

The Writer's Toolkit Year 2

Teaching Guide Sample

Explore how Year 2 uses The Writing Revolution (Hochman Method) to teach sentence construction, paragraph decisions, original composition, and revision, alongside nonfiction source work and literature. This selection contains complete daily lessons from every unit, including the complete first story week.

The Rainforest lessons are kept together so you can see information move from a source into planning and then into the learner's own paragraph. The other selections show different writing demands and teaching decisions.

The current first Unit 7 story week is Lesson 29. Its opening study of Aunt Isabel Tells a Good One is included here, followed by story planning, drafting, and revision.

These excerpts come from different points in a cumulative course. Earlier learning is assumed. The guide supports reading aloud, discussion, and adult writing where appropriate. This selection shows the instruction; it is not a placement assessment.

The original curriculum page numbers are retained. The index uses PDF viewer page numbers in this sample. Bookmark titles also identify each selection.

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The Unit 3 reference page precedes Lesson 14 Day 3. The Topic Sentences reference precedes Unit 5. The Lesson 29 Day 5 revision reuses the beginning paragraph page from Day 4.

LESSON 3: DAY 1

MATERIALS

- Whiteboard and markers

OBJECTIVE

Add a *where* detail to the end of a statement.

Review

1. **Write and read:** the horse trots
 - **Ask:** What two things does this statement need to be written correctly? --> A capital letter and a period.
 - ◇ Have your learner fix both.
 - **Ask:** Which word is the article? Have your learner circle it. --> The.
 - **Ask:** Which word is the noun? Have your learner draw a single line under it. --> horse.
 - **Ask:** Can you draw a double line under the verb? --> trots.
2. **Say:** Change the statement so it tells about more than one horse.
 - **Write** what your learner says, or have your learner write it. --> The horses trot.
 - **Ask:** Which word is the verb? Have your learner draw a double line under it. --> trot.

CONNECT TO TODAY

1. **Say:** Today, you will add a detail to a sentence to tell your reader where something happens.

Where Asks About a Place

1. **Write and read:** *Where* asks about a place.
 - **Say:** Use *where* to add a detail about location to a sentence.
2. **Write:** *where*:
 - **Say:** This is how I will write the question word when I am working on a sentence. It reminds me what detail I want to add.
 - **Write and read:** A *where* detail goes at the end of a sentence.

I Do: Modeling

1. **Write and read:** Trains rattle.
 - **Say:** This is a sentence. *Trains* is the noun, and *rattle* is the verb. We can add a detail to tell our reader more with the help of the question word *where*.
 - ◇ **Write underneath:** where:
 - ◇ **Say:** I ask myself: Where do trains rattle? Hmm... on the tracks, through the city, across town. I will use on the tracks, because that is where trains run.
 - ◇ **Write:** where: on the tracks

2. **Say:** Now, I write my new sentence with the *where* at the end.
 - **Write:** Trains rattle on the tracks.
 - ◊ **Say:** Let's check our changes. *Trains rattle* is still here. The capital *T* is still at the front. The period moved all the way to the end of the new words.

We Do: Guided Practice

1. **Write and read:** Bells ring.
 - **Write** underneath: *where*:
 - ◊ **Ask:** What does *where* ask about? --> A place.
 - ◊ **Ask:** Where could bells ring? --> Wait for a response. [Take two or three answers before choosing one together.]
 - ◊ **Write** the answer you chose after the prompt. --> Example: *where: in the tower*
 - **Ask:** Does the *where* detail go at the beginning or the end of the sentence? --> At the end.
 - ◊ **Write** the expanded sentence together. --> Example: Bells ring in the tower.
 - **Ask:** Does *Bells* still need its capital letter? --> Yes.
 - **Ask:** Where does the period go now? --> At the end of the longer sentence.
 - **Read** both sentences. **Ask:** Which one tells the reader more? --> The longer one.

You Do: Independent Practice

1. **Write:** Fish swim.
 - Underneath, **write:** *where*:
 - ◊ **Ask:** Where do fish swim? --> Wait for a response.
 - ◊ **Write** the answer after the prompt, Then, **write** the expanded sentence together. --> Example: Fish swim in the pond.
2. **Use** the same process for: The bakers make bread.

LEARNER-GENERATED SENTENCE PROMPT

1. **Say:** Tell me a short statement about something you do.
2. **Write** the statement.
 - **Write:** where:
 - **Ask:** Where do you do it?
3. **Write** the answer after the prompt. Then, add the where detail to the end of the sentence.
4. **Check** the writing rules.

SENTENCE-BUILDING RULE CHECK

Point to the sentences on the board and **say:**

- A sentence has a noun and a verb.
- *Where* asks about a place.
- A *where* detail goes at the end of a sentence.
- A sentence starts with a capital letter.
- A statement ends with a period.

LESSON 3: DAY 4

MATERIALS

- Whiteboard and markers
- *The City of Melbourne* passage and the Day 4 worksheet
- Pencil
- Two light-colored highlighters or colored pencils

OBJECTIVE

Find *when* and *where* details in a passage, a caption, and a map, and use them to expand supplied statements. Capitalize names in the sentences.

Teaching Note: Read *Teaching with Nonfiction Passages* before this first passage lesson. Look over the Marking Key at the end of this day, and use it to check each decision during the two rereads.

Review

1. **Ask:** What does *when* ask about? --> **A time**
2. **Ask:** What does *where* ask about? --> **A place.**

CONNECT TO TODAY

1. **Say:** Today, you will learn about Melbourne. We will find information about places and times, then use some of that information in our sentences.

Read the Passage

1. **Read** the title and the whole passage. **Explain** unfamiliar words as needed.
2. **Read** the caption beneath the photograph.
 - **Say:** This is a caption.
 - **Write and read:** A caption is writing set near a picture that tells the reader more about it.
3. **Show** the map and read its labels. **Point to** Australia, the state of Victoria, and the dot for Melbourne.
 - **Read** the caption beneath the map. **Explain** *equator* if needed: The equator is an imaginary line around the middle of Earth.

Discuss

1. **Ask:** Do *Yarra* and *Birrarung* name one river or two? --> **One river.**
 - **Ask:** Which sentence tells you? --> **The river has two names.**
2. **Ask:** What does the caption tell you that you cannot learn from the photograph alone? --> **The bats are called flying foxes. They sleep in the trees at Yarra Bend Park in Melbourne. Accept either detail.**
3. **Ask:** How does the map help you understand where Melbourne is? --> **It shows Melbourne in Victoria and Victoria in Australia.**

4. **Ask:** The caption under the map says that in January, it is summer in Melbourne. What is January like where you live? --> **Wait for a response.**
- **Ask:** Which sentence in the caption helps you understand why January can be summer in one place and winter in another? --> **Its seasons are the opposite of the seasons in places north of the equator.**

I Do / We Do: Modeling and Guided Practice

Find and Mark the Information

1. **Set up** the colors with the color key on the passage page. **Have your learner** choose a color for each and put a dot in the corresponding square.
 - **Say:** We will use [corresponding] color to mark words that tell about a time. We will use [corresponding] color to mark words that tell about a place.
2. **First reread:** *when*. Before your learner starts, model the decision on the board.
 - **Say:** I will show you how I decide. Then, you will decide for each sentence on your page.
 - **Write:** On Sunday, we fed the ducks at the park.
 - ◇ **Say:** *When* asks about a time. I ask myself: Does this sentence tell *when*? I see *On Sunday*. Sunday is the name of a day, and a day is a time, so *On Sunday* tells *when*.
 - ◇ **Say:** I also see *at the park*.
 - ◇ **Ask:** Does *at the park* tell about a time? --> **No. It tells about a place.**
 - ◇ **Say:** I am looking for *when*, so I choose *On Sunday*.
 - **Underline** *On Sunday*.
3. **Reread** the passage aloud with your learner, one sentence at a time. Then, read each caption the same way.
 - After each sentence, **ask:** Does it tell *when*? If your learner says yes, **ask:** Which words tell *when*? **Have your learner** mark those words in the *when* color.
4. **Second reread:** *where*. Before your learner starts, model the decision on the board.
 - **Say:** Now, I am looking for *where*. I will show you how I decide.
 - **Write:** Sam visited Lake Erie.
 - ◇ **Say:** *Where* asks about a place. I ask myself: Does this sentence tell *where*? I see two names, *Sam* and *Lake Erie*. Both start with a capital letter.
 - ◇ **Ask:** Is *Sam* the name of a person or a place? --> **A person.**
 - ◇ **Say:** *Lake Erie* has the word *lake* in it. A lake is a place, so *Lake Erie* is the name of a place, and it tells *where*. I am looking for *where*, so I choose *Lake Erie*.
 - **Underline** *Lake Erie*.
5. **Reread** the passage aloud with your learner, one sentence at a time. Then, read each caption the same way.
 - After each sentence, **ask:** Does it tell *where*? If your learner says yes, **ask:** Which words tell *where*? **Have your learner** mark those words in the *where* color.
 - If your learner is unsure whether a name tells *where*, **ask:** Is it the name of a person or a place? --> **Wait for a response.**

Use the Information in Writing

1. **Say:** Now, we will use the details we marked. We will not make up a detail. We will choose words from the passage, caption, or map that match the sentence.
2. *Rowers row.*
 - **Read** the statement.
 - ◊ **Ask:** Which of your marked details tell about rowers? **Have your learner** point to each one.
 - ◊ **Have your learner** record each detail after its planning prompt. --> **when: in the morning; where: on the river**
 - **Say:** Our sentence uses the statement on the worksheet, *Rowers row*, and adds the two details to it.
 - ◊ **Ask:** Where does the *when* detail go? --> **At the beginning.**
 - ◊ **Ask:** Where does the *where* detail go? --> **At the end.**
 - **Write** the sentence together. --> **In the morning, rowers row on the river.**
 - ◊ **Check** the writing rules by name: the capital letter on *In*, the comma right after the *when* detail, the lowercase *rowers*, and the period at the end.
3. *Flying foxes wake up.*
 - **Read** the statement. **Have your learner** find, point to, and record the time and the place. --> **when: at night; where: at Yarra Bend Park**
 - ◊ **Ask:** Where did each detail come from? --> **The time from the passage. The place from the caption under the photograph.**
 - **Have your learner** write the sentence, or scribe it. --> **At night, flying foxes wake up at Yarra Bend Park. Accept other *where* words from the caption, such as *in the trees at Yarra Bend Park* or *at Yarra Bend Park in Melbourne*.**
 - ◊ **Check** the writing rules by name: the capital letter on *At*, the comma right after the *when* detail, the lowercase *flying*, the capital letter that starts each word in the place name, and the period at the end.

You Do: Independent Practice

1. **Have your learner** choose a statement in item 3 and find the sentence in the passage that tells about it.
 - **Have your learner** find a marked detail in that sentence, circle *when* or *where*, record the detail, and write the sentence.
 - **Ask:** Where did you find your detail? **Have your learner** point to it.
2. **Have your learner** read and check the sentences with the Check on the worksheet. **Read** each line of the Check aloud together.

Answer Key: 3. **Answers vary.** Examples: Families walk + where: beside the river --> **Families walk beside the river.** People shop + when: on Saturday --> **On Saturday, people shop.** People shop + where: at the Queen Victoria Market --> **People shop at the Queen Victoria Market.** If your learner uses both details, accept **On Saturday, people shop at the Queen Victoria Market.**

Marking Key: Use this key during the two rereads. The highlighted words show the information of each kind.

Your learner's colors may be different from the colors in this key.

FIRST REREAD: WHEN - PASSAGE

Melbourne is a large city in Victoria, Australia. A river runs through the middle of the city. The river has two names. Many people call it the Yarra. The Wurundjeri people are Traditional Owners of the land along the river. They call it Birrarung.

In the morning, rowers row long boats on the river. Some boats hold eight rowers. Families walk their dogs beside the river. On Saturday, people shop for food at the Queen Victoria Market. Shoppers buy bread, cheese, and fish. At night, flying foxes wake up. They look for fruit and flowers to eat.

SECOND REREAD: WHERE - PASSAGE

Melbourne is a large city in Victoria, Australia. A river runs through the middle of the city. The river has two names. Many people call it the Yarra. The Wurundjeri people are Traditional Owners of the land along the river. They call it Birrarung.

In the morning, rowers row long boats on the river. Some boats hold eight rowers. Families walk their dogs beside the river. On Saturday, people shop for food at the Queen Victoria Market. Shoppers buy bread, cheese, and fish. At night, flying foxes wake up. They look for fruit and flowers to eat.

Caption under the photograph: Large bats called flying foxes sleep in the trees at Yarra Bend Park in Melbourne.

Caption under the map: Melbourne is far south of the equator. Its seasons are the opposite of the seasons in places north of the equator. In January, it is summer in Melbourne.

- On the where reread, if your learner marks the whole first sentence of the passage, or the whole first sentence of the map caption, accept it.
- On the where reread, your learner may also mark the river in The river has two names. or the land along the river, which name places. Accept these when your learner can say what each tells and what it tells about.
- On the when reread, your learner may also mark seasons or summer, which name times of year. Accept these when your learner can say what each tells and what it tells about.
- *Traditional Owners* and *the Wurundjeri people* name people. If your learner marks either on the where reread, **ask:** Does it name a place? --> No. It names a group of people.

LESSON 9: DAY 2

MATERIALS

- Whiteboard and markers
- Lesson 9: Day 2 worksheet
- Pencil

OBJECTIVE

Learn what a topic sentence is. Choose the topic sentence that a group of details tells more about.

Review

1. **Write:** The friendly dog played with the children and other dogs.
 - Underneath, **write:** friendly dog played with children
 - **Ask:** Which of these is a detail and which is the topic? --> **Detail:** played with children; **Topic:** friendly dog

CONNECT TO TODAY

1. **Say:** Today, you will read a group of details and choose the topic sentence that all of them tell more about.

Define Topic Sentence

1. **Write:** On Saturday, our family makes pancakes. Dad mixes the batter. My sister flips the pancakes.
 - **Read** the sentences together.
 - **Ask:** What is this about? --> **Our family making pancakes.**
 - **Say:** That is the topic.
2. **Ask:** Which sentence tells the topic? Try each one. --> **On Saturday, our family makes pancakes.**
 - **Say:** Dad mixing the batter is one part of making pancakes. My sister flipping them is another part. The first sentence tells what the whole piece of writing is about.
3. **Write and read:** A topic sentence tells what our writing is about. Details tell more about the topic sentence.
 - **Ask:** How do the other two sentences tell more about the topic sentence? --> **They tell who does each job.**

I Do: Modeling

1. **Give** your learner the Day 2 worksheet. **Read** the directions.
 - **Read** the three details in Group 1.
 - ◇ **Ask:** What are these details about? --> **Selling lemonade.**
 - ◇ **Say:** One sentence in the box is the topic sentence. The other one is a detail. I will check each one.
2. **Read** the first sentence in the box: The lemonade is cold and sweet.
 - **Say:** This sentence tells about the lemonade. Setting up a table does not tell more about it. Holding up a sign does not tell more about it either. This sentence is a detail, not the topic sentence.

3. **Read** the second sentence: My sister and I sell lemonade.
 - **Say:** This sentence tells about selling lemonade. Setting up a table by the sidewalk is part of selling lemonade, so that detail tells more about it.
 - **Ask:** Do the other two details tell more about it? --> **Yes. Pouring lemonade into cups and holding up a sign are parts of selling lemonade.**
4. **Circle** My sister and I sell lemonade.
 - **Say:** All three details tell more about this sentence, so it is the topic sentence.

We Do: Guided Practice

1. **Read** the three details in Group 2 together.
 - **Ask:** What are these details about? --> **Getting a haircut.**
2. **Read** the first sentence in the box: *I get a haircut at the barbershop.*
 - **Ask:** Do all three details tell more about this sentence? --> **Yes. Sitting in a tall chair, spraying my hair with water, and snipping the hair above my ears are all parts of getting a haircut..**
3. **Read** the second sentence: The barber has shiny scissors.
 - **Ask:** Do all three details tell more about this sentence? --> **No. Sitting in a tall chair and spraying my hair with water do not tell about the scissors.**
 - **Ask:** Is this sentence a topic sentence or a detail? --> **A detail.**
4. **Have your learner** circle the topic sentence.

You Do: Independent Practice

1. **Have your learner** read Groups 3 and 4 and circle the topic sentence in each box.
 - **Ask:** How did you choose the topic sentence in Group 4? --> **All three details tell more about it. The sentence about the pink cake is a detail.**

Answer Key: Group 3: We build a fort in the living room. Group 4: I make a birthday card for Grandma.

LEARNER-GENERATED SENTENCE PROMPT

1. **Ask:** What is a place you like to visit? --> **Wait for a response.**
2. **Write** a topic sentence about it. --> **Example: I like to visit the library.**
3. **Say:** Tell me two details about visiting it and one sentence that does not tell more about visiting it. Do not tell me which one that is. --> **Wait for a response.**
4. **Write** the three sentences under the topic sentence, in the order your learner says them. Find the sentence that does not tell more about visiting it, cross it out, and say why. --> **Example: Our car is blue. It does not tell more about visiting the library.**
5. **Ask:** Did I find the right one? How do you know? --> **Wait for a response.**

LESSON 14: DAY 3

MATERIALS

- Whiteboard and markers
- Your learner's Lesson 14: Day 2 worksheet
- Lesson 14: Day 3 worksheet, with two sets of scrambled words, a list of details, and an SPO
- Pencil

OBJECTIVE

Unscramble topic sentences, including a question that tells what the writing is about. Choose one topic sentence, and choose the details that tell more about it.

Review

1. **Give** your learner their Lesson 14: Day 2 worksheet. **Point to** details 1 and 2.
 - **Have your learner** say them as one sentence that starts with After. --> After we scrubbed our dog with shampoo, we rinsed off the soap.
2. **Point to** the topic sentence. **Ask:** What kind of sentence is it? How do you know? --> A statement. It gives information.
 - **Ask:** What does a topic sentence tell? --> A topic sentence tells what our writing is about.

CONNECT TO TODAY

1. **Say:** Today, you will unscramble topic sentences, choose one, and choose the details that tell more about it.

A Question as a Topic Sentence

1. **Say:** A topic sentence can be a statement. It can also be a question.
2. **Write:** In fall, why do leaves change color?
 - **Ask:** Does this question tell what the writing is about? What is the writing about? --> Yes. Why leaves change color.
3. **Write:** Guess what?
 - **Ask:** Does this question tell what the writing is about? --> No. It does not tell the topic.
4. **Write and read:** If a question tells what our writing is about, it can be a topic sentence.
 - **Point to** the comma in the rule you just wrote. **Ask:** Why is there a comma here? --> When a sentence begins with if, we put a comma after the first part.
5. **Write** the unscrambling steps on the board, one on each line:
 - Find the verb.
 - Find who or what the verb tells about.
 - Put the other words where they make sense.
 - Add the capital letter and the end mark.
6. **Write** this question under the steps: Does it tell more about the topic sentence?
 - **Say:** While you work, these will stay on the board to help you.

I Do: Modeling

1. **Write:** blow | to | fun | bubbles | are
 - **Say:** First, I find the verb. Blow could be a verb, and are could be a verb. If blow is the verb, I cannot tell who or what blows. If are is the verb, what are fun? Bubbles. So the verb is are. I put the other words where they make sense: bubbles are fun to blow.
 - **Write:** Bubbles are fun to blow.
2. **Write:** pop | do | bubbles | why
 - **Say:** Why is a question word, so these words make a question.
 - **Write:** Why do bubbles pop?
 - **Ask:** Does this question tell what the writing is about? --> **Yes. Why bubbles pop.**
3. **Draw** an SPO. **Write** these labels down the left side: Topic, T.S., and C.S. Leave room between the T.S. line and the C.S. line for the details.
 - **Say:** Both sentences could be topic sentences. I could choose Why do bubbles pop? Every summer, I blow bubbles with my family, so I will choose Bubbles are fun to blow.
 - **Write** it on the T.S. line.
 - **Ask:** What is the topic? --> **Possible answer: Blowing bubbles.**
 - **Write** the topic on the Topic line.
4. **Write** this list between the T.S. line and the C.S. line, one detail on each line:
 - dip the wand in soap
 - touch something dry
 - blow a giant bubble
 - dry out in the air
 - chase them across the yard
 - hit a speck of dust
5. **Point to** dip the wand in soap. **Say:** Does it tell more about the topic sentence? To blow bubbles, you dip the wand in soap. It tells more. I keep it.
 - **Point to** touch something dry. **Say:** This tells about bubbles, but not about blowing them. It tells why bubbles pop. It is off topic for my topic sentence.
 - **Cross out** touch something dry.
6. **Ask:** Which other details tell more about blowing bubbles? --> **Blow a giant bubble. Chase them across the yard.**
 - **Cross out** the other two details.
7. **Point to** the crossed-out details. **Ask:** Which topic sentence would these details tell more about? --> **Why do bubbles pop?**
 - **Say:** Each topic sentence needs its own details.
8. **Say:** I want my reader to feel how much I like blowing bubbles, so I end with an exclamation.
 - **Write** on the C.S. line: I love blowing bubbles!

We Do: Plan the SPO

1. **Give** your learner the Day 3 worksheet. **Read** the directions and the list of details together.
 - Item 1: breathe | dolphins | do | how
 - Item 2: animals | playful | dolphins | are
 - Details: come up for air, leap out of the water, breathe through a blowhole, chase each other, hold their breath underwater, ride on waves
2. **Have your learner** unscramble each set of words and say the sentence. --> **How do dolphins breathe? Dolphins are playful animals.**
 - If your learner is unsure about item 1, **ask:** Which word is a question word? --> **How.**
 - If your learner says Are dolphins playful animals?, **say:** That is a question that tells what the writing is about. It works as a topic sentence too.
 - **Ask:** Which of your sentences are questions? What end mark does each one need? --> **How do dolphins breathe? A question mark. If your learner said Are dolphins playful animals?, that one needs a question mark too.**
 - **Ask:** Does this question tell what the writing is about? --> **Yes. How dolphins breathe.**
3. **Ask:** Which topic sentence do you choose? Why? --> **Wait for a response.**
 - **Have your learner** write it on the T.S. line and write the topic on the Topic line. **Check** the writing rules. --> **Possible topics: how dolphins breathe; playful dolphins.**
4. **Point to** the question on the board. **Have your learner** ask it about each detail and cross out the details that do not tell more about the topic sentence. Your learner decides each one.
 - If your learner is unsure about a detail, **ask:** Does it tell how dolphins breathe, or how they play? --> **Wait for a response.**
 - **Ask:** Which three details are left? --> **Possible answers: If your learner chose the question about breathing: come up for air, breathe through a blowhole, hold their breath underwater. If your learner chose the sentence about playful animals: leap out of the water, chase each other, ride on waves.**
 - If your learner keeps a different detail, **ask:** How does it tell more about the topic sentence? --> **Wait for a response. Accept a reason that fits the topic sentence. For example, when dolphins swim fast, they leap out of the water to breathe.**
 - **Ask:** Which topic sentence would the crossed-out details tell more about? --> **The other one.**
5. **Point to** the C.S. line. **Ask:** How could we end this paragraph? Say one ending as a statement, and one as a question or an exclamation. --> **Possible answers: Breathing paragraph: Dolphins must return to the surface for air. Play paragraph: What playful animals dolphins are!**
 - **Ask:** Which one ends the paragraph better? Why? --> **Wait for a response.**
 - **Have your learner** write the concluding sentence they choose on the C.S. line. **Check** the writing rules.

LESSON 16: DAY 4

MATERIALS

- Whiteboard and markers
- The Children Who Bought a Rainforest passage and glossary
- Lesson 16: Day 4 worksheet, with an SPO
- A light-colored highlighter or colored pencil
- Pencil

OBJECTIVE

Read a nonfiction passage. Write a topic sentence for the topic of one paragraph, as a question or an exclamation or as a sentence that starts with before, after, or if, and find details for it in that paragraph. Tell the beginning, the middle, and the end of the passage.

Teaching Note: The four highlighted details tell how the children got money.

Review

1. **Write:** The beavers built a dam.
 - **Write** under it: where:
 - **Ask:** What does where ask about? --> **Where asks about a place.**
 - **Ask:** Where did they build it? --> **Possible answers: across the stream, behind our barn**
 - **Write** the answer after the prompt.
 - **Have your learner** say the sentence with the where detail added. **Write** it. --> **Possible answer: The beavers built a dam across the stream.**
 - **Ask:** Where does a where detail go? --> **A where detail goes at the end of a sentence.**
 - **Check** the writing rules.

CONNECT TO TODAY

1. **Say:** Today, you will read about children who bought part of a rainforest. You will write a topic sentence for one paragraph and find details for it.

Questions Before Reading

1. **Show** the photographs with the words covered.
 - **Ask:** What do you see? What would you like to find out? --> **Wait for a response.**
 - **Write** one of your learner's questions on the board.
2. **Say:** Let's see whether the passage answers your question.

Read the Passage

1. **Read** the title, the captions, and the passage. Use the glossary when a glossary word comes up.
2. **Return to** your learner's question. **Ask:** Did the passage answer it? --> **Wait for a response.**
 - If it did, **have your learner** point to the words that answer it. If it did not, keep the question for another source.

Discuss

1. **Ask:** In the last sentence of the passage, why is there a comma after forest? --> *When a sentence begins with before, after, when, or if, we put a comma after the first part.*
2. **Ask:** Why did farmers cut down trees? Which sentence tells you? --> *They needed land for their cows. The passage says: Farmers needed land for their cows, so they cut down trees.*
3. **Ask:** Which fact surprised you? Why? --> *Wait for a response.*

I Do: Modeling

1. **Point to** the second paragraph. **Say:** The topic of this paragraph is people cutting down the rainforest. I can make a new topic sentence for it. I could ask: What lives in the rainforest? I could ask: Why was the rainforest in danger? I look back at the paragraph. It tells why people cut down the trees and how much of the rainforest was cut down. It does not tell what lives in the rainforest. The second question tells what the paragraph is about, so I choose it.
 - **Write:** Why was the rainforest in danger?

We Do: Plan the SPO

1. **Give** your learner the Day 4 worksheet. **Read** the topic together: how the children got money.
 - **Ask:** Which paragraph tells about this topic? How do you know? --> *The third paragraph. Possible answer: It starts: The children found many ways to get money.*
2. **Have your learner** say a topic sentence for the topic as a question or an exclamation, and one that starts with before, after, or if. --> *Possible answers: How did the children get money for the rainforest? After Roland had his idea, the children worked hard to get money.*
 - If a sentence is the same as the first sentence of that paragraph, **ask:** How could you say it in a new way? --> *Wait for a response.*
3. **Ask:** Does the paragraph tell more about each one? Which one do you choose? Why? --> *Wait for a response.*
 - The topic sentence your learner chooses goes on the T.S. line. Check the writing rules.
4. **Reread** the third paragraph together. For each sentence, your learner asks: Does it tell more about my topic sentence? If it does, your learner marks the words that tell more. Your learner decides what to mark.
 - If your learner is unsure about a sentence, **ask:** Does it tell how the children got money? --> *Wait for a response.*
5. **Ask:** Which three details tell more about your topic sentence? Why? --> *Wait for a response.*
 - The key words for those three go on lines 1, 2, and 3.
6. **Point to** the C.S. line. **Ask:** How could we end this paragraph? Say one ending as a statement, and one as a question or an exclamation. --> *Wait for a response.*
 - **Ask:** Which one ends the paragraph better? Why? --> *Wait for a response.*
 - The concluding sentence your learner chooses goes on the C.S. line. Check the writing rules.

7. **Have your learner** read the SPO. **Ask:** Does each detail tell more about the topic sentence? --> **Wait for a response.**
- **Say:** Keep this page. In Lesson 17, you will write the paragraph from this plan.

The Beginning, the Middle, and the End

1. **Say:** A plot has a beginning, a middle, and an end. This passage tells about something that happened, so it has them too.
2. **Write** these labels down the left side of the board: beginning, middle, end.
3. **Ask:** In the beginning, who is it about? When and where does it happen? What is the problem? --> **Possible answers:** a class in Sweden, Roland, and a biologist; in 1987; a school in Sweden and a rainforest in Costa Rica; people were cutting down the rainforest
 - **Write** your learner's key words beside beginning.
4. **Ask:** In the middle, what do they do about the problem? --> **Possible answer:** The children found ways to get money to buy part of the rainforest.
 - **Write** the key words beside middle.
5. **Ask:** At the end, what did the children's work help protect? --> **Possible answer:** Their money helped buy and protect part of the rainforest so its trees could not be cut down.
 - **Write** the key words beside end.

Marking Key: During the reread of the third paragraph, use this key. The highlighted words tell how the children got money. Your learner's color may be different from the color in this key.

Reread: The third paragraph

The children found many ways to get money. First, they baked cookies and sold them at a bake sale. After the bake sale, they painted pictures and sold them. They also made cards and crafts to sell. Some children asked for money for the rainforest instead of birthday presents. Their teacher and her husband started a group to help them. Soon, children at many other schools in Sweden joined the group.

Notes:

The four highlighted details tell how the children got money. The children found many ways to get money. is the first sentence of the paragraph. It tells what the paragraph is about. Their teacher and her husband started a group to help them. tells who started a group, and Soon, children at many other schools in Sweden joined the group. tells who joined. Neither tells how the children got money. If your learner's topic sentence tells about one way, such as selling things, accept the marks that tell more about it. Then your learner chooses three for the SPO.

LESSON 17: DAY 2

MATERIALS

- Whiteboard and markers
- Your learner's Lesson 16 Day 4 SPO page
- The Children Who Bought a Rainforest passage from Lesson 16 Day 4
- Lesson 17: Day 2 paragraph page
- Pencil

OBJECTIVE

Write a paragraph from the plan made in Lesson 16 to explain ways the children raised money. Put the details in a sensible order, and use after, before, because, but, or so where it shows a relationship supported by the passage.

Review

1. **Write:** The hail bounced off the roof.
 - **Ask:** Is this a statement, a question, or an exclamation? --> **A statement.**
 - **Have your learner** say it as an exclamation. **Write** it. --> **Possible answer: The hail bounced off the roof so hard!**
 - **Ask:** What changed? --> **The end mark changed, and the words changed.**
 - **Check** the writing rules.

CONNECT TO TODAY

1. **Say:** Today, you will use your plan from Lesson 16 to explain how the children raised money for the rainforest.

We Do: Write the Paragraph

1. **Give your learner** their Lesson 16 Day 4 SPO page, the rainforest passage, and the Day 2 paragraph page.
2. **Read** the plan together: the topic sentence, the three details, and the concluding sentence.
3. **Ask:** Which detail would you like to explain first? Which one next? --> **Wait for a response.**
 - **Ask:** Does the passage put any of your details in an order? Which words tell you? --> **Possible answer: First, they baked cookies and sold them at a bake sale. After the bake sale, they painted pictures and sold them.**
 - **Have your learner** number the notes in an order that makes sense. Where the passage gives an order, keep it.
4. **Write** these words: after, before, because, but, so
 - **Say:** Use one of these words where it helps show how two ideas fit. Check the passage before you use after or before.
 - **Say:** While you work, these words will stay on the board to help you.
5. **Point to** the T.S. line. The topic sentence from the plan starts the paragraph.

6. **Point to** line 1. Have your learner say two sentences for the note, one of them with a word from the board. --> **Wait for a response.**
 - **Ask:** Which one do you choose? Why? --> **Wait for a response.**
 - If the sentence has after, before, because, but, or so, **ask:** What does that word tell? Does the passage support that idea? --> **Wait for a response.**
 - If it is not a sentence, **ask:** What is the verb? Who or what does it tell about? --> **Wait for a response.**
 - ◊ The sentence goes in the paragraph.
7. Do the same for lines 2 and 3.
 - If your learner uses the same word from the board for every line, **ask:** Which other word on the board could you use? --> **Wait for a response.**
8. **Point to** the C.S. line. The concluding sentence from the plan ends the paragraph.
9. **Read** the whole paragraph aloud together.
 - **Ask:** Does each detail tell more about the topic sentence? Are the details in an order that makes sense? --> **Wait for a response.**
 - **Ask:** Is any of your sentences the same as a sentence in the passage? If it is, how could you say it in your own way? --> **Wait for a response.**
 - **Check** the writing rules and the worksheet Check.

LESSON 17: DAY 3

MATERIALS

- Whiteboard and markers
- Lesson 17: Day 3 worksheet
- Pencil

OBJECTIVE

Combine three sentences into one sentence, with commas in a list. Choose the action verb that matches one or more than one.

Review

1. **Write:** The porcupine ____ through the leaves.
 - **Ask:** Does porcupine name one or more than one? --> **One.**
 - **Ask:** Which verb fits, shuffle or shuffles? How do you know? --> **Shuffles. The action verb matches whether the noun names one or more than one.**
2. **Write:** The porcupines ____ through the leaves.
 - **Ask:** Which verb fits now? How do you know? --> **Shuffle. The noun names more than one.**
 - Check the writing rules.

CONNECT TO TODAY

1. **Say:** Today, you will combine three sentences into one sentence.

Combine Sentences

1. **Write:** Nora likes mangoes. Sam likes mangoes. Grandpa likes mangoes.
 - **Ask:** Which words are the same in all three sentences? --> **Likes mangoes.**
 - **Ask:** Which words are different? --> **Nora, Sam, and Grandpa.**
2. **Ask:** What are the two steps for combining sentences? --> **Find the words that are the same in both sentences. Join the words that are different with and.**
 - **Say:** Today, there are three sentences, so the first step is: Find the words that are the same in all the sentences.
 - **Write** the two steps on the board:
 - ◇ Find the words that are the same in all the sentences.
 - ◇ Join the words that are different with and.
3. **Write and read:** In a list of three or more, commas go between them, and the word and goes before the last one.

I Do: Modeling

1. **Point to** the three sentences. **Say:** I join the words that are different with and. I could say: Nora and Sam and Grandpa like mangoes. That has and between each name. In a list of three or more, commas go between them, and the word and goes before the last one. So I choose: Nora, Sam, and Grandpa like mangoes.
 - **Write:** Nora, Sam, and Grandpa like mangoes.
 - **Ask:** Each sentence on the board says likes. Why does the new sentence say like? --> The action verb matches whether the noun names one or more than one. The new sentence tells about three people.

We Do: Guided Practice

1. **Write:** Omar ate a pear. Omar ate a plum. Omar ate a peach.
 - **Ask:** Is Omar doing different actions? --> No. Ate is in all three sentences.
 - **Ask:** Which words are the same? Which words are different? --> Omar ate. A pear, a plum, a peach.
 - **Have your learner** use the two steps and say the combined sentence. **Write it.** --> Omar ate a pear, a plum, and a peach.
 - **Ask:** Where do the commas go? --> After the first and second items in the list.
2. **Write:** Felix wears fuzzy slippers. Hana wears fuzzy slippers. Dad wears fuzzy slippers.
 - **Have your learner** use the two steps and say the combined sentence. --> Felix, Hana, and Dad wear fuzzy slippers.
 - **Ask:** Which verb fits, wears or wear? How do you know? --> Wear. The action verb matches whether the noun names one or more than one.
 - **Write** the sentence. **Ask:** Where do the commas go? --> After the first and second items in the list.

You Do: Independent Practice

1. **Give** your learner the Day 3 worksheet. **Have your learner** combine each set of sentences.
 - Item 1: Priya rode the zip line. Luis rode the zip line. Aunt Bea rode the zip line.
 - Item 2: Gia hums a silly song. Wren hums a silly song. Grandma hums a silly song.
2. **Ask:** In your sentence, where did the commas go? --> After the first and second names in the list. The order of the three names can vary.
 - **Ask:** In item 2, why is the verb hum? --> The action verb matches whether the noun names one or more than one.

Answer Key: 1. Priya, Luis, and Aunt Bea rode the zip line. 2. Gia, Wren, and Grandma hum a silly song. (In each item, any order of the names is correct.)

**LEARNER-GENERATED SENTENCE
PROMPT**

1. **Say:** Think of three people who do the same thing. Think of a sentence about each one. Then combine them into one sentence.
2. Write it.
3. **Ask:** Where do the commas go? -->
In a list of three or more, commas go between them, and the word and goes before the last one.
4. Check the writing rules.

SENTENCE-BUILDING RULE CHECK

Point to the sentences on the board, and **say:**

- In a list of three or more, commas go between them, and the word and goes before the last one.
- The action verb matches whether the noun names one or more than one.

LESSON 18: DAY 2

MATERIALS

- Whiteboard and markers
- Lesson 18: Day 2 worksheet, with an SPO page and a paragraph page
- Pencil

OBJECTIVE

Plan an SPO about something that happened to you, with a problem, and write the paragraph. Name a person or thing first, then use she, he, it, or they.

Review

1. **Ask:** What can be used in place of a noun? --> *She, he, it, and they can be used in place of a noun.*
2. **Write:** Our neighbor baked bread. Our neighbor brought us a loaf.
 - **Have your learner** combine the two sentences with *and*. **Write** it. --> *Our neighbor baked bread and brought us a loaf.*
 - **Ask:** Why did the noun not need a word in its place this time? --> *The two sentences were combined, so the noun is said once.*

CONNECT TO TODAY

1. **Say:** Today, you will plan an SPO about something that happened to you, and write the paragraph from it.

I Do: Modeling

1. **Tell** a short story from your life that has a problem.
 - Example: Before dinner, my family came home from the store. Our keys were inside on the kitchen table! We tried the back door, but it was locked too. Dad called Grandma because she has a spare key. After twenty minutes, she drove over with her key. We cheered and went inside.
2. **Say:** I could say: Before dinner, my family came home from the store. I could ask: Have you ever been locked out of your house? The first one tells who, when, and where. The topic sentence of this paragraph tells the problem. The second one tells the problem, so I choose it.
 - **Write:** T.S.: Have you ever been locked out of your house?
 - **Ask:** Which line on the SPO does Before dinner, my family came home from the store. go with? --> *The beginning. It tells who, when, and where.*

We Do: Plan the SPO

1. **Give** your learner the Day 2 worksheet. **Have your learner** say two things that happened to them that had a problem, and choose one. --> *Wait for a response.*
 - If your learner is not sure, **ask:** What is something that went wrong for you? What did you do about it? --> *Wait for a response.*
2. **Ask:** What was the problem? --> *Wait for a response.*
 - The key words for the problem go on the Topic line.
3. **Have your learner** say two topic sentences that tell the problem. Each one is a question, an

exclamation, or a sentence that starts with before, after, or if. --> Wait for a response.

- If a topic sentence tells only who, when, and where, **ask:** Does it tell the problem? --> Wait for a response.
 - **Ask:** Which one do you choose for the topic sentence? Why? --> Wait for a response.
 - The topic sentence your learner chooses goes on the T.S. line. Check the writing rules.
4. **Point to** the beginning line. **Ask:** Who was there? When and where did it happen? --> Wait for a response.
- The key words go on the beginning line. If the key words name three people, places, things, or animals in a list, **ask:** Where do the commas go? --> In a list of three or more, commas go between them, and the word and goes before the last one.
5. **Point to** the middle line. **Ask:** What did you do about the problem? --> Wait for a response.
- The key words go on the middle line.
6. **Point to** the end line. **Ask:** What happened at the end? Was the problem solved? --> Wait for a response.
- The key words go on the end line. Keep what really happened, even if the problem was not fully solved.
7. **Point to** the C.S. line. **Ask:** How is your topic sentence written? --> Wait for a response.
- **Have your learner** say two endings, each written in a different way from the topic sentence. --> Wait for a response.
 - **Ask:** Which one ends the paragraph better? Why? --> Wait for a response.
 - The concluding sentence your learner chooses goes on the C.S. line. Check the writing rules.

We Do: Write the Paragraph

1. **Write** these words on the board: after, before, because, but, so
 - **Say:** While you work, these words will stay on the board to help you.
2. **Say:** In your paragraph, name a person or thing first. After that, you can use she, he, it, or they in place of the noun.
3. **Point to** the T.S. line. The topic sentence from the SPO starts the paragraph.
4. **Point to** the beginning line. **Have your learner** Think of a sentence for it, with the when detail at the start. --> Wait for a response.
 - If the when detail is not at the start, **ask:** Where does a when detail go? --> A when detail goes at the beginning of a sentence.
 - If it is not a sentence, **ask:** What is the verb? Who or what does it tell about? --> Wait for a response.
 - The sentence goes in the paragraph.

5. **Point to** the middle line and the end line. For each one, **have your learner** say two sentences, one of them with a word from the board, and choose one. --> **Wait for a response.**
 - If a sentence repeats a noun from the sentence before it, **ask:** Which word can you use in place of the noun? --> **Wait for a response.**
 - If a sentence starts with *she, he, it, or they*, **ask:** Who or what does that word tell about? Will the reader know? --> **Wait for a response.**
 - If a sentence starts with *Before*, **ask:** Which part happened earlier? --> **The part after the comma.**
 - The sentence goes in the paragraph.
6. **Point to** the C.S. line. The concluding sentence from the SPO ends the paragraph.
7. **Read** the whole paragraph aloud together. **Ask:** Does it tell the beginning, the middle, and the end, in order? --> **Wait for a response.**
 - **Ask:** Where did you use she, he, it, or they? Who or what does each one tell about? --> **Wait for a response.**
 - Check the writing rules.

LESSON 21: DAY 2

MATERIALS

- Whiteboard and markers
- The Topic Sentences page
- Lesson 21: Day 2 workbook pages: the SPO page and the paragraph page
- Pencil

OBJECTIVE

Learn that a topic sentence can start with since. Plan an SPO together that tells what happened and what happened as a result, and write the paragraph.

Review

1. **Write:** $6 + 1 = 7$ Six plus one equals seven. Under it, **write:** $9 + 1 = 10$ Nine plus one equals ten.
 - **Ask:** What happens each time you add 1? --> You get the next number.
2. **Write:** Whenever you add 1 to a number,
 - **Have your learner** finish the sentence. **Write** it. --> Whenever you add 1 to a number, you get the next number.
 - **Ask:** Why is there a comma here? --> When a sentence begins with whenever, we put a comma after the first part.

CONNECT TO TODAY

1. **Say:** Today, you will start a topic sentence with since. Then, you will plan an SPO that tells what happened and what happened as a result, and **write** a paragraph from it.

Topic Sentences

1. **Write and read:** A topic sentence can be a statement, a question, or an exclamation. It can start with since.
2. **Point to** Since on the Topic Sentences page. **Ask:** Which of the new words on this page tell a reason? --> Since. Since means because.

I Do: Modeling

1. **Write:** T.S.: Since we wanted less trash, we started a worm bin.
 - **Say:** A detail for this topic sentence tells what happened as a result. I could say: worms have no legs.
 - **Ask:** Do worms have no legs because we started a worm bin? --> No. That is a fact about worms.
 - **Say:** I could say: the worms eat our food scraps. That happened because we started the worm bin. It is a result, so I choose it.
 - **Write** on line 1: worms eat our food scraps
 - **Ask:** Why is there a comma after trash? --> When a sentence begins with since, we put a comma after the first part.

We Do: Plan the SPO

1. **Give** your learner the SPO page. **Read** the topic together: moving to a new house.
 - **Ask:** Have you ever moved, or do you know someone who has? --> **Wait for a response.**
 - If your learner has not, **say:** We will imagine moving to a new house.
2. **Have your learner** say two topic sentences that tell what happened, one that starts with since.

--> Possible answers: Since Mom got a new job, we moved to a new house. Moving to a new house changed many things!

 - If your learner is unsure how to start, **point to** the Topic Sentences page.
 - **Ask:** Which one do you choose for the topic sentence? Why? --> **Wait for a response.**
 - The topic sentence your learner chooses goes on the T.S. line. **Check** the writing rules. If it starts with Since, **ask:** Why is there a comma here? --> **When a sentence begins with since, we put a comma after the first part.**
3. **Ask:** What happened as a result of moving? --> **Wait for a response.**
 - Until you have more ideas than lines, take turns saying results.
4. **Ask:** Which three results tell more about the topic sentence? Why? --> **Wait for a response.**
 - If an idea is not a result, **ask:** Did that happen because you moved? --> **Wait for a response.**
 - The key words for those three go on lines 1, 2, and 3. If a line has three ideas, **ask:** Where do the commas go? --> **In a list of three or more, commas go between them, and the word and goes before the last one**
5. **Point to** the C.S. line. **Ask:** How is the topic sentence written? --> **Wait for a response.**
 - **Have your learner** say two endings, each written in a different way from the topic sentence. --> **Wait for a response.**
 - If your learner is unsure how to start, **point to** the Topic Sentences page.
 - **Ask:** Which one ends the paragraph better? Why? --> **Wait for a response.**
 - The concluding sentence your learner chooses goes on the C.S. line. **Check** the writing rules.

We Do: Write the Paragraph

1. **Write** these words on the board: because, since, so
 - **Ask:** Which words come right before a reason? Which word comes right before a result? --> **Because and since. So.**
 - **Say:** While you work, these words will stay on the board to help you.
2. **Point to** the T.S. line. The topic sentence from the SPO starts the paragraph.
3. **Point to** line 1. **Have your learner** say a sentence for the note. --> **Wait for a response.**
 - If it is not a sentence, **ask:** What is the verb? Who or what does it tell about? --> **Wait for a response.**
 - If it starts with Since, **ask:** Why is there a comma here? --> **When a sentence begins with since, we put a comma after the first part.**
 - The sentence goes in the paragraph.
4. **Do** the same for lines 2 and 3. At least one of the three sentences uses a word from the board.
 - If your learner uses the same word from the board for every line, **ask:** Which other word on the board could you use? --> **Wait for a response.**
5. **Point to** the C.S. line. The concluding sentence from the SPO ends the paragraph.
6. **Read** the paragraph together. **Ask:** Does each detail sentence tell what happened as a result? --> **Wait for a response.**
 - **Check** the writing rules. If a sentence names three or more things, **ask:** Where do the commas go? --> **In a list of three or more, commas go between them, and the word and goes before the last one**
 - If none of the sentences uses a word from the board, choose one detail with your learner. **Say** a sentence for that detail together, with one of those words. That sentence goes in the paragraph in place of the sentence for that detail.

LESSON 28: DAY 3

MATERIALS

- Whiteboard and markers
- Lesson 28: Day 3 workbook page
- Pencil

OBJECTIVE

Revise a paragraph by following numbered directions. Change a tired word to a precise word, add a where detail, add sentences that start with For example and As a result, and write a new concluding sentence.

Review

1. **Write:** Our class has many jobs.
 - Under it, **write:** For example,
 - **Ask:** What is one job in a class? --> Wait for a response.
2. **Have your learner** finish the sentence with one job. **Write** it. --> Possible answer: For example, one person waters the plants.
 - **Ask:** Why is there a comma after For example? --> When for example starts a sentence, a comma goes after it.
 - **Ask:** Does the second sentence tell one thing that shows the first sentence is true? --> Wait for a response.

CONNECT TO TODAY

1. **Say:** Today, you will revise a paragraph. You will follow numbered directions that use the strategies you learned in this unit.

Reading the Directions

1. **Ask:** What does revision mean? --> Revision means making writing more detailed and clear.
2. **Give** your learner the Day 3 page. **Read** the paragraph together.
 - **Say:** Each sentence has a number. Each direction names a sentence and tells what to do.
3. **Read** the five directions together.
 - **Ask:** Which direction asks for a precise word? Which asks for a where detail? Which two ask for a new sentence? Which asks for a new concluding sentence? --> Directions 1, 2, 3 and 4, and 5.

I Do: Modeling

1. **Point to** direction 1: Sentence 2: Change good to a precise word.
 - **Say:** I find sentence 2: We ate good sandwiches. Good is the word to change.
2. **Say:** I could say big. I could say crunchy. I ask: Does it tell the reader exactly what I mean? Big tells the size and not what the sandwiches were like. Crunchy tells exactly what they were like, so I choose it.
 - **Cross out** good, and **write** crunchy above it. **Read** the new sentence: We ate crunchy sandwiches.

We Do: Guided Practice

1. **Point to** direction 2: Sentence 3: Add where.
 - **Ask:** Where did the family play a game? --> Possible answers: on the grass, at the park.
 - **Ask:** Which one do you choose? Where does it go? --> Wait for a response.
 - **Have your learner** write a caret before the period and the detail above it. **Read** the new sentence. --> Possible answer: We played a game on the grass.
2. **Point to** direction 3: After sentence 3: Add a sentence that starts with For example.
 - **Ask:** What game could the family play? --> Possible answers: tag, catch, hide and seek.
 - **Have your learner** say a sentence that starts with For example and tells one game. **Write** it under sentence 3. --> Possible answer: For example, we played tag.
 - **Ask:** Why is there a comma after For example? --> When for example starts a sentence, a comma goes after it.

You Do: Independent Practice

1. **Have your learner** follow direction 4 without step-by-step prompting: After sentence 4: Add a sentence that starts with As a result. --> Possible answers: As a result, we moved to a bench. As a result, we shook out the blanket.
 - If the sentence does not tell what happened because of sentence 4, **ask:** Did that happen because of the sentence before it? --> Wait for a response.
 - **Ask:** What comes right after As a result? --> A comma.
2. **Have your learner** follow direction 5 without step-by-step prompting: Sentence 5: Write a new concluding sentence, in a different way from the topic sentence. --> Possible answers: What a tasty picnic we had! Did you ever have a picnic with ants?
 - **Ask:** How is the topic sentence written? How is your new concluding sentence written? --> Wait for a response.
 - **Ask:** Does it finish the paragraph in a stronger way? Why? --> Wait for a response.
3. **Have your learner** read the whole revised paragraph aloud.
 - **Ask:** Is the paragraph more detailed and clear now? How? --> Wait for a response.

LEARNER-GENERATED SENTENCE PROMPT

1. **Say:** Think of a job you do at home. Say a sentence about it. Then say a sentence that starts with For example.
2. Write them.
3. **Ask:** Does your For example sentence tell one thing that shows the first sentence is true? Why is there a comma after For example?
4. Check the writing rules.

SENTENCE-BUILDING RULE CHECK

Point to the sentences on the board and **say:**

- Precise words help readers picture exactly what the writer means.
- A where detail goes at the end of a sentence.
- For example starts a sentence that tells one thing that shows the sentence before it is true. As a result starts a sentence that tells what happened. The sentence before it tells why it happened.

Lesson 29

The Plan and the Beginning

LESSON 29: OBJECTIVE

Choose how to start the story: write the one planned this year, change part of the plan, or write a new story. Say the problem. Plan the whole story on one SPO, with a topic sentence that tells the problem and a line each for the beginning, the middle, and the end. Then plan the beginning paragraph on its own SPO and write it, and revise it by following one direction.

MATERIALS

- Whiteboard and markers; pencil
- Lesson 29: Student Workbook
- *Aunt Isabel Tells a Good One* by Kate Duke
- Your learner's story plan pages: My Story Plan: Setting from Lesson 8, the Day 5 pages from Lessons 10 to 13, My Story Plan: Characters from Lesson 14, and My Story Plan: Mood and Words from Lesson 28
- A second copy of each day's workbook page, or plain paper, for your own story

WRITING RULES IN THIS LESSON

Previously learned: All rules from Lessons 1 through 28. The plot is what happens in a story. A plot has a beginning, a middle, and an end. The beginning tells who is in the story, when and where it happens, and what the problem is. The middle tells what the characters do about the problem. The end tells how the problem is solved. A topic sentence can be a statement, a question, or an exclamation. It can also start with before, after, or if. A concluding sentence finishes the paragraph in a strong way and still connects to the topic. A when detail goes at the beginning of a sentence. A where detail goes at the end of a sentence. Revision means making writing more detailed and clear.

TEACHING TIPS

- On Day 1, read the three choices aloud before your learner looks at any plan page. Then go through the plan pages one at a time.
- A learner who writes a new story uses the A New Setting, New Characters, and A New Mood and Words pages on Day 1.
- On Day 2, the topic of the story SPO is the problem. If your learner's topic sentence tells only who, when, and where, ask whether it tells the problem.
- On Day 3, the topic sentence from the story SPO is the beginning paragraph's topic sentence too. The concluding sentence from the story SPO ends the last paragraph, in Lesson 30.
- On Day 4, you say each sentence of your own paragraph first and your learner writes theirs after.
- On Day 5, you write a revision direction on your learner's story. Read Giving Feedback in the front of this guide before that day.

WHAT EDUCATORS NEED IN THIS LESSON

- Day 1: read *Aunt Isabel Tells a Good One* ahead. Find the part where Aunt Isabel and Penelope decide where the story happens, the part where they decide who is in it, the part where the villains make trouble, and the end. Have your learner's story plan pages and a page for your own story ideas.
- Day 2: have your learner's Day 1 page and their story plan pages.
- Day 4: have your own paragraph page ready, so you can write alongside your learner.
- Day 5: before the lesson, read your learner's paragraph from Day 4 and decide which sentence you will write a direction for.

LESSON 29: DAY 1 ~ Book and Story Planning

MATERIALS

- *Aunt Isabel Tells a Good One* by Kate Duke
- Whiteboard and markers
- Lesson 29: Day 1 workbook page, My Story Ideas
- Your learner's story plan pages: My Story Plan: Setting, the Day 5 pages from Lessons 10 to 13, My Story Plan: Characters, and My Story Plan: Mood and Words
- Lesson 29: Day 1 workbook pages, A New Setting, New Characters, and A New Mood and Words, for a learner who is writing a new story
- A second copy of the Day 1 workbook page, or plain paper, for your own plan
- Pencil

OBJECTIVE

Read *Aunt Isabel Tells a Good One* and see how Aunt Isabel and Penelope decide who is in their story, when and where it happens, and what the problem is. Choose one of three ways to start: use the story planned this year, change part of it, or write a new story. Say the problem for the story.

Teaching Note: Before the lesson, read *Aunt Isabel Tells a Good One*. Find the part where Aunt Isabel and Penelope decide where the story happens, the part where they decide who is in it, the part where the villains make trouble, and the end. Have your own story plan pages ready, and a page for your own story ideas.

CONNECT TO TODAY

1. **Say:** Today, you will start the story you have been planning all year. First, we will read the whole of *Aunt Isabel Tells a Good One*. Aunt Isabel and Penelope make up a story together in it.

Aunt Isabel Tells a Good One

1. **Show** the cover of *Aunt Isabel Tells a Good One*. **Read** the title and Kate Duke's name.
 - **Ask:** You have read parts of this book before. What do you remember about it? --> **Wait for a response.**
2. **Read** the book aloud. Give your learner time to look at the pictures and respond to the story.

Think Like an Author

1. **Say:** Penelope asks Aunt Isabel for a good story. Aunt Isabel does not read one out of a book. The two of them make the story up while they talk, and Penelope helps decide what goes in it.
2. **Ask:** When and where does their story happen? --> **Wait for a response.**
 - **Say:** That is the setting. You planned a setting in Lesson 8.
3. **Ask:** Who is in their story? --> **Wait for a response.**
 - **Say:** Those are the characters. You planned characters in Lesson 14.
4. **Ask:** What goes wrong in their story? --> **Possible answer:** Odious Mole and Bad-Egg Bat want the King and Queen to give up the throne.
 - **Ask:** At the end, how is it solved? --> **Lady Nell saves the prince.**
5. **Ask:** What does the beginning of a story tell? --> **The beginning tells who is in the story, when and where it happens, and what the problem is.**

- **Say:** Aunt Isabel and Penelope decided all three of those before they knew how their story would end.

Choose How to Start

1. **Give** your learner their story plan pages and the Day 1 workbook page. Take yours.
 - **Say:** You have been planning this story since Lesson 8. You have a setting, five pages of character work, and a plan for the mood and the words.
2. **Read** the three choices on the page together.
 - **Say:** The first is to write the story you planned. The second is to keep most of your plan and change part of it. The third is to write a new story, and leave your plan pages in your portfolio.
3. **Say** your own choice and why you made it. --> Example: I am choosing the second one. I am keeping my setting and my characters, and I am changing my mood word. My plan says excited, and I want the reader to feel calm at the end as well.
4. Take one plan page at a time. **Ask:** Do you want this in your story the way it is, do you want to change it, or do you want to leave it out? --> Wait for a response. Your learner decides.
 - My Story Plan: Setting
 - the character pages from Lessons 10 to 13, and My Story Plan: Characters
 - My Story Plan: Mood and Words
5. **Have your learner** circle one of the three choices and write what they are changing, or what their new story is about.
6. For a learner writing a new story, give them the A New Setting, New Characters, and A New Mood and Words pages.
 - Fill the lines together today, as you did in Lesson 8 and Lesson 14. Ask the questions, and write what your learner says.
 - ◇ when: Is it long ago, today, or in the future? What time of year or time of day?
 - ◇ where: Where does it happen? It can be a real place or an invented one.
 - ◇ what life is like there: What do the people or animals there do? How does it feel to be there?
 - ◇ main character: Who is it? Is it a person, an animal, or a thing? What is the name?
 - ◇ what my character is like: What is one word that tells what your character is like?
 - ◇ what my character wants: What does your character want?
 - ◇ other character: Who else is in the story? Is it a person, an animal, or a thing?
 - ◇ what the other character wants: What does that character want?
 - ◇ mood: When a reader reads your story, how do you want them to feel?
 - ◇ precise words for my setting: What does your setting look, sound, smell, taste, or feel like? Which three precise words tell that?
 - ◇ my main character: Write the name from the New Characters page.
 - ◇ precise words for my main character: What is your main character like? Which three precise words tell that?
 - Your learner can make the drawings on those pages on Lesson 31 Day 4, when they make the picture for their story.

Say the Problem

1. **Say:** In Lesson 13, you planned what your character wants and what might make it hard to get. Those two things together are the problem in your story.
2. **Say** your own problem and why you chose it. --> Example: Milo wants to reach her brother on the island. A crab blocks the path across the sand. I chose it because my character plan says Milo is afraid of crabs, so this is hard for her.
3. **Ask:** What does your main character want? --> Wait for a response.
 - **Ask:** What makes it hard to get? --> Wait for a response.
 - If what makes it hard is something your learner has not planned, **ask:** Which character or which part of your setting could make it hard? --> Wait for a response.
4. **Have your learner** say the problem in one sentence, with what the character wants and what makes it hard.
 - The problem goes on the problem line. Write yours on your page.
5. **Read** your problems to each other.
 - **Ask:** Does my problem make it hard for Milo to get what she wants? --> Wait for a response.
6. **Say:** Keep this page with your story plan pages. Tomorrow, you will plan your whole story on an SPO.

LESSON 29: DAY 2

MATERIALS

- Whiteboard and markers
- Lesson 29: Day 2 workbook page, My Story SPO
- Your learner's Day 1 page and their story plan pages
- A second copy of the Day 2 workbook page, or plain paper, for your own SPO
- Pencil

OBJECTIVE

Plan the whole story on one SPO: a topic sentence that tells the problem, key words for the beginning, the middle, and the end, and a concluding sentence written in a different way from the topic sentence.

Teaching Note: Each of the three detail lines becomes a whole paragraph later in this unit, so the key words on a line can cover more than one thing that happens.

Review

1. **Write:** My swim teacher blew the whistle.
 - **Have your learner** say a second sentence that uses she, he, it, or they in place of the noun. Write it. --> **Example:** She called us out of the pool.
 - **Ask:** Why did you choose that word? --> **Wait for a response.**
2. **Write:** The campers packed up their tents.
 - **Have your learner** say a second sentence that uses she, he, it, or they in place of the noun. Write it. --> **Example:** They left before lunch.
 - **Ask:** Why did you choose that word? --> **Wait for a response.**
 - Check the writing rules.

CONNECT TO TODAY

1. **Say:** Today, you will plan your whole story on one SPO.

The Three Parts of Your Story

1. **Ask:** What does the beginning of a story tell? What does the middle tell? What does the end tell?
--> **The beginning tells who is in the story, when and where it happens, and what the problem is. The middle tells what the characters do about the problem. The end tells how the problem is solved.**
2. **Say:** Your story will have three paragraphs. The beginning is one, the middle is one, and the end is one. Today, you plan all three on one SPO. After today, you plan each paragraph on its own SPO and write it.
3. **Say:** The topic of this SPO is the problem in your story.
 - **Ask:** Where does the problem go on an SPO? --> **On the Topic line.**

I Do: Modeling

1. **Say:** My problem is that Milo wants to reach her brother on the island, and a crab blocks the path across the sand.
2. **Say:** I could write: Milo lives in a tide pool near a sandy beach. That tells who and where, and it does not tell the problem.
 - **Say:** I could ask: How will Milo get past the crab? That tells the problem, and my details can tell what she does about it. I choose the question.
 - **Write:** T.S.: How will Milo get past the crab?
3. **Ask:** Why is the first one not my topic sentence? --> **It does not tell the problem.**

Plan the Story

1. **Give** your learner the Day 2 workbook page, their Day 1 page, and their story plan pages. Take yours.
2. **Point to** the Topic line. **Have your learner** write the key words for their problem, from their Day 1 page. Write yours.
3. **Point to** the T.S. line. **Have your learner** say two topic sentences that tell the problem. Each one is a question, an exclamation, or a sentence that starts with before, after, or if.
 - If a topic sentence tells only who, when, and where, **ask:** Does it tell the problem? --> **Wait for a response.**
 - **Ask:** Which one do you choose? Why? --> **Wait for a response.**
 - The topic sentence goes on the T.S. line. Check the writing rules.
4. **Point to** the beginning line. **Say** your own key words and why you chose them.
 - Example: a tide pool, early morning, Milo and her brother. The beginning tells who is in the story and when and where it happens, and my setting plan has the tide pool and the morning.
 - **Ask:** Who is in your story? When and where does it happen? --> **Wait for a response.**
 - The key words go on the beginning line.
5. **Point to** the middle line. **Say** your own key words and why you chose them.
 - Example: the crab will not move, Milo waits, Milo looks for another way. My character plan says the crab wants to keep its eggs safe, so the crab stays where it is.
 - **Ask:** What does your main character do about the problem? --> **Wait for a response.**
 - **Ask:** What does your other character do that helps or makes it harder? --> **Wait for a response.**
 - The key words go on the middle line.

6. **Point to** the end line. **Say** your own key words and why you chose them.
 - Example: Milo swims around the rocks, finds her brother. In Lesson 14, I planned how my character changes. At the beginning Milo is afraid of crabs, and at the end she goes past one.
 - **Ask:** How is the problem solved? --> Wait for a response.
 - **Ask:** How is your main character different at the end? --> Wait for a response.
 - ◊ If your learner left the how my character changes line empty in Lesson 14, they decide it now and add it to that page.
 - The key words go on the end line.
7. **Point to** the C.S. line. **Ask:** How is your topic sentence written? --> Wait for a response.
 - **Have your learner** say two endings, each written in a different way from the topic sentence.
 - **Ask:** Which one finishes your story in a stronger way? Why? --> Wait for a response.
 - The concluding sentence goes on the C.S. line. Check the writing rules.
8. **Have your learner** read the whole SPO aloud. Read yours.
 - **Ask:** Does your topic sentence tell the problem? --> Wait for a response.
 - **Ask:** Does your end line tell how the problem is solved? --> Wait for a response.
9. **Say:** Keep this page. You will use it in every lesson in this unit.

LESSON 29: DAY 3

MATERIALS

- Whiteboard and markers
- Lesson 29: Day 3 workbook page, My Beginning Paragraph
- Your learner's Day 2 story SPO and their story plan pages
- A second copy of the Day 3 workbook page, or plain paper, for your own SPO
- Pencil

OBJECTIVE

Plan the beginning paragraph of the story on its own SPO, using the topic sentence from the story SPO and three details that tell who is in the story, when and where it happens, and what the problem is.

Teaching Note: The beginning paragraph has a topic sentence and three details. The concluding sentence your learner wrote on the story SPO ends the last paragraph of the story, and it goes on the SPO for the end paragraph in Lesson 30.

Review

1. **Write** these three sentences, one under the other:
 - Our library has puzzles.
 - Our library has puppets.
 - Our library has board games.
2. **Ask:** Which words are the same in all three sentences? --> **Our library has.**
 - **Have your learner** say the combined sentence. Write it. --> **Our library has puzzles, puppets, and board games.**
 - **Ask:** Where do the commas go? --> **Wait for a response.**
 - Check the writing rules.

CONNECT TO TODAY

1. **Say:** Today, you will plan the beginning paragraph of your story.

One Paragraph at a Time

1. **Give** your learner their story SPO from yesterday and their story plan pages. Take yours.
2. **Say:** Your story SPO has three detail lines: the beginning, the middle, and the end. Each one becomes a paragraph, and each paragraph gets its own SPO.
3. **Say:** The topic sentence you wrote yesterday starts your first paragraph, so it is the topic sentence on today's SPO too.
 - **Ask:** What does your topic sentence tell? --> **It tells the problem.**
4. **Ask:** What does the beginning of a story tell? --> **The beginning tells who is in the story, when and where it happens, and what the problem is.**
 - **Say:** Those three things are your three details today.
5. **Say:** The concluding sentence you wrote yesterday finishes your story. It goes on the SPO for your end paragraph, in the next lesson.

I Do: Modeling

1. **Write:** T.S.: How will Milo get past the crab?
 - **Say:** Each detail has to tell more about my topic sentence.
2. **Say:** For who, I could write: Milo collects shells. That tells about Milo, and it does not tell more about the crab or about getting past it. I could write: Milo, who wants to reach her brother. That tells who has the problem, so I choose it.
 - **Write:** 1. Milo, wants to reach her brother
3. **Say:** For when and where, my setting plan says a tide pool, early in the morning. The sand between the tide pool and the island is where the problem happens, so I put that in.
 - **Write:** 2. a tide pool, early morning, sand between the tide pool and the island
4. **Say:** For the problem, my character plan says the crab wants to keep its eggs safe, so it will not move.
 - **Write:** 3. a crab sits on the path and will not move
5. **Ask:** Does each of my three details tell more about my topic sentence? --> Wait for a response.

We Do: Plan the SPO

1. **Give** your learner the Day 3 workbook page.
2. **Point to** the Topic line. **Ask:** What is the topic of this paragraph? --> The problem in my story.
 - The key words for the problem go on the Topic line.
3. **Point to** the T.S. line. **Have your learner** write the topic sentence from their story SPO.
4. **Point to** line 1. **Ask:** Who has this problem? What else does a reader need to know about them? --> Wait for a response.
 - If your learner names something about the character that does not tell more about the problem, **ask:** Does that tell more about your topic sentence? --> Wait for a response.
 - The key words go on line 1.
5. **Point to** line 2. **Ask:** When and where does it happen? --> Wait for a response.
 - **Ask:** Which part of your setting is the problem in? --> Wait for a response.
 - The key words go on line 2.
6. **Point to** line 3. **Ask:** What makes it hard for your character to get what they want? --> Wait for a response.
 - **Ask:** Does your other character make it harder? --> Wait for a response.
 - The key words go on line 3.
7. **Have your learner** read the SPO aloud.
 - **Ask:** Does each detail tell more about your topic sentence? --> Wait for a response.
 - **Ask:** Are your details key words? --> Wait for a response.
8. **Say:** Keep this page. Tomorrow, you will write this paragraph from it.

LESSON 29: DAY 4

MATERIALS

- Whiteboard and markers
- Lesson 29: Day 4 workbook page, My Beginning Paragraph
- Your learner's Day 3 SPO and their My Story Plan: Mood and Words page
- A second copy of the Day 4 workbook page, or plain paper, for your own paragraph
- Pencil

OBJECTIVE

Write the beginning paragraph of the story from the Day 3 SPO. Turn each note into a sentence, put the when detail at the beginning of a sentence and the where detail at the end, and use a precise word from the story plan.

Teaching Note: You write each sentence of your own paragraph first, and then your learner writes theirs.

Review

1. **Write:** We built a snow fort.
 - Underneath, write: when: where:
2. **Ask:** When did you build it? --> Possible answers: after the storm, after lunch
 - **Ask:** Where did you build it? --> Possible answers: in the front yard, by the driveway
 - Write each answer after its prompt.
3. **Have your learner** say the sentence with both details added. Write it. --> Possible answer: After the storm, we built a snow fort in the front yard.
 - **Ask:** Where does a when detail go? --> A when detail goes at the beginning of a sentence.
 - **Ask:** Where does a where detail go? --> A where detail goes at the end of a sentence.
 - **Ask:** Why is there a comma after the first part? --> Wait for a response.
 - Check the writing rules.

CONNECT TO TODAY

1. **Say:** Today, you will write the beginning paragraph of your story.

Write the Paragraph

1. **Give** your learner their Day 3 SPO, their My Story Plan: Mood and Words page, and the Day 4 workbook page. Take yours.
2. **Read** the SPO together: the topic sentence and the three notes.
 - **Say:** Each note becomes one sentence. Your topic sentence starts the paragraph.
3. **Write** these words on the board: after, before, because, but, so
 - **Say:** While you work, these words will stay on the board to help you.
4. Write your own topic sentence at the top of your paragraph. **Have your learner** write theirs.
 - Example: How will Milo get past the crab?

5. **Point to** line 1. **Say** your sentence from your note and write it. Then **ask** your learner for theirs.
 - Example: My note says Milo, wants to reach her brother. My sentence is: Milo wanted to visit her brother on the island.
 - If what your learner says is not a sentence, **ask**: What is the verb? Who or what does it tell about? --> **Wait for a response.**
 - **Ask**: Does it tell more about your topic sentence? --> **Wait for a response.**
6. **Point to** line 2. **Say** your sentence and write it. Then **ask** your learner for theirs.
 - Example: My note says a tide pool, early morning, sand between the tide pool and the island. My sentence is: After the tide went out, Milo looked for a path on the wet sand.
 - **Ask**: Which part of your sentence tells when? Where does a when detail go? --> **Wait for a response.**
 - **Ask**: Which part tells where? Where does a where detail go? --> **Wait for a response.**
 - **Give** your learner their Mood and Words page. **Ask**: Is one of your precise words for your setting right for this sentence? --> **Wait for a response.**
7. **Point to** line 3. **Say** your sentence and write it. Then **ask** your learner for theirs.
 - Example: My note says a crab sits on the path and will not move. My sentence is: A big crab sat on the path, so Milo could not get by.
 - **Ask**: Which word from the board did you use? What does it show? --> **Wait for a response.**
 - If a sentence repeats a noun from the sentence before it, **ask**: Which word could you use in place of the noun? --> **Wait for a response.**
8. **Read** the whole paragraph aloud together. Read yours.
 - **Ask**: Does each sentence tell more about your topic sentence? --> **Wait for a response.**
 - **Ask**: Did you name your character before you used she, he, it, or they? --> **Wait for a response.**
 - Check the writing rules.
9. **Say**: Keep this page with your story SPO. Tomorrow, you will revise this paragraph.

LESSON 29: DAY 5

MATERIALS

- Whiteboard and markers
- Your learner's Day 4 paragraph page, and your own paragraph
- Your learner's My Story Plan: Mood and Words page
- Pencil

OBJECTIVE

Revise the beginning paragraph by following one direction. Then, give a direction for a paragraph.

Teaching Note: Before the lesson, read your learner's paragraph from Day 4 and decide which sentence you will write a direction for. Choose a sentence that is plain and correct. You write the direction on the Direction line of your learner's Day 4 page.

Review

1. **Write:** The new playground is nice.
 - **Ask:** Which word is a tired word? --> **Nice.**
 - **Ask:** What is the playground like? Say two precise words. --> **Possible answers: shady, bouncy, enormous**
 - **Ask:** Which one tells exactly what you mean? Why? --> **Wait for a response.**
 - **Have your learner** cross out nice and write the precise word above it. Read the new sentence.
 - Check the writing rules.

CONNECT TO TODAY

1. **Say:** Today, you will revise the beginning paragraph of your story.

Revise Your Paragraph

1. **Give** your learner their Day 4 paragraph page. Have your own paragraph out.
2. **Write** a number in front of each sentence in your learner's paragraph, starting with 1 for the topic sentence. Number the sentences in your own paragraph too.
3. On the Direction line, **write** one direction for the sentence you chose. Name the sentence, and use a question word your learner has learned or a word to make precise.
 - Examples: Sentence 3: Add why. Sentence 2: Change big to a precise word.
 - **Read** the direction together.
4. **Have your learner** follow the direction without step-by-step prompting: a caret and the added words above it, or a line through the word and the precise word above it.
 - If the direction is Add when, **ask:** Where does a when detail go? --> **A when detail goes at the beginning of a sentence.**
 - If the direction is Add where, **ask:** Where does a where detail go? --> **A where detail goes at the end of a sentence.**

5. **Give** your learner their My Story Plan: Mood and Words page.
 - **Ask:** Is one of your precise words right for a sentence in this paragraph? --> **Wait for a response.**
 - If it is, your learner crosses out the word it takes the place of and writes the precise word above it.
6. **Have your learner** read the whole paragraph aloud.
 - **Ask:** Is your paragraph more detailed and clear now? How? --> **Wait for a response.**

Give a Direction

1. **Read** your own paragraph aloud to your learner, and show them your numbered sentences.
2. **Ask:** Which of my sentences is plain? What direction would you give me? --> **Wait for a response.**
 - If your learner names a sentence and no direction, **ask:** What would you have me add, or which word would you have me make precise? --> **Wait for a response.**
 - If your learner is unsure where to start, **ask:** Which of my sentences could tell more about when, where, why, or how? --> **Wait for a response.**
3. **Write** your learner's direction on your own Direction line, and follow it while your learner watches.
4. **Read** your new sentence aloud.
 - **Ask:** Is my paragraph more detailed and clear now? How? --> **Wait for a response.**
5. **Say:** Keep this page with your story SPO. In the next lesson, you will plan the middle paragraph of your story.