

Word Analysis

Vocabulary

Sensory Words

Teach

- Remind students that some words can help describe their sensory impressions.
- Write the words *slippery* and *smooth* on the board and say each word as you write it.
- Explain what these words mean to the students. Ask students to provide examples of two things that may be slippery or smooth. (Possible answers: *ice* and *a desktop*.)

Guided Practice

- Ask if any students have ever held a fish. If any have, ask them to explain how it felt to the touch.
- Remind students that fish live in the water, and they are very slippery and smooth to the touch.
- Explain that being slippery and smooth helps them to swim faster in the water.
- To illustrate the meaning of *smooth*, have students slide their hands over the tops of their desks to feel the flat surface. Contrast this with the feeling of sliding their hands over sand on a beach or in a sandbox.
- Ask students if they have ever stood on a slippery surface. Explain that ice rinks have very slippery surfaces and this helps people slide very easily across the ice, much like a fish slides through the water (or through our hands if we don't hold onto them tightly).
- Conclude by having students look for other smooth and slippery things in their environment.

Writing Process Strategies

Planning

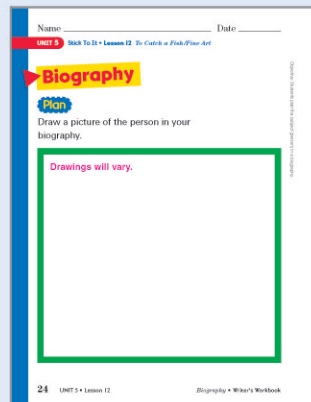
Biography

Teach

- **Teacher Model:** Based on the person you chose from Lesson 11 for your biography example, draw a picture of the person on chart paper where students can see. Save your drawing for upcoming lessons. Explain that students will be drawing the person in their biographies to plan for their stories.
- Remind students that narrative writing tells a story, and explain that most stories have characters, a place where the story happens, a main idea, and other ideas or details to support the main idea.

Guided Practice

- Introduce *Writer's Workbook* page 24 to students. Remind students of the person they selected to write about from the previous lesson. Read the directions aloud and, if students brought a photograph, have them look at it while they are drawing. Have students complete their drawings.



Writer's Workbook, p. 24

English Language Conventions

Grammar, Usage, and Mechanics

Words that Show Action: Tense

Teach

- Draw a web on chart paper. Write *Yesterday After School* in the center circle. Ask students to tell you all the things they did yesterday after school. Write each phrase on a line of the web, underlining the word that shows action in the past tense. Add more lines if necessary. Read the words that show action in the past tense from the web, pointing to the *-ed*.
- Draw another web for future tense. Write *Next Saturday* in the center circle. Remind students that we usually add the word *will* in front of the word that shows action in the future. Ask students what they might do next Saturday. Write what students say on a line of the web, underlining *will* and the word that shows action. Add more lines if necessary. Read the words aloud.
- Review the three tenses: *walk, walked, will walk*. Remind students that using the correct tense of words that show action tells us when something happens, happened, or will happen.

Guided Practice in Reading

- Read the poem "To Catch a Fish" aloud. Create three columns for each tense on the board. As the poem uses present tense, add the past and future forms of words that show action in the poem (for example: *takes, took, will take* or *add, added, will add*). Read any word from one column. Discuss the tense and when the action happens, happened, or will happen. Repeat as time allows.