

## Lesson 6 (Chapters 11 and 12, Pages 60 - 69)

List 1	List 2	List 3	List 4	Vocabulary Expressions
frost cancel	whispered muttered hollered wailed sputtered	stopped nodded slapped shopped grabbed mopped	notebook overhead everything handwriting forehead windstorm rainbow	You've ruined everything.

### Word Lists

#### Decoding Word Lists

(Ask the students to turn to page 11 in their student booklets, find the heading "Words from the Story," and get ready to read the words in list 1 aloud.)

Follow the instructions for Exercises 1-3 and the correction procedure from the previous lessons to present the word lists. You should firm each list to mastery.

List 1: vocabulary words

List 2: "e-d" words

List 3: "e-d" words, doubling final consonant

List 4: compound words

List 5: vocabulary expressions

**Let's talk about what these words mean. Touch list 1. The first word in list 1 is *frost*. Frost is moisture that freezes on a surface. What's frost?** (Signal.) *Frost is moisture that freezes on a surface.*

**Frost only happens in places where there are freezing temperatures. It can make a**

**crunchy coating on grass and beautiful patterns on windows. It can freeze the moisture in the leaves of plants and burst the cells; that will kill the plant if the frost is very cold.**

**The last word is *cancel*. When you cancel something you stop it from happening. I'll say it one way, you say it the other. Our field trip to the museum was stopped from happening.** (Signal.) *Our field trip to the museum was canceled.*

**Touch list 2. These words have something in common. What do these words have in common?**  
Ideas: *All of these words end with the letters "e-d" and tell about something that happened before. All of these words are ways of saying "said."*

**Touch list 3. These words have something in common. What do these words have in common?**  
Idea: *All of the words end with the letters "e-d" and tell about what happened before.*

**There's something else interesting about these words. A**

**root word is a word from which other words can be made. What's a root word?** (Signal.) *A root word is a word from which other words can be made.*

**For example, the root of the first word is "mop." Spell it, ready?** (Signal.) *M-o-p.* **But we have to do something else to the word mop before we add the "e-d" ending to make it tell about what happened before. What do we have to do?** Idea: *We have to add another "p" before the "e-d."*

**That's right, we have to double the last consonant, "p" in mop before we add the "e-d" ending. What would happen to the word if we didn't double the consonant "p?"** Idea: *The word would be "moped" with a long "o" sound. That's not the same word! Right, we have to double the consonant "p" to keep the short "o" sound in mop.*

**Look at the rest of the words in list 3. Do they follow the same pattern of doubling the last consonant in the root word?** (Signal.) *Yes. What consonant is doubled in nodded?* (Signal.) *"D."* (Repeat this process for the remainder of the words in List 3.)

**Touch list 4. All of these words have something in common. What is it?** Idea: *All of these words are compound words. Yes, all of these words are compound words. Get ready to say the two small words that make up each compound word. Handwriting.* (Signal.) *Hand*

*and writing. Forehead.* (Signal.) *Fore and head.* (Repeat this process for the remaining words in the list.)

### Vocabulary Expressions

**Touch the first words in list 5. Those words say *You've ruined everything.* The words *You've ruined everything* blame someone else for all of your problems. Sometimes, when people become upset, it's easy to say *you've ruined everything* even though it's only one thing that's ruined. Usually, that thing can be fixed, too. Can you think of a time when you said or thought that someone else had ruined everything?** (Call on two or three students. Accept reasonable responses.)

### What's Happened So Far

**Things are still in a mess in Bailey City and the Bailey School kids feel responsible. Only Melody has a wish left. The responsibility for saving Bailey City rests on her shoulders.**

**Let's continue reading the story, beginning with chapter 11.**

### Story Reading

(Call on individual students to read parts of the chapter aloud. Make sure that every student has a turn to read at least one part.)

(Have the students open their books to chapter 11.) **What's the title of chapter 11?** *Don't Blow It! Don't blow it is an expression that*

**means don't make a big mistake. I hope the Bailey School kids aren't going to make things even worse.**

(Ask these questions after the students have read to the end of the page.)

### Page 60

**Why does Liza tell Melody to be careful what she wishes for?** Idea: *If Melody makes the wish the wrong way, there are no more wishes to fix things up.*

### Page 61

**Eddie says something that's rather surprising on this page. Can you find it and read his words?** Idea: *You've ruined everything. Yes, Eddie yells to Eugene that he has ruined everything. But hasn't Eddie always said that Eugene couldn't be responsible? What does Eddie really think?* Idea: *It seems like Eddie really thinks that Eugene could be responsible.*

### Page 62

**Tell one wish that turned out badly.** Ideas: *There is a flood coming. Many students are sick from eating junk food. Mrs. Jeepers may lose her job because she has been too nice.*

### Page 63

**Where do you suppose Eugene is? Tell why you think that.** (Call on several students. Accept reasonable responses.)

### Page 64

**Do you think that Melody's wish is a good one? Why or why not?** Idea: *I think Melody's wish is perfect. "Normal" means that things will be the way they usually are and that means no snow, no junk food, no flooding, and no Eugene!*

(Have the students turn to chapter 12.) **What's the title of chapter 12? Four Genies. Predict what you think will happen in chapter 12.** Ideas: *The Bailey School kids will become genies, the Bailey School kids will act like genies and work to make things change, Eugene will give each one of the kids a genie.*

### Page 65

**What are four things that have gone back to normal?** Ideas: *The food delivery truck is back. The yard is full of litter. The twinkling lights are gone. Eugene is gone.*

### Page 66

**What has stopped the flood that seemed sure to happen?** Idea: *It has gotten colder so all the extra snow on Ruby Mountain has frozen again instead of melting and flooding the city.*

### Page 67

**Do the children know that the note is really from Eugene?** Idea: *No, they don't know for sure but they think it is.*

**What's one thing that would make them think the note is from Eugene?** Ideas: *It's in a bottle. It looks like an old scroll. It talks about wishes.*

**What task will the children take care of, since they can make wishes come true on their own?** Idea: *They are going to clean up the yard themselves instead of just wishing for it like they did earlier.*

### Page 69

**Why is Eddie's last statement so funny?** Idea: *It is funny because it is what genies say when they are released from their entrapment.*

### Student Booklet, Lesson 6

(These activities may be completed as a guided or independent activity depending on the skill level of your students. If the activities are to be completed as a guided activity, pause after each section to allow the students sufficient time to complete the tasks. If the activities are to be completed as an independent activity, have the students read all the instructions, and then allow sufficient time for the students to complete the tasks on pages 13 and 14.

Ask the students to turn to page 13 in their student booklets, and find the heading "Learning About Words." Call on a student to read the instructions.

Ask the students to find the heading "Understanding the Story." Call on a student to read the instructions.

Ask the students to find the heading "Showing What I Have Learned." Call on a student to read the instructions.

This writing activity is a guided activity.)

**Listen while I read Eugene's message again. It is within you to make wishes come true. What do you think it means?** Ideas: *You have the ability to make wishes come true. If you are willing to work hard, your wishes can happen.*

**Can you think of an example from the story where the kids' hard work might make a wish come true?** Idea: *They're going to clean up the yard that's next to the school.*

**Can you think of an example from another story we have read where hard work made a wish come true?** (Accept reasonable responses.)

**Can you think of an example from someone's life where hard work made a wish come true?** (Accept reasonable responses.)

**Can you think of an example from your own life where hard work made a wish come true?** (Accept reasonable responses.)

**Now that you've thought about the message and some examples, you're ready to begin writing your**

**paragraph. What did the instructions tell you to do?**  
*Write a paragraph that explains what the message means.*

**What are you to do first?** *Pull the reader into your writing by asking a question. What question could you ask?* Ideas: *Do you believe it is within you to make wishes come true? What does it mean when someone says "It is within you to make wishes come true?"*

**Think about a beginning sentence you could write that would ask a question that would pull the reader into your writing. Remember to include the message in your opening sentence.** (Allow sufficient time for the students to write.)

**What did the instructions tell you to do next?** *Tell what you think the message means. Write a sentence that uses your own words to tell what the message means.* (Allow sufficient time for the students to write.)

**Then what did the instructions tell you to do?** *Give at least three examples that show what the message means. Write a sentence that gives one example that shows what the message means. It may be from a story, from someone's life, or from your own life.* (Allow sufficient time for the students to write.)

**Write a sentence that gives another example that shows what the message means. It may be**

**from a story, from someone's life, or from your own life.** (Allow sufficient time for the students to write.)

**Write a third sentence that gives another example that shows what the message means. It may be from a story, from someone's life, or from your own life.** (Allow sufficient time for the students to write.)

**What did the instructions tell you to do last? Write an ending sentence that brings your paragraph to a satisfying conclusion. Another way of saying end is conclusion. What's another way of saying end?** (Signal.) *Conclusion. What does conclusion mean?* (Signal.) *End.*

**What sentence could you write to bring your paragraph to a satisfying conclusion?** Ideas: *Work hard and your wishes can come true too. You, too, can make your wishes come true by working hard. Write an ending sentence that brings your paragraph to a satisfying conclusion.* (Allow sufficient time for the students to write.)

(When the students have completed writing the paragraph, follow this editing procedure using the Writer's Checklist found at the bottom of page 14 in the Student Booklet.)

**Quietly read the paragraph you've written.** (Allow the students sufficient time to read to themselves.)

## Ideas

**First, we'll check for your ideas. I'll read the first item on the Writer's Checklist. First sentence is a question that pulls the reader into my writing. Read your first sentence again. (Pause.)**

**Did you write an opening question that pulls the reader into the writing? If you didn't write an opening question, change the words in your sentence so it does ask a question. (Pause.)**

**Now, that you know your first sentence is a question that pulls the reader into the writing, you may put a check mark in the circle in front of the first item on the Writer's Checklist.**

**I'll read the second item on the Writer's Checklist. I explained what the expression means. Read what you've written. (Pause.)**

**Did you explain what the expression means? If you didn't explain what the expression means, add a sentence to your paragraph that does explain what the expression means. (Pause.)**

**Now, that you know you've explained what the expression means, you may put a check mark in the circle in front of the second item on the Writer's Checklist.**

**I'll read the third item on the Writer's Checklist. I included three examples that show what**

**the message means. Read your middle sentences again. (Pause.)**

**Did you include three examples that show what the message means? If you did not include three examples that show what the message means, change the words in your sentences so they do include examples that show what the message means. (Pause.)**

**Now, that you know you've included three examples that show what the message means, you may put a check mark in the circle in front of the third item on the Writer's Checklist.**

**I'll read the fourth item on the Writer's Checklist. I wrote an ending sentence that brings my paragraph to a satisfying conclusion. Read your ending sentence again. (Pause.)**

**Does your ending sentence bring your paragraph to a satisfying conclusion? If your ending sentence doesn't bring your paragraph to a satisfying conclusion, change the words in your sentence so they do bring your paragraph to a satisfying conclusion. (Pause.)**

**Now, that you know your ending sentence brings your paragraph to a satisfying conclusion, you may put a check mark in the circle in front of the fourth item on the Writer's Checklist.**

## Organization

**The second thing we check for when we write is how we organize our ideas. Your paragraph needs a beginning, a middle, and an end. Your question is the beginning. Your explanation that tells what the expression means, and your examples that show what the message means are the middle. The sentence that brings your paragraph to a satisfying conclusion is the end.**

**Look at your sentences that show what the message means. Decide which order you want to use for your examples. If your sentences are not in the order you want them, write a number 1 in a small circle in front of the example you want to go first. (Pause.) Write a number 2 in a small circle in front of the example you want to go second. Pause. Write a number 3 in a small circle in front of the example you want to go third. (Pause.)**

**Now, that you're sure you like the order of your sentences, you may put a check mark in the circle in front of the fifth item on the Writer's Checklist.**

## Voice

**The third thing we check for when we write is called voice. Voice is the way the writer "talks" to the reader.**

**I'll read the next item on the Writer's Checklist. My paragraph**

**sounds like I'm talking to the reader. Read your paragraph again to yourself, and see if there are any words you want to change to make your paragraph sound like you're talking to the reader. You may cross out any words you want to change, and write the new word above the crossed out word. (Pause.)**

**Now, that you've carefully checked that you've used words that make your paragraph sound like you're talking to the reader, you may put a check mark in the circle in front of the sixth item on the Writer's Checklist.**

## Word Choice

**The fourth thing we check for when we write is how carefully we've chosen the words we've used. I'll read the seventh item on the Writer's Checklist. I carefully thought about which words I wanted to use.**

**Read your paragraph again to yourself to see if there are any words you want to change to make your ideas clearer, or your paragraph more interesting. You may cross out any words you want to change, and write the new word above the crossed out word. (Pause.)**

**You may want to add some words. If you want to add any words, make a mark like this (demonstrate making a caret ^ on the board) and write the word above the mark. (Pause.)**

**Now, that you've carefully thought about the words you've used, you may put a check mark in the circle in front of the fifth item on the Writer's Checklist.**

### Sentence Fluency

**The fifth thing we check for when we write is how well our paragraph sounds when we read it out loud. I'll read the next item on the Writer's Checklist. My paragraph sounds right when I read it aloud.**

**Read your paragraph quietly out loud to yourself. If you don't like the way it sounds, you may change some of the sentences so that your paragraph sounds better. (Pause.)**

**Now, that you've checked that your paragraph sounds right, you may put a check mark in the circle in front of the eighth item on the Writer's Checklist.**

### Conventions

**Just as mechanics have to use the right tools to keep your family car running well, writers use tools to make their paragraphs run well. Capital letters, end marks, and correct spelling are some of the mechanics of writing.**

**I'll read the next item on the Writer's Checklist. I correctly capitalized and punctuated each sentence. Read your first sentence. Remember, your first sentence is a question. Does it**

**begin with a capital letter and end with a question mark? If it doesn't, fix it.**

**Remember, your next four sentences are telling sentences. Read your next sentence. Does it begin with a capital letter and end with a period? If it doesn't, fix it. (Repeat procedure for each sentence in the middle of the paragraph.)**

**Read your last sentence. Is it an asking sentence or a telling sentence? Does it begin with a capital letter and end with the correct end mark? If it doesn't, fix it.**

**Now, that you've checked that your sentences begin with capital letters and end with ending marks, you may put a check mark in the circle in front of the ninth item on the Writer's Checklist.**

**I'll read the last item on the Writer's Checklist. I checked my spelling. Writers use a trick to check their spelling. They start at the last word and read to the first word. Start at the last word. If you think you've not spelled it correctly, circle it. If you think you've spelled it correctly, move to the next word. (Allow sufficient time for the students to check the spelling of each word they've written.)**

**Now, that you've checked that you've spelled the words correctly, you may put a check mark in the circle in front of the last item on the Writer's Checklist.**



**Raise your hand if you have circled any words, and I'll write the correct spelling on the board. Then you may write the correct spelling above the circled word.**

(Allow the students sufficient time to correct their spelling. Have the students record the correct spelling of any words they had misspelled on the "Words I Want to Remember" page near the front of the Student Booklet.)

If you wish students to complete a final draft of their paragraphs, provide them with lined paper. Staple the final copy onto page 14 in their student booklets.)

### Reading Checkout Chapter 9

(Students who didn't have the opportunity to read individually at the end of Lesson 5 should read the 100 word passage from chapter 9, beginning with the first word of the chapter (Mrs.) and reading to the end of the last complete sentence on the page. You should stop timing the checkout after the hundredth word (gum).)

Record reading rate and accuracy on page 18 in the Student Booklet. Record any words the student misread on the "Words I Want to Remember" page near the front of the Student Booklet.

### Answer Key Lesson 6

#### **Learning About Words**

Handwriting—writing done by hand

Windstorm—a storm with lots of wind

Notebook—a book for writing notes

Forehead—the part of your face above your eyebrows

1. rumbled
2. nodded
3. grabbed
4. wailed

#### **Understanding the Story**

2, 1, 4, 5, 3, 6

#### **Showing What I Have Learned**

Sample:

Do you believe it is within you to make wishes come true? I think this means you have the power to make changes in your world if you try hard. The Bailey School kids changed their world by volunteering to clean up the yard next to the school. Abraham Lincoln wished that all men could be free, and he worked hard to free the slaves. My mom wished for a better job, so she studied hard at university. You too can make your wishes come true if only you'll work hard!

## Lesson 6 (Chapters 11 and 12, Pages 60-69)

### Words from the Story

List 1	List 2	List 3	List 4	Vocabulary Expressions
frost cancel	whispered muttered hollered wailed sputtered	stopped nodded slapped shopped grabbed mopped	notebook overhead everything handwriting forehead windstorm rainbow	You've ruined everything.

### Learning About Words

Draw a line from the end of the word to the beginning of its meaning.

handwriting	the part of your face above your eyebrows
windstorm	writing done by hand
notebook	a storm with lots of wind
forehead	a book for writing notes

Write the form of the word that means what happened before.

1. Thunder (rumble) \_\_\_\_\_ nearby.
2. Melody (nod) \_\_\_\_\_ her head.
3. She (grab) \_\_\_\_\_ a piece of paper.
4. We're going to be blown away," Liza (wail) \_\_\_\_\_

### Understanding the Story

Number these events in the order they happened.

- \_\_\_\_\_ The wind got stronger and stronger.
- \_\_\_\_\_ The sky got dark.
- \_\_\_\_\_ The yard behind the school was full of litter again.
- \_\_\_\_\_ Eddie found a small brown bottle.
- \_\_\_\_\_ Melody wished for everything to be back to normal.
- \_\_\_\_\_ The Bailey School kids decided they would clean up the yard.

## Showing What I Have Learned

Write a paragraph.

Eugene left a message that said, “It is within you to make wishes come true.” Write a paragraph that explains what the message means. First, pull the reader into your writing by asking a question. Then tell what you think the message means. Give at least three examples that show what the message means. Last, write an ending sentence that brings your paragraph to a satisfying conclusion.

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### Writer's Checklist

- First sentence is a question that pulls the reader into my writing.
- I explained what the expression means.
- I included three examples that show what the message means.
- I wrote an ending sentence that brings my paragraph to a satisfying conclusion.
- I organized my paragraph with a beginning, a middle, and an ending.
- My paragraph sounds like I am talking to the reader.
- I carefully thought about which words I wanted to use.
- My paragraph sounds right when I read it aloud.
- I correctly capitalized and punctuated each sentence.
- I checked my spelling.