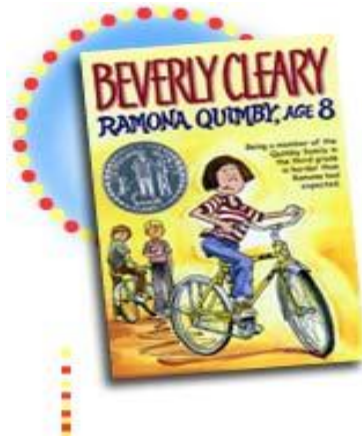


# RAMONA QUIMBY, AGE 8



## Lesson 24 Day 5

# Question of the Day

When have you been scared about doing something that turned out to be fun?

I used to be scared to \_\_\_\_\_, but now I really like it because \_\_\_\_\_.

# Creativity Wins Out

Alex had been given the main part in the school play, and he was thrilled. It was going to be a big production, with props and elaborate costumes. Students could invite their whole families, not just parents.

Then came the bad news. The school was going to need unexpected repairs, and there was not enough money to pay for a fancy production. The school play was going to be canceled.

Alex and the other student actors were disappointed. They had only just begun rehearsals, but they were already excited about the play. They just had to find a way for the play to go on! They asked Mr. Thomson, who was in charge of the play, if they could meet with him.

The students put together a plan and brought it to the meeting. They wouldn't need a lot of money, and they could still have the play. Instead of elaborate costumes, the students would make their own. Instead of fancy props, the students would use boxes and chart paper to make simple backdrops.

Mr. Thomson thought it was a great idea. The students' creativity won out, and the whole school set to work. The play would not be fancy, but it *would* go on!

# Words with Schwa

Lets pronounce the words together.

favor

musician

together

What are the accented and unaccented syllables?

fa'-vor,

mu-si'-cian,

to-geth'-er

# Words with Schwa

Remember:

- The /e/ sound is not long or short and has many different spellings.
- In many two-syllable words, the unaccented syllable has the /e/ sound.
- In three-syllable words, the /e/ sound might be found in two of the syllables.

quarrel

beckon

visible

- Identify the syllable or syllables with the /e/ sound.

quar-rel

beck-on

vis-i-ble

# Words with Schwa

Use the following words below to complete each sentence.

upon      above      cover      apart  
either      alike      awake      afraid

1. Is everybody \_\_\_\_\_ of spiders?
2. I was \_\_\_\_\_ before the alarm rang.
3. Sven and Mariza do not like \_\_\_\_\_.
4. \_\_\_\_\_ Shandra or her sister will make cookies.
5. The boy took his kite \_\_\_\_\_.
6. Please \_\_\_\_\_ the peanut butter jar.
7. There is a nest \_\_\_\_\_ the door.
8. He left the book \_\_\_\_\_ the table.



# Words with Schwa

Use the following words below to complete each sentence.

across      ever      amount      ahead  
agree      alive      around

1. We have to go \_\_\_\_\_ the entire lake.
2. Dinosaurs were \_\_\_\_\_ millions of years ago.
3. You can go \_\_\_\_\_ of me.
4. Virgil measured the right \_\_\_\_\_ of salt.
5. Have you \_\_\_\_\_ had a pet?
6. We all \_\_\_\_\_ that pecans are good.
7. The tennis court is \_\_\_\_\_ the park.

# Let's get ready to read!

- Get ready to perform a readers' theater using the story "Ramona Quimby, Age 8".
- Think about how the characters might feel and sound throughout the story.
- Listen as I read aloud pages 266-268 of "Ramona Quimby, Age 8". Listen to how I read fluently with expression and use an appropriate reading rate.
- In groups you will take turns reading each page. Remember to read with an appropriate rate and reflect punctuation correctly, including commas and exclamation points.
- Make sure to read with expression, proper phrasing, and correct pronunciation.
- Once you have finished practicing, take turns reading your play to another group.

# Cause-and-Effect

## (Comprehension)

- What should you ask yourself when trying to identify cause-and-effect?

To identify a cause, you should ask yourself, “Why did it happen?” To identify an effect, you should ask yourself, “What happened?”

Listen as I reread “All About Books” starting on page 86. Remember to use prior knowledge and to set a purpose for reading.

# Comprehension Questions

- Why did books become affordable in the nineteenth century?

Machines were invented that made printing faster.

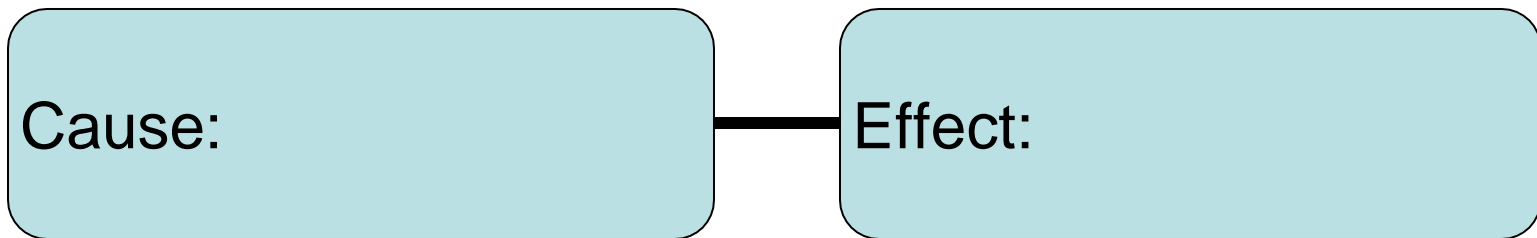
- If inventions had not changed the ways books were made, would everyone know how to read today?

No, because books would not be available to everyone.

# Independent Practice

Copy down the graphic organizer, into your notebook.

- Use the chart to fill in the cause-and-effect relationship from “All About Books.”



**Cause:** Around A.D. 100,  
the codex was invented.

**Effect:** People could carry  
their books around.

# Building Robust Vocabulary

1. Would someone who had a **fondness** for cleaning have a room full of **clutter**? Why or why not?
2. How could an **emotion** be **visible**?
3. What would you do if your friend **beckoned** to you **eagerly**?
4. How might you **collaborate** on a **presentation** with a classmate?

# Building Robust Vocabulary

1. Would you be **contented** if someone had just **flustered** you?
2. Why would a teacher **remark** that cheating was **disgraceful**?
3. Why would it be **ridiculous** to measure a cup of rice by choosing each grain **individually**?
4. If you **transferred** a plant to an area with a lot of sunlight, would you be **effective** in getting it to grow?



# Grammar

## Past-Tense and Future-Tense Verbs

### Remember:

- A past-tense verb tells about an action that has already happened.
- A present-tense verb tells about an action that is happening now.
- A future-tense verb tells about an action that is going to happen.

# Grammar

## Past-Tense and Future-Tense Verbs

1. When I am older, I (join, will join) the band.
  2. Now, I (practice, practiced) playing simple songs.
  3. Last year, I (will attend, attended) my first concert.
- Only one of the verbs in the parentheses makes sense in the sentence.
  - In the first sentence, the verb tense needed for the sentence is the future tense.
  - What is the tense and the correct verb for sentences number two and three?

# Checking our Writing

## Persuasive Paragraph

- Remember to identify paragraphs and use correct capitalization.
- Remember to use the correct verb tense in every sentence.
- Check your spelling, punctuation, and main and helping verb usage.
- Use Editor's Marks to correct your work.

Trade papers with a partner and read their explanation. Make additional revisions and then discuss with your partner their writing.