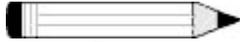


A Sample Lesson from The Tan Teacher Book



Lesson 5

Little House in the Big Woods

Teacher's Note: As your student completes each lesson, choose skills from the Review Activities that he needs. The Review Activities follow each lesson.



For breakfast there were pancakes, and Ma made a pancake man for each one of the children. Ma called each one in turn to bring her plate, and each could stand by the stove and watch, while with the spoonful of batter Ma put on the arms and the legs and the head. It was exciting to watch her turn the whole little man over, quickly and carefully, on a hot griddle. When it was done, she put it smoking hot on the plate.

Little House in the Big Woods by Laura Ingalls Wilder.

1. b. The suffix tells how much was in the spoon.

ful - full of
adjective (PS)

possible word
examples: restful,
beautiful

c. exciting
ex-; forth or out;
Possible examples:
exclaim, expel

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1. a. Listen as your teacher reads the literature passage. Write the passage from dictation. Compare your copy with the model, correcting the spelling and punctuation.

b. Locate the word with the suffix **-ful**. The suffix **-ful** means *full of*. This suffix usually changes a word into an adjective. Which adjective question does *spoonful* answer in the literature passage? How does the suffix **-ful** change the meaning of the root word *spoon*? Add **-ful** to your suffix list. Also fill in the definition, part of speech, and word examples.

c. The prefix **ex-** also appears in the literature passage. It means *forth* or *out*. Locate the word in the literature passage that has the prefix **ex-** . Add this prefix to your list along with the definition and word examples.

d. Choose four to six words from the literature passage for your spelling list this week or use the following suggested list.

breakfast	pancake	exciting
griddle	smoking	children

Notice that the words *breakfast* and *pancake* are nouns that are made up of two separate complete words. These are called **compound words**.

Spelling Tip

It will be easier to remember how compound words are spelled if you recognize the two separate words it contains.

For example, breakfast is made up of the words **break** and **fast**. Remembering the spelling of the two separate words is less difficult than trying to remember the spelling of the whole word.

e. Divide the following compound words into separate complete words.

- 1) smokehouse
- 2) peanuts
- 3) pancake
- 4) gingerbread
- 5) blackboard

2. a. Underline the two words in the literature passage that have the suffix **-ly**. The suffix **-ly** usually means *like or manner of* and often changes words into adverbs. Add this suffix to your list. Write "usually an adverb" under the part of speech, then fill in the definition and word examples.

b. **Adverbs** are words that describe a verb, an adjective, or another adverb.

Ex: He ran *swiftly*. - The adverb *swiftly* describes the verb *ran*.

The garden was *very* colorful. - The adverb *very* describes the adjective *colorful*.

1.
e. 1)
smoke -
house
2) pea -
nuts
3) pan -
cake
4) ginger -
bread
5) black -
board

2.
a.
quickly,
carefully

-ly - like,
manner
of
Possible
examples:
neatly,
slowly

2.
b. how

She drives *too* slowly. - The adverb *too* describes the adverb *slowly*.

Adverbs answer the following questions:

How? When? Where? To what extent? How often?

Find the two adverbs you underlined. What do they describe? What question do they answer? Read the sentence from the literature passage without the adverbs. Notice how the adverbs help you to picture the action that is happening.

**the
pancake
was
turned**

**b. how
the
pancake
was
turned**

c. The best way to locate adverbs is to first find the verb in the sentence and then find any words that answer the adverb questions.

- 1) We **went** to the park yesterday.
When?
- 2) They **are leaving** quickly. How?
- 3) The cats seldom **fight**. How often?
- 4) The children **play** outside during recess. Where?
- 5) The play **is** almost finished. To what extent?

Ex: The team screamed excitedly after they won.

The verb in this sentence is screamed. If you then ask the question, How did they scream?, you will find the word *excitedly* answers that question. It is an adverb describing how the team screamed.

d. Circle the verb in each of the following sentences. Then find and underline the adverb that describes that verb. Remember, the suffix **-ly** often indicates the word is an adverb. What question does the adverb answer?

Ex: The horse (pranced) nervously. how

- 1) We went to the park yesterday. _____
- 2) They are leaving quickly. _____
- 3) The cats seldom fight. _____
- 4) The children play outside during recess. _____
- 5) The play is almost finished _____.

e. Possible answers

- 1) **brightly, brilliantly**
- 2) **tomorrow, tonight**
- 3) **often, seldom**
- 4) **nearby, away**
- 5) **very, scarcely, not**

e. Add adverbs to the following sentences in order to better describe the action that is taking place. The word in parentheses following each sentence will tell you what question the adverb should answer.

Ex: The kitten purred softly. (How?)

- 1) The diamond sparkled _____. (How?)
- 2) We will go to church _____. (When?)
- 3) We _____ miss a meeting. (How often?)
- 4) A school of fish swam _____. (Where?)
- 5) She was _____ concerned about her grade. (To what extent?)

3. a. A group of sentences about one main idea is divided into paragraphs. A **paragraph** is a grouping of sentences about one specific part of the topic. The

paragraph will include a sentence that expresses the main idea of the paragraph and sentences that support that main idea.

b. Read over the literature passage. Using your own words, tell your teacher what this paragraph is describing. Which sentence do you feel best expresses the main idea of the paragraph? This sentence is called the **topic sentence**. It is the sentence that tells what the paragraph is about. The first sentence of the paragraph is usually the topic sentence.

c. The rest of the sentences in the paragraph support or give more information about the topic. These are called **supporting sentences**. Supporting sentences make up the body of the paragraph. If a sentence in the paragraph does not support the main idea, it is not a supporting sentence and should not be in the paragraph.

Which sentences in the literature passage are supporting sentences?

d. Each paragraph should end with a **closing sentence** that summarizes or comments on the topic of the paragraph. Identify the closing sentence in the literature passage.

e. The literature passage paragraph explains how Ma made pancake men. Choose something you know how to do and write a topic sentence for a paragraph explaining how it is done. Keep your subject simple, such as how to wash the family car, set the table, or bake a cake.

f. Think about the activity you chose and the steps you take to complete it. You might want to act it out and write the steps in order as you go. For example, to bake a cake you might write:

How to Bake a Cake

- 1) Preheat oven to 325°
- 2) Grease and flour two round cake pans.
- 3) Mix boxed cake mix with eggs, oil, and water according to the directions on the box.
- 4) Pour the mixture into cake pans, place in oven, and bake for 30 minutes.

3.

b. For breakfast there were pancakes, and Ma made a pancake man for each one of the children.

c. Except for the topic sentence, all the other sentences are supportive sentences. They all tell about Ma making pancakes.

d. When it was done, she put it smoking hot on the plate.

5) Take the pans out of the oven and allow them to cool.

6) Remove cakes from pans and frost.

Be sure to write your steps in the correct sequence. Don't put the batter in the cake pan before you have given instructions to grease and flour the pans.

g. Review your spelling words. Remember to sound them out by syllables as you spell them. If a word is a compound word, be sure to break the word into separate words as you spell it.

4. a. Read the sample paragraphs below. Notice the step-by-step instructions for planting a garden.

Planting a vegetable garden is a fun project that anyone can do with a little hard work and instruction. The first step to planting a garden is to choose a site for your garden. It should be a sunny location with good, rich soil, and a source of water nearby. Then you test your soil to determine what fertilizer you need to apply. Next, plan what types of vegetables you want to plant and draw out a diagram of how you want to arrange your garden.

Be sure to run your rows north and south so more sunlight will reach the plants. Then prepare the soil by breaking up any sod and turning the soil. Also remove all woody weeds and trash from the garden plot. Rake and smooth out your planting surface. Next it is time to plant your seeds.

Use a string with stakes at each end to help you to plant a straight row. Consult your seed package for information on planting depth and spacing and follow the instruction. Attach your seed package or other identification to the stake so you will know what you have planted in that row.

4.
b. **Topic Sentence:**
Planting a vegetable garden is a fun project that anyone can do with a little

Finally, keep your garden well watered, free from weeds, and apply the proper fertilizers. Now that you have learned how to plant a vegetable garden, enjoy the harvest!

b. The topic sentence tells what the paragraphs are about. The topic sentence is often the first sentence. Underline the topic sentence. All the other sentences must support the main idea.

hard work and instruction.

Transitional words:

The first step

Then

Next

Then

Next

Finally

Transitional words help tie thoughts together. They can show time or order throughout the paragraphs. Some transitional words are *first*, *then*, *next*, and *finally*. Underline the transitional words.

c. Now using the steps you listed in **3f** write sentences to form your paragraphs. Begin with your topic sentence.

d. Read your paragraph. Does the topic sentence tell what the paragraph is about? Are the steps in the explanation written in order? Does each sentence support the topic? Does the closing sentence summarize or comment on the topic of the paragraph?

e. Give your paragraph to someone and ask him to follow the directions. Can he understand them? Do any changes need to be made to make the directions easier to follow? Make any corrections and complete your final copy.



f. Take an oral or written spelling pretest. Review any words you had trouble spelling.

5. a. Choose one of the following activities.

1) Write your literature passage from dictation, paying special attention to spelling.

2) Ma took the extra time to make the pancake men because she knew it was special for the children. Think of someone in your life who takes time to do special things for you. Write a letter thanking him. A friendly letter should include a **date, salutation, body, closing, and your signature**. Follow the format below for your letter. (The words in parentheses identify the parts of the letter and are not to be written as part of the letter.)

(Date)
June 30, 1996

(Salutation or Greeting - remember the comma)
Dear Susan,

Indent _____ *(Body)* _____

(Closing - comma)
Your friend,
(Signature - no period)
Kathy

3) Choose skills from the *Review Activities* on the next page.