

DAY 1

Word Analysis

Spelling

Assessment: Pretest

The /ə/ Sound



Teach

Give students the Pretest on page 36 of *Unit 5 Assessment*. Have them proofread and correct any misspelled words.

Pretest Sentences

1. **woman** A **woman** famous for nursing is Florence Nightingale.
2. **eleven** The number **eleven** is an odd number.
3. **even** A house should be built on an **even** foundation.
4. **garden** Mulch is a type of ground covering for a **garden**.
5. **happen** A leap year will **happen** every four years.
6. **button** You sew on a **button**.
7. **cannon** A war museum might have a **cannon** on display.
8. **dragon** In China, a **dragon** is part of a celebration.
9. **horizon** At sunrise, the sun appears on the **horizon**.
10. **lesson** A story with a moral teaches a **lesson**.
11. **totem** The Northwest Coast Indians carve **totem** poles.
12. **important** The truth is **important** in a court of law.
13. **legend** The **legend** on a map explains the symbols.
14. **system** Blood is part of the human circulatory **system**.
15. **listen** Earphones allow one person to **listen** to music.

Diagnose any misspellings by determining if students misspelled the /ə/ sound or some other part of the word. Then use the Pretest as a take-home list to study the spellings of words with the /ə/ sound.

Writing Process Strategies

Getting Ideas

Writing a Realistic Story

Teach

Introduce Realistic Story

Read *Language Arts Handbook*, pages 126–129, to introduce realistic stories.

Inspiration

Teacher Model: “*I am going to use the idea of carving a totem pole to write a realistic story. My main character will be Martin. I will have Martin decide what he would put on a totem pole for his family.*”

Brainstorming

Using the idea of storytelling, encourage students to generate ideas for what they could use as a plot for a realistic story. Make a list of these ideas on the board.

Guided Practice

Have students write ideas for a realistic story in their Writer’s Notebooks.



Language Arts Handbook p. 126

English Language Conventions

Grammar, Usage, and Mechanics

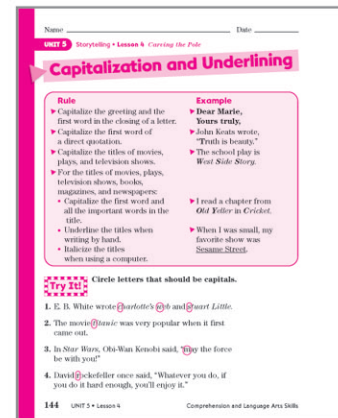
Mechanics: Capitalization and Underlining

Teach

- Use *Language Arts Handbook*, pages 272, 275, and 277, for the rules concerning capitalization and setting off titles.
- Review the uses of capitals students already know: the first word in a sentence, people’s names and initials, and proper nouns.
- Ask students to think of titles as being like names. Ask them to give titles of their favorite books, movies, television shows, magazines, etc., and write them on the board, capitalizing and underlining appropriately.
- Call attention to the underlining. Let students know that titles are italicized when they are using a computer. Explain that the way to indicate italics when writing by hand or with a typewriter, is to underline. On a computer, use the italics option.

Independent Practice

Use *Comprehension and Language Arts Skills*, pages 144–145, to review capitalization and underlining.



Comprehension and Language Arts Skills p. 144