

LESSON 45

Preparation:

Overhead transparency or Smart Board file of BLM 13B from Lesson 13 of *Adventures in Language*® 4A

Yellow and green overhead transparency pens or Smart Board markers

Each student will need a piece of scrap paper, and yellow and green markers or pencil crayons.

The students will need their Drafting Notebooks.

Task A: (New Skill—Imagine This: Idioms)

Exercise 1: (Getting Ready to Play the Game)

Today you'll learn how to play a new game called "Imagine This."

First, you need to learn about idioms. An idiom is a phrase or expression that can't be understood by knowing what the individual words mean. What do you call a phrase or expression that can't be understood by knowing what the individual words mean? (Signal.) *An idiom. What's an idiom?* (Signal.) *A phrase or expression that can't be understood by knowing what the individual words mean.* (Repeat until firm.)

To play "Imagine This," I'll read a sentence that contains an idiom. Then I'll ask you to choose an explanation for what that idiom means. I'll give you three choices. You'll write the letter of your choice on a piece of paper. Listen carefully because the individual words in the phrases don't tell you what the phrases mean.

Let's play "Imagine This" once together to help you get ready to play the game. Ready? Imagine this: your best friend is all ears. (Pause.) Does that mean:

- your best friend has ears all over his or her body?
- your best friend is ready to listen to what you have to say?
- your best friend agrees with you?

Which letter best explains what all ears means? (Call on a student.) **B. Yes, if you're all ears, you are ready and eager to listen.**

Exercise 2: (Playing the Game)

Let's play "Imagine This." (Give each student a piece of scrap paper.) **Number from 1 to 6 down the left-hand side of your paper.** (Pause.)

Here's your first question. Ready? Imagine this: it's raining cats and dogs. (Pause.) Does that mean:

- it's raining very hard?
- there's a tornado?
- cats and dogs are falling from the sky?

Which letter best explains what raining cats and dogs means? Write the letter of your answer on your paper after Number 1. (Pause.) Which letter best explains what raining cats and dogs means? (Call on a student.) **A. Yes, if it's raining cats and dogs, it's raining very hard. Put a check mark in front of Number 1 if you chose a as your answer.** (Check.)

Number 2. Ready? Imagine this: he waited until the night before the test to hit the books. (Pause.) Does that mean:

- he slammed the books on the desk?
- he pounded the books with his fist?
- he started studying?

Which letter best explains what hit the books means? Write the letter of your answer on your paper after Number 2. (Pause.) Which letter best explains what hit the books means? (Call on a student.) **C. Yes, if you hit the books, you start studying. Put a check mark in front of Number 2 if you chose c as your answer.** (Check.)

Number 3. Ready? Imagine this: on Tuesday morning, everyone in your house is getting ready to go to work or to school. Your mom hollers up the stairs, Let's get this show on the road! (Pause.) Does that mean:

- you need to walk into the road?
- you're going to leave right away?
- you're going on tour with a band?

Which letter best explains what get this show on the road means? Write the letter of your answer on your paper after Number 3.

(Pause.) **Which letter best explains what get this show on the road means?** (Call on a student.) **B. Yes, if you get the show on the road, you leave right away. Put a check mark in front of Number 3 if you chose b as your answer. (Check.)**

Number 4. Ready? Imagine this: the detective was barking up the wrong tree when he decided to investigate the book store owner. (Pause.) Does that mean:

- a. the investigator was acting like a dog?
- b. the investigator was asking the book store owner sharp quick questions?
- c. the investigator was wasting time following an incorrect idea or wrong assumption?

Which letter best explains what barking up the wrong tree means? Write the letter of your answer on your paper after Number 4. (Pause.) Which letter best explains what barking up the wrong tree means? (Call on a student.) **C. Yes, if you bark up the wrong tree, you waste time following an incorrect idea or wrong assumption. Put a check mark in front of Number 4 if you chose c as your answer. (Check.)**

Number 5. Ready? Imagine this: the teacher stopped the rumors about a field trip on Monday by nipping them in the bud. (Pause.) Does that mean:

- a. rumors are flowers and the teacher nipped off the buds?
- b. the teacher stopped the rumors as soon as she heard them?
- c. the teacher stopped the rumors on Monday morning?

Which letter best explains what nipping them in the bud means? Write the letter of your answer on your paper after Number 5.

(Pause.) **Which letter best explains what nipping them in the bud means?** (Call on a student.) **B. Yes, if you nip something in the bud, you stop it from the beginning. Put a check mark in front of Number 5 if you chose b as your answer. (Check.)**

Number 6. Ready? Imagine this: John thought Jacquie's painting was out of this world. (Pause.) Does that mean:

- a. he thought the painting was fantastic?
- b. he thought the painting was awful?
- c. there was a space ship in the painting?

Which letter best explains what out of this world means? Write the letter of your answer on your paper after Number 6. (Pause.)

Which letter best explains what out of this world means? (Call on a student.) **A. Yes, if something is out of this world, it's fantastic. Put a check mark in front of Number 6 if you chose a as your answer. (Check.)**

Count up your checkmarks. If you have a score of 6, you are an idiom senior. If you have a score of 4 or 5, you are an idiom junior. If you have a score of 2 or 3, you are an idiom sophomore. If you have a score of 0 or 1, you are an idiom freshman.

Exercise 3: (Background)

Sometimes when we know the origin of an idiom, we can better understand its meaning. Now I'll tell you one possible explanation for how the idiom barking up the wrong tree came to be.

Many years ago, fox hunting was a popular sport in England and America. Dogs would be sent out to find the scent of the fox and chase it, often cornering it in a tree. The dogs would then bark up at the fox in the tree, and the hunters would find the fox. If the dogs were fooled by the fox, they would sometimes bark up a tree that had no fox. They were barking up the wrong tree. The dogs wasted the foxhunters' time by having them follow a wrong idea.

Today we use the idiom barking up the wrong tree to mean wasting time by following an incorrect idea or wrong assumption.

There are also explanations for how the other idioms we've learned today came to be. Your challenge is to see if you can find out the story of one of the other idioms we learned today for the next time we play "Imagine This."

(At the beginning of Lesson 46, allow 2-3 minutes for students to present explanations for any of the other idioms presented in today's lesson.)

Task B: (Plural Nouns)

Exercise 1: (Review)

What does the word singular mean? (One.)

What word means one? (Signal.) *Singular.*

What does the word plural mean? (Signal.)

More than one. **What word means more**

than one? (Signal.) *Plural.*

How are most nouns made plural? (Signal.)

By adding the letter s to the noun. **Name a noun**

which forms its plural by adding the letter s to the word. You may look in the dictionary in the back of your workbook to help you.

(Call on individual students. Record correct responses on the board in a column. Once you have five words written on the board, follow this format for each word:) **First word. Read it.** (Signal. Accept correct response.) **Spell the plural.** (Signal. Accept correct response.)

Add the letter s to form the plural of each word that is on the board.)

How were the plurals in this column made?

(Signal.) *By adding s to the singular noun.*

(Write Add s at the top of the column.)

Which nouns are made plural by adding the letters e-s? (Signal.) *Those that end with the letters s, z, ch, sh, or x.* **Name a noun which forms its plural by adding the letters e-s to the word. You may look in the dictionary in the back of your workbook to help you.** (Call on individual students.

Record correct responses on the board in Column 2. Once you have five words written on the board, follow this format for each word:)

First word. Read it. (Signal. Accept correct response.) **Spell the plural.** (Signal. Accept correct response. Add the letters e-s to form the plural of each word in Column 2.)

How were the plurals in Column 2 made?

(Signal.) *By adding e-s to the singular noun.*

(Write Add e-s at the top of the column.)

When do you change the y to i and add e-s to form the plural of a noun? (Signal.) *When the noun ends with consonant and y.* **Name a noun which forms its plural by changing the y to i and adding the letters e-s to the word.**

You may look in the dictionary in the back of your workbook to help you. (Call on individual students. Record correct responses on the board in Column 3. Once you have five words written on the board, follow this format for each word:) **First word. Read it.** (Signal. Accept correct response.) **Spell the plural.** (Signal. Accept correct response. Erase the y and change it to an i, then add the letters e-s to form the plural for each word in Column 3.)

How were the plurals in Column 3 made?

(Signal.) *By changing the y to i and adding e-s to the singular noun.* (Write Change y to i and add e-s at the top of the column.)

Some words have plural forms that don't follow any rules. We call the plurals of these words irregular plurals. What do you call words that have plural forms that don't follow any rules? (Signal.) *Irregular plurals.*

What are irregular plurals? (Signal.) *Words that have plural forms that don't follow any rules.* **Name a noun that has an irregular plural.**

(Call on individual students.) Record correct responses on the board in Column 4. Once you have five words written on the board follow this format for each word to form the plurals of the words.) **First word. Read it.** (Signal.) *Accept correct response.* **Spell the plural.** (Signal.) *Accept correct response.* (Change the words in Column 4 into the plural form.)

Exercise 2: (No Change)

(Write these words on the board as Column 5:

deer, sheep, swine, species, fish, antelope, buffalo)

Some words have the same singular and plural forms. Most of these are the names of animals. Look at the words on the board. These words are all nouns that have the same singular and plural form. (Point to the first word.) **Read it.** (Signal.) *Deer.* **The plural of deer is deer. What's the plural of deer?** (Signal.) *Deer.* (Write deer after the word deer.) **Spell the plural of deer.** (Signal.) *D-e-e-r.*

(Repeat process for each word in Column 5.)

Exercise 3: (Multiple Plurals)

Some words have more than one plural form. (Put a star in front of the words fish, antelope, and buffalo. Point to fish.) **The plural of fish may be fish or fishes.** (Underline the letters sh.) **You know a rule about making plurals for words that end in sh. Spell fishes.** (Signal.) *F-i-s-h-e-s.* (Write the word fishes after the plural form fish)

(Point to the word antelope.) **The plural of antelope may be antelope or antelopes. Spell antelopes.** (Signal.) *A-n-t-e-l-o-p-e-s.* (Write the word antelopes after the plural form antelope.)

(Point to the word buffalo.) **The plural of buffalo may be buffalo or buffalos. One plural form of buffalo is made by adding the letter s. Spell buffalos.** (Signal.) *B-u-f-f-a-l-o-s.* (Write the word buffalos after the plural form buffalo.) **Another plural form of buffalo is made by adding the letters e-s. Spell buffaloes.** (Signal.) *B-u-f-f-a-l-o-e-s.* (Write the word buffaloes after the plural form buffalos.) **How many different plural forms are there for the word buffalo?** (Signal.) *Three.*

Task C: (Verb Tense—Past)

Exercise 1: (Group Work)

This is important information about past tense verbs. Past tense verbs tell about actions that have already happened. What do past tense verbs tell about? (Signal.) *Actions that have already happened. These are examples of past tense verbs: studied, planned, prepared, and wrote. Tell me other words that are past tense verbs.* (Call on individual students. Accept responses that are past tense verbs.)

Past tense verb phrases also tell about actions that have already happened. What do past tense verb phrases tell about? (Signal.) *Actions that have already happened. These are examples of past tense verb phrases: was walking, were learning, did go, and had played. Tell me other phrases that are past tense verb phrases.* (Call on individual students. Accept responses that are past tense verb phrases.)

Exercise 2: (Workbook)

Find Part 2 in your workbook. (Pause.) Read the instructions. (Call on a student.) *Circle the past tense verb or verb phrase that fits in each sentence. Be careful. Some present tense verbs or verb phrases may fit in the sentences, but you're looking for the past tense verb or verb phrase that fits in each sentence.*

Touch Item 1. Read Item 1. (Call on a student.) *The barking dog (scare, scares, was scaring) the little child. Which verb or verb phrase fits in this sentence? (Signal.) Was scaring. Circle the verb phrase was scaring. (Check.)*

Later you'll complete Part 2 on your own.

Task D: (Daily Edit—Plural and Possessive Nouns)

Exercise 1: (Plurals Review)

What does the word singular mean? (Signal.) *One. What does the word plural mean?* (Signal.) *More than one. How are most nouns made plural?* (Signal.) *By adding the letter s to the noun. If a noun ends with the letters s, z, ch, sh, or x, how is the plural of that noun usually made?* (Signal.) *By adding e-s. If a noun ends with a consonant and y, how is the plural of that noun usually made?* (Signal.) *By changing the y to i and adding e-s.*

Exercise 2: (Possessive Review)

What do we call nouns that show ownership? (Signal.) *Possessive nouns. How do you make a possessive noun from a singular noun?* (Signal.) *Add apostrophe-s to the noun. How do you make a possessive noun from a plural noun that does not end with s?* (Signal.) *Add apostrophe-s to the noun. How do you make a possessive noun from a plural noun that ends with s?* (Signal.) *Add an apostrophe after the s.*

Exercise 3: (Workbook)

Find Part 3 in your workbook. Read the instructions. *Decide whether the plural or the possessive form of the noun is correct. Circle the correct word in each set of brackets.*

I'll read the paragraph. Sam Houston is one of (Americas / America's) best known politicians and soldiers. He led Texas in its struggle to gain independence from Mexico. When he was a teenager, Houston lived with the (Cherokees / Cherokee's). During his first time in the army, he fought the British. He was seriously wounded three (times / times') at the Battle of Horseshoe Bend. Next, he studied to become a lawyer and acted on the (Cherokees /Cherokees') behalf in Washington. Sam Houston was elected to the US Congress in 1823 and 1825. Two (years / year's) later he was elected Governor of Tennessee. He later resigned, and went back to live with his (friends / friend's), the (Cherokees / Cherokees'). In 1832, Sam Houston moved to Texas. He was appointed commander-in-chief of (Texases / Texas') army. He led his troops to victory over (Santa Annas / Santa Anna's) army, winning independence for Texas. Sam Houston served as president of the Republic of Texas, senator from Texas, and governor of Texas. He was removed from the (governors / governor's) office in 1861 because he was opposed to Texas leaving the Union. He died in 1863, and his remains were buried in (Huntsvilles / Huntsville's) Oakwood Cemetery. The city of Houston is named in (Sam Houstons / Sam Houston's) honor.

Let's edit the first sentence for plural nouns and possessive nouns. I'll read the first sentence. Sam Houston is one of (Americas / America's) best known politicians and soldiers. In this sentence, is there more than one America? (Signal.) No. Does something belong to America? (Signal.) Yes. Tell me which spelling in the bracket is correct. (Signal.) *Capital A-m-e-r-i-c-a-apostrophe-s*. Circle Capital A-m-e-r-i-c-a-apostrophe-s. (Check.)

Let's edit the second sentence for plural nouns and possessive nouns. I'll read the second sentence. He led Texas in its struggle to gain independence from Mexico. There are no brackets in this sentence so there is nothing to edit.

Let's edit the third sentence for plural nouns and possessive nouns. I'll read the third sentence. When he was a teenager, Houston lived with the (Cherokees / Cherokee's).

In this sentence, is there more than one Cherokee? (Signal.) Yes. Does something belong to the Cherokees? (Signal.) No. Tell me which spelling in the bracket is correct. (Signal.) *Capital C-h-e-r-o-k-e-e-s*. Circle Capital C-h-e-r-o-k-e-e-s. (Check.)

Later you'll complete Part 3 on your own.

Task E: (New Skill—Balancing Narrative and Dialogue)

Exercise 1: (Model)

Most stories are made up of narrative and dialogue. Of what are most stories made up? (Signal.) *Narrative and dialogue*. The narrative part of a story tells what happens. What does the narrative part of a story tell? (Signal.) *What happens*. What part of a story tells what happens? (Signal.) *The narrative part*.

The dialogue in a story tells the exact words the characters say. What does the dialogue in a story tell? (Signal.) *The exact words the characters say*. In a story, what do we call the exact words characters say? (Signal.) *Dialogue*.

(Display the copy of BLM 13B.) This is a retelling of the story *The Three Little Pigs* that we read earlier. Today we'll reread this story, and decide which parts of the story are narrative and which parts of the story are dialogue. Why are we rereading this story? (Call on a student.) Idea: *To decide which parts are narrative and which parts are dialogue*.

This story has many paragraphs. A new paragraph begins each time a word is indented. How do you know when a new paragraph is beginning? (Signal.) *When a word is indented*.

Read the first paragraph. (Call on a student.) *There was once an old sow who had three little pigs. A time of famine came. Because the old sow did not have enough food to feed her piglets, she sent them off to seek their fortunes. Before the three little pigs left, their mother gave each of them a small package of food and this piece of advice: "Always do your very best, and you will be successful."*

(Point to the first sentence.) **Is the first sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the first sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the first sentence with a yellow highlighter.)

(Point to the second sentence.) **Is the second sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the second sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the second sentence with a yellow highlighter.)

(Point to the third sentence.) **Is the third sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the third sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the third sentence with a yellow highlighter.)

(Point to the fourth sentence.) **Is the fourth sentence narrative or dialogue?** (Call on a student.) *Narrative and dialogue. Read the narrative part of this sentence.* (Call on a student.) *Before the three little pigs left, their mother gave each of them a small package of food, and this piece of advice: Why is this part of the sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the narrative part of the sentence with a yellow highlighter.)

Read the dialogue part of this sentence. (Call on a student.) *Always do your very best, and you will be successful. Why is this part of the sentence dialogue?* (Call on a student.) *It tells the exact words the old sow said.* (Highlight the dialogue part of the sentence with a green highlighter.)

Read the second paragraph. (Call on a student.) *As they traveled forth, the first little pig met a man carrying a bundle of straw. "Please, Sir," may I have that straw?" And, receiving the straw from the man, he quickly built himself a house and settled down to a life of leisure.*

(Point to the first sentence.) **Is the first sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the first sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the first sentence with a yellow highlighter.)

(Point to the second sentence.) **Is the second sentence narrative or dialogue?** (Call on a student.) *Dialogue. Why is the second sentence dialogue?* (Call on a student.) *It tells the exact words the first little pig said.* (Highlight the second sentence with a green highlighter.) (Point to the third sentence.) **Is the third sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the third sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the third sentence with a yellow highlighter.)

Read the third paragraph. (Call on a student.) *The second little pig met a man carrying a bundle of sticks. "Please Sir, may I have those sticks?" And, receiving the sticks from the man, he built himself a house, and he too settled down to a life of leisure.*

(Point to the first sentence.) **Is the first sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the first sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the first sentence with a yellow highlighter.)

(Point to the second sentence.) **Is the second sentence narrative or dialogue?** (Call on a student.) *Dialogue. Why is the second sentence dialogue?* (Call on a student.) *It tells the exact words the second little pig said.* (Highlight the second sentence with a green highlighter.)

(Point to the third sentence.) **Is the third sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the third sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the third sentence with a yellow highlighter.)

Read the fourth paragraph. (Call on a student.) *The third little pig met a man with a cartload of bricks. "Please, Sir, may I have those bricks?" And receiving the bricks from the man, he diligently laid a strong foundation and built himself a fine home.*

(Point to the first sentence.) **Is the first sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the first sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the first sentence with a yellow highlighter.)

(Point to the second sentence.) **Is the second sentence narrative or dialogue?** (Call on a student.) *Dialogue. Why is the second sentence dialogue?* (Call on a student.) *It tells the exact words the third little pig said.* (Highlight the second sentence with a green highlighter.)

(Point to the third sentence.) **Is the third sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the third sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the third sentence with a yellow highlighter.)

Read the fifth paragraph. (Call on a student.) *One night the wolf, who was very fond of pigs, came knocking at the door of the first little pig. "Little pig, little pig, let me come in."*

(Point to the first sentence.) **Is the first sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the first sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the first sentence with a yellow highlighter.)

(Point to the second sentence.) **Is the second sentence narrative or dialogue?** (Call on a student.) *Dialogue. Why is the second sentence dialogue?* (Call on a student.) *It tells the exact words the wolf said.* (Highlight the second sentence with a green highlighter.)

Read the sixth paragraph. (Call on a student.) *"Not by the hair of my chinny chin chin."* (Point to the first sentence.) **This paragraph has only one sentence. Is the sentence narrative or dialogue?** (Call on a student.) *Dialogue. Why is the sentence dialogue?* (Call on a student.) *It tells the exact words the first little pig said.* (Highlight the sentence with a green highlighter.)

Here's an important rule about writing dialogue. Whenever a new character speaks, you must start a new paragraph. Everyone say the rule. (Signal.) *Whenever a new character speaks, you must start a new paragraph.* (Repeat until firm.)

(Point to Paragraph 5.) **Who is speaking in Paragraph 5?** (Signal.) *The wolf.* (Point to Paragraph 6.) **Who is speaking in Paragraph 6?** (Signal.) *The first little pig.* **So the writer started a new paragraph.**

Read the seventh paragraph. (Call on a student.) *"Then I'll huff, and I'll puff, and I'll blow your house in." And that's just what the wolf did; he huffed, and he puffed, and he blew the house down. The first little pig barely escaped and raced to his brother's house.*

(Point to the first sentence.) **Is the first sentence narrative or dialogue?** (Call on a student.) *Dialogue. Why is the sentence dialogue?* (Call on a student.) *It tells the exact words the wolf said.* (Highlight the first sentence with a green highlighter.)

(Point to the second sentence.) **Is the second sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the second sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the second sentence with a yellow highlighter.)

(Point to the third sentence.) **Is the third sentence narrative or dialogue?** (Call on a student.) *Narrative. Why is the third sentence narrative?* (Call on a student.) *It tells what happened.* (Highlight the third sentence with a yellow highlighter.)

(Continue process to the end of the story, highlighting narrative sentences in yellow and dialogue sentences in green.)

When writers write stories, there will often be more narrative or more dialogue; a balanced story has the right amount of both. Just because a story has more dialogue or more narrative doesn't mean it isn't balanced. Does this passage have too much narrative, too much dialogue, or a balance between narrative and dialogue? (Call on a student.) *Idea: A balance between narrative and dialogue. When writers write stories, they try to maintain a balance between telling what happens and telling the exact words the characters say.*

Exercise 2: (Workbook)

Touch Part 4 in your workbook. Read the instructions. (Call on a student.) *Highlight the narrative with a yellow marker. Highlight the dialogue with a green marker.*

Read the first sentence of the paragraph.

(Call on a student.) *A crow was sitting on a branch of a tree with a piece of cheese in her beak when a fox observed her and set his mind to work to discover some way of getting the cheese. Is that sentence narrative or dialogue?* (Signal.) *Narrative. Highlight the sentence with your yellow marker.* (Check.)

Read the second sentence of the paragraph.

(Call on a student.) *He came and stood under the tree. Is that sentence narrative or dialogue?* (Signal.) *Narrative. Highlight the sentence with your yellow marker.* (Check.)

Read the third sentence of the paragraph.

(Call on a student.) *Looking up he said, "What a noble bird I see above me!" Is that sentence narrative or dialogue?* (Call on a student.) *Narrative and dialogue. Highlight the narrative part of the sentence with your yellow marker, and the dialogue part of the sentence with your green marker.* (Check.)

Later you'll complete Part 4 on your own.

Task F: (Independent Practice)

Exercise 1: (Workbook)

Today you'll work independently in your workbook to complete Parts 1-5. We already started Parts 2, 3, and 4 together. Remember to read the instructions, and do what they tell you to do.

Task G: (Writing for Fluency— Description of a Person)

Exercise 1: (Getting Ready to Write)

Touch Part 6 in your workbook. Read the instructions. (Call on a student.) *Read the prompt. Plan and write a passage that tells about the prompt.*

A writing prompt is a short paragraph that tells you what you are going to write. What's a writing prompt? (Signal.) *A short paragraph that tells you what you are going to write. What do you call a short paragraph that tells you what you are going to write?* (Signal.) *A writing prompt. Follow along while I read the prompt.*

(Read the prompt aloud to students.) **We all know adults who are special to us. Think about one of your favorite adults. Write a multi-paragraph passage that describes the physical appearance and personality of this person. Remember to use both descriptive words and examples.**

Sometimes a writing prompt has words you may not fully understand. Are there any words in this prompt you do not fully understand? (Call on individual students.) *Idea: Adults.* (Record any words students do not know on the board. Call on students to look up these words in a print or electronic dictionary or thesaurus. Discuss their meanings with students.) *Idea: An adult is a grown-up.*

Use the information in the prompt to answer these questions. What are you going to write? (Call on a student.) *Idea: A multi-paragraph passage. What kind of a multi-paragraph passage are you going to write?* (Call on a student.) *Idea: A passage that describes. What's the topic of your multi-paragraph passage?* (Call on a student.) *Idea: One of my favorite adults.*

How will you describe this person? (Call on a student.) *Idea: By telling about this person's physical appearance and personality. How will you organize your passage?* (Call on a student.) *Idea: Using both descriptive words and examples.*

Use what you know about multi-paragraph passages to help you decide how many paragraphs you will write. What's the first paragraph of a multi-paragraph passage? (Call on a student.) *An introductory paragraph. What's the last paragraph of a multi-paragraph passage?* (Call on a student.) *A closing paragraph.*

What are the middle paragraphs? (Call on a student.) *Detail paragraphs. How many detail paragraphs will you write?* (Call on a student.) *Two. What will be the main idea of one of your detail paragraphs?* (Call on a student.) *Physical appearance. What will be the main idea of the other detail paragraph?* (Call on a student.) *Personality. How many paragraphs will you write?* (Call on a student.) *Four.*

Use the writing prompt to help you describe your favorite adult. Think about the adult you want to describe. Close your eyes. (Pause.) See this adult standing in front of you. How tall is this person? (Pause.) How old is this person? (Pause.) What color is this person's hair? (Pause.) What color are this person's eyes? (Pause.) What clothes does this person usually wear? (Pause.)

Now think about this person's personality. What things does this person like? (Pause.) How do you know? (Pause.) What things does this person dislike? (Pause.) How do you know? (Pause.) What things does this person believe in? (Pause.) How do you know? (Pause.) If someone asked you to describe this person's personality using three words, what words would you choose? (Pause.) Open your eyes.

Exercise 2: (Workbook)

Find Part 6. Touch the words "Graphic Organizer." (Check.) You'll fill in this plan for the passage that you'll write.

Touch the box. (Check.) Write the name of the person you're going to describe in this box. (Pause.)

Now touch the circle on the left-hand side of the page. Read the word inside the circle. (Signal.) *Appearance*. Cluster around this circle as many words as you can that would describe the appearance of the person you're going to write about. Try to use adjectives with nouns and adverbs with verbs. (Allow students 2 to 3 minutes to write.)

Now touch the circle on the right hand side of the page. Read the word inside the circle. (Signal.) *Personality*. Cluster around this circle three or four of the most important personality traits of the person you are going to write about. After each personality trait, write one or two key words that show examples of that trait. (Allow students 2 to 3 minutes to write.)

Now look near the beginning of Part 6. Find the word Plan. (Pause.) Touch the words Thesis Statement. (Check.) Write your thesis statement on the line. (Pause.)

Touch the word Hook. (Check.) Write a hook that will grab the reader's attention, draw the reader into the passage, and give the reader an idea of what is to come. (Pause.)

Turn to Appendix J in the back of your workbook. What are some transitions you might want to use in your descriptive passage? (Call on individual students.) Ideas: *Again; because; obviously; for example; however; as well*. Write down two or three transitions you think you'll want to use. (Pause.)

Your personal response will be part of your closing paragraph. Think what your personal response will be. (Pause.) Write this sentence on the line that says Personal Response. (Pause.)

Exercise 3: (Drafting Notebook)

(Pass out Drafting Notebooks.)

Open your Drafting Notebook to a new page. (Check.) Write today's date and the lesson number inside the first two lines. Put your pencil down when you have finished.

You're now ready to write your descriptive passage. You have 25 minutes to write. (Allow students to write for 25 minutes. Help students with spelling by writing requested words on the board. Encourage students to use inventive spelling. Mention that they will find correct spelling of words later. Circulate among students, giving feedback and assistance. Encourage students who finish early to add additional details about the appearance or personality of the adult they're describing and to check for correct use of capitals, punctuation, and spelling. After 24 minutes, say:) **You have 1 more minute to write.** (After 25 minutes, say:) **Finish the sentence you're writing. Put your pencil down and look up at me.**

You have worked hard to draft a descriptive passage. Later you may choose to edit and proofread this passage and write a final copy.

(Collect Drafting Notebooks.)

Task H: (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.)

BLM 13B

The Three Little Pigs

There was once an old sow who had three little pigs. A time of famine came. Because the old sow did not have enough food to feed her piglets, she sent them off to seek their fortunes. Before the three little pigs left, their mother gave each of them a small package of food, and this piece of advice: "Always do your very best, and you will be successful."

As they traveled forth, the first little pig met a man carrying a bundle of straw. "Please, sir," may I have that straw?" And, receiving the straw from the man, he quickly built himself a house, and settled down to a life of leisure.

The second little pig met a man carrying a bundle of sticks. "Please, sir, may I have those sticks?" And, receiving the sticks from the man, he built himself a house, and he, too, settled down to a life of leisure.

The third little pig met a man with a cartload of bricks. "Please, sir, may I have those bricks?" And receiving the bricks from the man, he diligently laid a strong foundation and built himself a fine home.

One night, the wolf, who was very fond of pigs, came knocking at the door of the first little pig. "Little pig, little pig, let me come in."

"Not by the hair of my chinny chin chin."

"Then, I'll huff and I'll puff and I'll blow your house in." And that's just what the wolf did; he huffed and he puffed and he blew the house down. The first little pig barely escaped, and raced to his brother's house.

Not many days later, the wolf came knocking at the door of the second little pig. "Little pig, little pig, let me come in."

"Not by the hair of my chinny chin chin."

"Then, I'll huff and I'll puff and I'll blow your house in." The wolf huffed and he puffed and he puffed and he huffed, and finally, he blew down the second little pig's house. The two little pigs raced to the house of the third little pig, where they hoped they would be safe.

A few weeks later, the wolf came knocking at the door of the third little pig. "Little pig, little pig, let me come in."

"Not by the hair of my chinny chin chin."

"Then, I'll huff and I'll puff and I'll blow your house in." The wolf huffed and he puffed, he puffed and he huffed, and he huffed and he puffed, but he just could not blow the house down.

However, the wolf was determined, and seeing the chimney, he climbed up to see if he could get into the house that way. The third little pig heard the wolf on the roof. He lit a roaring fire in the fireplace and hung his soup pot filled with water on the hook over the fire. Down came the wolf. KERSPLASH!

"Hooray!" cheered the three little pigs, "wolf soup!"

The first little pig and the second little pig had learned their lesson. When they rebuilt their houses, you can be sure they used only the strongest bricks, and they did only their best work, for they definitely did not want to meet up with the wolf's brother!

LESSON 45

Part 1 Write the plural form of each noun.

1. glossary _____
2. deer _____
3. bibliography _____
4. index _____
5. oarsman _____
6. buffalo _____
7. foot _____
8. almanac _____

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

1. The barking dog (scare, scares, was scaring) the little child.
2. Amanda (enjoys, enjoyed, enjoy) ice skating.
3. He (wants, wanting, wanted) to become an architect.
4. Jiro (try, tries, was trying) out for the baseball team.
5. The horses (race, raced, racing) across the plains.

Part 3 Decide whether the plural or the possessive form of the noun is correct. Circle the correct word in each set of brackets.

Sam Houston is one of (Americas / America's) best known politicians and soldiers. He led Texas in its struggle to gain independence from Mexico. When he was a teenager, Houston lived with the (Cherokees / Cherokee's). During his first time in the army, he fought the British. He was seriously wounded three (times / times') at the Battle of Horseshoe Bend. Next, he studied to become a lawyer, and acted on the (Cherokees / Cherokees') behalf in Washington. Sam Houston was elected to the US Congress in 1823 and 1825. Two (years / year's) later, he was elected Governor of Tennessee. He later resigned and went back to live with his (friends / friend's), the (Cherokees / Cherokees'). In 1832, Sam Houston moved to Texas. He was appointed commander-in-chief of (Texases / Texas') army. He led his troops to victory over (Santa Annas / Santa Anna's) army, winning independence for Texas. Sam Houston served as president of the Republic of Texas, senator from Texas, and governor of Texas.

He was removed from the (governors / governor's) office in 1861 because he was opposed to Texas leaving the Union. He died in 1863, and his remains were buried in (Huntsvilles / Huntsville's) Oakwood Cemetery. The city of Houston is named in (Sam Houstons / Sam Houston's) honor.

Part 4 **Highlight the narrative with a yellow marker. Highlight the dialogue with a green marker.**

A crow was sitting on a branch of a tree with a piece of cheese in her beak when a fox observed her, and set his mind to work to discover some way of getting the cheese. He came and stood under the tree. Looking up he said, "What a noble bird I see above me! Her beauty is without equal, the hue of her plumage exquisite. If only her voice is as sweet as her looks are fair, she ought without doubt to be Queen of the Birds."

The crow was hugely flattered by this. She wanted to show the fox that she could sing, so she opened her beak. "Caw, caw, caw," she sang.

Down came the cheese, of course, and the fox snatched it up. He said, "You have a voice, madam; I see what you need is wits."

Part 5 **Circle the present tense verb or verb phrase that fits in each sentence.**

1. Although this machine was broken yesterday, it (work, worked, is working) today.
2. Sebastian (play, plays, played) computer games.
3. Lian (fly, flew, is flying) to Hong Kong to visit her grandmother.
4. David and Graham (takes, took, are taking) karate lessons.
5. Loud noises (frighten, frightens, frightened) the puppy.
6. Tiesha and I (invite, are invited, were invited) to the party.

Part 6 **Read the prompt. Plan and write a passage that tells about the prompt.**

We all know adults who are special to us. Think about one of your favorite adults. Write a multi-paragraph passage that describes the physical appearance and personality of this person. Remember to use both descriptive words and examples.

Plan

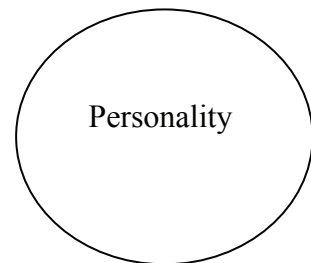
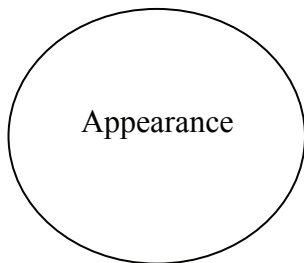
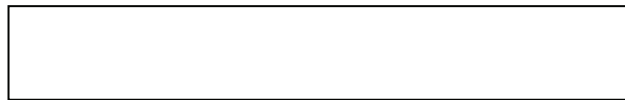
Hook _____

Thesis Statement _____

Transitions _____

Personal Response _____

Graphic Organizer



Name _____

Lesson 45

HOMework

Part 1 Add the correct suffix to write words that have these meanings.

1. in an expectant way _____
2. the most old _____
3. shout in the past _____
4. more spicy _____
5. the state of organizing _____
6. able to be driven _____
7. one who sings _____

Part 2 Complete the chart by writing 2 different antonyms for each word in Column 1.

Word	1st Antonym	2nd Antonym
quick		
laughed		
new		
clean		

Part 3 Edit each sentence using proofreading marks. Be careful! Each sentence contains dialogue.

1. do you think these eggs are blue jay eggs asked neela

2. i don't think so brock replied blue jays lay eggs that
are green with brown spots
