

Lesson 2

Materials Needed:

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

PART A

Sharpening Your Word Choices

Introduce

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

Teach

3. Follow along while I read the paragraph. (Read the paragraph aloud.)
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.
5. You can find words in your Help Book to make new word choices. Find page ?? in your Help Book. (Wait.)
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.**
7. Let’s read the adjectives that could be used instead of **big** when you want it to mean **large**. Read the words in Column A with me: **large, huge, enormous . . .** (Continue to read with the students.)

2

PART A Sharpening Your Word Choices

On his trip to Italy, Marco visited a ^{very enormous} big castle built in the 1300s. As he walked up to the castle, ^{giant} big statues of former rulers greeted him. Inside, he was awed by the ^{spectacular} big rooms. Outside, the castle was surrounded by ^{great} big gardens.

PART B Polishing Your Sentences (Sentence Combining)

1. Start: Many people in Union City are immigrants.
Add: The immigrants are from Cuba.
Create: **Many people in Union City are Cuban immigrants.**
2. Start: Life in Union City is an adjustment for them.
Add: The adjustment is huge.
Create: **Life in Union City is a huge adjustment for them.**

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Adjectives words that describe

(BIG) (big, bigger, biggest)

Meaning #1

Big can mean large.

The big ship entered the bay.
The colossal ship entered the bay.

Meaning #2

Big can mean important.

Paul presented his big idea to the class.
Paul presented his incredible idea to the class.

A.

large
big
enormous
gigantic
great
giant
colossal
stupendous
towering
massive
enormous
colossal
stupendous
towering
massive
enormous
colossal
stupendous
towering
massive

B.

important
great
major
valuable
significant
impressive
outstanding
extraordinary
substantial
valuable
important
significant
impressive
outstanding
extraordinary
substantial

using the words: small, insignificant, unimportant

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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.*
9. 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.)
10. 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.)

2

PART A Sharpening Your Word Choice

an enormous
On his trip to Italy, Marcus visited a ~~big~~ castle built in the 1300's. As he walked up to the castle, ~~big~~ statues of former rulers greeted him. Inside, he was ~~met~~ by the ~~big~~ mayor. Outside, the castle was surrounded by ~~big~~ gardens.

PART B Following Your Sentences (Sentence Combining)

1. Start: Many people in Union City are immigrants.
Add: The immigrants are from Cuba.
Create: *Many people in Union City are Cuban immigrants.*
2. Start: Life in Union City is an adjustment for them.
Add: The adjustment is huge.
Create: *Life in Union City is a huge adjustment for them.*

Student Book • 2

Adjectives words that describe

(BIG) (big, bigger, biggest)

Meaning #1	big (size or size) The big ship entered the bay. The school ship entered the bay.
Meaning #2	big (importance) Paul presented his big ideas to the class. Paul presented his valuable ideas to the class.

A.	B.
large	important
big	great
enormous	major
significant	not a
great	never
public	valuable
colossal	significant
gorgeous	incredible
massive	enormous
large-scale	substantial
extensive	substantial way
wide	substantial
val	not a
spacious	considerable
knowledge	important

enormous life, great, insignificant, important

Feedback

14. (Have students share and compare:

- First, have Partner 2 read the new paragraph to Partner 1. 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

1. 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.*
5. 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.**
9. 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.)
12. 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

15. (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

16. 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

18. (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

19. 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.
21. Let's read the edited paragraph together. (Point to each **Create** sentence on the overhead transparency and read the edited paragraph with your students.)

2

PART A Sharpening Your Word Choices

On his trip to Italy, Marco visited a big castle built in ^{an enormous} the 1300s. As he walked up to the castle, ^{great} big statues of former rulers greeted him. Inside, he was awed by the ^{spacious} big rooms. Outside, the castle was surrounded by ^{massive} big gardens.

PART B Polishing Your Sentences (Sentence Combining)

1. Start: Many people in Union City are immigrants.
Add: The immigrants are from Cuba.
Create: ***Many people in Union City are Cuban immigrants.***
2. Start: Life in Union City was adjustment for them.
Add: The adjustment is huge.
Create: ***Life in Union City is a huge adjustment for them.***

Student 1

1

3. Start: They had to leave many belongings behind.
Add: Their belongings are precious.
Create: ***They had to leave many precious belongings behind.***
4. Start: However, they feel very welcome in their country.
Add: Their country is new.
Create: ***However, they feel very welcome in their new country.***

4 • REWARDS Writing: Sentence Refinement

Lesson 5

Materials Needed:

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

PART A

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 sweltering day forced the travelers to seek air-conditioned hotels.* Let's read the words in Columns A and B. (Read the words with students.)
5. 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

7. 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

5

PART A Sharpening Your Word Choices

25

On a chilly Saturday night, campers gathered around a blazing campfire. The campers warmed their hands on mugs of hot, steaming cocoa. Flames leaped high above the hot logs. Firry hot sparks shot into the air and lit the night sky.

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Adjectives words that describe

HOT (hot, hotter, hottest)

Meaning #1 hot can mean heated.
The hot day forced the travelers to seek air-conditioned hotels.
The sweltering day forced the travelers to seek air-conditioned hotels.

Meaning #2 hot can mean spicy.
The Mexican dish was too hot for me.
The Mexican dish was too peppery for me.

A		B
heated	heated	spicy
scorching	boiling	peppery
burning	scalding	zesty
fiery	smoking	sharp
steaming	blazing	peppery
blazing	scorching	fiery

antonym: cold

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 paragraph 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

1. 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.

5

PART B Editing Your Paragraph

25



1. As you read the paragraph aloud, to yourself, “Does it sound good?”
2. Circle sentences 1, 2, and 3.
3. Circle sentences 4, 5, and 6.
4. Circle sentence 7 and 8.
5. Circle sentence 9 and 10.

example
In the 1700s, the Tigua Indians found nourishment in the *arid* desert. “The nourishment was *simple*. The desert was *arid*. Cactus provided a food source. “This food source was *plentiful*, *nutritious*. “The food source was *nutritious*. “In addition, the Tiguas used *rich* near the Rio Grande ever to grow corn, squash, and beans. “The land was *rich*. “The Tiguas also ate *available* animals, such as rabbit, deer, and snake. “The animals were *available*.”

10 • *Writing to Inform*

2. When you are revising, you look at the big picture; Have I included all the necessary information or arguments? Is my paper well organized?
3. 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.
6. (Use Overhead Transparency ??) Look up here. Look at the flag with the word **SCORE** in it. What does **S** stand for? *Sound good*? As you reread and edit your paragraph, you need to constantly ask yourself, “Does this sound good?”

7. 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.
9. 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.
10. 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

14. Read direction **b** with me: *Combine sentences 1, 2, and 3.* Watch me combine the sentences. The first sentence mentions **nourishment**.

5

PART B Editing Your Paragraph

25



1. As you read the paragraph aloud, ask yourself, "Does it sound good?"
2. Combine sentences 1, 2, and 3.
3. Combine sentences 4, 5, and 6.
4. Combine sentences 7 and 8.
5. Combine sentences 9 and 10.

In the 1700s, the Tigua Indians found ^{ample} nourishment in the ^{arid} desert. "The nourishment was ample. The desert was arid. Cactus provided a ^{plentiful, nutritious} food source. This food source was plentiful. The food source was nutritious. In addition, the Tigua used land ^{rich} near the Rio Grande river to grow corn, squash, and beans. The land was rich. The Tigua also ate animals, such as rabbit, deer, and snake. The animals were available."

10 • REWARDS Writing: Sentence Refinement

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 1 with me: *In the 1700's, the Tigua Indians found ample nourishment in the arid desert.* The edited sentence sounds good.
16. 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

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



Edited paragraph:

In the 1700s, the Tigua Indians found ample nourishment in the arid desert. Cactuses provided a plentiful, nutritious food source. In addition, the Tiguas used rich land near the Rio Grande river to grow corn, squash, and beans. The Tiguas also ate available animals, such as rabbit, deer, and snake.