# Lesson 2

### Materials Needed:

- Student Book: Pages XX-XX
- · Help Book: Page XX
- Overhead Transparencies XX-XX



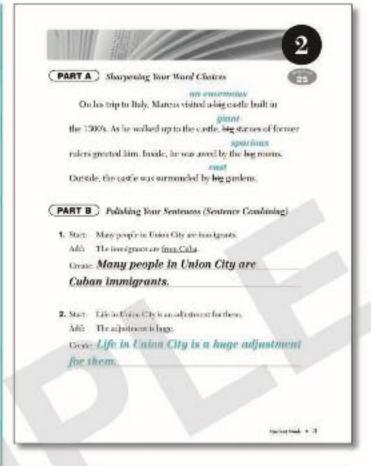
### Sharpening Your Word Choices

### Introduce

- 1. Find page ?? in your Student Book. (Wait.)
- Remember, you will "sharpen" your word choices by choosing the very best words for telling about something.

### Teach

- Follow along while I read the paragraph. (Read the paragraph alond.)
- 4. You probably noticed that big was used over and over and may not be the very best word for telling about castles and large statues. We could replace big with adjectives that are more interesting, more precise, and not overused.
- You can find words in your Help Book to make new word choices. Find page ?? in your Help Book. (Wnit.)
- 6. Find Meaning #1. (Wait.) Big can mean large. Read the first sentence with me: The big ship entered the bay. A more interesting word could be used for big. Read the second sentence with me: The colossal ship entered the bay.
- Let's read the adjectives that could be used instead of big when you want it to mean large.
   Bead the words in Column A with me: large, huge, enormous.... (Continue to read with the students.)



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- 8. Find Meaning #2. (Wait.) Big can mean important. Read the first sentence with me: Paul presented his big ideas to the class. A more interesting word could be used for big. Read the second sentence with me: Paul presented his valuable ideas to the class.
- Let's read the adjectives that could be used instead of big when you want it to mean important. Read the words in Column B with me: important, great, major . . . (Continue to read with the students.)
- Go back to your Student Book and look at the paragraph again. Find the first crossed-out word. Then, look up.

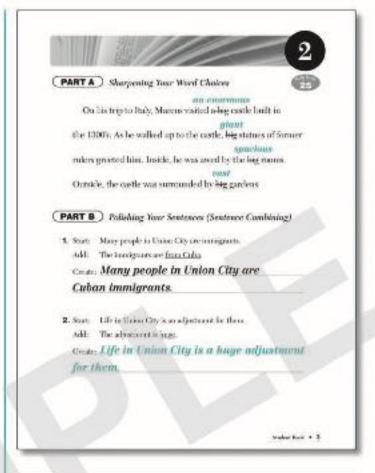
#### Teach



- 11. (Show the first two lines on Overhead
  Transparency #??.) Watch me do the first one.
  I find the first crossed-out word. Then, I look
  at my Help Book to choose a better adjective
  for describing the castle. Let's see . . . I want
  the word to mean large, not important, so I
  look at the words in Column A. Probably not
  jumbo . . . probably not extensive . . . how
  about enormous? (On the overhead, write
  enormous above the word big.)
- 12. Next, I check to make sure my word choice sounds good. Listen: On his trip to Italy, Marcus visited a enormous castle built in the 1300's. Yes, enormous is a good word for a castle. But, the word a does not sound right with enormous. It should be an. Watch. (Cross out a and write an above it.) Write enormous on your paragraph, and cross out a and write an. (Wait.)

### Practice

13. Now, you find the rest of the crossed-out words and make new word choices from your Help Book. For each one, you will have to decide whether big means large or important. Remember to read each new sentence to yourself to make sure it sounds good. (Walk around and monitor as students work.)





### Feedback

### 14. (Have students share and compare:

- First, have Partner 2 read the new paragraph. to Partner L. Tell Ones to make sure each new word choice sounds good.
- Then, call on a couple of students to read their paragraphs aloud to the class. Discuss the new word choices, providing "acknowledging corrections" as needed.

For example, a student might write: Outside, the castle was surrounded by influential gardens. You might say: Influential is a great word when you want to tell how important something is. Here you need a word that tells that the gardens are large. Locate a better word. I will return to you.

 Finally, have students look at the paragraph on the overhead as you read it. Discuss the new word choices given on the overhead.

For example, for the second sentence, you might say: When describing the statues, replacing big with giant was a good choice because big means large here. Although words such as spacious and extensive would be good words for talking about a large room or field, they wouldn't work for talking about statues. Also, you wouldn't say serious statues, because in this sentence big is referring to something large, not important.)

## PART B

Polishing Your Sentences (Sentence Combining)

### Introduce

 Look at Part B in your Student Book: Polishing Your Sentences. You are going to practice "polishing" sentences by combining two or more ideas to form a more interesting sentence. Combining ideas also reduces redundancy, the repeating of information.

### Teach



- 2. (Use Overhead Transparency ?? Uncover the Start sentence of item 1.) Look up here. Read the Start sentence with me: Many people in Union City are immigrants.
- 3. (Uncover the Add sentence.) The next sentence tells the idea I want to add. Read the Add sentence with me: The immigrants are from Cuba.
- 4. What is the new idea about the immigrants? They are from Cuba.
- Underline Cuba in your book. (Underline) Cuba on the overhead transparency.)
- 6. (Uncover the Create sentence.) Look up here. I have combined the two sentences. Read the Create sentence with me to make sure it makes sense and sounds good: Many people in Union City are Cuban immigrants.
- 7. Yes, that sentence makes sense and sounds good. Notice that I changed the word Cuba to the adjective Cuban. Write the sentence in your book. (Monitor.)

### Teach

- 8. (Leave item 2 covered.) Find item 2 in your book. Read the Start sentence with me: Life in Union City is an adjustment for them.
- Read the Add sentence with me: The adjustment is huge.
- 10. What is the new idea about the adjustment? It is huge.
- 11. Underline huge. (Wait.)
- Create a new sentence in your book. (Walk) around and monitor as students work.)
- 13. Partner #1, read the sentence to your partner. Make sure it makes sense and sounds good. (Monitor.)

14. (Uncover the Create sentence.) Look up here. I have combined the two sentences. Read the Create sentence with me: Life in Union City is a huge adjustment for them. Check your work with mine.

### Practice

 (Leave item 3 covered.) Work item 3 on your own. Remember to underline the words you will add to the Start sentence. (Walk around and monitor as students work.)

### Feedback

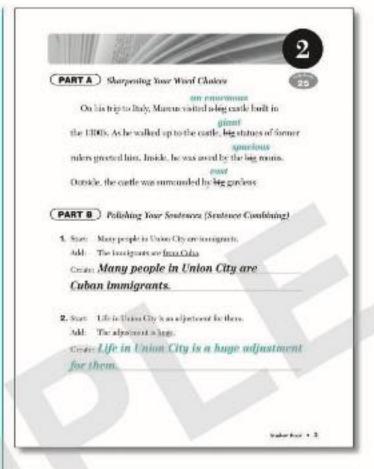
- Partner #2, read your sentence to your partner. Make sure it makes sense and sounds good. (Monitor.)
- 17. (Uncover the Create sentence.) Look up here. Read the Create sentence with me: They had to leave many precious belongings behind. Check your work with mine.

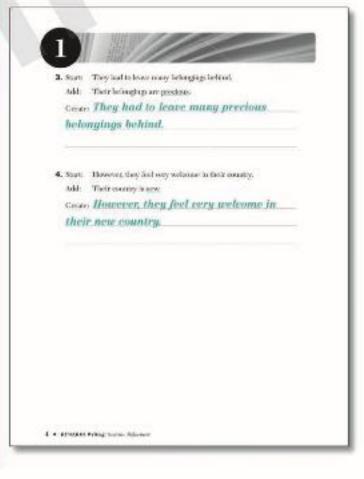
### Practice

 (Leave item 4 covered.) Work item 4 on your own. Remember to underline the words you will add to the Start sentence. (Walk around and monitor as students work.)

### Feedback

- Partner #1, read your sentence to your partner. Make sure it makes sense and sounds good. (Monitor.)
- 20. (Uncover the Create sentence.) Read the Create sentence with me: However, they feel very welcome in their new country. Check your work with mine.
- Let's read the edited paragraph together. (Point to each Create sentence on the overhead transparency and read the edited paragraph with your students.)





# Lesson 5

### Materials Needed:

- Student Book: Pages XX–XX
- · Help Book: Page XX
- Overhead Transparencies XX-XX



Sharpening Your Word Choices

### Introduce

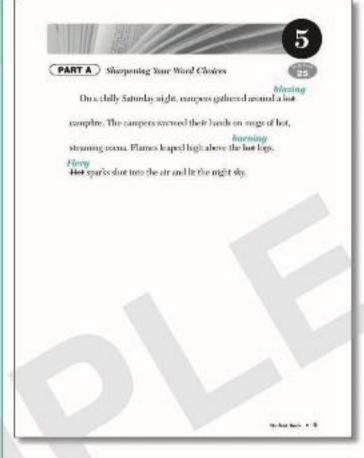
- 1. Find page ?? in your Student Book. (Wait.)
- 2. Today, you will sharpen your word choices.

### Teach

- 3. Find page ?? in your Help Book. (Wait.)
- 4. Find Meaning #1. (Wait.) Hot can mean heated. Read the two sentences with me: The hot day forced the travelers to seek air-conditioned hotels. The <u>sweltering</u> day forced the travelers to seek air-conditioned hotels. Let's read the words in Columns A and B. (Read the words with students.)
- Find Meaning #2. Hot can mean spicy. Read the two sentences with me: The Mexican dish was too hot for me. The Mexican dish was too peppery for me. Let's read the words in Column C. (Read the words with students.)
- 6. Go back to your Student Book. While I read the paragraph, follow along and notice that hot is a good word for mugs of steaming cocoa but may not be the very best word for telling about a campfire or hot logs. (Read the paragraph aloud.)

### Practice

 Now, find the crossed-out words and make new word choices from your Help Book. For each one, you will have to decide whether hot means heated or spicy. Remember to read each new





sentence to yourself to make sure it sounds good. (Walk around and monitor as students work.)

### Teach

- 8. (Have students share and compare:
- · First, have Partner 1 read the new panagraph to Partner 2. Tell Twos to make sure each new word choice sounds good.
- Then, call on a couple of students to read their paragraphs aloud to the class. Discuss the new word choices, providing "acknowledging corrections" as needed.

For example, a student might write: Flames leaped high above the pungent logs. You might say: Isn't pungent a great word! But, we usually use the word pungent to describe a sharp taste or smell. Locate a better word that indicates that the logs are heated. I will return to you.

 Finally, have students look at the paragraph on. Overhead ?? as you read it. Discuss the word choices given on the overhead.

For example, for the third sentence, you might say: The writer used burning instead of hot when describing the flaming logs. The writer could have said sizzling logs. However, the writer wouldn't say steaming logs because that would indicate that the logs were wet. For the same reason, boiling logs would not have been a good choice.)

# PART B

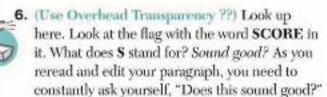
### Editing Your Paragraph

#### Introduce

 Before we begin Part B, listen. After you write a paragraph or essay, you will want to go back and improve your writing and correct any errors. You will use three processes: revising, editing, and proofreading.



- When you are revising, you look at the big picture: Have I included all the necessary information or arguments? Is my paper well organized?
- When editing, you focus on the sentences within your paragraphs. This program, REWARDS Writing: Sentence Refinement. teaches you a strategy for editing.
- 4. Finally, when proofreading, you carefully check conventions such as punctuation, spelling, and capitalization.
- 5. Look at Part B in your Student Book: Editing Your Paragraph. We are going to use a strategy called SCORE to edit a paragraph. When you edit carefully, you will get a better SCORE on your paper.



- What does C stand for? Combine? As you reread your paragraph, listen for sentences that could be combined, so your sentences are more interesting, and you have fewer repeated words.
- 8. What does O stand for? Omit? As you edit your paragraph, you can also listen for words, phrases, or sentences that should be omitted (removed) to make the paragraph easier to understand.
- What does R stand for? Replace? It is also
  possible that you will find overused words that
  need to be replaced with more precise or more
  interesting words.
- Finally, what does E stand for? Expand? As you
  edit, you might find some sentences that can
  be expanded by answering such questions as
  when, where, why, and how.
- 11. You do not have to use the SCORE steps in a set order. Rather, you can do any of these steps as you reread and edit your paragraphs. Now, take a moment to study the SCORE steps. Be sure you know what each letter stands for. (Give students time to study.) Ones, without looking, tell your partner what each letter stands for. (Wait.) Twos, tell your partner what each letter stands for. (Wait.)

### Teach

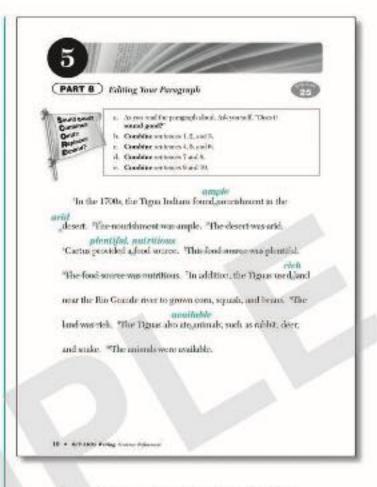
- 12. We're going to practice the first two steps in SCORE, first S and then C. Read direction a with me: As you read the paragraph aloud, ask yourself, "Does it sound good?"
- 13. So, as we read the paragraph together, ask yourselves if the paragraph sounds good. Now, read with me: In the 1700s, the Tigua Indians... (Read the whole paragraph with your students.) As I read this paragraph, it did not sound good to me. In a number of places, ideas could be combined to make more interesting sentences. That's the C part of the SCORE strategy.

### Teach

Read direction b with me: Combine sentences

 and 3. Watch me combine the sentences.

 The first sentence mentions nourishment.



Then, the second sentence says that the nourishment was ample. To avoid repeating the word nourishment, I can move the word ample to the first sentence and place it in front of nourishment. (On the Overhead Transparency, draw a \* caret before nourishment and write in the word ample. Then, cross-out the second sentence.)

- 15. The first sentence mentions desert, and the third sentence says that the desert was arid. To avoid repeating the word desert, I can move arid and place it in front of desert. (On the overhead transparency, draw a \*caret before desert and write in the word arid. Then, cross-out the third sentence.) Read edited sentence I with me: In the 1700's, the Tigua Indians found ample nourishment in the arid desert. The edited sentence sounds good.
- Please make the same editing changes in your Student Book. (Monitor.)

### Teach

- 17. Read direction c with me: Combine sentences 4, 5, and 6. Let's do direction c together. Sentence 4 mentions food source. Read sentence 5 with me: This food source was plentiful. To avoid repeating food source, what adjective could we move and place in front of food source? plentiful Draw a 'caret and add plentiful in front of food source. When you are done, cross out sentence 5. (Do this on the overhead transparency while the students work.) Check your editing with mine. (Wait.)
- 18. Remember, sentence 4 talks about the food source. Read sentence 6 with me: The food source was nutritious. What adjective could we move to sentence 4 and place in front of food source? nutritious Draw a ^caret and add nutritious after plentiful. Don't forget to place a comma between plentiful and nutritious. When you are done, cross out sentence 6. (Do this on the overhead transparency while the students work. Place a comma between plentiful and nutritious.) Check your editing with mine. (Wait.) Read edited sentence 4 with me: Cactuses provided a plentiful, nutritious food source. That sentence sounds good.

### Practice

- 19. Now, it's your turn. Follow directions d and e. Remember, after you combine the sentences, cross out the sentences that you are going to remove from the paragraph. (Walk around and monitor. Edit the sentences on the overhead transparency.) Check your editing with mine. (Wait.)
- 20. (If time permits, have students recopy their edited paragraph onto a separate piece of paper. This will help reinforce sentence and paragraph sense and use of conventions.)

### Feedback

- Partner #2, read your edited paragraph to your partner. Make sure that it makes sense and sounds good. (Monitor.)
- (Use Overhead Transparency ??) Let's read this edited paragraph together.

