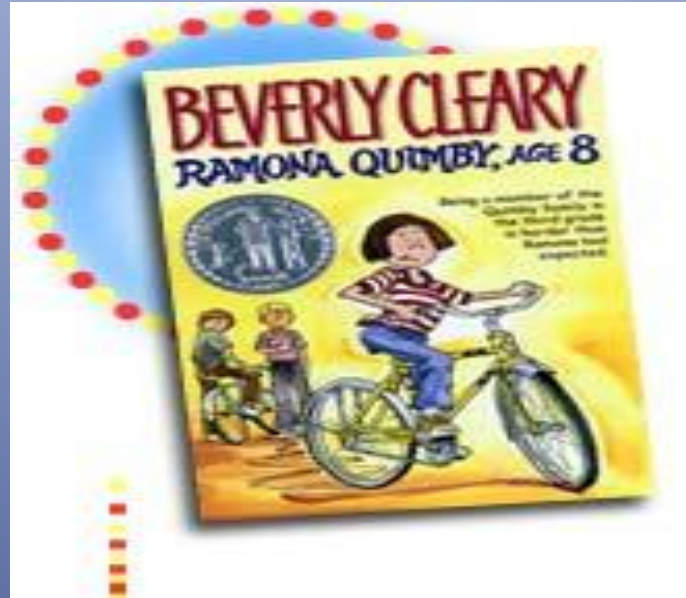


# "Ramona Quimby, Age 8"



Lesson 24

Day 3

# Question of the Day

Why is it good to be creative?



It is good to be creative  
because \_\_\_\_\_.

# Today's Read Aloud

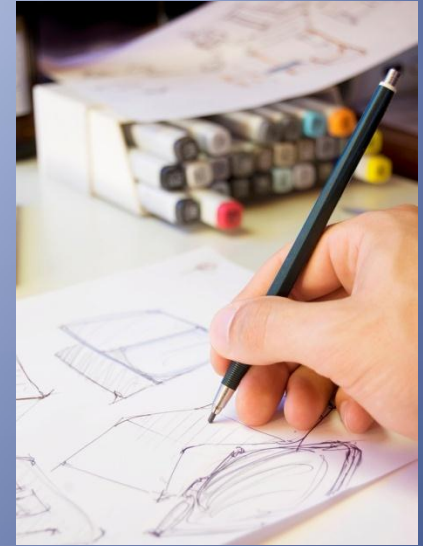
- Set a purpose - Why would someone want to read or listen to a poem more than once?

To enjoy; to listen to patterns, rhythm, and rhymes.

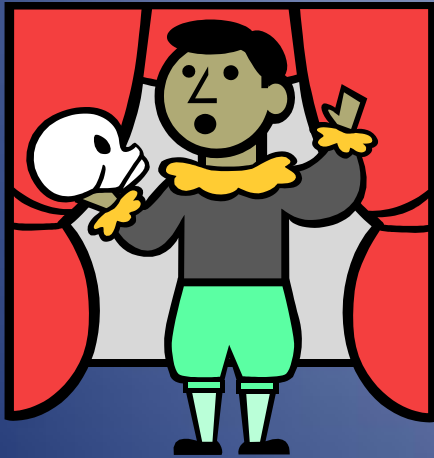
- Listen and follow along as I read the poem aloud.

# I'd Like to Be...

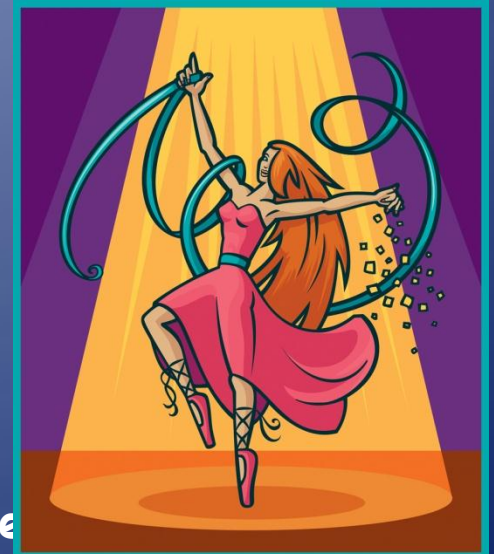
I'd like to be an artist  
And paint pictures day and night.  
I'd like to be an artist  
And draw many a great sight.



I'd like to be an actor  
And star in a famous play.  
I'd like to be an actor  
And be in a movie someday.



I'd like to be a dancer  
Who can jump and leap and bow.  
I'd like to be a dancer  
Whose moves make you say, "Wow!"



I'd like to do all these things.  
My dreams are as big as the sky.  
I'd like to do all these things  
And I can do them if I try!

Now, read the poem with a partner. Use appropriate

# Word Work



## Schwa and unaccented syllables

- The schwa sound can make words difficult to spell because it's not always clear which vowel is making the schwa sound.

The schwa sound often appears in the unaccented syllable.

clo'-ver <sup>ə</sup>

<sup>ə</sup>al-low'

thou'-sand <sup>ə</sup>

sal'-ad <sup>ə</sup>

doc'-tor <sup>ə</sup>

may'-or <sup>ə</sup>

dol'-lar <sup>ə</sup>

sis'-ter <sup>ə</sup>

# Spelling

1. upon
2. above
3. cover
4. apart
5. either
6. alike
7. awake
8. afraid
9. across
10. agree
11. amount
12. ahead
13. ever
14. alive
15. around

# Fluency – Expression

When good readers read aloud, their speech sounds natural. This helps listeners understand what is being read.

As you read, you should:

- Use meaning to guide your voice.
- Alter your tone and volume depending on the meaning.

**USE EXPRESSION**

# Focus Skill: Cause and Effect

When readers identify why something happened, they are finding the cause. When they identify what happened, they are finding the effect. In stories, one event often leads to another event.

Thinking about cause-and-effect relationships can help you better understand the plot and order of events in a story.



## Focus Skill

# Cause and Effect

Boys and Girls, remember that the reason an event happens is the **cause** and what happens is the **effect**. Events usually cause other events to happen.

### Cause

Ramona's table is a clutter of crayons, paper, tape, yarn and odds and ends.



### Effect

Her family calls it "Ramona's studio."

- Turn to page 262:
- Why does Ramona call Danny "Yard Ape?"
- **Danny runs noisily around the schoolyard.**

# “Slam Dunk Water”

Turn to pages 274-275

“Slam Dunk Water” is an example of an advertisement.

What is the main purpose of an advertisement?

Advertisements are designed for a particular audience – people who might buy the product.

Advertisements include:

- Facts and opinions
- A slogan, which is a catchy phrase
- Exaggerations about the product that may not be entirely true
- An endorsement by someone famous



# “Slam Dunk Water”

Notice the notes in the bubbles on pages 274-275. They explain the parts of the advertisement. One purpose for reading an advertisement is to gain information.

Follow along with me as I read the advertisement aloud.

How is this selection different from realistic fiction?

Would you buy Slam Dunk Water? Why or Why not?

Which statements in this advertisement are opinions? How can you tell?

# Connections

- Turn to page 216-277.
- How is Ramona's book report like an advertisement? How is it different?
- It doesn't tell the exact truth about the book. It uses opinions. It targets a very small audience.  
**Text to Text – TT**
- What part of the story did you think was funny? Why?
- When Ramona can't remember the ending and uses a slogan from a commercial.
- **Text to Self - TS**
- How is Ramona's school like your school? Give details.
- **Text to Word - TW**

# affordable

If you have enough money to buy something, that thing is **affordable**.

The word is...

**affordable**

What is the word?

**affordable**

What is a product that is **affordable** for you to buy?



# individually

If you speak to your friends one at a time, you speak to them **individually**.

Have you ever eaten anything that is **individually** wrapped?

Why are some items **individually** wrapped?



# clutter

If a place such as your desk or your room **has clutter**, it is messy and full of things you do not really need,

What **clutter** do you have in your room or house that you want to keep?

The word is...

**clutter**

What is the word?

**clutter**

What **clutter** do you want to get rid of?



# visible

When something is **visible**, you can see it.

The word is...

**visible**

What is the word?

**visible**

What is **visible** from a window in your favorite room?





# mentioned

If you **mentioned** something, you talked about it briefly.

The word is...

**mentioned**

What is the word?

**mentioned**

What is something your parents have **mentioned** to you more than once?



# beckoned

If you **beckoned** to someone, you send your hand to signal him or her to come to you.

The word is...

**beckoned**

What is the word?

**beckoned**

What would you do if a friend **beckoned** you?

Why would your friend have

**beckoned**?



# flustered

If something **flustered** you, it made you forget what you were saying or doing.

The word is...

**flustered**

What is the word?

**flustered**

What is something that causes you to be **flustered**?



# remark

A **remark** is something that is said about something.

The word is...

**remark**

What is the word?

**remark**

What might you **remark** to your mother if you wanted to be kind?



# presentation

If you describe or perform something in front of a group of people, you are putting on a **presentation**.

The word is....

**presentation**

What is the word?

**presentation**

Would you rather watch a

**presentation**

or give one?

Explain



# effective

When you get the result you want, then your actions have been **effective**.

The word is...  
**effective**

What is the word?  
**effective**

What could you include in a report or project to make it **effective**?



# Homophones

Words that sound the same but have different spellings and meanings.

Two rubber bands were placed **there** so the girls could hook the masks over **their** ears.

Got information from words

Color of tomatoes

Ramona **read** the book.

One of the masks was **red**.

# Homophones

What are the homophones in these two sentences?  
Which definition should each sentence go with?

Copy these sentences into your notebook. Write a definition for each homophone. Use it in a new sentence.

1. My favorite part of the movie is the scene with the car chase. Have you seen my new pet canary?
2. She took a break from studying. The bus had to brake suddenly.



# Homophones: Let's Practice!!!

- The \_\_\_\_\_ the bus traveled over was rough.

a. rode  
b. road

road

- Would you like a \_\_\_\_\_ of pie?

a. piece  
b. peace

piece

She was sick for a \_\_\_\_\_.

a. week

b. weak

week

# Grammar

## future tense verbs



Ramona will earn a good grade on her book report.  
Ramona will continue to do creative reports.

- Ramona dances in front of her class .
- **Ramona will dance in front of her class.**
- Yard Ape laughed at Ramona's presentation.
- **Yard Ape will laugh at Ramona's presentation.**

# Grammar

## DOL

Write these sentences correctly.

1. Starting tomorrow, all students reply in complete sentences?
2. next week, the class attends a play.

## Writing – Persuasive Paragraph

Open your *Student Edition* to page 268.

*“Left-Behind Cat* gives kids something to smile about.”

This is Ramona’s topic sentence.

What are Ramona’s supporting reasons?

Which reason is the most important?

Why?

# Writing

## A Persuasive Paragraph

- Includes a topic sentence that states the writer's opinion.
- Provides reasons to support the writer's opinion.
- Often uses facts to convince readers.

By including facts, writers can make their opinions seem more convincing.

# Persuasive Paragraph

Use your filled-in charts from Day 2 to draft a persuasive paragraph. Use your topic sentences and create details that support your opinions.

The order of ideas in the body of a persuasive paragraph is very important. Ideas must appear in an order that makes sense. Sometimes the writer may want to place the most important reason first to grab the reader's attention. At other times, the writer might save the most important reason for last to keep the reader interested until the end. Think of the order of your ideas as you write a draft.