

### PREPARATION

#### Lesson 13.1

- Select **DM 13.1A Chart: Adverbs** for display. (Grammar)
- Obtain the poem “A BIRD, CAME DOWN THE WALK” BY EMILY DICKINSON and print a copy for each student. (Writing)
- Arrange for students to go on a nature walk on school grounds or in a nearby park. (Writing)

#### Lesson 13.2

- Obtain **FOAM BALL**. (Grammar)
- Select **DM 13.2A Adverb Diagrams** for display. (Grammar)
- Gather a thin dry-erase marker for each student. Print **BLMs 13.2A–C Diagram Mats: Adverbs** for every two students. Laminate and cut apart the mats. Clip together sets containing one of each type of mat. (Grammar)

#### Lesson 13.3

- Select **DM 13.3A Relative Adverbs** for display. (Grammar)

#### Lesson 13.4

- Select **DM 13.4A Compound Adverbs** for display. (Grammar)
- Select **DM 13.4B Adverbs or Adjectives** for display. (Grammar)
- Obtain several **THESAURI**. (Grammar)

#### Lesson 13.5

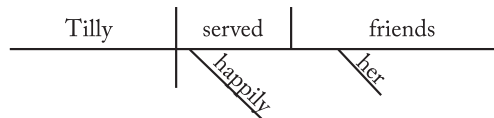
- Print **BLM 13.5A Building Sentences** for each student. Retrieve **BLMs 1.5B–C Diagramming Reference Sheet**. (Grammar)
- Print **BLMs 13.5B–C Grammar Test: Chapter 13** for each student. (Grammar)
- Arrange for each student to have access to a **DEVICE WITH WORD-PROCESSING CAPABILITIES** and a **PRINTER**. (Writing)

### Grammar 13.1

**1** Review that a past participle is the past tense form of a verb that can be combined with the helping verb *has*, *have*, *had*, or *will have* and that perfect tense describes actions that have been completed. Have students write and expand the following sentence in past-perfect, present-perfect, and future-perfect tenses: *Marco and Ina study*. (**Possible answers: past perfect: Marco and Ina had studied before their test; present perfect: Marco and Ina have already studied for this test; future perfect: Marco and Ina will have studied many hours by Friday.**) Review that the word *to* combined with a verb is called an infinitive. An infinitive does not function as a verb. It can act as a noun functioning as a subject or direct object. An infinitive phrase contains the infinitive and its objects and modifiers. Write the following sentences and direct students to copy them on whiteboards, to underline each infinitive phrase, and to write its function: *I want to go swimming*. (**direct object**) *To see Jesus* was important for Zacchaeus. (**subject**)

**2** Write *snap*, *laugh*, *stand*, and *walk* and have students perform each verb. Teach that adverbs are words that answer the questions how, when, or where when they modify verbs, adjectives, and other adverbs. Add the following adverbs and choose volunteers to act out each new phrase: *snap rhythmically*, *laugh softly*, *stand here*, and *walk away now*. Convey that adverbs provide more information about verbs. Ask which of the adverbs describe how (**rhythmically, softly**), when (**now**), and where (**here, away**). Teach that some adverbs that answer *how* are more specific. They answer how much or how little, or they tell how much intensity verbs, adjectives, and other adverbs express. These adverbs are called adverbs of degree. Write *Mercy swims fairly well*. Ask which adverb modifies *swims*. (**well**) Convey that the adverb *fairly* expresses how well Mercy swims. Cross out the word *fairly*. Ask students for other adverbs could answer to what extent. (**Possible answers: very, extremely, rather**) Display **DM 13.1A Chart: Adverbs**. Select volunteers to read the adverbs and example sentences. For the sentences, ask which adverb answers how (**silently**), when (**Earlier**), where (**downstairs**), and to what extent (**barely**).

Write *Tilly served her friends happily*. Have students identify the adverb and the question it answers. (**happily, how**) Diagram the subject, verb, and direct object. Review that possessive pronouns are diagrammed on a slanted line under the words they modify. Have a volunteer add *her* to the diagram as shown below. Teach that in sentence diagrams, each adverb is diagrammed on a separate slanted line under the word it describes. Add *happily* to the diagram as shown.



**3** Direct students' attention to the student page for Lesson 13.1. Have students complete the page.

### Writing 13.1

**1** Arrange students in groups. Distribute “A BIRD, CAME DOWN THE WALK” BY EMILY DICKINSON and direct students to read it silently. Then, have group members collaboratively identify the main idea of the whole poem and of each stanza. Guide group members to collectively compose a 2–4 sentence summary of the poem. Have individuals copy the summaries into their writing notebooks.

**2** Convey that poets select and arrange words into lines and stanzas to create sound patterns and to emphasize specific sensory details, emotions, or ideas. Such careful crafting gives each poem a tone, which is an author's emotion reflected in a text. Redirect students' attention to “A Bird, came down the Walk.” (Note: Punctuation and capitalization of poem's title are preserved from original.) Point out the multiple, simple observations about a bird. Ask students what tone, or emotion, these convey. (**curiosity**) Have students retain the poem for use throughout the chapter.

**3** Take students on a nature walk. Guide them to carefully observe sights, sounds, smells, and textures associated with any natural object, animal, or setting they are especially attracted to. Return to the classroom and arrange students in groups. Direct group members to take turns

describing sensory details about one thing they observed during the walk, including the emotion they felt in relation to it, regardless of whether that emotion was felt more during the observation or when thinking about it later. Have students write in their writing notebooks what they observed, an emotion related to their observation, and as many sensory details as they can recall.

## Grammar 13.2

- Review that adverbs answer how, when, where, or to what extent about verbs, adjectives, and other adverbs. Arrange students in a circle. Toss a **FOAM BALL** to a student while stating one of the following adverbs and have that student state the question the adverb answers: *carefully* (**how**), *later* (**when**), *somewhere* (**where**), *very* (**to what extent**), *never* (**when**), *there* (**where**), *confidently* (**how**), and *extremely* (**to what extent**). Then, direct that student to gently toss the ball to another student as you state the next adverb. Continue with additional adverbs as time allows.
- Write *Kelcy solved a puzzle calmly*. Teach that adverbs modifying verbs may change position in a sentence. Rewrite the sentence as *Calmly, Kelcy solved a puzzle*. Point out the adverb at the beginning of the sentence and the comma following it. Direct students to rewrite the sentence placing the adverb in the middle of the sentence. (*Kelcy calmly solved a puzzle*.) Teach that adverbs modifying adjectives and adverbs always come before the words they modify. Write *Very cautiously, Riley opened the door*. Select a volunteer to underline the adverbs. (*Very, cautiously*) Ask which adverb modifies the other adverb. (*Very modifies cautiously*.) Explain that the adverb *very* must remain in front of the adverb *cautiously* even when moved to a different part of the sentence. Have students rewrite the sentence with the adverbs in the middle and then with the adverbs at the end. (*Riley very cautiously opened the door*; *Riley opened the door very cautiously*.)
- Display **DM 13.2A Adverb Diagrams**. Read the first description and example sentence aloud. Ask students which adverb answers how (**suddenly**), when (**yesterday**), and where (**inside**). Remind students that an adverb that describes a verb is diagrammed on a slanted line under the verb. Review that adverbs of degree describe to what extent they modify verbs, adjectives, or other adverbs. They are written in front of the word they describe. Read the second example sentence. Ask which adverb answers how the bird squawked. (**loudly**) Which word answers how loudly? (**quite**) Point out that *quite* is an adverb of degree that answers to what extent. For the

## HOMEWORK

- Print and distribute **BLMs 13.1A–B**
- Homework: Chapter 13** to each student to complete for homework, one lesson at a time. (*Grammar 13.1–13.4*)

## ALTERNATIVE

- Obtain a **VIDEO OF A PLANT GROWING OR AN ANIMAL MOVING IN ITS NATURAL HABITAT** from Discovery Education or another source. Display the video. Then, have students write observations in their writing notebooks, including possible scents, sounds, and textures. (*Writing 13.1*)

Name \_\_\_\_\_

Grammar 13.1

Underline the adverb. Write **how**, **when**, **where**, or **to what extent** for the question it answers.

- Chipmunks live underground in burrows. **where**
- The weather is unusually warm for this time of year. **to what extent**
- Tomorrow, Adriel will have gone ten days without chocolate. **when**
- Vanna hums her favorite tune softly. **how**
- Mrs. Maniscalco warmly greets her class. **how**

Draw an arrow from the bold adverb to the word it modifies. Make a check mark to show whether it modifies a verb, adjective, or another adverb.

	verb	adjective	adverb
6. Blakely does <b>not</b> know what she will get her brother for his birthday.	✓		
7. After the road trip, the truck was <b>absolutely</b> filthy.		✓	
8. The child waited <b>so</b> patiently for his mother.			✓
9. <b>Soon</b> , Mark will fly to Germany to visit his cousin.	✓		
10. Odette, we do not have a pet store <b>nearby</b> .	✓		

Diagram the sentence.

11. The rain pounded relentlessly.

rain | pounded

The | relentlessly

Highlight the infinitive phrase. Write **subject** or **direct object** to identify its function.

- To watch her dog win the Dachshund Dash was Ramona's dream. **subject**
- The entire Gale family loves to sing. **direct object**
- Teo tried to troubleshoot his computer problem on his own. **direct object**
- To play in the championship game is a football player's dream. **subject**

© Language Arts • Language and Writing Grade 5 Skill: Identifying adverbs 75

Write an adverb from the Answer Bank to complete each sentence. Draw an arrow to the word it modifies. Circle the part of speech of the modified word.

- Adrian was bitterly sorrowful over the loss of his prized violin.  
verb (adjective) adverb
- He truthfully reported the incident to the police when they came to his house.  
verb (adjective) adverb
- Adrian had conducted searches nearby to no avail.  
verb (adjective) adverb
- The police thought his findings were oddly disjointed, but they had a suggestion.  
verb (adjective) adverb
- Posting reward fliers worked fairly well in these types of cases.  
verb (adjective) adverb

Diagram the subject, verb, adjectives, adverb, and interjection.

6. Eww! A freakishly hairy spider races across the floor.

Eww | spider | hairy | races

A |

Replace the bold adverb with a new adverb that answers the given question.

- Isaiah **rarely** gazes at the clouds. **How?** thoughtfully, calmly
- Right **now**, chicken sizzles on the grill. **Where?** outside, here
- Kavya asked Neysa about the note **upstairs**. **When?** yesterday, earlier
- Keaton, **not** cheerful, answered the phone. **To what extent?** quite, unusually

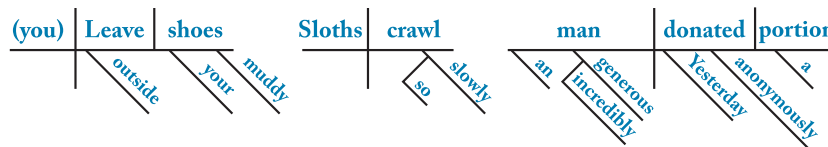
© Language Arts • Language and Writing Grade 5 Skill: adverb placement 76

### RECOVERY

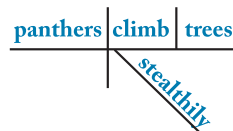
- Gather several **OBJECTS FROM NATURE**. Arrange students in groups. In each group, direct all but one student to close their eyes. Display an object from nature and have the student with open eyes describe it using two different sensory details without telling what the object is. Direct other group members to guess what the object is. Have those who guess incorrectly open their eyes and provide a different sensory description of the object. Continue until a student correctly guesses the object or until all group members have guessed incorrectly. Continue the activity with the remaining objects as time permits. (*Writing 13.1*)
- Help students understand the difference between the relative adverbs *where*, *when*, and *why* and regular adverbs, like those on **DM 13.1A Chart: Adverbs**, that answer the questions *how*, *when*, *where*, and *to what extent*. Emphasize that relative adverbs join two clauses. They introduce a dependent clause that describes or relates to a noun in the independent clause. Regular adverbs describe verbs, adjectives, or other adverbs. Write two example sentences, one with a relative adverb and one with a regular adverb. Discuss the sentences, asking questions about them until students are able to verbalize the functions of each type of adverb. (*Grammar 13.3*)

third sentence, select a volunteer to name the subject and the adjective that modifies it. (**bird, confused**) Ask to what extent the bird is confused. (**very**) State that an adverb is diagrammed on a slanted line under the adjective or adverb it describes.

- 4 Write the following sentences on the board. Select volunteers to underline the adverbs and to diagram the sentences as shown below: *Leave your muddy shoes outside. Sloths crawl so slowly. Yesterday, an incredibly generous man anonymously donated a portion of his income to the clinic.*



- 5 On the board, write *subject, adverb, verb, and direct object* and draw a writing line above each word. Model building a sentence by writing the subject *panthers* and the verb *climb* on the appropriate lines. Have students determine a direct object by asking *panthers climb what*. (**Possible answer: trees**) Write the direct object on the line. Have volunteers suggest an adverb that tells how panthers climb the object and write the suggestion. (**Possible answer: stealthily**) Have students diagram the words and then suggest a sentence according to the diagram. Distribute dry-erase markers and sets of prepared mats from **BLMs 13.2A–C Diagram Mats: Adverbs**. Direct students to fill in the diagram mats and to share their created sentences with a partner.



- 6 Direct students' attention to the student page for Lesson 13.2. Have students complete the page.

### Writing 13.2

- 1 Direct students to retrieve "A Bird, came down the Walk." Have them close their eyes while you read the first line aloud. Direct students open their eyes and briefly discuss what kind of bird they imagined and how it moved. Have students close their eyes again while you read aloud the second line. Discuss whether students' mental images changed and how the bird might move differently if it were aware of the observer. Read the third line. Ask how it changes students' mental images. (**Possible answer: The bird stopped moving forward and bit a worm.**) Direct students' attention to the printed poem. Convey that each line of a poem tells a specific description or idea. Successive lines may build on each other, as in lines 1–2, or they may shift to different images or ideas, as in lines 2–3. Ask whether the this poem's details are organized by importance, location, or time. (**time**) Share that poets may organize their details in any way that makes sense. Guide students to begin creating a checklist for a nature poem that includes lines focused on specific descriptions or ideas and the poem having at least eight lines.
- 2 Direct students to each draft a poem in their writing notebooks using their listed sensory observations from their nature walk. Share that at this time, the poems do not need to include rhyme or complete sentences but should focus on telling one specific description or idea in each line. Guide students to select sensory descriptions that convey their desired tone.

### Grammar 13.3

- 1 Have students write a simple sentence containing an adverb. Direct them to trade sentences with a partner and to diagram their partner's sentence. Have them identify whether their partner's adverb modifies a verb, an adjective, or another adverb.
- 2 Teach that the words *where*, *when*, and *why* are relative adverbs. They provide information about places, time, or reasons. Relative adverbs join two clauses. Review that independent clauses stand alone as a complete thought with a subject and a verb. Dependent clauses do not stand alone as a complete thought even though they also have a subject and a verb. Write *The groundskeeper*

searched the garden where the mole was seen. Ask for the independent clause. (**The groundskeeper searched the garden.**) Teach that the clause that begins with the relative adverb is a dependent clause that relates to or describes a noun in the independent clause. Ask what the relative adverb is. (**where**) What is the dependent clause? (**where the mole was seen**) Which noun does it describe? (**garden**) Does it describe a time, place, or reason? (**place**) Reiterate that relative adverbs can be used to combine clauses. Display **DM 13.3A Relative Adverbs** and read the examples. Have students complete the practice sentence. (**I like Homer Field where I play baseball.**)

**3** Direct students' attention to the student page for Lesson 13.3. Have them complete the page.

## Writing 13.3

**1** Direct students to retrieve "A Bird, came down the Walk" and to read the first two stanzas chorally. Ask them which pairs of words rhyme. (**saw and raw, Grass and pass**) Which lines of each stanza rhyme? (**2 and 4**) Does this pattern continue throughout the poem? (**No.**) Share that many poets use consistent rhyming patterns or use no rhyme but that Emily Dickinson chose to be different. Then, have students chorally read the fourth and fifth stanzas. Ask which sound is repeated in the first two lines of the fourth stanza. (**/k/**) Which sounds are repeated in the last stanza? (**/ō/, /s/, /b/**) Share that the repetition of first or emphasized sounds is called alliteration. Both rhyme and alliteration are sound devices often used in poetry. Onomatopoeia, or words that imitate the sounds they describe, is another common sound device. Guide students to add to their checklists that their poems should include at least one example of a sound device.

**2** Direct students to retrieve their nature poems and to revise them to include at least one sound device. State that students may substitute sensory details to make their sound devices work better but that their details and sound devices should maintain their desired tone.

## Grammar 13.4

**1** Have students name the three relative adverbs. (**where, when, why**) Write *Treacherously icy roads were the reason \_\_\_\_\_ school was canceled.* Ask which relative adverb completes the sentence. (**why**) Have students write a sentence containing a relative adverb. Then, direct them to switch sentences with a partner and to circle the relative adverb. Select volunteers to share their sentences.

## ENRICHMENT

• For Exercise 11 on the Lesson 13.3 student page, have students write two additional sentences using each kind of word in a different order than listed on the page. Encourage students to include compound elements, such as a compound subject, verb, or direct object. Direct them to trade papers with a partner and to diagram their partner's sentences. (Note: Verify students' diagrams using **BLMs 1.5B–C Diagramming Reference Sheet.**) (*Grammar 13.3*)

Name \_\_\_\_\_

**Grammar 13.3**

Combine the sentences using a relative adverb. Rearrange words if needed.

- Florence walks into the kitchen. Heather is cooking pasta.  
**Florence walks into the kitchen where Heather is cooking pasta.**
- You are staring at the pot of water. Is there a reason?  
**Is there a reason why you are staring at the pot of water?**
- The water boils. I will put the noodles in the pot.  
**I will put the noodles in the pot when the water boils.**

Match the independent clause to a dependent clause that completes its meaning.

4. Young Esme wonders about the reason	when she hears howling coyotes.
5. Ayla shivers at night	where her family lives.
6. Maeko visits Japan	why the sky is blue.

Highlight the relative adverb. Draw a rectangle around the dependent clause it introduces. On the line, write the noun in the independent clause that the dependent clause describes.

- In the northern hemisphere, autumn is the season when leaves turn colorful and crispy.  
**season**
- Abuelo lives in the southern hemisphere where autumn brings warmth and new growth.  
**hemisphere**
- The earth's tilt and revolution are the reasons why we experience changing seasons.  
**reasons**
- Some people live in the tropics where temperatures generally remain high year-round.  
**tropics**

**11. Write a sentence using each kind of word listed in the order below. Add extra words as needed to make a complete sentence. Diagram the sentence.**

adverb   adjective   subject   verb   direct object

**Answers will vary.**

© Language Arts • Language and Writing Grade 5 Skill: relative adverbs 77

**Grammar 13.4**

Below the sentence, draw an arrow from each adverb to the word it modifies. Label each modified word's part of speech.

- Junjie rarely sees but often hears his cat clawing the couch.  
**ADV** **ADJ**
- Annisa swallowed a shockingly tart mouthful of berries earlier.  
**ADV** **ADJ** **ADV**
- Here in this very thickly wooded area lives a nearly blind wombat.  
**ADV** **ADJ** **ADV**

**4. Use proofreading marks to correct the seven compound adverbs in the paragraph. Use a dictionary.**

Thea eagerly checked her watch. She looked for her glasses, but they were sitting on her head all along. She self-consciously adjusted her graduation cap. Dozens of brightly-colored signs fluttered in the crowded stands. She spotted her grandparents, who were staying over eight. Nana's cheerful wave some how encouraged her. She reminded herself that the graduation would only be broadcast in house, so more-or-less confidently, she launched into her speech.

**Proofreading Marks**  
 Delete.  
 Add something.  
 Close the space.

**In each sentence, cross out the overused adverb. Fill in the circle next to the best vivid adverb to replace it.**

- Ahh, this ice cream tastes ~~totally~~ minty.  
☐ barely   ☐ more or less   ☒ thoroughly
- The boys' ~~very~~ smart mother is an expert puzzle-solver.  
☐ deliciously   ☐ fairly   ☒ incredibly
- Sheena ~~really~~ wants to see that movie in the theater.  
☐ astoundingly   ☒ desperately   ☐ possibly
- Dory, the cartoon fish, loses her memory ~~so~~ frequently.  
☒ alarmingly   ☐ majorly   ☐ somewhat
- Replace the incorrect relative adverb with the correct one.  
 The astronauts boarded the International Space Station ~~when~~ **where** they lived for months.

**78 Skills: compound adverbs, vivid adverbs** © Language Arts • Language and Writing Grade 5



### EXTENSION

- Review that compound nouns, adjectives, and adverbs can be combined, separated, or hyphenated. On the board, write *self-esteem* (**noun**), *self-confident* (**adjective**), and *self-importantly* (**adverb**) and have students identify their parts of speech. Direct students to write sentences with compound words and to diagram them. (*Grammar 13.4*)
- Arrange for students to hold a poetry reading in the school's library. Invite family members or other classes to attend the event. (*Writing 13.5*)

- 2 Write *Somehow, Sybil's lunch box fell upside down*. Ask students which words answer how. (**somehow, upside down**) State that *somehow* and *upside down* are both compound adverbs. Teach that a compound adverb is two or more words joined together to function as one adverb. The words may be combined as one word (somehow), separated (upside down), or hyphenated (off-road). Write *Chesterton drove his truck off-road*. Have students name the compound adverb and the question it answers. (**off-road, where**) Display **DM 13.4A Compound Adverbs**. Chorally read the examples. Explain any adverbs that are unfamiliar to students. Then, direct students to write sentences using compound adverbs. Have them keep their sentences for the next activity.
- 3 Display **DM 13.4B Adverbs or Adjectives** and review the information at the top. For each sentence, direct students to write the bold word that best describes the underlined word and to identify it as an adverb or adjective. (**1. semi-regularly, adverb; 2. hard-working, adjective; 3. barely, adverb; 4. greedy, adjective; 5. topsy-turvy, adverb; 6. extremely, adverb**) Then, display DM 13.4A and state that some of the compound adverbs listed can also be used as adjectives, such as in *overnight bag* or *upside-down cake*. Have students retrieve their sentences from the previous activity and verify that their compound adverbs function as adverbs, not as adjectives.
- 4 Write *Priscilla walks slowly, but Li walks quickly*. Have students identify the adverbs. (**slowly, quickly**) Convey that *slowly* and *quickly* are adverbs that can be dull and overused. Distribute **THE SAURI** to volunteers and have them find more interesting synonyms for the words. Reread the sentence with the synonyms and point out that vivid adverbs create stronger mental images.
- 5 Direct students' attention to the student page for Lesson 13.4. Have students complete the page.

### Writing 13.4

- 1 Arrange students in groups. Direct them to locate **Psalms 19** in their Bibles. Guide them to identify the stanzas and then have them read the psalm silently. Direct group members to collaboratively identify the main idea of the whole psalm and of each stanza. Guide group members to collectively compose a 2–4 sentence summary of the psalm. Have individuals copy the summaries into their writing notebooks.
- 2 Redirect students' attention to **Psalms 19**. Ask students, according to verses 1–2, what God uses to reveal truth about Himself. (**Possible answers: creation; heavens, skies**) According to verses 7–11, what else does God use to reveal His truth? (**His Word**) Reiterate that God spoke directly through His Word to reveal everything people need to know about Him, about what He wants them to do, and about how to have relationship with Him (2 Timothy 3:14–17). In response to God's revelation, ask how believers should respond according to verses 12–14. (**by asking God to forgive their sin, by asking His help not to sin, and by acting in ways that please Him**)
- 3 Direct students to retrieve "A Bird, came down the Walk." Have them read the third stanza chorally. Ask whether the phrase "Velvet Head" suggests a positive or a negative tone. (**positive**) What other words could be used instead of *velvet*? (**Possible answers: smooth, soft, silky**) Discuss with students how their mental images of the bird's head change with the use of different synonyms. Challenge students to change *velvet* to create a negative tone. (**Possible answers: scrawny, matted, skittish, fearful**) Emphasize that vivid words help readers imagine something in exact detail, which helps writers convey their desired tone. State that figurative language helps create vivid mental images through comparisons. Review the types of figurative language: similes compare things using the words *like* or *as*; metaphors compare two unlike things without using *like* or *as*; personification compares animals or objects to humans by giving them human characteristics or behaviors; hyperbole is used to exaggerate a point, which creates a mental comparison between the exaggeration and reality. Guide students to identify figurative language in lines 11–12 and 15–20. (**Possible answers: looked like frightened Beads, rowed him softer Home**) Lead a discussion about the mental images the figurative language inspires.
- 4 Guide students to add items to their checklists about using vivid words and one instance of figurative language. Have students revise their poems to include these but keep their desired tone.

## Grammar 13.5

- Review that adverbs answer the questions how, when, or where when they modify verbs. They answer the question to what extent when they modify adjectives or other adverbs. When adverbs describe verbs, they may be placed at the beginning, middle, or end of a sentence. Adverbs that modify adjectives or other adverbs are placed before the words they describe. Relative adverbs *where*, *when*, and *why* join independent and dependent clauses. They relate to nouns by describing a time, place, or reason. Distribute **BLM 13.5A Building Sentences** to each student. Arrange students in small groups and have group members work together to complete the page. (Note: Verify any variations of diagrams with **BLMs 1.5B–C Diagramming Reference Sheet**.)
- Direct students to turn to the student pages for Lesson 13.5 and to complete Exercise 1. Read **Joshua 1:9**. State that Joshua was about to lead the conquest of the promised land as God had directed him. Ask what gave Joshua the courage he needed to complete this dangerous task. (**God promised to be with him.**) Convey that believers today have the same promise. They can follow God's leading without fear because He will protect and provide for them along the way. Have volunteers share situations in which believers need courage. (**Answers will vary.**) Guide students to brainstorm adverbs for how they can follow God. (**Possible answers: boldly, confidently, courageously, faithfully**) Have them complete the remaining exercises on their student pages.
- Distribute **BLMs 13.5B–C Grammar Test: Chapter 13** to each student and administer the test.

## Writing 13.5

- Have students retrieve "A Bird, came down the Walk" and direct their attention to the words that begin each line. State that lines of poetry begin with capital letters. Review that complete sentences should be punctuated as such but that complete sentences are not required. Have students add these items to their checklists. Then, direct students to type their nature poems using the prepared **DEVICES**. Have students revise their poems according to their checklists before **PRINTING**.
- As time allows, arrange students in groups and have them read their poems aloud. Guide students to engage in balanced, courteous, small-group discussions about how the sensory descriptions, sound devices, and figurative language in each poem create a particular tone and mental images.

## NOTES

Name \_\_\_\_\_

Grammar 13.5

1. Use the code to fill in the missing words. Highlight the adverbs.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Did I N O T command you to be strong and  
C O U R A G E O U S? Therefore do N O T  
 be afraid nor discouraged. Your God will N O T desert you but will be with you  
W H E R E V E R you go. (from Joshua 1:9)

Circle the adverb in the sentence that answers the given question. Label the verb, adjective, or adverb it modifies.

- how Twins Lien and Liang often dress similarly.
- where Grandpa, did you really hike uphill in the snow frequently as a boy?
- when My faithful father makes car payments monthly.
- to what extent The media fairly quickly published stories about the fire.

6. Label each word in the sentence. Diagram the sentence.

ADV N HV AV ADV ADJ ADJ N  
 Tonight, Aubrey will adopt recently newborn Labrador puppies.

Aubrey | will adopt | puppies  
 Tonight | newborn | Labrador

N = noun  
 HV = helping verb  
 LV = linking verb  
 AV = action verb  
 ADJ = adjective  
 ADV = adverb

Make a check mark next to each sentence in which the relative adverb is used correctly.

- ☐ The Peabody is the hotel in Memphis why ducks daily march through the lobby.
- ☒ A songwriter composed lyrics about a range where buffalo roam and antelope play.
- ☐ Do you know the reason when Pammy quit the cheerleading squad?

© Language Arts • Language and Writing Grade 5 Skill: using adverbs 79

10. Cross out at least four dull adverbs. Replace them with vivid adverbs.

Possible answers:  
 Today we play volleyball on the beach. Hikari serves the ball quite aggressively exceedingly pretty hard. It sails too far out of bounds. Ren gently serves the ball, but it kind of grazes the net. Emilia smacks the ball surprisingly skillfully meely. She sends it just outside of the opposing players' reach, and we earn a point. We really cheer.

Creative Writing

80 Skill: using adverbs © Language Arts • Language and Writing Grade 5

### PREPARATION

#### Lesson 13.1

- Select two challenge words for the pretest. To meet your students' needs, choose words from *Vocabulary Builder*, a cross-curricular subject, misspelled words from a previous assignment, or words that interest your students. Consider using the word *convict* because it is a homograph.
- Print **BLM 13.1A Spelling Study Strategy: Chapter 13**, add the challenge words, and copy the page for each student.

#### Lesson 13.2

- Select **DMs 13.2A—C Chart: Homographs** for display.

#### Lesson 13.4

- Select **DMs 13.2B—C Chart: Homographs** for display.

#### Lesson 13.5

- Select **DMs 13.5A—B Proofreading: Kuroshio** for display. Print **BLM 13.5A Answer Key for DM 13.5A** for reference.

### HOMEWORK

- Have students review the chapter's spelling words.
- Print and distribute **BLM 13.1B Homework: Chapter 13 Lesson 1** to each student to complete for homework. (13.1)
- Print and distribute **BLM 13.2A Homework: Chapter 13 Lesson 2** to each student to complete for homework. (13.2)
- Print and distribute **BLM 13.4A Homework: Chapter 13 Test Prep** to each student to complete for homework. (13.4)

### Lesson 13.1

- 1 For the spelling pretest, use the sentences that follow or develop original ones. Say each underlined word, use it in a sentence, and repeat the word. Then, have students write each spelling word. Direct students who cannot spell a word to write the letters they hear.

#### Pattern Words

1. There was a peaceful protest at the courthouse.
2. The new apartment complex is near the beach.
3. Our street flooded when tree roots blocked the sewer.
4. The conflict between the siblings ended quickly.
5. We used our computer game console to stream a video about the ocean.
6. The contract for the purchase was signed by both buyer and seller.
7. Mrs. Gonzales will excuse her class from an assignment.
8. Currents increase the nutrients in ocean water.
9. The expired coupon was invalid.
10. Our teacher will produce a map of the Gulf Stream.
11. We will record the science program to view later.
12. The wound in the sailor's foot was from a sharp splinter.

#### Content-Specific Words

13. The waves rolled past our boat in a continuous advance on the shore.
14. The moon exerts a gravitational pull on the tides.
15. The course of a current can undergo periodic changes.
16. The swimmer was in close proximity to the shore.
17. A current's direction is caused by the rotation of the earth.
18. The force of gravity creates ocean tides.
19. A red sailboat bobbed up and down on the water's surface.

#### Power Words

20. Jesus is God's provision for the salvation of all who believe.
21. Some cargo is transportable only by ship.
22. Mrs. Milano is transporting the students' science fair projects.
23. Lucille can envision herself owning the restaurant of her dreams.

#### Challenge Words

24. \_\_\_\_\_ (Insert your choice.)
25. \_\_\_\_\_ (Insert your choice.)

- 2 (Note: The pattern words for this lesson are homographs. One of each homograph is presented in the pretest sentences. The Spelling Dictionary lists each homograph as a separate entry word.) Direct students to self-correct their pretests. Write each word on the board. Point out that the pattern words in this chapter are homographs. Homographs are words that are spelled the same but have different meanings and pronunciations. The pronunciation of the homograph depends on the way the word is used in context. Note the roots *port* and *vis* in the power words.

- 3 As a class, read, spell, and read each word. Direct students to circle misspelled words with a colored pencil and to rewrite them correctly.

- 4 Proof and return students' pretests. Direct students to use their pretests for individualized study at school or at home.

- 5 Distribute **BLM 13.1A Spelling Study Strategy: Chapter 13** for students to use when practicing their words at home.

## Lesson 13.2

1 Display **DM 13.2A Chart: Homographs** and select a volunteer to read the definition at the top. Then, read each sentence below and the two pronunciations on DM 13.2A for the underlined word, repeating the pronunciations as needed. Select a volunteer to pronounce and circle the pronunciation that matches the pronunciation of the underlined word.

- There is no excuse for poor quality work. (/ik 'skyōōs/)
- We helped the invalid with his yard work. (/in və ləd/)
- The sewer pricked his finger with the needle. (/sō ūr/)
- My project ideas conflict with the director's. (/kən 'flikt/)
- We will console Geneva after the loss of her puppy. (/kən 'sōl/)
- The pupils in our eyes contract in bright light. (/kən 'trakt/)
- The local grocer carries fresh produce. (/prō dōōs/)
- The witness's testimony was entered into the trial record. (/re kùrd/)
- I wound the garden hose on the reel. (/wound/)
- The dogs protest their hunger by whimpering. (/prə 'test/)
- Predicting rip currents is often a complex science. (/kəm 'pleks/)
- With extra study, Sabrina will increase her scores. (/in 'krēs/)

2 Choose volunteers to read the pronunciations from DM 13.2A that were not circled and to generate original sentences. Direct students to check the definitions in the dictionary at the back of their student books as needed. Then, display **DMs 13.2B–C Chart: Homographs**, arrange students in pairs, and assign a set of homographs to each pair. Direct pairs to think of how to act out their words' meanings. Then, have pairs demonstrate their homographs' meanings for the class.

3 Direct students' attention to the first student page for Lesson 13.2. Say, spell, and say each pattern, content-specific, and power word. Read this chapter's challenge words and have students write them in the spaces provided. Direct students to complete the exercises independently.

## RECOVERY

- For students who spelled less than half correctly on the spelling pretest, assign the following reduced word list: *wound, excuse, record, conflict, sewer, increase, surface, periodic, gravity, continuous, transporting, and provision*. Modify the evaluation of assignments and the test accordingly. (13.1)

Name \_\_\_\_\_

**Spelling 13.2**

Homographs are words that are spelled the same but have different meanings and pronunciations.

Write the homograph from the pattern words next to its pronunciations.

1. /'kən sōl/ /kən 'sōl/	<u>console</u>
2. /'wōōnd/ /'wound/	<u>wound</u>
3. /'kəm pleks/ /kəm 'pleks/	<u>complex</u>
4. /'prō test/ /prə 'test/	<u>protest</u>
5. /in 'və ləd/ /in və ləd/	<u>invalid</u>
6. /prə 'dōōs/ /prō dōōs/	<u>produce</u>
7. /ik 'skyōōz/ /ik 'skyōōs/	<u>excuse</u>
8. /ri 'kōrd/ /rē kùrd/	<u>record</u>
9. /in 'krēs/ /in krēs/	<u>increase</u>
10. /'kən trakt/ /kən 'trakt/	<u>contract</u>
11. /'kən flikt/ /kən 'flikt/	<u>conflict</u>
12. /'so ūr/ /'sōō ūr/	<u>sewer</u>

Write content-specific words to complete the exercises.

- Rivers flow because of g\_\_\_\_\_ ravily \_\_\_\_\_. What causes the currents in the oceans to flow?
- Currents are c\_\_\_\_\_ ontinuous \_\_\_\_\_. streams of water within larger bodies of water such as oceans.
- The g\_\_\_\_\_ avitational \_\_\_\_\_ pull of the earth and the direction of the wind affects a current's strength and p\_\_\_\_\_ eriodic \_\_\_\_\_ changes in course.
- Many currents are in close p\_\_\_\_\_ roximity \_\_\_\_\_ to continents. Fish thrive near the s\_\_\_\_\_ urface \_\_\_\_\_ of currents.
- The direction of a current's flow is determined by the earth's r\_\_\_\_\_ otation \_\_\_\_\_.

**Challenge**

© Language Arts • Language and Writing Grade 5 Skill: homographs 233

Prefix		Root		Suffix	
trans-	across	port	to carry	-ing	continuous action
en-	in, into	vis	to see	-ion	state of
pro-	forward			-able	capable of

Write the power words. Order may vary.

- provision
- transporting
- transportable
- envision

Refer to the chart to complete the exercises. Write the word that is being defined.

- able to be carried from one place to another transportable
- carrying across a distance transporting
- a plan created when looking ahead provision
- to see in one's mind envision

Write power words to complete the sentences.

- Sailors use God's provision \_\_\_\_\_ of the Gulf Stream current, which flows from the Straits of Florida to the Grand Banks near Canada, to move cargo great distances.
- In colonial days, soon after sailors had discovered the Gulf Stream, ships were transporting \_\_\_\_\_ goods from the Caribbean Sea to the northern colonies, using the current to speed their voyages.
- Almost anything that was transportable \_\_\_\_\_ from one port to another was carried by ship.
- Although the early sailors could not envision \_\_\_\_\_ today's computerized ships, they knew a great deal about using currents for navigation.

© Language Arts • Language and Writing Grade 5 Skill: homographs 234



### ENRICHMENT

- For students who spelled all the words correctly on the spelling pretest, assign three of the following extra challenge words: *kinesthetic, forevermore, charitable, infectious, subordinate, or violation*. (13.1)
- Direct students' attention to the map of the Gulf Stream on the second student page for Lesson 13.2. State that this drawing was made by Benjamin Franklin over 200 years ago. Challenge students to draw a map showing the location and physical features of an interesting place of their choice. Have them write a persuasive paragraph encouraging their classmates to visit. (13.5)

- 4 Have students turn to the second student page for Lesson 13.2 and build the power words.
  - The root *port*, the prefix *trans-*, and the suffix *-ing* make the word *transporting*.
  - The root *vis*, the prefix *pro-*, and the suffix *-ion* make the word *provision*.
  - The root *vis*, the prefix *en-*, and the suffix *-ion* make the word *envision*.
  - The root *port*, the prefix *trans-*, and the suffix *-able* make the word *transportable*.

Ask students for additional words that have the roots *port* and *vis*. (**Possible answers: export, portable, vision, visual**) Direct students to complete the exercises independently.

### Lesson 13.4

- 1 Direct students to find the homographs *wound*, *wound*, *console*, and *console* in the dictionary at the back of their student books. Have students read the definitions for both entries for each homograph silently and study each homograph. Select volunteers to read the sample sentence for each word aloud. Then, read the following sentences one at a time and ask students which dictionary entry matches each sentence:
  - When I fell, I received a wound on my knee. (**one**)
  - Nathan wound the antique clock before setting the time. (**two**)
  - Aang will console his friend. (**two**)
  - The game console needs repair. (**one**)

- 2 Display only the homographs and their pronunciations from **DMs 13.2B–C Chart**:

**Homographs.** Arrange students in pairs. Direct pairs to choose two words from the chart, each from a different set of homographs. Have pairs create a sentence for each word to read to the class. After pairs read each of their sentences, select volunteers to point to the pronunciation of the homograph used in the sentence.

- 3 Have students turn to the word *excuse* in their student dictionary. Ask for the part of speech, definition, and sample sentence of the second entry. (**n.; a good reason; Mr. Axe accepted Monica's excuse for being late to class.**) Share that God's divine qualities are evident to all people, believers and nonbelievers, in His creation that is all around them. The world is full of examples of God's purposeful design and ongoing attention. Read **Romans 1:20** and point out that this verse shows that even those who have not heard the Gospel still can understand that God is their Creator and that people are sinful. Ask what kinds of excuses people make for not following Jesus. (**Answers will vary.**) Summarize Luke 14:15–23 and point out that Jesus told this parable to illustrate how those who make excuses to not follow Him will never take part in the blessings of eternal life with Him.

- 4 Direct students' attention to the student page for Lesson 13.4 and have students complete it independently.

### Lesson 13.5

- |            |            |                 |                 |
|------------|------------|-----------------|-----------------|
| • protest  | • excuse   | • continuous    | • surface       |
| • complex  | • increase | • gravitational | • provision     |
| • sewer    | • invalid  | • periodic      | • transportable |
| • conflict | • produce  | • proximity     | • transporting  |
| • console  | • record   | • rotation      | • envision      |
| • contract | • wound    | • gravity       |                 |

- 1 Display **DM 13.5A Proofreading: Kuroshio**. Remind students that persuasive writing is a kind of writing used to convince the reader of a particular point of view. Read the article and ask students what the author is trying to persuade the reader to consider. (**Possible answers:**

to stay safe from typhoons by knowing where they may occur, to stay safe from typhoons by preparing for them and not underestimating them.) Review the proofreading marks and remind students that these marks are used to correct mistakes in a piece of writing. Slowly read the text and direct students to raise their hands when they notice an error. Have students identify the marks that are needed to correct the error. Correct the identified mistakes using the appropriate proofreading marks. Use **BLM 13.5A Answer Key for DM 13.5A** as a guide. Display **DM 13.5B Proofreading: Kuroshio** and choose a volunteer to read the corrected version of the text.

2 Direct students' attention to the student page for Lesson 13.5 and have students complete it independently.

3 Administer the test. Dictate the words by using the sentences from the pretest or by developing original ones. Reserve the words *record*, *increase*, *surface*, *gravity*, and *transporting* for the dictation sentences. Use the following procedure for the dictation sentences: read the sentence, direct the class to say the sentence with you, then read the sentence again. Dictate the following sentences:

- Sailors made maps to record the location of useful currents.
- Knowledge of currents began to increase in the 1500s.
- Water on the surface of the current is warmer.
- The force of gravity from the moon creates ocean tides on Earth.
- The ships will begin transporting cargo again after the repairs are finished.

## EXTENSION

- Print **BLMs 13.2B–C Spelling Words: Chapter 13** and write the challenge words in the blank spaces. Then, make a copy on **CARD STOCK** for each student. Distribute the flash cards for students to cut apart and keep for practicing their spelling words at school or at home. (13.2)
- For a cross-curricular connection, have students experiment with generating water currents using wind power. Fill a shallow **DISHPAN** one-third full with clean **WATER**. Distribute **DRINKING STRAWS** to three students and direct them together to blow softly across the surface of the water, observing the ripples that form. Change variables such as the distance from the straw to the water, the force with which air is blown, or the direction of the air flow. Challenge students to predict what will happen when the variables change. (13.2)

Name \_\_\_\_\_

**Spelling 13.4**

Fill in the circle in front of the phrase that matches the meaning of each bold homograph.

- The **sewer** runs underneath the street.
  - ☐ a person who sews
  - ☒ a tunnel made for wastewater
- Dr. Griffith's speech is about the **complex** topic of salmon swimming against the current.
  - ☒ hard to analyze
  - ☐ a building or group of housing units
- There is no **excuse** for being late to the presentation.
  - ☐ to remove responsibility
  - ☒ a good reason
- The teacher will **record** the speech.
  - ☒ to copy for future use
  - ☐ an official document
- Dr. Griffith will **produce** charts showing currents in the Pacific Ocean.
  - ☒ to make available
  - ☐ fresh fruits and vegetables
- The class will **protest** the shortening of their recess.
  - ☐ a statement of displeasure
  - ☒ to express displeasure
- I am ready to **increase** my knowledge of ocean currents and fish.
  - ☐ an addition
  - ☒ to make greater

Write a pattern word to complete each sentence. Circle the correct pronunciation for each word.

- Read the **contract** before you buy the sailboat.  
/ˈkən ˈtrakt/ /ˈkan ˈtrakt/
- An **expired** coupon is **invalid**.  
/ˈin ˈvə ləd/ /ˈin və ləd/
- A **splitter** of wood caused a **wound**.  
/ˈwōnd/ /ˈwound/
- The boys' ideas often **conflict**, but they usually resolve their problems.  
/ˈkən ˈflikt/ /ˈkan ˈflikt/
- Danielle will **console** her hurting friend.  
/ˈkən ˈsōl/ /ˈkan ˈsōl/

**Pattern**  
protest  
complex  
sewer  
conflict  
console  
contract  
excuse  
increase  
invalid  
produce  
record  
wound

**Content-Specific**  
continuous  
gravitational  
periodic  
proximity  
rotation  
gravity  
surface

**Power**  
provision  
transportable  
transporting  
envison

Skill: homographs 235

Use the proofreading marks to identify mistakes in this article. Correctly write the misspelled words on the lines below.

**Spelling 13.5**

**Safety Tips for Rip Currents**

When winds cause a strong offshore current that collides with the return flow of waves, a rip current is formed. Rip currents flow away from shore, sometimes with great strength. although invisible to people on the beach, rip currents usually extend from shoreline through the surf zone and past the continuous line of breaking waves. Rip currents can occur on any beach that can produce waves, including the Great Lakes. Rip currents are extremely dangerous. A rip current begins transporting an unsuspecting swimmer out to deep water in just a matter of minutes. This can cause panic, and panic will increase the swimmer's desperation to return to shore. The swimmer's intended direction and the rip current's pull are in direct conflict, causing the tired swimmer to need an immediate rescue.

Frequent review of these safety precautions will help keep swimmers safe. There is no excuse for not following any these rules.

- Always swim at a beach that has a lifeguard.
- Never swim alone.
- Do not fight the current. Swim perpendicular to the current, then swim to shore.
- If you cannot escape, float on the surface or tread water.
- Know the rip current risk for the day you intend to swim.

Scientists conduct research to predict and record the occurrence and strength of rip currents. awareness of the rip current danger will help reduce the number of rip current related rescues.

**Order may vary.**

- continuous
- produce
- transporting
- increase
- conflict
- excuse
- surface
- record

**Proofreading Marks**  
○ Circle misspellings.  
≡ Make a capital letter.  
⊖ Add a period.  
✓ Delete.  
△ Add something.  
/ Make a small letter.  
¶ Make a new paragraph.

**Content-Specific**  
continuous  
gravitational  
periodic  
proximity  
rotation  
gravity  
surface

**Power**  
provision  
transportable  
transporting  
envison

Skill: homographs 236

### VOCABULARY BUILDER

- **clarification** an explanation that makes something clear or understandable
- **confirm** to assure that something is true
- **image** a physical or mental picture
- **multimedia** including several types of media such as video, images, or sound
- **paraphrase** to say or write someone else's idea using different words

### PREPARATION

#### Lesson 13.1

- Select 10–20 vocabulary words from previous chapters that can be represented by drawings. Write each word on an index card.
- Select **DM 13.1A Word Map: Paraphrase** for display. Obtain a **THESAURUS** for each pair of students. Print **BLM 13.1A Answer Key for DM 13.1A** for reference.

#### Lesson 13.3

- Select **DM 13.3A Synonyms** for display. **Lesson 13.5**
- Print **BLM 13.5A Vocabulary Test: Chapter 13** for each student.

### HOMEWORK

- Have students review the chapter's Vocabulary Builder words.

### ENRICHMENT

- Obtain a **LARGE-SIZED PAPER** for each small group. Arrange the class into groups. Distribute a large-sized paper to each group and have them title it *How to Learn Something New*. Guide groups to create a poster that gives steps or advice for learning something new and that includes all the vocabulary words. (**Possible answers: Paraphrase new information to make sure you understand it. Ask for clarification when you don't understand. Draw an image to help you remember. Confirm your answers. Create a multimedia presentation of the information and share it with someone else.**) (13.3)

### Lesson 13.1

- 1 Divide the class into two teams. Have one student from each team come to the board. Reveal a prepared vocabulary word card to the two students and direct them to each draw a picture on the board. Direct teams to guess the word from the drawings. Award a point to the team that guesses the word first. Continue playing until all students have had a turn or as time allows.
- 2 Review with students that making an organizer or word map of new words is one vocabulary building strategy that will help them remember the words and make connections to them. Display **DM 13.1A Word Map: Paraphrase**. Write the vocabulary word *paraphrase* on the word map. Challenge students to use their knowledge of word parts and any other prior knowledge to share what they think the verb *paraphrase* means. (**Answers will vary.**) Arrange students into small groups and assign groups a resource to use, including a **THESAURUS**, a print dictionary, students' dictionary in the back of their books, or an online dictionary. Direct groups to look up the word *paraphrase* in their resource and to create their own definition of the word. Have the group who has the online dictionary play the pronunciation aloud for the class. Direct groups to share the information in their resource and their created definition and then complete the word map together. For *my definition*, guide the class to create a definition in their own words. For *sentence*, construct a sentence together that helps communicate the meaning of the word. For *picture*, state that students can draw a symbol or another visual representation to help them remember the word. For *synonyms* and *antonyms*, have students select a few words from the thesaurus that they already know the meaning of and then discuss the meaning of other unknown synonyms and antonyms. (Note: Refer to **BLM 13.1A Answer Key for DM 13.1A** for answers.)

- 3 Write the vocabulary word *multimedia* on the board and direct groups to create their own word map for it. Encourage groups to come up with their own section headings, such as *word parts*, *related words*, *examples*, and *non-examples*. Distribute additional thesauri and dictionaries to groups and direct them to look up the word in more than one resource to better understand its meaning. For students who used a thesaurus, ask what they noticed about this vocabulary word. (**Possible answers: It is not in the thesaurus; it does not have any synonyms or antonyms.**) Have each group share their word maps with the class.

- 4 Direct students' attention to the student page for Lesson 13.1 and have students work in pairs or small groups to complete the page. For Exercises 1–3, guide pairs to use their dictionaries, thesauri, and online dictionaries to construct their own definitions. Discuss students' answers.

### Lesson 13.3

- 1 Have students retrieve their word study notebooks. Direct them to title a new page *Chapter 13 Vocabulary Sentences* and to write a sentence for each vocabulary word that helps communicate the meaning of the word. Have them skip every other line on their papers. Then, arrange the class in small groups and have students share their sentences. Select a strong sentence for each word to write on the board. Have groups discuss how the context of each sentence on the board helps the reader better understand the meaning of the vocabulary word. Encourage students to write any sentences from the board in their word study notebooks that they think are helpful examples for understanding the new words. Have students retain their sentences for the next activity.
- 2 Display **DM 13.3A Synonyms**. Read the sentences chorally and point out the vocabulary words in bold. Have volunteers highlight the synonyms in each of the second sentences. (**1. explanation; 2. assured; 3. pictures; 4. rephrase**) Ask students why *multimedia* is not included in the sentences. (**because it does not have any synonyms**)

Direct students to turn to their Chapter 13 vocabulary sentences in their word study notebooks and to exchange notebooks with a partner. Above the vocabulary words *clarification*, *confirm*, *image*, and *paraphrase*, have partners write a synonym that could replace the word in the sentence. Guide students to pay attention to the context of the sentence to ensure that they are not choosing a word that has a different shade of meaning than the vocabulary word. For *multimedia*, have partners insert a proofreading mark to add more information to the sentence to help build

the meaning of the word. For example, they may add a phrase starting with *such as* and listing examples of types of multimedia.

**3** Divide the class into teams. Have the first player in each team write *clarification*, *confirm*, *image*, and *paraphrase* across the top of a whiteboard and then pass the board to the next player on the team. Read one of the following synonyms and direct players to write the word under the correct vocabulary word and then to pass the board to the next player: *reword* (**paraphrase**), *explanation* (**clarification**), *prove* (**confirm**), *summarize* (**paraphrase**), *illustration* (**image**), *verify* (**confirm**), *validate* (**confirm**), *portrait* (**image**). Then, read each column of words and have groups tally the number of synonyms they wrote under the correct heading. Clarify the slightly different meanings between the words *summarize* and *paraphrase*. Explain that summarizing is often giving a short description of a larger work, while paraphrasing may or may not be shorter than the original.

**4** State that the word *image* can refer to a physical, digital, or mental picture. Convey that while the apostle John was exiled on the island of Patmos, God gave him mental images and visions that revealed future events. John recorded his images as words, which became the book of Revelation. The book provides hope for believers because it portrays a conquering, powerful Jesus returning as the Almighty (Revelation 1:1–8). Point out that when Jesus first came to Earth, He was here to serve; but in Revelation, He is shown as a warrior and King. He is still the same loving Lord, but the time has come for Him to reign over heaven and Earth. Read the descriptions of Jesus in **Revelation 1:12–17** and **19:11–16** while students close their eyes and visualize the images that come to mind. Ask students what hope and promises for the future these images provide believers. (**Possible answers: that Jesus is King and will rule over all, that Jesus will come again, that He is faithful and true**)

**5** Direct students' attention to the student page for Lesson 13.3 and have students complete it.

## Lesson 13.5

**1** Briefly review this chapter's Vocabulary Builder words.

**2** Distribute **BLM 13.5A Vocabulary Test: Chapter 13** to each student and administer the test.

## EXTENSION

• Write vocabulary words on slips of paper and place them in a **BOWL**. Have a player start the game by taking a slip of paper from the bowl and providing hints about the word on the paper. As soon as a student guesses the word, a second player should take a paper and give hints. The goal is to have the most words guessed in 1 minute. A round is over once all words have been taken from the bowl. In the first round, players describe the word; in the second, players use only one word; and in the third, players act out the word. Play the game as a class, in small groups, or in pairs. (13.7)

Name \_\_\_\_\_

**Vocabulary Builder 13.1**

Answers will vary.

Complete the word maps.

Vocabulary Word	My Definition	Picture
1. confirm		
2. clarification		
3. image		

clarification  
confirm  
image  
multimedia  
paraphrase

Circle the vocabulary word that best completes the sentence.

4. I was able to \_\_\_\_\_ my notes when I presented my information to the class.  
confirm    **paraphrase**    image

5. I enjoyed science class because the teacher used several \_\_\_\_\_ presentations.  
**multimedia**    image    clarification

© Language Arts • Language and Writing Grade 5 Skill: word mapping 319

Read the sentences. Circle the missing synonym for the bold word.

1. The directions say to **reword** the sentence.  
We should \_\_\_\_\_ the text.  
image    **paraphrase**    confirm

2. The students need more **explanation** of the rules for the scavenger hunt. We must make sure the \_\_\_\_\_ of the guidelines is clear.  
multimedia    **clarification**    confirm

3. Look through these magazines and find a **picture** of a zoo animal for your project. I do not have a(n) \_\_\_\_\_ of one.  
**image**    multimedia    clarification

4. Coach will **verify** the dates for the baseball games. We cannot \_\_\_\_\_ that we can participate in other activities until then.  
paraphrase    image    **confirm**

Match the vocabulary word to its synonym.

5. image	→	restate
6. confirm	→	explanation
7. paraphrase	→	validate
8. clarification	→	portrait

9. Paraphrase the definition of **multimedia**.  
**Possible answer: using more than one kind of media**

10. List places where you see multimedia techniques being used.  
**Possible answers: in class, at an assembly, at church**

11. Choose a description of King Jesus from **Revelation 1:12–17** or **19:11–16**.  
Draw an image to match the description.

Drawings will vary.

© Language Arts • Language and Writing Grade 5 Skill: synonyms 320