Grammar and Writing

Chapter 13

Grammar 13.1

1. Review that a past participle is the past tense form of a verb that can be combined with the helping verb has, have, had, or will have and that perfect tense describes actions that have been completed. Have students write and expand the following sentence in past-perfect, present-perfect, and future-perfect tenses: Marco and Ina study. (Possible answers: past perfect: Marco and Ina had studied before their test; present perfect: Marco and Ina have already studied for this test; future perfect: Marco and Ina will have studied many hours by Friday.) Review that the word to combined with a verb is called an infinitive. An infinitive does not function as a verb. It can act as a noun functioning as a subject or direct object. An infinitive phrase contains the infinitive and its objects and modifiers. Write the following sentences and direct students to copy them on whiteboards to underline each infinitive phrase, and to write its function: I want to go swimming. (Direct object) To see Jesus was important for Zacchaeus. (Subject)

2. Write snap, laugh, stand, and walk and have students perform each verb. Teach that adverbs are words that answer the questions how, when, or where when they modify verbs, adjectives, and other adverbs. Add the following adverbs and choose volunteers to act out each new phrase: snap rhythmically, laugh softly, stand here, and walk away now. Convey that adverbs provide more information about verbs. Ask which of the adverbs describe how (rhythmically, softly), when (now), and where (here, away). Teach that some adverbs that answer how are more specific. They answer how much or how little, or they tell how much intensity verbs, adjectives, and other adverbs express. These adverbs are called adverbs of degree. Write Mercy swims fairly well. Ask which adverb modifies swims. (Well) Convey that the adverb fairly expresses how well Mercy swims. Cross out the word fairly. Ask students for other adverbs could answer to what extent. (Possible answers: very, extremely, rather) Display DM 13.1A Chart: Adverbs. Select volunteers to read the adverbs and example sentences. For the sentences, ask which adverb answers how (silently), when (Earlier), where (downstairs), and to what extent (barely).

Write Tilly served her friends happily. Have students identify the adverb and the question it answers. (Happily, how) Diagram the subject, verb, and direct object. Review that possessive pronouns are diagrammed on a slanted line under the words they modify. Have a volunteer add her to the diagram as shown below. Teach that in sentence diagrams, each adverb is diagrammed on a separate slanted line under the word it describes. Add happily to the diagram as shown.

   Tilly    served    friends
         happily

3. Direct students’ attention to the student page for Lesson 13.1. Have students complete the page.

Writing 13.1

1. Arrange students in groups. Distribute “A Bird, Came Down the Walk” by Emily Dickinson and direct students to read it silently. Then, have group members collaboratively identify the main idea of the whole poem and of each stanza. Guide group members to collectively compose a 2–4 sentence summary of the poem. Have individuals copy the summaries into their writing notebooks.

2. Convey that poets select and arrange words into lines and stanzas to create sound patterns and to emphasize specific sensory details, emotions, or ideas. Such careful crafting gives each poem a tone, which is an author’s emotion reflected in a text. Redirect students’ attention to “A Bird, came down the Walk.” (Note: Punctuation and capitalization of poem’s title are preserved from original.) Point out the multiple, simple observations about a bird. Ask students what tone, or emotion, these convey. (Curiosity) Have students retain the poem for use throughout the chapter.

3. Take students on a nature walk. Guide them to carefully observe sights, sounds, smells, and textures associated with any natural object, animal, or setting they are especially attracted to. Return to the classroom and arrange students in groups. Direct group members to take turns
describing sensory details about one thing they observed during the walk, including the emotion they felt in relation to it, regardless of whether that emotion was felt more during the observation or when thinking about it later. Have students write in their writing notebooks what they observed, an emotion related to their observation, and as many sensory details as they can recall.

Grammar 13.2

1. Review that adverbs answer how, when, where, or to what extent about verbs, adjectives, and other adverbs. Arrange students in a circle. Toss a FOAM BALL to a student while stating one of the following adverbs and have that student state the question the adverb answers: carefully (how), later (when), somewhere (where), very (to what extent), never (when), there (where), confidently (how), and extremely (to what extent). Then, direct that student to gently toss the ball to another student as you state the next adverb. Continue with additional adverbs as time allows.

2. Write Kelly solved a puzzle calmly. Teach that adverbs modifying verbs may change position in a sentence. Rewrite the sentence as Calmly, Kelly solved a puzzle. Point out the adverb at the beginning of the sentence and the comma following it. Direct students to rewrite the sentence placing the adverb in the middle of the sentence. (Kelly calmly solved a puzzle.) Teach that adverbs modifying adjectives and adverbs always come before the words they modify. Write Very cautiously, Riley opened the door. Select a volunteer to underline the adverbs. (Very, cautiously) Ask which adverb modifies the other adverb. (Very modifies cautiously.) Explain that the adverb very must remain in front of the adverb cautiously even when moved to a different part of the sentence. Have students rewrite the sentence with the adverb in the middle and then with the adverbs at the end. (Riley very cautiously opened the door; Riley opened the door very cautiously.)

3. Display DM 13.2A Adverb Diagrams. Read the first description and example sentence aloud. Ask students which adverb answers how (suddenly), when (yesterday), and where (inside). Remind students that an adverb that describes a verb is diagrammed on a slanted line under the verb. Review that adverbs of degree describe to what extent they modify verbs, adjectives, or other adverbs. They are written in front of the word they describe. Read the second example sentence. Ask which adverb answers how the bird squawked. (loudly) Which word answers how loudly? (quietly) Point out that quietly is an adverb of degree that answers to what extent. For the

NEW A ____________

Underline the adverb. Write how, when, where, or to what extent for the question it answers.
1. Chipmunks live underground in burrows ________
2. The weather is unusually warm for this time of year ________
3. Summary: Adair will have gone ten days without chocolate ________
4. Never have her favorite toy added ________
5. My Americano nearly gave her class ________

Draw an arrow from the bold adverb to the word it modifies. Make a check mark to show whether it modifies a verb, adjective, or another adverb.
6. Beauty does not know what she will get her brother for his birthday ________
7. After the meeting, the book was unexpectedly heavy ________
8. The child waited impatiently for her mother ________
9. So far, Mark will fly to Germany to visit his cousins ________
10. Oddly, we do not have a pet store nearby ________

Diagram the sentence.
11. The rain pounded relentlessly ________

Highlight the infinitive phrase. Write subject or direct object to identify its function.
12. To watch her dog win the Dachshund Dash was Rommer’s dream ________
13. The entire Gable family loves to sing ________
14. To try to understand his computer problem on his own ________
15. To play in the championship game was a football player’s dream ________

Verbs adjective adverb

Write an adverb from the Answer Bank to complete each sentence. Draw an arrow to the word it modifies. Code the part of speech of the modified word.
1. Adam was ________ carefully over the loss of his prized violin ________
2. He ________ truthfully admitted the theft to the police when they came to his house ________
3. Adam had conducted searches ________ nearby ________
4. The police thought his findings were ________ false ________
5. The police thought his findings were ________ false ________

Diagram the subject, verb, adjectives, adverbs, and infinitions.
6. Great! A friendly hairy spider came onto the floor ________

Answer Bank

Adverb

Verb adjective adverb

Write an adverb from the Answer Bank to complete each sentence. Draw an arrow to the word it modifies. Code the part of speech of the modified word.
7. basic hardly grass at the climb ________
8. Right now, chicken tidies on the grill ________
9. Kenya asked Nagata about the note she had ________

Diagram the subject, verb, adjectives, adverbs, and infinitions.
10. Aesthetics, more cheerful, answered the phone ________
11. Will order the placement ________
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**Chapter 13**

**RECOVERY**

- Gather several objects from nature. Arrange students in groups. In each group, direct all but one student to close their eyes. Display an object from nature and have the student with open eyes describe it using two different sensory details without telling what the object is. Direct other group members to guess what the object is. Have those who guess incorrectly open their eyes and provide a different sensory description of the object. Continue until a student correctly guesses the object or until all group members have guessed incorrectly. Continue the activity with the remaining objects as time permits. *(Writing 13.1)*

- Help students understand the difference between the relative adverbs *where*, *when*, and *why* and regular adverbs, like those on DM 13.1A Chart: Adverbs, that answer the questions *how*, *when*, *where*, and *to what extent*. Emphasize that relative adverbs join two clauses. They introduce a dependent clause that describes or relates to a noun in the independent clause. Regular adverbs describe verbs, adjectives, or other adverbs. Write two example sentences, one with a relative adverb and one with a regular adverb. Discuss the sentences, asking questions about them until students are able to verbalize the functions of each type of adverb. *(Grammar 13.3)*

**Writing 13.2**

1 Direct students to retrieve “A Bird, came down the Walk” Have them close their eyes while you read the first line aloud. Direct students open their eyes and briefly discuss what kind of bird they imagined and how it moved. Have students close their eyes again while you read aloud the second line. Discus whether students’ mental images changed and how the bird might move differently if it were aware of the observer. Read the third line. Ask how it changes students’ mental images. *(Possible answer: The bird stopped moving forward and bit a worm.)* Direct students’ attention to the printed poem. Convey that each line of a poem tells a specific description or idea. Successive lines may build on each other, as in lines 1–2, or they may shift to different images or ideas, as in lines 2–3. Ask whether the this poem’s details are organized by importance, location, or time. *(time)* Share that poets may organize their details in any way that makes sense. Guide students to begin creating a checklist for a nature poem that includes lines focused on specific descriptions or ideas and the poem having at least eight lines.

2 Direct students to each draft a poem in their writing notebooks using their listed sensory observations from their nature walk. Share that at this time, the poems do not need to include rhyme or complete sentences but should focus on telling one specific description or idea in each line. Guide students to select sensory descriptions that convey their desired tone.

**Grammar 13.3**

1 Have students write a simple sentence containing an adverb. Direct them to trade sentences with a partner and to diagram their partner’s sentence. Have them identify whether their partner’s adverb modifies a verb, an adjective, or another adverb.

2 Teach that the words *where*, *when*, and *why* are relative adverbs. They provide information about places, time, or reasons. Relative adverbs join two clauses. Review that independent clauses stand alone as a complete thought with a subject and a verb. Dependent clauses do not stand alone as a complete thought even though they also have a subject and a verb. Write The groundskeeper
searched the garden where the mole was seen. Ask for the independent clause. *(The groundskeeper searched the garden).* Teach that the clause that begins with the relative adverb is a dependent clause that relates to or describes a noun in the independent clause. Ask what the relative adverb is. *(where)* What is the dependent clause? *(where the mole was seen)* Which noun does it describe? *(garden)* Does it describe a time, place, or reason? *(place)* Reiterate that relative adverbs can be used to combine clauses. Display DM 13.3A Relative Adverbs and read the examples. Have students complete the practice sentence. *(I like Homer Field where I play baseball.)*

3 Direct students’ attention to the student page for Lesson 13.3. Have them complete the page.

**Writing 13.3**

Direct students to retrieve “A Bird, came down the Walk” and to read the first two stanzas chorally. Ask them which pair of words rhyme. *(saw and raw, Grass and pass)* Which lines of each stanza rhyme? *(2 and 4)* Does this pattern continue throughout the poem? *(No)* Share that many poets use consistent rhyming patterns or use no rhyme but that Emily Dickinson chose to be different. Then, have students chorally read the fourth and fifth stanzas. Ask which sound is repeated in the first two lines of the fourth stanza. *(/k/)* Which sounds are repeated in the last stanza? *(/l/, /sl/, /bl/)* Share that the repetition of first or emphasized sounds is called alliteration. Both rhyme and alliteration are sound devices often used in poetry. Onomatopoeia, or words that imitate the sounds they describe, is another common sound device. Guide students to add to their checklists that their poems should include at least one example of a sound device.

2 Direct students to retrieve their nature poems and to revise them to include at least one sound device. State that students may substitute sensory details to make their sound devices work better but that their details and sound devices should maintain their desired tone.

**Grammar 13.4**

1 Have students name the three relative adverbs. *(where, when, why)* Write *Treacherously icy roads were the reason school was canceled.* Ask which relative adverb completes the sentence. *(why)* Have students write a sentence containing a relative adverb. Then, direct them to switch sentences with a partner and to circle the relative adverb. Select volunteers to share their sentences.

**ENRICHMENT**

- For Exercise 11 on the Lesson 13.3 student page, have students write two additional sentences using each kind of word in a different order than listed on the page. Encourage students to include compound elements, such as a compound subject, verb, or direct object. Direct them to trade papers with a partner and to diagram their partner’s sentences. (Note: Verify students’ diagrams using BLMs 1.5B—C Diagramming Reference Sheet.) *(Grammar 13.3)*
Grammar and Writing

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2 Write *Somehow, Sybil’s lunch box fell upside down.* Ask students which words answer how. *(somehow, upside down)* State that *somehow and upside down* are both compound adverbs. Teach that a compound adverb is two or more words joined together to function as one adverb. The words may be combined as one word *(somehow)*, separated *(upside down)*, or hyphenated *(off-road)*. Write *Chesteron drove his truck off-road.* Have students name the compound adverb and the question it answers. *(off-road, where)* Display DM 13.4A Compound Adverbs. Chorally read the examples. Explain any adverbs that are unfamiliar to students. Then, direct students to write sentences using compound adverbs. Have them keep their sentences for the next activity.

3 Display DM 13.4B Adverbs or Adjectives and review the information at the top. For each sentence, direct students to write the bold word that best describes the underlined word and to identify it as an adverb or adjective. *(1. semi-regularly, adverb; 2. hard-working, adjective; 3. barely, adverb; 4. greedy, adjective; 5. topsy-turvy, adverb; 6. extremely, adverb)* Then, display DM 13.4A and state that some of the compound adverbs listed can also be used as adjectives, such as in *overnight bag or upside-down cake*. Have students retrieve their sentences from the previous activity and verify that their compound adverbs function as adverbs, not as adjectives.

4 Write *Priscilla walks slowly, but Lita walks quickly.* Have students identify the adverbs. *(slowly, quickly)* Convey that *slowly and quickly* are adverbs that can be dull and overused. Distribute Thesaurus to volunteers and have them find more interesting synonyms for the words. Reread the sentence with the synonyms and point out that vivid adverbs create stronger mental images.

5 Direct students’ attention to the student page for Lesson 13.4. Have students complete the page.

Writing 13.4

1 Arrange students in groups. Direct them to locate Psalm 19 in their Bibles. Guide them to identify the stanzas and then have them read the psalm silently. Direct group members to collaboratively identify the main idea of the whole psalm and of each stanza. Guide group members to collectively compose a 2–4 sentence summary of the psalm. Have individuals copy the summaries into their writing notebooks.

2 Redirect students’ attention to Psalm 19. Ask students, according to verses 1–2, what God uses to reveal truth about Himself. *(Possible answers: creation; heavens, skies)* According to verses 7–11, what else does God use to reveal His truth? *(His Word)* Reiterate that God spoke directly through His Word to reveal everything people need to know about Him, about what He wants them to do, and about how to have relationship with Him *(2 Timothy 3:14–17)*. In response to God’s revelation, ask how believers should respond according to verses 12–14. *(by asking God to forgive their sin, by asking His help not to sin, and by acting in ways that please Him)*

3 Direct students to retrieve “A Bird, came down the Walk.” Have them read the third stanza chorally. Ask whether the phrase “Velvet Head” suggests a positive or a negative tone. *(positive)* What other words could be used instead of *velvet?* *(Possible answers: smooth, soft, silky)* Discuss with students how their mental images of the bird’s head change with the use of different synonyms. Challenge students to change *velvet* to create a negative tone. *(Possible answers: scrappy, matted, skittish, fearful)* Emphasize that vivid words help readers imagine something in exact detail, which helps writers convey their desired tone. State that figurative language helps create vivid mental images through comparisons. Review the types of figurative language: similes compare things using the words *like or as*; metaphors compare two unlike things without using *like or as*; personification compares animals or objects to humans by giving them human characteristics or behaviors; hyperbole is used to exaggerate a point, which creates a mental comparison between the exaggeration and reality. Guide students to identify figurative language in lines 11–12 and 15–20. *(Possible answers: looked like frightened Beads, rowed him softer Home)* Lead a discussion about the mental images the figurative language inspires.

4 Guide students to add items to their checklists about using vivid words and one instance of figurative language. Have students revise their poems to include these but keep their desired tone.
Grammar 13.5

1. Review that adverbs answer the questions how, when, or where when they modify verbs. They answer the question to what extent when they modify adjectives or other adverbs. When adverbs describe verbs, they may be placed at the beginning, middle, or end of a sentence. Adverbs that modify adjectives or other adverbs are placed before the words they describe. Relative adverbs where, when, and why join independent and dependent clauses. They relate to nouns by describing a time, place, or reason. Distribute BLM 13.5A Building Sentences to each student. Arrange students in small groups and have group members work together to complete the page. (Note: Verify any variations of diagrams with BLMs 1.5B–C Diagramming Reference Sheet.)

2. Direct students to turn to the student pages for Lesson 13.5 and to complete Exercise 1. Read Joshua 1:9. State that Joshua was about to lead the conquest of the promised land as God had directed him. Ask what gave Joshua the courage he needed to complete this dangerous task. (God promised to be with him.) Convey that believers today have the same promise. They can follow God’s leading without fear because He will protect and provide for them along the way. Have volunteers share situations in which believers need courage. (Answers will vary.) Guide students to brainstorm adverbs for how they can follow God. (Possible answers: boldly, confidently, courageously, faithfully) Have them complete the remaining exercises on their student pages.

3. Distribute BLMs 13.5B–C Grammar Test: Chapter 13 to each student and administer the test.

Writing 13.5

1. Have students retrieve “A Bird, came down the Walk” and direct their attention to the words that begin each line. State that lines of poetry begin with capital letters. Review that complete sentences should be punctuated as such but that complete sentences are not required. Have students add these items to their checklists. Then, direct students to type their nature poems using the prepared devices. Have students revise their poems according to their checklists before printing.

2. As time allows, arrange students in groups and have them read their poems aloud. Guide students to engage in balanced, courteous, small-group discussions about how the sensory descriptions, sound devices, and figurative language in each poem create a particular tone and mental image.

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**Writing 13.5**

1. Use the code to fill in the missing words. Highlight the adverbs.

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<th>ADV(N/A)</th>
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</tr>
</tbody>
</table>

   Did NOT command you to be strong and Courageous? Therefore do NOT be afraid nor discouraged. Your God will be 
   with you! But be with you wherever you go. (Joshua 1:9)

   Circle the adverbs in the sentence that answer the given question. Label the verb, adjective, or adverb it modifies.

   2. how
   Twin lions and leopards often share dwellings.
   3. when
   Grandma, did you really take AIDS in the new frequently as a kid?
   4. how
   My faithful father makes our payments on time.
   5. to what extent
   The media help publish stories about them.
   6. label verb in the sentence. Diagram the sentence.
   ADV N ADV ADV

   N = noun
   H = helping verb
   V = linking verb
   ADV = adverb
   ADJ = adjective
   ADV = adverb

   Make a check mark next to each sentence in which the relative adverb is used correctly.

   7. The Peabody is the hotel in Memphis where ducks daily march through the lobby
   8. A songwriter composed lyrics by a range where bullfrogs croak and anoles play
   9. Do you know the reason when Penny quit the cheerleading squad?
Lesson 13.1

1. For the spelling pretest, use the sentences that follow or develop original ones. Say each underlined word, use it in a sentence, and repeat the word. Then, have students write each spelling word. Direct students who cannot spell a word to write the letters they hear.

Pattern Words
1. There was a peaceful protest at the courthouse.
2. The new apartment complex is near the beach.
3. Our street flooded when tree roots blocked the sewer.
4. The conflict between the siblings ended quickly.
5. We used our computer game console to stream a video about the ocean.
6. The contract for the purchase was signed by both buyer and seller.
7. Mrs. Gonzales will excuse her class from an assignment.
8. Currents increase the nutrients in ocean water.
9. The expired coupon was invalid.
10. Our teacher will produce a map of the Gulf Stream.
11. We will record the science program to view later.
12. The wound in the sailor’s foot was from a sharp splinter.

Content-Specific Words
13. The waves rolled past our boat in a continuous advance on the shore.
14. The moon exerts a gravitational pull on the tides.
15. The course of a current can undergo periodic changes.
16. The swimmer was in close proximity to the shore.
17. A current’s direction is caused by the rotation of the earth.
18. The force of gravity creates ocean tides.
19. A red sailboat bobbed up and down on the water’s surface.

Power Words
20. Jesus is God’s provision for the salvation of all who believe.
21. Some cargo is transportable only by ship.
22. Mrs. Milano is transporting the students’ science fair projects.
23. Lucille can envision herself owning the restaurant of her dreams.

Challenge Words
24. ________________________________ (Insert your choice.)
25. ________________________________ (Insert your choice.)

2. (Note: The pattern words for this lesson are homographs. One of each homograph is presented in the pretest sentences. The Spelling Dictionary lists each homograph as a separate entry word.) Direct students to self-correct their pretests. Write each word on the board. Point out that the pattern words in this chapter are homographs. Homographs are words that are spelled the same but have different meanings and pronunciations. The pronunciation of the homograph depends on the way the word is used in context. Note the roots port and vs in the power words.

3. As a class, read, spell, and read each word. Direct students to circle misspelled words with a colored pencil and to rewrite them correctly.

4. Proof and return students’ pretests. Direct students to use their pretests for individualized study at school or at home.

5. Distribute BLM 13.1A Spelling Study Strategy: Chapter 13 for students to use when practicing their words at home.
Lesson 13.2 🌟.homographs

1. Display DM 13.2A: Chart: Homographs and select a volunteer to read the definition at the top. Then, read each sentence below and the two pronunciations on DM 13.2A for the underlined word, repeating the pronunciations as needed. Select a volunteer to pronounce and circle the pronunciation that matches the pronunciation of the underlined word.
   - There is no excuse for poor quality work. (/ɪkˈsɛks/)  (p. 273)
   - We helped the invalid with his yard work. (/‘ɪn  və lɪd/) (p. 273)
   - The sewer pricked his finger with the needle. (/sɔ’ɜə/)  (p. 273)
   - My project ideas conflict with the director’s. (/ˈkɒn ˈflikt/) (p. 274)
   - We will console Geneva after the loss of her puppy. (/ˈkɒn ˈsɔl/) (p. 274)
   - The pupils in our eyes contrast in bright light. (/ˈkɒn trækt/) (p. 274)
   - The local grocer carries fresh produce. (/ˈprəʊ dəs/) (p. 274)
   - The witness’s testimony was entered into the trial record. (/ˈriː kərd/) (p. 275)
   - I wound the garden hose on the reel. (/ˈwound/) (p. 275)
   - The dogs protest their hunger by whimpering. (/ˈprəʊ ˈtest/) (p. 275)
   - Predicting rip currents is often a complex science. (/ˈkʌmplɪks/) (p. 275)
   - With extra study, Sabrina will increase her scores. (/ɪnˈkriːs/) (p. 275)

2. Choose volunteers to read the pronunciations from DM 13.2A that were not circled and to generate original sentences. Direct students to check the definitions in the dictionary at the back of their student books as needed. Then, display DMs 13.2B–C: Chart: Homographs, arrange students in pairs, and assign a set of homographs to each pair. Direct pairs to think of how to act out their words’ meanings. Then, have pairs demonstrate their homographs’ meanings for the class.

3. Direct students’ attention to the first student page for Lesson 13.2. Say, spell, and say each pattern, content-specific, and power word. Read this chapter’s challenge words and have students write them in the spaces provided. Direct students to complete the exercises independently.
ENRICHMENT

- For students who spelled all the words correctly on the spelling pretest, assign three of the following extra challenge words: kinesthetic, forevermore, charitable, infectious, subordinate, or violation. (13.1)
- Direct students’ attention to the map of the GulfStream on the second student page for Lesson 13.2. State that this drawing was made by Benjamin Franklin over 200 years ago. Challenge students to draw a map showing the location and physical features of an interesting place of their choice. Have them write a persuasive paragraph encouraging their classmates to visit. (13.5)

4 Have students turn to the second student page for Lesson 13.2 and build the power words.
   - The root port, the prefix trans-, and the suffix -ing make the word transporting.
   - The root vis, the prefix pro-, and the suffix -ion make the word provision.
   - The root vis, the prefix en-, and the suffix -ion make the word envision.
   - The root port, the prefix trans-, and the suffix -able make the word transportable.

Ask students for additional words that have the roots port and vis. (Possible answers: export, portable, vision, visual) Direct students to complete the exercises independently.

Lesson 13.4 🌟

1 Direct students to find the homographs wound, wound, console, and console in the dictionary at the back of their student books. Have students read the definitions for both entries for each homograph silently and study each homograph. Select volunteers to read the sample sentence for each word aloud. Then, read the following sentences one at a time and ask students which dictionary entry matches each sentence:
   - When I fell, I received a wound on my knee. (one)
   - Nathan wound the antique clock before setting the time. (two)
   - Aang will console his friend. (two)
   - The game console needs repair. (one)

2 Display only the homographs and their pronunciations from DMs 13.2B–C Chart: Homographs. Arrange students in pairs. Direct pairs to choose two words from the chart, each from a different set of homographs. Have pairs create a sentence for each word to read to the class. After pairs read each of their sentences, select volunteers to point to the pronunciation of the homograph used in the sentence.

3 Have students turn to the word excuse in their student dictionary. Ask for the part of speech, definition, and sample sentence of the second entry. (n.; a good reason; Mr. Axe accepted Monica’s excuse for being late to class.) Share that God’s divine qualities are evident to all people, believers and nonbelievers, in His creation that is all around them. The world is full of examples of God’s purposeful design and ongoing attention. Read Romans 1:20 and point out that this verse shows that even those who have not heard the Gospel still can understand that God is their Creator and that people are sinful. Ask what kinds of excuses people make for not following Jesus. (Answers will vary.) Summarize Luke 14:15–23 and point out that Jesus told this parable to illustrate how those who make excuses to not follow Him will never take part in the blessings of eternal life with Him.

4 Direct students’ attention to the student page for Lesson 13.4 and have students complete it independently.

Lesson 13.5 🌟

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</table>

1 Display DM 13.5A Proofreading: Kuroshio. Remind students that persuasive writing is a kind of writing used to convince the reader of a particular point of view. Read the article and ask students what the author is trying to persuade the reader to consider. (Possible answers:
to stay safe from typhoons by knowing where they may occur, to stay safe from typhoons by preparing for them and not underestimating them. Review the proofreading marks and remind students that these marks are used to correct mistakes in a piece of writing. Slowly read the text and direct students to raise their hands when they notice an error. Have students identify the marks that are needed to correct the error. Correct the identified mistakes using the appropriate proofreading marks. Use BLM 13.A.5 Answer Key for DM 13.5A as a guide. Display DM 13.5B Proofreading: Kurosio and choose a volunteer to read the corrected version of the text.

2 Direct students' attention to the student page for Lesson 13.5 and have students complete it independently.

3 Administer the test. Dictate the words by using the sentences from the pretest or by developing original ones. Reserve the words record, increase, surface, gravity, and transporting for the dictation sentences. Use the following procedure for the dictation sentences: read the sentence, direct the class to say the sentence with you, then read the sentence again. Dictate the following sentences:

- Sailors made maps to record the location of useful currents.
- Knowledge of currents began to increase in the 1500s.
- Water on the surface of the current is warmer.
- The force of gravity from the moon creates ocean tides on Earth.
- The ships will begin transporting cargo again after the repairs are finished.

Use the proofreading marks to identify mistakes in this article. Correctly write the misspelled words on the lines below.

**Safety Tips for Rip Currents**

When waves cause strong, offshore current that collides with the return flow of waves, a rip current is formed. Rip currents flow away from shore, sometimes with great strength. Although visible to people on the beach, rip currents usually extend far seaward through the surf zone and past the breakers. If awareness of rip currents is not increased, serious injuries may result. A rip current begins when an unexpected swimmer goes beyond a rip current to a point where he or she is unable to swim against the rip current. The swimmer should swim shoreward as soon as possible. Use the table on the next page to identify mistakes in the text. Correctly write the misspelled words on the lines below.

Order may vary.

1. continuous
2. produce
3. transporting
4. increase
5. conflict
6. surface
7. record
8. seven
9. half
10.Human activities can cause problems for marine ecosystems. Extreme fishing methods can lead to overfishing, which can harm the marine ecosystem. Without intervention, the marine ecosystem can become severely damaged. Therefore, it is crucial to manage fishing practices to protect marine ecosystems and ensure their sustainability.

1. Continuous fishing can lead to overfishing, which can harm the marine ecosystem. Without intervention, the marine ecosystem can become severely damaged. Therefore, it is crucial to manage fishing practices to protect marine ecosystems and ensure their sustainability.

2. Continuous fishing can lead to overfishing, which can harm the marine ecosystem. Without intervention, the marine ecosystem can become severely damaged. Therefore, it is crucial to manage fishing practices to protect marine ecosystems and ensure their sustainability.

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VOCABULARY BUILDER
- clarification an explanation that makes something clear or understandable
- confirm to assure that something is true
- image a physical or mental picture
- multimedia including several types of media such as video, images, or sound
- paraphrase to say or write something else’s idea using different words

Chapter 13

Lesson 13.1
1 Divide the class into two teams. Have one student from each team come to the board. Reveal a prepared vocabulary word card to the two students and direct them to each draw a picture on the board. Direct teams to guess the word from the drawings. Award a point to the team that guesses the word first. Continue playing until all students have had a turn or as time allows.

2 Review with students that making an organizer or word map of new words is one vocabulary building strategy that will help them remember the words and make connections to them. Display DM 13.1A Word Map: Paraphrase. Write the vocabulary word paraphrase on the word map. Challenge students to use their knowledge of word parts and any other prior knowledge to share what they think the verb paraphrase means. (Answers will vary.) Arrange students into small groups and assign groups a resource to use, including a thesaurus, a print dictionary, students’ dictionary in the back of their books, or an online dictionary. Direct groups to look up the word paraphrase in their resource and to create their own definition of the word. Have the group who has the online dictionary play the pronunciation aloud for the class. Direct groups to share the information in their resource and their created definition and then complete the word map together. For my definition, guide the class to create a definition in their own words. For sentence, construct a sentence together that helps communicate the meaning of the word. For picture, state that students can draw a symbol or another visual representation to help them remember the word. For synonyms and antonyms, have students select a few words from the thesaurus that they already know the meaning of and then discuss the meaning of other unknown synonyms and antonyms. (Note: Refer to BL 13.1A Answer Key for DM 13.1A for answers.)

3 Write the vocabulary word multimedia on the board and direct groups to create their own word map for it. Encourage groups to come up with their own section headings, such as word parts, related words, examples, and non-examples. Distribute additional thesauri and dictionaries to groups and direct them to look up the word in more than one resource to better understand its meaning. For students who used a thesaurus, ask what they noticed about this vocabulary word. (Possible answers: It is not in the thesaurus; it does not have any synonyms or antonyms.) Have each group share their word maps with the class.

4 Direct students’ attention to the student page for Lesson 13.1 and have students work in pairs or small groups to complete the page. For Exercises 1–3, guide pairs to use their dictionaries, thesauri, and online dictionaries to construct their own definitions. Discuss students’ answers.

Lesson 13.3
1 Have students retrieve their word study notebooks. Direct them to title a new page Chapter 13 Vocabulary Sentences and to write a sentence for each vocabulary word that helps communicate the meaning of the word. Have them slip every other line on their papers. Then, arrange the class in small groups and have students share their sentences. Select a strong sentence for each word to write on the board. Have groups discuss how the context of each sentence on the board helps the reader better understand the meaning of the vocabulary word. Encourage students to write any sentences from the board in their word study notebooks that they think are helpful examples for understanding the new words. Have students retain their sentences for the next activity.

2 Display DM 13.3A Synonyms. Read the sentences chorally and point out the vocabulary words in bold. Have volunteers highlight the synonyms in each of the second sentences. (1. explanation; 2. assured; 3. pictures; 4. rephrase) Ask students why multimedia is not included in the sentences. (because it does not have any synonyms)

Direct students to turn to their Chapter 13 vocabulary sentences in their word study notebooks and to exchange notebooks with a partner. Above the vocabulary words clarification, confirm, image, and paraphrase, have partners write a synonym that could replace the word in the sentence. Guide students to pay attention to the context of the sentence to ensure that they are not choosing a word that has a different shade of meaning than the vocabulary word. For multimedia, have partners insert a proofreading mark to add more information to the sentence to help build
the meaning of the word. For example, they may add a phrase starting with such as and listing examples of types of multimedia.

3 Divide the class into teams. Have the first player in each team write clarification, confirm, image, and paraphrase across the top of a whiteboard and then pass the board to the next player on the team. Read one of the following synonyms and direct players to write the word under the correct vocabulary word and then to pass the board to the next player: reward (paraphrase), explanation (clarification), prove (confirm), summarize (paraphrase), illustration (image), verify (confirm), validate (confirm), portrait (image). Then, read each column of words and have groups tally the number of synonyms they wrote under the correct heading. Clarify the slightly different meanings between the words summarize and paraphrase. Explain that summarizing is often giving a short description of a larger work, while paraphrasing may or may not be shorter than the original.

4 State that the word image can refer to a physical, digital, or mental picture. Convey that while the apostle John was exiled on the island of Patmos, God gave him mental images and visions that revealed future events. John recorded his images as words, which became the book of Revelation. The book provides hope for believers because it portrays a conquering, powerful Jesus returning as the Almighty (Revelation 1:1–8). Point out that when Jesus first came to Earth, He was here to serve; but in Revelation, He is shown as a warrior and King. He is still the same loving Lord, but the time has come for Him to reign over heaven and Earth. Read the descriptions of Jesus in Revelation 1:12–17 and 19:11–16 while students close their eyes and visualize the images that come to mind. Ask students what hope and promises for the future these images provide believers. (Possible answers: that Jesus is King and will rule over all, that Jesus will come again, that He is faithful and true)

5 Direct students’ attention to the student page for Lesson 13.3 and have students complete it.

Lesson 13.5
1 Briefly review this chapter’s Vocabulary Builder words.

2 Distribute BLM 13.5A Vocabulary Test: Chapter 13 to each student and administer the test.