

Word Analysis
Vocabulary

Rhyming Words

Teach

- Ask students to suggest the name of a familiar nursery rhyme, such as “Humpty Dumpty,” and recite it aloud. Explain that it is called a nursery rhyme because its sentences end with rhyming words, such as *wall—fall* and *men—again*.
- Explain that words that have the same ending sound are rhyming words, and in “Worksong,” the sentences end in rhyming words. Read aloud the first four pages of “Worksong,” and emphasize the words *sights, light, sun, and run* as you read.
- Write the words *sun* and *run* on the board as you say them aloud. Have students suggest other words that rhyme with *sun* and *run* (*fun, done*) as you add them to the list.
- Point out that rhyming words may not be spelled the same, but they will have the same ending sound. When students or you suggest silly rhyming words (*glun, trun*), explain that they have no meaning. Some rhyming words, such as *Chun*, have meaning only as a person’s name (*Mrs. Chun*).

Guided Practice

- Write the word *joys* as a column heading on the board, and have students identify the word in the following sentence from “Worksong” that rhymes with *joys* (*noise*): *It is keening noise and jolting sights*. Write *noise* under the heading.
- Ask students to suggest other words with meanings they recognize that rhyme with *joys* and *noise* (*boys, toys*) as you write their answers under the heading and discuss the meaning of any unfamiliar words.
- Conclude by emphasizing that rhyming words can help you expand your vocabulary.

Writing Process Strategies

Getting Ideas

Friendly Letter

Teach

Introduce Writing Form

- Read *Language Arts Big Book* page 44 to introduce writing a friendly letter. Discuss each page. Point out the parts of the friendly letter.
- Discuss the audience and purpose of a friendly letter. A friendly letter is written to a family member or a friend. The content is what the writer thinks will interest the reader. Use *Language Arts Transparency 11* to show students a good model of a friendly letter.

Inspiration

- **Teacher Model:** Choose someone to whom to write a friendly letter. *I could write to my parents, my grandparents, or my friend Jan. I think I will write a letter to her.*

Brainstorming

- Using the unit theme as a basis for ideas, encourage students to suggest ideas for a friendly letter they could write (tell a friend about their parent’s job, about their teacher, a job they would like to have someday, on an important job in their community). Write the list on chart paper.

Guided Practice

- Have students write ideas for a friendly letter in their Writer’s Notebooks.
- Have each student select a focus by choosing one idea to develop.

Friendly Letters

A friendly letter is a letter you write to a friend or family member. You write about what you have been doing.

Take a Look

Charlie wrote this letter to his friend.

Date: _____ June 24, 2002

Greeting: Dear Andy,

Message: We went to the coast. I saw lots of seals. They are noisy! Have you ever seen a seal? Write and tell me what you are doing.

Closing: Your friend,

Your Name: Charlie

Try It! What did Charlie write about to his friend?

FORMS OF WRITING: Personal Writing A Friendly Letters

Language Arts Big Book p. 44

English Language Conventions

Grammar, Usage, and Mechanics

Review of End Punctuation and Capitalization

Teach

- Review end marks (., ?, and !).
- Ask students to make up a sentence, say it out loud, and call on a classmate to tell what kind of end punctuation it needs. Suggest that students listen carefully for question words and for changes in their classmates’ voices for clues.
- Remind students that capital letters begin

the first word of a sentence
the special names of people,
places, and things
the pronoun *I*
days of the week
months of the year

- Hold up a calendar. Cover the first letter of a month or day of the week and ask students to write or trace in the air the first letter.

Independent Practice

Use *Comprehension and Language Arts Skills* pages 56 and 57 to review proper use of end punctuation and capitalization.

Name _____ Date _____

UNIT 4 Our Neighborhood at Work • Lesson 8 Worksong

Review

Capitalization

1. Rose has a birthday in may. May _____

2. Her party is friday. Friday _____

3. january is the coldest month. January _____

4. It rains a lot in april. April _____

5. We have music class on tuesday. Tuesday _____

6. On thursday we go to art class. Thursday _____

56 UNIT 4 • Lesson 11 Comprehension and Language Arts Skills

Comprehension and Language Arts Skills p. 56