

LESSON 27

Preparation:

Prepare overhead transparency or Smart Board file of BLM 27.

A small piece of scrap paper for each student

Class chart titled “Paragraph Power”

The students will need their Drafting Notebooks and their Final Copy Notebooks.

Make an overhead transparency or Smart Board file of the blank envelope form found on p. 88 of the Student Workbook.

Let’s get ready for AIMS. What does the acronym AIMS mean? (Signal.) *Always Interesting Mind Solutions. Let’s energize our minds with a fun thinking activity.*

Task A: (New Skill—Analogies Game: Find the Connection)

Exercise 1: (Analogies)

Today we’re going to learn to play a new game called “Find the Connection.” What’s the new game called? (Signal.) *Find the Connection. When we play “Find the Connection,” we’ll be solving word problems called analogies. What kind of word problems will we be solving?* (Signal.) *Analogies.*

(Write the following analogies on the board:

laugh : cry :: awake : _____
 dog : mammal :: robin : _____
 up : above :: down : _____
 finger : hand :: toe : _____)

An analogy is a word problem that is made up of two word pairs. What’s an analogy? (Signal.) *A word problem made up of two word pairs. (Repeat until firm.) What do you call a word problem made up of two word pairs?* (Signal.) *An analogy.*

(Point to the first analogy.) **This is how you read an analogy.** (Point to the first word in the analogy written on the board.) **Laugh** (point to the colon) **is to** (point to the second word) **cry** (point to the double colon) **as** (point to the third word) **awake** (point to the colon) **is to** (point to the blank) **blank.** **Your turn. Read the analogy.** (As you point to the individual parts of the analogy, the students say the appropriate words.) **Read the whole analogy.** (Signal.) *Laugh is to cry as awake is to blank.*

(Point to the second analogy.) **I’ll read this analogy.** (Point to the first word.) **Dog** (point to the colon) **is to** (point to the second word) **mammal** (point to the double colon) **as** (point to the third word) **robin** (point to the colon) **is to** (point to the blank) **blank.** **Your turn. Read the analogy.** (As you point to the individual parts of the analogy, the students say the appropriate words.) **Read the whole analogy.** (Signal.) *Dog is to mammal as robin is to blank.*

(Point to the third analogy.) **Read this analogy as I point to the parts.** (Point to the first word.) *Up* (point to the colon) *is to* (point to the second word) *above* (point to the double colon) *as* (point to the third word) *down* (point to the colon) *is to* (point to the blank) *blank.* **Read the whole analogy.** (Signal.) *Up is to above as down is to blank.*

(Point to the fourth analogy.) **Read this analogy as I point to the parts.** (Point to the first word.) *Finger* (point to the colon) *is to* (point to the second word) *hand* (point to the double colon) *as* (point to the third word) *toe* (point to the colon) *is to* (point to the blank) *blank.* **Read the whole analogy.** (Signal.) *Finger is to hand as toe is to blank.*

Exercise 2: (Solving Analogies)

The words in an analogy are always related in some way. What do you know about the words in an analogy? (Signal.) *They’re always related in some way.*

Here’s how you solve an analogy. The first step in solving an analogy is to find the connection between the first two words. What’s the first step in solving an analogy? (Signal.) *Find the connection between the first two words.*

So we'll call the first step in solving an analogy find the connection. What will we call the first step in solving an analogy? (Signal.) *Find the connection.*

The second step in solving an analogy is to make up a sentence that shows the connection between the first two words. What is the second step in solving an analogy? (Signal.) *Make up a sentence that shows the connection between the first two words. This sentence is called a bridge sentence. What's this sentence called?* (Signal.) *A bridge sentence. So we'll call the second step in solving an analogy build the bridge. What will we call the second step in solving an analogy?* (Signal.) *Build the bridge.*

The third step in solving an analogy is to restate the bridge sentence using the third word in the analogy and another word that keeps the connection. We'll call the third step cross over. What will we call the third step in solving an analogy? (Signal.) *Cross over.*

Tell me the first step in solving an analogy. (Signal.) *Find the connection. Tell me the second step in solving an analogy.* (Signal.) *Build the bridge. Tell me the third step in solving an analogy.* (Signal.) *Cross over.*

Exercise 3: (Find the Connection: Rules)

Here's how we'll play the game. I'll write an analogy on the board. Each analogy is worth five points. How many points is each analogy worth? (Signal.) *Five points.*

If you can read the analogy, you'll earn one point. How do you earn one point? (Signal.) *Read the analogy.*

If you can find the connection, you'll earn a second point. How can you earn the second point? (Signal.) *Find the connection.*

If you can build the bridge sentence you'll earn a third point. How do you earn the third point? (Signal.) *Build the bridge sentence.*

If you can cross over the bridge sentence, you'll earn a fourth point. How do you earn the fourth point? (Signal.) *Cross over the bridge sentence.*

If you can read the finished analogy you can earn a fifth point. How do you earn the fifth point? (Signal.) *Read the finished analogy.*

Any time the student called on cannot answer correctly, I get a turn to answer. What happens if the student called on cannot answer correctly? (Signal.) *The teacher gets a turn to answer. If I answer correctly, I earn the point. What happens if I answer correctly?* (Signal.) *You earn the point. The class will be one team; I'll be the other team. The team with the most points at the end of the game wins. Who wins the game?* (Signal.) *The team with the most points.*

(Draw a T-chart on the board similar to this:)

| | |
|-------|---------|
| Class | Teacher |
|-------|---------|

Exercise 4: (Teacher Plays the Game)

(Write on the board:

Baby: infant :: grown-up: _____.)

It's my turn to play the game. First, I'll read the analogy. Baby is to infant as grown-up is to blank.

Second, I'll look carefully at the first two words of the analogy and figure out how these words are related. I'll find the connection. A baby is an infant. Baby and infant are synonyms.

Third, I'll make up a sentence that shows the connection between the first two words. I'll build the bridge. A baby is the same thing as an infant.

Fourth, I'll restate the bridge sentence, using the third word and another word that keeps the connection. I'll cross over. A grown-up is the same thing as an adult.

Fifth, I'll solve the analogy. Baby is to infant as grown-up is to adult.

Exercise 5: (Playing the Game)

It's your turn to play the game.

(Write on the board:

Stream : brook :: road : _____.)

Read the analogy. (Call on a student.) *Stream is to brook as road is to blank.* (Mark one point for the class if the analogy was read correctly. If the analogy was not read correctly, read it, tally one point for the teacher, and have the class read the analogy until firm.)

Look carefully at the first two words of the analogy, and figure out how these words are related. Find the connection. (Call on a student.) Idea: *A stream is the same thing as a brook. Stream and brook are synonyms.* (Mark one point for the class if the student stated the connection correctly. If the connection was not stated correctly, tell the students the connection, tally one point for the teacher, and have the class restate the connection until firm.)

Make up a sentence that shows the connection between the first two words. Build the bridge. (Call on a student.) Idea: *A stream is the same thing as a brook.* (Mark one point for the class if the bridge sentence showed the relationship between the first two words. If the bridge sentence did not show the relationship between the first two words, say the bridge sentence, tally one point for the teacher, and have the class repeat the bridge sentence until firm.)

Restate the bridge sentence, using the third word and another word that keeps the connection. Cross over. (Call on a student.) Ideas: *A road is the same thing as a street; a road is the same thing as an avenue.* (Mark one point for the class if the bridge sentence showed the same relationship as the one between the first two words. If the bridge sentence did not show the same relationship as the one between the first two words, restate the bridge sentence, tally one point for the teacher, and have the class repeat the cross over bridge sentence until firm.)

Solve the analogy. (Call on a student.) Ideas: *Stream is to brook as road is to street; stream is to brook as road is to avenue.* (Mark one point for the class if the analogy was completed correctly, and record the answer on the blank.

If the analogy was not completed correctly, complete it, tally one point for the teacher, and have the class read the analogy until firm.)

(Repeat Exercise 5, using the following analogies:

Car : automobile :: chilly : _____ (cold)
Thief : robber :: drowsy : _____ (sleepy)
Brave : fearless :: cowardly : _____ (fearful)
Help : assist :: ask : _____ (question))

Exercise 6: (Bonus Points)

(Call on individual students to read one of the completed analogies.) **These analogies were all the same in one way. How were all these analogies the same?** (Call on a student.) Idea: *Each pair of words uses synonyms. Yes, synonyms is one common kind of analogy.*

(Pass out the scrap paper.) **You have one minute to write as many synonym analogies as you can. Remember to use the format like the one on the board. Ready? Go!** (After one minute, say:) **Pencils down. Look at me. The class now has a chance to earn bonus points. You can earn five bonus points for each synonym analogy you can tell me in two minutes. When I say your name, tell me your completed synonym analogy.** (Call the students' names in the order in which they are seated. Students may pass once if they do not have an analogy ready. Write the analogies on the board or on an overhead transparency. At the end of two minutes, say:) **Stop!** (Award five bonus points for each correct synonym analogy. Correctly complete any incorrect synonym analogies, and award the teacher five bonus points for each corrected analogy.)

(Tally the score, and announce a winner.)

Task B: (New Skill—Combining Simple Sentences)

Exercise 1: (Model)

(Display Part 1 of BLM 27.) **Today you'll learn about sentence combining. Sometimes two simple sentences may be combined to make a longer, more interesting simple sentence.** (Point to Part 1 on the copy.) **These pairs of sentences can be combined to make longer, more interesting sentences.**

Look at the first example. (Point to Sentence 1.) **Read the sentence.** (Signal.) *The tired man trudged homeward.* (Point to Sentence 2.) **Read the sentence.** (Signal.) *The man was old and slow.*

Sentences 1 and 2 can be put together to make a longer, more interesting simple sentence. (Point to the combined sentence for 1 and 2.) **Read the sentence that has been made from combining Sentences 1 and 2.** (Signal.) *The tired old man trudged slowly homeward.*

In this sentence, the author changed words, then combined the sentences. What did the author do? (Signal.) *Changed words, then combined the sentences.* **What's the subject of this sentence?** (Call on a student.) *The tired old man.* **What's the predicate of this sentence?** (Call on a student.) *Trudged slowly homeward.* **This sentence has one subject and one predicate, so what kind of a sentence is it?** (Signal.) *A simple sentence.*

Look at the second example. (Point to Sentence 1.) **Read the sentence.** (Signal.) *Trivial Pursuit is one of my favorite games.* (Point to Sentence 2.) **Read the sentence.** (Signal.) *Scrabble is one of my favorite games.*

Sentences 1 and 2 can be put together to make a longer, more interesting simple sentence. (Point to the combined sentence for 1 and 2.) **Read the sentence that has been made from combining Sentences 1 and 2.** (Signal.) *Trivial Pursuit and Scrabble are two of my favorite games.*

In this sentence, the author combined proper nouns to make a compound subject. What did the author do? (Signal.) *Combined proper nouns to make a compound subject.* **What's the compound subject of this sentence?** (Call on a student.) *Trivial Pursuit and Scrabble.* **What's the predicate of this sentence?** (Call on a student.) *Are two of my favorite games.* **This sentence has one subject and one predicate, so what kind of a sentence is it?** (Signal.) *A simple sentence.*

Look at the third example. (Point to Sentence 1.) **Read the sentence.** (Signal.) *Alejandro scrambled eggs for breakfast.* (Point to Sentence 2.) **Read the sentence.** (Signal.) *Alejandro made toast for breakfast.*

Sentences 1 and 2 can be put together to make a longer, more interesting simple sentence. (Point to the combined sentence for 1 and 2.) **Read the sentence that has been made from combining Sentences 1 and 2.** (Signal.) *Alejandro scrambled eggs and made toast for breakfast.*

In this sentence, the author combined predicates. What did the author do? (Signal.) *Combined predicates.* **What's the subject of this sentence?** (Call on a student.) *Alejandro.* **What's the compound predicate of this sentence?** (Call on a student.) *Scrambled eggs and made toast for breakfast.* **This sentence has one subject and one predicate, so what kind of a sentence is it?** (Signal.) *A simple sentence.*

Exercise 2: (Workbook)

Open your workbook to Lesson 27. (Pause.) **Touch the instructions for Part 1.** (Check.) **Read the instructions aloud.** (Call on a student.) *Combine each pair of sentences into one longer simple sentence. Use the hint in the brackets to help you.*

You'll complete Part 1 on your own.

Task C: (Paragraphs—Writing Detail Sentences)

Exercise 1: (Review)

Let's review what you know about the basic structure of a paragraph. (Point to the class chart titled "Paragraph Power.") **You may use the class chart if you need help remembering the rules. What's a paragraph?** (Signal.) *A group of sentences that tell about one thing.*

What are the three important parts of nearly all paragraphs? (Signal.) *Topic sentence, detail sentences, and a closing sentence.* **What does a topic sentence do?** (Signal.) *Tells the main idea of the paragraph.* **Detail sentences tell more about the topic sentence. What do detail sentences do?** (Signal.) *Tell more about the topic sentence.* **What does a closing sentence do?** (Signal.) *Brings a paragraph to a satisfying conclusion.*

Exercise 2: (Workbook)

Touch Part 2 in your workbook. Read the instructions. (Call on a student.) *Write four detail sentences for each paragraph. The topic sentence and closing sentence are given.*

Touch the first paragraph. The first sentence in this paragraph is the topic sentence. Read the topic sentence. (Signal.) *Computers are very useful. What's the main idea of this paragraph?* (Call on a student.) *Idea: Computers are helpful to people.*

Details 1, 2, 3, and 4 will tell details about how computers are useful. Tell me a detail you know about one of the uses of computers. (Call on individual students. As the students give ideas, record them on the board.) *Ideas: Computers let you communicate with other people who live far away. Computers are used to build cars. Computers are used to keep track of your money at the bank. Computers are a useful tool that help authors write. You can do research with a computer. Computers can help students learn their math facts. Computers can be used to design houses and other buildings.*

You'll write four sentences about the usefulness of computers. You may write ideas of your own, or you may use ideas from the board. Write the first detail you know about how computers are useful. (Pause.) **Write the second detail you know about how computers are useful.** (Pause.) **Write the third detail you know about how computers are useful.** (Pause.) **Write the fourth detail you know about how computers are useful.** (Pause.)

(Repeat procedure for the second paragraph.)

Exercise 3: (Sharing)

(Assign each student a partner.) **Partner A will read the first paragraph, and Partner B will read the second paragraph.**

Task D: (Quotation Marks—Stem in the Middle of the Sentence)

Exercise 1: (Model)

What are you doing when you write down the exact words that a person says? (Signal.) *Quoting that person. What punctuation marks are used around what the speaker says?* (Signal.) *Quotation marks.*

What are the exact words that a character says called? (Signal.) *Dialogue. What is dialogue?* (Signal.) *A special kind of quotation. What punctuation marks are used around the exact words characters say?* (Signal.) *Quotation marks.*

The part of the sentence that tells who is talking and how the person speaks is called the stem. What do we call the part of the sentence that tells who is talking and how the person speaks? (Signal.) *The stem.*

(Write on the board:

"I am one of those who think like Nobel," commented Marie Curie, "that humanity will draw more good than evil from new discoveries.")

(Read the sentence to the students. Explain that humanity is another word for all people.)

Where's the stem in this sentence? (Call on a student.) *In the middle of the sentence. When the stem is in the middle of the quotation, it's called a split quotation. What's it called when the stem is in the middle of the quotation?* (Signal.) *A split quotation.*

(Point to the sentence on the board.) **I'll read all of the quotation. I am one of those who think like Nobel, that humanity will draw more good than evil from new discoveries. Tell us what Marie Curie commented.** (Signal.) *I am one of those who think like Nobel, that humanity will draw more good than evil from new discoveries.*

When the stem is in the middle of the quotation, the beginning part of the quotation ends with a comma. (Point to the comma.) **How does the beginning part of the quotation end when the stem is in the middle of the quotation?** (Signal.) *With a comma.* (Repeat until firm.)

(Point to the first letter of the word commented.) **When the stem is in the middle of a sentence containing a quotation, the first word of the stem does not start with a capital letter, unless it is a name. How does the stem in a split quotation start if it is not a name?** (Signal.) *With a lowercase letter.*

(Point to the comma after Marie Curie.) **You put a comma after the stem if it is in the middle of the sentence containing a split quotation. How does the stem end if it's in the middle of a sentence containing a split quotation?** (Signal.) *With a comma.*

When the stem is in the middle of a sentence containing a quotation, the end mark of the last part of the dialogue is a period, a question mark, or an exclamation mark. How does the end part of the quotation end when the stem is in the middle of the sentence? (Signal.) *With a period, a question mark, or an exclamation mark.* (Repeat until firm.)

You must decide what kind of sentence the quotation is before you put in the end mark. (Point to the sentence that is on the board.) **I'll read the quotation. Get ready to tell me what kind of sentence it is. I am one of those who think like Nobel, that humanity will draw more good than evil from new discoveries. Is this sentence a declarative sentence, an interrogative sentence, or an exclamatory sentence?** (Signal.) *A declarative sentence. This sentence is a declarative sentence, so what end mark does it have?* (Signal.) *A period.*

You already know that quotations have special punctuation marks called quotation marks. (Point to the sentence on the board.) **In this sentence, both parts of the quotation must have quotation marks around them.** (Point to the quotation marks. Remind students that the quotation marks look like sixes (") at the beginning and nines" (") at the end, and that they go in front of the first word of each part of the quotation and after the punctuation in each part of the quotation.)

Exercise 2: (Workbook)

Touch Part 3 in your workbook. (Call on a student.) *Edit each sentence using proofreading marks. Write each sentence correctly on the lines. Be careful! Each sentence contains dialogue.*

Touch Item 1. Read Item 1. (Call on a student.) *For your homework tonight Mr. Yee announced you'll be reading about Marie Curie.*

Tell me the stem in this sentence. (Signal.) *Mr. Yee announced. Where's the stem in this sentence?* (Signal.) *In the middle of the sentence. When the stem is in the middle of the sentence, we call it a split quotation. When the stem is in the middle of the sentence, what do we call it?* (Signal.) *A split quotation.*

How does the beginning part of a quotation start? (Signal.) *With a capital letter. Put the proofreading mark for needs a capital letter under the first letter of the first word of the quotation to show that for needs to start with a capital letter.* (Check.)

How does the beginning part of the quotation end when the stem is in the middle of a sentence containing a quotation? (Signal.) *With a comma. Tell me the beginning part of the quotation.* (Signal.) *For your homework tonight. Put the proofreading mark for needs a comma after the word tonight.* (Check.)

Tell me how we start the stem if it's in the middle of a sentence and it's not a name. (Signal.) *With a lowercase letter. The first part of the stem is a name, so how does it begin?* (Signal.) *With a capital letter. Place the proofreading mark for needs a capital letter under the first letter of Mr. to show that Mr. needs to start with a capital letter.* (Check.) **How does the stem end if it is in the middle of the sentence containing a quotation?** (Signal.) *With a comma. Put the proofreading mark for needs a comma after the word announced.* (Check.)

When the stem is in the middle of a sentence containing a quotation, the last part of the quotation starts with a lowercase letter. How does the last part of quotation start when the stem is in the middle of the sentence? (Signal.) *With a lowercase letter.*

You must decide what kind of sentence the quotation is before you put in the end mark. I'll read the quotation in the sentence. Get ready to tell me what kind of sentence. For your homework tonight, you'll be reading about Marie Curie. Is this sentence a declarative sentence, an interrogative sentence, or an exclamatory sentence? (Signal.) *A declarative sentence. This quotation is a declarative sentence, so what mark do you need to put at the end?* (Signal.) *A period. Put the proofreading mark for needs a period at the end of the quotation.* (Check.)

Read all of the quotation in Item 1. (Signal.) *For your homework tonight, you'll be reading about Marie Curie. What are the special punctuation marks for quotations?* (Signal.) *Quotation marks. In this sentence, both parts of the split quotation must have quotation marks around them. Put the proofreading mark for needs quotation marks before the word for and after the word tonight.* (Check.) *Then, put the proofreading mark for needs quotation marks before the word you'll and after the word Curie.* (Check.) *You'll write the sentence correctly on the line later.*

Touch Item 2. Read Item 2. (Call on a student.) *Wasn't she the famous scientist asked Jeremy who discovered radium. Tell me the stem in this sentence.* (Signal.) *Asked Jeremy. Where's the stem in this sentence?* (Signal.) *In the middle of the sentence. When the stem is in the middle of the sentence, what do we call it?* (Signal.) *A split quotation.*

How does the beginning part of a quotation start? (Signal.) *With a capital letter. Put the proofreading mark for needs a capital letter under the first letter of the first word of the quotation to show that wasn't needs to start with a capital letter.* (Check.)

How does the beginning part of the quotation end when the stem is in the middle of a sentence containing a quotation? (Signal.) *With a comma. Tell me the beginning part of the quotation.* (Signal.) *Wasn't she the famous scientist. Put the proofreading mark for needs a comma after the word scientist.* (Check.)

Tell me how we start the stem if it's in the middle of a sentence and it's not a name. (Signal.) *With a lowercase letter.*

How does the stem end if it is in the middle of the sentence containing a quotation? (Signal.) *With a comma. Put the proofreading mark for needs a comma after the word Jeremy.* (Check.)

When the stem is in the middle of a sentence containing a quotation, the last part of the quotation starts with a lowercase letter. How does the last part of quotation start when the stem is in the middle of the sentence? (Signal.) *With a lowercase letter.*

You must decide what kind of sentence the quotation is before you put in the end mark. I'll read the quotation in the sentence. Get ready to tell me what kind of sentence. Wasn't she the famous scientist who discovered radium? Is this sentence a declarative sentence, an interrogative sentence, or an exclamatory sentence? (Signal.) *An interrogative sentence. This quotation is an interrogative sentence, so what mark do you need to put at the end?* (Signal.) *A question mark. Put the proofreading mark for needs a question mark at the end of the quotation.* (Check.)

Read all of the quotation in Item 2. (Signal.) *Wasn't she the famous scientist who discovered radium? What are the special punctuation marks for quotations?* (Signal.) *Quotation marks. In this sentence, both parts of the split quotation must have quotation marks around them. Put the proofreading mark for needs quotation marks before the word wasn't and after the word scientist.* (Check.) *Then, put the proofreading mark for needs quotation marks before the word who and after the word radium.* (Check.) *You'll write the sentence correctly on the line later.*

Touch Item 3. Read Item 3. (Call on a student.) *I think added Annette radium is very dangerous. Tell me the stem in this sentence.* (Signal.) *Added Annette. Where's the stem in this sentence?* (Signal.) *In the middle of the sentence. When the stem is in the middle of the sentence, what do we call it?* (Signal.) *A split quotation.*

How does the beginning part of a quotation start? (Signal.) *With a capital letter.* Put the proofreading mark for needs a capital letter under the first letter of the first word of the quotation to show that I needs to start with a capital letter. (Check.)

How does the beginning part of the quotation end, when the stem is in the middle of a sentence containing a quotation? (Signal.) *With a comma.* Tell me the beginning part of the quotation. (Signal.) *I think.* Put the proofreading mark for needs a comma after the word think. (Check.)

Tell me how we start the stem if it's in the middle of a sentence and it's not a name. (Signal.) *With a lowercase letter.* How does the stem end if it's in the middle of the sentence containing a quotation? (Signal.) *With a comma.* Put the proofreading mark for needs a comma after the word Annette. (Check.)

When the stem is in the middle of a sentence containing a quotation, the last part of the quotation starts with a lowercase letter. How does the last part of quotation start when the stem is in the middle of the sentence? (Signal.) *With a lowercase letter.*

You must decide what kind of sentence the quotation is before you put in the end mark. I'll read the quotation in the sentence. Get ready to tell me what kind of sentence. I think radium is very dangerous. Is this sentence a declarative sentence, an interrogative sentence, or an exclamatory sentence? (Signal.) *A declarative sentence.* This quotation is a declarative sentence, so what mark do you need to put at the end? (Signal.) *A period.* Put the proofreading mark for needs a period at the end of the quotation. (Check.)

Read all of the quotation in Item 3. (Signal.) *I think radium is very dangerous.* What are the special punctuation marks for quotations? (Signal.) *Quotation marks.* In this sentence, both parts of the split quotation must have quotation marks around them. Put the proofreading mark for needs quotation marks before the word I and after the word think. (Check.) Then, put the proofreading mark for needs quotation marks before the word radium and after the word dangerous. (Check.)

You'll complete the rest of Part 3 on your own. First, go back to Items 1, 2, and 3, and write the sentences correctly on the lines. Then complete the rest of the items.

Task E: (Daily Edit)

Exercise 1: (Workbook)

Touch Part 4 in your workbook. Read the instructions. (Call on a student.) Edit the paragraph using proofreading marks. *Hint: identify where sentences start (check for capital letters) and end (check for proper end marks) first.*

Let's do the first part together. I'll read the first part of the paragraph. Have you ever been to san francisco If you be thinkin of goin there for your vacation, you might be interested in what we experienced durin our recent trip.

Identify the first sentence. (Call on a student.) *Have you ever been to san francisco. Does this sentence begin with a capital letter?* (Signal.) *Yes. What kind of a sentence is this?* (Signal.) *An interrogative sentence. What kind of end mark does this sentence need?* (Signal.) *A question mark. Does this sentence end with a question mark?* (Signal.) *No. Use the proofreading mark to show that you need to add a question mark after the words san francisco.* (Check.)

Identify the second sentence. (Call on a student.) *If you be thinkin of goin there for your vacation, you might be interested in what we experienced durin our recent trip. Does this sentence begin with a capital letter?* (Signal.) *Yes. What kind of a sentence is this?* (Signal.) *A declarative sentence. What kind of end mark does this sentence need?* (Signal.) *A period. Does this sentence end with a period?* (Signal.) *Yes.*

Now read the first sentence again. (Signal.) *Have you ever been to san francisco? Are there any other errors in grammar, capitalization, or punctuation?* (Signal.) *Yes. What's the first error?* (Call on a student.) *Idea: San should be capitalized. Why should san be capitalized?* (Call on a student.) *Idea: It's part of the name of a city.*

Use the proofreading mark to show that you need to change the s to a capital letter. (Check.) **Are there any other errors in the first sentence?** (Call on a student.) Idea: *There are no more errors in the first sentence.*

Now read the second sentence again. (Signal.) *If you be thinkin of goin there for your vacation, you might be interested in what we experienced durin our recent trip.* **Are there any other errors in grammar, capitalization, or punctuation?** (Signal.) Yes.

What is the first error? (Call on a student.) Idea: *You don't say If you be.* **What's the correct grammar?** (Signal.) *If you are.* **Use the proofreading marks to show that you need to remove the word be and add the word are.** (Check.)

What's the next error? (Call on a student.) Idea: *Thinkin isn't a word.* **What's the correct grammar?** (Signal.) *Thinking.* **Use the proofreading mark to show that you need to add the letter g.** (Check.) (Follow this procedure to correct the grammatical errors goin and durin.) **Are there any other errors in the second sentence?** (Call on a student.) Idea: *There are no more errors in the second sentence.*

You'll complete the rest of Part 4 on your own.

Task F: (Writing for Fluency— Writing a Letter of Invitation)

Exercise 1: (Writing a Final Copy)

In this part of the lesson, you'll write a final copy of your letter of invitation and share it with a partner.

(Pass out the Drafting and Final Copy Notebooks to the students.) **Open your Drafting Notebook to the edited draft of your letter of invitation.** (Pause.)

I've completed the final proofreading of your letters. Today you'll write a final copy of your letter on the next page in your Final Copy Notebook.

First, put the lesson number and the date at the top of your notebook page. (Check.) **Skip a line, and begin to write your letter.** (Check.)

You may begin writing. You have 15 minutes to write the final copy of your letter of invitation. (Allow students to write for 15 minutes. Circulate among students as they write, giving encouragement and feedback.)

After 14 minutes, say:) **You have one more minute to write.** (After 15 minutes, say:) **Finish the sentence or part of the letter of invitation that you're writing. Put your pencil down and look up at me.**

Exercise 2: (Sharing)

(Assign each student a partner.) **Read your letter aloud to your partner.**

(Display copy of envelope.)

Exercise 3: (Addressing an Envelope)

Touch Part 5 in your workbook. This form for an envelope will help you address an envelope for your letter of invitation. It's important to address an envelope carefully and correctly, or the post office workers will have trouble delivering it.

(Point to the middle address lines of the envelope on the copy.) **You'll write the full name and address of the person to whom your letter of invitation is written in the middle of the envelope.**

(Point to the top address line.) **The top line of the address tells the full name of the person to whom you're writing. Write the full name of the friend to whom you're writing in the correct space. Remember to use capital letters.** (Check.)

(Point to the second address line on the copy.) **The second line tells the house or apartment number and street name of the person to whom you're sending your letter of invitation. Write the number of your friend's house in the correct space.** (Check.)

What do you know about writing the name of a street? (Signal.) *It starts with a capital letter.* **Write the name of the street that your friend lives on after the number on the same line.**

What do you know about writing the name of a city (or town)? (Signal.) *It starts with a capital letter. Write the name of the city where your friend or relative lives on the next line.* (Check.)

What do you know about writing the abbreviation of a state name? (Signal.) *It has two capital letters and no period. Write the abbreviation of the state name in which your friend lives on the same line as the name of the city.* (Check.) **Tell me what mark goes between the city and the abbreviation of the state name.** (Signal.) *A comma. Put a comma in the correct place.* (Check.)

After the abbreviation of the state name, we write the zip code. Tell me the purpose of a zip code. (Call on a student.) *Idea: It's a special number the post office uses to help postal workers know where to send letters. Write the zip code after the state.* (If the students do not know their friend's zip codes, tell them to ask their friend, or look it up in a zip code book.) **What do we write after the state?** (Signal.) *The zip code. Write the zip code after the abbreviation of the state name.* (Check.)

An envelope needs a return address. A return address is the address of the person sending the letter. What's a return address? (Signal.) *The address of the person sending the letter.*

A return address tells the post office workers to whom they should return the letter if it cannot be delivered. (Point to the address lines at the top left corner of the envelope.) **I'm sending the letter of invitation, so I'll put my address as the return address at the top left corner of the envelope. You'll write your full name and address in the top left corner of your envelope.** (Check.)

A stamp tells the post office workers that you have paid to have your envelope delivered. (Point to the box at the top right corner of the envelope.) **The stamp is placed in the top right corner of the envelope. Where's the stamp placed?** *In the top right corner of the envelope.*

(Collect Drafting and Final Copy Notebooks.)

Task G: (Homework)

(Pass out the homework sheets.) **You'll 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 27

Part 1 **Combine each pair of sentences into one longer simple sentence. Use the hint in the brackets to help you.**

1. Alexa has a new bicycle. Darnel has a new bicycle. (Combine proper nouns.)

2. The day was windy. The day was rainy. (Combine adjectives.)

3. The puppies were brown and white. The puppies wanted to play. (Move adjectives.)

4. The dilapidated truck rattled along the dusty road. It also made banging noises. (Change words to combine verbs.)

5. Mrs. Ramirez was sitting in the sunshine. She was reading a magazine. (Combine predicates.)

Part 2 **Write 4 detail sentences for each paragraph. The topic sentence and closing sentence are given.**

Computers are very useful. (detail 1) _____

(detail 2) _____

(detail 3) _____

(detail 4) _____

Computers help us in almost every part of our lives.

There are many things you could do instead of watching television.

(detail 1) _____

(detail 2) _____

(detail 3) _____

(detail 4) _____

Television is great, but don't let it take over your life!

Part 3 **Edit each sentence using proofreading marks. Write each sentence correctly on the lines. Be careful! Each sentence contains dialogue.**

1. for your homework tonight mr. Yee announced you'll
be reading about Marie Curie

2. wasn't she the famous scientist asked Jeremy who
discovered radium

3. i think added Annette radium is very dangerous

4. You are correct said Mr. Yee but radium can also be used to treat a serious disease

5. I watched a television show about Marie Curie said Inez and it said she died from handling radium.

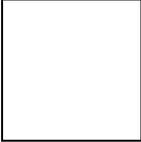
6. after you do your homework commented Mr. Yee perhaps you'll find out if what Inez has said is true.

Part 4 **Edit the paragraph using proofreading marks. Hint: identify where sentences start (check for capital letters) and end (check for proper end marks) first.**

Have you ever been to san francisco If you be thinkin of goin there for your vacation, you might be interested in what we experienced durin our recent trip. The first place we goed was to the Golden Gate Bridge. We choosed to cycle across it; other people walking or driving them cars across this marvelous 2 ½ mile bridge. next, We went to golden gate park where we dranked tea in the japanese tea garden. Then, we go to Fisherman's Wharf where we was entertained by street performers. Ghirardelli Square was one of my favorite places because I love chocolate! Next, we

rided the cable cars what fun it was going up and down the steep streets? we ended our vacation with a trip to Chinatown, where we eated the best chinese food I've ever tasted! When you go to san francisco, enjoy these sights as well as North Beach, Alama Square, Alcatraz, and the Red and White Ferry. You may also be leavin your heart in San Francisco!

Part 5 **Address this envelope form for your letter of invitation.**

| | |
|-------------------|--|
| <hr/> <hr/> <hr/> |  |
| | <hr/> <hr/> <hr/> |

Name _____

Lesson 27

HOMEWORK

Part 1 **Color in the circle in front of the definition that best fits the underlined word as it is used in the sentence.**

1. The carpenter nailed the board firmly in place.
0 hard
0 quickly
0 easily
0 solidly

2. The beautiful flower was held high by a slender stem.
0 narrow
0 tender
0 pretty
0 tough

3. Some plants grow well in cool damp places.
0 hollow
0 dry
0 old
0 wet

Part 2 **Edit the paragraph using proofreading marks.**

One cold november day, mrs carter and her son bryce went shopping at town center mall. while they were walking through the parking lot, bryce almost stumbling over a wet bundle of Fur it was a little Dog. both of them stopped and speaked to the little creachure. it were obvious the dog was lost. since the Mall was about to close, the carters taked the dog home. Certain they would finded the owner, they put up posters all around martindale and put a notise in the local paper, the daily sentinal. three months passed, and the carters received no news abowt the dog they called spanner. Spanner had become part ov the carter family, and it was as if they had always had him. sometimes no news is good news