

Writing News Stories, cont.

Guided Practice

ROUTINE
15

- ◆ Help students use your model and the information from the **Language Arts Big Book** to revise their news stories. Tell them to use the revising checklist on **Skills Practice 1** page 194 to check their work. Review the instruction as necessary to make sure students understand each part of the checklist. If students struggle, model aloud how you would use each point.
- ◆ Remind them that when writing an informative sentence, they should stay on topic and include details. Encourage students to make sure their informative news paragraph focuses on the topic of weather and includes at least three details in their sentences. Explain that they can add details to news stories by answering the *who*, *what*, *where*, *when*, and *why* questions.
- ◆ Circulate to help them with spelling, capitalization of proper nouns, and punctuation. Check that students add weather-related descriptive details and reread their work for clarity.

UNIT 5 Lessons 6–10

Revising Use this checklist to make your news story better.

- Are your sentences clear?
- Is your title interesting?

Editing/Proofreading Use this checklist to check your news story.

- Did you capitalize names of people, special things, and special places?
- Does every sentence have an end mark?
- Are all words spelled correctly?

Publishing Use this checklist to get your news story ready to share.

- Copy your news story on a clean sheet of paper or type it on a computer.
- Draw a picture or take a photograph to go with your news story.
- Write a caption for your picture.

194 UNIT 5 • Lessons 6–10 Writing • Skills Practice 1

Skills Practice 1, p. 194

Listening/Speaking/ Viewing

Language: Informal and Formal Language

Teach

- ◆ Tell students that informal language is the kind of language we use when we talk to our family or friends. We are relaxed, and we may use words without worrying too much about how they sound.
- ◆ Formal language is the language we use when we talk to teachers in school and to grown-ups we meet outside our homes. Explain that when we are with friends, we might describe the weather by saying *Wow! I don't like the way the wind is messing up my hair today*. With a teacher, however, we might say *The wind is too strong today*.
- ◆ Tell students that the author of “A Good Day for Kites” used fictional characters to tell about the weather. The author wrote dialogue for the characters that made them sound like real people. This helps keep readers interested in the selection.

Guided Practice

- ◆ Have students look at the dialogue in “A Good Day for Kites” on pages 14–15 of the **First Reader** and explain why the language is more informal than formal. Point out the following language example: On page 14, Kim says her kite looks like a wind sock, but an author using more formal language might have written: “Kites move in the same direction the wind is blowing.”
- ◆ Have pairs of students practice using formal and informal language by discussing today's selection.

Differentiating
Instruction

English Learners

IF . . . students have difficulty understanding some informal language either in the selection or in their classmates' everyday usage, **THEN . . .** encourage them to share the words or expressions that cause them difficulty, and challenge proficient English speakers to explain.