

## LESSON 52

**\*\*Note:** Students need a highlighter pen or a light colored marker to complete Task B.

### **HOMWORK CHECK**

Use the procedure found in Lesson 2.

### **DEVELOPING WORD POWER**

#### **HOMWORK**

##### **TASK A:**

Touch Part 1 on your sheet. You will complete these items for homework.

### **DEVELOPING STUDY POWER**

#### **TASK B:**

Touch Part 2. You will learn a strategy for taking notes from what you read. Read the information in the box. What's the 1<sup>st</sup> thing you do when you take notes? (Call on a student.) What's the 2<sup>nd</sup> thing you do when you take notes? (Call on a student.)

Let's scan this passage together to find the words that you don't know. Scan the first line. When you find a word that you don't know, draw a line under it and raise your hand. (Pause.) Spell the word. (Call on each student who needs to have a word identified. Write each word as it is spelled out in a list on the board. Each column should have 6-8 words.) That word is \_\_\_\_\_. Spell \_\_\_\_\_. (Signal.) What word did you spell? (Signal.) (Repeat this procedure until all the unknown words are identified.) Read the words in this column. (Point to each word.) First word. (Signal.) Next word. (Signal.) (Repeat this procedure until the students can read every word in each list correctly.) Raise your hand if you would like to know the meaning of a word. (Give a concise meaning of the word or call on a student to give the meaning.)

When you write notes from what you read, you read a whole paragraph before you write any notes. Often, the first paragraph is the most important because it tells what the whole passage is about. Read the first paragraph of the passage aloud. (Call on a student.)

What do you think is the most important fact found in this paragraph? (Call on a student.) Read the sentence that tells the most important fact? (Call on a student.) What are the key words for that fact? (Call on a student. Idea: *Plant-eating, dinosaurs, herbivores.*) Highlight the key words for this fact.

Look at the space for taking notes at the bottom of the page. The most important fact has been written after Roman numeral I. The details that tell about this fact are found in the next 2 paragraphs. These details will be the subheadings.

Read the second paragraph of the passage to yourself. When we take notes, we need to decide what the subject of our notes will be. The subject of the second paragraph is the Triceratops. Most of the information in this paragraph is about Triceratops. Highlight the key word Triceratops in the first sentence. (Check.) Triceratops has been written after the capital letter A.

The details that tell about the appearance of Triceratops are also found in the second paragraph. Highlight the key word appearance. (Check.) The key word appearance has been written after the number 1.

Each detail that tells about their appearance will be written after each lower case letter. What is the first detail about Triceratops' appearance? (Call on a student.) What are the key words for that detail? (Call on a student. Idea: *Horns, armor.*) Highlight the key words for that detail. (Repeat this procedure for details b and c.) Fill in the blanks with the details that you highlighted.

You will complete the rest of the note-taking sheet for homework.

## LESSON 52

Name \_\_\_\_\_

Date \_\_\_\_\_

### Part 1 VOCABULARY CHALLENGE

1. juvenile	2. quickly	3. viciously	4. unison
<input type="radio"/> adult	<input type="radio"/> quietly	<input type="radio"/> peacefully	<input type="radio"/> undo
<input type="radio"/> infant	<input type="radio"/> hastily	<input type="radio"/> victorious	<input type="radio"/> at the same time
<input type="radio"/> young	<input type="radio"/> slowly	<input type="radio"/> violently	<input type="radio"/> to buy using credit

### Part 2 WRITING NOTES FROM WHAT YOU READ

Sometimes, when we read, it is important to take notes about what we read. When we take notes, first we write down an important fact, then details about that fact. Read the passage, then fill in the notes on the next page.

Plant-eating dinosaurs are called herbivores. These dinosaurs lived more than 65 million years ago.

The Triceratops was a very large herbivorous dinosaur that ate up to a ton of vegetation daily. The appearance of a Triceratops is very unusual. These dinosaurs had horns and armor to protect them from the large meat eating dinosaurs. They had three horns, sharp parakeet-like beaks, and large bony ridges at the back of their skulls. These bony ridges protected the neck of the Triceratops. They had elephant-like feet. A mature Triceratops weighed several tons.

The Triceratops lived in herds that grazed together for protection from predators. Large meat eating dinosaurs such as the Tyrannosaurus Rex did not have an easy time killing the Triceratops. Fighting a Triceratops was like fighting an army tank!

#### Notes for Lesson 52:

I. Plant eating dinosaurs are called Herbivores.

A. Triceratops

1. appearance

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

2. protection from predators

a) \_\_\_\_\_

b) \_\_\_\_\_