

LESSON 52

**Note: Add to the class chart titled "Onomatopoeia" during Task A.

HOMEWORK CHECK

(Use the procedure found in Lesson 2.)

DEVELOPING WORD POWER

TASK A:

What kind of language do authors use to help readers get pictures in their minds? (Signal.)

Touch the rule about onomatopoeia in Part 1. I'll read the rule; you follow along with your finger. (Read the rule aloud.) **What is onomatopoeia?** (Signal.) **What does onomatopoeia help readers do?** (Signal.)

Touch the example. Read the sentence. (Call on a student.) **What sound did the ghost make when it moaned?** (Signal.) **What kind of marks did the author make around the sound the ghost made?** (Signal.)

Give me an example of new onomatopoeia that you want to add to the class chart. First, tell me what's making the sound; then, tell me the sound. (Call on several different students. Record responses as correctly punctuated sentences on the class chart. Point out the punctuation marks you used for each item.)

HOMEWORK

TASK B:

Touch the instructions in Part 2. I'll read the instructions; you follow along. (Read the instructions aloud.)

You will complete the items in Part 2 for homework.

DEVELOPING PARAGRAPH POWER

TASK C:

Touch the rule in Part 3. (Pause.)

Read the rule. (Signal.) **What kind of paragraph makes pictures in readers' minds?** (Signal.)

Touch the example of a descriptive paragraph. The author wants you to get a picture of what it's like to go sailing on a summer day. (Call on different students to read part of the example aloud.) **What would you see if you imagined sailing on a summer day?** (Call on a student. Idea: sunlight sparkling on the little ripples of water.) **What would you hear?** (Call on a student. Idea: sails flapping, water rippling.) **What would you smell?** (Call on a student. Idea: flowers) **What would you feel?** (Call on a student. Idea: warm from the sun, a soft breeze, the safety of the life jacket, relaxed.)

HOMEWORK

TASK D:

Touch the instructions in Part 4. I'll read the instructions; you follow along. (Read the instructions aloud.) **For homework, you will plan a descriptive paragraph about a city.**

When you plan this paragraph, you will first choose a city to describe. Think for a minute about the city you will choose. Tell me the city that you chose. (Call on 3-4 different students. Accept appropriate responses that name a city.)

Imagine what you would see in this city. Tell us what you would see. (Call on 3-4 different students. Accept appropriate responses.) **Tell me what you would hear.** (Call on 3-4 different students. Accept appropriate responses.) **When you write this part of the plan, you can use onomatopoeia to help the reader imagine the sounds.**

Tell me what you would smell. (Call on 3-4 different students. Accept appropriate responses.) **Tell me what you would feel.** (Call on 3-4 different students. Accept appropriate responses.)

For homework, you will make up a plan of your own for a paragraph that would describe a city.

LESSON 52

Name _____

Date _____

Part 1 WORD POWER.

Onomatopoeia is using words to imitate sounds. Onomatopoeia helps readers imagine sounds they would hear.

Example: "O-o-o-o," moaned the ghost.

Part 2 WRITING ONOMATOPOEIA

Write a sentence that uses onomatopoeia for each item.

1. The bees flew angrily around the hive, _____

- 2 _____, the rush hour traffic
could be heard from the street.
3. Heavy footprints sounded on the creaky stairs, _____
_____.

Part 3 DESCRIPTIVE PARAGRAPHS

A descriptive paragraph uses words to make pictures in readers' minds.

Example: The summer day was perfect for sailing. Warm sunlight sparkled on the little ripples of the water. A soft breeze flapped the sails. The air was filled with the sweet smell of flowers from the nearby gardens. I felt very safe in my new life jacket. This was what sailing should always be like.

Part 4 DESCRIPTIVE PARAGRAPH WRITING

Fill in the plan to help you write a paragraph to describe a city. Think about what your senses tell you when you are in the city you are describing.

A CITY (topic sentence)

(1st detail)
SEE? _____

(2nd detail)
HEAR? _____

(3rd detail)
SMELL? _____

(4th detail)
FEEL? _____

(closing sentence)

LESSON 53

****Note:** Add to the class chart titled “Onomatopoeia” during Task A.

Students will need to take home their completed sheets from Lesson 52 to assist them with their homework assignment.

HOMWORK CHECK

(Use the procedure found in Lesson 2.

Have each student tell a partner about his or her plan for writing a descriptive paragraph about a city. Call on a few students to tell the class about their plans.)

DEVELOPING WORD POWER

TASK A:

What kind of language do authors use to help readers get pictures in their minds? (Signal.)

Touch the rule about onomatopoeia in Part 1. Read the first sentence of the rule. (Call on a student.) **What is onomatopoeia?** (Signal.) **Read the second sentence of the rule.** (Call on a student.) **What does onomatopoeia help readers do?** (Signal.)

Give me an example of new onomatopoeia that you want to add to the class chart. First, tell me what’s making the sound; then, tell me the sound. (Call on several different students. Record responses as correctly punctuated sentences on the class chart. Point out the punctuation marks you used for each item.)

HOMework

TASK B:

Touch the instructions in Part 2. I’ll read the instructions; you follow along. (Read the instructions aloud.)

You will complete the items in Part 2 for homework.

DEVELOPING PARAGRAPH POWER

TASK C:

Touch the rule in Part 3. This is an important rule about descriptive paragraphs.

Read the rule. (Call on a student.) **What kind of paragraph makes pictures in peoples’ minds?** (Signal.)

Touch the example of a descriptive paragraph. The author wants you to get a picture of what it’s like in a forest. (Call on different students to read part of the example aloud.) **What did you see when you imagined being in a forest?** (Call on a student. Idea: the forest all around me, towering trees that looked like skyscrapers.) **What did you hear?** (Call on a student. Idea: silence.) **What did you smell?** (Call on a student. Idea: pine sap.) **What did you feel?** (Call on a student. Idea: calm, safe, peaceful.)

TASK D:

Touch the instructions in Part 3. I’ll read the instructions; you follow along. (Read the instructions aloud.)

(Give each student a copy of the plan they made for describing a city.) **Let’s look at the plans you made for a descriptive paragraph about a city.**

For homework, you are going to use your plan to help you write descriptive sentences about the city you chose.

When you write the sentence for what you hear, use onomatopoeia to help the reader imagine the sounds.

LESSON 53

Name _____

Date _____

Part 1 WORD POWER

Onomatopoeia is using words to imitate sounds. Onomatopoeia helps readers imagine sounds they would hear.

Part 2 WRITING ONOMATOPOEIA

Write a sentence that uses onomatopoeia for each item.

1. The sound of the speeding ambulance filled the air, _____

2. The baby wailed all night long, _____

3. _____, howled the wolf.

Part 3 DESCRIPTIVE PARAGRAPHS

A descriptive paragraph uses words to make pictures in readers' minds.

Example: The forest was all around me. I gazed up at the towering trees that looked like skyscrapers. Everything was silent. It was as if I could actually smell the color green. How calm and safe I felt amongst those giants. Sitting with my back against a trunk, I enjoyed the peace.

Use the plan from the last lesson to help you write descriptive sentences about the city you chose.

Topic sentence: _____

See sentence: _____

Hear sentence: _____

Smell sentence: _____

Feel sentence: _____

Closing sentence: _____

LESSON 54

****Note:** Prepare a class chart titled "Alliteration" to be used during Task A.

Students will need to take home their completed sheets from Lesson 52 and 53 to assist them with their homework assignment.

HOMEWORK CHECK

(Use the procedure found in Lesson 2.

Have students read their descriptive sentences to a partner. Call on a few students to read one of their sentences aloud to the class.)

DEVELOPING WORD POWER

TASK A:

Touch the rule about alliteration in Part 1. I'll read the rule; you follow along. (Read the rule aloud.) **What is alliteration?** (Signal.)

Read the first example. (Call on a student.) **What 3 words in this sentence show alliteration?** (Signal.) **Read the second example.** (Call on a student.) **What 4 words in this sentence show alliteration?** (Signal.)

We are going to brainstorm a list that demonstrates alliteration. Raise your hand if you can tell us a group of words that demonstrates alliteration. (Call on several different students. Record student responses on class chart.)

DEVELOPING SENTENCE POWER

HOMEWORK

TASK B:

Touch the instructions in Part 2. I'll read the instructions; you follow along. (Read the instructions aloud.)

You will complete Part 2 for homework.

DEVELOPING PARAGRAPH POWER

TASK C:

Touch the rule in Part 3. (Pause.) This is an important rule about descriptive paragraphs.

Read the rule. (Call on a student.) **What kind of paragraph makes pictures in readers' minds?** (Signal.)

TASK D:

Touch the instructions in Part 4. I'll read the instructions; you follow along. (Read the instructions aloud.)

(Give each student a copy of the plan they made for describing a city.) **Look at the sentences you wrote in Lesson 53.**

LESSON 54

Name _____

Date _____

Part 1 WORD POWER

Alliteration is the use of the same sound at the start of multiple words in a group of words.

Example: Lazy lizards languished in the sun.
Several slippery silkworms slithered up the plant.

Part 2 USING ALLITERATION

Write 3 sentences that use alliteration.

1. _____

2. _____

3. _____

Part 3 DESCRIPTIVE PRAGRAPHS

A descriptive paragraph uses words to make pictures in readers' minds.

Part 4 DESCRIPTIVE PARAGRAPH WRITING

Rewrite your sentences from the last lesson:

- 1) Change 1 sentence into a simile.
- 2) Use onomatopoeia with the hearing sentence.
- 3) Use alliteration in 1 sentence.

Topic sentence: _____

See sentence: _____

Hear sentence: _____

Smell sentence: _____

Feel sentence: _____

Closing sentence: _____

LESSON 55

**Note: Add to the class chart titled "Alliteration" during Task A.

Students need to take home their completed sheets from Lessons 52, 53, and 54 to assist them with their homework assignments.

HOMEWORK CHECK

(Use the procedure found in Lesson 2.

Have students read their descriptive sentences to a partner. Call on a few students to read one of their sentences aloud to the class.)

DEVELOPING SENTENCE POWER

TASK A:

What kind of language do authors use to help their readers get pictures in their minds? (Signal.)

Touch the rule about alliteration in Part 1. Read the rule. (Call on a student.) **What is alliteration?** (Signal.)

Read the first example. (Call on a student.) **What 3 words in this sentence show alliteration?** (Signal.) **Read the second example.** (Call on a student.) **What 3 words in this sentence show alliteration?** (Signal.)

Raise your hand if you can tell us a group of words that demonstrates alliteration that we can add to the class chart. (Record responses on the class chart.)

DEVELOPING PARAGRAPH POWER

HOMEWORK

TASK B:

Touch the instructions in Part 2. I'll read the instructions; you follow along. (Read the instructions aloud.)

You will complete the items in Part 2 for homework.

TASK C:

Touch Part 3. I'll read the instructions; you follow along. (Read the instructions aloud.)

Remember to use your plan and the descriptive sentences that you wrote to help you. (Make sure that each student has a copy of their completed homework from Lessons 52, 53, and 54 for reference.)

LESSON 55

Name _____

Date _____

Part 1 WORD POWER

Alliteration is the use of the same sound at the start of multiple words in a group of words.

Example: Betty buttered biscuits while they were warm.
Very vocal visitors are annoying.

Part 2 USING ALLITERATION

Write 3 sentences that use alliteration.

- 1. _____

- 2. _____

- 3. _____

Part 3 DESCRIPTIVE PARAGRAPH WRITING

Choose your best sentences from the last two lessons and write a paragraph that describes the city you chose. Remember to indent and keep your sentences in order. You may use another sheet of paper if you need more space for writing.

LESSON 56

****Note:** Students need to take home their completed sheet from Lesson 55 to assist them with their homework assignment.

HOMEWORK CHECK

(Use the procedure found in Lesson 2.

Have students read their descriptive paragraphs to a partner. Call on a few students to read their paragraphs aloud to the class.)

DEVELOPING STUDY POWER

HOMEWORK

TASK A:

Tomorrow, you will have a quiz. The marks from this quiz will be part of your mark for the term. Your homework will help you get ready for tomorrow's quiz.

Touch the instructions in Part 1. I will read them; you follow along. (Read the instructions aloud.)

(Make sure that every student has the homework sheet that he or she completed for Lesson 55.) **For homework, you will edit and proofread the descriptive paragraph that you wrote.**

Touch the editing part of the checklist. You will edit your paragraph for 9 items. Tell me the first item. (Call on a student. Repeat this process for the remaining items.)

Touch the part of the checklist that shows the proofreading marks. Use these marks to show what changes you need to make when you do the final copy. Do not actually make the changes, just put in the proofreading marks.

Touch the proofreading mark that you would use to show that a word needs a capital? (Check.) Touch the proofreading mark that you would use to

show that a word doesn't need a capital? (Check.) Touch the proofreading mark that you would use to show that a sentence needs a period. (Check.) Touch the proofreading mark you use to show that you need to check the spelling of a word. (Check.) Touch the proofreading mark you use to show the first word of a paragraph needs to be indented. (Check.)

Touch the part of the checklist that shows proofreading for paragraphs. Make sure that you have indented the first word of your paragraph. If you haven't, use the proofreading mark that tells you that you need to indent.

Touch the heading Proofreading for capitals. You will proofread your paragraph for capitals. What will you check for first? (Signal.) What will you check for next? (Signal.) What will you check for last? (Signal.)

Touch the part of the checklist that shows proofreading for punctuation. Check to make sure that each of your sentences has an end mark.

Finally, proofread your paragraph for spelling. Check each sentence by looking carefully at each word in the sentence.

If you have not spelled a word correctly, what proofreading mark do you use to show that you need to spell that word correctly? (Signal.)

Raise your hand if you can tell us one place you can find the correct spelling of words. (Call on different students. Idea: use a dictionary, ask someone, class chart, book.)

(Encourage students to use a dictionary to find correct spelling. If students do not yet know how to use a dictionary, have them circle words they think are spelled incorrectly. Give them the correct spelling during the homework check that is completed before the quiz.)

LESSON 56
GETTING READY FOR A QUIZ

Name _____
Date _____

Part 1 EDITING AND PROOFREADING

You will be writing a final copy of the paragraph you wrote in Lesson 55 for tomorrow’s quiz. Put a check mark beside the items on the following checklist to make sure that you have edited and proofread your paragraph carefully. You will be expected to use similes, onomatopoeia, and alliteration in your paragraph.

Editing:

- topic sentence _____
- see sentence _____
- hear sentence _____
- smell sentence _____
- feel sentence _____
- closing sentence _____

- simile _____
- onomatopoeia _____
- alliteration _____

Proofreading marks:

- fred needs a capital
- Spring doesn’t need a capital
- ⊙ needs a period
- thay check spelling
- ¶ indent for a new paragraph

Proofreading for paragraphs:

First word indented _____

Proofreading for capitals:

- beginning of sentences _____
- names people _____
- places _____

Proofreading for punctuation:

periods/end marks _____

Proofreading for spelling:

- topic sentence _____
- sentence 1 _____
- sentence 2 _____
- sentence 3 _____
- sentence 4 _____
- closing sentence _____

LESSON 57

****Note:** Students will need their homework sheets from Lessons 55 and 56.

TESTING YOUR PROOFREADING POWER

TASK A:

Today, you will have a quiz. The marks for this quiz will be part of your mark for this term. This quiz tests you on what you have learned about writing descriptive paragraphs.

Touch the instructions in Part 1. I'll read the instructions; you follow along. (Read the instructions aloud.)

You may now begin.

