

Word Analysis

Vocabulary

Sensory Words

Teach

- Have students look at the painting *Bicycle Race* and draw attention to the images of the racers in the painting.
- Ask students why they think the racers might be carrying their bikes up the hill instead of riding them. (Possible answers: *they could be tired from the race, the hill is too big to ride up on a bike, and so on.*)

Guided Practice

- Write the Vocabulary Skill Words *tired* and *excited* on the board and say each word as you write it.
- Explain what each word means to the students and discuss times when students may have been tired or excited.
- Ask if students have ever participated in a race of some sort and, if so, ask if they were excited before the race and tired afterwards.
- Conclude by stating that the racers in this painting are probably tired from racing their bikes, but want to finish the race at all costs, so they are carrying their bikes up a steep hill.

Writing Process Strategies

Revising Biography

Teach

- **Teacher Model:** Using your biography example from Lesson 13, place the writing where students can see. Revise your sentences by adding or changing details (color, places, size). Copy the updated version. Read aloud and save.

Writer's Craft

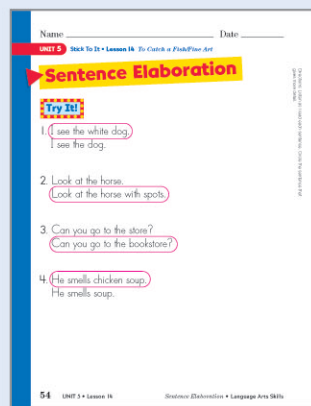
- **Sentence Elaboration and Expansion**
- Write a sentence on the board: *I have a car.* Explain that details can be added to elaborate or tell more about the meaning of a sentence: *I have a black car.* Explain that information can be added to a sentence to expand on the sentence's idea: *I have a black car with four doors.* Explain that sentence elaboration and expansion make writing more clear and more interesting. Help students complete *Language Arts Skills* pages 54 and 55.

Guided Practice

- Help students revise their biographies on *Writer's Workbook* page 25. Ask them if the writing matches the person in their drawings. Ask if they want to add or change any information.

Tips

Encourage students to think of color, size, shape, and the way an object feels.



Language Arts Skills, p. 54

English Language Conventions

Listening, Speaking, Viewing Speaking: Repeated Information

Teach

- Explain that we learn a lot about "To Catch a Fish" from repeated words. Words that repeat in the poem are important, grab our attention, and tell us what the poem is about.
- We must use good listening skills to listen for repeating words. Also, we must listen to be able to speak the words clearly when we repeat them.

Guided Practice

- Remind the students to listen closely for repeating words before rereading the poem. Ask the class what words repeat (*wait, wish, fish*). Are these words important?
- Invite the students to partner up. Students should take turns telling three things about themselves, saying the most important detail twice. (*My favorite color is green. I like apples. I have a cat. I have a cat.*)
- Have students tell the class what the important detail was that their partner said twice.



Informal Assessment

Observe whether students listen attentively, speak clearly, and present ideas to the class.