

Objectives

Word Analysis

Vocabulary

- **Sensory Words.** Using words related to "To Catch a Fish," students develop an understanding that using sensory words enriches the reading process and results in more effective communication.

Writing Process Strategies

- **Getting Ideas: Biography.** Students are introduced to a biography as another form of narrative writing.

English Language Conventions

Grammar, Usage, and Mechanics

- **Words that Show Action.** Students are introduced to the future tense of words that show action as they review the past and present tenses.

Materials

- Language Arts Big Book, p. 24
- Language Arts Transparency 15
- Language Arts Skills, pp. 52–53

MEETING INDIVIDUAL NEEDS

Reteach, Challenge, English-Language Development, and **Intervention** lessons are available to support the language arts instruction in this lesson.

OVERVIEW

Language Arts Overview

Word Analysis

Vocabulary The Vocabulary activity in this lesson focuses on sensory words that refer to what we see, hear, smell, touch, taste, and feel. A basic understanding of sensory vocabulary will greatly expand a student's ability to communicate his or her feelings on a wide range of topics.

Vocabulary Skill Words

calm rough

Writing Process Strategies

The Writing Process Strategies lesson continues to explore narrative writing by introducing a biography. A biography is a person's life story told or written by someone else. You may want to remind students about the autobiography assignment from Units 1 and 2 as a point of comparison. Lessons 11 through 15 will apply the steps of the writing process to the development of student biographies. This lesson will help students get ideas about people they could use in their biographies.



To develop computer skills for illustrating the writing, help students draw perfect shapes using the shape tools. **Basic Computer Skills** Level K Lesson 28 teaches these graphic application skills.

English Language Conventions

Grammar, Usage, and Mechanics Words that Show Action.

This lesson introduces students to the future tense of words that show action. The lesson will also act as a review of the past and present tenses. It will focus on using *-ed* to denote the past tense, *will* preceding the word to denote future tense, and some common irregular verb endings (*eat, write, run, sleep*). You may discuss these at your discretion. This lesson should reinforce students' understanding that there are different ways to explain actions that happened yesterday, that happen today, and that will happen tomorrow. Students will complete **Language Arts Skills** pages 52 and 53.