

UNIT OF STUDY

Title: Writing/Grammar 2 nd Quarter Subject/Course: Language Length: October 15-December 3 (TLI December 4) Topic: Writing/Grammar Skills Grade: 5 Designer: Yamber/Franks	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: <ol style="list-style-type: none"> 1. Effective writers employ a wide range of writing strategies and different process elements to communicate with different audiences for a variety of purposes. 2. Effective readers and writers use a variety of technological and informational resources to gather, evaluate, and synthesize data and to create and communicate knowledge. 3. Effective readers and writers develop an understanding and respect for linguistic diversity and use their first language to develop competency in the English language arts and content across the curriculum. 	ESSENTIAL QUESTIONS: <ol style="list-style-type: none"> 1. How does an author determine the purpose for writing? 2. How does an author determine the audience for a piece of writing? 3. How does an author develop a plan before beginning to write? 4. How does drafting help an author get her/his ideas on paper? 5. How can writing be improved through revising? 6. How can writing be improved through editing? 7. When is a piece of writing ready to share with an audience?
STUDENT LEARNING EXPECTATIONS: <u>Ongoing/Pre-writing</u> W.5.5.2 Select the form of writing that addresses the intended audience <u>Ongoing/Drafting</u> W.5.5.6 Write to reflect ideas/interpretations of multicultural and universal themes and concepts W.5.5.7 Write with and without prompts for a sustained period of time W.5.5.9 Write on demand with or without prompt within a given time frame W.5.5.10 Write across the curriculum <u>Ongoing/Revising</u> W.7.5.2 Use a variety of sentence types and lengths (see Conventions Standard 6) W.7.5.7 Use writer's checklist or scoring guides/rubrics to improve written work W.7.5.8 Self-evaluate writing using checklists or scoring guides/rubrics W.7.5.6 Use logical sequence <u>Ongoing/Editing</u> W.6.5.8 Spell words by applying the correct spelling of roots, bases, and affixes W.6.5.9 Spell homonyms correctly according to usage W.6.5.10 Apply conventional rules of capitalization in writing <u>Ongoing/Publishing</u> W.4.5.12 Use available technology for sharing and/or publication W.4.5.14 Publish/share according to purpose and audience	<u>Second Quarter/Pre-writing</u> W.4.5.1 Generate ideas using such strategies as reading, discussion , focused free-writing, observing , and brainstorming W.4.5.2 Organize ideas by using such graphic organizers as webbing , mapping, and formal outlining with main topics W.4.5.3 Demonstrate an awareness of purpose and audience with emphasis on expository and letter writing W.4.5.4 Use available technology to access information by using a card catalog W.4.5.5 Use pre-writing to draft expository paragraphs within an essay with emphasis on the following: - central idea - explanation - elaboration - unity - purpose and audience W.4.5.6 Organize expository paragraphs that include a topic sentence, supporting details, and a concluding sentence. <u>Second Quarter/Drafting</u> W.5.5.1 Write to describe, to inform, to entertain, to explain, and to persuade W.5.5.3 Create expository, narrative, descriptive, and persuasive writings W.4.5.7 Create an effective lead sentence for each paragraph by using such features as questions or exclamations W.5.5.5 Write research reports using summarizing and paraphrasing <u>Second Quarter/Revising</u> W.7.5.3 Use transition words W.4.5.8 Revise content for - central idea - organization (i.e. beginning/middle/end; sequencing ideas; major points of information , etc.) - unity - elaboration - clarity

	<p>W.4.5.9 Revise style for</p> <ul style="list-style-type: none"> -sentence variety -tone -voice -selected vocabulary -selected information <p>W.6.5.4 Define, identify, and use natural and inverted sentence order for emphasis and variety.</p> <p>W.4.5.10 Revise writing using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, rubric, and/or reference materials (i.e. dictionary, thesaurus, etc.)</p> <p>W.6.5.6 Define and identify the parts of speech to construct effective sentences</p> <ul style="list-style-type: none"> -common and proper nouns -pronouns to avoid repetition -active and linking verbs -adjectives to modify nouns and pronouns -adverbs to modify verbs, adjectives, and other adverbs -conjunctions to join -interjections for excitement -prepositions to indicate relationships <p><u>Second Quarter/Editing</u></p> <p>W.4.5.11 Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> -Sentence formation <ul style="list-style-type: none"> • Completeness • Absence of fused sentences • Expansion through standard coordination and modifiers • Embedding through standard subordination and modifiers • Standard word order -Usage <ul style="list-style-type: none"> • Standard inflections • Agreement • Word meaning • Conventions -Mechanics <ul style="list-style-type: none"> • Capitalization • Punctuation • Formatting • Spelling <p>W.6.5.7 Apply conventions of grammar with emphasis on the following:</p> <ul style="list-style-type: none"> -subject-verb agreement -parts of speech -parts of a sentence -conjugation in simple verb tenses -possessive pronouns <p>W.6.5.11 Apply conventional rules of punctuation in writing with emphasis on:</p> <ul style="list-style-type: none"> -end marks -quotation marks -comma in a series -comma in compound sentences -comma in complex sentence -comma in direct address <p><u>Second Quarter/Publishing</u></p> <p>W.4.5.13 Maintain a writing portfolio that exhibits growth in meeting goals and expectations</p>
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<p>SPECIFIC DECLARATIVE KNOWLEDGE</p> <p>Identify the appropriate mode of writing based on purpose and audience</p> <p>Identify purpose and audience for writing</p> <p>Identify topic</p> <p>Identify form of writing</p> <p>Identify varied sentence types and lengths</p> <p>Identify attributes of written pieces that correspond with each level of a writing rubric</p> <p>Identify features of checklists/scoring guides/rubrics</p> <p>Recognize sequence</p> <p>Define and identify root words, prefixes, suffixes, and their meanings</p> <p>Define and identify correctly spelled homonyms in writing</p> <p>Identify sentences that demonstrate correct use of capitalization</p> <p>Identify an appropriate method of available technology to use in publishing</p> <p>Identify graphic organizers and their specific uses</p> <p>Identify the audience for expository and/or letter writing</p> <p>Identify characteristics of expository descriptive writing</p> <p>Identify types of effective leads in a variety of text</p> <p>Differentiate between paraphrasing and copying verbatim</p> <p>Distinguish between essential and non-essential information</p> <p>Identify transition words in a piece of writing</p> <p>Differentiate between revise and edit</p> <p>Define natural and inverted sentences</p> <p>Identify natural and inverted sentences within a piece of writing</p> <p>Define parts of speech</p> <p>Identify parts of speech in student created sentences</p> <p>Define conventions of grammar</p> <p>Identify conventions of grammar in student created examples</p> <p>Identify sentences in authentic writing that demonstrate punctuation rules</p>	<p>SPECIFIC PROCEDURAL KNOWLEDGE</p> <p><u>Ongoing/Prewriting</u></p> <p>Select the appropriate mode of writing based on purpose and audience</p> <p><u>Ongoing/Drafting</u></p> <p>Respond and reflect on multicultural and universal themes in the context of literature/texts across the curriculum</p> <p>Write with and without prompts for a sustained period of time</p> <p>Examine the prompt to identify purpose, audience and format:</p> <ul style="list-style-type: none"> • Determine key words and phrases • Develop a plan for writing • Consider the time restraint to pace completion of writing • Compose writing to respond to the prompt <p>Write on demand with or without prompt within a given time frame.</p> <p>With prompt:</p> <ul style="list-style-type: none"> • Identify purpose and audience • Identify topic • Identify form of writing • Write; gauge time span <p>Without prompt:</p> <ul style="list-style-type: none"> • Generate ideas • Organize thoughts • Identify topic • Determine purpose and audience • Write; gauge time span <p>Write across the curriculum:</p> <ul style="list-style-type: none"> • Write multiple times on varied topics in all content areas <p><u>Ongoing/Revising</u></p> <p>Create a piece of writing utilizing a variety of sentences (types and lengths)</p> <p>Utilize rubric to improve content, style, sentence formation, usage, and conventions in a written work.</p> <p>Revise writing using checklists/scoring guides/rubrics</p> <p>Construct writing with logical sequence</p> <p>Create a piece of writing using logical sequence</p> <p><u>Ongoing/Editing</u></p> <p>Apply knowledge of root words, prefixes, suffixes to spell words correctly</p> <p>Demonstrate ability to use homonyms correctly in writing</p> <p>Create a piece of writing that includes correct use of capitalization</p> <p><u>Ongoing/Publishing</u></p> <p>Utilize available technology such as</p> <ul style="list-style-type: none"> • Word processing program • PowerPoint • Overhead projector • Elmo/projector <p>Publish/present writing using a method appropriate to the purpose and audience</p> <p><u>Second Quarter/Pre-Writing</u></p> <p>Generate ideas by</p> <ul style="list-style-type: none"> • Reading • Discussion • Free-writing with a focus • Observation • Brainstorming <p>Choose appropriate organizer based on task and/or text structure</p>
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	<p>Select relevant information appropriate to organizer</p> <p>Use graphic organizers for the purpose of organizing ideas (i.e. webbing, mapping, and formal outlining with main topics)</p> <p>Explain the purpose of expository writing: inform or persuade</p> <p>Choose the mode of writing appropriate to audience and purpose</p> <p>Locate books/information using a card catalog</p> <p>Draft by</p> <ul style="list-style-type: none"> -developing a central idea -selecting appropriate information to elaborate/explain central idea -using transitions in writing to show unity for a particular purpose and audience <p>Create expository paragraphs that include a topic sentence, supporting details, and a concluding sentence</p> <p><u>Second Quarter/Drafting</u></p> <p>Create a piece of writing to describe</p> <p>Create a piece of writing to inform</p> <p>Create a piece of writing in order to explain</p> <p>Compose expository descriptive writing pieces</p> <p>Construct an effective lead for a given paragraph by using questions and/or exclamations</p> <p>Choose a topic and identify a focus</p> <p>Take notes and summarize</p> <p>Create research reports</p> <p><u>Second Quarter/Revising</u></p> <p>Create sentences/paragraphs using transitions</p> <p>Re-read the draft for clarity</p> <p>Change or revise to assure that the writing:</p> <ul style="list-style-type: none"> • Contains a central idea • Is organized according to purpose and mode • Maintains a central focus • Contains an appropriate amount of elaboration • Has a clear message <p>Revise to assure that the writing:</p> <ul style="list-style-type: none"> • Contains a variety of sentence types and lengths • Maintains a consistent tone (mood) • Contains voice (writer's personality) • Contains selected information and vocabulary appropriate to the piece <p>Create natural and inverted sentences</p> <p>Use natural in inverted sentences in writing</p> <p>Develop a revision checklist and/or rubric</p> <p>Choose the appropriate reference materials such as a dictionary and/or thesaurus to revise writing</p> <p>Participate in peer and/or teacher conferences for the purpose of revision</p> <p>Utilize various tools/methods such as peer and/or teacher collaboration, revision checklists, rubrics and/or reference materials to revise writing</p> <p>Create effective sentences using parts of speech:</p> <ul style="list-style-type: none"> • Common and proper nouns • Pronouns to avoid repetition • Active and linking verbs • Adjectives to modify nouns and pronouns • Adverbs to modify verbs, adjectives, and other adverbs • Conjunctions to join • Interjections for excitement • Prepositions to indicate relationships
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	<p><u>Second Quarter/Editing</u></p> <p>Re-read the draft</p> <p>Change or edit to assure that the writing:</p> <ul style="list-style-type: none"> • Contains complete sentences • Contains no run-on sentences • Contains sentences that have been expanded using standard coordination (independent clauses, i.e., conjunctions) and modifiers (adjectives and adverbs) • Contains sentences that employ elaboration through standard subordination (i.e., because, although, even though) and modifiers (adjectives, adverbs) • Contains sentences that make sense • Contains standard inflections, subject-verb agreement, word meaning and conventions • Contains correct capitalization, punctuation, format, and spelling <p>Construct sentences that demonstrate knowledge of grade-level conventions of grammar</p> <p>Demonstrate effective use of grammatical conventions in writing.</p> <ul style="list-style-type: none"> • subject-verb agreement • parts of speech • parts of a sentence • conjugation in simple verb tenses • possessive pronouns <p>Create a piece of writing that includes correct use of punctuation:</p> <ul style="list-style-type: none"> • End marks • Quotation marks • Comma in a series • Comma in compound sentences • Comma in complex sentence • Comma in direct address <p><u>Second Quarter/Publishing</u></p> <p>Create pieces of different genres</p> <p>Select pieces to include in the portfolio based upon preset goals and criteria that demonstrate growth</p>
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UNIT ASSESSMENTS
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

<p>Traditional Assessments:</p> <ol style="list-style-type: none"> 1. Tests given in Benchmark format after SLEs have been taught. 2. Grading of on-demand writing for correct use of parts of speech (especially pronouns, possessive pronouns, adverbs, prepositions, and homophones), punctuation (especially use of commas), natural/inverted sentence order, introduction, sequencing, explanation, use of transitional words, concluding sentences, correct letter format, etc. Students will be told which of the listed skills will be graded before beginning to write. 3. Published Expository/Informational paper graded using TLI Domain Writing Rubric 	<p>Other Evidence of Learning:</p> <ol style="list-style-type: none"> 1. Portfolio Assessment 2. Class performance/group work 3. Teacher/student writing conferences 4. Various graphic organizers 5. Bell ringers which assess various grammar skills 6. Super sentences
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ACTIVITIES AND LEARNING EXPERIENCES	Resources
This unit includes on-demand writing, domain writing, and grammar. Each component will be taught daily, and is listed separately in the unit.	

On-Demand Writing

Daily journal writing - writing with and without prompts within a given time frame.

Focus this quarter will be primarily on expository/informational writing.

Depending on the day's lesson, a prompt may be graded for correct use of parts of speech (especially pronouns, possessive pronouns, adverbs, prepositions, and homophones), punctuation (especially use of commas), capitalization, natural/inverted sentence order, strong beginning, sequencing, description, use of transitional words, concluding sentences, correct letter format, etc. Students will be told which of the listed skills will be graded before beginning to write.

When discussing each prompt, have students tell why it is considered an expository/informational prompt, and have them explain the difference between the part of the prompt they are to think about and what exactly they are to write about. Discuss with the class that they are not telling a story, as they were with personal narratives, but they are explaining or giving information.

Students must create a brief and easy spider map or Venn Diagram, when appropriate, for these prompts. It will give them practice with using at least 3 supporting details.

Expository/Informational Prompt Bank:

1. Imagine you could have lunch with any historical figure, alive or dead. Whom would you choose? Explain several reasons you would choose that person.
2. Explain why one of your hobbies is your favorite.
3. Greeting cards are a popular way to acknowledge an event in someone's life. Do you often send greeting cards? Explain the process of selecting the perfect greeting card for a special occasion.
4. Reading books and watching television are both common pastimes. Think about what it is like to do each of these activities. Explain how these activities are alike and how they are different from each other.
5. Dinosaurs disappeared from Earth long ago. Think about what life would be like if dinosaurs still roamed the land. Explain three ways life might be different if dinosaurs were not extinct.
6. Imagine that you are constantly losing your pens and pencils and you often find yourself without a writing tool. What could you do to solve this problem? Explain two useful solutions.
7. Bicycle wheels usually move a bicycle from place to place. What other uses can you think of for them? Explain three unusual uses for a bicycle wheel.
8. Explain why your favorite book is your favorite.
9. Rules keep people safe and help things run smoothly. Think about the kinds of rules you follow each day. Identify the most important rule, and explain why it is so important.
10. Time travel is a fascinating idea. Imagine you could travel forward or backward in time. Explain which way you would travel and why.
11. It is important to study before a test. Identify two other activities a student can do to prepare for an upcoming test, and explain why those activities are useful.
12. Imagine that you have an identical twin brother or sister and you decide you will secretly trade identities on a Saturday. Your twin will pretend to be you, and you will pretend to be your twin. Explain what your twin would need to do in order to make people think he or she is you.
13. Which programs do you like to watch on television? Which program is your favorite? Explain why.
14. Shopping is part of everyday life. What kinds of things do you shop for? Which store is your favorite? Explain why.
15. An introvert is a person who is shy or reserved. An extrovert is a person who is outgoing or unreserved. Explain whether you are more of an introvert or an extrovert and why.
16. If you could have only two of the following: wealth, intelligence, and friends, which two would you choose? Explain why.
17. You have designed a "new student package" for students who join your class during

Expository Writing Pen Pals
McDonald Publishing Co.
2005

Bob Barlow's Book of Brain
Boosters Scholastic
Professional Books 1997

<p>the school year. Identify the package's contents and explain each item's purpose.</p> <ol style="list-style-type: none"> 18. Explain how a dictionary and a thesaurus are alike and how they are different. 19. You have been asked to select a new school mascot. Explain what animal you have chosen and why it is appropriate. 20. Teenagers' clothes are usually very different from their parents' clothes. Why do you think teens and adults dress differently? 21. Explain how the invention of the cell phone changed many people's lives. 22. Sometimes we lose electricity during stormy weather. Have you ever gone without power for a long period of time? Explain why electricity is so important. 23. It would be exciting to meet the President of the United States. What three questions would you ask the President if you could? Explain why you would ask each of those questions. 24. You hear a disc jockey on a local radio station advising people not to visit your town because it is too boring. Write a letter to the radio station in which you disagree with this point of view and explain why. 25. Imagine that the local Walmart has asked shoppers to suggest ways the Walmart could be improved. What improvements would you like to see in your local Walmart? Write a letter to Walmart identifying and explaining the purpose of the improvements you have in mind. 	
<p style="text-align: center;"><u>Domain Writing</u></p> <p><u>Introduction</u> Brief review of the 5 domains of writing.</p> <p><u>Ongoing Instruction</u> Throughout the year, when evaluating writing on the document camera, students will be divided into 5 groups and each group assigned a domain. The group will discuss and evaluate the writing based on that domain only, share with the class the grade they think the writing should receive on a 4 point scale using the domain rubric, and be prepared to explain how they came to that conclusion. This activity is to show examples of good writing, give students ideas on how to improve their own writing, help students understand how to revise and edit, and essentially make them more conscious of how they write.</p> <p><u>Writing Expository/Informational Papers</u></p> <ol style="list-style-type: none"> 1. Begin a class chart titled "Expository/Informational Writing." Draw a large T chart and label one side "IS" and one side "IS NOT." As we discuss characteristics of expository/informational writing, fill in the chart. (Possible answers: No characters, no dialogue, is not a story, don't focus on feeling/voice, sequence of steps, reports, essays, research, explanation, academic vocabulary, information, how-to, details, purpose is to inform, etc..) Take all acceptable answers. Post in the classroom for reference. 2. Discuss identifying your audience before beginning to write. Give examples of expository writing and have students identify the audience. Who would be most interested in reading this type of paper? 	<p>5 Domain Writing Rubric (TLI)</p> <p>TLI Released Items on Purpose/Audience</p>
<p><u>The Writing Process</u></p> <p><u>Brainstorming</u></p> <p><u>Graphic Organizers</u> <i>Webbing, formal outlining with main topics</i></p> <ol style="list-style-type: none"> 1. Have students create a spider map based on their selected topic. 2. Class discussion of the E's of expository writing (explanation, elaboration, examples, evidence) 3. Writing conferences – check graphic organizers and have students explain their expository papers to me. 4. OTHER GRAPHIC ORGANIZER PRACTICE: Utilize TLI Released Items on Formal Outlining, Lesson 32 "Writing an Outline, and have students create formal outlines in science class on selected chapters/lessons we are studying. 5. "Making an Outline" Reteaching 87 Using given notes, students must write a 	<p>TLI Released Items on Formal Outlining</p>

<p>formal outline with a title, subtopics, and details.</p> <p>Drafting <i>introduction, central idea, explanation, elaboration, unity, purpose and audience, conclusion</i></p> <p>After instruction on transitional words, research/reference skills/reference material (dictionary/thesaurus, etc.), sentence variety and selected information (see "Other Writing Mini-Lessons") students will begin to draft their expository/informational papers.</p> <p>Revising <i>Revising for content, central idea, organization, major points of information, unity, elaboration, clarity, sentence variety, selected information</i></p> <p>Editing <i>reference materials (dictionary/thesaurus, etc)</i></p> <ol style="list-style-type: none"> 1. Students are now ready to edit their papers using dictionaries and thesauruses. 2. Peer editing. 3. Conference with teacher. <p>Publishing</p> <p>Students may take their work home and publish using computers or handwriting them neatly if they do not have a computer available.</p> <p style="text-align: center;"><u>Other Writing Mini-Lessons</u> (These will be taught daily along with journal entries/other writing lessons/grammar lessons)</p> <p>Transitional words</p> <ol style="list-style-type: none"> 1. Using document camera, show examples of expository papers with transitional topic sentences at the beginning of each paragraph. (Step Up to Writing, "Stretch Your Accordion Paragraph" and "Drugs and Alcohol: I'm better than both of them!") 2. Refer back to Overhead 5 (Powerful Paragraphs) on document camera from Unit 1 (in binders/mini-lesson section) to review transitional words/purpose of transitional words. 3. Pass out and discuss "Common Transitions: List A" and "Common Transitions: List B" for reference. Have students file in the Domain Writing section of their binders, and refer to them when writing expository/informational pieces. <p>Research/reference skills/ reference materials (dictionary/thesaurus, etc)</p> <ol style="list-style-type: none"> 1. Spend a day in the library teaching about the various research materials available and their uses (atlases, encyclopedias, nonfiction books, card catalogs, newspapers, periodicals, almanacs, dictionaries, and thesauruses). 2. Pages 43 – 45 in <u>5 Minute Daily Practice – Test Taking</u> "Prior Knowledge" will be used as class openers for practice in determining what research/reference material/source to select. 3. Utilize TLI released items on research/reference materials. 4. "Help Me!" sheet – Students must select which reference source would be used for each given topic. 5. "Finding Facts" Reteaching 85 Defines sources and asks students to identify which source would be used to research specific topics. 6. "Finding Facts" Practice 137 – use as assessment <p>Create pieces of different genres – brochures, etc.</p> <p>In science class, students will create a brochure for a specific science career.</p> <p>Sentence Variety and Selected Information</p> <ol style="list-style-type: none"> 1. <u>Feature: Selected Vocabulary Mini-Lesson: Using Strong Verbs</u> Give the following sentence, "The bird came in the building and hit the window." 	<p><u>Jumbo Book of Writing Lessons</u> Teacher Created Materials – Lesson 32 "Writing an Outline"</p> <p><u>Houghton Mifflin EnglishReteaching Workbook Level 5</u> Houghton Mifflin 1990</p> <p><u>Step Up to Writing 2nd Edition</u> Sopris West, 2003</p> <p><u>Powerful Paragraphs</u> by Carol Rawlings Miller and Sarah Glasscock, Scholastic 2005</p> <p><u>5 Minute Daily Practice – Test Taking</u> Jacqueline B. Glastahl, Scholastic 2003</p> <p><u>Super Book for Grade 5</u>, Instructional Fair</p> <p><u>Houghton Mifflin English Reteaching Workbook Level 5</u> Houghton Mifflin 1990</p> <p><u>Houghton Mifflin EnglishPractice Workbook Level 5</u> Houghton Mifflin 1990</p>
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<p>Discuss the “flat” verbs. Show students the picture of the little boy watching the bird from the book <u>Fly Away Home</u> Brainstorm each action verb that might be used with the scene. Plug strong verbs into the original sentence. Practice the strategy by turning basic sentences into more vivid sentences. Share. Apply this strategy as they enter the revision stage of the writing process.</p> <ol style="list-style-type: none"> Mini-lesson 2: Say What You Mean (Selected Information) Mini-lesson 3: Tell It All! (Selected Information) Mini-lesson 5: Paint Vivid Word Pictures (Selected Vocabulary) Mini-lesson 15: Variety Adds Spice (Sentence Variety) Varying Length of Sentences (Sentence Variety) Craft Lessons <p style="text-align: center;"><u>Grammar</u></p> <p>www.brainpop.com will be used for quick and easy reviews for grammar lessons.</p> <p>Parts of Speech The strategy of “Super Sentences” will be used to help students add details to their writing and to reinforce the parts of speech. A basic sentence is given, and students must add specific parts of speech correctly to turn the sentence into a “Super Sentence.”</p> <p>A bell ringer from <u>5-Minute Daily Practice Grammar</u> will be given several times per week.</p> <p>Pronouns/Possessive Pronouns</p> <ol style="list-style-type: none"> Class openers from <u>5-Minute Daily Practice Grammar</u> Introduction – What is a Pronoun? (<u>Parts of Speech</u>) Have students put this in their grammar folders. Use document camera to introduce personal and possessive pronouns. “Pronouns” p.38 <u>Fun With Grammar</u> Keep as a reference in Grammar Folder. “I Know That Story!” P.39 <u>Fun With Grammar</u> Students will listen to a picture book and raise their hands each time they hear a pronoun. “Can This Be Homework?” <u>Fun With Grammar</u> Students must watch ten minutes of television. As they watch the program, they should record any pronouns they hear. They should tally each pronoun to determine which one was used the most. Share data with class. Choose a paragraph from a book. Have higher level students copy the paragraph, changing all the pronouns to nouns. Distribute copies to lower level students, and have them change the nouns to pronouns. Compare their finished paragraphs to the original. Discuss differences in the paragraphs. Discuss how pronouns change and improve the paragraphs. “Possessive Pronouns” <u>Hot Fudge Monday</u> Discuss possessive pronouns, and have students complete the writing activity using at least six different possessive pronouns. <p>Adverbs</p> <ol style="list-style-type: none"> Class openers from <u>5-Minute Daily Practice Grammar</u> Read aloud, <u>The Maestro Plays</u> by Bill Martin, Jr. Harcourt Brace & Co, 1970 Have students choose their own subjects (a cook, a football player, a dancer, a monkey, and so on), and then web adverbs to modify verbs that describe what the subject does. Students then illustrate their sentences, providing a context for the adverbs. 	<p>Arkansas Writing Rubric – Style Mini-Lessons</p> <p>Writing Whizardy: 60 Mini-Lessons</p> <p><u>Craft Lessons: Teaching Writing K-8</u> Ralph Fletcher and Joann Portalupi, Stenhouse Publishers 1998</p> <p><u>5-Minute Daily Practice Grammar</u> by Judith Bauer Stamper</p> <p><u>Parts of Speech</u> Scholastic 2005</p> <p><u>Fun With Grammar</u> by Laura Sunley</p> <p><u>Hot Fudge Monday</u> by Randy Larson, Cottonwood Press 2007</p> <p><u>The Maestro Plays</u> by Bill Martin, Jr. Harcourt Brace & Co, 1970</p>
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<ol style="list-style-type: none"> 3. <u>Laugh and Learn Grammar</u> P.48 Rules to remember as reference for grammar folder. P.49 – Practice 4. <u>Comic-Strip Grammar</u> P.17 Grammar Workshop – What is an adverb? Identify the adverb and the verb it modifies. 5. Write an adverb telling "how" on an index card. Make one card for each student. Distribute the cards to the students along with drawing paper. Have each student read his or her adverb and make a picture illustrating the adverb. (For example: The adverb slowly might be illustrated by a snail crawling along slowly.) Have the students label their drawings with their adverbs. Display in the hallway. 6. Adverb Acrostics (For example: Marches quickly, Obeys immediately, Laughs softly, Leaps highly, Yells loudly – MOLLY) 7. "Adverbs in Action" Homework – fill in the blank with the appropriate adverb to complete the story. 8. "Pleasing Pancakes" Homework – Circle the adverb in each sentence and draw an arrow to the word that the adverb is describing. Then color the pancake to show if the adverb is telling where, how, or when. 9. Adverb Flip Book 10. "Party Time" <u>Hot Fudge Monday</u> P.139 Describe the dullest party in teenage history. In your description, use at least five adverbs from the box. <p>Prepositions</p> <ol style="list-style-type: none"> 1. Class openers from <u>5-Minute Daily Practice Grammar</u> 2. Read aloud <u>Rosie's Walk</u> by Pat Hutchins. The entire book is one sentence long, linking prepositional phrase after prepositional phrase. On the first reading, have students keep track of where Rosie goes, which is told through prepositional phrases. On the second reading, have students record the prepositional phrases for the antics of the fox. 3. Other read alouds for teaching prepositions: <u>Hide and Snake</u> by Keith Baker, The Trumpet Club, 1991, <u>Outside, Inside</u> by Carolyn Crimi, Scholastic, 1995, <u>As the Crow Flies: A First Book of Maps</u> by Gail Hartman, Aladdin Paperbacks, 1993. 4. <u>Laugh and Learn Grammar</u> P.50-51 Rules to remember and practice page 5. <u>Comic-Strip Grammar</u> P.19 "Trash Time" Grammar Workshop – What is a preposition? Identify the prepositions and prepositional phrases. 6. <u>Hot Fudge Monday</u> P.58 Using at least ten of the given prepositional phrases, plus at least five of their own, have students write a story from their new vegetable horror novel, <i>Squash Cemetery</i>. 7. <u>Hot Fudge Monday</u> P.50 Homework – fill in the blanks with appropriate prepositions. 8. Activity – Students will form 2 lines. One line will be holding cards with prepositions; the other line will be holding cards with nouns. Without reading their cards, they must find a partner from the opposite line. They must then write a sentence using the preposition and the noun on their cards. Share. Some of the phrases will be humorous; this is all right as long as the phrase is used correctly. 9. Preposition mini-books. Have students construct the booklets and deliver them to the 3rd grade students for reading time. <p>Homophones Continue a class chart of homophones.</p>	<p><u>Laugh and Learn Grammar</u> by Debra J. Housel, Teacher Created Resources, 2006</p> <p><u>Comic-Strip Grammar</u> by Dan Greenberg, Scholastic Professional Books 2000</p> <p><u>Fill-in Flip Books for Grammar, Vocabulary, and More</u> by Michael Gravois</p> <p><u>Hot Fudge Monday</u> by Randy Larson, Cottonwood Press 2007</p> <p><u>Rosie's Walk</u> by Pat Hutchins, Scholastic, 1992</p> <p><u>Hide and Snake</u> by Keith Baker, The Trumpet Club 1991</p> <p><u>Outside, Inside</u> by Carolyn Crimi, Scholastic 1995</p> <p><u>As the Crow Flies: A First Book of Maps</u> by Gail Hartman, Aladdin Paperbacks 1993</p> <p><u>Laugh and Learn Grammar</u> by Debra J. Housel, Teacher Created Resources, 2006</p> <p><u>Comic-Strip Grammar</u> by Dan Greenberg, Scholastic Professional Books 2000</p> <p><u>Hot Fudge Monday</u> by Randy Larson, Cottonwood Press 2007</p> <p><u>Great Grammar Mini-books</u> Scholastic 1999</p>
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<p><u>Grammar</u> Natural/Inverted Sentence order</p> <ol style="list-style-type: none"> 1. Direct instruction on what natural/inverted sentence order means. Inverted sentence order is when the verb comes before the subject. Give examples on the document camera. 2. Given inverted sentences, students will select the correct form of the verb to complete the sentence. <p><u>Punctuation</u> Commas</p> <ol style="list-style-type: none"> 1. Class openers from <u>5-Minute Daily Practice Grammar</u> 2. Class openers from <u>5 Minute Daily Practice – Test Taking</u> 3. "Take a Break With Commas" <u>Punctuation and Capitalization</u> P.15 Have them put this in their grammar folders for reference, and complete P. 16 for practice. 3. <u>Grammar Works!</u> P.20 Punctuation Maze Students work their way through a maze, only traveling through sentences in which the commas are used correctly. 4. Write sentences on the board, leaving out the commas. Have students read the sentences aloud, and discuss where it seemed natural to pause. Ask students what they could add to the sentence to show that there should be a pause. 5. "Commas" sheet on document camera. Discuss what a noun in direct address is. Give sentences and have students explain where and why commas are needed. 6. Have students write 3 sentences using commas in direct address. 7. "Hat Replacement" <u>Comic-Strip Grammar</u> P.35 Grammar Workshop – How do you use commas in a series of items? 8. "Skating Along" <u>Comic-Strip Grammar</u> P.36 Grammar Workshop – How do you use commas in dates and places? 9. "True Tale" <u>Comic-Strip Grammar</u> P.36 Grammar Workshop – When do you use commas? 10. Challenge students to turn simple sentences from "early reader" books by Dr. Seuss into compound sentences. For example: Before – I could not, would not, on a boat. I will not, will not, with a goat. After – I could not, would not, on a boat, or I will not, will not, with a goat. 11. Read aloud and discuss compound sentences with commas in <u>Armadillo Rodeo</u>. <p>Review of all comma uses for TLI</p>	<p><u>5-Minute Daily Practice Grammar</u> by Judith Bauer Stamper</p> <p><u>Punctuation and Capitalization</u> Scholastic 2005</p> <p><u>Grammar Works!</u> by Jim Halverson, Scholastic Professional Books 1996</p> <p><u>Comic-Strip Grammar</u> by Dan Greenberg, Scholastic Professional Books 2000</p> <p><u>Green Eggs and Ham</u> by Dr. Seuss, Random House 1988</p> <p><u>Armadillo Rodeo</u> by Jan Brett, Scholastic 1995</p>
<p align="center">Career Connections</p>	
<p>Journalist, editor, publisher, research careers, newspaper reporters, TV news anchor</p>	