



OBJECTIVES

Students will

- ◆ share and describe drawings of how-to instructions.
- ◆ review the present, past, and future tenses of action words.
- ◆ rework the plot of a story by changing story details.

MATERIALS

- ◆ *Transparency 42*
- ◆ *Teacher's Resource Book*, p. 39



Writing Process

Present: Sharing Drawings

Teach

- ◆ In preparation for class, group the students into two lists: The students on one list will present their drawings on the first day, and those on the other list will present theirs on the second day.
- ◆ Tell students today is the day they will begin sharing their drawings with their classmates. Explain that half the class will present their drawings today and that the other half will share theirs in the next lesson.

Apply

- ◆ Distribute the drawings for students who are presenting today. Have them review their drawings and think about what they want to say about them.
- ◆ Model how you would like the students to begin their presentations. Use the high-frequency words *they* and *said* that students learned earlier in the unit. As students share their drawings, encourage them to say a few words to describe their drawings.
- ◆ Ask the other students to notice how their classmates' drawings are different from their own.
- ◆ After the last student has presented his or her drawings, tell the remaining students they will have their opportunity to present in the next lesson.

Grammar, Usage, and Mechanics

Teach

- ◆ Remind students that the present tense of a word shows action happening now, the past tense of a word shows action that happened before now, and the future tense of a word shows action that will happen in the future.
- ◆ List the following on the board in Past, Present, and Future columns: *ate, ran, wrote, slept, listened; eat, run, write, sleep, listen; will eat, will run, will write, will sleep, will listen*. Discuss how each tense looks. Explain that some words do not use *ed* in the past tense, such as *eat, run, write, and sleep*. Remind students that the correct tense tells us when action happened.

Monitor Progress

Formal Assessment 

to Differentiate Instruction

Grammar Note how easily students understand action words.

APPROACHING LEVEL

IF ... students are having difficulty,

THEN ... have them complete *Reteach* page 159.

ON LEVEL

IF ... students need more practice,

THEN ... have them discuss what they did last night and identify action words in the sentences they say.

ABOVE LEVEL

IF ... students are comfortable,

THEN ... have them draw pictures of other children doing some sort of action.