



You will have to do your
“Skill Scan” again, so
please put your
headphones on and
work your best!



TEXT STRUCTURE Tuesday

Date: _____

Yay! You came back to school today! Give yourself a pat on the back simply for being here. ☺

Each year, we celebrate Labor Day on the first Monday in September. Labor Day is a result of the labor movement in the 19th century. During this time period, the average American worked twelve hours each day and seven days a week. Even children as young as 5 or 6 worked in factories, mills, and mines rather than going to school. The work environments were not safe. There was little fresh air, unsanitary bathrooms, and few breaks. This led people to take a stand.

People began to organize strikes and rallies to protest. On September 5, 1882, ten thousand workers took unpaid time off. They marched from City Hall to Union Square in New York City. This was the first Labor Day parade in U.S. history. In 1894, Labor Day became a federal, or government, holiday. For most Americans, Labor Day symbolizes the end of Summer. People celebrate with parties, parades, barbecues, and other events.

Which of the following best describes the relationship between the two paragraphs above?

- ☐ The first paragraph explains the problems with labor during the 19th century, while the second paragraph explains how Labor Day was created.
- ☐ The first paragraph compares work environments then and now, while the second paragraph explains how Labor Day was created.
- ☐ The first paragraph offers solutions to the work environments, while the second paragraph tells how we celebrate Labor Day.
- ☐ The first paragraph states all the problems with work environments today, while the second paragraph offers celebration ideas for Labor Day.





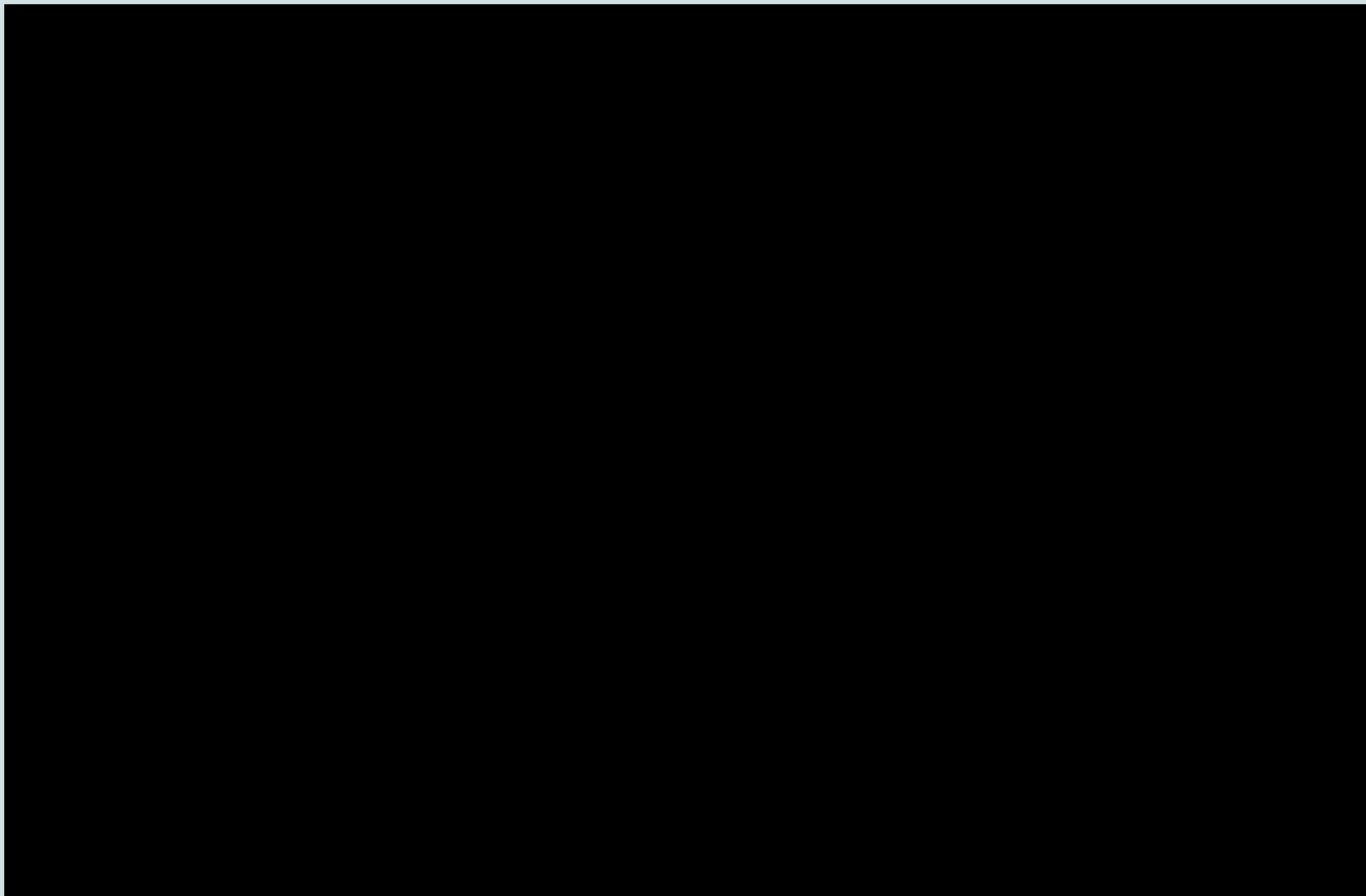
Lesson 4: To Show or To Tell

 Printable Lesson Guide

Lesson Objective

Skill Practice: Students will be introduced to the skill of Showing and will practice using precise details to show an emotion.

Writing: Students will write about one moment when they were nervous, using precise details to show this emotion.



Which sentence uses the word "covert" correctly?

- A The agent tried to keep his mission covert by hiding behind a tree.
- B The man's newspaper was too covert so he stopped reading it.



Which of the following people is performing a "covert" action?

- A A dedicated weather person tracks a major hurricane.
- B A cowboy tries to wrangle a frightened horse into a stall.
- C A little sister snoops through her older brother's backpack.

1

VOCABULARY
Vocabulary Activity

V

1

3

Directions

1. Watch your teacher.
2. Observe what he or she does and list anything you notice.

How do you know?

What is your teacher feeling?

3

CLASS

Present: Telling vs. Showing



1

Directions

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CLASS

Present: Telling vs. Showing



2

Definition of Showing

To show is to use descriptive details and precise verbs to create a vivid picture in the reader's mind.

Directions

1. Look at the T-chart your teacher has projected or drawn on the board.
2. What do you notice about the difference between showing and telling?

3


CLASS

Present: Telling vs. Showing



3

Things you want them to notice:

- In the Telling performance, they knew what the emotion was because you told them, but they couldn't see it.
 - In the Showing performance, they could understand the emotion because they took note of what you did, said, and looked like.
 - Your actions, gestures, and speech *revealed* the emotion in the second performance.
 - A writer might tell you how a character feels, but he or she will often *show* you what the character is doing and saying.
-  You can tell the reader what you want them to know. You can show the reader by creating a really vivid picture of emotion or experience.

Directions

Write three showing sentences to describe what your teacher did, said, and/or looked like that showed he or she was nervous.

3:00

3

CLASS

Present: Telling vs. Showing

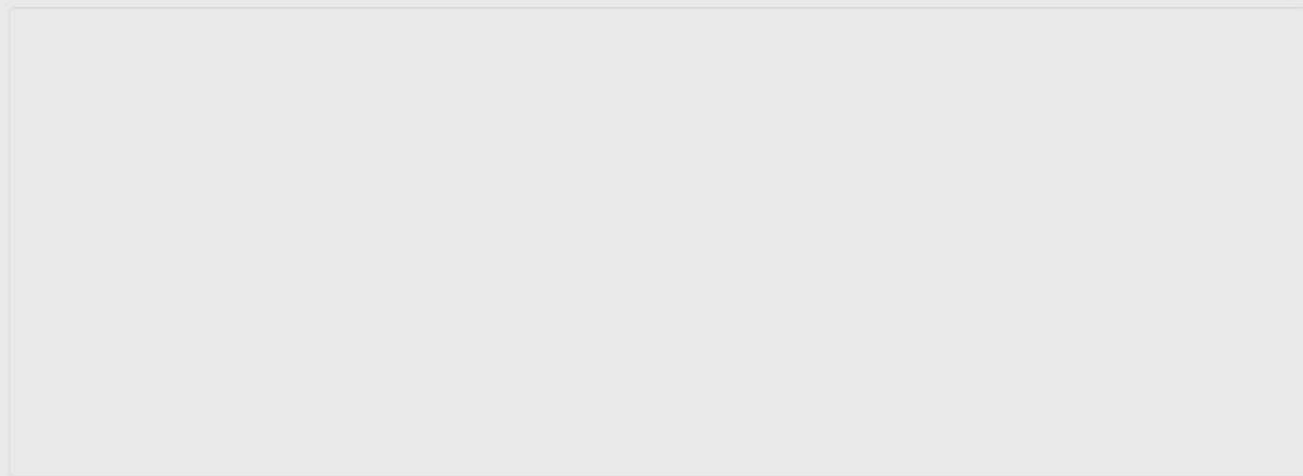


5



[Watch Movie](#)

Challenge: Note how many words you wrote in the previous Writing Response and challenge yourself to write more.



[Return to source activity](#) Sub-unit 2 Lesson 1 Activity 6



Raise your hand if...

- you were nervous entering a new school or class for the first time.
- you weren't sure where to sit for lunch one day in school.
- you were worried you would make a mistake when a teacher called on you in class.
- you felt nervous before or during a sports game.
- you felt nervous before or during a performance you were in.
- you felt nervous doing something for the first time, like being home by yourself or taking a bus.



Raise your hand if you can remember a moment when you were nervous recently.

SHOW!

Don't
TELL.

Brian pursed his lips and clenched his fists into tight balls. Try as he might, he could not contain himself. Within seconds, he erupted like a volcano.

Brian was angry.
He started to yell.

A gigantic grin spread across Bailey's face, and her eyes lit up like the sky on the 4th of July.

Bailey was
happy.

Bella couldn't help herself. Her jaw dropped to the floor as her eyebrows shot toward the ceiling.

Bella was shocked.

When she saw her dad enter the gym, she sprinted across the room, jumped into his arms, and buried her head in his chest.

She was excited
to see her dad.

Write about a moment when you were nervous.

B / / U / / / / / / / / / /

Write here...

"One time when I was nervous...."

"I remember being nervous when...."

15:00

5

WRITING
Write



2

Write about a moment when you were nervous.



1. What were you doing?

2. What did you see?

3. What did you hear?

4. What did you smell?

5. What did your body look like?