

**Word Analysis**

**Vocabulary**

**Rhyming Words**

**Teach**

- Continue to practice rhyming words by telling students that they are going to play a rhyming word game with words that have meaning.
- Explain that if they think of a rhyming word that is unfamiliar to them, you will help them search a dictionary to determine whether it is a meaningful word.

**Guided Practice**

- Divide the students into two groups.
- Explain that you will give each group one word and then one minute to generate as many meaningful rhyming words as possible as you write them under their word's heading on the board.
- Encourage each group to suggest unfamiliar rhyming words, as they will have time after their minute is up to search the dictionary together with your help to determine whether the unfamiliar words can be included in the list of meaningful words.
- Assign the first group the word *Door* as you write it as a column heading. Then write their answers below it. After one minute, discuss the meanings of their words. Distribute the dictionaries and help students search for any unfamiliar rhyming words.
- Repeat the game process with the next group and assign the word *tree*.
- Conclude by tallying the number of meaningful words they generated and emphasize that learning rhyming words expands their vocabulary.



**Informal Assessment**

If particular students have not participated in class discussions, follow up on their progress by assessing their ability to identify words ending in the same sound, such as *did, lid, kid*, and to search for the beginning letters of words in a dictionary.

**Writing Process Strategies**

**Check and Share**

**Friendly Letter**

**Teach**

- Review audience, purpose, content, and form of a friendly letter.
- Teacher Model:** Model editing a friendly letter. Address each of the editing checklist items on *Writer's Workbook* page 29.
- Discuss publishing a friendly letter. Use *Language Arts Transparency 15* as a good model for publishing a letter. Use *Language Arts Big Book* page 45 to review addressing an envelope.

**Guided Practice**

- Have students use the page 29 of *Writer's Workbook* to edit and share their friendly letters.

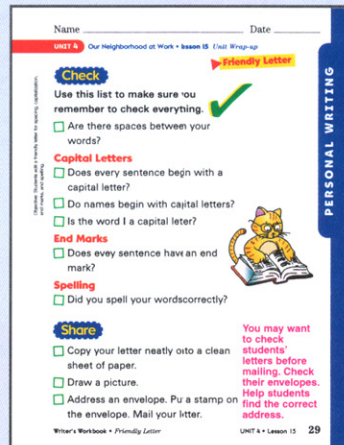


**Formal Assessment**

**Assessment Rubrics**

**Total Point Value: 10**

- All parts of the friendly letter are in place. (3 points)
- Names and sentences begin with a capital letter. (2 points)
- There is an end mark at the end of every sentence. (1 point)
- The writing goes from left to right and top to bottom. (1 point)
- The writing is neat and legible. (1 point)
- There is space between the words. (1 point)
- "I" is written with a capital letter. (1 point)



*Writer's Workbook* p. 29

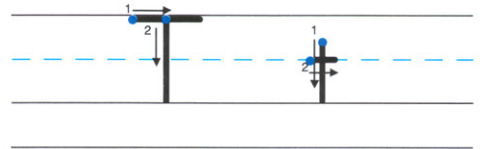
**English Language Conventions**

**Penmanship**

**The Letter Tt**

**Teach**

- Teacher Model:** Introduce the formation of uppercase and lowercase *T* by demonstrating on the board.



- T** Starting point, straight across  
Starting point, straight down: capital T
- t** Starting point, straight down  
Starting point, across short: small t

- Teacher Model:** Write the sentence *Tuesday is tomorrow.* on the board to model proper letter formation.
- Show the students with your example that they should leave space between the words so the reader can tell where one word ends and another begins.
- Invite students to come to the board and model the letter formation.

**Guided Practice**

- Have students practice writing rows of uppercase and lowercase *T*'s in their *Writer's Notebooks*.
- From "Worksong," have students write the word *trucks* to practice letter formation.
- Have students check for proper spacing between words and make any corrections as needed.



**Informal Assessment**

Check students' handwriting for legible, proper letter formation and space between words.