

**Word Analysis**

**Vocabulary**

**Sensory Words**

**Teach**

- Remind students that if they want to succeed at certain things they will have to stick to it and keep trying even when they fail.
- Refer back to the poem “To Catch a Fish” and the fine art.
- Explain that the poem and the art depict images of activities that can be difficult to do (*fishing, building a card house, juggling, racing bikes*).

**Guided Practice**

- Write the Vocabulary Skill Words *patient* and *practice* on the board and say each word as you write it.
- Explain what each word means for the students.
- Explain that for students to succeed at certain activities they will have to learn how to be patient, and they must be willing to practice.
- Remind students that it can take many hours to catch a fish, just as it can take many hours of practice to learn how to juggle or successfully build a house of cards.
- Ask students to discuss times when they have had to practice many times before doing something well (for example, playing sports and making art projects).
- Conclude by stating that if students are patient enough to stick to their tasks and practice, they will be successful more often than not.



**Informal Assessment**

Periodically check to see if students are using sensory words to describe what they feel, see, smell, hear, touch, or taste. Offer praise and encouragement as needed.

**Writing Process Strategies**

**Checking and Sharing**

**Biography**

**Teach**

- Remind students that narrative writing tells a story. The story can include pictures, characters, and different places. Remind students that narrative writing has a main idea and other information about that idea. You can use the biography as an example.

- **Teacher Model:** Check your own biography model from Lesson 14. Look for correct capital letters and end marks, spacing between words, and handwriting. Explain any corrections and that you will help students do the same to their writing.

**Guided Practice**

- Help students check their biographies on *Writer’s Workbook* page 25. Check for capital letters in the correct places, sentences ending with the correct end marks, appropriate spacing between words, and if students used their best handwriting. You may help students transfer their biographies onto a clean sheet of paper for their *Writing Folder*. Encourage each student to use complete and coherent sentences as he or she shares his or her biography with the class.



**Informal Assessment**

Notice if students understand that illustrations help tell a story. Do students attempt to make their words and drawings match? Are students changing their minds to match what others do?

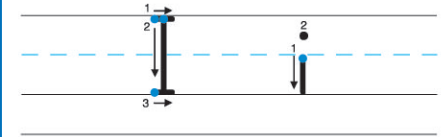
**English Language Conventions**

**Penmanship**

**The Letter Ii**

**Teach**

- **Teacher Model:** Introduce formation of uppercase and lowercase *Ii* by demonstrating on the board.



**I** Starting point, across  
Starting point, straight down  
Starting point, across: capital *I*

**i** Starting point, straight down  
Dot exactly above: small *i*

- **Teacher Model:** Write the words *Ira* and *is* to model proper letter formation.
- Draw circles on the board between the letters to demonstrate how there should be space between the letters.
- Invite students to come to the board and model the formation of *Ii*.

**Guided Practice**

- Have students practice writing rows of uppercase and lowercase *Ii* in the *Writer’s Notebook*.
- From “To Catch a Fish,” have students write the words *It, wish, and fish* to practice letter formation.



**Informal Assessment**

Check students’ handwriting for spacing between letters and proper letter formation.