Part 4 in your workbook. Read the question.** (Signal.) *Should students be allowed to choose their own seats?* **In lesson 67, we read an argument that stated that students should not be allowed to choose their own seats. Today you will write an argument that states that students should be allowed to choose their own seats.**

**Touch the line that says Opening Sentence.** (Check.) **Write a beginning sentence that states that position.** (Allow students 1 minute to write.)

**Touch the word Middle.** (Check.) **Briefly jot down up to four reasons why you think students should be allowed to choose their own seats.** (Allow the students 2 minutes to write.)

**Touch the line that says Closing Sentence.** **Write a closing sentence that restates your position, using different words.** (Allow the students 1 minute to write.)

### **Exercise 4: (Drafting)**

(Pass out Drafting Notebooks.) **Open your Drafting Notebook to a new page.** (Check.) **Write today's date and the lesson number in the first space of the page. Put your pencil down when you have finished.**

**You are now ready to begin writing your argument. Use the planning sheet that you completed in your workbook to help you write. What will you use to help you write your argument?** (Signal.) *The planning sheet that I completed in my workbook.* **What will you remember to do to the first sentence of your argument?** (Signal.) *Indent.*

**You will write the first draft of your argument in your notebook.** (Allow the students 15 minutes to write their arguments. Circulate among the students, giving encouragement and feedback. After 14 minutes, say:) **You have 1 more minute to write.**

(After 15 minutes, say:) **Finish the sentence you are writing. Put down your pencil and look up at me.**

### **Exercise 5: (Editing)**

**You have 5 minutes to edit your argument. Check to make sure you have included all the items from the plan in your workbook. You may use the add-in sheet strategy to add ideas to your argument.**

### **Exercise 6: (Proofreading)**

**You have 5 minutes to proofread your argument.** (Point to the class chart “Proofreading Marks.”) **Use the Proofreading Marks chart to help you proofread for correct capitalization, punctuation, and spelling.**

(Collect Drafting Notebooks.)

### **Exercise 7: (Sharing)**

(Divide the class into groups of four.) **Read your argument aloud to your group.** (Ensure that each student has the opportunity to read his or her argument to the group.)

## **Task E: (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.)

## LESSON 68

**Part 1**     **The topic sentence in this paragraph is underlined. Draw a line through the sentences that do not tell about the topic sentence.**

Panda bears are interesting animals. They live in the bamboo forests of China. Black bears can climb very quickly. There are two kinds of panda bears. One is called the giant panda. Bamboo is a plant. Giant pandas are black and white. The second kind of panda is the red panda. Red is a lovely color. Red pandas have reddish-brown coats and ringed tails.

**Part 2**     **Circle the past tense verb that fits in each sentence.**

1. The hungry spiders (will eat, eat, ate) the dead flies.
2. The poisonous spider (bit, bites, will bite) his hand.
3. The robin (pulled, will pull, pulls) a worm from the soil.
4. Nora (takes, will take, took) a picture with her camera.
5. Russ (cooks, cooked, will cook) the frozen dinner in the oven.

**Part 3**     **Edit the paragraph for correct verb tense. The verbs that need editing are underlined.**

Yesterday, I will watch as the baby horses frollic in the field. The brown one runs the fastest. The brown and white one will jump over the logs that will clutter the field. The smallest one with curly hair takes a nap near his mother. When the neighbor's dog will come over, the mother horses chases it away. The dog will bark at the horses as it runs to its own yard.

**Part 4** Complete the plan for constructing an argument.

**Question: Should students be allowed to choose their own seats?**

Opening Sentence:

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Middle:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Closing Sentence:

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**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 at the end of each sentence.

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|---|---|---|---|---|
| 1. The day turned from sunny to rainy   | S | Q | E | I |
| 2. Where is George now                  | S | Q | E | I |
| 3. Ella loves to wear pretty dresses    | S | Q | E | I |
| 4. Hurray, we won the game              | S | Q | E | I |
| 5. Ouch, that hurt when you pinched me  | S | Q | E | I |
| 6. Please go to the store for some milk | S | Q | E | I |

Name \_\_\_\_\_

## Lesson 68

## HOMEWORK

**Part 1** Rewrite the following run-on sentences so that they are correct.

1. The wind was too strong my kite got stuck in a tree.

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2. The birds ate all the cherries they liked the biggest ones best.

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3. This jacket is very soft it is warm.

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**Part 2** Write the abbreviation for the part of speech above each word.

blue dinner funny tree clearly our they inside jump

played raspberry an pink beside the quickly ouch

**Part 3** Read each sentence. When you find a word or words that can be shortened using a contraction, underline the words and write the contraction above.

1. Martha and Netta have not finished their green beans.

2. We will go to the park when they have returned home.

3. I will make sure he does not eat those cookies.

4. He will fix the toy that you have broken.

5. Did you know that I have won an award?

6. When I come back, you will finish reading this page.