

## LESSON 13

### Preparation:

Class chart titled "Parts of Speech"

Class chart titled "Adverbs"

Prepare overhead transparencies of BLM 13A, B, and the story diagram found on p. 35 of the student workbook.

The students will need their Drafting Notebooks.

**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: (Grammar Island)

#### Exercise 1: (Introduction)

**Today, we're going to learn to play a new game called "Grammar Island." What is the new game called?** (Signal.) *Grammar Island.*

**Grammar Island is located in a remote corner of Oceana (ō shē an 'ə). Where is Grammar Island located?** (Signal.) *In a remote corner of Oceana.* **Words are the only inhabitants of Grammar Island. What lives on Grammar Island?** (Signal.) *Only words.* **Just like the Scots who live in Scotland, each word on Grammar Island belongs to a "clan." Another way of saying "family name" is "clan." In Scotland, there's the MacKinnon clan, the Macdonald clan, and many others. What does each word belong to?** (Signal.) *A clan.*

**The words get together in a sentence, and then, apply to the voting committee for permission to move to Grammar Island. What do the words do first?** (Signal.) *They get together in a sentence.* **Then, what do they do?** (Signal.) *Apply to the voting committee.* **You will be the voting committee. What is your role?** (Signal.) *We're the voting committee.* **You'll decide if the words in the sentences can move to Grammar Island. What will you decide?** (Signal.) *If the words in the sentences can move to Grammar Island.*

**You'll vote using the system some film critics use. If the critics like a film, they give it a "thumbs up. A "thumbs down" means they don't like it." This is the thumbs up sign.** (Using both hands demonstrate a thumbs up sign.) **This is the "thumbs down" sign.** (Using

both hands demonstrate a thumbs down sign.) **Show me "thumbs up."** (Signal. Students should respond with the appropriate sign.) **Show me "thumbs down."** (Signal. Students should respond with the appropriate sign.) **We'll use "thumbs up" to grant applicants permission to live on Grammar Island. A "thumbs down" denies them permission to live on Grammar Island.**

**I'll present the applicants. You decide if the sentence uses correct grammar. If it does, you'll give the sentence "Thumbs Up." If the sentence doesn't use correct grammar, you'll give it "Thumbs Down." When will you give the "thumbs up" sign?** (Signal.) *When the sentence uses correct grammar.* **When will you give the "thumbs down" sign?** (Signal.) *When the sentence doesn't use correct grammar.*

#### Exercise 2: (Playing the Game)

**Get ready to play "Grammar Island." Here's your first applicant: Adalia is going to piano lessons after school. (Pause.) Thumbs up or thumbs down?** (Signal.) *Thumbs up.* **Right. That sentence uses correct grammar, so the applicant is granted permission to live on Grammar Island.**

**Here's your second applicant: Dontcha want to come to the mall with me? (Pause.) Thumbs up or thumbs down?** (Signal.) *Thumbs down.* **Right. That sentence doesn't use correct grammar, so the application is denied. Choose other words for the sentence so its application will be granted.** (Call on a student.) *Idea: Don't you want to come to the mall with me?* **Here is the revised application: Don't you want to come to the mall with me? (Pause.) Thumbs up or thumbs down?** (Signal.) *Thumbs up.* **Right. That sentence uses correct grammar, so the applicant is granted permission to live on Grammar Island.**

**Here's your third applicant: Esteban couldn't find his favorite hat anywheres. (Pause.) Thumbs up or thumbs down?** (Signal.) *Thumbs down.* **Right. That sentence doesn't use correct grammar, so the application is denied. Choose other words for the sentence so its application will be granted.** (Call on a student.) *Idea: Esteban couldn't find his favorite hat anywhere.* **Here is the revised application: Esteban couldn't find his favorite hat anywhere. (Pause.) Thumbs up or thumbs**

**down?** (Signal.) *Thumbs up.* **Right. That sentence uses correct grammar, so the applicant is granted permission to live on Grammar Island.**

**Here's your fourth applicant: Donny's little brother whined, "I wanna go with you."** (Pause.) **Thumbs up or thumbs down?** (Signal.) *Thumbs down.* **Right. That sentence doesn't use correct grammar, so the application is denied. Choose other words for the sentence so its application will be granted.** (Call on a student.) *Idea: Donny's little brother whined, "I want to go with you."* **Here is the revised application: Donny's little brother whined, "I want to go with you."** (Pause.) **Thumbs up or thumbs down?** (Signal.) *Thumbs up.* **Right. That sentence uses correct grammar, so the applicant is granted permission to live on Grammar Island.**

**Here's your fifth applicant: Matthew coulda gone to play at Diego's house.** (Pause.) **Thumbs up or thumbs down?** (Signal.) *Thumbs down.* **Right. That sentence doesn't use correct grammar, so the application is denied. Choose other words for the sentence so its application will be granted.** (Call on a student.) *Idea: Matthew could have gone to play at Diego's house.* **Here is the revised application: Matthew could have gone to play at Diego's house.** (Pause.) **Thumbs up or thumbs down?** (Signal.) *Thumbs up.* **Right. That sentence uses correct grammar, so the applicant is granted permission to live on Grammar Island.**

**Here's your sixth applicant: I can do it by myself.** (Pause.) **Thumbs up or thumbs down?** (Signal.) *Thumbs up.* **Right. That sentence uses correct grammar, so the applicant is granted permission to live on Grammar Island.**

**Here's your seventh applicant: I'm not going to watch television tonight.** (Pause.) **Thumbs up or thumbs down?** (Signal.) *Thumbs up.* **Right. That sentence uses correct grammar, so the applicant is granted permission to live on Grammar Island.**

**Here's your eighth applicant. Ciera and Neisha gotta go home right after school.** (Pause.) **Thumbs up or thumbs down?** (Signal.) *Thumbs down.* **Right. That sentence doesn't use correct grammar, so the application is denied. Choose other words for the sentence so its application will be**

**granted.** (Call on a student.) *Idea: Ciera and Neisha have to go home right after school.* **Here is the revised application: Ciera and Neisha have to go home right after school.** (Pause.) **Thumbs up or thumbs down?** (Signal.) *Thumbs up.* **Right. That sentence uses correct grammar, so the applicant is granted permission to live on Grammar Island.**

**Now, let's decide what clan these words will belong to. Here are the words you changed: You changed "dontcha" to "don't you." You changed "anywheres" to "anywhere." You changed "wanna" to "want to." You changed "coulda" to "could have." You changed "gotta" to "have to."**

**The voting committee didn't accept "dontcha" because it's not a real word. Why didn't the voting committee accept "dontcha?"** (Call on a student.) *It's not a real word.* **Why didn't the voting committee accept "anywheres?"** (Call on a student.) *It's not a real word.* **Why didn't the voting committee accept "coulda?"** (Call on a student.) *It's not a real word.* **Why didn't the voting committee accept "wanna?"** (Call on a student.) *It's not a real word.* **Why didn't the voting committee accept "gotta?"** (Call on a student.) *It's not a real word.*

**Who did the voting committee accept?** (Call on a student.) *Only real words.* **So, these words will belong to the "Real Word" clan. What clan will they belong to?** (Signal.) *The Real Word clan.*

### **Exercise 3: (Student Examples)**

**Give an example of a sentence that contains another word that, because it is not a real word, would cause the voting committee to reject the sentence.** (Call on three students.) *Ideas: Sentences containing words such as themselves, betcha, meself, hisself.* (On the board or overhead transparency, record 3 suggestions for sentences that contain non-word errors. Point to the first sentence.) **Choose other words for this sentence so its application will be granted.** (Call on a student. Accept correct response.) **Here's the revised application.** (Repeat the sentence to ensure all students have heard the correction.) **Thumbs up or thumbs down?** (Signal.) *Thumbs up.* **Right. That sentence uses correct grammar, so the applicant is granted permission to live on Grammar Island.**

(Repeat procedure for the two remaining sentences suggested by students.)

**Today, the voting committee added 11 words to the Real Word Clan on Grammar Island. Good Work!**

## **Task B: (New Skill--Parts of Speech: Adverbs)**

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

(Point to the class chart titled "Parts of Speech.") **Let's review the rules we have learned about parts of speech. Read the first rule.** (Signal.) *A noun is a word that names a person, a place, a thing, or an idea. What is the dictionary abbreviation for noun?* (Signal.) *N-period.*

**Read the second rule.** (Signal.) *A proper noun names a specific person, place, thing, or idea. A proper noun starts with a capital letter.*

**Read the third rule.** (Signal.) *A pronoun is a word that takes the place of one or more nouns. What's the dictionary abbreviation for pronoun?* (Signal.) *P-r-o-n-period.*

**Read the fourth rule.** (Signal.) *A verb is a word that tells about an action or a state of being. What's the dictionary abbreviation for verb?* (Signal.) *V-period.*

**Read the fifth rule.** (Signal.) *An adjective is a word that describes or modifies a noun. An adjective tells what kind, how many, or which one. What does an adjective tell?* (Signal.) *What kind, how many, or which one. What's the dictionary abbreviation for adjective?* (Signal.) *A-d-j-period.*

**Read the sixth rule.** (Signal.) *Articles are a special group of adjectives. A, an, and the are the only words that are articles. What three words are articles?* (Signal.) *A, an, and the. What's the dictionary abbreviation for article?* (Signal.) *A-r-t-period.*

### **Exercise 2: (New Rule)**

**This is a new rule about the parts of speech. An adverb is a word that modifies a verb, an adjective, or another adverb. What's a word that modifies a verb, an adjective, or another adverb called?** (Signal.) *An adverb. What's an*

**adverb?** (Signal.) *A word that modifies a verb, an adjective, or another adverb. An adverb tells when, where, or how. What does an adverb tell?* (Signal.) *When, where, or how. (Add the new rule to the class chart.) The short way of writing adverb is "a-d-v-period." What's the short way of writing adverb?* (Signal.) *A-d-v-period. (Write "adv." after the rule.)*

### **Exercise 3: (Model)**

(Write the following sentences on the board, leaving space to write between them:  
Jacquie handled the young kittens carefully.  
Very young kittens are fragile.  
Mother cats almost always protect their kittens.)

**Read the first sentence.** (Call on a student.) *Jacquie handled the young kittens carefully. What part of speech is "Jacquie?"* (Signal.) *A proper noun. (Write "n." above "Jacquie.") What part of speech is "handled?"* (Signal.) *A verb. (Write "v." above "handled.") What part of speech is "the?"* (Signal.) *An article. (Write "art." above "the.") What part of speech is "young?"* (Signal.) *An adjective. (Write "adj." above "young.") "Young" tells what kind of kitten. What part of speech is "kitten?"* (Signal.) *A noun. Does "kitten" name a person, a place, a thing, or an idea?* (Signal.) *A thing. (Write "n." above "kitten.") "Carefully" is an adverb. "Carefully" modifies the verb "handled." "Carefully" tells how Jacquie handled the kitten. How did she handle the kitten?* (Signal.) *Carefully. (Write "adv." above "carefully." Draw an arrow from "carefully" to "handle.") In this sentence, the adverb "carefully" modifies the verb "handled."*

**Read the second sentence.** (Call on a student.) *Very young kittens are fragile. What word in this sentence names a person, place, thing, or idea?* (Signal.) *Kittens. So, what part of speech is "kittens?"* (Signal.) *A noun. (Write "n." above "kittens.") What word in this sentence tells about an action or a state of being?* (Signal.) *Are. So, what part of speech is "are?"* (Signal.) *A verb. (Write "v." above "are.") Two words in this sentence tell what kind of kittens. What is one word in this sentence that tells what kind of kitten?* (Call on a student.) *Young. What other word in this sentence tells what kind of kitten?* (Signal.) *Fragile. What part of speech are "young" and "fragile?"* (Signal.) *Adjectives. (Write "adj." above "young" and "fragile.") "Very"*

is an adverb. "Very" modifies the adjective "young." "Very" tells how young. How young is the kitten? (Signal.) *Very young.* (Write "adv." above "very." Draw an arrow from "very" to "young.") In this sentence, the adverb "very" modifies the adjective "young."

Read the third sentence. (Call on a student.) *Mother cats almost always protect their kittens.* Two words in this sentence name a person, place, thing, or idea. What are those two words? (Call on a student.) *Cats, kittens.* What part of speech are "cats" and "kittens?" (Signal.) *Nouns.* (Write "n." above "cats" and "n." above "kittens.")

What word in this sentence tells about an action or a state of being? (Signal.) *Protect.* So, what part of speech is protect? (Signal.) *A verb.* (Write "v." above "protect.") What word in this sentence tells what kind of cats? (Signal.) *Mother.* What part of speech is "mother" in this sentence? (Signal.) *An adjective.* (Write "adj." above "Mother.") What word in this sentence tells what kind of kittens? (Signal.) *Their.* What part of speech is "their?" (Signal.) *An adjective.* (Write "adj." above "their.")

"Always" is an adverb. "Always" modifies the verb "protect." "Always" tells when the mother cat protects her kitten. When do mother cats protect their kittens? (Call on a student.) *Always.* (Write "adv." above "always." Draw an arrow from "always" to "protect.") In this sentence, the adverb "always" modifies the verb "protect."

"Almost" is an adverb. "Almost" modifies the adverb "always." When do mother cats protect their kittens? (Signal.) *Almost always.* (Write "adv." above "almost." Draw an arrow from "almost" to "always.") In this sentence, the adverb "almost" modifies the adverb "always."

#### Exercise 4: (Adverbs with "-ly")

(Point to the chart titled "Adverbs.") What four adverbs did we find in the three sentences we analyzed? (Call on individual students.) *Carefully, very, almost, always.* (Record those words on the "Adverbs" chart.)

Most adverbs are formed by adding "-ly" to an adjective. If you see a word that ends in "-ly," it's usually an adverb. I'll tell you an adjective.

You tell me the adverb that is formed by adding "-ly" to that adjective. (As the students respond to the following items, write the appropriate adverb on the chart.)

The adjective is: sad. The adverb is .... (Signal.) *Sadly.* Does "sadly" tell when, where, or how? (Signal.) *How.*

The adjective is: artistic. The adverb is .... (Signal.) *Artistically.* Does "artistically" tell when, where, or how? (Signal.) *How.*

(Repeat for the following words: quick, tender, bad, real, slow, neat, grand, grateful, immediate, unusual, wonderful, careless.)

#### Exercise 5: (Workbook)

Open your workbook to Lesson 13. (Pause.) Touch Part 1. Read the instructions. (Call on a student.) Identify the part of speech of each word in the sentence. Write the abbreviation for the part of speech above each word. Draw an arrow from the adverbs to the words they modify.

Read the first sentence. (Call on a student.) *George was an extremely restless boy.* What part of speech is "George?" (Signal.) *A noun.* Write "n." above "George." (Check.) What part of speech is "boy?" (Signal.) *Noun.* Write "n." above "boy." (Check.) What part of speech is "was?" (Signal.) *A verb.* Write "v." above "was." (Check.) What part of speech is "an?" (Signal.) *An article.* Write "art." above "an." (Check.) What part of speech is "restless?" (Signal.) *An adjective.* Write "adj." above "restless." (Check.) What part of speech is "extremely?" (Signal.) *An adverb.* Write "adv." above "extremely." (Check.) Under the sentence, draw an arrow from "extremely" to "restless." (Check.)

You'll complete the rest of the items in Part 1 by yourself.

#### Task C: (Sentence Formulas)

##### Exercise 1: (Model)

(Write the following sentence on the board: *The hungry lion roared.*)

This is a sentence that follows the art. + adj.+ n. + v. pattern. I can add an adverb to this sentence to make it more interesting.

(Write "art. + adj. + n. + v. + adv." above the sentence on the board. Point to the sentence.) **Think of an adverb that I can add after the verb roared. Remember, adverbs tell when, where, or how.** (Call on a student.) Idea: *Angrily, loudly, fiercely.* (Use a caret to add the adverb to the end of the sentence.) **Read the new sentence.** (Signal.) Idea: *The hungry lion roared fiercely.*

### **Exercise 2: (Workbook)**

**Touch Part 2 in your workbook. Read the instructions aloud.** (Call on a student.) *Write a sentence that follows the art. + adj. + n. + v. pattern. Use a caret to edit your sentence by adding an adverb. Write your edited sentence on the second line.*

**You'll complete Part 2 on your own.**

## **Task D: (Topic Sentences)**

### **Exercise 1: (Workbook)**

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

**Touch the instructions for Part 3 in your workbook.** (Check.) **I'll read the instructions; you follow along. Put a check mark in front of the best topic sentence for each paragraph. Let's read the paragraph.** (Call on individual students to take turns reading part of the paragraph aloud.)

**Three choices for a topic sentence are listed under the first paragraph. Read the 3 choices to yourself.** (Pause.) **Which is the best topic sentence for Paragraph 1?** (Call on a student.) *C. The Gulf Stream affects the climate in parts of the United States and Europe. Put a check mark in front of Sentence C.*

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

**Three choices for a topic sentence are listed under Paragraph 2. Read the 3 choices to**

**yourself.** (Pause.) **Decide which is the best topic sentence for Paragraph 2.** (Pause.) **Put a check mark in front of the sentence that is the best topic sentence.** (Pause.) **Say the letter of the topic sentence that you chose.** (Call on a student.) *A. Yes, A. Check your work. If you chose any letter other than A, change your answer to A. Read the topic sentence.* (Signal.) *Artichokes are a delicious, easy to prepare vegetable.*

(Repeat process for the third paragraph.)

## **Task E: (Dictionary Skills– Definitions: Meanings from Context)**

### **Exercise 1: (Dictionary)**

**Dictionaries sometimes include sentence examples so you can see how entry words are used. When we use a sentence to help us understand the meaning of a word, we say we are getting the meaning from context. When we use a sentence to help us understand a word how are we getting the meaning?** (Signal.) *From context.*

**Open your workbook to page 8 of the dictionary.** (Pause.) **Touch the word "minor."** (Check.) **Touch the word written as it sounds. Read the word written as it sounds.** (Signal.) *Mī nər. What part of speech is "minor?"* (Signal.) *An adjective.*

**What's the definition of "minor?"** (Signal.) *Small or unimportant. Read the sentence for the definition of "minor."* (Call on a student.) *He had only two minor errors. We can replace the adjective "minor" with the adjective "small" to get the meaning from context. Read the sentence, using "small."* (Signal.) *He had only two small errors. In this sentence, "minor" and "small" are synonyms. They mean the same thing. What are "minor" and "small" in this sentence?* (Signal.) *Synonyms. Why are they synonyms?* (Signal.) *They mean the same thing.*

**We can replace the adjective "minor" with the adjective "unimportant" to get the meaning from context. Read the sentence, using "unimportant."** (Signal.) *He had only two unimportant errors. In this sentence, "minor" and "unimportant" are synonyms. They mean the same thing. What are "minor" and*

**"unimportant" in this sentence?** (Signal.)  
*Synonyms. Why are they synonyms?* (Signal.)  
*They mean the same thing.*

### Exercise 2: (Workbook)

**Touch Part 4 in your workbook. Read the instructions aloud.** (Call on a student.) *Use your dictionary to find synonyms for each word. Write the synonyms on the line. Replace the word in the sentence with one of the synonyms to help you get the meaning from context. Write the new sentence on the line.*

**Touch Item 1. Find that word in your dictionary.** (Pause.) **Find the word written as it sounds. Read the word.** (Signal.) *Dangerous.* **Read the definition.** (Signal.) *Risky or harmful.* **What is a synonym for "dangerous?"** (Signal.) *Risky.* **Read the sentence, replacing the word "dangerous" with the synonym "risky."** (Signal.) *The power line was risky.* **What's a synonym for "dangerous?"** (Signal.) *Risky.* **Write the sentence on the line.** (Pause.) **What sentence did you write?** (Call on a student.) *The power line was risky.*

You'll complete the rest of Part 4 by yourself.

## Task F: (Abbreviations--Names of States)

### Exercise 1: (Introduction)

**The abbreviations for the names of the states in the United States are made up of two capital letters. What makes up the abbreviations for the names of the states in the United States?** (Signal.) *Two capital letters.* **There is no period at the end of the abbreviations of state names. Is there a period at the end of the abbreviations of state names?** (Signal.) *No.*

**There are four rules about writing state abbreviations. The first rule is: if a state name has two parts, the first letter of each part is used as the state abbreviation. If a state name has two parts, what is the abbreviation?** (Signal.) *The first letter of each part.* **Say the rule.** (Signal.) *If a state name has two parts, the first letter of each part is used as the state abbreviation.* (Repeat until firm.)

(Display the overhead transparency of BLM 13A, using sheets of paper to cover everything except the rule.) **New Hampshire. This state name has two parts. The first letter of "New" is "N." The first letter of "Hampshire" is "H." So, the abbreviation for New Hampshire is capital N capital H. What's the abbreviation for New Hampshire?** (Signal.) *Capital "N," capital "H."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for New Hampshire.)

**I'll say a state name that has two parts. You tell me the abbreviation. What will you tell me?** (Signal.) *The abbreviation.*

**New Jersey. Does this state name have two parts?** (Signal.) *Yes.* **What's the first part?** (Signal.) *New.* **What's the first letter of "New?"** (Signal.) *"N."* **What's the second part?** (Signal.) *Jersey.* **What's the first letter of "Jersey?"** (Signal.) *"J."* **So, what's the abbreviation for New Jersey?** (Signal.) *Capital "N," capital "J."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for New Jersey.)

**New Mexico. Does this state name have two parts?** (Signal.) *Yes.* **What's the first part?** (Signal.) *New.* **What's the first letter of "New?"** (Signal.) *"N."* **What's the second part?** (Signal.) *Mexico.* **What's the first letter of "Mexico?"** (Signal.) *"M."* **So, what's the abbreviation for New Mexico?** (Signal.) *Capital "N," capital "M."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for New Mexico.)

(Continue with this procedure of identifying and uncovering the abbreviations for New York, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, and West Virginia.)

**District of Columbia. Does this name have two parts?** (Signal.) *No.* **How many parts does it have?** (Signal.) *Three.* **But only two of these parts are important, so we can use the rule to figure out the abbreviation for the District of Columbia. What's the first important part?** (Signal.) *District.* **What's the first letter of "District?"** (Signal.) *"D."* **What's the second important part?** (Signal.) *Columbia.* **What's the first letter of "Columbia?"** (Signal.) *"C."* **So, what's the abbreviation for District of Columbia?** (Signal.) *Capital "D," capital "C."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for District of Columbia.)

**There are four rules about writing state abbreviations. The second rule is: the abbreviations of some state names use the first two letters of the state name. What do the abbreviations of some state names use?** (Signal.) *The first two letters of the state name.*  
**Say the rule.** (Signal.) *The abbreviations of some state names use the first two letters of the state name.* (Repeat until firm.)

(Uncover the second rule.) **Alabama. The first two letters of Alabama are "A-I." So, the abbreviation for Alabama is capital "A," capital "L." What's the abbreviation for Alabama?** (Signal.) *Capital "A," capital "L."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for Alabama.)

**Arkansas. What are the first two letters of Arkansas?** (Signal.) *"A-r."* **So, what's the abbreviation for Arkansas?** (Signal.) *Capital "A," capital "R."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for Arkansas.)

**California. What are the first two letters of California?** (Signal.) *"C-a."* **So, what's the abbreviation for California?** (Signal.) *Capital "C," capital "A."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for California.)

(Continue with this procedure of identifying and uncovering the abbreviations for Colorado, Delaware, Florida, Idaho, Illinois, Indiana, Massachusetts, Michigan, Nebraska, Ohio, Oklahoma, Oregon, Utah, Washington, Wisconsin, and Wyoming.)

**There are four rules about writing state abbreviations. The third rule is: the abbreviations of some state names use the first and last letters of the state name. What do the abbreviations of some state names use?** (Signal.) *The first and last letters of the state name.* **Say the rule.** (Signal.) *The abbreviations of some state names use the first and last letters of the state name.* (Repeat until firm.)

(Uncover the third rule.) **Connecticut. The first letter of Connecticut is "C." The last letter of Connecticut is "t." So the abbreviation for Connecticut is capital "C," capital "T." What's the abbreviation for Connecticut?** (Signal.) *Capital "C," capital "T."* **Do I need a period at the**

**end?** (Signal.) *No.* (Uncover the abbreviation for Connecticut.)

**Georgia. What's the first letter of Georgia?** (Signal.) *"G."* **What's the last letter of Georgia?** (Signal.) *"A."* **So, what's the abbreviation for Georgia?** (Signal.) *Capital "G," capital "A."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for Georgia.)

**Hawaii. What's the first letter of Hawaii?** (Signal.) *"H."* **What's the last letter of Hawaii?** (Signal.) *"I."* **So, what's the abbreviation for Hawaii?** (Signal.) *Capital "H," capital "I."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for Hawaii.)

(Continue with this procedure of identifying and uncovering the abbreviations for Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Pennsylvania, Vermont, and Virginia.)

**There are four rules about writing state abbreviations. The fourth rule is: the abbreviations of some state names use the first letter and one other letter of the state name. What do the abbreviations of some state names use?** (Signal.) *The first letter and one other letter of the state name.* **Say the rule.** (Signal.) *The abbreviations of some state names use the first letter and one other letter of the state name.* (Repeat until firm.)

**Alaska. What's the first letter of Alaska?** (Signal.) *"A."* **The other letter chosen for the abbreviation of Alaska is "K." What is the other letter chosen for the abbreviation of Alaska?** (Signal.) *"K."* **So, what's the abbreviation for Alaska?** (Signal.) *Capital "A," capital "K."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for Alaska.)

**Arizona. What's the first letter of Arizona?** (Signal.) *"A."* **The other letter chosen for the abbreviation of Arizona is "Z." What is the other letter chosen for the abbreviation of Arizona?** (Signal.) *"Z."* **So, what's the abbreviation for Arizona?** (Signal.) *Capital "A," capital "Z."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for Arizona.)

**Minnesota. What's the first letter of Minnesota?** (Signal.) *"M."* **The other letter chosen for the abbreviation of Minnesota is**

**"N."** What is the other letter chosen for the abbreviation of Minnesota? (Signal.) *N*. So what's the abbreviation for Minnesota? (Signal.) *Capital "M," Capital "N."* **Do I need a period at the end?** (Signal.) *No.* (Uncover the abbreviation for Minnesota.)

(Continue with this procedure identifying and uncovering the abbreviations for Mississippi (MS), Missouri (MO), Montana (MT), Nevada (NV), Tennessee (TN), and Texas (TX).)

### Exercise 2: (Workbook)

**Touch Part 5 in your workbook. Read the instructions aloud.** (Call on a student.) *Write the abbreviation for each state.*

**You'll complete Part 5 by yourself. I'll leave the overhead transparency displayed if you need help remembering a state's abbreviation.**

## Task G: (Daily Edit–Paragraph: Capitalization and Punctuation)

### Exercise 1: (Rule Review)

**Turn to Appendix E at the back of your workbook.** (Pause.) **Today, we'll review three of the rules for Capitalization Power.**

**Find the subheading "places."** (Pause.) **Touch Item 6. Read Item 6.** (Signal.) *Capitalize the names of sections of a country: **New England, the Northeast, the Deep South,** BUT NOT simple direction words: *northern California, southerly winds, north, south, east, or west.* **Why are New England, the Northeast, and the Deep South capitalized?** (Call on a student.) *They are the names of sections of a country. **Why are northern, southerly, north, south, east, and west not capitalized?** (Call on a student.) *They are simple direction words.***

**Find the subheading "things."** (Pause.) **Touch Item 10. Read Item 10.** (Signal.) *Capitalize the important words in names of specific historical events, time periods, and documents: **World War II, Bronze Age, Declaration of Independence,** BUT NOT: *coronation, election, age of dinosaurs, birth certificate.* **Why are World War II, Bronze Age, and Declaration of Independence capitalized?** (Call on a student.) *They are the important words in the names of specific historical events, time periods, and documents. **Why are****

*coronation, election, age of dinosaurs, and birth certificate not capitalized?* (Call on a student.) *They are not the names of specific historical events, time periods, or documents.*

**Touch Item 11. Read Item 11.** (Signal.) *Capitalize the names of the planets, including earth if you are referring to it as a planet: **Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto,** BUT NOT: *sun moon, and the earth.* **Why are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto capitalized?** (Call on a student.) *They are the names of the planets. **Why are sun, moon, and the earth not capitalized?** (Call on a student.) *They are not the names of planets.***

**Touch Item 13. Read Item 13.** (Signal.) *Capitalize the names of ships, trains, airplanes, and spacecraft: **Queen Mary II, the Orient Express, the Spruce Goose, Pioneer V,** BUT NOT category names: *steamboat, bi-plane, jet, and shuttle.* **Why are Queen Mary, Orient Express, Spruce Goose, and Pioneer capitalized?** (Call on a student.) *They are the names of ships, trains, airplanes, or spacecraft. **Why are steamboat, bi-plane, jet, and shuttle not capitalized?** (Call on a student.) *They are category names.***

### Exercise 2: (Workbook)

**Touch Part 6 in your workbook. Read the instructions.** (Call on a student.) *Edit the paragraph, using proofreading marks.*

**You'll complete Part 6 by yourself. You may refer to Appendix E to help you.**

## Task H: (Writing for Fluency-- Story Changer)

### Exercise 1: (Retelling a Story)

**Today, you'll write a story changer. When you write a story changer, you take a story you know, and change the characters and the setting. I'm going to tell you a story you know, "The Three Little Pigs."** (Read the story on BLM 13B aloud to the students.)

### Exercise 2: (Diagramming the Story)

(Display the overhead transparency of the story diagram found in the students' workbooks.) **Let's**

**make a diagram of the story.** (As the students respond to the each of the questions, web the words around the character circles.)

**Who are the main characters in the story?**

(Call on a student.) Ideas: *The three little pigs, the wolf.* (Write "1st little pig," "2nd little pig," "3rd little pig," and "wolf" in the character circles.)

**What was the first little pig like?** (Call on a student.) Idea: *Lazy.* **What was the second little pig like?** (Call on a student.) Idea: *Lazy, but not as lazy as the first little pig.*

**What was the third little pig like?** (Call on a student.) Idea: *Thoughtful, hard-working.* **What was the wolf like?** (Call on a student.) Idea: *Hungry, big, determined.*

(Touch the setting circle.) **The setting tells where and when a story takes place.** (Write "where" in the first setting circle, and "when" in the second setting circle.) **Where did this story take place?** (Call on a student.) *In the country, a land where animals talk, in fairy tale land.*

(Record one or two words to indicate where. Web the words around the "where" circle.) **When did this story take place?** (Call on a student.) *During a famine, when the mother sow couldn't feed her piglets. Long ago.* (Record one or two words to indicate when. Web the words around the "when" circle.)

**How did the story start?** (Call on a student.) *There was once an old sow who had three little pigs.* **This story begins with a problem. What was the old sow's problem?** (Call on a student.) Idea: *She did not have enough food to feed the piglets.* **How did the mother sow solve her problem?** (Call on a student.) Idea: *She sent the piglets away.* **What did she give them?** (Call on a student.) Idea: *Food and advice.* **What advice did she give them?** (Call on a student.) Idea: *Always do your best.* (Demonstrate briefly writing the problem in the first circle and the solution in the second circle.)

**Let's think about the middle of the story. The middle of the story tells about the pigs' adventures. What problem did the first little pig have?** (Call on a student.) Idea: *He didn't have a house.* **How did he solve his problem?** (Call on a student.) Idea: *He built one out of straw.* **What problem did the second little pig have?** (Call on a student.) Idea: *He didn't have a house.* **How did he solve his problem?** (Call on a student.) Idea: *He built one out of sticks.* **What problem did the third little pig have?** (Call on a

student.) Idea: *He didn't have a house.* **How did he solve his problem?** (Call on a student.) Idea: *He built one out of bricks.* (Demonstrate briefly writing the sequence of events that happened in the middle of the story in the middle circles.)

**Then, what happened?** (Call on a student.) Idea: *The wolf came to the first little pig's house, the wolf blew down his house.* **What did the little pig do?** (Call on a student.) Idea: *He went to his brother's house.* **What happened next?** (Call on a student.) Idea: *The wolf came to the second little pig's house, the wolf blew down his house.* **What did the little pigs do?** (Call on a student.) Idea: *They went to their brother's house.*

**Then, what happened?** (Call on a student.) Idea: *The wolf came to the third little pig's house. The wolf couldn't blow down his house.* **What did the wolf do next?** (Call on a student.) Idea: *The wolf came down the chimney.* **What did the third little pig do?** (Call on a student.) Idea: *Made wolf soup.*

**How did the story end?** (Call on a student.) Idea: *The first and second little pigs rebuilt their houses, but this time, they used bricks.* (Demonstrate writing the resolution of the story in the last two circles of the story diagram.)

**Exercise 3: (Brainstorming)**

(Make the following chart on the board:)

Characters		Setting	
Good	Bad	Where	When

**Let's change the characters of the story. Who could we use instead of the three little pigs?** (Call on individual students. Record their responses under the "Good Characters" column.) Ideas: *Three fish, three frogs, three mosquitoes, three boys, three girls, three dogs.* **If we chose three fish, who would the bad character be?** (Call on individual students. Record their responses under the "Bad Characters" column.) Idea: *A fisherman, a bigger fish, a bear, a shark.* (Continue with this procedure, identifying two or three bad characters for each set of good characters.)

**Let's change the setting of the story. If we chose three fish for our good characters, where could the story take place?** (Call on

individual students. Record their responses under the "Where" column.) Ideas: *A river, a lake, a pond, in the ocean.* **If we chose three fish for our good characters, when could the story take place?** (Call on individual students. Record their responses under the "When" column.) Ideas: *When the tide went out, when the river ran dry, on a summer day, on an autumn day.*

#### **Exercise 4: (Planning a Story Changer)**

**Touch Part 7 in your workbook.** (Check.) **Now, you're going to plan your own story changer. Remember, you'll change the characters and the setting. You have 10 minutes to complete your story diagram. You may use the story diagram of "The Three Little Pigs" to help you.** (Display the overhead transparency of the story diagram completed during Exercise 2. Allow the students 10 minutes to complete their story diagrams. Circulate among the students, giving feedback and assistance.)

#### **Exercise 5: (Writing the Story Changer)**

(You may wish to display the overhead transparency of BLM 13B while the students are writing their stories.) **Now, you are ready to write your story changer. Open your Drafting Notebook to the next blank page. Write "Lesson 13" inside the first 2 lines at the top of the page. Remember to start writing after the margin. Write today's date on the right side of your paper. Center your title on the next line down. Skip a line after your title. Use 2 fingers to indent before you start to write.** (Check.)

**You'll tell what happened in the beginning, in the middle, and at the end of the story. You have 20 minutes to write.** (Allow the students to write for 20 minutes. Help the students with spelling by writing requested words on the board. Circulate among the students, giving feedback and assistance. Encourage the students who finish early to add more details to their stories and to check for correct usage of capitals, punctuation, and spelling. After 19 minutes, say:) **You have 1 more minute to write.** (After 20 minutes, say:) **Finish the sentence that you are writing. Put your pencil down and look up at me.**

**Sometimes, authors do not write a final copy of their work. You're not going to write a final copy of your story changer.**

#### **Exercise 6: (Sharing)**

(Assign each student a partner.) **Now, you'll tell your story changer to your partner.** (Allow each partner time to tell his or her story changer.)

#### **Task I: (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.**

## BLM 13A

### State Abbreviations

First letter of each word in the state name.

*District of Columbia	DC	North Dakota	ND
New Hampshire	NH	Rhode Island	RI
New Jersey	NJ	South Carolina	SC
New Mexico	NM	South Dakota	SD
New York	NY	West Virginia	WV
North Carolina	NC		

First two letters of the state name:

Alabama	AL	Michigan	MI
Arkansas	AR	Nebraska	NE
California	CA	Ohio	OH
Colorado	CO	Oklahoma	OK
Delaware	DE	Oregon	OR
Florida	FL	Utah	UT
Idaho	ID	Washington	WA
Illinois	IL	Wisconsin	WI
Indiana	IN	Wyoming	WY
Massachusetts	MA		

First and last letters of the state name:

Connecticut	CT	Louisiana	LA
Georgia	GA	Maine	ME
Hawaii	HI	Maryland	MD
Iowa	IA	Pennsylvania	PA
Kansas	KS	Vermont	VT
Kentucky	KY	Virginia	VA

First letter and one other letter of the state name:

Alaska	AK	Montana	MT
Arizona	AZ	Nevada	NV
Minnesota	MN	Tennessee	TN
Mississippi	MS	Texas	TX
Missouri	MO		

\*First letter of each important word in the state name

## **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 13

**Part 1**     **Identify the part of speech of each word in the sentence. Write the abbreviation for the part of speech above each word. Draw an arrow from the adverbs to the words they modify.**

1. George was an extremely restless boy.
2. Nadine's team easily won the game.
3. Luisa almost always brings her lunch.
4. Jackson asked a very silly question.
5. We arrived early.

**Part 2**     **Write a sentence that follows the art.+adj.+n.+v. pattern. Use a caret (^) to edit your sentence by adding an adverb. Write your edited sentence on the second line.**

1. art. + adj. + n. + v. \_\_\_\_\_  
art. + adj. + n. + v. + adv. \_\_\_\_\_  
\_\_\_\_\_
2. art. + adj. + n. + v. \_\_\_\_\_  
art. + adj. + n. + v. + adv. \_\_\_\_\_  
\_\_\_\_\_

**Part 3** Put a check mark in front of the best topic sentence for each paragraph.

(topic sentence) An enormous ocean current, like an underground river, takes warm water from the Gulf of Mexico and carries it along the eastern side of Florida. This Gulf Stream carries warm water up the eastern coast of the United States, then, across the Atlantic Ocean to Britain. This warm Gulf Stream is the reason why Britain has a warmer climate than Maine, even though the two places are about the same distance from the North Pole.

- \_\_\_\_\_ a. Florida is warm because of the Gulf Stream.
- \_\_\_\_\_ b. The Gulf Stream is warm.
- \_\_\_\_\_ c. The Gulf Stream affects the climate in parts of the United States and Europe.

(topic sentence) Many people don't know how to cook or eat this unusual vegetable. To cook an artichoke, first wash it, cut off the stem, cut off the thistles, then, cut off the top third of the artichoke. Open the flower, and spread the leaves out. Put the artichoke in boiling water, cover, and simmer for 30-40 minutes. Drain the water, and cool the artichoke. To eat the artichoke, peel off a leaf, dip it in mayonnaise, put it almost all the way into your open mouth. Close your mouth, and using your teeth, pull the leaf out of your mouth, scraping off the soft underside of the leaf. Chew and swallow. You've cooked and eaten your first artichoke.

- \_\_\_\_\_ a. Artichokes are a delicious, easy to prepare vegetable.
- \_\_\_\_\_ b. There are many unusual vegetables at the market.
- \_\_\_\_\_ c. Artichokes taste best when eaten cold.

(topic sentence) Soccer is the only sport that is more popular than table tennis. Ping pong or table tennis is played by more people in the United States than baseball or football. Table tennis can be played indoors or outdoors and does not need a lot of expensive equipment. It is enjoyed by players of many ages, from six year olds to adults. Ping pong is an exciting and fun game for the whole family.

- \_\_\_\_\_ a. Table tennis originated in England.
- \_\_\_\_\_ b. A form of tennis is the second most popular sport in the world.
- \_\_\_\_\_ c. Table tennis is an indoor sport.

**Part 4** Use your dictionary to find synonyms for each word. Write the synonyms on the line. Replace the word in the sentence with one of the synonyms to help you get the meaning from context. Write the new sentence on the line.

1. dangerous      The power line was dangerous.  
synonym: \_\_\_\_\_  
sentence: \_\_\_\_\_
2. elegantly      The actress dressed elegantly for her role as a princess.  
synonym: \_\_\_\_\_  
sentence: \_\_\_\_\_
3. nation      Kenya is a nation.  
synonym: \_\_\_\_\_  
sentence: \_\_\_\_\_
4. persuade      Jill could not persuade her mother to let her go to the dance.  
synonym: \_\_\_\_\_  
sentence: \_\_\_\_\_
5. tumble      Be careful not to tumble down the stairs.  
synonym: \_\_\_\_\_  
sentence: \_\_\_\_\_

**Part 5** Write the abbreviation for each state.

- |                         |       |                  |       |
|-------------------------|-------|------------------|-------|
| 1. North Carolina       | _____ | 11. Arkansas     | _____ |
| 2. Virginia             | _____ | 12. Delaware     | _____ |
| 3. Ohio                 | _____ | 13. Hawaii       | _____ |
| 4. District of Columbia | _____ | 14. Iowa         | _____ |
| 5. Kansas               | _____ | 15. Maine        | _____ |
| 6. Minnesota            | _____ | 16. New Mexico   | _____ |
| 7. Rhode Island         | _____ | 17. Wyoming      | _____ |
| 8. Wisconsin            | _____ | 18. Pennsylvania | _____ |
| 9. Nevada               | _____ | 19. Oregon       | _____ |
| 10. Louisiana           | _____ | 20. South Dakota | _____ |

**Part 6**     **Edit the paragraph, using proofreading marks.**

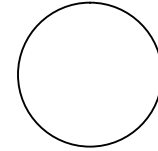
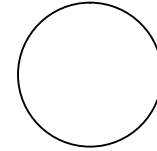
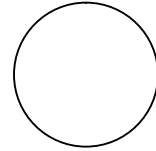
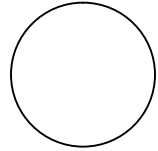
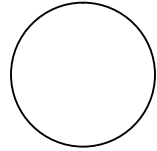
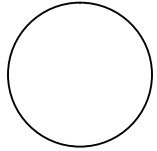
John's Family has always been interested in the Military last summer, John and his Cousin traveled from the midwest to washington, DC to visit the national air and space museum They saw the original wright 1903 Flyer, the spirit of st. louis, and the Apollo 11 command module. They were thrilled to find out they could actually touch a rock that had come from the Moon. John especially enjoyed the uniform exhibit because members of John's Family had fought during The War of Independence, the civil war, world war 1, world war II, and the gulf war. John's Grandfather still has the discharge papers for his Grandfather, william john davis John plans to enlist in the united states air force when he is older. He hopes he'll be chosen to go on a Mission to mars.

**Part 7** Make a diagram for your story changer.

**Title** \_\_\_\_\_

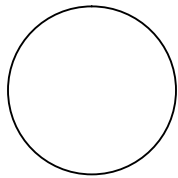
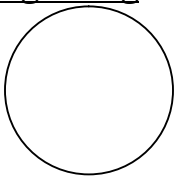
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**Setting**

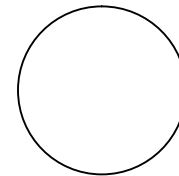
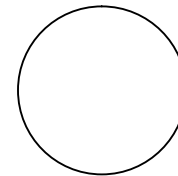
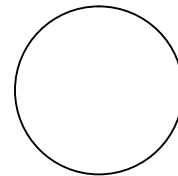
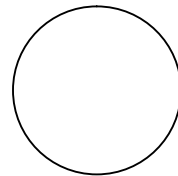
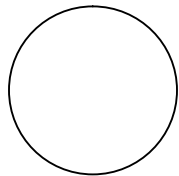
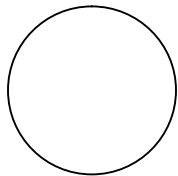
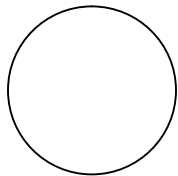


**Story**

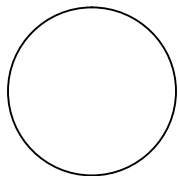
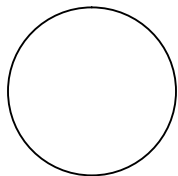
Beginning



Middle



End



Name \_\_\_\_\_

## Lesson 13

## HOMework

**Part 1**     **Circle “D” if it’s a declarative sentence. Circle “Int” if it’s an interrogative sentence. Circle “E” if it’s an exclamatory sentence. Circle “Imp” if it’s an imperative sentence. Put the correct punctuation mark at the end of each sentence.**

- |   |   |     |   |     |
|---|---|-----|---|-----|
| 1. What was the color of his new car      | D | Int | E | Imp |
| 2. The house had new siding installed     | D | Int | E | Imp |
| 3. Who decorated the little tree          | D | Int | E | Imp |
| 4. Quick, we need a fire extinguisher     | D | Int | E | Imp |
| 5. Put your coat on before you go outside | D | Int | E | Imp |
| 6. The umbrella was found on the beach    | D | Int | E | Imp |

**Part 2**     **Read the paragraph. Underline the topic sentence.**

What makes the circus so much fun? Sounds, sights and smells excite every visitor at the circus. The ferris wheel, the roller coaster, the musical ride, and other daring events catch your attention. Music, blaring on the speakers, laughter, and screams of delight are heard all over the grounds. Smells of onions, hot dogs, popcorn, and other treats make everyone want to come back again and again.

**Part 3**     **Edit the paragraph, using proofreading marks.**

The girl guides planned to sell their cookies in april and may. joyce, the oldest girl in the blair family, needed four dozen for andrew wexler, her father’s boss. His office was on crocus avenue joyce would have to take the union city bus to the corner of palm street, and walk the rest of the way. as quickly as she could, joyce made her way to mr wexler’s office she took the elevator to the top floor and found him reading the arbutus magazine she presented him with four boxes of delicious cookies