

A Sample Lesson from The Yellow Teacher Book

Lesson 15

Everyday Words

Teacher's Note:

As your student completes each lesson, choose skills from the *Review*

Activities that he needs.

The *Review Activities* follow each lesson.

Teacher's Note:

Have a newspaper available for your student to use during this lesson.

Teacher's Note:

For lesson 16 you will need a map of your town a state to complete the activities.



A record 5.7 million people visited the Eiffel Tower, France's most popular tourist attraction, in 1990.

From *The Tampa Tribune*, Feb. 3, 1991

1. a. Listen as your teacher reads the literature passage. Looking at the passage, read the sentence along with your teacher. Copy the passage. Compare your copy to the literature passage and make corrections.

b. Copy the spelling words from *Focus on Spelling*. Say the words aloud as you write them. Notice that the /w/ or /h/ sound at the beginning of each word is spelled **wh**.

Focus on Spelling

who what when where why
Bonus Word: reporter

2. a. Look at your newspaper. With your teacher's help, find the name of your newspaper. This is called the banner. Look at the front page and find the main, or largest, headline. With your teacher's help, read the headline. Tell your teacher what you think the main story will be about.



Using Your Tools

The **newspaper** gives you current events, weather, sports, and much more.

b. Look at the newspaper with your teacher. With her help, look at the index to find the following sections:

- | | | |
|-----------|---------------|--------------------------|
| 1) Sports | 3) Editorials | 5) Classified
Section |
| 2) World | 4) Comics | |

Talk with your teacher about the type of information you see in each section.

Everyday Words

c. After looking at a newspaper, tell your teacher your favorite section. What do you think your mother's favorite part would be? Your father's? Look at the index, and try to find the weather report. Show it to your teacher, and tell her what you think the weather will be like tomorrow.

d. Choose two or three pictures you like from the newspaper. With your teacher, read the caption, or words telling about the picture. Try to think of your own description for each picture. Write it yourself, or tell it to your teacher so she can write it down.

e. **SEE-SPELL-SAY:** Look and **see** each word from the spelling list. **Spell** each word aloud. **Say** the word.

3. a. In Lesson 13, you learned about using an apostrophe to show that something belongs to a noun. In your literature passage, there is a word that uses an apostrophe to show that something belongs to it. Underline that word.

b. In your literature passage, the word *France's* shows that something belongs to France. What belongs to France?

c. Look at the three sets of sentences. Some of the italicized words need apostrophes, and some are just plural nouns. Look at each set and decide which of the italicized words need an apostrophe added.

Copy that sentence, and add the apostrophe.

3.

a. **France's**

b. **Most popular tourist attraction (the Eiffel Tower)**

Teacher's Note:

All words which need an apostrophe are singular possessive nouns.

Ex: "dog's water dish," not "dogs' water dish."

1) The *dogs* love to play with the ball.
Bring the *dogs* water dish into the house.

2) It is good to read a lot of *books*.
Look at that *books* cover.

3) I went with my mother to pick out my *fathers* new shirt.
Both of my roommates sent their *fathers* a present.

d. Practice your spelling words in a Spelling Bee.

c. 1) Bring the dog's water dish into the house.

2) Look at that book's cover.

3) I went with my mother to pick out my father's new shirt.



4.
a. attraction

4. a. When we see the letters **-tion**, they often say /**shun**/. Circle the word in our passage with the letters **-tion**.

Phonics Fact
-tion says / shun /

- b.**
1) va/ca/tion
2) col/lec/tion
3) pol/lu/tion
4) sta/tion
5) at/trac/tion
6) cap/tion

b. Listen as your teacher reads this list of words. Then, underline the letters in each word that say /**shun**/. Also, after hearing the list of words read, draw lines dividing the words into syllables.

- | | | |
|---------------|--------------|---------------|
| 1) vacation | 3) pollution | 5) attraction |
| 2) collection | 4) station | 6) caption |

- d.**
1) **pollution**
2) **vacation**
3) **collection**
4) **station**
5) **caption**
6) **attraction**

c. Look at the words divided into syllables. What do you notice about the letters **-tion**? The letters **-tion** make up one syllable. Orally make up sentences using each of the **-tion** words in **4b**. Tell your teacher what you think each word means. Using your dictionary, look up any words you don't know.

d. Use your **-tion** words from **4b** to fill in the blanks in these sentences, either orally or in writing:

- 1) The river is not clean because of _____.
- 2) We are going on a family _____ to the beach.



- 3) Bob will add another baseball card to his _____.
- 4) We must go to the gas _____ to get gas for the car.
- 5) There is a _____ under the picture telling what it is.
- 6) The best _____ is the big ride at the fair.

5.

a. 5.7 million people visited the Eiffel Tower in 1990.

The Eiffel Tower is in Paris, France. It was France's most popular tourist attraction.

e. Take your oral or written spelling pretest today.

5. a. Our passage is taken from a newspaper article. News articles are written differently than other stories because they have to tell many things in a small space. What facts, or true statements, do you see in our literature passage? Make a written list of the facts.

Everyday Words

b. With your teacher, choose a newspaper article to read. After reading, find three facts, or true statements, that are in your news article. Use a highlighter pen to mark them.

c. After reading the article or story, you can remember most of the basic information if you ask yourself the following questions:

- 1) **Who** is the article about?
- 2) **What** happened in the article?
- 3) **When** did the story take place?
- 4) **Where** did the story take place?
- 5) **Why** was the story written? What did the person who wrote the story want people to know?

These questions are called the 5-W questions:

Who? What? When? Where? Why?

Use these questions when you are writing to help you gather important information.

d. Think of an event you know about such as a special family event, birthday party, or holiday celebration. Pretend you are a newspaper reporter and orally, or in writing, answer the following 5-W Questions. This would be the basis for an article about the event.

- 1) **Who** attended the event?
- 2) **What** event was being celebrated?
- 3) **When** did the event take place?
- 4) **Where** did the event take place?
- 5) **Why** was the event held?

Optional: If you want to write a story about this event, you may include pictures and captions as well.

e. Optional: Take your spelling test today.

y y

g g

b k

p j

w n

Review Activities

Review Activities

1. *Apostrophes*

Read the sentences and decide which word need an apostrophe. Write the apostrophe.

a. The *cats* love that ball.

This is the *cats* ball.

b. The *books* cover is torn.

Tom has six *books*.

2. *Listing facts*

Read these sentences. List two facts.

Science is the best subject. Today, I learned that the sun is very big. It gives us heat and light. I am glad we have the sun.

Teacher's Note:

Explain to your student that *cats* in sentence *a* refer to one cat; *book* in sentence *b* refer to one book, if needed.

1.

a. This is the *cat's* ball.

b.

The *book's* cover is torn.

2. The sun is very big. The sun gives us heat and light.