



OBJECTIVES

Students will

- ◆ spell homophones and review previous spelling skills.
- ◆ learn subjects and direct objects.
- ◆ draft their realistic stories.

MATERIALS

- ◆ *Transparency 3*
- ◆ *Skills Practice 1*, pp. 141–142



Teacher Tip

PLAN AHEAD Plan your draft so that you can revise and edit it for dialogue.

CONFERENCING Have students conference during drafting.

Writing Realistic Story



Drafting



Teach—Using Dialogue

- ◆ Tell students that they will use their story map graphic organizers to draft their realistic stories. The story map will also help them organize their ideas into an easy-to-follow story line.
- ◆ Have students list the four types of sentences. *declarative, imperative, exclamatory, interrogative* Tell students to try to use each type of sentence in the draft of their stories.
- ◆ Tell students that as they draft their realistic stories they should ask themselves the following:
 - Does the story have a plot, well-developed characters, and a setting?
 - Does the story have a clear beginning, middle, and end?
 - Does the story have details that make it seem real?
 - Does the story have a problem and a solution?
 - Is the story line easy to follow?
- ◆ Tell students that another important aspect of a realistic story is dialogue. Show them examples of dialogue in “Two Days in May.” Explain that using dialogue makes characters more interesting and more real. Encourage students to use dialogue in their stories. Point out the punctuation used for dialogue, and remind students that different types of sentences require different punctuation.

