

Writing, continued

### Guided Practice

- ◆ Model gathering ideas for your own realistic story. Explain to students that they can get ideas from their surroundings, such as school and school friends, family and family members, a community or neighborhood event, and so on. Brainstorm ideas with the class, and write them on the board.
- ◆ Use Routine 16. Create a story map graphic organizer on the board for your own story. Stress the importance of having realistic characters and settings and having a clear beginning, middle, and end to the story.

Have students turn to **Skills Practice 1** page 137 and help them complete the Think section. Review the story map graphic organizer.

### Apply

- ◆ Have students work independently to brainstorm their own ideas for a realistic story.
- ◆ Then have students complete page 137 in **Skills Practice 1**, which includes the Think section and the graphic organizer.

### Assessment

You will use the Writing Rubrics found in the Level Appendix to evaluate students' realistic stories. You may use any of the rubrics for Genre, Writing Process, and Writing Traits. Share with students what you will be looking for when assessing their realistic stories.

UNIT 2 Lesson 4

Name \_\_\_\_\_ Date \_\_\_\_\_

### Writing a Realistic Story

**Think** Audience: Who will read your realistic story?  
Possible Answer: my friends

Purpose: What is your reason for writing this realistic story?  
Possible Answer: I want to show how people could help their neighborhoods.

**Prewriting** Use this graphic organizer to prepare to explain a process.  
Possible Answers

Story Map

Beginning: Akisha notices graffiti in her neighborhood.

Middle: She and her friends talk about the problem. They come up with some ideas. They get their neighbors to help plan and make a mural.

End: Akisha helps cover graffiti with a beautiful mural.

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## Spelling

### Lesson Review and Homophones Pretest

- ◆ Students will learn homophones and review words with /ī/, /ō/, and consonant blends.
- ◆ Say the sentences below. Have students write the spelling words on a sheet of paper. When they are finished, have them correct any misspelled words.

### Pretest Sentences

- The tired man let out a **groan**.
- The puppy has really **grown** since I saw him last.
- The **seam** on my shirt is ripped.
- It movie did not **seem** very long.
- Who ate the last **piece** of pizza?
- The dove is a symbol of **peace**.
- Place this book on the table **by** the bookshelf.
- Would you like to **buy** a notebook?
- My **toe** was broken, so I had to use crutches.
- I enjoy watching huge boats **tow** smaller boats.
- The **horse** had a beautiful mane.
- The cold made my throat feel sore and my voice sounded **hoarse**.
- The parents will **meet** the new teachers.
- Turkey is my favorite kind of **meat**.
- My brother told a scary **tale** at the campfire.

### Challenge Sentences

- We can recycle our **waste**.
- The pants fit neatly around her **waist**.

Diagnose any misspellings by determining whether students misspelled the homophones, long vowels, consonant blends, or some other part of the word. Then have students use the pretest as a take-home list to study the spellings of words with these homophones, long vowel spellings, and consonant blends.