

DAY 4

Word Analysis

Spelling

The /ə/ Sound

Teach

Explain how the Visualization strategy can help them learn to look for correctly spelled words with the /ə/ sound and recognize misspellings, like *even*, not *evun*.

Guided Practice

Have students complete page 117 of *Spelling and Vocabulary Skills* to reinforce the spelling patterns for words with the /ə/ sound.

UNIT 5 Storytelling • Lesson 4 Carving the Pole

Strategies

Visualization Strategy Circle the correct spelling for each word. Write the correct spelling on the line.

16. ~~listen~~ ~~liten~~ listen

17. ~~dragon~~ ~~dragom~~ dragon

18. ~~bottom~~ ~~bottom~~ bottom

19. ~~legend~~ ~~legind~~ legend

20. ~~horizon~~ ~~horizon~~ horizon

Meaning Strategy Write the spelling word next to its meaning clue.

21. a female adult woman

22. the number 11 eleven

23. where sky meets earth horizon

24. a place where flowers grow garden

25. to use the ears to hear listen

26. a scaly creature dragon

27. a curved pole totem

28. a myth or story legend

29. equal, balanced even

Spelling and Vocabulary Skills • The /ə/ Sound UNIT 5 • Lesson 4 117

Spelling and Vocabulary Skills p. 117

Vocabulary (continued)

Cultural Words

- Write *myths* in “Carving the Pole” (page 146) on the board. Write *legends*, *stories*, *fables*, and *tales* on the board. Explain that the words are all similar to *myths*.
- Ask students to discuss context clues that can help them learn its meaning (*characters*, *legends*).
- Ask one student to find *myth* in the dictionary (*a story that tells about heroes*). Discuss as a class the differences between myths, legends, and fables.

Writing Process Strategies

Revising

Writing a Realistic Story

Teach

Read *Writer’s Workbook*, page 96, on revising a realistic story.

Troubleshooting

- The characters, events, or details are real. A realistic story could be real, but it is not.
- Details are not in sequence.
- There is too much or too little sentence elaboration or expansion.
- The beginning, middle, and end don’t go together.
- Too much or unnatural dialogue is used. Dialogue is a good tool to use to keep a story moving, but too much can get overwhelming. The dialogue should sound like a natural conversation your characters are having.

Guided Practice

Revising

- Have students revise their writing on paper or on a computer.
- Have students use the checklist on *Writer’s Workbook*, page 96, to revise their realistic stories. Remind them to keep their audience and purpose in mind as they revise.

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Revising

Read the first draft of your realistic story. Use the checklist to help you revise. Use editing and proofreading marks to make changes and corrections.

Ideas

Do you make sure that your characters, setting, and events could be real?

Do you give your reader something new to read about?

Organization

Does the beginning get the reader interested right away?

Are your events in an order that makes sense?

Word Choice

Have you given your characters personalities with the words you have used?

Sentence Fluency

Do you use dialogue to keep things flowing?

Voice

Does it sound as though you wrote to your audience?

If the revised draft of your realistic story has many changes, write or type your revisions and put them in your Writing Folder.

96 UNIT 5 • Lesson 4 Writing a Realistic Story • Writer’s Workbook

Writer’s Workbook p. 96

English Language Conventions

Listening, Speaking, Viewing

Viewing: Analyzing Ideas

Teach

- Ask students to brainstorm sources of ideas in the media, such as newspapers, radio, television, ads, and motion pictures.
- Discuss with students the variety of ideas that exist in the media. Explain that some ideas provide information to explain, some ideas are opinions meant to persuade, and some ideas are pure entertainment.
- Reinforce the importance of recognizing the differences among these kinds of ideas. (*For example, news stories should have straight facts to inform; ads and editorials contain opinions or personal points of view.*)

Guided Practice

- On the board, list the three different types of ideas listed above. Have students work in pairs to provide specific examples from the media that are sources of each kind of idea. Tell students that some examples may fall into more than one category.



Informal Assessment

Observe whether students can identify the different types of ideas presented in the media.