

START LESSON 4

LISTENING AND SPEAKING:

Vocabulary & Analogy Time



Teaching Script

FOR VOCABULARY AND ANALOGY TIME

Look at Reference 71 on page 107. Listen as I pronounce the vocabulary word. (*Pronounce the new vocabulary word for your students: sealed, sēld.*) Now, together, we will recite the word and the other vocabulary information. Then, we will recite the analogy information. Begin.



Reference 71

Vocabulary & Analogy Words

Word: **sealed** (sēld)

Definition: closed tightly

Synonym: fastened Antonym: opened

Sentence: Ashley **sealed** the envelope before mailing it.

Analogy: **leaf : tree :: feather : bird**

Part-to-whole relationship: Just as a **leaf** is part of a **tree**, a **feather** is part of a **bird**.

Vocabulary Card 7: Record the vocabulary information above and write your own sentence, using the new word.

Analogy Card 7: Record the analogy information and write your own analogy, using the same relationship as the analogy above.

In Lesson 4

Jingles:

▶ Practice Jingles 8–11.

Grammar:

▶ Classify Practice Sentences.

Skills:

▶ Recite vocabulary and analogy information and assign Card 7.

▶ Do a Skill Builder.

▶ Give Classroom Practice 19.

▶ Do Discovery Time.

Homework:

▶ Give Assignment 2 and Home Connection.

Ancillary items available:

▶ Student Workbook p. 45

▶ Sentence Transparency p. 14

▶ Teacher's Key pp. 24–25

▶ CD-ROM



Jingle Time

Practice Jingles 8–11 in the Jingle Section on page 494. **TM 626**



Grammar Time

1. Put the sentences from the box below on the board or on an overhead projector.
2. Classify these sentences with your students to reinforce the concepts your students are learning.
3. For the greatest benefit, students must participate orally with the teacher.

Practice Sentences

Chapter 4: Lesson 4

1. _____ The serene traveler walked peacefully beside the lake after the snow.
2. _____ The sly fox crept slowly toward the hole in the chicken pen!
3. _____ An old lazy cat lay on the porch swing during the day.



Sentence 1

The serene traveler walked peacefully beside the lake after the snow.

- | | |
|--|--|
| <ol style="list-style-type: none"> Who walked peacefully beside the lake after the snow? traveler - SN What is being said about traveler? traveler walked - V Walked how? peacefully - Adv Beside - P Beside what? lake - OP The - A After - P After what? snow - OP | <ol style="list-style-type: none"> The - A What kind of traveler? serene - Adj The - A SN V PI Skill Check (Beside the lake) - Prepositional phrase (After the snow) - Prepositional phrase Period, statement, declarative sentence Go back to the verb. Divide the complete subject from the complete predicate |
|--|--|

$\frac{SN}{PI} \frac{V}{}$ $\frac{A}{}$ $\frac{Adj}{}$ $\frac{SN}{}$ / $\frac{V}{}$ $\frac{Adv}{}$ $\frac{P}{}$ $\frac{A}{}$ $\frac{OP}{}$ $\frac{P}{}$ $\frac{A}{}$ $\frac{OP}{}$
 The serene traveler / walked peacefully (beside the lake) (after the snow). D



Sentence 2

The sly fox crept slowly toward the hole in the chicken pen!

- | | |
|--|---|
| <ol style="list-style-type: none"> What crept slowly toward the hole in the chicken pen? fox - SN What is being said about fox? fox crept - V Crept how? slowly - Adv Toward - P Toward what? hole - OP The - A In - P In what? pen - OP What kind of pen? chicken - Adj | <ol style="list-style-type: none"> The - A What kind of fox? sly - Adj The - A SN V PI Skill Check (Toward the hole) - Prepositional phrase (In the chicken pen) - Prepositional phrase Exclamation point, strong feeling, exclamatory sentence Go back to the verb. Divide the complete subject from the complete predicate. |
|--|---|

$\frac{SN}{PI} \frac{V}{}$ $\frac{A}{}$ $\frac{Adj}{}$ $\frac{SN}{}$ / $\frac{V}{}$ $\frac{Adv}{}$ $\frac{P}{}$ $\frac{A}{}$ $\frac{OP}{}$ $\frac{P}{}$ $\frac{A}{}$ $\frac{Adj}{}$ $\frac{OP}{}$
 The sly fox / crept slowly (toward the hole) (in the chicken pen)! E

Sample copy



Sentence 3

An old lazy cat lay on the porch swing during the day.

1. What lay on the porch swing during the day?
cat - SN
2. What is being said about cat? **cat lay - V**
3. **On - P**
4. On what? **swing - OP**
5. What kind of swing? **porch - Adj**
6. **The - A**
7. **During - P**
8. During what? **day - OP**
9. **The - A**

10. What kind of cat? **lazy - Adj**
11. What kind of cat? **old - Adj**
12. **An - A**
13. **SN V PI**
14. Skill Check
15. **(On the porch swing)** - Prepositional phrase
16. **(During the day)** - Prepositional phrase
17. **Period, statement, declarative sentence**
18. Go back to the verb. Divide the complete subject from the complete predicate.

SN V *A Adj Adj SN V P A Adj OP P A OP*
PI An old lazy cat / lay (on the porch swing) (during the day). D



Teaching Script

FOR A SKILL BUILDER FOR A VOCABULARY CHECK

We will use Sentences 1 and 2 to learn a new Skill Builder. The new Skill Builder is a Vocabulary Check. This check will give you an opportunity to expand your vocabulary. During a Vocabulary Check, I will select different words from the sentences we classify. For each word, we will think of a synonym and/or a definition. We will use the word in a new sentence to make sure we understand the meaning. Then, we will name an antonym to see how much it would affect the meaning of the sentence. *(Ask students the following questions for a Vocabulary Check of Sentences 1 and 2. Note: Sentence 3 does not include any words that require a vocabulary check.)*



FOR A VOCABULARY CHECK

For selected words, students will provide this information: a synonym, a new sentence, an antonym.

Sentence 1: The **serene** traveler walked peacefully beside the lake after the snow.

Sentence 2: The **sly** fox **crept** slowly toward the hole in the chicken **pen**.

SENTENCE 1

1. **serene** (synonym: calm, peaceful)
new sentence: The serene landscape was relaxing.
antonym: troubled

SENTENCE 2

1. **sly** (synonym: cunning)
new sentence: The raccoon's sly ways kept him alive.
antonym: obvious, gullible
2. **crept** (synonym: crawl, sneak)
new sentence: The lion crept slowly toward the zebra.
antonym: rush
3. **pen** (synonym: coop)
new sentence: The chickens were kept in a pen for protection.
antonym: open space

TEACHER INSTRUCTIONS

A Vocabulary Check is an excellent way to enrich your students' writing vocabulary. Select any word you think your students may not understand. There will be times when you may only ask for a synonym and/or an antonym for different words in the sentences. Synonyms and antonyms are powerful writing tools that students must learn to use well. Remind your students of the power of words and give them plenty of practice as you utilize the sentences they classify.

Guidelines for a Vocabulary Check

Look over the sentences just classified.

1. Do a vocabulary check for any of the words your students may not know.
2. Name a synonym or give a definition for any word selected.
3. Use the vocabulary word correctly in a new sentence.
4. Name an antonym for the word, if possible.



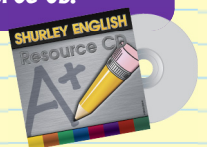
Classroom Practice 19

Have students look at Classroom Practice 19. Go over the directions. Allow students to use References 11, 13, and 14 on pages 13, 17–18 to look up rule numbers. **TM 20, 23–24** Check and discuss the practice together after students have finished. (Key 19 is located at the end of this lesson.)

Modification

ELL and/or below-level students:

1. Use one of the suggested modifications on pages 654–671 in your Teacher's Manual.
2. Use the modified Classroom Practice 19 on the Resource CD.



Modification

Above-level students: Have students choose one of the topics presented in Chapter 4 and write a report to place into a class booklet titled "Animal Safari." A list of topics is located in the Resource Tools Section on page 503. **TM 635**

**Discovery Time**

Camels There are two kinds of camels, the one-hump and the two-hump camels. The camel stores fat in its hump, and the fat can nourish the camel for several days, if necessary. A camel can close its nostrils to keep out dirt and sand. A camel can weigh up to 1,500 pounds and can live as long as 50 years.

Are you interested in learning more about camels?

1. You may explore this topic further by using the resources listed below.

Computer resources: Internet, encyclopedia software

Library resources: encyclopedias, books, magazines, newspapers

Home/community resources: books, interviews, newspapers, magazines

2. A Discovery Share Time is provided in Lesson 7 of Chapter 5 if you wish to share your investigation results. You may share orally, or you may prepare a written report. You will put your written report in a class booklet titled "Animal Safari." This booklet will be placed in the class library for everyone to enjoy.

Student Tip...

For an introduction to computer terminology and the Internet, refer to the Resource Tools Section on pages 522–525. **TM 654–657**

Sample Copy

Classroom Practice 19

Name: _____ Date: _____

GRAMMAR (68 points)

► Exercise 1: Classify each sentence. Underline the complete subject once and the complete predicate twice.

- SN V A Adj SN P A Adj Adj OP V P A OP
The beautiful woman (in a long blue dress) / walked (toward the stage). D
- SN V A Adj SN V P A Adj OP P A Adj OP
An old alligator / lay (on the muddy riverbank) (in the warm sun). D
- SN V A Adj SN V Adv P A Adj OP D
The soft snowflakes / drifted down (to the frozen ground). D

► Exercise 2: Use Sentence 3 above to complete the table below.

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate
snowflakes	SN	P	C	snowflakes	drifted
ground	OP	S	C		

SKILLS (37 points)

► Exercise 3: Write a or an in the blanks

- He is a good friend.
- A ripe apple fell to the ground.
- an engineer
- An otter is an animal.
- An apple fell to the ground.
- a train

► Exercise 4: For each sentence, do three things: (1) Write the subject. (2) Write S and Rule 1 if the subject is singular, or write P and Rule 2 if the subject is plural. (3) Underline the correct verb.

Subject	S or P	Rule	
<u>Cats</u>	P	2	1. The frisky cats (plays, <u>play</u>) in the barn.
<u>He</u>	S	1	2. He (<u>doesn't</u> , don't) want a piece of cake.
<u>You</u>	P	2	3. You (sits, <u>sit</u>) quietly at the dinner table.
<u>Tony/Carlos</u>	P	2	4. Tony and Carlos always (wears, <u>wear</u>) a hat.
<u>woman</u>	S	1	5. The woman (<u>was</u> , were) shopping for gifts.
<u>men</u>	P	2	6. The men in charge (hasn't, <u>haven't</u>) made a decision.
<u>clothes/shoes</u>	P	2	7. My clothes and shoes (was, <u>were</u>) wet from the rain.

EDITING (10 points)

► Exercise 5: Write the capitalization and punctuation rule numbers for each correction in bold. Use References 11, 13, and 14 on pages 13–14 and 17–19 to look up the capitalization and punctuation rule numbers.

My grandfather, Mr. Daniel Miller, was born on February 22, 1952.

Homework 2

Complete this homework assignment on notebook paper. (42 points)

1. Number your paper 1–7.

For each sentence, do three things: (1) Write the subject. (2) Write S and Rule 1 if the subject is singular, or write P and Rule 2 if the subject is plural. (3) Write the correct verb.

Rule 1: A singular subject must use a singular verb form that ends in s or es: *is, was, has, does, swims, pushes*.

Rule 2: A plural subject, a compound subject, or the subject **YOU** must use a plural verb form that has **no s** or **es** endings: *are, were, have, do, swim, push*.

Subject	S or P	Rule	
<u>you</u>	P	2	You (go, goes) to the store with Dad.
<u>children</u>	P	2	The children (rides, <u>ride</u>) the bus to school.
<u>baby</u>	S	1	The pretty baby (sleep, <u>sleeps</u>) sweetly.
<u>James/Lee</u>	P	2	James and Lee (has, <u>have</u>) eaten dessert.
<u>artist</u>	S	1	(Doesn't, Don't) this artist paint beautiful pictures?
<u>cars</u>	P	2	(Are, Is) the cars parked in the garage?
<u>teachers</u>	P	2	The teachers (does, <u>do</u>) need some help.

2. Rewrite the sentence below correctly. Use the editing guide to help you.

Editing Guide: Capitals: 5 Commas: 3 End Marks: 1

S B N Y S
scott, did the package from buffalo, new york, arrive on saturday?

3. Number your paper 1–4. Write a or an in the blank.

- Jaylon found an old coin.
- Dad joined a health club.
- an island
- a bed

Home Connection

Family Activity for Subject-Verb Agreement

1. Gather 20 index cards. Write the words from the subject and verb columns below on separate cards. On the back of the index cards with singular subjects and verbs, write a number one. On the back of the index cards with plural subjects and verbs, write a number two. Place the cards face up with the words showing. Match the subject cards with any verb card that makes sense and agrees with the subject. After all matches have been made, flip the cards over. If the numbers on the back of each card pair match, the subject-verb agreement is correct. If the numbers do not match, a subject-verb agreement mistake has been made.

2. Have a timed contest between family members to see who can complete the most correct subject-verb agreement matches in the fastest time.

(1) SINGULAR		(2) PLURAL	
Subjects	Verbs	Subjects	Verbs
farmer	leaps	squirrels	play
Sandy	plows	children	visit
store	sleeps	cars	swim
pilot	opens	Kay and Carl	climb
cat	files	instruments	race

Sentence 1

The beautiful woman in a long blue dress walked toward the stage.

- Who walked toward the stage? **woman - SN**
- What is being said about woman? **woman walked - V**
- Toward - P**
- Toward what? **stage - OP**
- The - A**
- In - P**
- In what? **dress - OP**
- What kind of dress? **blue - Adj**
- What kind of dress? **long - Adj**
- A - A**
- What kind of woman? **beautiful - Adj**
- The - A**
- SN V P1**
- Skill Check
- (**In a long blue dress**) - Prepositional phrase
- (**Toward the stage**) - Prepositional phrase
- Period, statement, declarative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.

SN V A Adj SN P A Adj Adj OP V P A OP
The beautiful woman (in a long blue dress) / walked (toward the stage). D

Sentence 2

An old alligator lay on the muddy riverbank in the warm sun.

- What lay on the muddy riverbank in the warm sun? **alligator - SN**
- What is being said about alligator? **alligator lay - V**
- On - P**
- On what? **riverbank - OP**
- What kind of riverbank? **muddy - Adj**
- The - A**
- In - P**
- In what? **sun - OP**
- What kind of sun? **warm - Adj**
- The - A**
- What kind of alligator? **old - Adj**
- An - A**
- SN V P1**
- Skill Check
- (**On the muddy riverbank**) - Prepositional phrase
- (**In the warm sun**) - Prepositional phrase
- Period, statement, declarative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.

SN V A Adj SN V P A Adj OP P A Adj OP
An old alligator / lay (on the muddy riverbank) (in the warm sun). D

Sentence 3

The soft snowflakes drifted down to the frozen ground.

- What drifted down to the frozen ground? **snowflakes - SN**
- What is being said about snowflakes? **snowflakes drifted - V**
- Drifted where? **down - Adv**
- To
- To what? **ground - OP**
- What kind of ground? **frozen - Adj**
- The - A**
- What kind of snowflakes? **soft - Adj**
- The - A**
- SN V P1**
- Skill Check
- (**To the frozen ground**) - Prepositional phrase
- Period, statement, declarative sentence**
- Go back to the verb. Divide the complete subject from the complete predicate.

SN V A Adj SN V Adv P A Adj OP
The soft snowflakes / drifted down (to the frozen ground). D

Sample Copy