



Writing Framework for Sentence Writing  
Book 1 Teacher's Guide

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➤ **LESSON GOAL** Students will be able to write simple information about people.

## OVERVIEW

This unit introduces students to expository writing as they learn to describe themselves and family members. Students first practice vocabulary words that show family relationships, such as *mother* and *brother*. Then they learn how to write about age and appearances by revising model sentences before they write their own original sentences. Students also learn about forms of the verb *be* and basic rules for capitalizing people's names and the first words of sentences.

## TEACHING NOTES

In Unit 1, students are not expected to properly format a fully developed paragraph at first; instead, they learn to read and write four simple descriptive sentences about themselves or others. Having students complete this material also gives the teacher a chance to learn about the students and their families. Students will benefit from reviewing *be* verb forms and capitalization on pp. 12-13 before they compose their own sentences.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

## Expository Writing

<b>Writing Purpose</b>		To describe you and one of your family members
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Descriptive language to describe people</li> <li>• Use simple tense</li> </ul>
<b>Framework</b>		
Introduction	Self-Introduction/ Introducing People	Who are you? Who is that person? / What's your relationship with them?
Details	Descriptions	age, looks, personality, other details

## WARM-UP (p. 8)

- 1) Have students open their Student Book to page 8. Read the title of the unit and the goal.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows three students on a bus.
- 3) Explain that students will learn about describing themselves and a family member.

## WRITING GUIDE (p. 8)

- 1) Explain to students that they should include details such as their name, age, looks, or personality when they write about themselves or a family member.
- 2) It is helpful to use **WRITING GUIDE** in order to activate students' curiosity about the upcoming topic.
- 3) Direct students' attention to the Hints box. Gauge how much English vocabulary students already know about the topic by reading each word aloud. As you read each word, have students give you a thumbs-up signal if they are already familiar with the word, or a thumbs-down signal if they are not familiar with it. Ask a volunteer who was familiar with the word to tell what he or she knows about it.
- 4) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

### **Write about yourself.**

- Name: Jacob Davis
- Age: 10 years old
- Looks / Details: short

## WORDS TO KNOW (p. 9)

- 1) Focus students' attention on the vocabulary list.
- 2) Tell students to write each word under the correct picture.
- 3) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**A Look at the pictures. Write the correct words.**

- (Top row): grandma, grandpa
- (Middle row): mother, father
- (Bottom row): sister, brother

**B Complete the chart and sentences about Jacob.**

My name is Jacob Davis.

I am 10 years old.

I am short.

## READ (p. 10)

- 1) Have students read the example story.
- 2) Direct students' attention that they should introduce who they are and who the introducing person is and add details like their name, age, looks, or personality when they write about themselves and a family member.

### My Sister and I

Hi, I am Jonas Clark.

INTRODUCTION 1 Who are you?

I am 10 years old.

I am tall.

DETAILS  
How old are you? (age)  
How do you look like? (looks)

This is Erica Clark.

INTRODUCTION 2 Who is this person?

She is my sister.

She is 8 years old.

She is short.

DETAILS  
Who is she? (relationship)  
How old is she? (age)  
How does he look like? (looks)

## UNDERSTAND (pp. 10-11)

**A Complete the chart about Jonas and his sister.**

- 1) Study the details about Jonas Clark together.
- 2) Have students work in pairs to complete the details about Jonas' sister Erica.
- 3) Check answers as a class.

Answers will vary.

**Sister**

- name: Erica Clark
- age: 10
- looks: short

**B Rewrite the sentences from the story on page 10.**

TITLE	My Mother and I
INTRODUCTION 1	1. Hi, I am <u>David</u> Clark.
DETAILS	2. I am <u>11</u> years <u>old</u> . 3. I am <u>thin</u> .
INTRODUCTION 2	4. This is <u>Mary</u> <u>Clark</u> .
DETAILS	5. She is my <u>mother</u> . 6. She is <u>39</u> years <u>old</u> . 7. She is <u>tall</u> .

➤ **OBJECTIVE 1** Able to change words as directed and learn the key structure. (pp. 10-11)

## WRITING FRAMEWORK FOR SENTENCE WRITING 1

## LANGUAGE SKILLS (p. 12)

### A THE VERB *BE* Circle the correct verbs.

- 1) Before studying, go to p. 74. Present the information in the chart, review the use and form of *be* verbs in the simple present.
  1. am
  2. is
  3. is
  4. are
- 2) Have students work in pairs to write three sentences.
- 3) Call on students to read sentences to the class.

### TIP (p. 12)

- 1) Explain to students when to capitalize the names of people and places.
- 2) On the board or on the screen, write the names of famous people and places.

Mary Jones      China      Brazil

### B CAPITALIZATION Correct the mistakes.

- 1) Explain to students that they must capitalize the first word of every sentence and people's name when they write.
  1. My name is Sam Wilson.
  2. Alex is my brother.
  3. I am 9 years old.
  4. He is tall.
- 2) Study the first sentence as a class together. Point out the errors in capitalization.
- 3) Have students work in pairs to correct the other three sentences.
- 4) Call on students to share how they corrected each sentence.

Go back to page 10, look at the story, and follow steps 1 and 2 below.

1. Circle all *be* verbs ( *am* / *is* ).
2. Now underline the CAPITAL letters.

## Example Story

### My Sister and I

Hi, I am Jonas Clark.	INTRODUCTION 1
I am 10 years old.	DETAILS
I am tall.	
This is Erica Clark.	INTRODUCTION 2
She is my sister.	
She is 8 years old.	DETAILS
She is short.	

➤ **OBJECTIVE 2** Learn to use capitalization correctly. (pp. 12-13)

## WRITING SKILLS (p. 13)

- 1) Write a sentence on the board and have students read it.
- 2) Have students work to write the sentences.
- 3) Point out the verb tense used.

### A Look and unscramble. (Don't forget to capitalize correctly.)

- 1) Study the first question as a class together.
  1. I am 9 years old.
  2. Ben is my brother.
  3. He is tall.
- 2) Have students write two sentences and ask them to capitalize correctly.
- 3) Check answers as a class.

## WRITING FRAMEWORK FOR SENTENCE WRITING 1

***B Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize correctly.)***

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1) Study the first question as a class together.</li><li>2) Have students write three sentences and remind them to capitalize correctly.</li><li>3) Check answers as a class.</li><li>4) Point out the <u>be</u> verb form used.</li></ol> | <ol style="list-style-type: none"><li>1. My brother is 7 years old.</li><li>2. He is my dad.</li><li>3. Mike is short.</li><li>4. Tom is my brother.</li></ol> |
|--|--|

### **BRAINSTORM** (p. 14)

- 1) Have students brainstorm about themselves and a family member.
- 2) Have students work in pairs to write three sentences.
- 3) Point out the *be* verb form used.
- 4) Make sure students include details such as their name, age, looks, etc.

***A Complete the mind map about you and a family member.***

***Answers will vary.***

Me: Angela Davis, 10 years old, tall

Family member: Alex, brother, 8 years old, short

***B With a classmate, talk about a family member. Write down what your classmate says.***

***Answers will vary.***

Alex is my brother.

He is 8 years old.

He is short.

### **FIRST DRAFT** (p. 15)

***A Now write about you and one of your family members.***

When grading a response, evaluate five important characteristics of an essay:

- Content – Does the response stay focused on the topic?
- Organization – Is the response organized, including a main idea and specific details?
- Spelling – Does the response demonstrate correct spelling?
- Grammar – Does the response adhere to grammar rules?
- Punctuation and Capitalization – Does the response use correct punctuation and capitalization?

As you evaluate each characteristic, consider the consistency and frequency of errors. A single error in verb form should not be penalized as heavily as consistent errors in the verb form. You may also wish to consider the degree to which these errors interfere with comprehension or increase listener effort.

In addition, take care to emphasize the specific grammar, spelling, and punctuation rules which have been taught in the current and previous units. For example, in early units it is reasonable to expect correct use of a period to end simple sentences; however, more advanced punctuation usage such as commas or semicolons can be ignored for now.

## Writing Rubric

Use this rubric to guide your analysis of each essay.

There are three benchmark descriptors for each essay characteristic (Content, Organization, Spelling, Grammar, Punctuation and Capitalization). Determine which statement best describes the response in each category. For example, if the essay includes 6 spelling errors, the C-level descriptor is the best match. After evaluating all five characteristics individually, then assign an overall score based on the grade descriptor most frequently selected. For example, if you chose three B-grade descriptors and two C-grade descriptors, you will most likely assign an overall grade of B. Assigning a letter grade to a student's essay is at the discretion of the teacher.

As you evaluate the response, be sure to keep in mind:

- the unit goal and objectives
- the Expository Writing table provided in the teacher's guide unit overview

Categories	Grade	Details
Content	A	Stays focused on the topic of the assignment Fulfills all parts of the task
	B	Does not stay focused on the topic Fulfills some or most parts of the task
	C	Writes off topic Fulfills little to no parts of the task
Organization	A	Provides a main idea and specific details Follows the organizing pattern described in the unit
	B	Provides a weak description of the main idea and has few details Follows the organizing pattern taught in the unit, but ideas wander a little, or unnecessary details are included
	C	Does not present a main idea or supporting details Does not show any organizing pattern
Spelling	A	Uses spelling errors 1 time
	B	Uses spelling errors 2 to 3 times
	C	Uses spelling errors more than 4 times
Grammar	A	Uses grammar mostly correctly and makes mistakes 1 time
	B	Uses grammar correctly and sometimes makes mistakes
	C	Uses grammar incorrectly and makes mistakes more than 5 times
Punctuation and Capitalization	A	Rarely makes mistakes
	B	Sometimes makes mistakes
	C	Frequently makes mistakes

*Answers will vary. Possible answer:*

[C Grade Answer]

**My Sister and I**

I am melissa martin. I am 12 yers odd. I is short. I is thin. This is rebecca she are my sister. She are 7 yers old.

**Score Explanation**

This response fulfills most of the requirements of the task by providing an introduction and details about the student and a family member. However, it receives a score of C because it does not include a detail about the appearance of the student's family member and because there are several spelling (*odd* and *yers*) and grammatical errors. For example, the student does not capitalize proper nouns (*melissa martin*, *Rebecca*), uses the incorrect verb form (*she are*), and omits punctuation, resulting in a run-on sentence (*This is Rebecca she are my sister*).

[B Grade Answer]

**My Father**

Hello. I am Kai. I am 11 years old. I am tall. I am thin. This are Daniel. He is my Father. He is 35 years old. He is tall. He is strong.

**Score Explanation**

This response fulfills all of the requirements of the task by providing an introduction and details about a student and a family member. In fact, it goes beyond the requirements by providing two facts about each person. However, inconsistent grammatical errors keep the response from receiving the highest score. The student uses an incorrect verb form (*This are Daniel*) and makes capitalization errors (*He is my Father*) in some places, while in other places the student demonstrates more control over grammar (*I am Kai* and *He is 35 years old*). Though comprehension is not significantly affected, moderate reader effort is required because of the grammar errors. It meets the criteria for a score of B.

[A Grade Answer]

**My Family**

I am Max. I am 10 years old. I am thin. My sister is Jasmine. She is 12 years old. She is tall. jon is my brother. He is 14 years old. He is strong.

**Score Explanation**

This response goes beyond the requirements of the task by providing an introduction and details about a student and two family members. The student uses correct verb forms throughout. Since the student demonstrates understanding of capitalization rules when writing the names *Jasmine* and *Max*, the error (*jon is my brother*) can be considered a first-draft error. In addition, it does not affect reader comprehension. Thus, the response meets all the criteria for the maximum score of A.

➤ **LESSON GOAL** Students will be able to write about their friends.

### OVERVIEW

This unit continues familiarizing students with expository writing as they learn to describe their friends by writing about their names, looks, and personality. Students' expository writing follows the same basic format as in Unit 1, with emphasis on including an introduction and specific details. The vocabulary emphasis is on hair colors and words that describe personality, such as *kind*, *nice*, *smart*, and *friendly*. Then they learn about choosing possessive adjectives, including how to add 's to a noun when showing possession.

### TEACHING NOTES

In Unit 1, students described family members based on physical characteristics. As they prepare to describe their friends in Unit 2, they may need help transitioning to descriptions of personality. Consider brainstorming a list of qualities people look for in friends and keep this list posted where students can refer to it. When learning about possessive adjectives, some students may need assistance recognizing whether unfamiliar names are male or female, which could cause difficulties when selecting the correct possessive.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

### Expository Writing

<b>Writing Purpose</b>		To describe your friends
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Descriptive language to describe people</li> <li>• Use simple tense</li> </ul>
<b>Framework</b>		
Introduction	Introducing People	What is your friend's name?
Details 1	Descriptions	name, looks, personality, other details about one friend
Details 2	Descriptions	name, looks, personality, other details about another friend

### WARM-UP (p. 16)

- 1) Have students open their Student Book to page 16. Read the title of the unit and the goal.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows two students in a classroom.
- 3) Explain that students will learn about describing their friends.

### WRITING GUIDE (p. 16)

- 1) Explain to students that they should include details such as their name, looks, and personality when they write about a friend.
- 2) It is helpful to use **WRITING GUIDE** in order to activate students' curiosity about the upcoming topic.
- 3) Direct students' attention to the Hints box. Gauge how much English vocabulary students already know about the topic by reading each word aloud. As you read each word, have students give you a thumbs-up signal if they are already familiar with the word, or a thumbs-down signal if they are not familiar with it. Ask a volunteer who was familiar with the word to tell what he or she knows about it.
- 4) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.



**Write about one of your friends**

- Name: Tan Li
- Looks: black hair
- Personality: kind

**WORDS TO KNOW** (p. 17)

- 1) Focus students' attention on the vocabulary list.
- 2) Tell students to write each word under the correct picture.
- 3) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**A Look at the pictures. Write the correct words.**

- (Top row): 1. smart, 2. black, 3. kind
- (Bottom row): 4. brown, 5. friendly, 6. blonde

**B Complete the chart and sentences about Tan**

This is my friend Tan Li.

His hair is black.

He is kind.

**READ** (p. 18)

- 1) Have students read the example story.
- 2) Present the structure of the passage, pointing out the Introduction, Details 1, and Details 2. Have students use the information in the passage to answer each question in the chart below.

**My Friends**

**Come meet my friends.**

**INTRODUCTION** What is your relationship to the people you are writing about?

**This is Jack.**

**He is my best friend.**

**His hair is brown.**

**He is kind.**

**DETAILS 1**  
Who is this person? (relationship)  
How does he look? (looks)  
What is he like? (personality)

**Margot is my classmate.**

**Her hair is blonde.**

**She is funny.**

**DETAILS 2**  
How does she look? (looks)  
What is she like? (personality)

**UNDERSTAND** (pp. 18-19)

**A Complete the chart.**

- 1) Study the details about Jack together and guide students as they complete Jack's chart.
- 2) Have students work in pairs to complete the details about classmate Margot.
- 3) Check answers as a class.

*Answers will vary.*

**My Classmate**

- name: Margot
- looks: blonde hair
- personality: funny

**B Rewrite the sentences from the story on page 18.**

TITLE	My Friends
INTRODUCTION	1. Come <u>greet</u> my friends.

**WRITING FRAMEWORK FOR SENTENCE WRITING 1**

DETAILS 1	2. This is <u>Mark</u> . 3. He is my <u>favorite</u> friend. 4. His hair is <u>black</u> . 5. He is <u>smart</u> .
DETAILS 2	6. <u>Mary</u> is my classmate. 7. Her hair is <u>red</u> . 8. She is <u>friendly</u> .

➤ **OBJECTIVE 1** Able to change words as directed and learn the key structure. (pp. 18-19)

## LANGUAGE SKILLS (p. 20)

### A POSSESSIVE ADJECTIVES *Circle the correct verbs.*

- |  |   |
|--|---|
| 1) Before studying, go to p. 74. Present the information in the chart, review the use and form of possessives.<br>2) Have students work in pairs to write three original sentences.<br>3) Call on students to read sentences to the class.<br>4) Have students circle the correct words in the exercise. | <b>1.</b> his<br><b>2.</b> Her<br><b>3.</b> My<br><b>4.</b> Her |
|--|---|

### TIP (p. 20)

- 1) Explain to students how to use an apostrophe and an **s** (**'s**) to show possession.
- 2) On the board or on the screen, write common and proper nouns in possessive form.  
Molly's                      Mr. Martin's                      the girl's

### B PERIODS *Correct the mistakes.*

- |   |   |
|---|---|
| 1) Explain to students that they must place end punctuation at the end of a sentence when they write.<br>2) Study the first sentence as a class together. Point out the missing period.<br>3) Have students work in pairs to correct the other three sentences.<br>4) Call on students to share how they corrected each sentence. | <b>1.</b> This is Devon.<br><b>2.</b> His hair is red.<br><b>3.</b> He is my best friend.<br><b>4.</b> He is funny. |
|---|---|

**Go back to page 20, look at the story, and follow steps 1 and 2 below.**

1. Underline all possessive adjectives (my / his / her).
2. Now circle the periods(.).

## Example Story

### My Friends

Come meet <u>my</u> friends.	INTRODUCTION
This is Jack.	
He is <u>my</u> best friend.	DETAILS 1
<u>His</u> hair is brown.	
He is kind.	
Margot is <u>my</u> classmate.	DETAILS 2
<u>Her</u> hair is blonde.	
She is funny.	

## WRITING SKILLS (p. 21)

- 1) Write a sentence on the board and have students read it.
- 2) Have students work to write the sentences.
- 3) Point out the punctuation used.

### ***A Look and unscramble. (Remember to add periods(.).)***

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1) Study and complete the first sentence as a class together.</li><li>2) Have students write the remaining two sentences and ask them to punctuate correctly.</li><li>3) Check answers as a class.</li></ol> | <ol style="list-style-type: none"><li>1. Her hair is blonde.</li><li>2. My friend is kind.</li><li>3. Tanya is smart.</li></ol> |
|--|---|

### ***B Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize and add periods(.).)***

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1) Study the first sentence as a class together.</li><li>2) Have students write the remaining three sentences and remind them to capitalize and punctuate correctly.</li><li>3) Check answers as a class.</li><li>4) Point out the <u>be</u> verbs used.</li></ol> | <ol style="list-style-type: none"><li>1. This is my best friend Tim.</li><li>2. David's hair is brown.</li><li>3. My hair is brown.</li><li>4. His hair is black.</li></ol> |
|--|---|

## BRAINSTORM (p. 22)

- 1) Have students brainstorm about one of their friends.
- 2) Have students work in pairs to write three sentences.
- 3) Point out the possessive adjectives used.
- 4) Make sure students include details such as their friend's name, looks, and personality.

### ***A Complete the chart about one of your friends.***

***Answers will vary.***

My Friend: Ashley, blonde hair, smart

### ***B With a classmate, talk about a friend. Write down what your classmate says.***

***Answers will vary.***

This is my friend Ashley.

Her hair is blonde.

She is smart.

## FIRST DRAFT (p. 23)

### ***A Now write about you and one of your friends.***

*Answers will vary. Possible answer:*

### **[C Grade Answer]**

#### **My Friend and I**

My nam is Mary. her hair is blownd. I have a sister. His name. is jenny. Jennys is 12 years old. Her is older than Me.

### **Score Explanation**

This response fulfills some of the requirements of the task by providing an introduction and details about the student, but it describes a family member instead of a friend, and there is no description of the subject's

personality. Spelling errors are present, and grammatical errors (especially in choosing incorrect possessive adjectives) contribute to some difficulty discerning an organizational pattern. Proper names (and sometimes common nouns such as *Me*) are capitalized incorrectly, and although periods are present at the end of most sentences, they are also inserted where they are not needed. The response meets the criteria for a score of C.

#### [B Grade Answer]

##### **My Friend and I**

Hello, I am Charles Johnson. I am brown hiar. I have blue eyes. David my friend. He is blacke hair and nice. Also he is smart. I am smart to.

##### **Score Explanation**

This response fulfills most of the requirements of the task by providing an introduction and the specified details about a student and a friend, though the writer describes his own looks instead of his personality. The response is mostly organized, but the final sentence is out of place; it should appear in the first half of the response along with the rest of the writer's self-description. Spelling and grammar errors are present, but the student's meaning can still be discerned. Punctuation and capitalization errors (*he is Smart*) are minimal, so the response meets the criteria for a score of B.

#### [A Grade Answer]

##### **My Friend and I**

My name is Shelly. My hair is red. My eyes are green. I am kind. Monique is my best friend. Her hair is brown. Her eyes are brown too. She is freindly and smart.

##### **Score Explanation**

This response goes beyond the requirements of the task by providing an introduction and multiple details about a student and her friend following the organizational pattern presented in the unit. The student uses correct possessive adjectives throughout. The response demonstrates mastery of grammar, punctuation, and capitalization. The only spelling error (*friendly*) is a common mistake for both native and non-native speakers. Thus, the response meets all the criteria for the maximum score of A.

## See My School Things

➤ **LESSON GOAL** Students will be able to write about school things.

### OVERVIEW

This unit expands students' understanding of expository writing by introducing the concept of an ending statement. The unit focuses on the vocabulary of school supplies, such as *backpack* and *notebook*, as well as primary colors. Then they learn to distinguish between demonstrative pronouns *this* and *these*, used for nearby objects, and *that* and *those*, used for far away objects. Students also learn more about using apostrophes in contractions.

### TEACHING NOTES

By the end of this unit, students will have experience with all the basic components of most academic writing: a beginning, a middle, and an end. Throughout the unit, emphasize that the introduction and end of an essay are general, or summary statements used to ease into and conclude a topic. Remind students to save details for the middle part of their writing. When introducing contractions like *I'm*, *they're*, and *that's*, students may benefit from seeing you write the original words (*I am*, *they are*, and *that is*) on the board, then erase and replace the contracted letters.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

### Expository Writing

<b>Writing Purpose</b>		To describe your school things
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Descriptive language to describe things</li> <li>• Use simple tense</li> </ul>
<b>Framework</b>		
Introduction	Introducing Things	What are these? Who do they belong to?
Details	Descriptions	Type, color, use
End	Summary	How do you feel about them?

### WARM-UP (p. 24)

- 1) Have students open their Student Book to page 24. Read the title of the unit and the goal.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a backpack and school things.
- 3) Explain that students will learn about describing school things.

### WRITING GUIDE (p. 24)

- 1) Explain to students that they should include details such as the type, the color, or the use of school things when they write about them.
- 2) It is helpful to use **WRITING GUIDE** in order to activate students' curiosity about the upcoming topic.
- 3) Direct students' attention to the Hints box. Gauge how much English vocabulary students already know about the topic by reading each word aloud. As you read each word, have students give you a thumbs-up signal if they are already familiar with the word, or a thumbs-down signal if they are not familiar with it. Ask a volunteer who was familiar with the word to tell what he or she knows about it.
- 4) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**Write about your school things.**

**Answers will vary.**

- This is my backpack.

### WRITING FRAMEWORK FOR SENTENCE WRITING 1

- It's blue.
- These are my pens.

## WORDS TO KNOW (p. 25)

- 1) Focus students' attention on the photographs.
- 2) Tell students to use the photos to help them unscramble each word.
- 3) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**A Unscramble the words. Match the correct number next to the word.**

- backpack, 4
- paper, 5
- pencil, 3
- folder, 1
- notebook, 6
- eraser, 2

**B Complete the chart and sentences.**

Here are my school things.

This is my pencil.

It's yellow.

That is my notebook.

It's red.

## READ (p. 26)

- 1) Have students read the example story.
- 2) Present the structure of the passage, pointing out the Introduction, Details, and End. Have students use the information in the passage to answer each question in the chart below.

### See My School Things

Here are my school things.

**INTRODUCTION** What are these?  
Who do they belong to?

This is my backpack.

It is red.

That is my notebook.

It's blue.

These are my pencils.

They are black.

Those are my crayons.

They're red and blue.

**DETAILS**  
What type is it? (type)  
What color is it? (looks)  
How is it used? (use)

I use them all!

**END** Write a comment about these items.

## UNDERSTAND (pp. 26-27)

**A Complete the chart.**

- 1) Study the details about school things together. Complete the backpack box together if desired.
- 2) Have students work in pairs to complete the details about the other school things.
- 3) Check answers as a class.

*Answers will vary.*

- school thing 1 – type: backpack, color: red
- school thing 2 – type: notebook, color: blue
- school things 3 – type: pencils, color: black
- school things 4 – type: crayons, color: red and black

**B Rewrite the sentences from the story on page 26.**

TITLE	See My School Things
INTRODUCTION	1. <u>These</u> are my school things.
DETAILS	2. This is my <u>notebook</u> .
	3. It's <u>white</u> .
	4. That is my <u>backpack</u> .
	5. It's <u>red</u> .
	6. These are my <u>crayons</u> .
	7. They are <u>yellow</u> .
	8. Those are my <u>pencils</u> .
END	9. They're <u>green</u> and blue.
	10. I <u>like</u> them all!

➤ **OBJECTIVE 1** Able to change words as directed and learn the key structure. (pp. 28-29)

## LANGUAGE SKILLS (p. 28)

**A DEMONSTRATIVE PRONOUNS** *Circle the correct words.*

- 1) Before studying, go to p. 75. Present the information in the chart, review the use and form of demonstrative pronouns.
- 2) Have students work in pairs to write three original sentences using demonstrative pronouns.
- 3) Call on students to read sentences to the class.
- 4) Have students circle the correct words in the exercise.

1. Those
2. This
3. That
4. these

**TIP** (p. 28)

- 1) Explain to students how to use *this* and *these* to talk about things that are near them, and how to use *that* and *those* to talk about things that are not near them.
- 2) On the board or on the screen, write the demonstrative pronouns.  

this	these	that	those
------	-------	------	-------

**B APOSTROPHES** *Rewrite each sentence using apostrophes (').*

- 1) Explain to students that they must use an apostrophe to replace the first letter in a contracted word.
- 2) Study the first sentence as a class together. Point out the words that can be contracted.
- 3) Have students work in pairs to rewrite the other three sentences.
- 4) Call on students to share how they rewrote each sentence.

1. I'm good.
2. They're my notebooks.
3. That's my eraser.
4. We're in school.

*Go back to page 26, look at the story, and follow steps 1 and 2 below.*

## WRITING FRAMEWORK FOR SENTENCE WRITING 1

3. Circle all demonstrative pronouns ( *that / this / these / those* ).
4. Now underline the contractions.

### Example Story

#### See My School Things

Here are my school things.	INTRODUCTION
<u>This</u> is my backpack. It is red.	DETAILS
<u>That</u> is my notebook. <u>It's</u> blue.	
<u>These</u> are my pencils. They are black.	
<u>Those</u> are my crayons. <u>They're</u> red and blue.	
I use them all!	
	END

➤ **OBJECTIVE 2** Learn to use demonstrative pronouns correctly. (pp. 28-29)

### WRITING SKILLS (p. 29)

- 1) Write a sentence on the board and have students read it.
- 2) Have students work to write the sentences.
- 3) Point out the demonstrative pronoun used.

#### A Fill in the blank using this, that, these, or those.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1) Study the first sentence as a class together.</li> <li>2) Have students complete the remaining two sentences by choosing the right pronoun.</li> <li>3) Check answers as a class.</li> </ol> | <ol style="list-style-type: none"> <li>1. <u>This</u> is my backpack.</li> <li>2. <u>Those</u> are my pencils.</li> <li>3. <u>These</u> are my erasers.</li> </ol> |
|--|--|

#### B Unscramble. (Don't forget to capitalize and add periods(.).)

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1) Study the first sentence as a class together.</li> <li>2) Have students write the remaining three sentences and remind them to capitalize correctly and add periods.</li> <li>3) Check answers as a class.</li> <li>4) Point out the demonstrative pronouns used.</li> </ol> | <ol style="list-style-type: none"> <li>1. Those are my folders.</li> <li>2. This is my backpack.</li> <li>3. That is my eraser.</li> <li>4. These are my pencils.</li> </ol> |
|--|--|

### BRAINSTORM (p. 30)

- 1) Have students brainstorm about their school things.
- 2) Have students work in pairs to write three sentences.
- 3) Point out the demonstrative pronoun used.
- 4) Make sure students include details such as the type, color, or use.

#### A Complete the chart about your school things.

*Answers will vary.*

school thing 1: backpack, blue

school thing 2: notebook, white

school things 3: pencils, yellow

school things 4: crayons, orange and blue

#### B With a classmate, talk about what school things you have. Write down what your classmate says.

*Answers will vary.*

### WRITING FRAMEWORK FOR SENTENCE WRITING 1



This is my backpack.  
It's blue.  
Those are my crayons.  
They're orange and blue.

## FIRST DRAFT (p. 31)

*A Now write about your school things.*

*Answers will vary. Possible answer:*

### [C Grade Answer]

#### See My School Things

Hear is my shcool things. thats my back pack, it's red. this is crayons blue and green. My pencil they're yellow. My pen that is blue.

#### Score Explanation

This response stays focused on the topic, and provides a main idea and specific details, but it does not fulfill all parts because it lacks an ending statement. In the Content and Organization dimensions, the response might have qualified for a score of B. However, spelling, grammar, and mechanical issues are significant and, as a whole, they interfere with comprehension at times. For example, the *be* verb combined with an incorrect demonstrative pronoun (*this is crayons blue and green*) require substantial reader effort to understand. Thus, the response is more typical of a C score in the Spelling, Grammar, and Punctuation and Capitalization dimensions.

### [B Grade Answer]

#### My School Things

I like my school thing. Those crayons is blue and red. They're mine. My note book is ornge. My pencil is yellow. My pen is black. Thats my backpack. It is green.

#### Score Explanation

This response fulfills most requirements of the task, though a concluding statement is missing. It is organized according to the model in the unit and stays on topic. The *be* verb error (*Those crayons is*) and the struggles with contractions (*They're / Thats*) indicate an opportunity for reteaching. The spelling errors (*note book / ornge*) are typical as students are learning the vocabulary; they do not detract from meaning. The response receives a score of B.

### [A Grade Answer]

#### These are My School Things

These are my school things. This is my favorite pencil. It's blue. These pens are black. My notebooks are green. Those are my crayons. My backpack is red. I like my school things.

#### Score Explanation

This response follows the organizational pattern presented in the unit. It is focused and complete, with an introduction, details, and an end. The response demonstrates good control of spelling, grammar, and punctuation and capitalization, including evidence of proficiency with contractions and demonstrative pronouns. The response receives a score of B.

➤ **LESSON GOAL** Students will be able to write about a classroom.

### OVERVIEW

This unit provides more practice with expository writing, in the context of describing a classroom. This provides an opportunity to practice working with singular and plural nouns, focusing on when to use *there is* and *there are*. As in the last two units, students will also work with apostrophes – this time by adding 's to the end of nouns to show possession.

### TEACHING NOTES

This classroom-themed unit offers many kinesthetic, tactile, and visual learning opportunities. For example, position students around the classroom and have them identify an object near them or far away, distinguishing between *this* and *that*. Or, place items in a box and have students reach in without looking. Using only their sense of touch, they can identify what the object is and how many there are. Your imagination is your only limit with this unit!

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

### Expository Writing

<b>Writing Purpose</b>		To describe your classroom
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Descriptive language to describe a classroom</li> <li>• Use simple tense</li> </ul>
<b>Framework</b>		
Introduction	Introducing a place	What is this place?
Details	Descriptions	Name of each thing, what it's used for, how many there are, other details

### WARM-UP (p. 32)

- 1) Have students open their Student Book to page 32. Read the title of the unit and the goal.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a classroom.
- 3) Explain that students will learn about describing their classroom.

### WRITING GUIDE (p. 32)

- 1) Explain to students that when they write about their classroom, they should include details such as the name of each thing, what it's used for, and how many there are.
- 2) It is helpful to use **WRITING GUIDE** in order to activate students' curiosity about the upcoming topic.
- 3) Direct students' attention to the Hints box. Gauge how much English vocabulary students already know about the topic by reading each word aloud. As you read each word, have students give you a thumbs-up signal if they are already familiar with the word, or a thumbs-down signal if they are not familiar with it. Ask a volunteer who was familiar with the word to tell what he or she knows about it.
- 4) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

*Write the things in your classroom.*

*Answers will vary.*

- There is a board.
- There are desks.

## WORDS TO KNOW (p. 33)

- 1) Focus students' attention on the vocabulary list.
- 2) Tell students to write each word on the line.
- 3) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**A Look at the picture. Write the correct words.**

1. bookcase
2. board
3. desk
4. trash can
5. pencil sharpener
6. chair

**B Complete the chart and sentences about this classroom.**

This is my classroom.

There is a board.

There are chairs.

There are desks.

## READ (p. 34)

- 1) Have students read the example story.
- 2) Present the structure of the passage, pointing out the Introduction and Details. Have students use the information in the passage to answer each question in the chart below.

### My Classroom

This is my classroom.

**INTRODUCTION**  
What is this place?

This is the teacher's desk.

There is a whiteboard.

There's a pencil sharpener.

There's a trash can.

There are desks.

There are chairs.

There are bookcases.

**DETAILS**  
What can you see in this place?

## UNDERSTAND (pp. 34-35)

**A Complete the chart.**

- 1) Study the completed details about the classroom together.
- 2) Have students work in pairs to complete the remaining details about the classroom.
- 3) Check answers as a class.

*Answers will vary.*

1. teacher's desk
2. a whiteboard
3. pencil sharpener
4. trash can
5. desks
6. chairs
7. bookcases

**B Rewrite the sentences from the story on page 34.**

TITLE	Jim's Classroom
INTRODUCTION	1. This is <u>Jim's</u> classroom.
DETAILS	2. This is the teacher's <u>chair</u> . 3. There is a <u>pencil sharpener</u> .

## WRITING FRAMEWORK FOR SENTENCE WRITING 1

4. There's a bookshelf.
5. There's a drawer.
6. There are chairs.
7. There are desks.
8. There are trash cans.

➤ **OBJECTIVE 1** Able to change words as directed and learn the key structure. (pp. 36-37)

## LANGUAGE SKILLS (p. 36)

### A THERE IS / ARE *Write the correct word or letter.*

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1) Before studying, go to p. 75. Present the examples in the chart.</li> <li>2) Discuss the first sentence as a class.</li> <li>3) Have students work in pairs to write three original sentences that use <i>there is / there are</i>.</li> <li>4) Call on students to read sentences to the class.</li> <li>5) Have students fill in the missing words in the exercise.</li> </ol> | <ol style="list-style-type: none"> <li>1. are</li> <li>2. is</li> <li>3. s</li> <li>4. s</li> </ol> |
|--|---|

### B Complete the sentence using apostrophes (').

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1) Explain to students that they must use an apostrophe to show possession.</li> <li>2) Study the first sentence as a class together. Point out the apostrophe and <i>s</i> added to <i>Sam</i>.</li> <li>3) Have students work in pairs to complete the other three sentences.</li> <li>4) Call on students to share how they completed each sentence.</li> </ol> | <ol style="list-style-type: none"> <li>1. This is Sam's book.</li> <li>2. This is Sarah's desk.</li> <li>3. That is the teacher's pencil.</li> <li>4. That is the dad's chair.</li> </ol> |
|---|---|

*Go back to page 34, look at the story, and follow steps 1 and 2 below.*

1. Circle every *there is / there's*.
2. Underline every *there are* and then underline the *s* at the end of the word.

## Example Story

### My Classroom

This is my classroom.

INTRODUCTION  
What is this passage about?

This is the teacher's desk.

There is a whiteboard.

There's a pencil sharpener.

There's a trash can.

DETAILS  
What things are in the classroom?  
How many are there?

There are desks.

There are chairs.

There are bookcases.

➤ **OBJECTIVE 2** Learn to use apostrophes, *there is*, and *there are* correctly. (pp. 36-37)

## WRITING SKILLS (p. 37)

- 1) Write a sentence on the board and have students read it.

### WRITING FRAMEWORK FOR SENTENCE WRITING 1

- 2) Have students work to write the sentences correctly.
- 3) Point out whether *there is* or *there are* was used.

**A Underline the mistakes. Write the sentences correctly.**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1) Study the first sentence as a class together.</li> <li>2) Have students complete the other two sentences correctly.</li> <li>3) Check answers as a class.</li> </ol> | <ol style="list-style-type: none"> <li>1. There <u>are</u> books.</li> <li>2. This is my brother's <u>classroom</u>.</li> <li>3. This is a trash <u>can</u>.</li> </ol> |
|--|---|

**B Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize and add periods(.))**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1) Study the first sentence as a class together.</li> <li>2) Have students write the other three sentences and remind them to capitalize and add periods.</li> <li>3) Check answers as a class.</li> </ol> | <ol style="list-style-type: none"> <li>1. There is a pencil sharpener.</li> <li>2. There are two bookcases.</li> <li>3. There is a whiteboard.</li> <li>4. There are desks.</li> </ol> |
|---|--|

**BRAINSTORM** (p. 38)

- 1) Have students brainstorm about their classroom.
- 2) Have students work in pairs to write three sentences.
- 3) Make sure students include details such as the name of each thing, what it's used for, and how many there are.

**A Complete the chart about your classroom.**

**Answers will vary.**

My Classroom: blackboard, desks, chairs, whiteboards, bookcases, trash can

**B With a classmate, talk about your classroom. Write down what your classmate says.**

**Answers will vary.**

There is a blackboard.

There is a bookcase.

There are desks.

There are chairs.

**FIRST DRAFT** (p. 39)

**A Now write about your classroom.**

*Answers will vary. Possible answer:*

**[C Grade Answer]**

**My Classroom**

this's my classroom. This are my desk. and chair. and my drawr. i like my room. this is teachers blackbord. There's bookcases here. pencil sharper here?

**Score Explanation**

This response includes the topic sentence, details, and end presented in the unit, but the components are out of order. Placed in the middle of the response, *i like my room* is not identifiable as a closing statement and disrupts the flow of the details. The response demonstrates more practice is needed with contractions and grammar. Punctuation, capitalization, and spelling errors interfere with comprehension to varying degrees, especially in the last sentence, where meaning is unclear. The response meets the criteria for a score of C.

**[B Grade Answer]**

**My Classroom**

Here is my classroom. There's Sams classroom. There are desk. This desk is my desk. There's the chairs. There is a witeboard. This is a trach can. I like my classroom.

### **Score Explanation**

This response is generally clear, and although errors are noticeable, they do not interfere with understanding. The response meets the criteria for a B score. Although there is an extraneous sentence about Sam's classroom that wanders a little, the organizational pattern is clear. Spelling errors are minimal (*witeboard* and *trach*). The response contains several grammatical errors, but there is also evidence of understanding, including of the topics covered in this unit, which is consistent with a mid-range score.

### **[A Grade Answer]**

#### **My Classroom**

I love my classroom. There are desks. There are chairs. There's a whiteboard. There is a trash can. This is the pencil sharpener. There are bookshelves. My teacher's classroom is nice.

### **Score Explanation**

This response, though grammatically simple, meets all the criteria for the highest score. It is focused and complete, clearly following the topic sentence / details / end organizational pattern presented in the unit. There are no spelling or grammar errors, and punctuation and capitalization are used properly.

➤ **LESSON GOAL** Students will be able to write about foods they like or they don't like.

## OVERVIEW

This unit introduces new terms for the components of expository writing, renaming the "introduction-details-end" structure of earlier units to "beginning-middle-end". Students connect well with this unit, because it focuses on two things they love: food and talking about what they like and don't like. Grammatically, the unit focuses on subject-verb agreement and negative statements while also providing practice with food and meal vocabulary.

## TEACHING NOTES

Students will readily understand the new "beginning-middle-end" organizational structure since it is the structure of most stories. In fact, the structure of the expository writing assignment in this unit is perfect for encouraging students to be creative and turn their writing into a short picture book they illustrate themselves. Watch for students who are struggling to choose the correct verb form when proper names are used. Students may need help classifying certain foods into groups, such as fruits or vegetables.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

## Expository Writing

<b>Writing Purpose</b>		To describe foods you like or you don't like
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Descriptive language to describe foods</li> <li>• Use simple tense</li> </ul>
<b>Framework</b>		
Beginning	Introducing the topic	What are you writing about?
Middle	Details	List things you like and do not like.
End	Summary	Write a closing sentence.

## WARM-UP (p. 40)

- 4) Have students open their Student Book to page 40. Read the title of the unit and the goal.
- 5) Direct students' attention to the photo and ask them to tell you what they see. This photo shows students eating lunch together.
- 6) Explain that students will learn about describing foods they like or they don't like.

## WRITING GUIDE (p. 40)

- 1) Explain to students that they should write about foods they like or they don't like, using phrases like *I like* and *I don't like*.
- 2) It is helpful to use **WRITING GUIDE** in order to activate students' curiosity about the upcoming topic.
- 3) Direct students' attention to the Hints box. Gauge how much English vocabulary students already know about the topic by reading each word aloud. As you read each word, have students give you a thumbs-up signal if they are already familiar with the word, or a thumbs-down signal if they are not familiar with it. Ask a volunteer who was familiar with the word to tell what he or she knows about it.
- 4) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**Write about foods you like or don't like.**

**Answers will vary.**

- I like meat.

## WRITING FRAMEWORK FOR SENTENCE WRITING 1

- I don't like vegetables.

## WORDS TO KNOW (p. 41)

- 1) Focus students' attention on the vocabulary list.
- 2) Tell students to write each word next to the correct picture.
- 3) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

### **A Look at the pictures. Write the correct words.**

1. dinner
2. apple
3. breakfast
4. sandwich
5. lunch
6. fruit
7. salad

### **B Complete the chart and sentences about Bob.**

My name is Bob.

I like apples.

I like sandwiches.

I don't like salad.

## READ (p. 42)

- 1) Have students read the example story.
- 2) Present the structure of the passage, pointing out the Beginning, Middle, and End. Have students use the information in the passage to answer each question in the chart below.

### **Let's Eat Lunch**

It's time for lunch!  
Let's eat.

**BEGINNING**  
What is this passage about?

I like fruit.  
I like apples and bananas.  
I like meat, too.  
I like bread mot.  
I do not like vegetables.

**MIDDLE**  
What things do you like?  
What things do you dislike?

No salad for me, please.

**END**  
Write a closing sentence.

## UNDERSTAND (pp. 42-43)

### **A Complete the chart about what I like and don't like.**

- 1) Look at the chart together. Point out how it is organized into two columns.
- 2) Have students work in pairs to complete the chart about food.
- 3) Check answers as a class.

*Answers will vary.*

#### **I Like**

1. fruit
2. apples and bananas
3. meat
4. bread

## WRITING FRAMEWORK FOR SENTENCE WRITING 1



## I Don't Like

5. vegetables
6. salad

**LB Rewrite the sentences from the story on page 42.**

TITLE	Let's Eat Dinner!
BEGINNING	1. It's time for dinner! 2. Let's <u>eat</u> together!
MIDDLE	3. I like <u>vegetables</u> . 4. I like <u>oranges</u> . 5. I like <u>sandwiches</u> , too. 6. I like <u>bananas</u> most. 7. I do not like <u>meat</u> .
END	8. No <u>chicken</u> for me, please.

➤ **OBJECTIVE 1** Able to change words as directed and learn the key structure. (pp. 44-45)

## LANGUAGE SKILLS (p. 44)

### A SIMPLE PRESENT *Circle the correct words*

- 1) Before studying, go to p. 75. Present the information in the tables, and review the use and form of the simple present.
  - 2) Talk about the first sentence together.
  - 3) Have students work in pairs to complete the three remaining sentences.
  - 4) Call on students to read sentences to the class.
  - 5) Have students circle the correct words in the exercise.
1. like
  2. like
  3. likes
  4. likes

### B USING THE NEGATIVE *Circle and write the correct answer.*

- 1) Explain to students that they must use *do* or *does* along with *not* to make the present tense negative.
  - 2) Study the first sentence as a class together.
  - 3) Have students work in pairs to complete the other three sentences.
  - 4) Call on students to share how they completed each sentence.
1. I do not like vegetables.
  2. We do not like salad.
  3. Greg does not like fruit.
  4. They do not like sandwiches.

**Go back to page 42, look at the story, and follow steps 1 and 2 below.**

1. Circle every like.
2. Now underline every not.

## Example Story

### My Sister and I

It's time for lunch!	BEGINNING
Let's eat.	
I <u>like</u> fruit.	
I <u>like</u> apples and bananas.	MIDDLE
I <u>like</u> meat, too.	

I like bread most.  
I do not like vegetables.  
No salad for me, please.

| END

➤ **OBJECTIVE 2** Learn to use the negative correctly. (pp. 44-45)

## WRITING SKILLS (p. 45)

- 1) Write a sentence on the board and have students read it.
- 2) Have students work to write the sentence.
- 3) Point out the simple present tense and the negative, if used.

**A Look and match. Write the sentence. (Don't forget to add periods(.).)**

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1) Study the first sentence as a class together.</li><li>2) Have students write the remaining two sentences and ask them to punctuate correctly.</li><li>3) Check answers as a class.</li></ol> | <ol style="list-style-type: none"><li>1. Bob likes the sandwich.</li><li>2. They do not like dinner.</li><li>3. Jen does not like vegetables.</li></ol> |
|---|---|

**B Use the given words to make complete sentences. You will need to add more words. (Don't forget to capitalize and add periods(.).)**

- |  |  |
|--|--|
| <ol style="list-style-type: none"><li>1) Study the first sentence as a class together.</li><li>2) Have students write the remaining three sentences and remind them to capitalize and add periods.</li><li>3) Check answers as a class.</li><li>4) Point out the simple present tense.</li></ol> | <ol style="list-style-type: none"><li>1. Tim and Bob like salad.</li><li>2. You do not like sandwiches.</li><li>3. William does not like vegetables.</li><li>4. Sam likes pizza.</li></ol> |
|--|--|

## BRAINSTORM (p. 46)

- 1) Have students brainstorm about foods they like and don't like.
- 2) Have students work in pairs to complete three sentences.
- 3) Point out the simple present tense used.
- 4) Make sure students include both foods they like and foods they do not like.

**A Complete the chart with food you like and don't like.**

**Answers will vary.**

I like: vegetables, fruit, salad, rice

I don't like: meat, pizza, sandwiches

**B With a classmate, talk about what food you like. Write down what your classmate says.**

**Answers will vary.**

Me – I like: vegetables, fruits; I do not like: meat, pizza

My classmate – He / She likes: apples, bananas; He / She does not like: salad, meat

## FIRST DRAFT (p. 47)

**A Now write about food you and your classmate like and don't like.**

Answers will vary. Possible answer:

[C Grade Answer]

Lets Eat

I like meet. I like bred. i dont like fruit. i dont like vegtabls? John he dont like vegtabls too. But he loves fruit.  
Its time for brekfest.

### Score Explanation

This response fulfills most of the requirements of the task, but it lacks an introduction. The parts that are present do follow the organizational structure presented in the text, but the major issues in the three mechanical dimensions (Spelling, Grammar, Punctuation and Capitalization) keep this response in the C grade range. For example, the response contains multiple instances of the first word in the sentence using lowercase instead of uppercase letters. Spelling errors such as *meet*, *bred*, *frut*, *vegtabls*, and *lik* are discernable, but their frequency interferes with the flow of the response. There is also a question mark which is used in place of a period, and the writer is struggling to properly contract *don't* and *is*.

### [B Grade Answer]

#### Let's Eat

It's breakfast time. I love aples. I love fruit! I do not like meat. No fish. Tom dont like fish too. He likes rice. He likes salad. No fish for us.

### Score Explanation

This response fulfills all of the requirements of the task but contains a little unnecessary information, such as repeating the details about fish. The spelling errors (*breakfast* and *aples*) are likely first-draft errors that would be corrected in revision. Although one sentence lacks correct subject-verb format, the meaning is clear. Punctuation, other than an error in *don't*, is consistent and capitalization is without error. The response receives a score of B.

### [A Grade Answer]

#### Let's Eat Breakfast!

It's breakfast time. I love food. I like fruit. Fruit is my favorite. I like vegetables. I like meat. I like bread. Beverly likes salad. She doesn't like bread. No bread for her, please!

### Score Explanation

This response is well organized with a beginning, middle, and end. It contains all the required components and delivers them in a manner that flows. There are no spelling, grammar, or punctuation and capitalization errors. This response exemplifies the A grade criteria.

## Take Me to the Toy Store!

➤ **LESSON GOAL** Students will be able to write about things they want and don't want.

### OVERVIEW

This unit reinforces the "beginning-middle-end" organizational structure for expository writing that was presented in Unit 5. This time, students will be practicing toy vocabulary and learning to use *I want* and *I don't want* to express their desires. Additionally, they will practice when to use *want* and *doesn't want* to express the desires of others. Expanding on the Unit 5 practice with the negative form, students will study the contractions *don't* and *doesn't*.

### TEACHING NOTES

Knowing when to use the singular or plural form of a noun can be difficult for students. For example, a student should not say she wants "toy brick" but "toy bricks" when expressing what they want or like. Furthermore, some of the vocabulary used in certain exercises may be unfamiliar (*electronic game*, *action figure*). Before students encounter these words when working independently, you may wish to introduce these terms with the other words listed on page 48.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

### Expository Writing

<b>Writing Purpose</b>		To describe toys you want and don't want
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Descriptive language to describe things</li> <li>• Use simple tense</li> </ul>
<b>Framework</b>		
Beginning	Introducing the topic	What are you writing about?
Middle	Details	List toys you want and toys you don't want.
End	Summary	Write a closing sentence.

### WARM-UP (p. 48)

- 1) Have students open their Student Book to page 48. Read the title of the unit and the goal.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows a toy store.
- 3) Explain that students will learn about describing toys they want and don't want.

### WRITING GUIDE (p. 48)

- 1) Explain to students that they should use *I want* to describe toys they want, and they should use *I don't want* to describe toys they do not want.
- 2) It is helpful to use **WRITING GUIDE** in order to activate students' curiosity about the upcoming topic.
- 3) Direct students' attention to the Hints box. Gauge how much English vocabulary students already know about the topic by reading each word aloud. As you read each word, have students give you a thumbs-up signal if they are already familiar with the word, or a thumbs-down signal if they are not familiar with it. Ask a volunteer who was familiar with the word to tell what he or she knows about it.
- 4) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**Write about toys you want or don't want.**

- I want the ball.
- I don't want the toy bricks.

## WORDS TO KNOW (p. 49)

- 1) Focus students' attention on the vocabulary list.
- 2) Tell students to write each word under the correct picture.
- 3) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

### A Look at the pictures. Write the words.

- (Top row): 1. video game, 2. doll, 3. board game
- (Bottom row): 4. toy bricks, 5. ball, 6. model

### B Complete the chart and sentences about Eli.

Eli

I don't want

- video games
- a ball

I want

- a toy animal
- toy bricks

I want

I want a toy animal.

I want toy bricks.

I don't want

I don't want video games.

I don't want a ball.

## READ (p. 50)

- 1) Have students read the example story.
- 2) Present the structure of the passage, pointing out the Beginning, Middle, and End. Have students use the information in the passage to answer each question in the chart below.

### Take Me to the Toy Store!

We are at the toy store!

**BEGINNING** What is the topic?

Erica likes games.

She wants a new game.

She doesn't want a doll.

I like sports.

I want a ball.

**MIDDLE**

What does your friend want?  
What does your friend not want?  
What do you want?

I don't want a model.

**END** What do you not want?

## UNDERSTAND (pp. 50-51)

### A Complete the chart about Erica and me.

- 1) Study the chart together. Discuss the completed sentence.
- 2) Have students work in pairs to complete the remaining details about Erica and me.
- 3) Check answers as a class.

Answers will vary.

- Erica wants a game.
- Erica doesn't want a doll.
- I want a ball.
- I don't want a model.

### B Rewrite the sentences from the story on page 10.

## WRITING FRAMEWORK FOR SENTENCE WRITING 1

TITLE	Take Me to the Store!
BEGINNING	1. We are at the <u>store</u> .
MIDDLE	2. <u>Sue</u> likes games. 3. She wants a <u>board game</u> . 4. She doesn't want a <u>video game</u> . 5. I like <u>models</u> . 6. I want <u>toy bricks</u> .
END	7. I don't want a <u>toy animal</u> .

➤ **OBJECTIVE 1** Able to change words as directed and learn the key structure. (pp. 52-53)

## LANGUAGE SKILLS (p. 52)

**A SIMPLE PRESENT** *Underline the mistakes. Then rewrite the sentences.*

- |  |   |
|--|---|
| <p>1) Before studying, go to p. 76. Present the information in the tables, review the use of <i>want</i> and <i>don't want</i>.</p> <p>2) Have students work in pairs to find the mistakes and write the three sentences correctly.</p> <p>3) Call on students to read sentences to the class.</p> | <p>1. We <u>want</u> a new game.</p> <p>2. She <u>wants</u> a doll.</p> <p>3. I <u>want</u> a model.</p> <p>4. Peter and Greg <u>want</u> a ball.</p> |
|--|---|

### TIP (p. 52)

- 1) Explain to students how to use *the* for specific things and *a* or *an* for general things.
- 2) On the board or on the screen, write examples.
- the teacher          a book          an apple

**B APOSTROPHES** *Complete the sentences with do or don't.*

- |   |   |
|---|---|
| <p>1) Explain to students that they must use an apostrophe to form a contraction.</p> <p>2) Study the first sentence as a class together. Point out the contraction.</p> <p>3) Have students work in pairs to complete the other three sentences.</p> <p>4) Call on students to share how they completed each sentence.</p> | <p>1. She <u>doesn't</u> want a ball, video game, or model.</p> <p>2. John <u>doesn't</u> want an electronic toy.</p> <p>3. Pat and Sid <u>don't</u> want the dolls, board games, and toy animals.</p> <p>4. They <u>don't</u> want the doll, board game, and ball.</p> |
|---|---|

*Go back to page 50, look at the story, and follow steps 1 and 2 below.*

1. Circle all the verbs for *want* and *don't want* (*want* / *wants* / *don't want* / *doesn't want*).
2. Now underline *a* and *the*.

## Example Story

### Take Me to the Toy Store!

<p><u>We are at the toy store!</u></p> <p>Erica likes games.</p> <p>She <u>wants</u> a new game.</p> <p>She <u>doesn't want</u> a doll.</p> <p>I like sports.</p> <p>I <u>want</u> a ball.</p> <p>I <u>don't want</u> a model.</p>	<p>  BEGINNING</p>       <p>  MIDDLE</p>       <p>  END</p>
--	---

➤ **OBJECTIVE 2** Learn to use apostrophes and negatives correctly. (pp. 52-53)

## WRITING FRAMEWORK FOR SENTENCE WRITING 1

## WRITING SKILLS (p. 53)

- 1) Write a sentence on the board and have students read it.
- 2) Have students work to write the sentences.
- 3) Point out the verb form used.

**A Look and match. Write the sentences. (Don't forget to add periods(.).)**

- |  |   |
|--|---|
| <ol style="list-style-type: none"><li>1) Study the first sentence as a class together.</li><li>2) Have students complete the other two sentences and ask them to punctuate correctly.</li><li>3) Check answers as a class.</li></ol> | <ol style="list-style-type: none"><li>1. Sid and Pat want a ball.</li><li>2. Vicky wants a doll.</li><li>3. Greg doesn't want an electronic game.</li></ol> |
|--|---|

**B Use the given words to make complete sentences. You will need to add more words. (Don't forget to add periods(.).)**

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1) Study the first sentence as a class together.</li><li>2) Have students write the three remaining sentences and remind them to punctuate correctly.</li><li>3) Check answers as a class.</li><li>4) Point out the verb form used.</li></ol> | <ol style="list-style-type: none"><li>1. My brother doesn't want a doll.</li><li>2. Sara doesn't want a ball.</li><li>3. Mary and Lily want dolls and toy bricks.</li><li>4. We don't want toy cars and models.</li></ol> |
|---|---|

## BRAINSTORM (p. 54)

- 1) Have students brainstorm about what kind of toys they want and don't want to have.
- 2) Have students work in pairs to write three sentences.
- 3) Point out the verb form used.
- 4) Make sure students include toys they want and toys they don't want.

**A Complete the chart about what kind of toys you want and don't want to have.**

**Answers will vary.**

Want – ball, model

Don't want – doll, board game

**B With a classmate, talk about what kinds of toys you want and don't want. Write down what your classmate says.**

**Answers will vary.**

Classmate's name: Tim

Wants: He / She wants toy bricks.

Doesn't want: He / She doesn't want an action figure.

## FIRST DRAFT (p. 55)

**A Now write about what kind of toys you and your classmate want and don't want.**

**Answers will vary. Possible answer:**

### [C Grade Answer]

#### Toys

I want a ball. I want toys. I dono't want eny game. i dont want a doll? or a bord game. i only want viedo game.

#### Score Explanation

This response lacks much of the required content, including a description of what the writer's friend wants. It also lacks a beginning and end. The writer attempts to use contractions but does not form them correctly. The response demonstrates good control of punctuation, but the question mark does not belong in the response. The type and quantity of spelling errors, along with the grammatical problems, are typical of a C grade.

**[B Grade Answer]**

**Toy Store**

Here is the toy store. I want a Action figgure. I want a toy Bricks. I do'nt want a ball. Blake want a bored game. He does Not want a moddel.

**Score Explanation**

This response adequately fulfills the requirements of the task by providing a beginning and a middle, though it could benefit from an end. It also includes information about both the writer and his or her friend Blake as required. Some capitalization errors are notable (*Action*, *Bricks*, *Not*), along with a few spelling errors (*figure*, *bored*, *moddel*). The response meets all the criteria for a grade of B.

**[A Grade Answer]**

**Take Me to the Toy Store!**

I love this Toy Store. I want that video game. I don't want that model. Matthew wants toy animals. He doesn't want a doll. I want a doll! This is my favrite toy store.

**Score Explanation**

This response meets all the criteria for the maximum score of A. It features a clearly developed beginning, middle, and end, and it describes the desires of both the writer and his or her friend Matthew. The response exhibits good control of punctuation and grammar. The capitalization error in *Toy Store* is a common one, as many students might mistake the generic name of the toy store for an actual store name. The single spelling error (*favrite*) is insignificant and does not lower the score.



➤ **LESSON GOAL** Students will be able to write about where things are.

## OVERVIEW

This unit expands students' vocabulary to include terms associated with parks and playgrounds while providing a fun new topic for continued expository writing practice. The unit also introduces prepositions, with a lot of pictorial support, and interrogative sentences ending in question marks.

## TEACHING NOTES

Students may require support interpreting the photographs in this unit, which are required for completion of many of the exercises. For example, different students might refer to the same piece of playground equipment as a castle, a gym, or even a toy. Others may be unfamiliar with the hyphenated term *merry-go-round*. Also, consider providing extra hands-on practice with prepositions. A fun way to do this is by placing a cute toy *in*, *on*, and *near* a box. You can also distribute small objects and containers to everyone and instruct them to place their objects in, on, and near the container. This option allows you to quickly do a visual check for understanding with all students.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

## Expository Writing

<b>Writing Purpose</b>		To describe where things are
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Descriptive language to describe places</li> <li>• Use simple tense</li> </ul>
<b>Framework</b>		
Beginning	Introducing the topic	What are you writing about?
Middle	Details	Use words like <i>at</i> , <i>in</i> , <i>on</i> and <i>near</i> to describe where things are.
End	Summary	Write a closing sentence.

## WARM-UP (p. 56)

- 1) Have students open their Student Book to page 56. Read the title of the unit and the goal.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows one student at a playground.
- 3) Explain that students will learn about describing where things are.

## WRITING GUIDE (p. 56)

- 1) Explain to students that they should use words like *at*, *in*, *on* and *near* to describe where things are.
- 2) It is helpful to use **WRITING GUIDE** in order to activate students' curiosity about the upcoming topic.
- 3) Direct students' attention to the Hints box. Gauge how much English vocabulary students already know about the topic by reading each word aloud. As you read each word, have students give you a thumbs-up signal if they are already familiar with the word, or a thumbs-down signal if they are not familiar with it. Ask a volunteer who was familiar with the word to tell what he or she knows about it.
- 4) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**Look at the picture. Circle the correct prepositions.**

- A girl is on the sand.
- The slide is at the park.

## WORDS TO KNOW (p. 57)

- 1) Focus students' attention on the pictures.
- 2) Tell students to unscramble the letters and write each word under the correct picture.
- 3) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**A Look at the pictures. Unscramble the words.**

- (Top row): 1. sandbox, 2. castle, 3. park
- (Bottom row): 4. swing, 5. playground, 6. slide

**B Complete the sentences about the park. Use the words from the box.**

*Answers may vary.*

**Main Idea**

Let's play at the playground.

**Details**

The slide is in the park.

The swings are near the trees.

The kids are on the merry-go-round.

## READ (p. 58)

- 1) Have students read the example story.
- 2) Present the structure of the passage, pointing out the Beginning, Middle, and End. Have students use the information in the passage to answer each question in the chart below.

### Let's Play!

Let's play at the playground.

**BEGINNING** What are you writing about?

Erica is on the swing.  
Jonas is in the castle.  
Jack is near the slide.  
Margot is in the sandbox.  
Where is Sam?  
He's at home.

**MIDDLE**  
What things or people do you see?  
Where are they?

Come out, Sam!

**END**  
Write a closing sentence.

## UNDERSTAND (pp. 58-59)

**A Complete the chart.**

- 1) Study the details about the playground together.
- 2) Have students work in pairs to complete the details about the playground.
- 3) Check answers as a class.

*Answers will vary.*

**Main Idea**

Let's play at the playground.

**Details**

Erica is on the swing.

Jonas is in the castle.

Jack is near the slide.

Margot is in the sandbox.

Sam is at home.

**B Rewrite the sentences from the story on page 58.**

TITLE	Let's Play
<b>BEGINNING</b>	1. Let's play at the <u>park</u> .

## WRITING FRAMEWORK FOR SENTENCE WRITING 1

MIDDLE	<p>2. Erica is on the <u>slide</u>.</p> <p>3. Jonas is in the <u>sandbox</u>.</p> <p>4. Jack is near the <u>merry-go-round</u>.</p> <p>5. Margot is in the <u>castle</u>.</p> <p>6. Where is <u>Peter</u>?</p> <p>7. He's at the <u>playground</u>.</p>
END	<p>8. Come <u>here</u>, Peter!</p>

➤ **OBJECTIVE 1** Able to change words as directions and learn the key structure. (pp. 10–11)

## LANGUAGE SKILLS (p. 60)

**A PREPOSITIONS** *Complete the sentences using in, on, near, and at.*

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>Before studying, go to p. 77. Present the information in the chart, reviewing the use of prepositions to show where something is.</li> <li>Have students work in pairs to write three original sentences that feature prepositions.</li> <li>Call on students to read sentences to the class.</li> <li>Have students write the missing words in the exercise.</li> </ol> | <ol style="list-style-type: none"> <li>The kids are <u>on</u> the merry-go-round.</li> <li>Peter is <u>in</u> the sandbox.</li> <li>The sandbox is <u>near</u> the slide.</li> <li>The family is <u>at</u> the park.</li> </ol> |
|---|---|

**B PUNCTUATION** *Rewrite the sentences using question marks (?) and periods (.).*

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>Explain to students that they must use a question mark to ask a question and use a period to end a statement.</li> <li>Study the first sentence as a class together. Point out that it is a question, so it requires a question mark.</li> <li>Have students work in pairs to punctuate the other three sentences.</li> <li>Call on students to share how they punctuated each sentence.</li> </ol> | <ol style="list-style-type: none"> <li>Where is Sam?</li> <li>Bob is near the swings.</li> <li>Is Erica in the sandbox?</li> <li>Jonas is on the slide.</li> </ol> |
|--|--|

*Go back to page 58, look at the story, and follow steps 1 and 2 below.*

- Underline all the prepositions *at, in, on* and *near*.
- Now circle the question marks (?) and periods (.).

## Example Story

### Let's Play!

Let's play <u>at</u> the playground.	BEGINNING
Erica is <u>on</u> the swing.	
Jonas is <u>in</u> the castle.	
Margot is <u>in</u> the sandbox.	MIDDLE
Where is Sam?	
He's <u>at</u> home.	
Come out, Sam!	END

➤ **OBJECTIVE 2** Learn to use prepositions and punctuation correctly. (pp. 60–61)

## WRITING SKILLS (p. 61)

- Write a sentence on the board and have students read it.

### WRITING FRAMEWORK FOR SENTENCE WRITING 1

- 2) Have students work to unscramble the sentences.
- 3) Point out the punctuation and prepositions used.

**A Look and unscramble. Circle the correct pictures.**

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1) Study the first sentence as a class together.</li> <li>2) Have students write the remaining two sentences and ask them to unscramble and punctuate correctly.</li> <li>3) Check answers as a class.</li> </ol> | <ol style="list-style-type: none"> <li>1. (Image 2) Mary is on the slide!</li> <li>2. (Image 1) Is Sam at home?</li> <li>3. (Image 2) Mike is on the merry-go-round.</li> </ol> |
|--|---|

**B Use the given words to make complete sentences. You will need to add more words. (Don't forget to add periods(.).)**

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1) Study the first sentence as a class together.</li> <li>2) Have students write the remaining three sentences and remind them to punctuate correctly.</li> <li>3) Check answers as a class.</li> <li>4) Point out the prepositions used.</li> </ol> | <ol style="list-style-type: none"> <li>1. My father is at the park.</li> <li>2. James is on the slide.</li> <li>3. Jen is in the sandbox.</li> <li>4. Min and Marco are on the swings.</li> </ol> |
|---|---|

**BRAINSTORM** (p. 62)

- 1) Have students brainstorm about the playground in the picture and complete the three sentences below the picture.
- 2) Have students work in pairs to talk about the picture and what they see it.
- 3) Point out the prepositions and make sure students remember the differences between all four.

**A Now describe the playground in the picture. Circle the playground things and describe them.**

*Answers will vary.*

**What playground things are there?**

There are slides, swings, and children.

**Where are they located?**

The slide is in the park.

The swing is near the tree.

The children are in the sand.

**B With a classmate, talk about the playground in the picture. Write down what your classmate says.**

*Answers will vary.*

**What is in the playground?**

The slide is in the playground.

**Where are they located?**

The slide is near the swings.

**FIRST DRAFT** (p. 63)

**A Now write about a playground near you.**

*Answers will vary. Possible answer:*

**[C Grade Answer]**

**Lets Play**

lets play? I am at school. i go home. I sea the park. ware is the swing! it is over their. i swing. then i go home.

**Score Explanation**

This response, though related to the topic of playing, does not fulfill the requirements of the task. It lacks the required details, in particular the requirement to describe where objects in the park or playground are, using prepositions. In addition, it wanders off-topic, beginning at school and then discussing home. Several spelling

errors are present (*sea, ware, their*), and punctuation and capitalization are inconsistent. This response receives a score of C.

#### [B Grade Answer]

##### **Let's Play!**

The slide is on the play ground. The Play ground is near of my huose. The sand box is by the Mary'Go Round. The play ground is fun. Come play with me.

##### **Score Explanation**

This response fulfills some of the demands of the task, but it lacks a beginning and is not very detailed. It wanders a bit (*the play ground is fun*) but is otherwise relatively organized. The spelling and capitalization errors primarily appear in unfamiliar words, such as *merry-go-round*, while familiar words are spelled correctly. There is a grammatical error in forming the prepositional phrase *near of my house*, which indicates an opportunity for reteaching. The response receives a score of B.

#### [A Grade Answer]

##### **Let's Play!**

This is my playground. It is near my school. The merry-go-round is near the castle. The sandbox is by the trees. My friend is on the slide. Let's go play!

##### **Score Explanation**

This exemplary response easily receives the maximum score of A. It is well organized, with a clear beginning, middle, and end. In fact, it almost reads like a story. There are no spelling, grammar, punctuation, or capitalization errors, and the response demonstrates a mastery of prepositional phrases.

➤ **LESSON GOAL** Students will be able to write about clothes and colors.

### OVERVIEW

This unit concludes Book 1 with an expository writing assignment about clothes and color names. The terminology of expository writing changes slightly, replacing the previous words *middle* and *details* with the new term *body*. Students also examine singular and plural nouns to help them choose between *this* and *these*. Finally, punctuation practice expands from periods and question marks to include exclamation points.

### TEACHING NOTES

The instructions on page 68 use the terms *single* and *plural nouns*. You may wish to review nouns before beginning, and some students may need you to explain the meaning of *plural*. Students may especially struggle with *pants* and *jeans*, because the words refer to a single article of clothing that is always used as a plural.

For further support, you may use the workbook or online materials to produce quizzes on the grammar, vocabulary, or writing that is covered in this unit.

### Expository Writing

<b>Writing Purpose</b>		To describe clothes and colors
<b>Language Features</b>		<ul style="list-style-type: none"> <li>• Descriptive language to describe clothes</li> <li>• Use simple tense</li> </ul>
<b>Framework</b>		
Introduction	Self-introduction	Who are you?
Body	Details	Write about the types and colors of your clothes.
End	Summary	Write a closing sentence.

### WARM-UP (p. 64)

- 1) Have students open their Student Book to page 64. Read the title of the unit and the goal.
- 2) Direct students' attention to the photo and ask them to tell you what they see. This photo shows clothing, shoes, and accessories.
- 3) Explain that students will learn about describing clothes and colors.

### WRITING GUIDE (p. 64)

- 1) Explain to students that they should include details about the types and colors of their clothing.
- 2) It is helpful to use **WRITING GUIDE** in order to activate students' curiosity about the upcoming topic.
- 3) Direct students' attention to the Hints box. Gauge how much English vocabulary students already know about the topic by reading each word aloud. As you read each word, have students give you a thumbs-up signal if they are already familiar with the word, or a thumbs-down signal if they are not familiar with it. Ask a volunteer who was familiar with the word to tell what he or she knows about it.
- 4) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**Answer the question about your clothes.**

- What color is your shirt?
- My shirt is red.

## WORDS TO KNOW (p. 65)

- 1) Focus students' attention on the vocabulary list.
- 2) Tell students to write the words under the correct picture.
- 3) Encourage students to ask questions about vocabulary and content after writing pre-writing questions below.

**A Look at the pictures. Write the correct words.**

- (Top row): 1. purple hat, 2. red sweater
- (Bottom row): 3. yellow T-shirt, 4. blue jeans

**B Complete the chart and sentences about Laura's clothes.**

My hat is red.

My T-shirt is yellow.

My jeans are blue.

## READ (p. 66)

- 1) Have students read the example story.
- 2) Present the structure of the passage, pointing out the Body, Details, and End. Have students use the information in the passage to answer each question in the chart below.

### My Colorful Clothes

Hi, I'm Angela.

#### INTRODUCTION

Who are you?

My bag is yellow.

My jacket is green.

My dress is orange and white.

This is my red hat.

These are my purple shoes.

#### BODY

What kind of clothing are you wearing? (type)  
What color is your clothing? (color)

They are my colorful clothes!

#### END

Write a summary sentence.

## UNDERSTAND (pp. 66-67)

**A Complete the chart.**

- 1) Study the details about Angela's clothes together.
- 2) Have students work in pairs to complete the details about Angela's clothes.
- 3) Check answers as a class.

*Answers will vary.*

- shoes: purple
- jacket: green
- dress: orange and white
- hat: red

**B Rewrite the sentences from the story on page 66.**

TITLE	My Favorite Clothes
INTRODUCTION	1. Hi, I'm <u>Jenny</u> .
BODY	2. My <u>sweater</u> is yellow. 3. My jacket is <u>purple</u> . 4. My <u>shirt</u> is orange and white. 5. This is my <u>blue</u> hat. 6. These are my purple <u>pants</u> .
END	7. They are my <u>favorite</u> clothes!

➤ **OBJECTIVE 1** Able to change words as directions and learn the key structure. (pp. 68-69)

**A THIS / THESE** Circle the correct words.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1) Before studying, go to p. 77. Present the information in the chart, reviewing the use and form of demonstrative adjectives.</li> <li>2) Have students work in pairs to write three original sentences using <i>this / these</i>.</li> <li>3) Call on students to read sentences to the class.</li> <li>4) Have students circle the correct words in the exercise.</li> </ol> | <ol style="list-style-type: none"> <li>1. <u>These</u> pants are blue.</li> <li>2. <u>This</u> is my green jacket.</li> <li>3. <u>This</u> is a purple T-shirt.</li> <li>4. <u>These</u> are my blue jeans.</li> </ol> |
|--|--|

**TIP** (p. 68)

- 1) Explain to students that exclamation points are used to show excitement or strong emotion.
- 2) On the board or on the screen, write a sentence with an exclamation point.  
You scared me!

**B EXCLAMATION POINTS** Rewrite the sentences using exclamation points(!) or question marks(?).

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1) Explain to students that they must use exclamation points to show strong emotion, and they must use question marks to end a statement that asks something.</li> <li>2) Study the first sentence as a class together. Point out the punctuation.</li> <li>3) Have students work in pairs to complete the other three sentences.</li> <li>4) Call on students to share how they completed each sentence.</li> </ol> | <ol style="list-style-type: none"> <li>1. I love these jeans!</li> <li>2. My sweater is white!</li> <li>3. Are these your green shoes?</li> <li>4. I love your yellow dress!</li> </ol> |
|---|---|

Go back to page 66, look at the story, and follow steps 1 and 2 below.

1. Circle *this* and *these*.
2. Now underline the exclamation point(!).

**Example Story**

**My Colorful Clothes**

Hi, I'm Angela.	INTRODUCTION
My bag is yellow.	
My jacket is green.	
My dress is orange and white.	BODY
This is my red hat.	
These are my purple clothes.	
They are my colorful clothes!	END

➤ **OBJECTIVE 2** Learn to use *this / these* and exclamation points correctly. (pp. 68-69)

WRITING SKILLS (p. 69)

- 1) Write a sentence on the board and have students read it.
- 2) Have students work to write the sentences.
- 3) Point out the demonstrative adjectives and punctuation used.

**A Look and unscramble.** (Don't forget to capitalize and add periods(.).)

**WRITING FRAMEWORK FOR SENTENCE WRITING 1**



- 1) Study the first sentence as a class together.
- 2) Have students write the remaining two sentences and ask them to punctuate correctly.
- 3) Check answers as a class.

1. This is my purple hat.
2. Those are my blue jeans!
3. My jacket is yellow.

**B Use the given words to make complete sentences. You need to use exclamation points(!). (Don't forget to capitalize.)**

- 1) Study the first sentence as a class together.
- 2) Have students write the remaining three sentences and remind them to capitalize and punctuate correctly.
- 3) Check answers as a class.
- 4) Point out the demonstrative adjective and punctuation used.

1. This is my favorite T-shirt!
2. These are my blue pants!
3. I love blue shoes!
4. This is my favorite!

## BRAINSTORM (p. 70)

- 1) Have students brainstorm about their clothes.
- 2) Have students work in pairs to write three sentences.
- 3) Make sure students include details such as the type and color of their clothes.

**A Complete the mind map about your clothes.**

**Answers will vary.**

My clothes: yellow T-shirt, blue and green jacket, green hat, blue shoes

**B With a classmate, talk about your clothes. Write down what your classmate says.**

**Answers will vary.**

My T-shirt is yellow.

My hat is green.

My shoes are blue.

## FIRST DRAFT (p. 71)

**A Now write about the clothes you are wearing today.**

**Answers will vary. Possible answer:**

**[C Grade Answer]**

### My Close

My shoes are wite. may pants jean is blue. I like my pants?! do they like there's pants too!!! those pants are not blue. i like blue pants.

### Score Explanation

This response is partially related to the task, but it lacks organization and does not include an introduction and end. Information is repeated unnecessarily, and incorrect punctuation confuses meaning. Combined with the spelling errors, the punctuation and grammatical issues interfere with meaning enough to ensure this response receives a score of C.

**[B Grade Answer]**

### My Clothes

I like my clothse. My hat is red and yelow. This is my blue geans. My blue shirt too. This jacket is'nt blue. It is green. My clothes are so color full!

### Score Explanation

**WRITING FRAMEWORK FOR SENTENCE WRITING 1**

The organization of this response is its strength. In that dimension, the response could receive top scores. Punctuation and capitalization are strengths, as well. However, mechanical errors keep the response in the B score range. Spelling errors such as *clothse*, *yelow*, and *geans* detract from meaning somewhat, while the contraction error and the sentence fragment are easier to gloss over. Holistically, the response falls short of an A response and rests solidly in the middle of the B score range.

#### [A Grade Answer]

#### My Colorful Clothes

These are my colorful clothes. I like my green jacket. This is my yellow hat. Do you like it???? My dress is pruple. My shoes are white. I love colorful cloths!!!

#### Score Explanation

This well-organized response features all the required components of the assignment and flows easily from one sentence to the next. Spelling errors are almost non-existent and first-draft in nature. Punctuation, though used excessively, is correctly chosen. The response demonstrates good grasp of when to use *this* and *these*, and *be* verbs are properly paired with singular and plural nouns. Despite the somewhat distracting punctuation, which some consider a matter of style, the response represents a low A score.