

Word Analysis
Vocabulary

Rhyming Words

Teach

- Continue practice of rhyming words by reminding students that words that have the same ending sound are rhyming words and that meaningful rhyming words can be located in a dictionary.
- Offer to help students use and search a dictionary to determine whether an unfamiliar rhyming word is meaningful.
- Write the word *Long* as a column heading on the board.
- Read aloud the following sentence from “Worksong,” and ask students to identify the word that rhymes with *long (song)*: *Resting short but loving long, resting for the next day’s song.*

Guided Practice

- Write the word *song* under the heading.
- Encourage students to suggest other meaningful words that rhyme with *long* and *song* as you write their answers under the heading. (*wrong, thong, gong*)
- Discuss the meanings of their answers, and demonstrate searching for one of these meaningful words together in a dictionary.
- Close by emphasizing that generating lists of meaningful rhyming words helps you expand your vocabulary.

Writing Process Strategies

Revise

Friendly Letter

Writer’s Craft

Sentence Elaboration

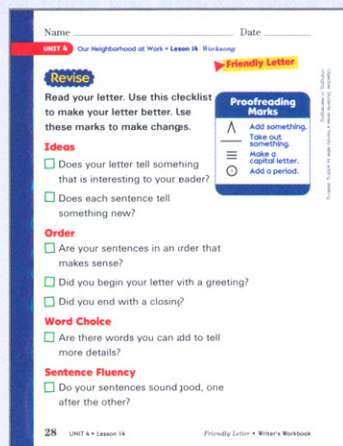
- Explain that we can make our sentences longer to tell more information for the reader. Use *Language Arts Big Book* pages 88–89 on Longer Sentences to introduce and discuss how to make sentences longer.
- Use *Comprehension and Language Arts Skills* pages 60–61 to identify how sentences can be made longer.

Teach

- Teacher Model:** Model how to add more information. *I can add words to my sentences to make them tell more.*
- Use the draft you wrote on Day 3. Add describing words (adjectives) or words that tell how, when, or where (adverbs and prepositional phrases) to each of your sentences to tell more details.
- Have students identify the information you added to your sentences.

Guided Practice

- Have students reread their drafts to check for meaning. Have them use *Writer’s Workbook* page 28 to revise their letters, focusing on sentence elaboration. Have students make changes to their drafts in their *Writing Folders*.



Writer's Workbook p. 28

English Language Conventions

Listening, Speaking, Viewing

Presenting: Sharing About Yourself

Teach

Explain to the class that a presentation is when someone tells something to a group of people. The person who speaks needs to speak clearly, and the people who listen need to be good listeners.

Guided Practice

- Ask students to share with the class a job or chore that they have done recently. If the job has multiple steps, have students tell them in the correct order.
- Remind the speaker to face the class, stay focused, and speak clearly and loudly enough for everyone to hear. Remind the audience to be quiet and to face the speaker.
- Discuss the different jobs from “Worksong.” What jobs sound like ones the students would like to do? What would the students not like to do?



Informal Assessment

Observe whether students understand the roles of listeners and speakers in a presentation.