

Writing, continued

### Guided Practice

- ◆ Model using a story-map graphic organizer as notes for your story draft. Use the story map you created during prewriting and **Transparency 3**. Have students suggest which piece of information should be in each paragraph based on your story map.

### Apply

**Composing—Drafting** Have students follow their story maps as they draft their realistic stories. Tell students to use “Two Days in May” as a guide and to remember to add the correct punctuation for dialogue.

Transparency 3

## Spelling

### Lesson Review and Homophones

#### Teach

- ◆ Tell students that homophones are words that sound the same but are written differently and mean different things.
- ◆ Use a word sort to teach homophones, and review words with /ī/, /ō/, and consonant blends.

#### Guided Practice

Write the following headings on the board: *homophones*, /ī/, /ō/, and *consonant blends*. Then write the following word list: *groan, grown, seam, seem, piece, peace, by, buy, toe, tow, horse, hoarse, meet, meat, and tale*. Have volunteers write the words under the correct heading. Once the spelling words have all been used, ask for students to come to the board and underline the part of each word that reflects the category in which it was placed. If a word fits in more than one category, ask the students to put the word under the heading that they prefer.

#### Word Sort Answers

Homophones: *groan/grown, seam/seem, piece/peace, by/buy, toe/tow, horse/hoarse, meet/meat*

Words with /ī/: *by, buy*

Words with /ō/: *groan, grown, toe, tow*

Words with consonant blends: *groan, grown*