Chapter 1: Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
1	Sentences & Fragments	4–5	1–2	1	• Two sentence strips	*sentence*	• Distinguish between complete sentences and fragments
2	Subjects & Predicates	6–7	3–4	2	• Five index cards	*fragment*	• Write complete sentences
3	Telling Sentences & Questions	8–9	5–6	3		*subject part*	• Identify subject and predicate parts of a sentence
4	Commands & Exclamations	10–11	7–8	4		*predicate*	• Punctuate sentences with periods, question marks, or exclamation points
5	Four Types of Sentences	12–13	9–10	5	• Six sentence strips • Four paper clips or some Plasti-Tak	*telling sentence* *declarative sentence*	• Distinguish between telling sentences, commands, questions, and exclamations • Use proofreading marks to correct capitalization and punctuation errors
6	Combining Subjects & Predicates	14–15	11–12	6	• Four sentence strips	*question*	• Rewrite run-on sentences as complete sentences
7	Compound Sentences	16–17	13–14	7	• Four sentence strips	*interrogative sentence*	• Combine sentences having the same subject part or predicate, using and or or
8	Run-on Sentences	18–19	15–16	8		*command*	• Combine two simple sentences using a comma and or, and, or but
9	Language Link: (Study Skills) Fact & Opinion	20–21	17–18	9		*imperative sentence*	• Write compound sentences with correct capitalization and punctuation
10	Chapter 1 Review	22–23	19–20	10–11	• Items for optional Food Connection	*exclamation*	• Differentiate between fact and opinion
	Bridge: Producing Meat		21			*exclamatory sentence*	
						compound sentence	
						run-on	
						simple sentence	
						fact	
						opinion	

Chapter 2: Writing Game Instructions

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		22			*thesaurus*	• Use a thesaurus to find exact words
11	Using the Thesaurus	28–29, S76	23–24		• Knife • Carrot	*synonym*	• Identify ways to make a paragraph clear • Plan a paragraph together that gives instructions
12	Telling How	30–31, S76	25		• Long jump rope	*entry words*	• Draft, revise, proofread, and publish the paragraph together
13	Revising & Proofreading Together	32–33, S77	26			*topic sentence*	• Choose a game to explain • Plan game instructions, using a time-order chart
14	Planning with a Time-Order Chart	34–35	27			*time-order word*	• Recall the purpose of each stage of the Writing Process
15	Game Instructions: Drafting	36–37	28			*Writing Process*	• Draft an interesting topic sentence • Write the first draft of the instructions
16	Game Instructions: Revising	38–39	29		• Colored pencil for each student (optional)	*planning* *drafting*	• Participate in a writing conference • Recognize errors
17	Game Instructions: Proofreading	40–41	30		• Student dictionary	*revising*	• Revise, proofread, and publish the game instructions
18	Game Instructions: Publishing	42–43	31–32		• Several board games with their instructions • Small slip of paper for each student (optional)	*proofreading* *publishing*	
19	Chapter 2 Review	44–45	33–34	12–13			
20	Cumulative Review	46–47	35–36				

Chapter 3: Nouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
21	Nouns: Common & Proper	50–51	37–38	14		*noun*	• Identify nouns in a sentence
22	Common Nouns: Singular & Plural	52–53	39–40	15		*common noun*	• Differentiate between proper and common nouns • Differentiate between singular and plural nouns
23	Common Nouns: Special Plurals	54–55	41–42	16		*proper noun*	• Form plural nouns by adding s and es to singular nouns
24	Proper Nouns: Capitalization Rules	56–57	43–44	17		*singular noun*	• Recognize nouns that form their plurals by changing their spellings
25	Proper Nouns: Abbreviations	58–59	45–46	18	• One index card for each student	*plural noun* *abbreviation*	• Recognize nouns that do not change their spellings to form their plurals • Capitalize the names of people, buildings, cities, countries, bodies of water, book and story titles, and holidays
26	Possessive Nouns: Singular	60–61	47–48	19		*possessive noun*	• Capitalize names of God as well as the Bible, its divisions, and the books of the Bible
27	Possessive Nouns: Plural	62–63	49–50	20		*singular possessive noun*	• Capitalize and abbreviate the days of the week, months of the year, streets, titles of respect, books of the Bible, and states
28	Language Link: (Punctuation) Commas in a Series	64–65	51–52	21		*plural possessive noun*	• Make singular nouns possessive by adding ′s • Make plural nouns that end in s possessive by adding an apostrophe
29	Chapter 3 Review	66–67	53–54	22–23	• Three items from each student's collection for optional Culture Connection	*series*	• Make plural nouns that do not end in s possessive by adding ′s • Use commas for nouns, verbs, or adjectives in a series
30	Cumulative Review	68–69	55–56				
	Bridge: Visiting Museums	70	57				

Chapter 4: Writing a Friendly Letter

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		58			*narrative*	• Identify the characters and setting of a narrative
31	Narrative	74–75, S80	59		• Seashells • Masking tape • Flashlight and/or candles	*main idea* *personal narrative*	• Identify the topic of a narrative • Recognize details in a narrative • Develop an understanding of the term personal narrative • Identify the five parts of a friendly letter
32	Parts of a Letter	76–77, S80	60–61			*heading*	• Recognize the use of commas in a friendly letter
33	Letter: Planning with a Story Map	78–79, S81	62		• One 3" x 5" index card for each student	*greeting* *body*	• Recognize the use of capital letters for proper nouns in a friendly letter • Choose an audience and a topic for a friendly letter
34	Letter: Drafting	80–81, S81	63–64		• List of students' mailing addresses	*closing*	• Use a story map to plan the characters, setting, main ideas, and details of a personal narrative
35	Letter: Revising	82–83, S82	65–66			*signature*	• Develop an understanding of the stages of the Writing Process
36	Letter: Proofreading	84–85, S82	67–68			*topic*	• Draft, revise, proofread, and publish a friendly letter
37	Letter: Publishing	86–87, S83	69–70			*audience*	• Participate in a writing conference • Write a return address and a mailing address correctly on an envelope
38	Addressing an Envelope	88–89, S83	71–72		• Stamped envelope for each student • Ten to fifteen envelopes in which someone has received correspondence	*Writing Process* *story map* *drafting* *revising*	• Use street names and state abbreviations correctly in addresses
39	Chapter 4 Review	90–91	73–74	24–25	• One envelope for each pair of students	*proofreading* *publishing*	
40	Cumulative Review	92–93	75–76			*return address* *mailing address*	

Chapter 5: Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
41	Action Verbs	96–97	77–78	26		*action verb*	• Identify the subject and the predicate parts of a sentence
42	Present-Tense Verbs	98–99	79–80	27		*subject*	• Identify an action verb in a sentence
43	Past-Tense Verbs	100–101	81–82	28		*predicate*	• Determine when to add s or es to a present-tense verb, including when to change y to i and add es
44	Future-Tense Verbs	102–3	83–84	29		*present-tense verb*	• Change present-tense verbs to past-tense verbs
45	Helping Verbs	104–5	85–86	30		*past-tense verb*	• Distinguish between past-, present-, and future-tense verbs
46	Irregular Verbs	106–7	87–88	31		*future-tense verb*	• Change present-tense verbs to future-tense verbs
47	More Irregular Verbs	108–9	89–90	32		*helping verb*	• Distinguish between main verbs and helping verbs
48	Language Link: (Vocabulary) Prefixes	110–11	91–92	33		*irregular verb*	• Identify am, is, are, was, were, will, have, has, and had as helping verbs
49	Chapter 5 Review	112–13	93–94	34–35		*prefix*	• Choose the correct helping verb, has or have
50	Cumulative Review	114–15	95–96			*base word*	• Use the correct form for the irregular verbs begin, see, give, write, eat, take, grow, go, do, tell, run, come, sing, and make
	Bridge: Playing Baseball	116	97				• Identify prefixes and their meanings
							• Use a prefix with a word in a sentence

Chapter 6: Writing a Persuasive Essay

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		98			*opinion*	• Understand the meaning of opinion
51	Giving Good Reasons	120–21, S84	99–100			*reason*	• Recognize logical structure
							• Generate reasons to support opinions
52	Writing to Persuade	122–23, S84	101			*audience*	• Distinguish stronger reasons from weaker reasons
						Writing Process	• Analyze a student model of a persuasive essay
53	Supporting Your Points	124–25, S85	102			*planning*	• Plan, draft, revise, and proofread a persuasive class essay together
							• Identify reasons with insufficient support
54	Planning with an Opinion Chart	126–27, S85	103			*time-order word*	• Choose a topic for a persuasive essay
							• Target an audience for an essay
55	Persuasive Essay: Drafting	128–29, S86	104			*opinion chart*	• Complete an Opinion Chart to plan a persuasive essay
						drafting	• Develop an understanding of the structure of a persuasive essay
56	Persuasive Essay: Revising	130–31, S86	105			*first draft*	• Draft, revise, proofread, and publish a persuasive essay
57	Persuasive Essay: Proofreading	132–33, S87	106			*revising*	• Understand the purposes for revision
							• Participate in a writing conference
58	Persuasive Essay: Publishing	134–35, S87	107–8			*proofreading*	• Make a neat final draft
59	Chapter 6 Review	136–37	109–10	36–37		*publishing*	
60	Cumulative Review	138–39	111–12				

Chapter 7: Study & Reference Skills

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
61	Parts of a Book	142–43	113–14	38	• U.S. map or globe	*title page*	• Locate the title page, copyright page, table of contents, glossary, and index in a book
62	The Glossary	144–45	115–16	39	• Index card for each student • Two books, each with a glossary • Classroom alphabet display	*author* *publisher* *copyright* *table of* *contents*	• Identify the title, author, publisher, location of publisher, and copyright date of a book • Use a table of contents, glossary, and index to locate information • Alphabetize words • Use alphabetical order to determine entry words on a glossary page
63	The Index	146–47	117–18	40	• Book about Washington, D.C. (or any other book with an index)	*glossary* *index*	• Identify topics and corresponding subtopics • Identify guide words, entry words, parts of speech, and the pronunciation key on a dictionary page
64	The Dictionary	148–49	119–20	41	• Classroom alphabet display • Dictionary • Two red paper arrows • Plasti-Tak	*subtopics* *guide words* *entry words*	• Use a dictionary page for information about the definition, spelling, and pronunciation of an entry word • Use sample sentences for understanding • Write a sample sentence and phrase that matches a definition • Use alphabetical order to determine entry words that come between guide words
65	More About Dictionaries	150–51	121–22	42		*parts of speech* *pronunciation key*	• Use a pronunciation guide to determine word pronunciation • Identify volumes of an encyclopedia
66	The Encyclopedia	152–53	123–24	43	• Set of children's encyclopedias	*dictionary* *encyclopedia*	• Identify keywords of a subject • Use an encyclopedia to find information
67	The Library	154–55	125–26	44	• Different types of books: fiction, nonfiction, and reference books	*fiction* *nonfiction*	• Differentiate among fiction, nonfiction, and reference books • Identify author, title, and subject cards of a card catalog
68	The Atlas	156–57	127–28	45	• World atlas	*reference books* *card catalog*	• Use a card catalog for information • Identify and use an atlas
69	Chapter 7 Review	158–	129–30	46–47	• Dictionary for each pair of students for optional Science Connection	*atlas* *key*	
70	Cumulative Review	160–61	131–32			*legend* *map scale*	
	Bridge: Sightseeing in Washington, D.C.		133				

Chapter 8: Writing a Story

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		134			*Writing Process*	• Place quotation marks around a speaker's exact words
71	Quotation Marks	166–67, S88	135–36			*planning*	• Use a capital letter at the beginning of a quotation and the correct punctuation at the end of a quotation
72	Story Planning: Getting an Idea	168–69, S88	137–38			*drafting*	• Choose a story idea
73	Planning the Problem & Setting	170–71, S89	139–40			*revising* *proofreading*	• Choose and develop a character • Plan the main character's problem
74	Planning the Plot	172–73, S89	141–42			*publishing*	• Plan the solution to the problem • Plan the setting
75	Drafting Your Story	174–75, S90				*dialogue*	• Analyze a published model of a story • Summarize the plot of a story
76	Revising Your Story	176–77, S90	143–44			*quotation*	• Complete a plot pyramid together
77	Proofreading Your Story	178–79, S91	145–46			*quotation marks* *character*	• Plan the plot for a story, using a plot pyramid • Understand the purpose of the beginning and ending of a story
78	Publishing Your Story	180–81, S91	147–48		• Published picture book • Two pieces of 81/2"311" colored paper for you (and each student [optional]) • Yarn (optional)	*setting* *plot* *plot pyramid* *problem*	• Draft a short story • Use dialogue in a story • Revise, proofread, and publish a story • Participate in a writing conference
79	Chapter 8 Review	182–83	149–50	48–49	• Read-aloud story or picture book in which characters, problem, solution, setting, and plot are clearly delineated • Four small slips of paper	*solution*	
80	Cumulative Review	184–85	151–52				

Chapter 9: Pronouns

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
81	Pronouns	188–89	153–54	50		*pronoun*	• Distinguish between singular pronouns and plural pronouns
82	Subject Pronouns	190–91	155–56	51		*singular pronoun*	• Differentiate between subject pronouns and object pronouns
83	Making Subject Pronouns & Verbs Agree	192–93	157–58	52		*plural pronoun*	• Use subject pronouns and object pronouns correctly in sentences • Replace nouns with pronouns in the subject
84	Object Pronouns	194–95	159–60	53		*subject pronoun*	• Determine the correct verb form for subject pronouns
85	Using I & Me	196–97	161–62	54		*object pronoun*	• Gain an understanding of pronoun/verb agreement • Replace nouns with pronouns in the predicate
86	Possessive Pronouns	198–99	163–64	55	• Objects belonging to the students and the teacher	*possessive pronoun*	• Identify the correct uses of I and me • Identify possessive nouns and possessive pronouns
87	Possessive Nouns & Pronouns	200–201	165–66	56		*possessive noun*	• Replace possessive nouns with possessive pronouns
88	Language Link: (Speaking) Making an Introduction	202–3	167–68	57		*introduction*	• Write possessive nouns and possessive pronouns correctly in sentences • Identify reasons for introductions
89	Chapter 9 Review	204–5	169–70	58–59	• Beanbag or eraser • Items for optional Art Connection		• Write and perform introductions
90	Cumulative Review	206–7	171–72				
	Bridge: Ministering in Asia	208	173				

Chapter 10: Writing a Book Report

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	209	174			*fiction*	• Differentiate between types of fictional stories
91	Using a Word Web to Study a Character	212–13, S92	175		• Third-grade reader or library books of realistic fiction, fanciful fiction, and historical fiction • Reading 3A for Christian Schools: Once upon an Open Book (optional)	*realistic fiction* *fantasy* *fanciful fiction* *historical fiction*	• Develop a character analysis of a main character • Identify story elements of characters, setting, and plot in a fictional story • Plan and draft a class book report together • Understand the difference between too much and too little detail in a summary
92	Parts of a Book Report	214–15, S92	176–77		• Third-grade reader or novel recently read aloud • Blank overhead transparency	*Writing Process* *planning*	• Revise and proofread the class book report • Complete a character word web • Complete a planning chart • Recall the main parts of a book report
93	Telling Just Enough	216–17, S93	178–79		• Blank overhead transparency • Two colors of transparency pens	*drafting* *revising* *proofreading*	• Write the first draft of a book report • Revise, proofread, and publish a book report • Recall the correct way to write book titles • Review ways to publish a piece of writing
94	Planning with a Word Web and a Chart	218–19, S93	180–81			*publishing* *characters*	
95	Book Report: Drafting	220–21, S94	182		• Blank overhead transparency (optional)	*plot* *setting*	
96	Book Report: Revising	222–23, S94	183			*nonfiction*	
97	Book Report: Proofreading	224–25, S95	184			*summary*	
98	Book Report: Publishing	226–27, S95			• One empty two-liter plastic bottle with cap for each student • Yarn for each student • 4" 3 6" index cards for each student • Several hole punches	*opinion* *self-evaluation*	
99	Chapter 10 Review	228–29	185–86	60–61	• Two index cards		
100	Cumulative Review	230–31	187–88				

Chapter 11: More Verbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
101	Linking Verbs	234–35	189–90	62		*linking verb*	• Distinguish between linking verbs and action verbs
102	Linking Verbs: Present Tense	236–37	191–92	63		*action verb*	• Identify the noun or adjective that the linking verb connects to the subject
103	Linking Verbs: Past Tense	238–39	193–94	64		*helping verb*	• Distinguish between linking verbs and helping verbs
104	Linking Verbs: Present & Past	240–41	195–96	65		*present tense*	• Choose the correct present-tense linking verb to agree with the subject
105	Contractions with Not	242–43	197–98	66		*past tense*	• Choose the correct past-tense linking verb to agree with the subject
106	Contractions with Verbs	244–45	199–200	67		*contraction*	• Form contractions with the word not
107	Suffixes That Change Verbs to Nouns	246–47	201–2	68		*suffix*	• Form contractions with verbs
108	Language Link: (Vocabulary) Homophones	248–49	203–4	69		*homophone*	• Add the suffixes er and or to action verbs to form nouns
109	Chapter 11 Review	250–51	205–6	70–71			• Recognize the verb roots of nouns with suffixes
110	Cumulative Review	252–53	207–8				• Identify homophones in sentences
	Bridge: Utilizing the Forest	254	209				• Choose correct homophones to complete sentences

Chapter 12: Writing a Sound Poem

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		210			*thesaurus*	• Use a thesaurus to find interesting, unusual words
111	Using a Thesaurus	258–59, S96	211–12			*synonym*	• Develop an appreciation of sound effects (sound devices) in poetry
112	Sounds in Poems	260–61, S96	213–14			*alliteration*	• Identify alliteration
						onomatopoeia	• Identify onomatopoeia
113	Writing a Sound Poem Together	262–63, S97	215		• Recording of classical music	*rhyming words*	• Identify rhyming words
114	Sound Poem: Planning	264–65, S97	216–17		• Recording of nature sounds	*sound effect*	• Use sound effects (sound devices) in sentences
						couplet	• Plan, draft, revise, proofread, and publish a class sound poem
115	Sound Poem: Drafting	266–67, S98	218			*Writing Process*	• Choose a topic for a sound poem
							• Plan the poem's content
116	Sound Poem: Revising	268–69, S98	219			*planning*	• List sound effects
							• Draft a sound poem
117	Sound Poem: Proofreading	270–71, S99	220			*drafting*	• Participate in a writing conference
118	Sound Poem: Publishing	272–73, S99	221–22		• Various objects needed to make sound effects	*revising*	• Revise, proofread, and publish a sound poem
						proofreading	• Read aloud a poem to a small group
119	Chapter 12 Review	274–75	223–24	72–73	• Three ear-shaped cards for each student	*publishing*	• Try to simulate sound effects in poems
120	Cumulative Review	276–77	225–26				

Chapter 13: Adjectives & Adverbs

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
121	Adjectives	280–81	227–28	74		*adjective*	• Differentiate between adjectives that tell what kind or how many
122	Comparing with Adjectives	282–83	229–30	75	• Piece of construction paper for each student	*article*	• Identify adjectives used to compare two nouns
123	Using More & Most	284–85	231–32	76	• Magnetic tape or Plasti-Tak • Eight 3" x 5" index cards	*adverb* *modifies*	• Identify adjectives used to compare more than two nouns • Write adjectives that compare using the suffixes er and est • Write adjectives that compare, using more and most
124	Using A, An, & The	286–87	233–34	77		*compare*	• Realize that a, an, and the are special adjectives called articles
125	Adverbs	288–89	235–36	78		*series*	• Write the correct article in a sentence
126	More Adverbs	290–91	237–38	79			• Identify and use adverbs that tell how, when, or where
127	Adjectives & Adverbs	292–93	239–40	80	• One 3" x 5" index card for each student		• Distinguish between adjectives and adverbs • Use adjectives and adverbs correctly in sentences
128	Language Link: (Punctuation) Commas	294–95	241–42	81			• Use commas in a series • Use commas in a friendly letter
129	Chapter 13 Review	296–97	243–44	82–83	• Twenty-four 3" x 5" index cards		• Use commas to write a date • Use commas with time-order words
130	Cumulative Review	298–99	245–46				• Use commas with dialogue
	Bridge: Exploring Polar Regions		247				

Chapter 14: Writing a Research Report

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		248			*research report*	• Choose a topic for a biography
131	Choosing a Topic for a Biography	304–5, S100	249–50			*biography*	• Identify the main ideas of paragraphs
132	Gathering Information	306–7, S100	251–52		• Nonfiction and fiction books about the same person	*Writing Process*	• Analyze notes taken from nonfiction sources
133	Taking Notes	308–9, S101	253		• Informational books • Set of encyclopedias • 4" x 6" cards (optional)	*planning* *drafting* *revising*	• Take notes from a nonfiction source • Identify details that support one main idea • Write a topic sentence that tells about a group of details
134	Taking Notes	310–11, S101	254		• Informational books • Set of encyclopedias • 4" x 6" cards (optional)	*proofreading* *publishing*	• Write a class paragraph together • Draft, revise, proofread, and publish a biography
135	Drafting the Biography	312–13, S102	255–56			*main idea* *topic*	• Participate in a writing conference • Use proofreading marks to correct errors
136	Revising the Biography	314–15, S102	257–58			*topic sentence*	
137	Proofreading the Biography	316–17, S103	259–60		• Blank overhead transparency (optional)	*fiction source*	
138	Publishing the Biography	318–19, S103			• Materials for publishing	*nonfiction source*	
139	Chapter 14 Review	320–21	261–62	84–85	• Four sentence strips		
140	Cumulative Review	322–23	263–64				

Chapter 15: Sentences

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
141	Simple Subjects	326–27	265–66	86		*subject*	• Identify the subject and predicate parts of a sentence
142	Simple Predicates	328–29	267–68	87		*predicate*	• Identify all the words in a proper noun as the simple subject of a sentence
143	Diagramming Simple Subjects & Predicates	330–31	269–70	88		*simple subject*	• Identify simple subjects and simple predicates
144	Fragments	332–33	271–72	89		*noun*	• Classify verbs as action verbs or linking verbs
145	Subject & Object Pronouns	334–35	273–74	90		*pronoun*	• Diagram simple subjects and simple predicates
146	Subject/Verb Agreement	336–37	275–76	91		*simple*	• Identify sentence fragments
147	Types of Sentences: New Names	338–39	277–78	92		*predicate*	• Identify subject pronouns and object pronouns • Demonstrate an understanding of subject/verb agreement with singular and plural subjects
148	Language Link: (Fact & Opinion) Persuasive Words	340–41	279–80	93	• Two empty cereal boxes—one adult cereal, one children's cereal	*action verb* *linking verb*	• Write new sentences by changing singular subjects to plural subjects • Identify declarative, interrogative, imperative, and exclamatory sentences
149	Chapter 15 Review	342–43	281–82	94–95	• Several stories with castles (optional) • Drawing paper for each student (optional) • Forty 3" x 5" index cards	*helping verb* *diagram of a sentence* *telling sentence*	• Use the correct ending punctuation marks for sentences • Rewrite a sentence so that it asks a question instead of giving information • Rewrite a question so that it gives information • Recognize the purpose of an advertisement
150	Cumulative Review	344–45	283–84			*declarative sentence*	• Differentiate between fact and opinion in advertising • Listen for details
	Bridge: Viewing Castles		285			*question*	
						interrogative sentence	
						command	
						imperative sentence	
						exclamation	
						exclamatory sentence	
						advertisement	
						fact	
						opinion	

Chapter 16: Writing a Compare-Contrast Essay

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing		286			*Writing Process*	• Distinguish between comparing and contrasting
151	Comparing & Contrasting with a Venn Diagram	350–51	287–88		• Bag of pretzels • Bag of potato chips	*planning* *drafting*	• Identify comparing and contrasting in descriptions • Plan and draft a class essay together that compares and contrasts • Identify comparing and contrasting words
152	Parts of the Essay	352–53	289–90			*revising*	• Revise and proofread a class compare-contrast essay together
153	Words That Compare & Contrast; Revising & Proofreading Together	354–55	291–92			*proofreading* *publishing*	• Choose a topic for a compare-contrast essay • List details about two subjects in a T-chart
154	Planning with a T-chart & a Venn Diagram	356–57	293–95			*compare*	• Organize details in a Venn diagram
155	Compare-Contrast Essay: Drafting	358–59	296			*contrast*	• Draft a compare-contrast essay • Participate in a writing conference
156	Compare-Contrast Essay: Revising	360–61	297–98			*Venn diagram*	• Revise, proofread, and publish a compare-contrast essay
157	Compare-Contrast Essay: Proofreading	362–63	299–300			*introduction* *conclusion*	
158	Compare-Contrast Essay: Publishing	364–65	301–2		• Postcards from two different places • Construction paper for each student • Brass fasteners or yarn for each student	*T-chart*	
159	Chapter 16 Review	366–67	303–4	96–97			
160	Cumulative Review	368–69	305–6				