

Theme 5: Lesson 23

Week of April 27-May 1

*** For Class this week make sure you have all of your English books by you! ***

Monday- During Zoom Class Instruction:

Continue with Grammar: Introduce Linking Verbs:

- A **linking verb** connects the subject with a word or words in the predicate that rename or describe the subject.
- The verb *be* often acts as a linking verb. The verb *be* can take these forms: *am, is, are, was, were*.
- Some other verbs can also act as linking verbs: *feel, seem, become, appear, look, smell, sound, taste, and grow*.

Action Verbs and Linking Verbs:

Be as a Linking Verb	Be as a Helping Verb
We <u>were</u> happy in Mexico.	We <u>are</u> going back there next year.
Everyone <u>was</u> kind to us.	I <u>am</u> studying Spanish now.

Watch the following video for a lesson on Linking Verbs and Action Verbs:

<https://www.youtube.com/watch?v=mzW52l--jBw>

After instruction is over, students will be assessed on Lesson 22: Spelling and Comprehension Test. Students will then complete **Grammar Practice Book page 77.**

Homework: Complete **Grammar Practice Book page 78.**

Tuesday: During Zoom Class Instruction:

Focus Skill: Introduce Sequence: Story Events:

Students will read pages 596-597 and then the teacher will model how to use time-order words to understand the sequence of events in a story.

Introduction of Robust Vocabulary Words: The class will go through the list of words, its explanations, and pronunciations.

1. **forlornly**- If you do something forlornly, you do it in a way that shows you feel sad and lonely.
2. **fidget**- People might fidget, or move around restlessly, when they are bored or nervous.
3. **pathetic**- A person or thing that is pathetic is sad or helpless. You usually feel sorry for pathetic people or things.
4. **resolved**- When you have resolved to do something, you have made up your mind to do it.
5. **scrounging**- If an animal is scrounging, it is looking around trying to find food.

6. **noble**- If you describe someone as noble, you think that person is honest and unselfish.
7. **stingy**- Someone who is stingy doesn't like to spend money or share what they have.
8. **suspicion**- If you think someone is guilty of doing something wrong, you have a suspicion about him or her.

Build Robust Vocabulary: Students will read *Crumbs for the Taking* on pages 598-599, then the teacher will read the pages aloud and ask questions about the highlighted words.

Spelling: Words with Suffixes -ation, -ition, -al, -ial
Spelling Words will be introduced to students.

Examples of Dictation Sentences

1. **decoration** 1. John put raisins on the cake for **decoration**.
2. **abbreviation** 2. The month of May has no **abbreviation**.
3. **admiration** 3. We have **admiration** for you.
4. **association** 4. The neighbors formed an **association**.
5. **aviation** 5. Amelia Earhart made **aviation** history.
6. **civilization** 6. The Aztec **civilization** was advanced.
7. **declaration** 7. The president signed the **declaration**.
8. **addition** 8. She is very good at **addition**.
9. **composition** 9. You wrote a good **composition**.
10. **preposition** 10. The word *of* is a **preposition**.
11. **abdominal** 11. He had **abdominal** pain.
12. **proposal** 12. He submitted a **proposal** to the mayor.
13. **rendition** 13. Her **rendition** of the song was beautiful.

- 14.disposal** **14.** The garbage **disposal** is broken.
- 15.emotional** **15.** The soldier had an **emotional** reunion with his family.
- 16.environmental** **16.** The state passed **environmental** laws.
- 17.denial** **17.** No one believed the thief's **denial**.
- 18.facial** **18.** He had no **facial** expression.
- 19.judicial** **19.** The **judicial** process keeps things fair.
- 20.testimonial** **20.** The jury trusted his **testimonial**.

Homework: Complete **Spelling Practice Book page 91**. Review Spelling and Vocabulary Words. Spelling and Vocabulary Test on Friday, May 1, 2020.

Wednesday: During Zoom Class Instruction:

Reinforce the Focus Skill: Sequence: Story Events:

Authors of narratives present story events in sequential, or chronological, order.

- **Sequence** is the order in which events in a story happen.
- An author may use **time-order words** such as *first, next, then, finally, this morning, and tonight* to show sequence.

Students will then complete **Practice Book page 134**.

Comprehension Strategy: Introduce Asking Questions:

You can monitor your comprehension as you read by pausing to ask questions about narrative elements or unfamiliar words and phrases. Readers often can answer their own questions by using what they have already learned while reading; at other times, readers should ask questions to help them set a purpose for reading the next part of the selection.

Building Background for “*The Cricket in Times Square*”: The story you are going to read is about a cat, a mouse, and a cricket that live in a New York City subway station. A subway station is an underground train stop. What might life be like for an animal that lives in the country and for one that lives in a city subway station?

Animals in the Country	Animals in a Subway Station
<ul style="list-style-type: none">• plenty of food• good places to nest or make homes• danger from predators, but not from people	<ul style="list-style-type: none">• not a good place to find food• nests in drain pipes or stairways• danger from people, but not from predators

Develop Concepts: A City Subway:

- A cricket is an insect that usually lives in the country. Most crickets move by hopping like grasshoppers.

- A subway is an underground railroad system. Stations are where people get on and off trains or transfer to other trains.
- The Times Square subway station in New York City is very large. People even run businesses there, such as newsstands and lunch counters.

Discuss Fantasy: Students will read the genre information on page 600. Students will be asked to view the opening spread and identify details in the illustration that identify the story as a fantasy.

Genre Features:

- The genre is **fantasy**
- The story has **events** that cannot happen in real life.
- **Unrealistic characters**, such as talking animals, make the story entertaining.

Students will **ask questions** as they read and then find the answers in the text.

Review Vocabulary Words

Spelling Words: The teacher will discuss the meaning of each spelling word.

Homework: Read the Selection: *“The Cricket in Times Square”* pages 601-615 (Big Book/Anthology). Complete **Spelling**

Practice Book page 92. Review Spelling and Vocabulary Words. Spelling and Vocabulary Test on Friday.

Thursday: During Zoom Class Instruction:

Respond to the Literature: Have students respond orally to questions 1-5 on page 616. Discuss with students their responses. Students will then complete **Practice Book page 133.**

Grammar: Introduce Present-Tense Verbs:

- A verb's **tense** refers to time.
- A verb in the **present tense** tells about an action that happens now or happens over and over.

Happens now: Tucker lives in the subway.

Happens over and over: Many trains pull into the station every day.

Watch the following video for a lesson on Present-Tense Verbs:

<https://www.youtube.com/watch?v=gRlrZrDL5QI>

Review Vocabulary and Spelling Words

Homework: Complete **Spelling Practice Book page 93.** Review Spelling and Vocabulary Words. Spelling and Vocabulary Test Tomorrow.

***** Please Note:** Students/Parents need to print the test from my Weebly page: www.garinek.weebly.com before our class begins tomorrow. Students will take the test during our virtual class tomorrow. Once completed, parents should take a picture of their child's test and e-mail to me at: garinek@cabayanschool.org. Please do not forget to write your name on your test.

Friday- During Zoom Class Instruction:

Continue with Grammar: Introduce Subject-Verb Agreement:

Watch the following video for a lesson on Subject-Verb Agreement:

<https://www.youtube.com/watch?v=5Wv18v3l6LY>

Subjects	Verb Endings	Examples
<ul style="list-style-type: none">• I, You, We, They• Plural noun (Trains)• Compound subject (Harry and Tucker)	Do not add an ending.	They <u>live</u> in New York.

<ul style="list-style-type: none"> • He, She, It • Singular noun (The train) 	<ul style="list-style-type: none"> • Add <i>s</i> to most verbs. • Add <i>es</i> to verbs that end with <i>sh, ch, s, ss, z, or zz</i> • Change <i>y</i> to <i>i</i> and add <i>es</i> to verbs that end in <i>y</i>. 	<ul style="list-style-type: none"> • The train <u>stops</u>. • Chester <u>munches</u>. • Tucker <u>tries</u>.
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Subjects	Present Forms of <i>be</i>
I	Am
You, We, They Plural noun (A cat and a mouse)	Are
He, She, It Singular noun (The newsstand)	is

After instruction is over, students will be assessed on Lesson 23: Spelling and Vocabulary Words. After students complete their test, they will complete **Grammar Practice Book pages 81 and 82.**

No Homework!