

DAY 3

Word Analysis

Spelling

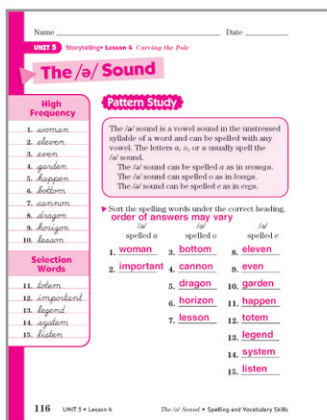
The /ə/ Sound

Teach

Introduce the words with the /ə/ sound found in “Carving the Pole.”

Guided Practice

Have students complete page 116 from *Spelling and Vocabulary Skills* to learn strategies for spelling words with the /ə/ sound.



Spelling and Vocabulary Skills p. 116

Vocabulary (continued)

Cultural Words

- Write *symbol* on the board.
- Ask a student to read the sentence in “Carving the Pole” (p. 146) with *symbol*. Ask what *symbol* means in the story (something that represents something or someone else) and how it relates to *totem*. (A *totem* is a type of *symbol*.)
- Ask the class what the symbol is for the “family group” in the story (the eagle). Ask a student to explain how *symbol*, *totem*, and *eagle* relate to one another. (The eagle is the symbol within the family’s totem.)

Writing Process Strategies

Drafting

Writing a Realistic Story

Teach

Read *Writer’s Workbook*, page 95, on drafting a realistic story.

Writer’s Craft

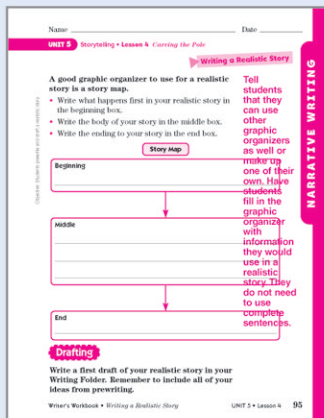
Sentence Elaboration/Expansion

- To introduce the idea of sentence elaboration or expansion, write the following sentence on the chalkboard. *The boy sat on the park bench.*
- Model possibilities for expanding this sentence. “The boy is upset. He has a cast on his leg. There are a lot of children laughing and playing in the park.”
- Rewrite the sentence, incorporating the information. (Possible sentence: *The young boy, who had broken his leg yesterday, sat on the park bench, sadly watching his friends play.*)
- Read *Language Arts Handbook*, page 34, on adding variety and page 35 on making your writing more interesting.
- Read *Comprehension and Language Arts Skills*, pages 146–147, on sentence elaboration.

Guided Practice

Drafting

Have students write or type a draft of their realistic stories.



Writer’s Workbook p. 95

English Language Conventions

Grammar, Usage, and Mechanics

Teach

- Use *Comprehension and Language Arts Skills*, pages 144–155, to review capitalization and underlining.
- Ask students to take dictation. Tell them about an especially good movie you saw and an especially good book or magazine you read. In your speech include titles and quotes.

Guided Practice in Writing

Ask students to write a letter of appreciation to the author of a favorite book from the classroom or school library. Ask them to include two quotations from the book and to include the titles of two other books.



Informal Assessment

Check to make sure students are using underlining and capitalization correctly in their writing.