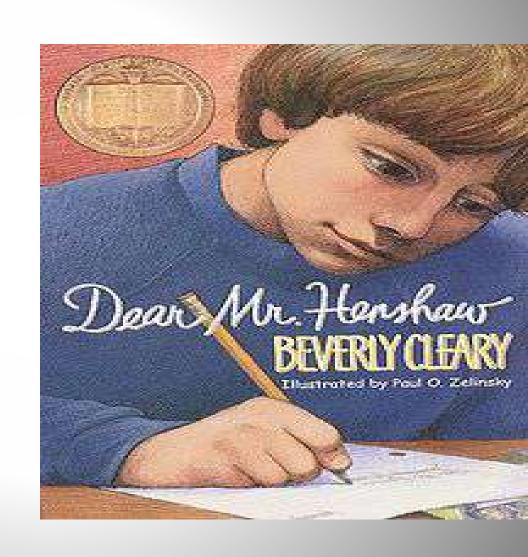
Dear Mr. Henshaw

- Author: Beverly Cleary
- Illustrator: Paul O. Zelinsky
- Genre: realistic fiction ~ realistic characters and vents come to life in a fictional plot
- Day 1
- Day 2
- Day 3
- Day 4
- Day 5



Day 1 Schedule

- Reading
 - Vocabulary
 - Making Inferences
 - Read segment 1 (416-424)
- Word Work
 - Spelling pretest (437g)

- Writing and Language
 - Daily LanguagePractice

Vocabulary

Objective: we will define new vocabulary words.

- <u>diary</u>: a daily record or journal
- <u>disappointed</u>: made unhappy by seeing one's hopes come to nothing
- <u>experience</u>: something that happens to someone
- prose: ordinary spoken or written language as opposed to verse of poetry

- <u>rejected</u>: turned down; did not accept
- snoop: someone who tries to find out about other people's doings in a sneaky way
- splendid: excellent
- <u>submitted</u>: offered one's work to someone who might publish it
- understanding: knowledge of something; being aware of why something is the way it is

We will insert words where they best fit the context.

diary
disappointed
experience
prose
rejected
snoop
splendid
submitted
understanding

•	Do you fill page after page of your with fascinating descriptions of every					
	you can recall? Are					
	you	when	your pen	runs		
	out of ink?					
•	Do you turn ideas into	o		and		
	then into dialogue with ease?					
•	Are you tired of having the					
	scripts you've		_ be			
	by producers? Would you like					
	to gain a better			of		
	how to have the scripts be accepted and					
	made into movies?					
•	You don't have to be		to			
	learn the secrets of successful film script writing. Just sign up for the Beginning Screen Writing course this summer.					

Making Inferences

Objective: We will make inferences.

Prior Knowledge:

 Your friend shows up wearing shin guards and cleats. What guess can you make about the game your friend will be playing?

Concept:

- Inference: an educated guess
- Importance: during important events in a story, the author often lets action and emotions carry the information. It is necessary to make inferences to figure out what the characters are feeling.

Making Inferences

Skill

- Context clues + personal knowledge = inference
- 2. Revise old inferences and make new ones based on new details and clues in the story.

I do

- Open your practice book to page 248.
- Let's read the first 3
 sentences in the entry for
 Tuesday, March 20, on
 page 419.

	Evidence from the story	Own experiences	Inferences	
What kind of person is Leigh?	When the librarian tells him he still has time to enter a contest to meet a famous author, which he wants to do, he gets right to work.	Someone who is willing to start a difficult task right away in order to achieve something is responsible.	Leigh is responsible.	

Making Inferences

We do

- Let's read pg. 417 to make an additional inference about the type of person Leigh is.
 - How long has Leigh been writing to Mr. Henshaw?
 - What types of experiences is Leigh dealing with as the story begins?
 - What does this tell us about Leigh?

Closure

- What word means "educated guess"?
- What do we use to make an inference?
- You walk into a room and see your best friend jumping up and down and clapping her hands. What could you infer just happened?

Practice

 Continue filling in the chart on practice book pg. 248

Daily Language Practice

 This is the most dreadful thing that has happened to our team?

 It is always nice to see Jacks cheerfull face.

 Mrs Lopez was speechlest when she saw her pictures on our poster.

Day 2 Schedule

Reading

- Segment 2 (424-430)
- Making inferences
 - Practice book pg. 248
- Comprehension questions
 - Practice book pg. 249
- Vocabulary
 - Practice book pg. 247

Word Work

- Suffixes (437e)
 - Practice book pg. 252
- Spelling
 - Practice book pg. 253

Writing and Language

- Daily LanguagePractice
- Grammar
 - Practice book pg. 257

Daily Language Practice

I have seen dr. Moyer countles times.

Annas best trait is her deeliteful personality.

Day 3 Schedule

- Reading
 - Partner read
 - Making inferences
 - Practice book pg. 250-251
- Work Work
 - Spelling
 - Practice book pg. 254

- Writing and Language
 - Titles
 - Daily LanguagePractice

Titles

Objective

 We will capitalize and punctuate titles correctly.

Prior Knowledge

- I read Ramona the Pest in 3rd grade.
 - What is the title of the book?
 - How do you know?
- My favorite chapter was "Show and Tell."
 - What is the title of the chapter?
 - How do you know?

Titles

Skill

- When you write the title of a book, movie, or newspaper, capitalize the first, the last, and each important word.
- Capitalize forms of the verb be, including is, are, and am.
- Capitalize a word such as and, in, of, to, a, or the only when it is the first of last word in a title.
- Underline titles of books, movies, and newspapers.
- Put titles of chapters, poems, songs, and short stories in quotation marks.

I do

- A review of Bryan
 Ashley's book Turtle
 Knows Your Name
 appears in this issue of
 Kids magazine.
- How did I know what needed to be underlined?

Titles

We do

- Tomie de Paola writes about a grandmother's cooking in his book, Watch Out For The Chicken Feet In Your Soup.
 - What is the title?
 - Should it be in quotations or underlined?
 - What words do not need to be capitalized?

Closure

- What is the correct way to capitalize and punctuate the following?
 - One of my favorite poems by Shel Silverstein is Sarah Cynthia Sylvia Stout Would Not Take The Garbage Out.

12/12/10 14

Independent Practice

- There's an article about Beverly
 Cleary in our town newspaper, The
 Mountain Times.
- My brother has seen the movie The Black Stallion five times.
- My baby sister's favorite song is Old MacDonald Had a Farm.
- My favorite book is Harry Potter and the Deathly Hallows.

Daily Language Practice

When did Uncle Tim become so forgettfull?

I was breathliss after I read
 Earthquakes Can happen Here.

 Latelly I have read Paul Bunyan and Pecos Bill.

Day 4 Schedule

- Reading
 - "More Young Writers" (434-437)
- Word Work
 - Spelling
 - Practice book pg. 255
 - Connotations

- Writing and Language
 - Daily LanguagePractice
 - Grammar
 - Practice book pg. 258

Connotation

Objective

 We will identify whether a word has a positive or negative connotation.

Concept

- connotation: the feelings and associations a word has.
- <u>neutral</u>: neither negative nor positive
- Example:
 - Barry's sisters giggle and hide.
 - Barry's sisters <u>snicker</u> and hide.

Connotation

Skill

1. Think of what picture or feeling the word creates for you.

I do

- Shining versus glaring
- Shining makes me think of the warm, bright sun. This has a positive connotation.
- Glaring makes be think of something so bright that it hurts my eyes. This has a negative connotation.

Connotation

We do

- group
- bunch
- mob
- What word creates a negative feeling or picture?
 - The howling mob ran into the store.
- What word creates a positive feeling or picture?
 - I went to the library with a bunch of my friends.

Closure

- What word means "the feelings and associations a word has"?
- What word has neither a positive nor a negative connotation?
- Which word has the positive connotation?
 - youthful
 - immature

Independent Practice

Practice book pg. 256

Back to Day 4 Schedule

Daily Language Practice

 Will you help Kristin cross the st. safelly?

 Our goverment report is due on Mon. morning.

Day 5 Schedule

- Reading
 - Comprehension test
 - Vocabulary test
- Word Work
 - Spelling test

- Writing and Language
 - Practice book pg. 259