

Objectives

Word Analysis

Vocabulary

- **Sensory Words.** Using words related to the fine art, students develop an understanding that using sensory words enriches the reading process and results in more effective communication.

Writing Process Strategies

- **Writing: Biography.** Students continue to review narrative writing.

English Language Conventions

Grammar, Usage, and Mechanics

- **Words that Show Action.** Students continue to develop their knowledge of the tenses for words that show action.

Materials

- Big Book Stick to It, p. 40
- Writer's Workbook, p. 25

MEETING INDIVIDUAL NEEDS

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

Research in Action

Vocabulary

Pay attention to commonly used words. It is appropriate to focus attention on commonly used words and have students work with them in order to learn to spell them. Word study can be playful and fun.

(—*J. Richard Gentry and Jean Wallace Gillet, Teaching Kids to Spell*)

Language Arts Overview

Word Analysis

Vocabulary The Vocabulary activity for this lesson explores sensory words. A basic command of sensory vocabulary will greatly improve students' descriptive abilities. Using fine art is an excellent way to elicit student responses on a range of topics and to gauge their inventory of sensory vocabulary.

Vocabulary Skill Words

nervous quiet

Writing Process Strategies

The Writing Process Strategies lesson reviews narrative writing with students. You may want to remind them that you will be discussing narrative writing for several more lessons. Students should understand that narrative writing tells a story and that their assignments are examples of narrative writing. This lesson will enable you to help students write what they want to say about the person in their biographies. You will assist them in completing *Writer's Workbook* page 25.

English Language Conventions

Grammar, Usage, and Mechanics **Words that Show Action.** This lesson concludes this section of the skills for the past, present, and future tenses of words that show action. Again, you should help students understand that they will be using these skills again (especially since Lessons 16 through 18 review Unit 5 skills). It is important for them to recognize verb tenses as they develop their speaking, listening, reading, and writing skills. Students should understand the importance of knowing when an action happens, happened, or will happen.