

Word Analysis

Vocabulary

Sensory Words

Teach

- Have students look at the painting *The House of Cards*.
- Write the Vocabulary Skill Words *nervous* and *quiet* on the board and explain the meaning of each word to the class.
- Ask the students to think of times when they have been nervous or quiet. (Possible answers: *the first day of school* and *naptime*.)

Guided Practice

- Explain that building a house of cards can be a frustrating experience if the cards keep falling down.
- Ask students how they might feel if they were sitting at the table with the children in the picture. Do they think it would be loud or quiet in the room? (*Most likely quiet as the children concentrate on placing cards carefully.*)
- Ask how they might feel if the card house were very high and it was their turn to place a card on top. Explain that any feelings of anxiety and/or excitement are called being *nervous*.
- Tell students that it is normal to get nervous when they have to do something and they do not want things to go wrong (such as making the house of cards fall down).
- Conclude by discussing as a class times when students have been nervous or quiet.

Writing Process Strategies

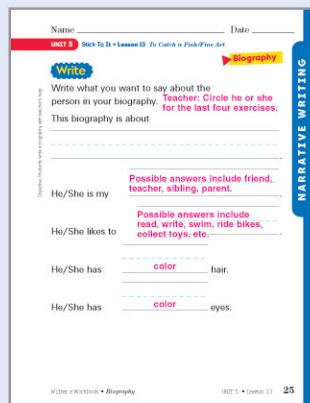
Writing Biography

Teach

- Discuss some ideas students might share about the person in their biographies: *hobbies, talents, what he or she looks like, if he or she has pets, how old he or she is*, and so on. Help students think of several ideas for the person in their biography. Remind them that the biography is an example of narrative writing.
- **Teacher Model:** Place your drawing from Lesson 12 where students can see it. Write several sentences on chart paper about the person (what he or she looks like, his or her relationship to you, and so on). Read sentences aloud. Remind students that you will be helping them do the same thing for their biographies. Save your example for Lesson 14.

Guided Practice

- Introduce **Writer's Workbook** page 25. Read directions aloud. Assist students in writing the text for their biographies. Remind them that any writing attempts move left to right and top to bottom, and that their stories need to be about the person they drew on the previous page.



Writer's Workbook, p. 25

English Language Conventions

Grammar, Usage, and Mechanics

Words that Show Action: Tense

Teach

- Write the following words on chart paper or the board:
jumped
will look
leap
zipped
sort
brushed
will watch
will clean
reach
hug
- Say each word aloud. Help students say the words with you a second time. Determine if the word is in the past, present, or future tense. Remind students that *past* has already happened, *present* is happening, and *future* has not happened yet.
- Summarize by explaining that tense gives the reader a clear understanding of when something happens.

Guided Practice in Writing

- Help students review their biographies. Discuss when the actions in their biographies took place: *Did the action occur before today? Will the action occur after today?* How do students recognize tense? (*-ed*, use of *will*) You may want to create a list similar to the "Tillie and the Wall" activity from Lesson 12.



Informal Assessment

Notice if students understand that words that show action have different tenses to indicate when an event occurred. Do students attempt to use verb tenses? Are students aware that not every past tense verb ends with *-ed*?