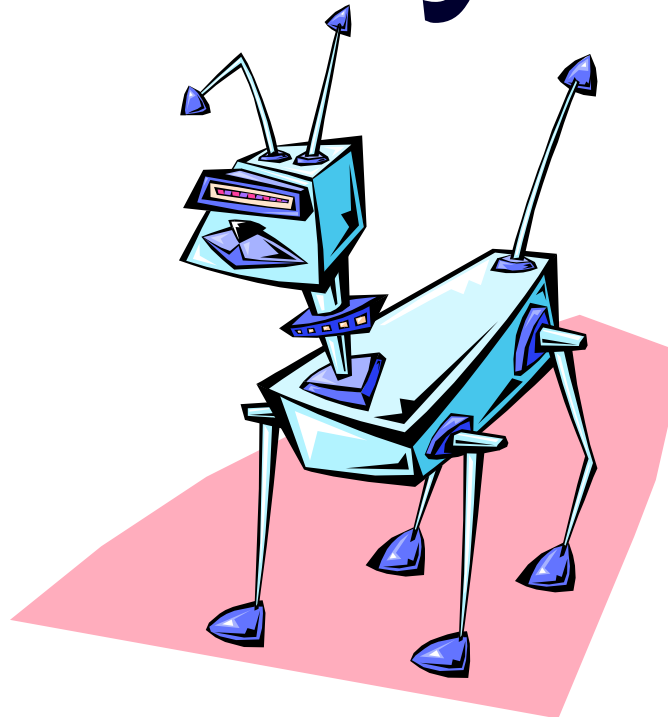


# Lesson 25

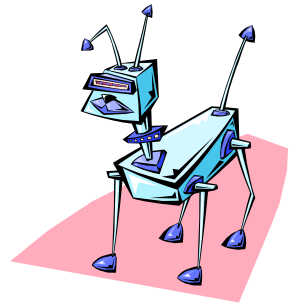
## Day 2



# Question of the Day

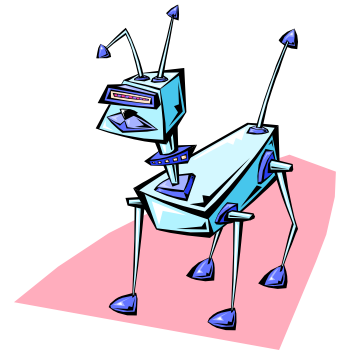
- Why do people grow plants?
- What are some different kind of plants you have learned about?
- Why do people grow particular plants?
- People grow plants because \_\_\_\_\_.

T394



# Today's Read Aloud

- Why might you reread the poem “A Special Sprout”.
- Purpose: enjoyment, to understand the poem better



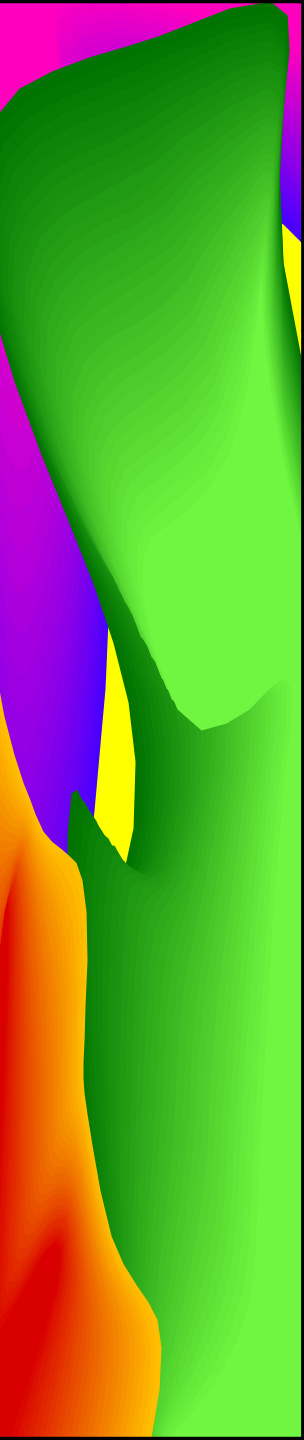


## A Special Sprout

Inside a seed, a little plant  
Is waiting to come out.  
With soil, water, and some sun  
The plant begins to sprout.

The sprout is small and starts to grow,  
With tiny leaves of green.  
The flowers, fruit, or branches tall  
Are waiting to be seen.

Then suddenly, without a sound,  
It bursts to twice its size.  
The little plant just grows and grows,  
Right before my eyes!



I stand amazed and watch the plant  
Stretch up, up to my knees,  
Then stand up even taller still  
And reach up toward the trees.

Suddenly two arms reach out,  
And much to my surprise,  
My giant plant now has a face,  
A smile, and big bright eyes!

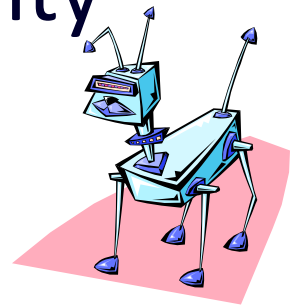
We start to talk, and soon, I know,  
A friendship has begun.  
My plant and I now spend our days  
Talking in the sun.

# Vowel Variant

/ô/: o, au (gh), aw, a(l), ough

- There are several ways to spell the /ô/ sound.
- Say these words.
- pause                      bought                      awful
- talk                              long                              naughty

T396



# Vowel Variant

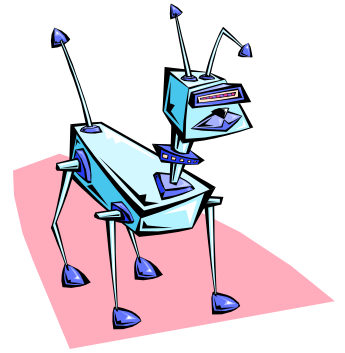
**/ô/: o, au (gh), aw, a(l), ough**

- Remember that o, au (gh), aw, a(l), o, and ough do not stand for /ô/ in all words.
- Say these words.
- laugh      goal      awake
- vote      rough
- You will have to try different pronunciations for words with o, au(gh), aw, a(l), and ough.

# Vowel Variant

/ô/: o, au (gh), aw, a(l), ough

- Say these words.
- soft      cause      thaw      false
- Name the letters that stand for /ô/.
- Name other words in which the same vowels stand for /ô/.





# Vowel Variant

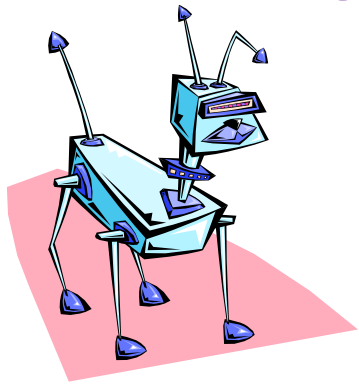
/ô/: o, au (gh), aw, a(l), ough

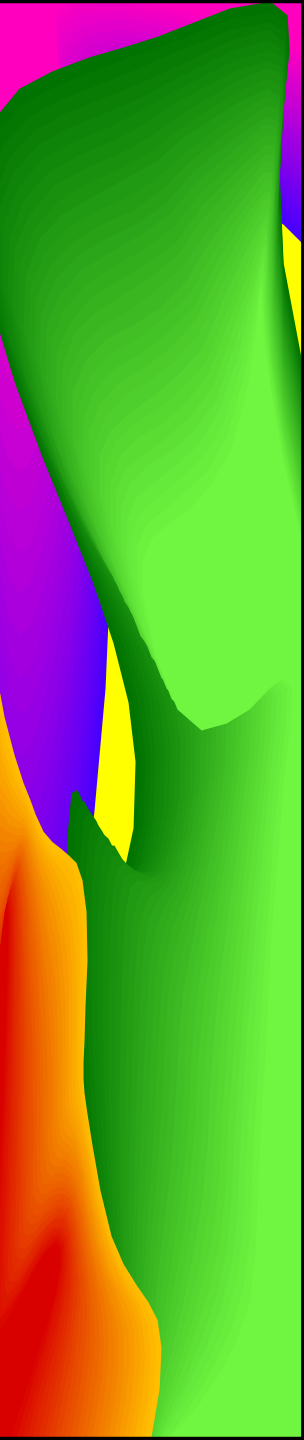
- Write the words in these sentences that have the /ô/ sound.
- We took a long walk on the grass.
- I almost lost the race.
- Milo's yawn made Ann yawn also.

# Vowel Variant

/ô/: o, au (gh), aw, a(l), ough

- Check your work!
- We took a long walk on the grass.
- I almost lost the race.
- Milo's yawn made Ann yawn also.





# Focus Skill: Sequence

- Sequence is the order of events in a text.
- Time-order words and phrases that can show the sequence of events: *first, next, then, last, finally, before, and after.*
- *Dates, times, and phrases such as in the morning or later that day can also help them determine sequence.*



## Focus Skill: Sequence

- Turn to page 245 and look for time-order words.
- Read this page with a partner, and identify the sequence of events on the page.



# Focus Skill: Sequence

- First, the villagers bring supplies to rescue Eloise.
- Second, they lower Joe Morgan over the cliff.
- Next, Joe rescues Eloise.
- Then, Mrs. Lark thanks everyone and asks them to eat watermelon with her.
- Last, one of the Ferguson kids yells, “Picnic in the town square!”



# Author's Message

- The author's message is the main idea the author wants the reader to learn or understand.
- To find the author's message, readers should think about what they have learned from a piece of writing.
- Readers should also consider why the author wanted the reader to know that information.



# Author's Message

- Look at page 250 and review “Mayors”.
- What were some of the information on this page.
- Mayors are the leaders of communities. Some mayors run departments. Mayors make schools better. Adults vote for mayors.



# Author's Message

- Why do you think the author wanted them to know these facts about mayors?
- So that people would understand how important a mayor's job is.
- What do you think the author's message might be.
- Mayors make their communities better places to live.



# confused

- A **confused** person is mixed up.
- The roots grew in all directions, so the plants seemed **confused**.
- The word is...
- **confused**
- What is the word?
- **confused**
- Has a set of directions ever **confused** you?  
What did they try to explain?



# shifting

- If air is **shifting**, it is moving or changing.
- The air is **shifting** even when we can't feel a breeze.
- The word is...
- **shifting**
- What is the word?
- **shifting**
- How can you tell when the wind is **shifting** from one direction to another?

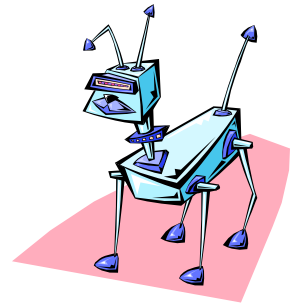


# Grammar

## Review: Main and Helping Verbs

- A helping verb works with a main verb to tell when the action or state of being takes place.

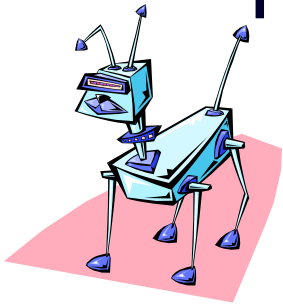
T402



# Grammar

## Review: Main and Helping Verbs

- **am is are**
- These are helping verbs that show the action or being that is happening in the present.



T402

# Grammar

## Review: Main and Helping Verbs

- was      were      has      had  
have
- These helping verbs indicate the past.
- will
- The word *will* indicates the future.

# Grammar

## Review: Main and Helping Verbs

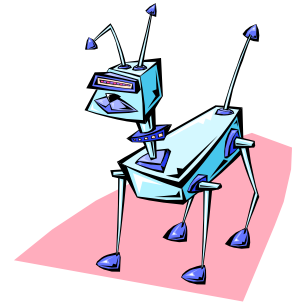
- Guided Practice:
- Maria \_\_\_\_\_ fixing the car.
- is or was
- Practice book page 213



# Writing: Revise

- **Revising** means looking for ways to improve it. One way to improve writing is to make organization clearer. You should check for beginning, middle, and end. You should make sure details are in the correct sequence.

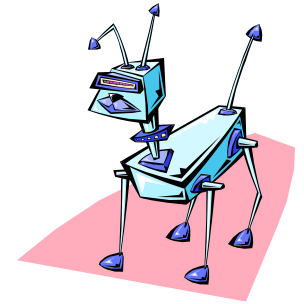
# Writing: Revise



- **Organization**
- Your writing is easier to understand if your sentences and paragraphs flow smoothly.
- Use transition words such as *for example, because, and, but, and* or to connect ideas clearly.



# Writing: Revise



- **Word Choice**
- Choose the best word to describe something or explain an idea.
- Good writers use words that are vivid and specific.

# Writing: Revise

- When I look over my writing, I look for words that might be unclear. For example, if I find a sentence that says “The bird was big and strong-looking,” I know my meaning could be clearer if I used more vivid, specific words. I could write, “The eagle was huge and looked fierce.”