

# Lesson 24

## Writing Review and Practice

### ✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation) (RF.1.1a)
- ✓ Read words with inflectional endings, such as *-ed* (RF.1.3f)
- ✓ Edit an informational/explanatory text that includes mention of the topic, some facts about the topic, and some sense of closure (W.1.2)
- ✓ With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed (W.1.5)
- ✓ With guidance and support from adults, use a variety of digital tools to publish writing, including in collaboration with peers (W.1.6)
- ✓ Describe things with relevant details, expressing ideas and feelings clearly (SL.1.4)
- ✓ Use regular present-, past-, and future-tense verbs correctly orally and in writing (L.1.1e)
- ✓ Identify frequently occurring root words and their inflectional forms, such as *-ed* (L.1.4c)

<i>At a Glance</i>	Exercise	Materials	Minutes
<b>Warm-Up</b>	<b>Past, Present, and Future Tense Review</b>		10
<b>Writing</b>	<b>Descriptive Writing: Editing</b>	Worksheet 24.1; copy of Check the Draft Step by Step chart; one pink and one blue sticky note per student	30
<b>Review</b>	<b>Baseball Game</b>	index cards	20
<b>Take-Home Material</b>	<b>Compound Words</b>	Worksheet 24.2	*

### Advance Preparation

Please create a large version of the Check the Draft Step by Step document found at the end of this lesson.

In addition, you will play a baseball game to review reading words. Please write the following words on index cards for the review:

- |             |               |
|-------------|---------------|
| 1. term     | 11. wished    |
| 2. form     | 12. sledd•ing |
| 3. arm      | 13. nodd•ing  |
| 4. clerk    | 14. pop•corn  |
| 5. march    | 15. hor•net   |
| 6. north    | 16. bitt•er   |
| 7. stern    | 17. car•pet   |
| 8. asked    | 18. back•yard |
| 9. looked   | 19. sun•set   |
| 10. stopped | 20. sun•rise  |

## Warm-Up

10 minutes

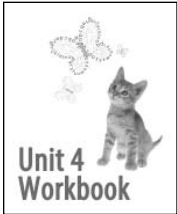
### Past, Present, and Future Tense Review

- Remind students that they have been learning about sentences that occur in the past, present, and future.
- Tell students you will read sentences aloud to them. They should listen carefully and then tell you whether the action occurred in the past, present, or future.
- If time permits, ask students to change the tense of each sentence. For example, if you read the sentence, *I walked*, students can change it to *I will walk* or *I walked*.

1. Jill went to the party yesterday.
2. Lee ran fast in the race.
3. Beth will play games with her friends.
4. Juanita walked to the store.
5. The dog barked at the neighbors.
6. She scratched her back.
7. I will drive to the airport tomorrow.
8. Yesterday I started a good book.

## Descriptive Writing: Editing

### Editing



Worksheet 24.1

- Display the copy of the editing checklist. Explain that this is a checklist that has steps to help edit their drafts. Remind students that editing helps to make their writing better.
- Distribute students' drafting templates on Worksheet 23.1. Tell students that today they will work with peer partners to complete their edits. A peer is a classmate, and peer-editing is when we use a checklist to edit someone else's work. Tell students that they will use Worksheet 24.1 to check a peer's draft.
- Partner students according to assigned animal. Explain to students that they should first read over their partner's draft, and then follow the editing checklist. Students should mark their partner's draft in another color and be careful to keep their partner's draft nice and neat so their partner can read their edits.
- Give each pair two sticky notes, each of different colors. On the pink sticky note, have students write down something they like about their partner's draft. On the blue sticky note, have students write down something that could be improved in the draft.

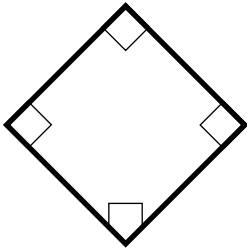
### Publishing

- Tell students that in order to make it easier for someone else to read their work, they need to write their paragraphs on clean sheets of paper. This is called publishing.
- Have students write their final copies of their work, incorporating peer edits.
- Remind students to capitalize the first letter of every sentence and end each sentence with the correct punctuation.
- If digital resources are available, provide students with opportunities for using digital tools to publish their writing.

**Note:** You might have students create a colorful cover of their work, where they draw and color a picture of their animal.

**Baseball Game**

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- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time come to line up at the board. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a “turn at bat.”
- Set a timer for 10 minutes and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, so they have to be careful reading the words. At the same time, speed is important as well, so they must pay close attention. The more turns each team member has to read words, the more likely their team is to score runs.
- Show a word card and ask the first person on the team to read it aloud. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of the team’s line, while the next player comes forward to read the next card. If the word is correctly read, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team. Play continues for the team so long as no words are misread; when a word is misread, the next team takes its turn at bat.

**Take-Home Material**

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**Compound Words**

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- Have students take home Worksheet 24.2 to practice using compound words with a family member.

# Check the Draft Step by Step

Name of Partner: \_\_\_\_\_

Edited by: \_\_\_\_\_

Step	Check?
Check that the name of the critt•er is there.	
Check that you des•cribed what it looks like.	
Check that you des•cribed its home.	
Check that you des•cribed its food.	
Check that you list•ed a fun fact.	
Aa, Bb, Cc and ? . !	
Check that the words are spelled well.	