

Word Analysis

Vocabulary

Sensory Words

Teach

- Explain to students that some words are used to explain how or what we feel.
- Sensory words can help students describe their impressions about certain things, such as their surroundings.

Guided Practice

- Write the Vocabulary Skill Words *calm* and *rough* on the board. Say each word as you write it.
- Explain that people who fish experience both calm and rough waters when they fish. Calm waters make fishing a peaceful and quiet experience. Rough waters can make fishing a difficult and dangerous experience.
- Ask students to close their eyes and imagine themselves in a boat on a calm sea. Ask them what they might hear on a peaceful day on the water. (Answers will vary but may include: *birds chirping, fish jumping, the wind blowing*, and so on.)
- Now have the students imagine that they are on a boat in a rough sea. Have them role-play the rocking of the waves by swaying left to right in the chairs. Ask them how they might feel in such a circumstance. (Possible answers: *scared, excited, wet, sad*, and so on.)
- Conclude by explaining that the conditions of our environment can affect the way we feel about things.

Writing Process Strategies

Getting Ideas

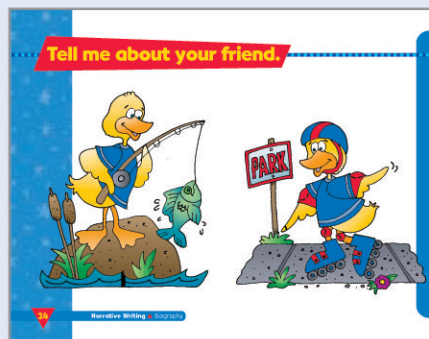
Biography

Teach

- Introduce *Language Arts Big Book* page 24. Explain that a biography is a person's life story written by a different person. A biography is an example of narrative writing that tells us when and where the person was born, where he or she lives, what he or she likes to do, and so on. You might want to remind students that a biography is different from an autobiography because an autobiography is written by the same person the story is about.
- Introduce *Language Arts Transparency 15*. Explain that students will be telling a story about someone. Use the transparency's overlay to model how the story web can be used to get ideas. For example: *Mrs. Trent > green eyes > brown hair > Pennsylvania > teacher* and so on. Remove the overlay to use the transparency for your activity.

Guided Practice

- Have each student give you the name of the person they would like to write about (family, classmates, other friends). Record student ideas for the next lesson. Students may bring in a photograph of the person they chose.



Language Arts Big Book, p. 24

English Language Conventions

Grammar, Usage, and Mechanics

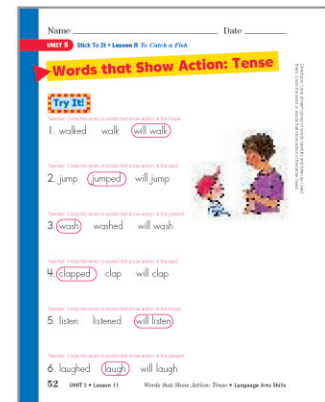
Words that Show Action: Tense

Teach

- Remind students of the past and present tenses of words that show action. Explain there is also a future tense that tells what will happen after today.
- Write the following sentences on the board: *I walked. I walk. I will walk.* Explain that *I walked* tells that the action happened in the past, *I walk* tells that the action happens in the present, and *I will walk* tells that the action will happen in the future.
- Write *walked* and *will walk* on the board. Circle *-ed*. Explain that *-ed* at the end of some words shows the past tense. Circle *will*. Explain that *will* in front of a word shows an action that will happen after today.
- 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 (*eat, run, write, sleep*). Remind students that the correct tense tells us when an action happened.

Guided Practice

- Work through *Language Arts Skills* pages 52 and 53 to practice tenses.



Language Arts Skills, p. 52