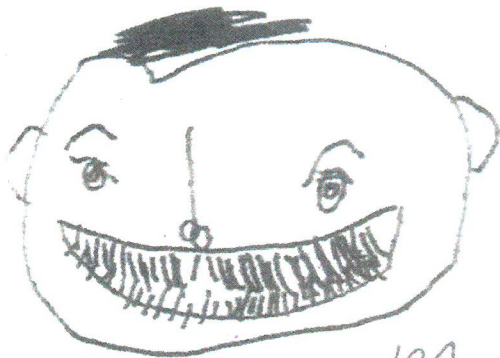




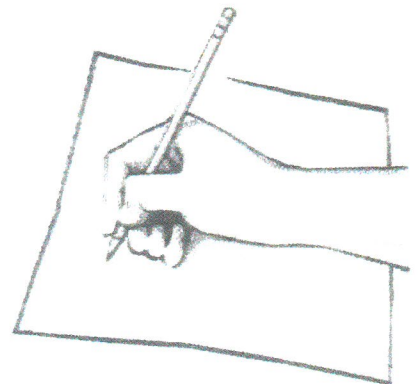
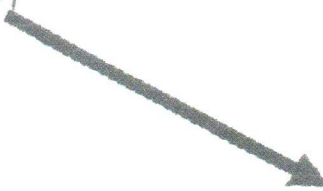
McKinney Christian Multisensory Teacher Training
Accredited through IMSLEC

Verbal into Written Expression Guided Overview

Completed by Dr. Beverly Dooley - Dallas, Texas



Jaden



Multisensory Teacher Training
MCKINNEY CHRISTIAN ACADEMY

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Table of Contents

	Page Number
Explanation of language function	1-2
Verbal into Written Expression Hierachy Check Sheet	3
Hierarchy of skills 1st-3rd grade level	4
Hierarchy of skills 4th-6th grade level	5
Hierarchy of skills 7th-9th grade level	6
Objectives of the program	7-16
Verbal into written Expression Definitions.....	17-19
Language Development Notebook Purpose	20
Multisensory Introduction to History of Language.....	21-25
Multisensory Introduction to Months of the Year	26-28
Multisensory Intorduction to Days of the Week	29-30
Multisensory Introductin to Sentence Form	31-32
Multisensory Intorduction to Simple Sentence	33
Multisensory Introduction to Phrases.....	34-35
Category Train	36
Quick Review Lessons	37
Looking at your written expression paper.....	38-39
Stages in Descriptive Writing	40-41
Map of Descriptive Writing	42-43
Checklist for Brainstorming A Map.....	44
Special Paper for Mapping.....	45-47
Guided Objectives for Teaching Writing	48
Improvement Deck Suggestions	49
Correction Deck	50
Content/Mechanics Grading Form	51
Content Grading Form.....	52
Proofreading Deck	53-54
Multisensory Introduction to Capital Rules	55-59
DM SNIT Capital Letters	60
Multisensory Introduction to Quotes.....	61
Multisensory Introduction to Declarative Sentences	62
Multisensory Introduction to Interrogative Sentences	63
Multisensory Introduction to Exlamitory Sentences	64
Multisensory Introduction to Imperative Sentences	65
Stages in Brainstorming a How to Writing	66
Multisensory Introduction to Comma Rules	67-68
Multisensory Introduction to Apostrophe Rule#1	69-71

Table of Contents
(continued)

	Page Number
Semicolon Rules	71
Apostrophe Rule #2	72
Apostrophe Rule #4	73
Example of a Disadvantages/Advantages Persuasive paper.....	74-77
TAAS Sample Introduction Paper	78
Keeping Tabs Progress Chart for Paragraph	79
Discussion - Four Types of Paragraphs.....	80
Transitional Words and Phrases	81
Comparison/Contrast; Comparison a-like; Contrast-differences paper ..	82-84
Peer Editing	85
Colon Rules.....	86
Hyphen Rules	87

The following pages:

Pages 336-393 are lesson plan related activities to use with a Monday – Friday Verbal into Written Expression Class.

EXPLANATION OF LANGUAGE FUNCTION HEIRARCHY OF SKILLS VERBAL INTO WRITTEN LANGUAGE

Beverly Dooley

Writing, one of the most difficult academic skills to learn, incorporates thinking of a word or words, using these words, in sentence or paragraph form, spelling them correctly, and applying correct capital and punctuation rules. Integration of these four skills is a very complex task.

Students need much practice with oral discussion and simple one word answers before asking them to write anything down. We must remember that they have a language learning difference, and you must move slowly into writing. **Remember: Chinese Bamboo Tree.**

Babies learn language by listening to single sounds, groups of sounds, words, phrases, and then sentences. Our students have had a breakdown somewhere in their learning of language. We have to go back to the beginning, and oral language responses are that beginning. Names of objects is one place to begin. We will lead them into written one word answers, phrases, sentences, paragraphs and compositions.

Writing exercises begin at the oral level. We will use sheets such as, "Let's Get Acquainted". Students will give information about themselves. The teachers will act as a secretary to write the information for the student. During this time a student begins to develop skills in listening, if the training is occurring with another student.

ORAL DEVELOPMENT

Students do not always understand adult vocabulary or words in directions. If students cannot answer a question, there may be a word in the question whose meaning is not clear. Asking students to help you restate the question is one way for them to clarify the meaning of the word they do not understand. Then the word can be looked up in the dictionary and replaced with a word that they know. Another suggestion is to use examples from your own experience which may help them relate to their own experiences. We will begin vocabulary development during Alphabet time at the beginning of Level IIB.

STRUCTURED, PREDICTABLE LEVELS

Students learn best when they follow a definite daily/weekly plan. They know to expect Oral Language exercises on Monday, Self-development concepts on Tuesday, Creative Writing Day on Wednesday, Taste-Touch-Smell activities on Thursday and Current Events or Structured Oral Language Exercises on Friday.

SLOW DRIP

Some of our students need between 500-1500 repetitions before the information can become theirs. We are interested in the slow drip over an extended period of time. We are observing quality of the student's work, **NOT QUANTITY.**

INTEGRATION OF SPELLING

One of the components of written expression that makes it so difficult is spelling. It is a great help to spell words for the students and write them on the board during a creative writing session. It is an important part of the program for the therapist to use the **SPELL IT RIGHT** sheet.

Students tend to repeat similar words from one writing assignment to the next. If they keep a record of their very own hard to spell words, this will help them learn those particular words, and they will use them more freely in their writing.

The next page will provide an **HIERARCHY OF VERBAL INTO WRITTEN LANGUAGE** skills. The introductions will be found in the appropriate place in the curriculum guides.

KEEP IN MIND

Monday	Oral Language Development
Tuesday	Self-Concept Building
Wednesday	Creative Writing Day
Thursday	Taste, Touch, Smell
Friday	Current Events - structured language
	2nd semester - Theme structured writing

VERBAL INTO WRITTEN EXPRESSION CHECK AND HIERARCHY

History of Language

Months of the Year

Days of the Week

Sentence

Phrase

Category

Sequencing

Topic Sentence

Descriptive writing - Use 10 step descriptive plan

Pictures specific names to people, places, things (Use Spell It Right)

Objects

The following as student needs

Introduction to capitals

The Word I

What else do we capitalize?

1st words in sentence and quotes

Names and Titles

In Letters: 1st word openings/closings

Geographical names

Important Words in Titles of Books

Well known Things

Quotation Marks

Declarative Sentence

Interrogative Sentence

Exclamatory Sentence

Imperative Sentence

4 kinds of sentences

Comma

Comma rule one

Comma rule two

Comma rule three

Comma rule four

Comma rule five

Comma rule six

Comma rule seven

's

Semi-colon

Colon

Hyphen

How to writing

How to Make something

How do give directions

Defining a word (definge and describe)

How something works

Advantages and Disadvantages /

Transition words Persuasive

Improvement Deck

Correction Deck

HIERARCHY OF SKILLS

Verbal into Written Expression

1st-3rd Grade

Language Development

- Oral Level - History of language
 - Months of the year
 - Days of the week
-

Self-Development

- Oral - Let's Get Acquainted
-

Category

Sequence

Words describing objects

- Institute SPELL IT RIGHT AS NEEDED

Dictation of story to teacher

- Title
- Interesting title
- Indent

Phrase

Sentence

Simple sentence

Topic sentence

- Interesting Topic sentence
-

Capital rules - DM SNIT - Days

- Months
 - Sentences
 - Names
 - Word I
 - Titles of stories
-

Uses senses, TASTE, TOUCH, SMELL

Brainstorming

Forum Oral presentation to a group including

- Who, Did What, When, Where, Why or How
- Bring and brag

HIEARCHY (continued)

4TH-6TH

Types of sentences

Declarative

Interrogative

Exclamatory

Imperative

Capital Rules: I

Months, Days, Holidays not seasons
1st words in sentences and quotes
Names and titles
Important words in titles of books
In letters: 1st words in openings and closings
Geographical names, not compass directions
Well known things
Family names when used instead of person's name
School subjects that are Language or Proper Nouns and course titles followed by numbers

HIEARCHY (continued)

Quotation marks

- Separate quote by comma
- End punctuation goes inside quote

Comma Rules

#1-10

Naming Characters

Using specific words, not general

Naming Places

Things that are well known

7TH-9TH
HL6-HL7

Dialogue

WORD CHOICE-avoids beginning sentences with then, so, and,but

Interesting details

Humor

Theme

Sequence of events

Verb tense

Character's personality

Dream

Transition words

Information indirectly implied from the picture.

' s

Semi-colon

Colon

Hyphen

* The above information would go in order for a PROOFREADING DECK. Students make their own decks as-they have been introduced to a new concept.

STRENGTHS AND IMPROVEMENTS WOULD ALSO be given from the above.

OBJECTIVE

OBJECTIVE

Arrange a notebook for Language Development.

Skill

The student will arrange a notebook for organization of grammar and verbal into written expression activities.

Content Domain

1. The notebook will include the following:

Personal Shield

Me Page

Vocabulary reinforcement (suffixes, prefixes, homonyms, antonyms, synonyms, -vocabulary from the book that is being read to students during listening)

Concepts (Months, days, history of language)

Grammar Concepts

Written Expression

Spell It Right

Current Events

OBJECTIVE

Stimulate oral language development.

Skill

The student will be encouraged to verbalize information about himself/herself.

OBJECTIVE I

Demonstrate a knowledge of the history of language.

Skill

The student will give examples of the way man communicated before language developed and describe why English is such a complicated language.

Content Domain

1. The following topics will be included:
 - *Sign Language
 - *Helen Keller
 - *Show to make a kuipu
 - *Cave Drawings
 - *Use of paper-how to make paper
2. See Multisensory Introduction Pages 1-3.

OBJECTIVE II

(A) Demonstrate knowledge of the months of the year.

Skill

The student will be able to recite the months of the year in order and recognize related seasonal activities.

Content Domain

1. Students will identify objects representing months.
2. The following types of information will be included:
 - *word origins
 - *before and after exercises
3. See Multisensory Introduction Pages 4-6.

(B.) Demonstrate knowledge of the days of the week.

Skill

The student will recite the days of the week in order and recognize related information.

Content Domain

1. The following types of activities will be included:
 - *word origins
 - *before and after exercises
2. See Multisensory Introduction Pages 7-8.

OBJECTIVE III

Focus will be on self-development exercises.

Skill

The students will be able to share things about themselves.

Content Domain

1. Students will verbalize answers to questions as follows:
 - *What I'm doing about the things I don't like about myself.
 - *Students will give oral information about themselves. See provided Let's Get Acquainted Sheet.
 - *Exercises will concentrate on developing the cognitive processes involving divergent, convergent, and associative thinking.
 - *Explore student's career options.
 - *Encourage the use of pantomime.
-

OBJECTIVE IV

Demonstrate the ability to express ideas on paper.

Skill

The student will be able to express ideas in written form.

Content Domain

1. Student will be able to categorize objects as to color, size, property. *See the category train sheet.
2. Sequencing activities are encouraged. The student should sequence pictures then tell the story.
3. Sequencing activities from cartoons in the newspaper are encouraged. The teacher would scramble the pictures and the student should sequence pictures then tell the story.
4. Student should organize a story with the class.
5. Student will choose a picture and the teacher will have words written down that might be used in the story.
6. Students will write words that they cannot spell on the Spell It Right Sheet.
7. After the first story is written the teacher emphasizes the use of a title and indenting when the first sentence is written.

OBJECTIVE V

Demonstrate a knowledge of sentences.

Skill

The student will be able to develop sentence forms and identify simple sentences and phrases.

Content Domain

The following activities will be included:

- *manipulate word order in sentences
- *write a simple sentence
- *write and identify phrases
- *See Multisensory Introduction pages 23-25.

OBJECTIVE VI

Demonstrate a knowledge of capitalization rules.

Skill

The student will be able to understand and apply eight capitalization rules.

Content Domain

The following activities will be included:

- *Capital Rule Summary Sheet
- *See Multisensory Introduction page 26-29.
- *Copy daily a sentence which has no capitals, to correct capitalization errors.

OBJECTIVE VII

Demonstrate a knowledge of quotes.

Skill

The student will be able to understand when quotation marks are needed and apply in a sentence.

Content Domain

The following activities will be included:

- *practice making quotation marks
- *See Multisensory Introduction page 30.
- *copy daily a sentence which has no quotation marks to correct punctuation errors

OBJECTIVE VIII

Demonstrate a knowledge of the four types of sentences.

Skill

The student will be able to identify and create the four types of sentences.

Content Domain

The following activities will be included:

- *See pages 31-34 for teacher instructions
 - *practice making question marks and exclamation points
 - *oral language drill
-

OBJECTIVE IX

Demonstrate a knowledge of the comma rules.

Skill

The student will memorize and utilize seven commonly used comma rules.

Content Domain

The following activities will be included:

- *use of comma rule concept sheet
- *See Multisensory Introduction pages 52-53 for definitions and examples of the seven comma rules.

OBJECTIVE X

Demonstrate the ability to express ideas on paper in a formal composition.

Skill

The student will be able to express ideas in written form in a composition.

Content Domain

1. Student will be graded in creative writing as follows:

- * _____ misspelled words (underline misspelled words;
Place on Spell It right sheet-the words that cannot be sounded out, learned words)
- *MS-form is incorrect; no title; no indentation for paragraphs
- *? topic sentence sense
- *SS - Sentence structure
- *RS - Run on Sentence, two sentences in one
- *NC - Not a clear sentence
- *W - ??word choice; a better word could be used
- *O capital error (circle them)
- *O punctuation error(circle them)

2. Student will begin using the Keeping TABS Progress Chart.

3. Student will use quotation marks.

4. Student will proofread paragraphs. Use Steps in Proofreading a Paragraph--
The Proofreading Deck.

OBJECTIVE XI

Verbalize the four types of paragraphs.

Skill

The student will be able to verbalize and explain the four types of paragraphs.

Content Domain

*Teacher will use the discussion of the four types of paragraphs.

Descriptive

How To

Comparisons

Comparison/Contrast(Advantages/Disadvantages)

*Student will be able to verbalize a paragraph of each type.

OBJECTIVE XII

Write the four types of paragraphs.

Skill

The student will be able to write a paragraph using each of four types of paragraphs.

Content Domain

*Student will write a paragraph on each of the four types of paragraphs.

*Student can choose the topic to write about.

OBJECTIVE XIII

Verbalize the three ways to form paragraphs.

Skill

The student will be able to verbalize the three ways to form paragraphs.

Content Domain

*See discussion of the three ways to form paragraphs. (Giving examples, details, etc.)

*Student will give an example verbally of each of the three ways to form paragraphs.

OBJECTIVE XI

Verbalize the four types of paragraphs.

Skill

The student will be able to verbalize and explain the four types of paragraphs.

Content Domain

1. Teacher will use the discussion of the four types of paragraphs. Descriptive How To Comparisons Comparison/Contrast(Advantages/Disadvantages)
 2. Student will be able to verbalize a paragraph of each type.
-

OBJECTIVE XII

Write the four types of paragraphs.

Skill

The student will be able to write a paragraph using each of four types of paragraphs.

Content Domain

1. Student will write a paragraph on each of the four types of paragraphs.
 2. Student can choose the topic to write about.
-

OBJECTIVE XIII

Verbalize the three ways to form paragraphs.

Skill

The student will be able to verbalize the three ways to form paragraphs.

Content Domain

1. See discussion of the three ways to form paragraphs. (Giving examples, details, etc.)
2. Student will give an example verbally of each of the three ways to form paragraphs.

OBJECTIVE XIV

Write the three ways to form paragraphs.

Skill

The student will be able to write a paragraph using the three ways to form paragraphs.

Content Domain

1. See discussion of the three ways to form paragraphs.
 2. Student can choose topic for writing.
-

OBJECTIVE XV

Student will use transition words when writing.

Skill

The student will be able to use transition words in creative writing.

Content Domain

1. Student will be able to list the words used for transition when writing a paragraph.
 2. See the list.
-

OBJECTIVE XVI

Student will use specific words instead of general. Word Choice.

Skill

1. See example of specific words.
2. Student will write a composition using specific words and not general words.

OBJECTIVE XVII

Development- the ability to understand others.

Skill

The student will have the ability to understand others by enhancing the ability to understand oneself.

Content Domain

1. The student will verbalize feelings such as what he/she really thinks about the school.
2. Students will discuss feelings.

OBJECTIVE XVIII

Verbalize a formal report to class.

Skill

The student will be able to verbalize an event found in the newspaper, in a magazine, or on television.

Content Domain

1. The student will organize thoughts before verbalizing them to the class.
2. Student will verbalize an event by answering the following questions:
 - *Who
 - *What
 - *When
 - *Where
 - *Why or How
3. Student are encouraged to use the Current Event Form

OBJECTIVE XIX

Analyze verbal report given to class.

Skill

The student will be able to accept constructive criticism by teacher and self.

Content Domain

1. The student will analyze report given to class by using the form (Current Event Checklist).
 2. Student will ask questions about article for class to answer.
-

OBJECTIVE XX

Demonstrate a knowledge of simplest possessive noun.

Skill

The student will identify 's as a possessive ending on nouns that show ownership and apply it in written expression.

Content Domain

The following activities will be included:

- *visual understanding of 's
 - *practice making apostrophe
 - *See Multisensory Introduction page 18.
-

OBJECTIVE XXI

Demonstrate a knowledge of the use of semi-colon.

OBJECTIVE XXII

Demonstrate a knowledge of the use of colon.

OBJECTIVE XXII

Demonstrate a knowlege of the use of a hyphen.

VERBAL TO WRITTEN DEFINITIONS

HISTORY OF LANGUAGE

- Student should be able to give two facts after the study of the history of language.

Why is English a friendly language?

Because English has so many languages in it.

Give one fact as history of language is being studied.

Describe Sign Language

Describe Cave Drawings

MONTHS OF THE YEAR

- Student should be able to recite the months of the year in order. If the student is unable to recite the months spend more time working on this concept.

DAYS OF THE WEEK

- Student should be able to recite the days of the week in order. If the student is unable to recite the days spend more time working on this concept.

SENTENCE

PHRASE

- Noun or Pronoun + Verb

- part of a sentence

INTRODUCTION TO CAPITALS

- What do we capitalize? The word I.

WHAT ELSE DO WE CAPITALIZE?

- Months, days, holidays, not seasons

1ST WORDS IN SENTENCES AND QUOTES

NAMES AND TITLES

IN LETTERS: 1ST WORD OPENINGS/CLOSINGS

GEOGRAPHICAL NAMES

IMPORTANT WORDS IN TITLES OF BOOKS

WELL KNOWN THINGS

QUOTATION MARKS

- Quotation marks are used when exact words are being quoted.

DECLARATIVE SENTENCE (TELLING)

- makes a statement and ends with a period.

INTERROGATIVE SENTENCE (QUESTION)

- asks a question and ends with a question mark.

EXCIAMATORY SENTENCE (SURPISE)

- expresses strong feeling and ends with an exclamation mark.

IMPERATIVE SENTENCE (COMMAND)

- gives a command and ends with a period or an exclamation mark.

FOUR KINDS OF SENTENCE

- Declarative, Exclamatory, Interrogative, Imperative (Younger students may want to respond Telling, Surprise, Question, Command). This card can be placed in front of declarative sentence when all the sentences have been taught.

punctuation rules continued

COMMA - a mark meaning to pause

COMMA RULE ONE - to set off yes or no

COMMA RULE TWO - to set off the name of a person being spoken to

COMMA RULE THREE - to separate the day from the year in dates

COMMA RULE FOUR - to separate the city from the state

COMMA RULE FIVE - to separate words in a series

COMMA RULE SIX - in letter: after openings and closings

COMMA RULE SEVEN - to separate compound sentence

'S - shows singular ownership

SEMI COLON - Use a semicolon to connect independent clauses.

Ex: I flipped the switch; bright light filled the room.

COLON - Use a colon to introduced an explanatory phrase or a statement or a list of items that completes a sentence.

Ex: She told us what she likes best: reading, science-fiction novels.

The sign read as follows: Register Here.

The following students made a B: Sam, Harry, Sally, and John.

Separate hour and minutes

Ex: 6:30

HYPHEN - Use a hyphen to divide a word at the end of a line.

Use a hyphen after the prefixes all-, ex- and self

To separate compound numbers. three-fifths, seventy-nine

punctuation rules continued

APOSTROPHE RULE 1 - shows singular ownership

APOSTROPHE RULE 2 - shows plural ownership

APOSTROPHE RULE 3 - Forms a contraction

APOSTROPHE RULE 4 - Forms the plurals of letters or numbers

SEMICOLON RULE 1 - Use between independent clauses that are not joined by conjunctions

SEMICOLON RULE 2 - Use between independent clauses joined by transition words

SEMICOLON RULE 3 - Use between items in a series that uses commas

COLON RULE 1 - Separates hours from minutes

COLON RULE 2 - Separates the chapter from a verse in the Bible

COLON RULE 3 - Is used after the opening of a business letter

COLON RULE 4 - Is used before a long quotation of three or more lines

COLON RULE 5 - Is used before a series of words when introduced by the word “following”

HYPHEN RULE 1 - Is used when fractions are spelled out

HYPHEN RULE 2 - Shows a sudden break in a thought

HYPHEN RULE 3 - Introduces a summary

LANGUAGE DEVELOPMENT NOTEBOOK

Purpose: To organize the student's language learning for reference and retrieval of important concepts that have been introduced.

The notebook can be divided as follows:

Quickie Review - this is placed at the front and is used in Schedule IIB through IIID

ME

VOCABULARY

NEW CONCEPTS

GRAMMAR

WRITTEN LANGUAGE

SPELLING RULES

Multisensory Introduction to

HISTORY OF LANGUAGE

Note: The teacher will spend only a few minutes daily and the following are exercises that need to be utilized.
Place in the Verbal into Written Expression Deck and review during the review time.

Teacher Instructions:

The following topics will be included as the student needs to demonstrate a working knowledge of the history of language:

SIGN LANGUAGE
HELEN KELLER
KUIPU
CAVE DRAWINGS
USES OF PAPER

Discovery Technique:

Teacher asks, "Do you think animals have language?"
"Can they talk?"

*hint - birds chirp, porpoise chatter, monkey's gesture,
bees fly

Teacher response, "Yes, there are many communications between animals but so far none can do the important work that human language does."

Teacher statement, "One of the first languages was probably SIGN LANGUAGE."

Allow students the opportunity to give examples of sign language.

*hint - yes, I don't know, come on, good-bye, I'm hungry.

HISTORY OF LANGUAGE

(continued)

Extension Exercises:

Teacher shares information about a lady that used gestures. Her name being HELEN KELLER. Allow students time to share ideas about Helen Keller.

Have a book available that teaches sign language. Allow students time to learn their initials in sign language.

KUIPU - the method used by Indians to give information about their families. It is a type of sign language in that it is placed on the outside of the teepee to inform other members of the tribe about their family.

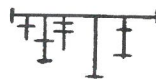
Students will be allowed to make a Kuipu.

Instructions for making a Kuipu:

The student can make a stick as was hung on the outside of the teepee or the necklace.

Materials needed: yarn, buttons and beads.

Stick



Necklace



1st string - tribe 2nd string - beads for the number of people in the family 3rd string - occupation - beads for # of hunters or farmers in the family 4th string - number of pets 5th string - number of friends

After finishing the Kuipu have the students share their Kuipu by giving an oral description to the class.

CAVE DRAWINGS

Another group of people will be discussed. The cave men also used sign language.

Allow students time to think of a gesture that a cave man may have used.

HISTORY OF LANGUAGE

(continued)

Extension Exercises:

Cave Drawings, Cont.

Cave men also helped us learn about them by the drawing that they left on their caves.

Allow students the time to make their own cave drawings.

MAKING PAPER

Teacher will lead students into discussion of the alphabet. The alphabet was an excellent way to communicate.

Teacher can discuss the use of paper and allow students time to make their own paper.

Instructions for making paper:

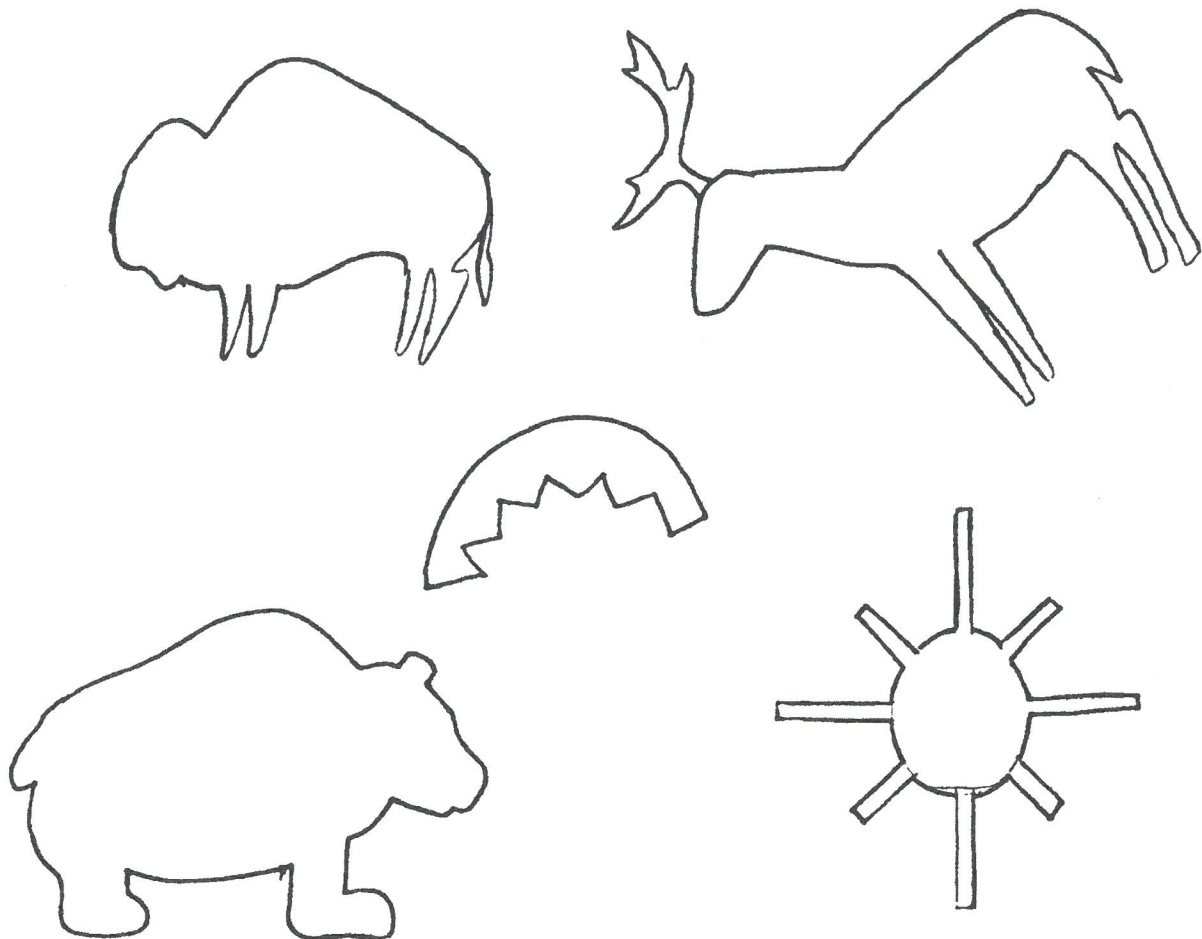
1. Make flour paste.
2. Cut strips of newsprint.
3. Lay strips in rows on newspaper.
4. Lay a second row of strips across the first.
5. Put paste on.
6. Let dry overnight.
7. Encourage student to write his/her name on paper.

History of Language

Discuss first forms of language communication through cave drawings.

Make a cave mural:

1. Tape a large piece of butcher paper on the wall.
2. Students place their hand on the paper and blow powdered tempera paint through a straw around their hand.
3. Also have cut-outs of animals and nature shapes to use.



PICTURE LANGUAGE

Long ago the native Americans told their stories in picture language. A simple picture stood for a word or idea. These pictures are called PICTOGRAPHS.



BEAR



NOON



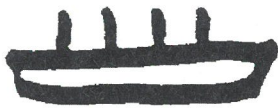
RIVER



HUNGRY



DAY



WARRIOR CANOE



TREES



STORM



HOME



SUN

On a separate sheet of paper, write a story in your own language. Use some of these pictographs as well as the ones on the next two pages. You may want to make up some pictographs of your own.

Here's a beginning you might like to use for your story.

I didn't wake up until  . When I left  , I

HISTORY OF THE LANGUAGE

60% Latin
(affixes & roots)

20-25% Anglo-Saxon/Old English
(most of our common words)

10-12% Greek
(most of our scientific words and technical terms)

3-5% Other

IMPORTANT DATES TO REMEMBER

449-1066	Anglo-Saxon/Old English dominant languages ghost letters came from this time
1066-1500	Middle English
1066	French Normandy invasion and English began
1500	Printing Press invented
1500-today	Modern English

Multisensory Introduction to

MONTHS OF THE YEAR

Note: Do not take for granted that your students know the months of the year. Place in the Verbal into Written Expression Deck and review during the review time.

Teacher Instructions:

Depending upon the age of the student

-the months of the year may need more or less time.

Teacher should

-decide the length of time she feels it necessary to spend.

Discovery Technique:

"Feely Meely Box"

Use a box about the size of one that could hold 24 cokes. Make sure there is a cover on it.

Teacher will place in the box--items that are necessary for students to discover the month she wants them to learn. Since school begins in September, she may want to start there.

What would the teacher place in the box?

SEPTEMBER-an apple

a ruler

paper

notebook

pencils

eraser

A Jingle for the months of the year.

Thirty days hath September,

April, June and November.

All the rest have thirty-one.

Save February, which alone

Has twenty-eight, and one day more

We add to it, one year in four.

MONTHS OF THE YEAR

(continued)

Extension Exercises:

After the students discover the month is September they would find a picture or draw one that reminds them of the month of September. After completion the picture would be placed in their grammar notebook under the tab-Concepts.

Each month can be discovered as mentioned above. When all months have been discovered the student can begin extension exercises.

MONTHS OF THE YEAR PARTY

Let's have a party where the months of the year are the guests. Who wants to be the host (hostess)? Teacher selects a student.

While host/hostess leaves room guests select from a box of objects depicting months.

Host/hostess returns and must greet each guest by saying, "Hello, plus the month."

Example: Hello July (to child holding the flag) Hello December, I see you have a beautiful ornament with you.

Suggested objects for months:

January - mittens
February - valentine
March - kite
April - Easter egg
May - flowers
June - tie
July - flag
August - sunglasses
September - school supplies
October - jack lantern or witches hat
November - horn of plenty - turkey
December - ornament

At the end of party some students may wish to use a feely meely bag and feel the objects and name them from memory. Then place the objects in the correct order for the months of the year.

MONTHS OF THE YEAR

(continued)

Food ideas for the party:

January - snow ice cream
February - valentine cookies
April - dye eggs
September - sack lunches
October - candied apples
November - turkey
December - fruitcake

Extension Exercises:

Older students may be challenged to study the months and the reason for their name.

Names of the Months

January - named after Janus, a God of doors, two heads. One head looks into the past, the other head looks into the future

February - after Februa, a Roman holiday meaning to make clean

March - named after Roman God of War, Mars

April - named after Latin word meaning to pen up

May - named after Roman Goddess, that protected new plants and helped them grow

June - named after Roman Goddess, Juno the Queen of Goddesses

July - named after Julius Caesar, who was a great Roman General

August - after 1st Roman Emperor, Augustus

September - Latin number 7

October - Latin number 8

November - Latin number 9

December - Latin number 10

Use the months of the year sequencing cards. Do before and after exercises. Have pictures of each month available for students to label with sequencing cards.

Multisensory Introduction to

DAYS OF THE WEEK

Note: The amount of time you should spend will depend upon the age of the students. SEE DEFINITIONS/ **Place in the Verbal into Written Expression Deck and review during the review time.**

Teacher Instructions:

Teacher explains to students that they will be learning the days of the week.

Discovery Technique:

The students will be asked to draw one picture for each day of the week. Ask them what reminds them of Sunday and so on.

Place all pictures in sequential order in their grammar notebook behind concepts.

Extension Exercises:

Use the Days of the Week cards. Purchase from Discovery Learning Company.

Do before and after exercises orally.

DAYS OF THE WEEK

(continued)

Extension Exercises:

Have the students learn the meanings of the names of the week as follows:

They came from Pagan Gods.

Sunday - named after the sun

Monday - named after the moon

Tuesday - Tiw, a god of war

Wednesday - Woden, Chief of old gods

Thursday - Thor, god of thunder

Friday - Freo, goddess of marriage

Saturday - Saturn, Roman god of agriculture

Days of the week puzzle

Purchase English Student Workbook.

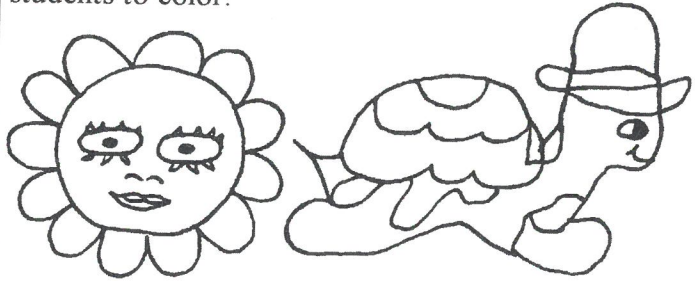
Multisensory Introduction to

SENTENCE FROM

Note: The class will need to decide which animal or character they would like to use in helping them learn sentence building.

Teacher Instructions:

Have the following animals or characters ready for students to color:



Place each one on a card that is folded and will stand like a tent.

Discovery Technique:

Place the cards in the following order:

I. Who Did what How When Where Why

The students would then make up a sentence giving the information that was on the card. Display the cards when making sentences.

The teacher may want to change the order as follows:

II. Why, Where, Who, Did what, How, When

III. When, Where, Who, Why, Did what, How

IV. Why, When, Who, Did what, How, Where

Extension Exercises:

Use English Student Workbooks



Multisensory Introduction to

SIMPLE SENTENCE

Note: As students become familiar with sentence form the teacher stresses "who" and "did what."

Teacher Instructions:

The teacher will need to lead the student to understand that a simple sentence is a "who" and "did what."

Discovery Technique:

FORMULA: Noun + Verb = simple sentence Students may write the formula in their notebook.

Stress that every sentence needs a noun and verb.

Extension Exercises:

Have the students develop simple sentences and give them orally.

Have the students write simple sentences.

Multisensory Introduction to

PHRASES

Note: Place in the Verbal into Written Expression
Deck and review during the review time.

Teacher Instructions:

Place the following phrases and sentences on the board:

a tall tree
one of the boys
It is raining today.
a new start
We had a good game.

Discovery Technique:

Teacher asks, "What is different about these groups of words?" "Please look at each line and tell me what some lines have that others do not."

Response needed: Capital at the beginning, period or dot at the end.

Teacher states, "Yes, a capital at the first and a period at the end. Then the teacher erases the sentences. "Does anyone know what groups of words are called without capitals and periods?"

Response needed: Phrases Teacher has the student learn the definition of phrases.

Extension Exercises:

Use English Student Workbooks

Phrases

Put a star beside the phrases.

_____ on the road

_____ it is sunny

_____ in the morning

_____ frogs sing

_____ to the door

_____ one more time

_____ go with me

_____ down the hill

_____ can you stay

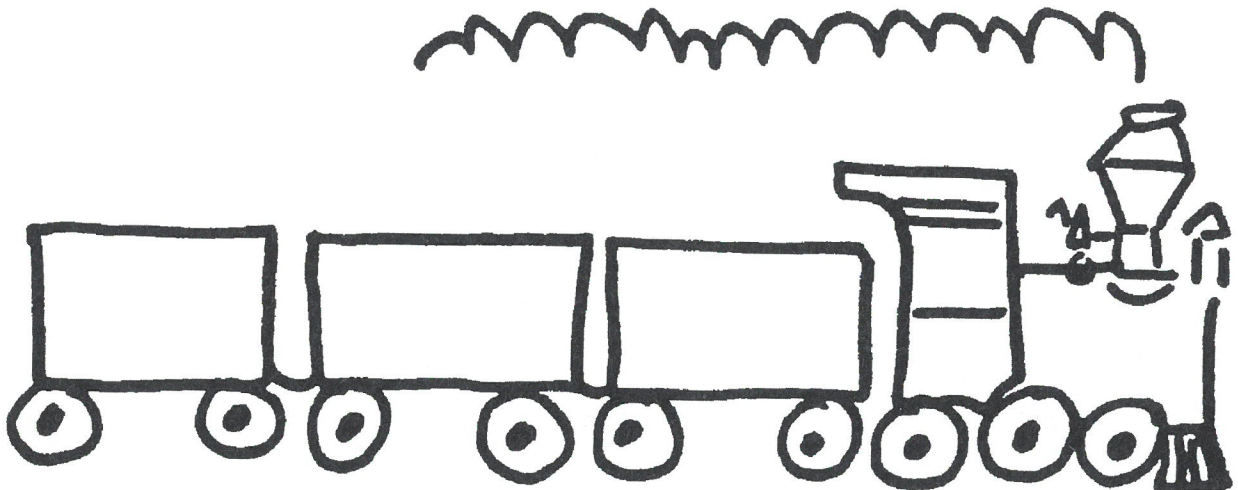
_____ at the start

CATEGORY TRAIN

Have the students bring boxes to school that can be painted. Paint the boxes and attach them as if they were a train.

Have the students bring objects to fill the train. The objects need to be a category for a box car.

Students need practice in categorizing before creative writing will become natural.



Quick Review Lessons

1. Last year I tried to make some money "cat-sitting" while our neighbors were on vacation.

who: I
what: make money
when: last year
where: neighbors' house
why: vacation

2. The only day Dad ever stayed home from work he fell into the garbage can.

who: Dad
what: fell garbage can
when: only day
where: stayed home
why:

3. The next time you visit the dentist don't be surprised if he hands you a pair of headphones playing stereophonic music.

who: you
what: don't be surprised
when: next time
where: office
why:

4. We went into the middle room with the big fireplace.

who: we
what: went to middle room
where: middle room
when:
why:

5. He rode into our valley in the summer of '89 to help organize the cleaning of the town.

who: He
what: rode into valley
when: summer '89
where: valley
why:

Looking at your written expression paper:

Does your topic sentence contain a

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: _____

How many sentences did you write? _____

How many words are in each sentence?

- #1. _____
- #2. _____
- #3. _____
- #4. _____
- #5. _____
- #6. _____
- #7. _____
- #8. _____
- #9. _____
- #10. _____
- #11. _____
- #12. _____
- #13. _____
- #14. _____
- #15. _____
- #16. _____
- #17. _____
- #18. _____
- #19. _____
- #20. _____

Look at the first word of each sentence.

What are the first words you used in each sentence?

- #1. _____
- #2. _____
- #3. _____
- #4. _____
- #5. _____
- #6. _____
- #7. _____
- #8. _____
- #9. _____
- #10. _____
- #11. _____
- #12. _____
- #13. _____
- #14. _____
- #15. _____
- #16. _____
- #17. _____
- #18. _____
- #19. _____
- #20. _____

Appendix 20. Therapist Directions for Mapping a Descriptive Paragraph - a scene

STAGES IN DESCRIPTIVE WRITING - a scene (picture prompt)

The map (Appendix 20) is to be used when introducing Descriptive Writing. Run off on colored paper. Students need the idea of rough draft. Also, use colored lined paper (run off notebook paper using colored copy paper) for the first writing. Again, the idea of rough draft.

Monday	STAGE ONE:	Brainstorm words after looking at the scene. Write in the appropriate box.
	STAGE TWO:	Place words in the correct box. Left of scene, middle of scene, right of scene. Cover the part of the scene that you are not using. Cross out the words as you go.
Tuesday	STAGE THREE:	Locate verbs. Underline in green. Cannot have same verb twice and is recommended to have three verbs (action or helping).
	STAGE FOUR:	Underline nouns in red and write a descriptive word in front of the noun.
	STAGE FIVE:	Number the order of descriptions you will give.
	STAGE SIX:	Write the title of scene on the provided line. Write the introduction. State what is being described or give the setting. Example: This is a picture of..... (Encourage topic sentence-who, did what, when, where, why or how.)
Wednesday	STAGE SEVEN:	Write a conclusion. Restate the introduction. We have described.....
	STAGE EIGHT:	Use the Spell It Right Sheet (Appendix 21) for any words that a student feels they have misspelled. Correct the misspelling and the student will write the word spelled correctly on the Spell It Right sheet. Ask the students if they feel any words need to be added. Write the paragraph.

See the Language Development
Notebook sheets at the beginning of the
manual for Appendix 21.

Thursday

STAGE NINE:

Use the Proofreading deck(Appendix 22) so that the student can manipulate cards and check by himself. Have the student recopy. (or be a secretary and you recopy).

Friday

STAGE TEN:

Student rewrites or types from corrected copy. use word processor if available.

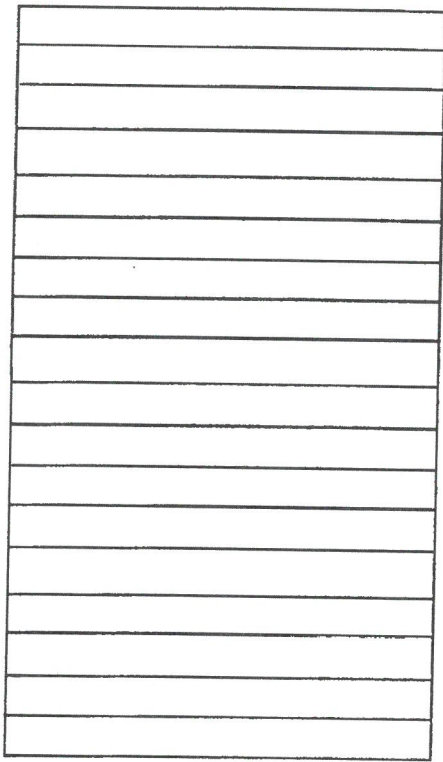
USE THE ABOVE PROCEDURE FOR DESCRIPTION OF AN OBJECT. Just remember you would use top, middle, bottom in the three middle circles. Use the Appendix 20 mapping sheet for this activity.

*****fun idea:** Reread student's paper and have the student draw exactly what you say and then compare the picture you started with to see if you had all the details.

Special Note-In the beginning you may need to break this activity down by days. Recommended break down of days is listed for you by the stages. You could be ready to break down by days in Schedule IIB (for those using in the Alphabetic Phonics classes).

Map of Descriptive Writing

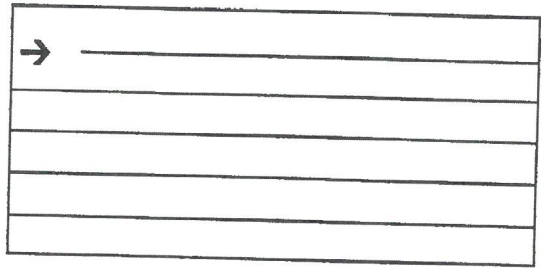
Stage One-Brainstorm Words



Stage Two
Move words over. Cross out as you go.


Title of Writing

1st Paragraph

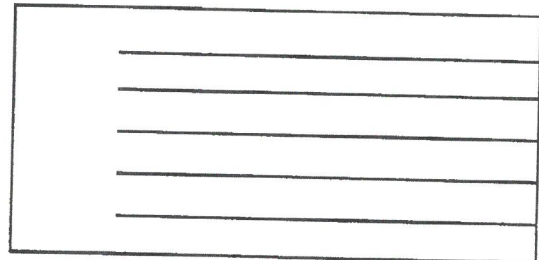


Introduction


2nd Paragraph



Left of scene or Top

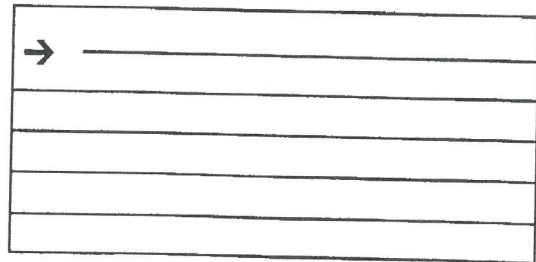


Middle of scene or Middle



Right of scene or Bottom

3rd Paragraph

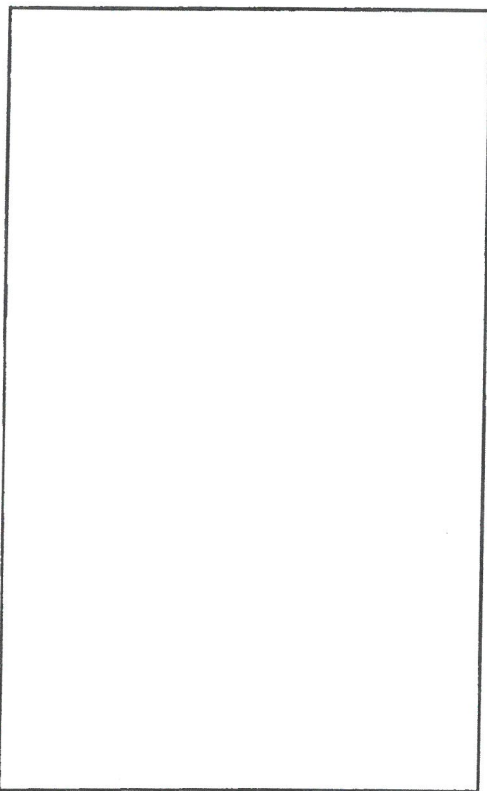


Conclusion

Appendix 20.—unlined

Map of Descriptive Writing

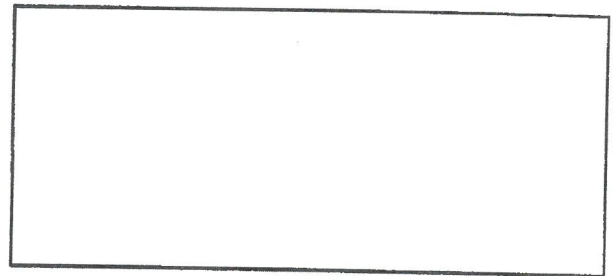
Stage One-Brainstorm Words



Stage Two
Move words over. Cross out as you go.

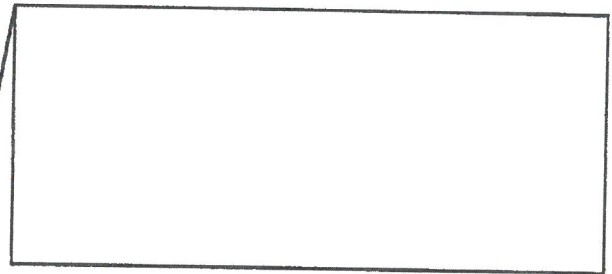
Title of Writing

1st Paragraph

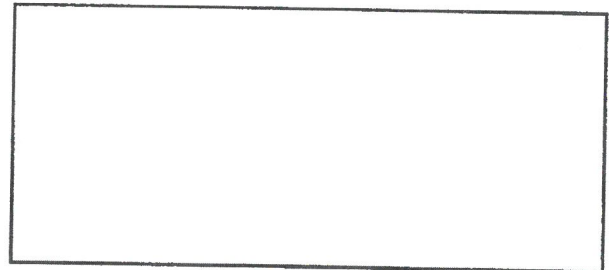


Introduction

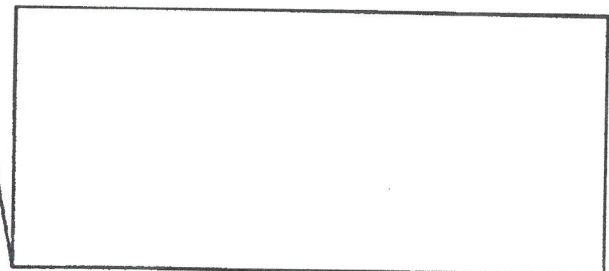
2nd Paragraph



Left of scene or Top

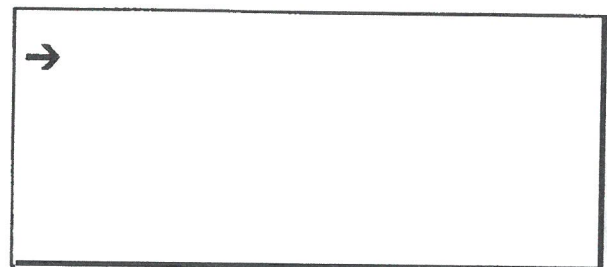


Middle of scene or Middle



Right of scene or Bottom

3rd Paragraph



Conclusion

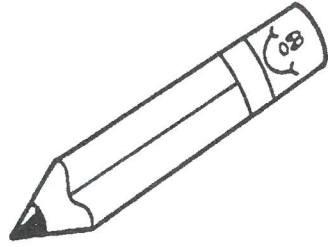
STUDENTS IN GRADE ONE THROUGH FOUR MAY NEED ASSISTANCE OF COLORED PAPER CODED TO HELP THEM IN THE WRITING PROCESS.

**Checklist for Brainstorming a Map
Mapping used for describing a picture**

- _____ Step #1: (grey paper)
List words for describing picture.
- _____ Step #2: (left side - green paper)
(middle - pink paper)
(right side - blue paper)
Place words on correct colored paper.
- _____ Step #3: Using green pen, underline all verbs that are on green, pink, and blue paper.
- _____ Step #4: Using red pen, underline all nouns that are on green, pink and blue paper. Using red pen, put an adjective (describing word) next to the left of the noun.
- _____ Step #5: On the green, pink and blue paper, number what you have written in left to right sequencing order with a blue pen.
- _____ Step #6: On yellow lined introduction paper, write the title of story at the top in blue pen.
: Using the ballon men, write the introduction or describe setting of picture.
: Illustrate on white paper one idea that comes to mind after the topic sentence has been written.
- _____ Step #7: On yellow lined conclusion paper, restate the introduction.
: Illustrate on white paper and place behind the conclusion.
- _____ Step #8: Any important words can be added at this time.
: Look at Step #5 pages and write them in a story form.
: Begin writing on colored lined paper.
- _____ Step #9: (Teacher editing time) Students read to each other.
: Use blue pen and proofreading deck to check important points. Authors write editing suggestions on.
: Using Spell It Right pages, list words that are difficult to spell.
: Number bottom of the pages for the order of pages in book.
- _____ Step #10: Proofread story and re-write with corrections made on white unlined paper (conference with teacher if need)
: Allow students to write final copy using an erasemate type pen. (Bind the book)
- _____ Step #11: Be an author. Sit in the author's chair and read your book to an audience.

CONGRATULATIONS.....

Step #1



Words that Describe

[Redacted text block containing multiple lines of obscured content]

A series of 20 horizontal lines, evenly spaced, intended for writing.

GUIDED OBJECTIVES FOR TEACHING WRITING

1. Paragraphs?
2. Name Objects Pictured?
3. Gives Personal Names to Main Characters?
4. Gives Proper Names to Things
5. Why environment hostile? States the situation.....
6. All 3 pictures in sequence?
7. Dream?
8. Definite Ending?
9. New Life Story - develop situation
10. Role of Spacing Explained? Character development
11. Gives Personal Names to other characters?
12. Where characters came from?
13. Live in harmony? relationships?
14. Uses some slang connected with the theme?
15. Expresses a moral or philosophic theme?
16. Title?
17. Dialogue?
18. Attempts humor?
19. Add Sequences or subplots?
20. Develops a character's personality?

IMPROVEMENT DECK SUGGESTIONS

Title of story.

Topic sentence.?

Misspelled words will be underlined. Place on Spell It Right.

K - awkward sentence

Frag - sentence fragment

SS-error in sentence structure

RS-run on sentence

NC-not clear

W - word choice

≡ -Capital errors

⊙ -punctuation errors

t - tense error

Use quotation marks.

Ending sentence

Dream

Humor

Personality of character

Theme

CORRECTION DECK

Make your deck as needed.

SYMBOLS

MS

→ ¶

≡
○ (P) (I)

_____ ○

mar

/

WC

^

~

K

← No ¶

frag

RO

VT

S-V Agr

trans

pron

SS

∇ ∇

ℓ

∇

○

∧
,

MEANING

Manuscript form; incorrect form

Indent

Capital

Punctuation

Misspelled word

Margin

Lower case

Word choice

Insert word or letters

Reversed words or letters

Unclear

No new paragraph

Sentence fragment

Run on

Verb tense error

Subject verb agreement

transition

pronoun error

Faulty sentence structure

Add quotation marks

Cut something

Replace something

Move something

Add a comma

NAME: _____

DATE: _____

CONTENT/MECHANICS GRADING FORM

		<u>CONTENT</u>	<u>MECHANICS</u>
Vocabulary	Dialogue	10 _____	Indents 10 _____
	Correct Grammar	5 _____	Punctuation comma 10 _____
	Mature Vocabulary	10 _____	Punctuation period, ?, ! 10 _____
	Title Interesting	5 _____	Punctuation quotation marks 10 _____
	Proper Names		Title - Capital 10 _____
	Characters	10 _____	Capital characters 10 _____
Organization	Places	5 _____	Capital places 10 _____
	Things	5 _____	Capital Things (Proper Noun) 10 _____
Content	Integrated-transition words	10 _____	Spelling 10 _____
	Introduction Topic Sentence	10 _____	Handwriting 10 _____
	Body - Complete Sentence	10 _____	
	Conclusion Summary Sentence	10 _____	
	Length	10 _____	
	Possible points	100 _____	Possible points 100 _____

FINAL COMPOSITION GRADE _____

Therapist will place a check mark in front of the accomplished goals. Therapist will only work in one area per writing activity. These scoring helps can be cut out and stapled to the student's work.

Content Grading Form

Vocabulary

Dialogue

Correct Grammar

Mature Vocabulary

Interesting Title

Proper Names

Character

Places

Things

Content Grading Form

Introduction

Topic Sentence

Body - Complete Sentences

Conclusion

Summary Sentence

Transition Words

Mechanics

Indents

Punctuation

Comma, ;, :, -

Punctuation

Period, ?, !

Punctuation

Quotation Marks

Mechanics

Title - Capital

Capital

Characters

Capital

Places

Capital

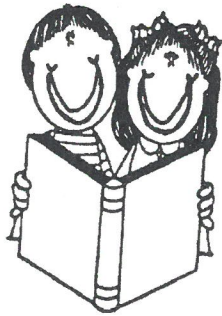
Things(Proper Nouns)

Spelling

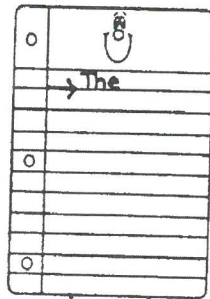
Appendix 22

Proofreading Deck. (Allow students to each have a deck)

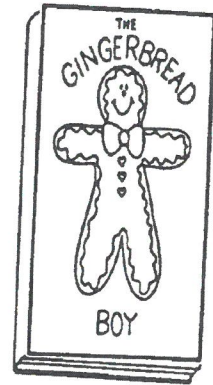
Submitted by Shannon Bagg, St. Michael's School-Dallas, Texas. Carson-Dellosa Art Cut out each picture for a card of it's own.



Read Aloud



Indent



Title



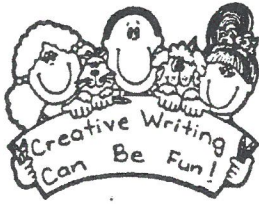
Tells about one main idea



Transition Words



Sequence



Complete Sentences



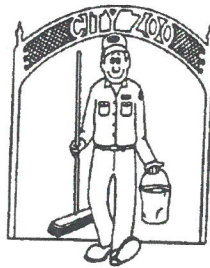
Punctuation



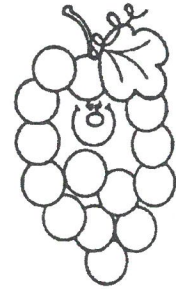
Capitals



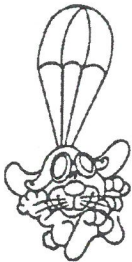
Characters



Place



Thing



Verb Tense



Word Choice



Spelling

Multisensory Introduction to

CAPITAL RULES

Note: Eight capital rules are stressed. Each capital rule is introduced in isolation.
Use English Grammar Deck for daily review.

Teacher Instructions:

The following capital rules will be introduced one at a time

- The Word I
- Months, Days, Holidays, not seasons
- First Words: sentences and quotes
- Names, Titles
- In letters: 1st words in openings and closings
- Geographical names
- Important words in titles of books
- Famous things

Discovery Technique:

See workbook for capital letter formations. Place the example in the student's notebook behind the TAB CAPITALS. The student will be able to refer to the example if he/she has forgotten how to make the capital letter.

See workbook for the introduction to each of the above mentioned capital rules.

After each capital rule is introduced, place the rule on the CAPITAL SUMMARY SHEET. See example finished summary sheet following:

CAPITAL RULES

(continued)

EXAMPLE CAPITAL RULE SUMMARY SHEET:

RULE	EXAMPLE
I	I will go home
Months, Days Holidays Not Seasons	May, Friday Halloween
1st words: sentences quotes	May I go home? Mom said, "No."
Names Titles	Sally Reverend
In letters: 1st words Openings & Closings	Dear Jan, Yours truly,
Geographical Names	England, Ohio, Texas
Important Words Titles of Books Famous Things	Danny, the Champion of the World Battle of Bull Run Democrat Empire State Building

Extension Exercises:

Use English Student Workbooks For Practice Sheets.

After all the capital rules have been introduced and you have completed all the practice sheets you will introduce the next concept.

Before you begin the new concept material each day you will place one of the following sentences on the board for the student to copy and place the capitals where they belong. The sentences will be placed in front of the capital examples and summary sheet. This exercise is done daily until all sentences have been placed in the notebook. This exercise is a small amount daily to secure the capital rules.

The letters that are circled are to be left without being capitalized when placed on the board. Students will need to capitalize.

CAPITAL RULES

(continued)

Sentences for the board:

A Wrinkle In Time is the book our English Class is reading.

On Monday, October 1, fall began.

My sister, Pam, was a witch on Halloween

She said, "It is certain President Carter will run again."

My Doctor, Dr. Simmons, lives in Dallas.

The holiday, Thanksgiving, is always celebrated on Thursday.

On Wednesday, Sam and I are going to Florida.

What is John doing this summer?

Tom asked, "Have you read the book, Tales of a Fourth Grade Nothing?"

My social studies class read about the Civil War.

Did John Henry sign the Declaration of Independence?

It usually snows in winter.

Will it be cold in January?

The next group will be slightly different in that there will be a slash in between groups of words. This exercise helps students in becoming aware of sections that will be used on standardized tests.

The public library / had several books / about presidents whom I admire.

My teacher said, / "During the summer / I work in the mountains.

In Chicago / my Aunt saw / one of the busiest airports / in the world.

The state / of Texas is / in the western part / of the nation.

My brother / is a doctor / and a member / of the American Medical Association.

The doctor asked / Senator Burns, "Do you think your pulse / is slower today?"

CAPITAL RULES

(continued)

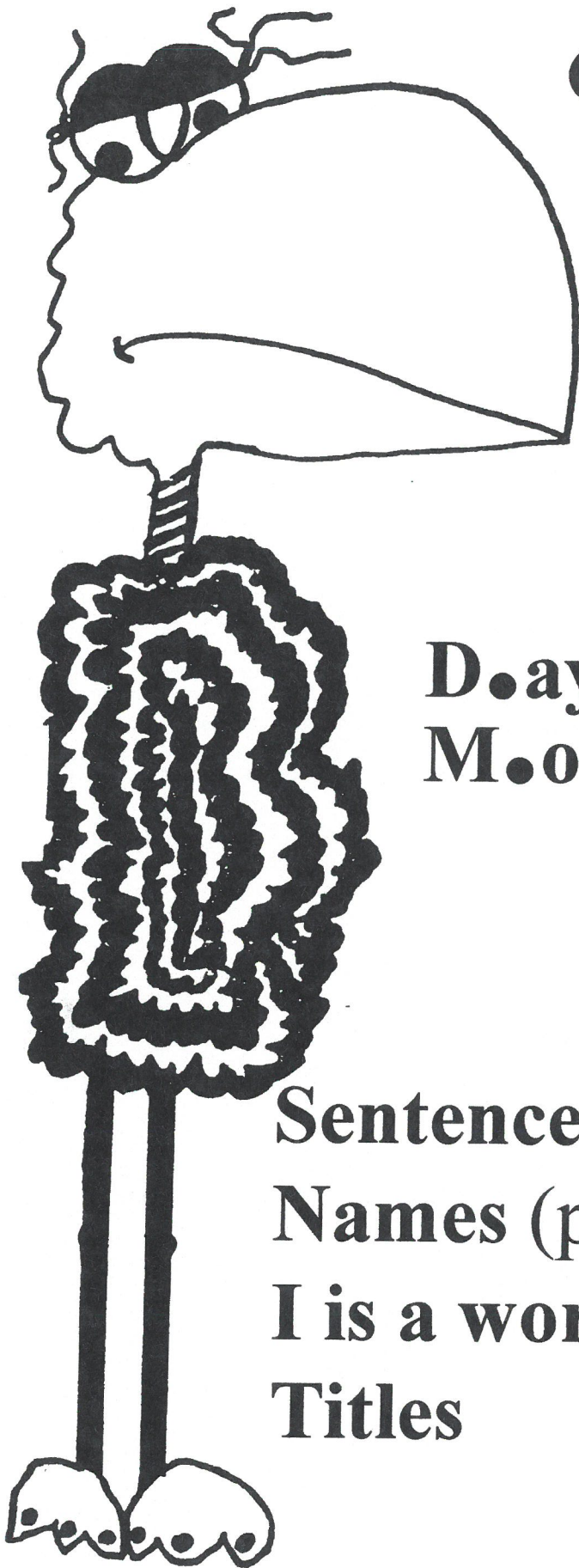
Sentences for the board, Cont.:

- Every month / my mother / brought Time or / another magazine.
- Soldiers supported / President Grant / in his military / and political battles.
- We watch football, / visit friends, / and eat turkey / on Thanksgiving.
- Jan often wins / blue ribbons / when she enters Spotty / in horse shows.
- A beautiful museum, / The Smithsonian Institution, / is in the capital / of our country.
- We met my brother / and his wife / near the river / on Blackwood Drive.
- The senator / went to Oklahoma University / for a conference on economics.
- We saw Zimba, / an Asian elephant, / and other large beasts / at the circus.
- My cousin / camped near a river, / where she fished for bass / and for pike.
- In New York / we visited a zoo, a museum, and / Central Park.
- The mayor / said, "Our duty / as citizens / is to our nation."
- The presidential candidates / arrived. / They met a judge / and a news reporter.
- My father / received a Purple Heart / when he was a soldier / in the war.
- The freshmen / went to the theater / with Mr. Sarno / the Spanish Instructor.
- An island / off New York City / has a world-famous / status.
- On my birthday / my aunt and / uncle gave me / a Kennedy Half-Dollar.
- We studied European Countries / such as France, in geography / in seventh grade.

CAPITAL SUMMARY SHEET

RULE	EXAMPLE

Capital Letters



Days
Months

Sentence
Names (people, places,
I is a word & things)
Titles

Multisensory Introduction to

QUOTES

Note: Use English Grammar Deck for daily review.

Teacher Instructions:

Teacher places the following sentences on the board:

He said, "Get out of here."

Pam asked, "Is that him?"

Tex exclaimed, "What a mess!"

Sue stated, "It is a pretty day."

Discovery Technique:

Teacher asks that the students look at the quotation marks by pointing at them and asking if they know what they are called.

Response needed: Quotation Marks

Teacher gives the definition of Quotation Marks, having the student repeat after her/him. "Quotation Marks are used when exact words are being quoted."

Extension Exercises:

Use English Student workbooks.

Multisensory Introduction to

DECLARATIVE SENTENCES

Note: Note Use English Grammar Deck for daily review.

Teacher Instructions:

Have the students listen to the following group of words:

John is my friend.

The boy is standing on the bench.

The old fisherman is rowing the boat.

Teacher asks, "What do all these sentences have in common?"

Yes, they all tell about something.

When we tell about something or make a statement it is called a **Declarative or Telling sentence**.

The teacher could write the sentences on the board to allow students to discover the correct mark of punctuation.

Have students repeat the definition of a Declarative or Telling Sentence.

Ask students to write five declarative sentences.

See English Student Workbooks.

Discovery Technique:



. That's all it is, a single dot, but a very powerful one. Each time you put one on paper, you're directing your reader to come to a complete stop. Actually, a ., or period, is very much like a stop sign, which signals cars to make a full stop. If the period weren't there, sentences would collide with each other there would be no telling where one ends and another begins that would mean mass confusion among all the written words to protect these innocent unprotected words keep in mind when you use a period you create the sound of STOP.

Multisensory Introduction to

INTERROGATIVE SENTENCES

Note: Use English Grammar Training Deck for daily review.

Teacher Instructions:

Have the students listen to the following group of words:

Is John is my friend?

Will the boy is standing on the bench?

Is the old fisherman is rowing the boat?

Teacher asks, "What do all these sentences have in common?"

Yes, they all ask a question. When we ask a question it is called an **Interrogative Sentence or an Asking Sentence**.

The teacher could write the sentences on the board to allow students to discover the correct mark of punctuation.

Discovery Technique:



? What's that? It's an unmistakable sound—the questioning voice. The trusty curl with a dot, or question mark, has a special job, one of asking. It means that something is up in the air. It asks you to wake up, listen, and figure it out. Usually the ? indicates a rise in the sound of the voice, a lift at the end of the sentence. Does that make sense?

Punctuation is correct when it accurately conveys the intention of your writing. So take control with the ., ! ? and see what happens.

Have students repeat the definition of an Interrogative or Asking Sentence.

Have students make up interrogative sentences and orally recite to class.

Have students practice making question marks.

See English Student Workbooks.

Multisensory Introduction to

EXCLAMATORY SENTENCE

Note: Use English Grammar Training Deck for daily review.

Teacher Instructions:

Discovery Technique:



When you have an exclamation to make, pull out the most exuberant mark you can: Let it shout! That's what this dot below a line, an exclamation mark, does-it cries out and lets the full voice of the written word be heard. Can you hear the difference between these two sentences:

There's a fire in the basement.

There's a fire in the basement!

One will certainly attract more attention than the other. This mark is used to show excitement, fun, and danger. Use it sparingly to get the full impact; otherwise everything may sound like a fire in the basement.

Mr. Policeman needs your assistance in an Emergency. He says Help! When one shows excitement in writing they must have an exclamation mark.

Have students browse through magazines for exciting pictures and be ready to give their exclamatory sentences to the class.

Have the students repeat the definition of an Exclamatory Sentence.

See English Student Workbooks.

Multisensory Introduction to

IMPERATIVE SENTENCES

Note: Use English Grammar Deck for daily review.

Teacher Instructions:

Discovery Technique:

Teacher says, "Listen to what I say."
"Pick up the pencil."
"Go to the door."
"Listen to me."
"Stand up."

Play the game Simon says.

All of the sentences we have been using were giving
Response needed: Commands.

Teacher says, "Yes, commands will have a period or
an exclamation mark at the end. It
depends on how the sentence is
stated."

Extension Exercises:

Learn the definition.

Teacher dictates a sentences. Pupil recognizing type of sen-
tence rings bell and gives answer. If correct, point is scored
for his team.

PLAN TWO.....

STAGES IN BRAINSTORMING A HOW TO...

Use colored line paper to have them know it will be recopied.

STAGE ONE: Brainstorm how to make a peanut butter sandwich.
(Use big circle)

STAGE TWO: Let student tell you what to do. Have all the materials available for the student to give you instructions.

STAGE THREE: Write down Step one in the second circle. Have student tell you. Write down Step two in the next circle. Write down Step three in the next circle.

STAGE FOUR: Locate verbs-underline green.

STAGE FIVE: Underline nouns in red and write descriptive words in front of the nouns.

STAGE SIX: Number in order and place sequential words with a line out of the circle. (First, second, then, next, finally, another, further)

STAGE SEVEN: Write introduction: To make _____ you will follow these steps:

STAGE EIGHT: Write conclusion: Finally, you have the steps to make a _____.

STAGE NINE: Spell It Right
Words to add
Write paragraph

STAGE TEN: Proofreading deck

STAGE ELEVEN: Rewrite with corrections.

PLAN THREE.... This would be a narative story that would have events.
The circles would be event one, event two, and event three.

OTHER CONCLUSION WORDS....
therefore, as a result, consequently,
accordingly, in other words,
to sum up, thus, then, now, so

Multisensory Introduction to

COMMA RULES

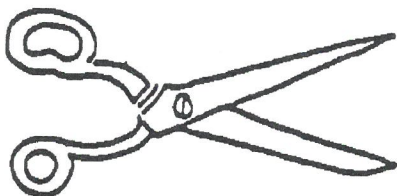
Note: Use English Grammer Deck for daily review.

Teacher Instructions:

WORD HISTORY

A Comma, a Pair of Scissors, and a Movie Director

All three have to do with cutting. *Comma* comes from the Greek word *komma*, meaning "a piece cut off." That's what it does in a sentence. The *ci* in scissors is Latin, meaning "to cut." And movie directors call out "Cut!" when they want to stop the action.



, The comma, a dot with a tail, is probably the most frequently used sentence signal of all. Its message is quite clear: Slow down, pause a moment. It's a reminder too: Hey, I am not done there's more to come.

Each comma rule will be introduced separately using the workbook.

The following comma rules will be taught:

Comma Rule One - use commas after yes or no

Example: Yes, my mother said I could go.

Comma Rule Two - use comma to set off the name of a person being spoken to

Example: Where do you think we should go, Dad?

Comma Rule Three - use comma to separate the day from the year in dates

Example: Carlos was born on June 14, 1965.

Comma Rule Four - use comma to separate the name of the city from the name of the state in addresses

Example: My grandmother lives in Newton, Kansas

Comma Rule Five - use a comma to separate words in a series

Example: Our goldfish are named Cassius, Clarence, and Carter.

Comma Rule Six - in letters, after openings and closings

Example: Dear Ron,
Yours truly,

Comma Rule Seven - use a comma to separate a compound sentence

Example: Helen went skating after school, and Ron went home with mother.

See the English Student Workbook for discovery teaching.

COMMA RULES

(continued)

After each comma rule is introduced it will be placed on a comma rule concept sheet. See example below:

COMMA RULE	EXAMPLE

After completion of the rules and practice sheet ; the teacher will place one sentence on the board each day at the beginning of new concept time. The student will be asked to copy the sentence and place the commas in the correct place.

Use the sentences below:

1. Please include a hammer a saw a screwdriver and a wrench.
2. My father was born in Denver Colorado.
3. Sharon why don't you come with us to the skating rink?
4. Yes Frank went to the store for a newspaper.
5. Add 1782 24901 and 153062.
6. He was born in Boston Massachusetts on July 7 1952.
7. You are entitled to say what you want but we don't have to agree.
8. This job offers not only a good starting salary but also a bright future for a young man with ambition.
9. The equipment needed for fishing includes line pole hook sinker and bait.
10. You boys near the window stop glancing outside during the lesson.
11. At the end of the page I read the following: "Sincerely Aunt Charlotte."
12. Wilbur are you going to the symphony?
13. There were only two witnesses to the historic flight but they were thrilled by the achievement.

Extension Exercises:

Multisensory Introduction to

APOSTROPHE RULE #1

Note: Place in the Verbal into Written Expression Deck and review during the review time.

Teacher Instructions:

Place the following on the board:

Nip	pin
Pip	pit
Dray	cat
Pam	dog
Tim	bird

Discovery Technique:

Teacher asks: “Does anyone know what to do to the above names to make these people own the objects following their name?”
“What would you add?”

Student response that is needed is ‘s. If student does not respond the teacher suggests ‘s.

She writes the apostrophe s after the name and states that this is the apostrophe s.

Stand and skywrite five times saying “Apostrophe is a dot with a tail.” Student returns to desk and the apostrophe s sheet is distributed for practice.

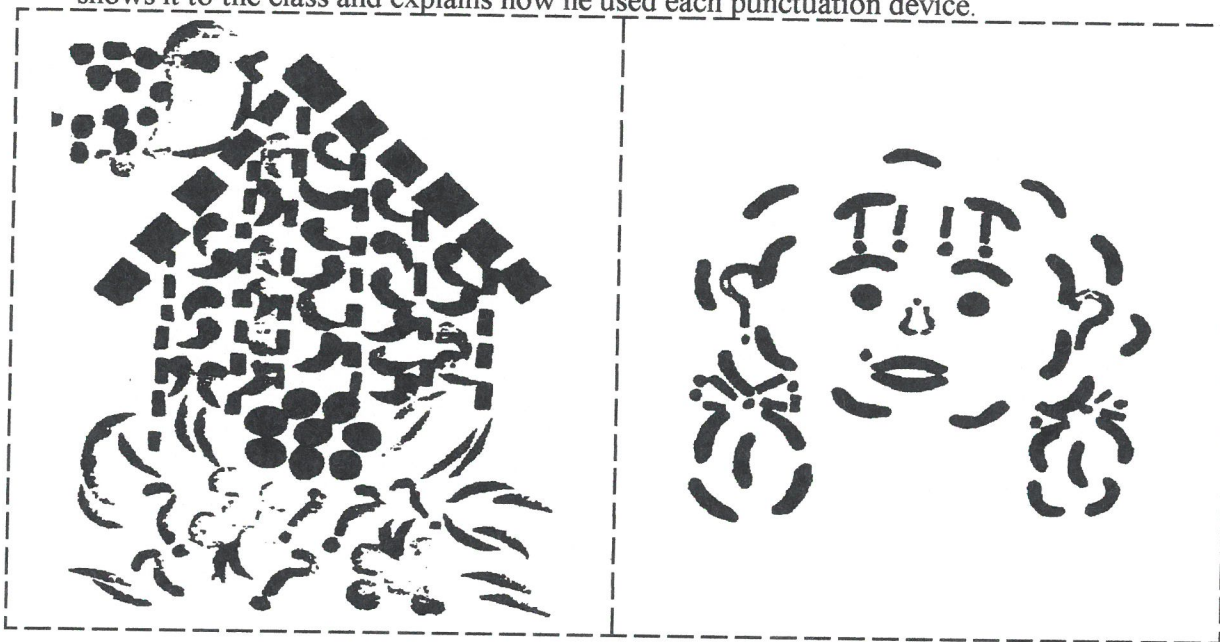
Student is then asked to make copies of the apostrophe s and adds it to names.

Purchase English Student Workbooks

EXTENDED CREATIVE MULTISENSORY IDEAS

Taken from Learning 87, March issue.
Virginia McCormick

PUNCTUATION PICTURES -Students cut punctuation marks out of construction paper and glue them together into a picture. This activity has nothing to do with rules of usage or shortcuts to understanding. But if students have some fun with the symbols, and can be creative then they may be more motivated to learn the rules. When the student finishes his punctuation picture, he shows it to the class and explains how he used each punctuation device.



TRIVIA: Origin of the apostrophe
Adapted from Greta D. Little, "The Ambivalent Apostrophe",
English Today, No. 8 (October, 1986). p.15-17.

The apostrophe was introduced into English during the 16th century from postmedieval Latin, where it had been used to show that a word had been shortened or abbreviated. English printers adopted the mark for designating abbreviated forms and elisions, as in o'er for 'over.'

The apostrophe was also sometimes used in the plural of nouns that ended with a vowel (as in "Comma's are used to distinguish quoted Matter"-1771) or nouns that ended with a sibilant ("waltz's and cotillions"-1804). This use faded in the 19th century.

As a marker of possession or the genitive case, the 's was not much used in the early 17th century but began to appear in all nouns by the end of the century, though it was not yet standard. Its use for the plural possessive s' came later, but was common by the mid 19th century.

Today the use of possessive 's and s' is variable and changing, especially with names of places, institutions, and firms. In 1891 the U.S. Board of Geographic Names called for an end to possessive forms in place names (Pikes Peak, Kings Mountain). In Britain businesses began to omit the apostrophes from their names; sometime between 1895 and 1902 Harrod's became Harrods and Lloyd's Bank became Lloyds Bank, setting a trend that continues to grout Traffic signs that say DON'T WALK suggest that the apostrophe may not be secure even in contractions.

SEMICOLON RULES

RULE #1 **USE BETWEEN INDEPENDENT
CLAUSES THAT ARE NOT
JOINED BY CONJUNCTIONS**

RULE #2 **USE BETWEEN INDEPENDENT
CLAUSES JOINED BY
TRANSITION WORDS**

**SHE WENT WITH HIM; HOWEVER,
SHE DID NOT WANT TO GO.**

RULE #3 **USE BETWEEN ITEMS IN A
SERIES THAT USES COMMAS**

APOSTROPHE RULE #2

PLURAL OWNERSHIP

MAN = MEN MEN'S

WOMAN =WOMAN WOMEN'S

CHILD =CHILDREN _____

OX =OXEN _____

GOOSE =GEESE _____

TOOTH =TEETH _____

MOUSE =MICE _____

USE IN A SENTENCE

APOSTROPHE RULE #4

THE PLURALS OF LETTERS, FIGURES, SIGNS, AND WORDS IN ISOLATION ARE SPELLED BY ADDING AN APOSTROPHE AND AN S TO THE SINGULAR.

EX: B + S = B'S

3 + S = 3'S

+ + S = +'S

AND + S = AND'S

PLURALS OF ABBREVIATIONS DO NOT REQUIRE AN APOSTROPHE.

DISADVANTAGES
(PERSUASIVE)

INTRO. WITH
REASONS

Forest Meadow Junior High School's principal is considering a recommendation by the P.T.A. to sponsor a freshmen lounge. However, the question has arisen about whether or not FMJH should recommend a freshmen lounge or should they not recommend a freshmen lounge because it would never be able to be big enough, it would be unfair to the seventh graders and it would cause a division of the freshmen class.

FIRST

First, a freshmen lounge would never be able to be big enough to hold all of the students that would want to enter the lounge during lunch or school-authorized breaks. For example, there are over three hundred freshmen at FMJH. This means that A,B, and C lunches have about one hundred freshmen each. Since the freshmen lounge would only be able to hold about forty people that would mean that about half of the freshmen from each lunch would be able to enter the lounge. Due to this, freshmen would be running through the halls to get to the lounge first and fights might even break out during the scramble to the lounge. Fights would not be appropriate and would cause hurtful feelings.

SECOND

In addition to the size of the lounge being a problem it would also be unfair to the seventh and eighth grade students at FMJH. For instance, only allowing freshmen into the lounge would be unfair to seventh and eighth grade students since they would not be able to also use the lounge. After all, seventh and eighth graders are not different from freshmen except that they are younger. The use of the lounge should not be dependent on age levels.

THIRD

Finally, it would not be wise for FMJH to recommend the idea of a freshmen lounge because it would cause a decrease in the grades of freshmen. For example, if freshmen students were able to enter the lounge during breaks students would listen to the radio and mingle with each other instead of doing their schoolwork. This would mean that students would stop doing their schoolwork, which in turn would cause students grades to drop.

CONCLUSION

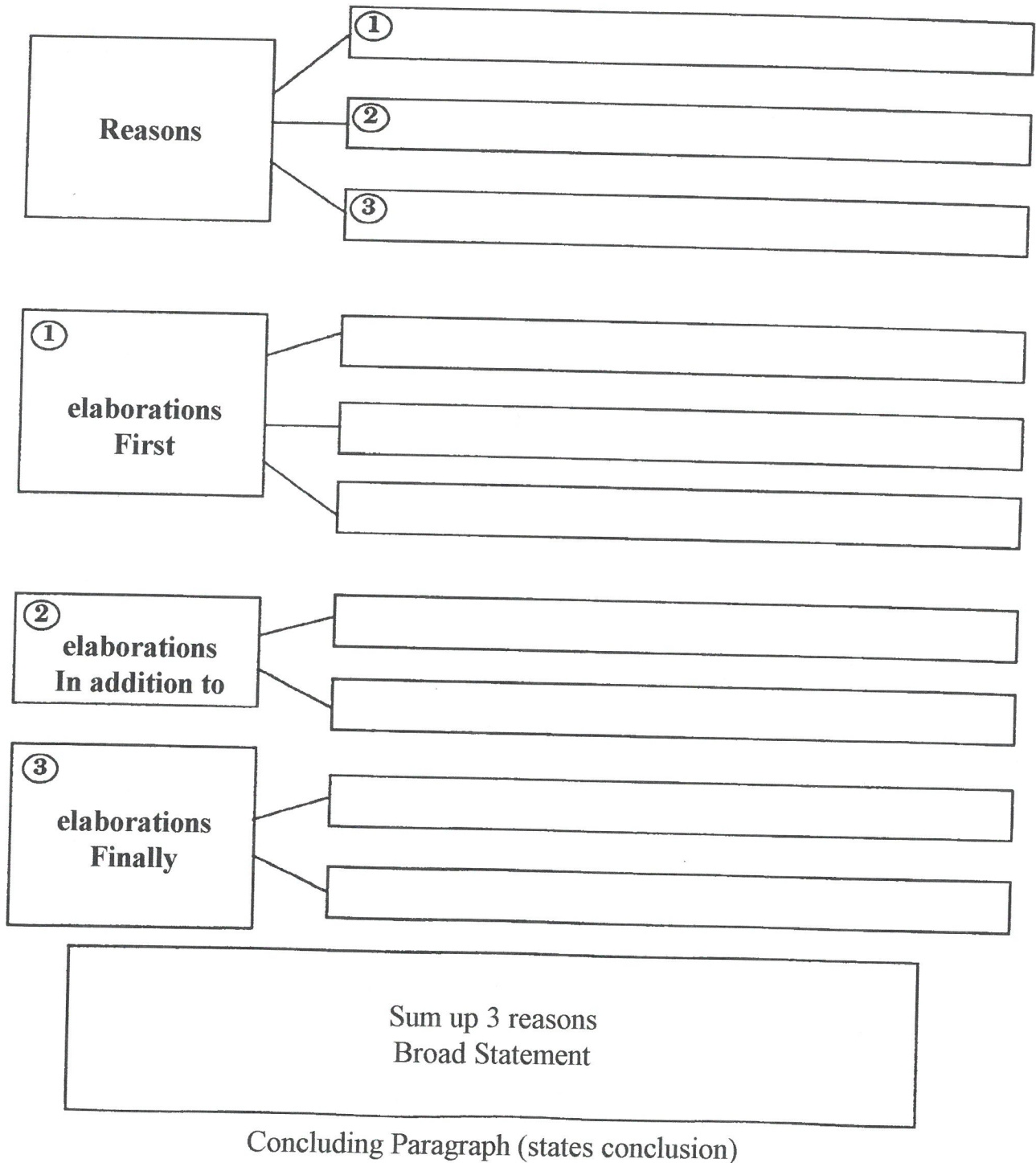
Clearly, FMJH should not recommend having a freshmen lounge. FMJH should not only reject this P.T.A. proposal because of the chaos it would cause for students trying to get to the lounge, the unfairness to the seventh and eighth graders, and the freshmen's grade decrease, but also for many other reasons. Freshmen should not have their own lounge.

(Advantages)
Persuasive

Aim: To persuade a given audience that one of the many choices is better than the rest.

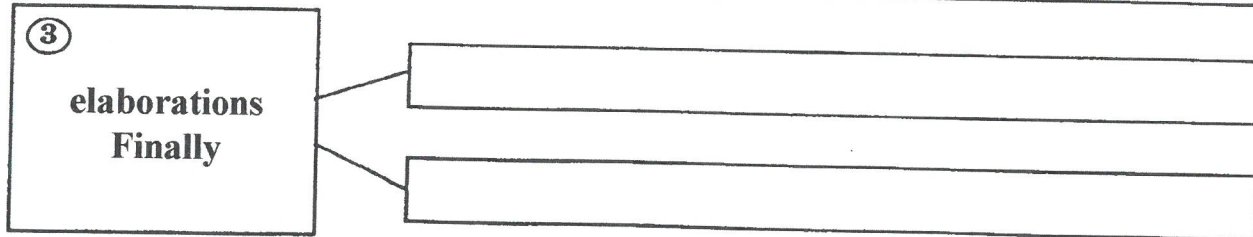
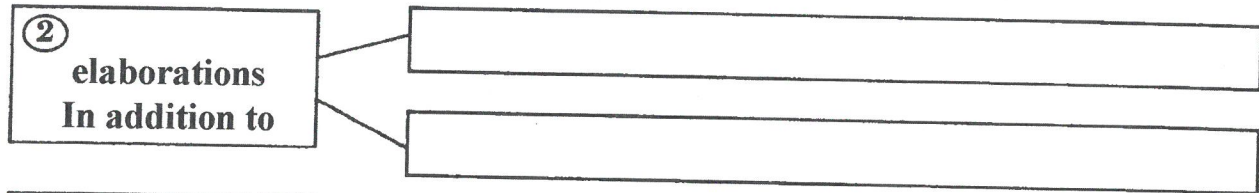
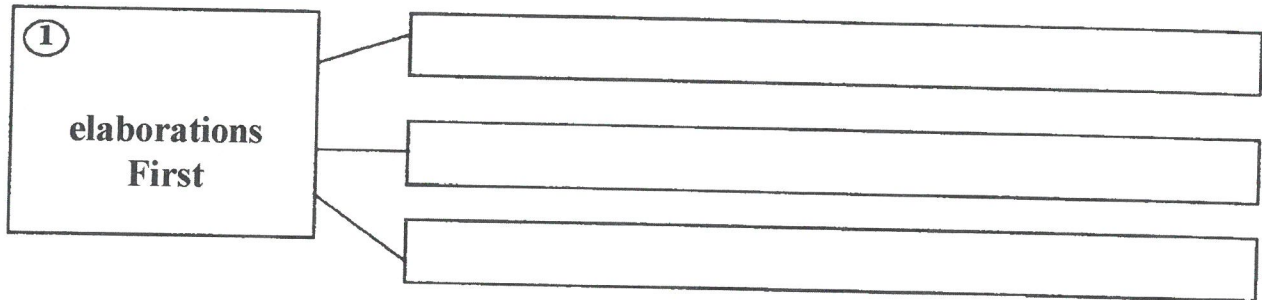
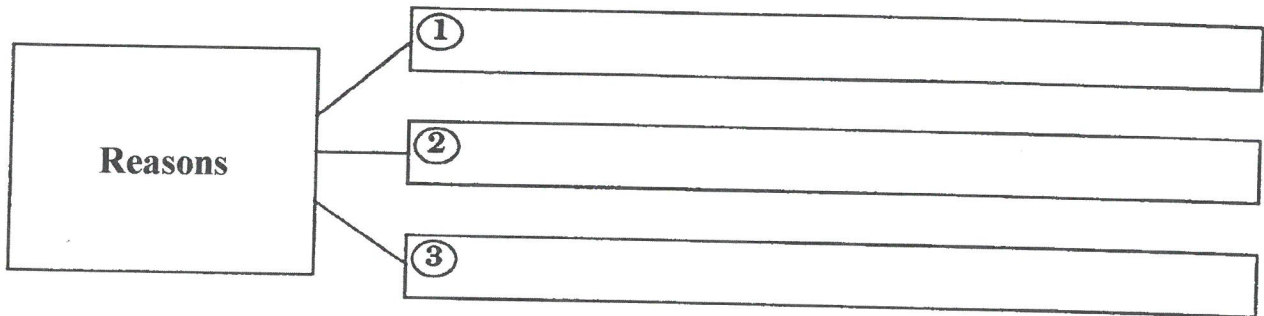
Broad Statement

Introductory Paragraph (opinion)



(Advantages)
Persuasive

Introductory Paragraph (opinion)



Concluding Paragraph (states conclusion)

Dear School Board President,

I understand that you are trying to decide whether Dallas Independent School District should consider random drug testing to athletic students or not. I feel that D.I.S.D. should consider random drug testing. I have several reasons for feeling this way. One reason is that it would stop the intake of drugs. Another reason is that it would help students make better grades. Finally, I believe the safety of students should be considered.

First, drug testing would stop the intake of drugs. For example, if the athlete would have been guilty of using drugs he/she would be kicked off the team. An athlete would not want to risk the dismissal from the team.

In addition to stopping the intake of drugs, students would make better grades if they were not taking drugs. Drugs do not help study habits, in fact, drugs make students not care about their grades.

Finally, random drug testing would provide safety of students. One way it provides safety is that it would stop the hatred of the students, and staff.

From the reasons I have given, you can see that I feel that D.I.S.D. should consider random drug testing for athletic students. After careful consideration, I'm sure you will agree that this decision is our best option.

SAMPLE INTRODUCTION

First Paragraph

I understand that you are trying to decide

I feel that

I have several reasons for feeling this way.

One reason is _____.

Another reason is that _____.

Finally, I believe _____.

2nd Paragraph (list first reason and give support)

3rd Paragraph (list second reason and give support)

4th Paragraph (list third reason and give support)

5th Paragraph

CONCLUSION

From the reasons I have given, you can see that I feel that _____ (issue and your opinion) _____. After careful consideration, I'm sure you will agree that this decision is our best option.

Keeping Tabs Progress Chart for Paragraphs

Titles Strengths Weakness Improve

Titles	Strengths	Weakness	Improve

DISCUSSION - Four types of Paragraphs

I. Develop by giving examples.

Example: My favorite animal is a dog.

- A. Plays ball.
- B. Goes for walks.
- C. Protects me.

II. Develop by giving facts or details.

Example: My favorite animal is a dog.

- A. He is little.
- B. He is quiet.

III. Develop by giving incidents.

Example: My favorite animal is a dog.

- A. Saved my life.
- B. Helps me from being scared.

IV. Develop by giving reasons.

Example: My favorite animal is a dog.

- A. He is cute.
- B. He is fun.
- C. He is helpful.

TRANSITIONAL WORDS AND PHRASES

ADDITION	again, also, and, besides, equally finally, first, further, furthermore, in addition, in the second place, last, likewise, moreover, next, nor, or, second, similar, similarly, third, too
COMPARISON	also, equally, in like manner, like, likewise, similar, similarly, too
CONTRAST	after all, although, and yet, but, conversely, despite, however, in contrast, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, still, while, yet
EVIDENCE	as, as one can see, because, for, since
ILLUSTRATION	for example, for instance, for one thing, in fact, thus, to illustrate
PLACE	adjacent, beside, beyond, here, near, nearby, opposite
PURPOSE	for this purpose, for this reason, to this end, with this goal, with this idea, with this objective
RESULT	accordingly, as a result, consequently, hence, then, therefore, thereupon, thus
SUMMARY OR CONCLUSION	consequently, for example, for instance, implies that, in any event, in brief, indeed, in fact, in other words, leads one to conclude that, on the whole, proves that, therefore, thus, to be sure (Avoid <i>in conclusion</i> , <i>in summary</i> , and <i>to sum up</i> . These phrases insult the intelligence of your readers by suggesting that they do not realize you are concluding the essay.)

COMPARISON/CONTRAST COMPARISON-ALIKE CONTRAST-DIFFERENCE

THERE ARE FIVE NOTICEABLE TRAITS THAT I LOOK FOR IN A GIRL BEFORE I ASK HER OUT. WHEN TRYING TO DECIDE BETWEEN _____ AND _____ I HAVE TO DECIDE THAT _____ IS A BETTER GIRL FOR ME TO DATE BECUASE SHE HAS ALL FIVE TRAITS.

TRAIT 1 FACIAL FEATURES	GIRL 1
	GIRL 2
BOTH HAVE _____	
THEY _____	
TRAIT 2 Hair	GIRL 1
	GIRL 2
MAJOR DIFFERENCE _____	
TRAIT 3 Body	

**TRAIT 4
ATTITUDE**

[]

[]

[]

BOTH HAVE _____.

**TRAIT 5
THINGS IN COMMON**

[]

[]

[]

THE REAL DIFFERENCE IS _____.

SO IT IS EASY TO SEE HOW I HAVE CHOSEN
TO DATE _____.

COMPARISON/CONTRAST

AFTER THINKING OVER WHETHER I SHOULD DATE
_____ OR _____
I HAVE DECIDED TO DATE _____.

HOWEVER,

GIRL 1

ON THE OTHER HAND

GIRL 2

SO IT IS EASY TO SEE HOW I HAVE CHOSEN
TO DATE _____.

Peer Editing

Writer's Name

Date

Editor's Name

Paragraph Number

FOCUS CORRECTION AREA

KEY QUESTION

PEER READER TASK

Interesting topic sentence

Is opening sentence interesting?

Tell if and why you want to read sentence #2.

Logical support sentences

Do support sentences pass "backwards test"?

See if you can make a sensible statement beginning with the support sentences and ending with the topic sentence.

Clear detail sentences

Are details clear?

Tell if and how they help you understand the support sentences.

Coherence chain for every sentence

Does each sentence fit like a puzzle piece in the paragraph?

Look at chains to see they are drawn accurately.

COLON RULES

COLON RULE #1

**SEPARATES HOURS FROM
MINUTES**

EX: 4:20

COLON RULE #2

**SEPARATES THE CHAPTER
FROM A VERSE IN BIBLE**

JOHN 3:16

COLON RULE #3

**IS USED AFTER THE
OPENING OF A BUSINESS
LETTER**

DEAR MR. SMITH:

COLON RULE #4

**IS USED BEFORE A LONG
QUOTE OF THREE OR
MORE LINES**

:"AND NOW

.....

....."

COLON RULE #5

**IS USED BEFORE A SERIES OF
WORDS WITH FOLLOWING**

FOLLOWING:

HYPHEN RULES

RULE #1 **IS USED WHEN FRACTIONS ARE
SPELLED OUT**

ONE-FOURTH

RULE #2 **SHOWS A SUDDEN BREAK IN A
THOUGHT**

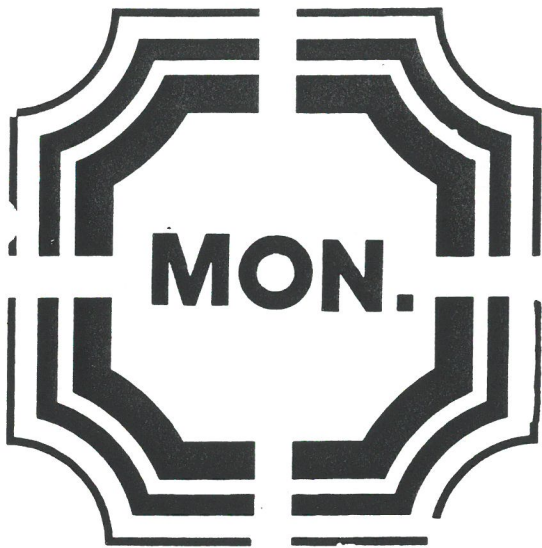
OH YES - I THINK.

RULE #3 **INTRODUCES A SUMMAR**

TO SUMMARIZE:



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EXAMPLE PAGE FROM GIVEN WORD SENTENCES

336

Write a five-word sentence in which **hear** appears in the first position.

Write a four-word sentence in which the second word is **child**.

Rewrite the sentence and place **hear** in the third position.

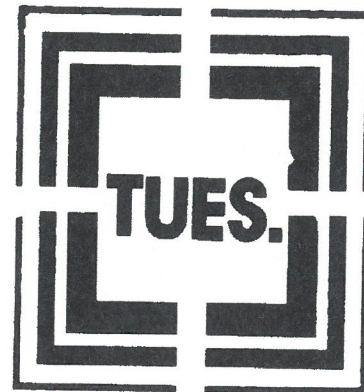
The first word cannot be "the."

Verbal Expression

TUESDAY

Note: Focus on Self-Development Exercises

GRADES 4-5	
Activity:	<p>A. Students should be encouraged to share things about themselves orally. Topics of discussion are as follows:</p> <ul style="list-style-type: none">What I'm doing about the things I don't like about myselfThings I like to doThings I don't like to doSome Things I'm trying to doWhen I'm not sure I can do something, I.....Some goals I'm trying to reachThe thing I want most of all isResponsible means.....My responsibilities areWhat I'd like to know about other kinds of peopleThe person I act most like isI like to be alone when
GRADES 6-8	
Activity:	<p>A. Students should be encouraged to share things orally or written about themselves. Topics of discussion are as follows:</p> <ul style="list-style-type: none">I have a problemI solve problems byThe way I feel a lot of the timeAn important experience in my lifeA decision I had to makeDifferent ways to learnMy feelings about learningI feel responsible whenMy feelings about responsibilityThings I like about the people I likeSome things I feel about being fairWays to end fights or argumentsWhat I think about myself



My Personal Coat of Arms

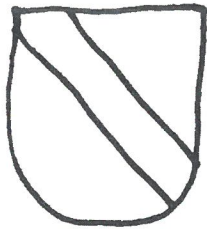
1 Draw what you are most proud of.	2 Draw what you enjoy the most.
3 Draw what you'd like to improve on.	4 Name the three most important people in your life.
5 If you had one year to live, how would you spend your time?	6 What one thing would you like for people to say about you?

NAME: _____

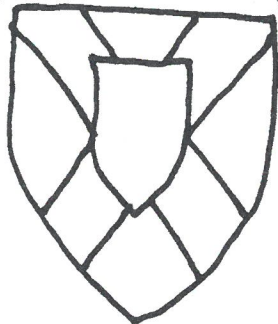
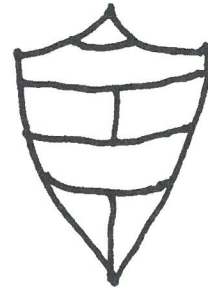
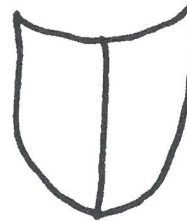
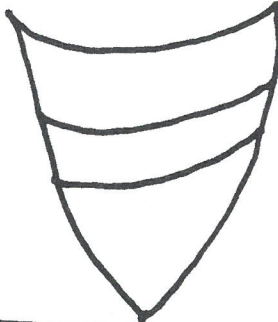
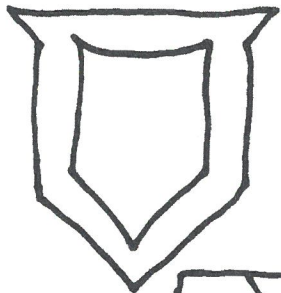
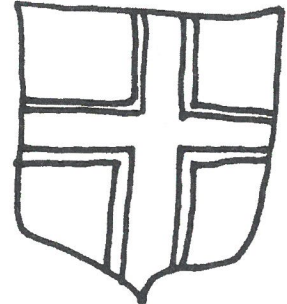
DATE: _____

Students can construct the above with construction paper.

Personal Shield



Example: 1st sheet in English Grammar
Training Notebook - 3rd year
in training.



Use: 9 x 12 construction paper-colored or white.

Steps: Choose any shield design above. Divide the shield into 6 sections and put in each one of the following:

1. Two things you do well (pictures or symbols)
2. Your name or initials designed to fit the section
3. Your home
4. Your favorite color, sport, or person
5. Your greatest achievement
6. Three words that you want others to say about you

You may want to sketch your ideas first.

Tuesday Verbal Expression

5th grade level

Super-duper Back-to-School Quiz

Directions: Check each question Yes or No.

1. Did you visit any of the following places this summer?
yes () no ()
 - a. the moon
 - b. the Land of Oz
 - c. dreamland
 - d. the local supermarket
 - e. a park
 - f. any other place
(explain) _____
2. Did you travel by any of the following means?
yes () no ()
 - a. camel or rickshaw
 - b. skateboard or skates
 - c. hang glider
 - d. roller coaster
 - e. foot
 - f. other _____
3. Did you talk with any of the following?
yes () no ()
 - a. The President of the U.S.
 - b. Mickey Mouse
 - c. Santa Claus
 - d. a pro baseball player
 - e. a relative (uncle, aunt, cousin)
 - f. any other interesting person

4. Did you build any of the following?
yes () no ()
 - a. a rocket ship
 - b. a sand castle
 - c. a house of cards
 - d. a lemonade stand
 - e. a friendship
 - f. any other thing _____
5. Did you catch any of the following?
yes () no ()
 - a. a butterfly
 - b. a thief
 - c. a cold
 - d. a ball
 - e. the wind
 - f. any other thing _____
6. Did you get wet in any of the following ways?
yes () no ()
 - a. diving for treasure
 - b. riding river rapids
 - c. taking a bath or shower
 - d. playing with squirt guns
 - e. trying to find the end of a rainbow
 - f. other _____
7. Did you see any of the following?
yes () no ()
 - a. a shooting star
 - b. a movie star
 - c. a flying saucer
 - d. a concert
 - e. an old friend
 - f. anything else _____
8. Did you read any of the following?
yes () no ()
 - a. friend's palm
 - b. a wonderful book
 - c. the newspaper
 - d. a street sign
 - e. a fortune-cookie fortune
 - f. anything else _____

9. Did you lose any of the following?

yes () no ()

- a. your memory
- b. your allowance
- c. your way (how did you get back?)
- d. a fight
- e. a game
- f. a tooth
- g. anything else _____

10. Did you learn any of the following?

yes () no ()

- a. how to become invisible
- b. how to tie a knot
- c. how to tell time
- d. how to ride a bike
- e. how to throw a curve ball
- f. how to cook an egg (or anything else)
- g. how to do anything else _____

11. Did you do anything else you'd like to mention?

yes () no ()

- a. Mention it here
- _____

How to score your quiz

Give yourself 10 points for each yes.

- * If you got 0 to 30 points, you probably slept through most of the summer.
- * If you got 40 to 60 points, sounds as if things were cooking.
- * If you got 100 points or more, sounds as if you had a good time - just as we'll be having this year.

The Verbal Expression - 4th

Self-portraits for Now and Then

Consider this project that helps to close as well as to open the school year. It's called September Day.

The activity begins with children creating first-day-of-school self-portraits - full length to show everyone from hairdo to footgear. You may want to post the pictures (if one of those bulletin board is still empty), but then collect the portraits for your September Day file.

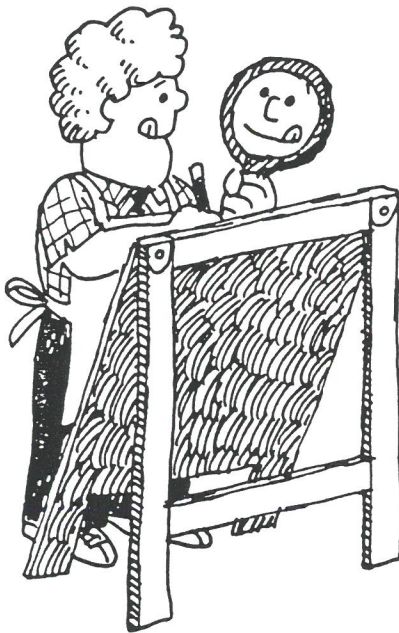
Also during the first week of school or early in the year, collect samples of each child's work in all subject areas. Bev's note - Tape on child's self-portrait for open house.- (Try to include such items as math fact checkups and other such milestones.) Store all of these materials in the September Day file to await the last week of school. Then you proclaim a September Day. On that day - after the usual morning routine - begin a reading instruction time with tasks patterned after those of that long-ago stories from beginning-of-the-year-level readers and worksheets to match. You may even be able to reassemble the original reading groups. In all subject areas the theme is "remember September." All students get to take that first-level math facts test over again. They'll be amazed to discover that what took some children 12 minutes to complete is now polished off by everyone within 2 minutes, and most papers will be perfect. Everyone makes a new self-portrait too. Have the children collect their morning's work. (All the September Day's assignments can most likely be completed by noon.)

In the afternoon, pull out the September Day file and distribute the contents to the children. Let them browse through the work they did 9 months earlier. It's exciting to compare what they did at the start of the year - especially in handwriting and composition - with what they're able to accomplish in the spring.

Have the children organize their own materials into take-home booklets. The September self-portrait goes facedown on the desk with all September work facedown on top of the portrait. The work of the June day is placed faceup on the stack with the new self-portrait resting on top. The double booklet makes a satisfying study in contrasts.

Note for schools with a large turnover between September and June. You might try collecting a "first day" assortment of papers whenever a new child comes and return a child's collection whenever a student leaves; that way children have an opportunity to do at least some short-term comparing. Without much fuss there can be something on file for each child to look over and to enjoy on September Day next June.

"The readiness is all," remarked Hamlet, pretty well summarizing the September situation. The observation both admonishes and exhorts as each teacher prepares to meet a bold new class. A stumbling start on the year can be a distinct handicap, for a driving pace will be set early. Readyng yourself can involve making the room a welcoming place with a few special touches, planning activities that help students settly into their new situation successfully, and building among students a "historical" sensitivity, encouraging them to record ideas, events, and accomplishments as the new school year flashes by.



EXAMPLE SUGGESTIONS FOR QUESTIONS ABOUT ME.....

1. What does your favorite pet look like?
2. What is your favorite food?
3. Describe the outside of your house.
4. How many children are in your family?
5. If I saw your mother, how would I know it was she?
6. Name one kind of fish you might be able to catch.
7. What kind of bird would you like to see?
8. What is one thing you always bring in your picnic basket?
9. If you could be the boss of your house for the day, what changes would you make?
10. What is your favorite toy and when do you get to play with it?
11. What is your big job responsibility at home?
12. What did you make that you are most proud of?
13. Where do you like to go when you are upset?
14. If you were allowed to have one adult privilege, what would you choose and why?
15. If you could be the school principal for the day, what changes would you make?

Verbal Expression

WED.

Note:

GRADES 4-5

Activity:

- A. Students need to be able to categorize their ideas before they can begin writing their thoughts on paper.
 - 1. For Grades 4-5 use the idea of a category train
- B. Sequencing Activities. Students should be able to sequence pictures and tell the story in order.
- C. The first attempt at making a story should be a class effort. The teacher shows a picture. The class will develop the story as a group. A tape recorder can be used to remember each student's sentence. Encourage Topic Sentence-Proof-Proof-Proof-Proof-Summary-Title.

Activity:

- D. The teacher can show a picture and the class will develop the story together. The teacher will write the story on the board for the students to copy.
- E. The student can choose a picture to write a story about. Students will help each person think of words that they might want to use in their story. The teacher will write them on a piece of paper for the student before he/she writes the story.
- F. Teacher places words that students need help with in spelling on the Spell It Right sheet. Part Four, Page 27. Students are encouraged to use their Spell It Right sheets so that words may be spelled correctly.
- G. After the first story is written, the teacher emphasizes the use of a title and indenting when the first sentence is written.
- H. Teacher brings miniature toys for the students to choose from. The students choose a toy that they would like to write a story about.

Wed: creative writing
GIVEN LETTER SENTENCES

SNT—K



© KABYN BOOKS

DIRECTIONS FOR

EXAMPLE SENTENCE: Write a sentence that is at least fifteen words long, but uses no consonants.

Write a sentence that is at least ten words long, but does not use any i's.



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DIRECTIONS FOR
EXAMPLE SENTENCE:

Write two related sentences in which
the following ideas appear: purity,
exclusive, alarm, faithful, profile.



© KABYN BOOKS

DIRECTIONS FOR
EXAMPLE SENTENCE:

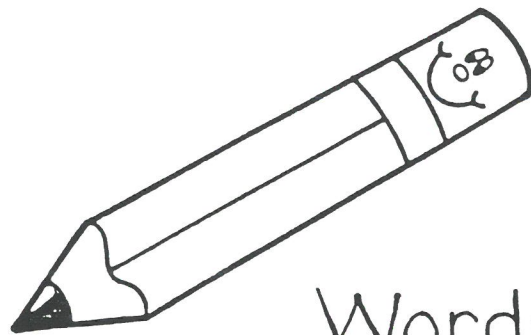
Arrange the following ideas into three sentences: tuck, small, caring, folks, village, square.

STUDENTS IN GRADE ONE THROUGH FOUR MAY NEED ASSISTANCE OF COLORED PAPER CODED TO HELP THEM IN THE WRITING PROCESS.

Checklist for Brainstorming A Map
Mapping used for describing a picture

- _____ Step #1: (grey paper)
List words for describing picture.
- _____ Step #2: (left side - green paper)
(middle - pink paper)
(right side - blue paper)
Place words on correct colored paper.
- _____ Step #3: Using green pen, underline all verbs that are in green, pink, and blue paper.
- _____ Step #4: Using red pen, underline all nouns that are on green, pink and blue paper.
Using red pen, put an adjective (describing word) next to the left of the noun.
- _____ Step #5: On the green, pink and blue paper, number what you have written in left to right sequencing order with a blue pen.
- _____ Step #6: On yellow lined introduction paper, write the title of story at the top in blue pen.
: Using the ballon men, write the introduction or describe setting of picture.
: Issustrate on white paper one idea that comes to mind after the topic sentence has been written.
- _____ Step #7: On yellow lined conclusion paper, restate the introduction
: Illustrate on white paper and place behind the conclusion.
- _____ Step #8: Any important words can be added at this time.
: Look at Step #5 pages and write them in a story form.
: Begin writing on colored lined paper.
- _____ Step #9: (Teacher editing time) Student's read to each other.
: Use blue pen and proofreading deck to check important points. Author's write editing suggestions on.
: Using Spell It Right pages, list words that are difficult to spell.
: Number bottom of the pages for the order of pages in book.
- _____ Step #10: Proofread story and re-write with corrections made on white unlined paper. (conference with teacher if need)
: Allow students to write final copy using an erasemate type pen. (Bind the book)
- _____ Step #11 : Be an author. Sit in the author's chair and read your book to an audience.

Step #1



Words That Describe

[The page contains multiple sets of horizontal lines, likely representing a list or a series of entries. Each set consists of a thick top line followed by several thinner lines. The lines are arranged in a regular, repeating pattern across the page.]

Verbal Expression

THURSDAY

Note: Taste Touch Day

GRADES 4 - 8

Activity:

- A. Use activities as suggested in the Taste, Touch, Smell Booklet. Purchase from

- B. Bring objects that can be passed around the room while the teacher has the students name words that describe them.

Activity:



1st Grade Activities

WHICH KIND OF FRUIT ARE YOU?

Pass out pieces of cut-up fruit to the children: apple, lemon, pineapple, banana, orange, watermelon, etc.

Discuss how each is different and write the name of the fruit with words describing how it feels, how it looks and what it tastes like on the chalkboard.

Be sure to discuss one piece of fruit at a time. Write on the board and have the students draw the fruit if they are having trouble with writing.

Have them copy only one fruit description on one day if it seems to difficult for them.

The next week after all the descriptions are complete. Have the children tell or write which fruit they think they are most like and why.

Ex: I am like a sweet pineapple because.....

The next week you might have the students find pictures of the fruit they are most like for a cover sheet to their story.

POPCORN POP TIME

Have the students sit in a large circle. Place a king size sheet in the middle of the students. Start the popcorn in a popcorn popper that is place in the middle of the sheets.

When the popcorn starts popping have them tell you the words that comes to their mind about what is happening.

Cook some popcorn for them to eat. Have them go their seats and copy the words or talk about the words that are listed.

7th - Taste Touch

Natural Flavored raspberries by Haribo

Teacher suggested guide:

Have students suggest words that would be needed to describe a raspberry patch.

Key Ideas: large, light berries
rose purple blossoms, almost as large as single roses
thorny bush
colored red, black or purple
wild raspberry bushes
flowering raspberry bush

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2nd GRADE ACTIVITY

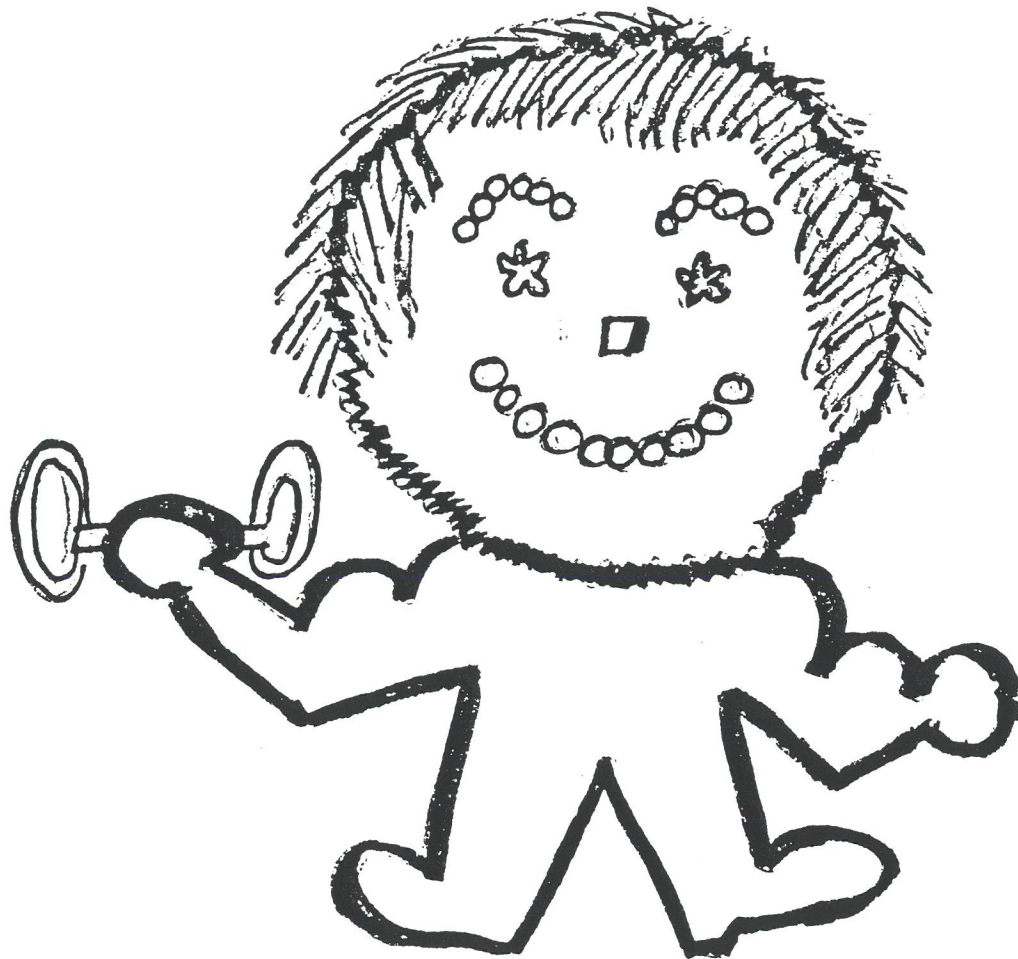
YOU ARE WHAT YOU EAT

PROVIDE: Assorted breakfast cereals. Fruit loops for features, shredded wheat for hair, etc.

Have each child make his own face using various cereals and glue on paper plates.

The next week you might want to have them tell about what they like and dislike.

Have them add a body with construction paper.



3rd Grade Activity

THINK AND EAT - CRACKER JACKS

As the students eat their cracker jacks they can be asked the following questions:

1. What does it taste like?
2. Name three things that the inside tastes like.
3. How many bites does it take to chew one cracker jack?
4. How long is the box?
5. What was your surprise?

Use the following worksheet if you would like.

2nd Grade Activity

SCRATCHY - STEEL WOOL

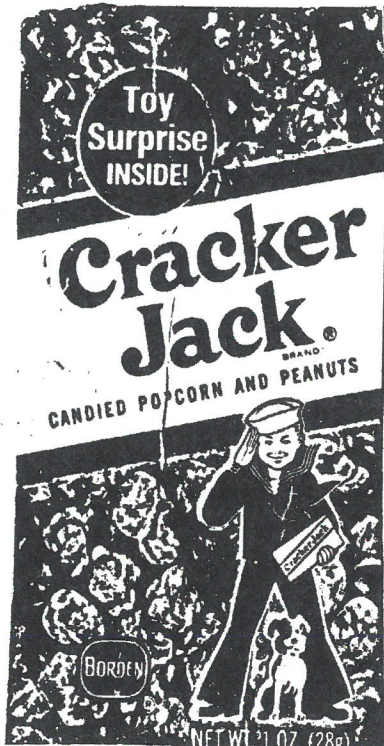
Have steel wool glued to a white piece of paper. One per child. Have them give you descriptive words.

Sample questions:

- Is it irritating to your touch?
- Is it prickly?
- Is it abrasive?
- Is it itchy?
- Does it scrape against your fingers as you touch it?
- Does it make your fingers feel tingly?
- Is it rough?
- Is it wiry?

Think And Eat !!

1. What does it taste like?



2. Name three things the inside tastes like?

3rd Grade Level Activity

STITCH UP A GOOD STORY

Write a few of your favorite things. Draw the picture and place drawing on tag board. Small holes are punched at 1/4 inch intervals. Place them around the complete design for easy stitching with yarn.

The original drawing may be sketched on needle point canvas and done in the basic stitch.

Draw on natural or colored burlap and embroidered.

A class project of a quilt or wall hanging can be made by giving each child a piece of fabric. The designs are stitched and the squares assembled.

3rd Grade Level Activity

ESKIMO PIES

Have the students eat eskimo pies. Write stories that may come to your mind when eating the eskimo pies.

You can write words for description before the students begin their stories.

WE'RE OFF!

Bacon

It smells like _____.

It tastes like _____.

It feels like _____.

It sounds like _____.

It looks like _____.

Fry bacon and have the students answer the following questions.

It tastes like _____.

It smells like _____.

It feels like _____.

It sounds like _____.

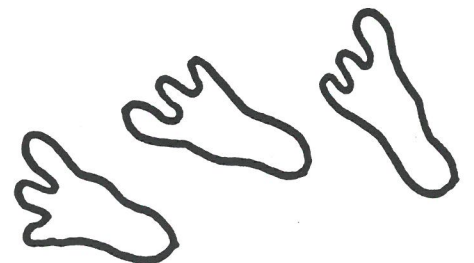
It looks like _____.

Write a story about cooking the bacon and use one of the senses.

4th Grade Level Activity

MYSTERY FEET

1. Cut out several large 3-toed footprints from colored construction paper. two feet long.
2. While children are out of the room, tape the footprints to the floor, starting at the door trailing around the room. Make the last pair of footprints on or near a window sill.
3. When the children enter, they'll spot the footprints and ideas will spring. Then begin a discussion with thought provoking questions.
 - a. How many toes does the creature have?
 - b. How long and wide are the mystery creature's feet?
 - c. How many footprints are there?
 - d. Does the creature take one step at a time as humans do?
 - e. Looking at the prints, how big do you think the creature is?
 - f. How did the creature get into the room?
 - g. If he's big then, why didn't he break the desks that he stepped on?
 - h. Why are there no footprints in the hall?
 - i. What do the footprints on the chalkboard tell you?
 - j. Where do the footprints end?
 - k. How did the creature get out through the window?
 - l. Why are there no footprints outside the window or on the lawn?
(Does it fly?)
 - m. If he could fly, what other body parts might he have?
 - n. Why did the creature come to our room?



Let the students draw a picture of their creature if they would like.

5th Grade Level Activity

BUBBLE GUM AND OTHER INANIMATE OBJECTS

Have one piece of wrapped bubble gum. Pass this around to each class member.

Talk about.

Discuss the color, size.

Is it hard, soft, etc.?

Smell and tell what you smell.

Choose one child to unwrap the gum, chew it and blow a bubble.

Then. Pass each child a piece of gum. Taste the gum and tell which of the senses is the greatest?

Do you hear anything?

Write about how that gum feels. Does it hurt to be chewed? Pretend you are a piece of bubble gum and tell how it feels to be chewed especially with someone that has braces.

OTHER OBJECTS TO USE: A rock, baseball, orange, typewriter, pencil
soda straw, gerbil or hamster. (Live objects)
shoe.

5th Grade Level

FAVORITE FOODS

1. Tell what your favorite food is.
2. Tell who usually makes it for you.
3. Tell if you have this food only on special days.
4. Describe the kinds of things that are used to make this food.
5. Include details about any special shape.
6. Tell if you have ever tried to make your favorite food yourself.



CHOCOLATE - CHOCOLATE

Supply the students with Hershey Candies. Allow them to eat them when they desire.

Ask the students to write down words to describe chocolate.

After their words are written down they can begin to write how they think chocolate is made. Have them write down everything they know about Chocolate.

Supply them with books on The Story of Chocolate purchased from The Hershey Foods Corporation in Hershey, Pa. 17033

363

Have them use important and specific facts from the information they read.

Their titles should read, "The Story of My Chocolate Hershey Kiss"

6th - Taste Touch

Teacher provides:

3 bananas

1 pkg. instant banana cream pudding

1 bowl

1 knife

1 pkg. vanilla wafers

1 carton Cool Whip

2 cups milk

Spoons and bowls for eating

Teacher suggest guide:

Have students write: How To Make A Banana Cream Pudding

After the students complete their paragraphs, choose one person to complete the instructions from another student. The students may eat the pudding after completion.

6th Grade Activity

TV COMMERCIAL

Examples: bottle of un-named glue, a broom, a glass bowl, a book
an invention

Before doing this activity have the students watch T.V.
They need to be able to tell you which commercials they like best.
and Why? What makes a good commercial and why?

Number of times a product is named in a commercial. and Why?

What method of presentation: oral, poetry, visual aides or
taped presentation

Have them write and present their own commercial.

Example: Products from Superfabulous Company

6th Grade Activity

MARSHMELLOWS CREATURES

365

Supply the students with plenty of marshmallows and toothpicks.
Have them create Marshmallow Creatures.

Write stories about marshmallow creatures.

CREATIVE WRITING -- JANUARY

Subject: Ice fishing

Materials: Copy the coloring book picture of 3 eskimos ice fishing
Make Several fish about Olin Zong out of index cards.
Write winters words on one or both sides.
(blustery, frigid, northerly, gusty, Slippery etc.)
Cover fish with scotch tape to waterproof them.
Place a metal paperclip on the mouth of each fish.
Make a fishing pole out of a Pencil, string, with magnet attached to the end.
Freeze water in a angel food cake pan.
Float ice ring in a Zarger pan of water.

Procedure:

Present ice fishing picture and ask the students what is happening in the picture. Discuss. That would it be Zike to ice fish.

Invite the students to ice fish. Place fish in the bottom of the bowl and have each take turns "fishing".

Write the wintery words from the fish on the board.

Invite additional words.

Begin to write a story.

Barbara Fox

I enjoyed sharing my idea. Ann Beall made a wonderful addition -give the students a wintergreen mint to create that cool feeling!

CREATIVE WRITING - - JANUARY

Subject: Snow

Materials: Coloring book page of Snowflakes white paper to make Snow flakes Mufflers and/or knit hats to set the mood Instant potatoes in a paper bag.

Procedure:

I tried all of this in one week and found that we needed more time, so this theme could stretch over two or three weeks.

Have the kids adorn the mufflers and hats to set the mood. Pass out the picture of Snowflakes and talk about them -discover how different they are.

Distribute paper and Scissors for making Snowflakes. Demonstrate how to fold and cut.

Just this much could take an entire period.

Next, have eyes focused, feed into the bag. I wanted Ivory Flakes Only to find that they are no longer around. Substitutions are redeemed for something else similar to snow.

Brainstorm words. Write story about Snowflakes or about being in the snow.

After we wrote the stories, we had picture taking time. I took a Group shot with all of the students holding their Snowflakes but their favorite was the action shot of the snow in the air. (Yes, the "snow" was thrown straight up and hopefully the Picture will capture it as it falls.) It didn't take too long to clean up! If anyone has access to, maybe Chopped feed, it would be fun to bring some and have the kids build a snowman.

Barbara Fox

7th - Taste Touch

Tropifrutti

Natural gummy flavored candies by Haribo

Teacher Suggested Guide:

Have you been to H a w a i i? Would you like to go?

As you eat the tropical fruit, let's think of words we might use to write a story about Hawaii.

leis - wreaths of flowers
strung together



given to greet visitors

hula - Hawaiian dance

Kalua pig - pig wrapped in
leaves and roasted in a pit
called imu

brilliant colored flowers

deep blue sea

graceful palm trees

plunging waterfalls

hibiscus - state flower

Happy-cola by Haribo

Teacher Suggested Guide:

Have students write a How To Make A Hamburger, my favorite food.

They can have their cola to help them as they think.

7th Grade Activity

FORTUNE COOKIES

Have the students supplies with 3 or 4 fortune cookies.
Examine the outside, discuss the shape and
How the shape was formed and
How the fortune got inside the cookie.

Break open and read fortunes. Will the fortunes come true?

As a class: Write one or two examples of fortunes.

MAKE FORTUNE COOKIES and put the fortunes inside.

Fortune Cookies

Ingredients:

2 cups cake flour
1/3 cup cornstarch
1 cup sugar
dash of salt

1 teaspoon lemon extract
6 egg whites
1/3 cup water
1 cup oil

Procedure:

1. Sift dry ingredients.
2. Using chopsticks, stir in oil and egg whites.
3. Add lemon and gradually add water and blend.
4. Drop by rounded teaspoon on greased cookie sheet.
5. With back of spoon spread into 3-inch round circle.
6. Bake for 15-20 min. at 300 degrees. Do not bake more than 4-6 at a time.
They become crisp quickly when out of the oven and may not bend properly!
7. Remove one at a time and place fortune in middle, fold in 1/2 and bend.
8. Good luck!

*Source: Johnson, Georgia and Povey, Gail, "Metric Milkshakes and Witch's Cakes: Cooking Center for the Primary Classroom." Scholastic Books, Citation Press.



8th Grade Activity

MYSTERY INKBLOTS

Prepare a few inkblot designs ahead of time. See below

Show to the students one at a time. Ask them to tell you what they see in each picture. Stress creativity.

The children will want to make their own. Let each child make several and choose one to write about.



Verbal Expression

FRIDAY

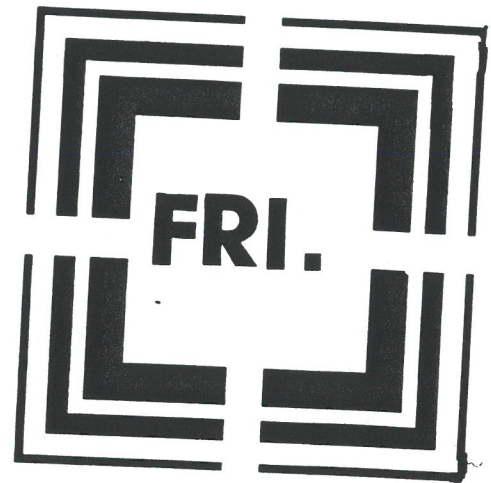
Note: Oral activities - speaking in front of a group

GRADES 4 - 8

Activity:

- A. Use the forms that follow for assistance in the current events presentations.
- B. The first attempt may need to be a group effort.
- C. Encourage the use of Ranger Rick and World Magazines for articles.
- D. When students become very proficient, the teacher may want to assign different topics that would be required.

Activity:



Name:

Current Event

1. What

2. Who

3. When

4. Where

5. Why

or

How

Current Event Checklist

1 - Very Good
 2 - O.K.
 3 - Could be better

Date																			
Preparation																			
Interest																			
Grammar																			
Voice																			
Posture																			
Eye Contact																			
Time																			
Completeness																			
1. Who																			
2. What																			
3. When																			
4. Where																			

Student's Name: _____

ARMY RANKScan be used as an incentive for
bringing current events.

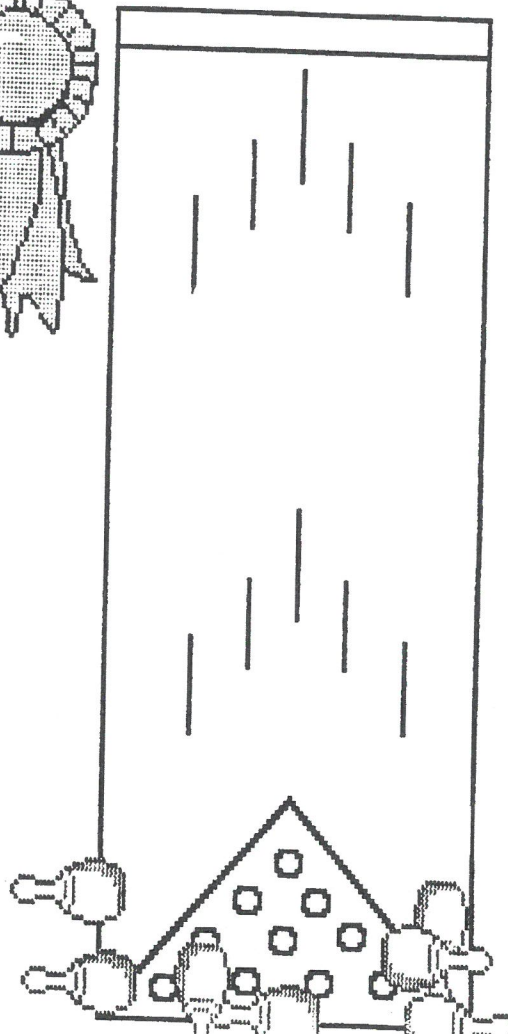
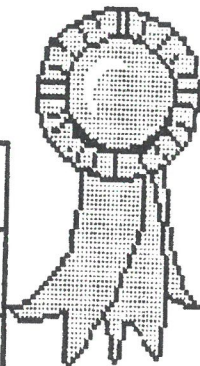
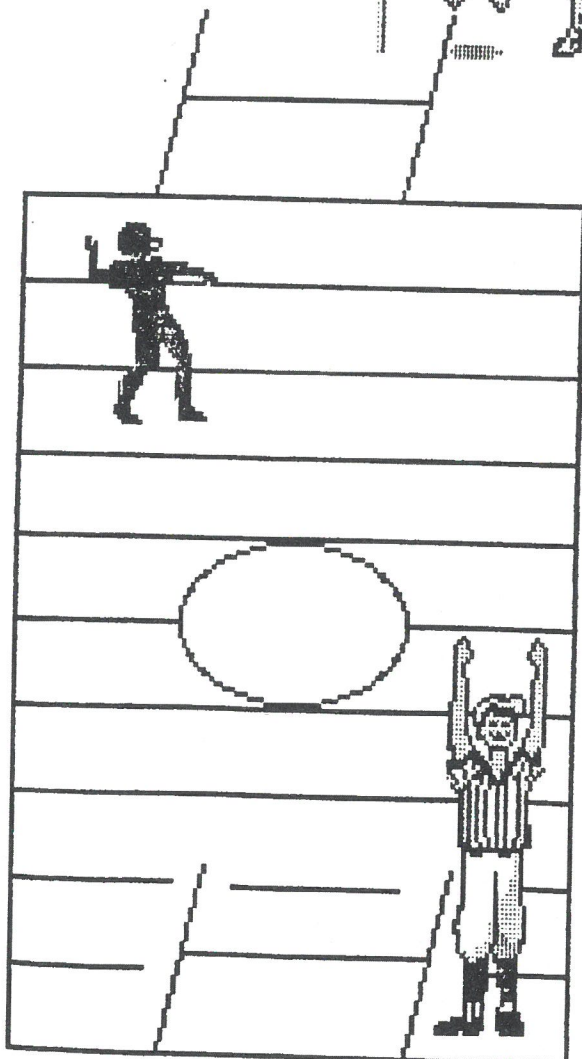
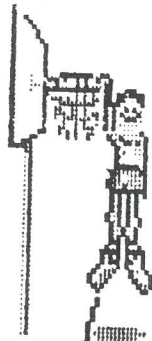
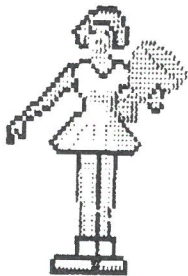
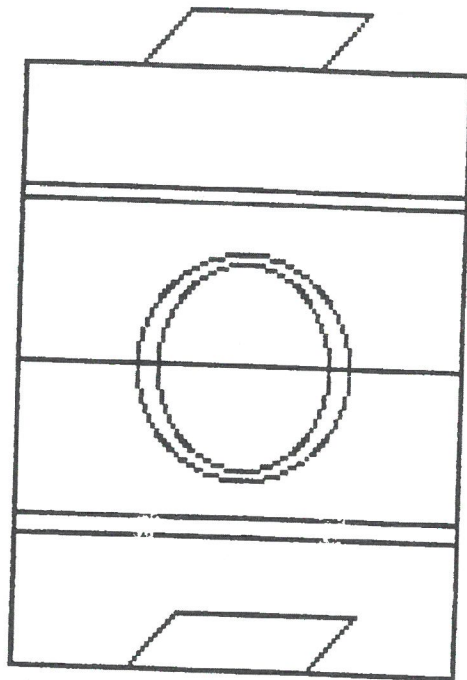
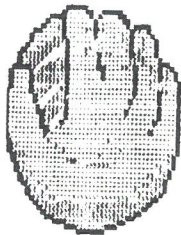
Second Lieutenant
First Lieutenant
Captain
Major
Lieutenant Colonel
Colonel
Brigadier General
Major General
Lieutenant General
General

You can buy Army helmets as incentive for those
that are able to bring current events each week.



Each time the student brings a current event it will enable them to receive the next Karate belt.

ENGLISH -
CURRENT EVENT



SUGGESTIONS FOR CURRENT EVENT TOPICS

September 4 - Local news



11 - Arts and entertainment

18 - Sports



25 - National news



October 2 - World News



9 - State Fair

16 - World Series



23 - National



30 - Science and/or Medicine



November 6 - Local

13 - State

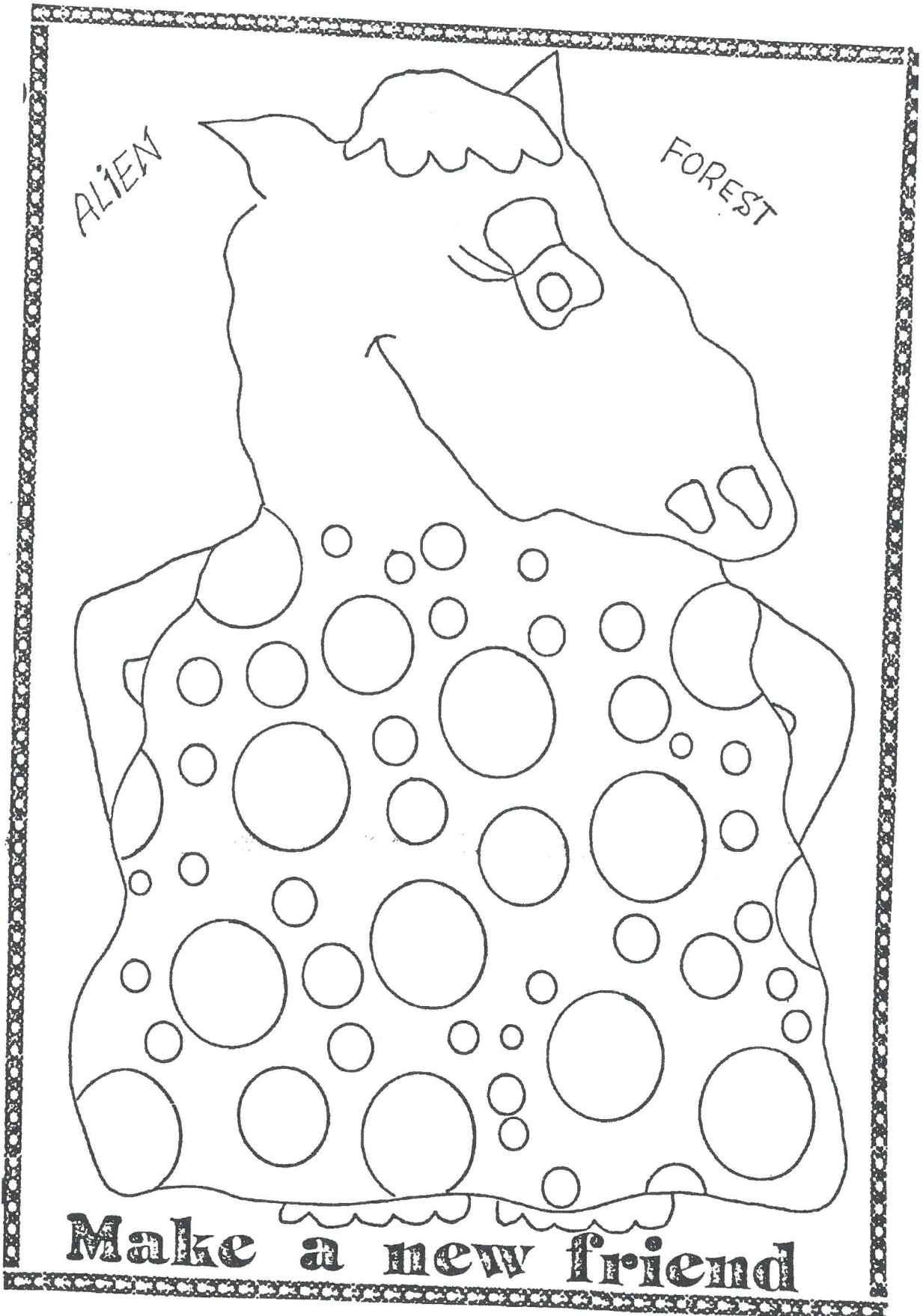


December 4 - National

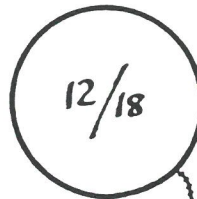
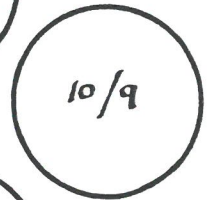
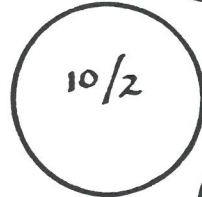
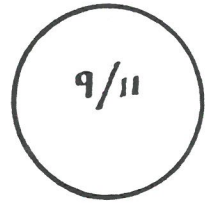
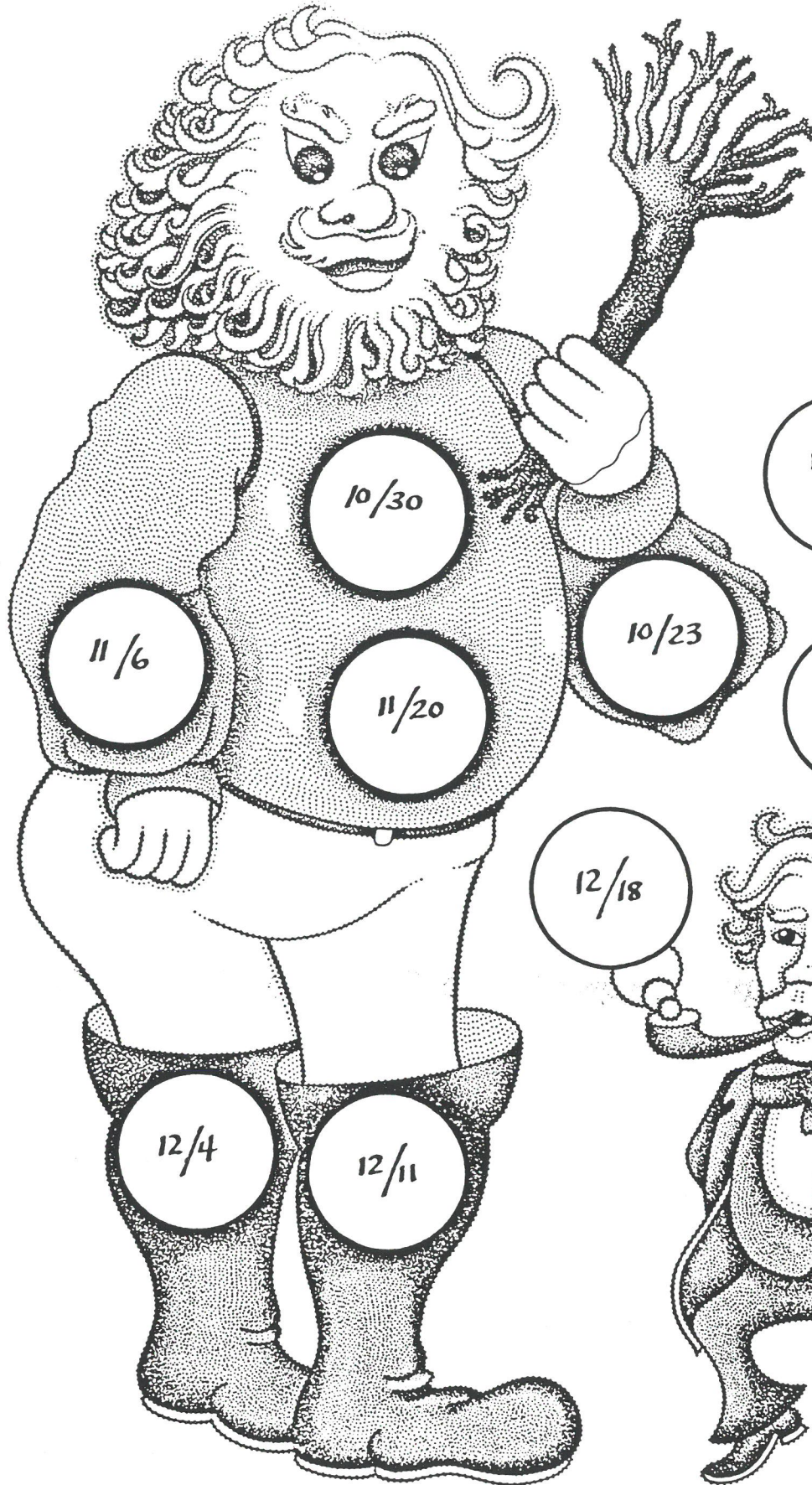


11 - State

18 - Your Choice

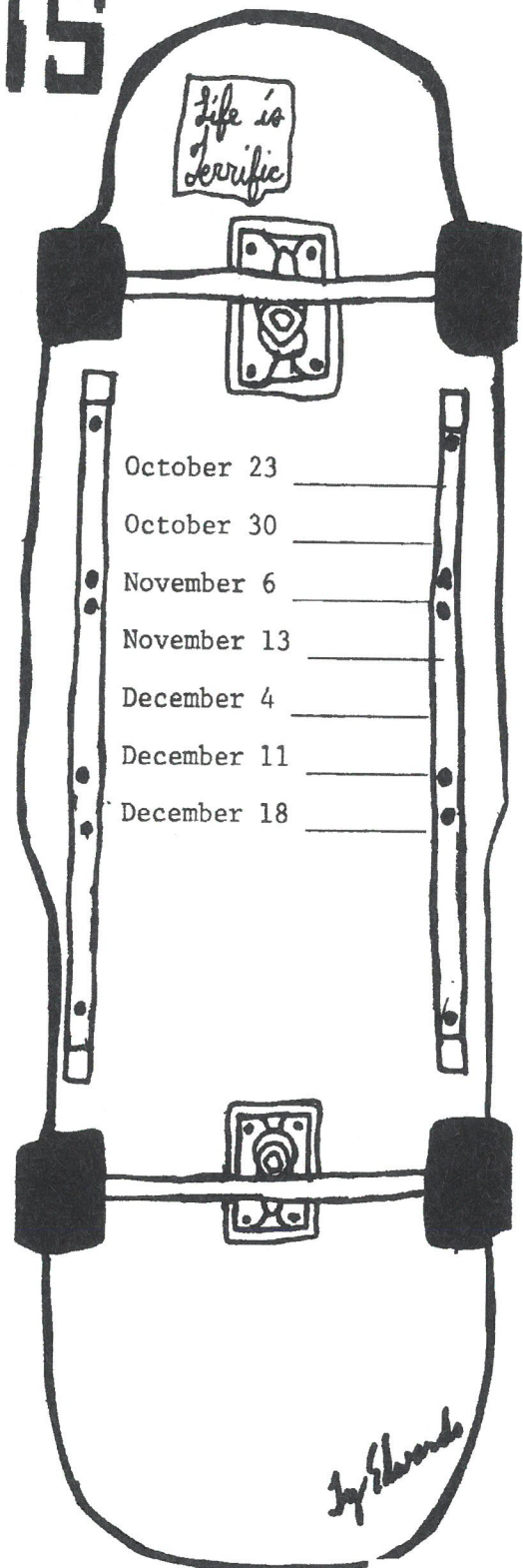
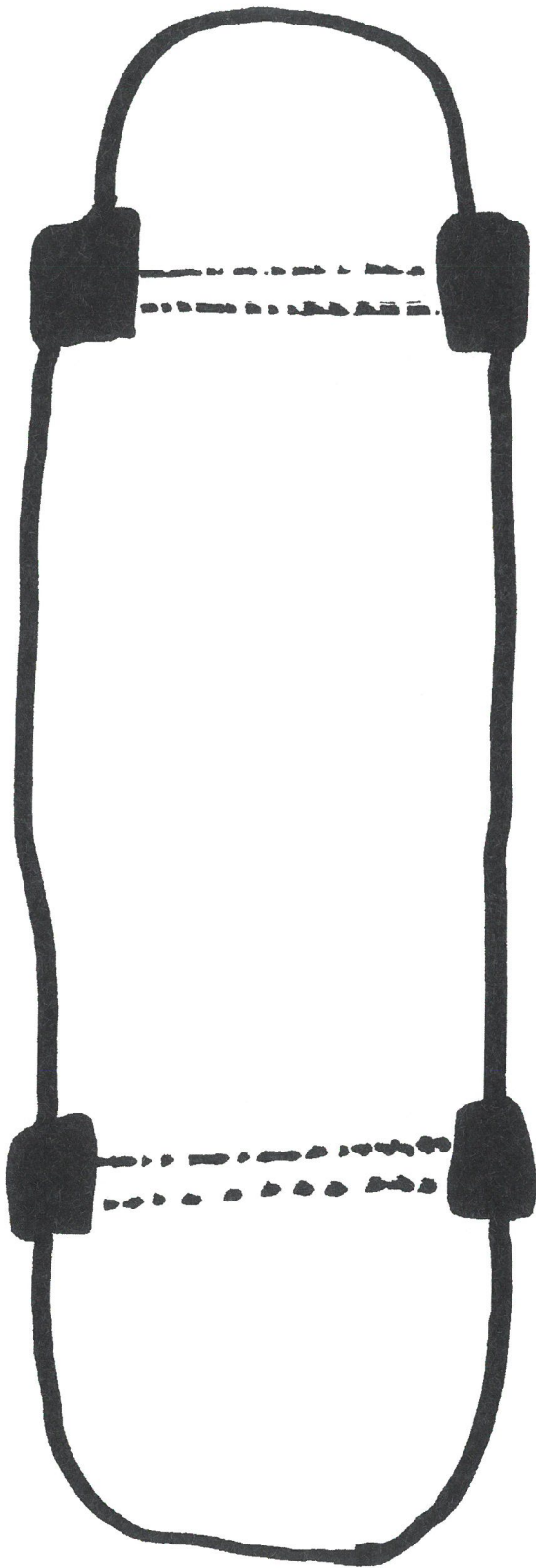


A Super Snerf Sniffing Star



Name :

CURRENT EVENTS



SKATEBOARD

Name _____

Current Event

Newspaper _____

Magazine _____

Other _____

Local _____

National _____

World _____

Title _____

Date _____

Categories:

a. Sports _____

b. Business _____

c. Arts, Music,
or Theater _____

d. Education _____

e. Science _____

f. Medicine _____

g. Politics _____

h. Humorous _____

i. Weather _____

j. Other _____

Topic Sentence (that includes who did what, where it happened, when, why, or how it happened)

Setting of the Event _____

Main Idea or Theme _____

Persons or Things included _____

THESE LESSONS ARE RECOMMENDED ONE DAY FOR ONE HOUR A WEEK,
4 days a week we recommend Multisensory English.

EXAMPLE FRIDAY LESSON - 1st-3rd grade

I. WRITING DISCOVERY OR REVIEW

Follow the Verbal into Written Graph allowing the students to discovery concepts in order.

II. LANGUAGE EXPERIENCE

Teacher is writing the sentence or story that a child dictates.

III. WORD FINDING

To develop word finding give clues to aid children's memory. It begins with _____.
or It rhymes with _____.

IV. ILLUSTRATIONS

Allow students time to draw a picture to go with a dictated story.

V. LISTENING

Teacher reads a book to the students.
Many times the book can also be the stimulus for the lesson by showing the front cover.

Creative Writing Explanations

Lower School

Writing Discovery
or
Review

In lower school Mr. Snit can be used. Mr. Snit or DM Snit is the character that we think of to help us remember:

D - days

M - months

S - first word in sent

N - names

I - word I

T - titles

Discovery can be placed on the board to help our memory.

Language Experience

Teacher is writing the sentence or story that a child dictates.

Word Finding

To develop word finding give clues to aid children's memory.

"It begins with _____."

or

"It rhymes with _____."

Illustrations

Allow students time to draw a picture to go with a dictated story.

Listening

Teacher reads a book to the students.

Topic Sentence

Students are given a picture as a group or individually. Students may dictate a topic sentence for the teacher to write.

Individual Sentences

Students may be encouraged to think of sentences that might give more information about the topic sentence.

Paragraph Deck

The paragraph deck is used as a mnemonic device to help students remember what is included in a paragraph.

Specific Words
Deck
and/or
Spell It Right
Dictionary

Is a dictionary of learned words that has been compiled and is to be kept in the school notebook. It is to be kept with student's personal Spell It Right sheets. It is to be used to allow students help with words that they cannot spell.

Specific Words Deck

is teacher-made from student suggestions about their overused words or teacher suggested by stating an appropriate word for the day's theme and asking students for examples of other words that mean the same.

MULTISENSORY ENGLISH

Friday Lesson Plan
2nd Semester
(K - 1st Grade)

I. Writing Discovery or review

II. Language Experience

III. Word Finding

IV. Illustrations

V. Listening

MULTISENSORY ENGLISH

**Friday Lesson Plan
2nd Semester
(2nd Grade)**

I. Writing Discovery or review

II. Topic Sentence Work

III. Individual Sentences

IV. Illustrations

V. Listening

MULTISENSORY ENGLISH

Friday Lesson Plan
2nd Semester
(3rd Grade)

I. Writing Discovery or review

II. Paragraph Deck

III. Specific Words Deck

IV. Group Story

V. Listening

THESE LESSONS ARE RECOMMENDED ONE DAY FOR ONE HOUR A WEEK,
4 days a week we recommend Multisensory English.

EXAMPLE FRIDAY LESSON - 4th grade class

I. KEEPING TABS - skip

II. IMPROVEMENT DECK

Go around room and have children tell what every topic sentence needs. (Who, Did what, When, Where, Why or how? Show card that will be in improvement deck next week - Topic sentence Each student will need to have a topic sentence.

III. WRITING DISCOVERY OR REVIEW

Write the following sentence on the board:

John went shopping for a new soccer ball

What is missing?

Yes, a period at the end of the sentence.

What type of sentence is this?

Yes, it tells something. A telling sentence is called Declarative.

Declarative sentence-show card.

Have students repeat the definition.

IV. PARAGRAPH DECK

Display across the board for students to remember what every paragraph needs.

V. SPECIFIC WORDS

Transportation - planes

Can we list any words that describe a plane more carefully than plane? Yes, airplane, bomber, 727, 747 jet, aircraft carrier

Let's turn to our specific words section and list these words under Transportation.

VI. STIMULUS

Pass out toy airplanes.

Let's brainstorm with some words we might want to use in a story about airplanes.

VI. ILLUSTRATIONS

Pass out paper for drawing or constructing an airplane. Those who construct may also want to color.

VIII. LISTENING - read to students

Creative Writing Explanations

Middle/Upper School

Keeping Tabs

Students work is returned and he/she is encouraged to write the strengths/weakness and one item to improve on the Keeping Tabs sheet. He/she is to write down one of the weaknesses that he/she would like to improve as they work on a new assignment. Encourage he/she to repeat weakness until it becomes a habit. However, when it has become saturated, move to a new goal and come back to insecure ones later.

Writing Discovery
or
Review

See Hierarchy of Writing Skills

Stimulus and
Written Assignment

A stimulus can be a picture, a thought, a walk on a snowy day. Be creative.

Paragraph Deck

The paragraph deck is used as mnemonic device to help students remember what is included in a paragraph.

Specific Words Deck
and/or
Spell It Right
Dictionary

Is a dictionary of learned words that has been compiled and is to be kept in the school notebook. It is to be kept with student's personal Spell It Right sheets. It is to be used to allow students help with words that they cannot spell.

Proofreading Deck

See Hierarchy of Skills as to when to begin. Students are encouraged to proof their paragraph; however, the teacher must start with one part of the process at a time.

Listening

Teacher reads a book to the students.

Improvement Deck

Teacher made from student's suggestion as to what they would like to improve in their writing. Improvements come from teacher made suggestions. For suggestions teachers should consult Hierarchy of Skills and strengths/weaknesses recommendations.

Correction Deck

See Hierarchy of Skills. The correction deck is a deck that is used to teach students the code marks for correction that teachers will use for grading on creative writing papers. The correction deck is taught during writing discovery or review.

Four Step Plan

The four step plan is taught for students to understand the four areas that should be accomplished when writing a paper. The four step plan is: (A) Brainstorm, (B) write (C) proof (D) recopy. See Hierarchy of Skills for when to begin.

Multisensory English

FRIDAY LESSON PLAN
2nd Semester
(4th Grade)

I. Keeping Tabs

II. Improvement Deck

III. Writing Discovery or Review

IV. Paragraph Deck

V. Specific Words Deck

VI. Stimulus and/or Written Assignment

VII. Illustrations

VIII. Listening

Multisensory English

FRIDAY LESSON PLAN
2nd Semester
(5th Grade)

I. Keeping Tabs

II. Improvement Deck

III. Writing Discovery or Review

IV. Paragraph Deck

V. Specific Words Deck

VI. Stimulus and/or Written Assignment

VII. Proofreading Deck (Begin)

VIII. Listening

Multisensory English

FRIDAY LESSON PLAN
2nd Semester
(6th, 7th, 8th Grade)

I. Keeping Tabs

II. Improvement Deck

III. Correction Deck

IV. Writing Discovery or Review

V. Specific Words Deck/Paragraph Deck

VI. Stimulus and/or Written Assignment

VII. Proofreading Deck

VIII. Listening