

## Excerpt from *A Father's Promise* by Donnalynn Hess

A JourneyForth book from BJU Press

Rudi's father had instructed him to go to the place of rendezvous as quickly as possible and wait. So, determining to put everything else from his mind, he pulled the instructions he had been given out of his pocket and looked them over carefully.

From what he could tell, he would find his initial clue close to the place where he had watched the sunrise, for he had been told to take the most direct path from the point of escape to the edge of the woods. From this point he was to continue moving straight into the forest until he found a red woolen scarf tied to a low-hanging branch. If the scarf was knotted, he was to go to the left. If it was merely wrapped once about the branch, he was to go to the right. He would find a second tree in one of these two directions.

The second tree, as well as the succeeding trees, was to be marked by a small arrow etched into the bark near the ground. The arrows would indicate his direction. By following this path of trees, he would eventually reach the meeting place, located on the bank of a river.



The fact that his final destination was a riverbank troubled Rudi slightly, for he knew that the Vistula had several tributaries running through the surrounding forests. He feared the possibility of ending up on the wrong bank. *But if I'm careful*, he assured himself, *I'll find it*.

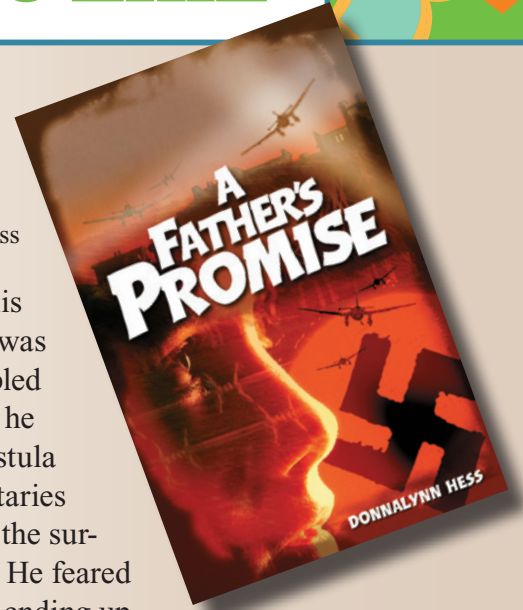
He tucked the instructions back inside his pocket and set out. He found the scarf with little difficulty. Relieved, he untied the knot, turned to the left, and continued his search.

Locating the next clue took more time. An arrow mark was a lot harder to spot than a bright woolen scarf. But he finally found the sign on the gnarled root of an old tree. Had he not tripped on the root which was jutting up from the ground, he might not have found it at all, for he had already examined that particular tree carefully—or so he had thought. The arrow pointed straight ahead. *I've got to be more careful*, he told himself as he moved on.

After an hour or more, Rudi noticed that his travel was becoming more difficult. He was moving deeper into the forest where the trees and bushes were more numerous. The undergrowth was growing thicker, too, making it harder to forge a decent path for walking.

He stopped momentarily to rest. As he did, an abrupt sound startled him. It was a sharp, crackling sound, as if someone had suddenly broken a sturdy branch across his knee. Rudi looked in the direction from which the sound had come. He saw nothing.

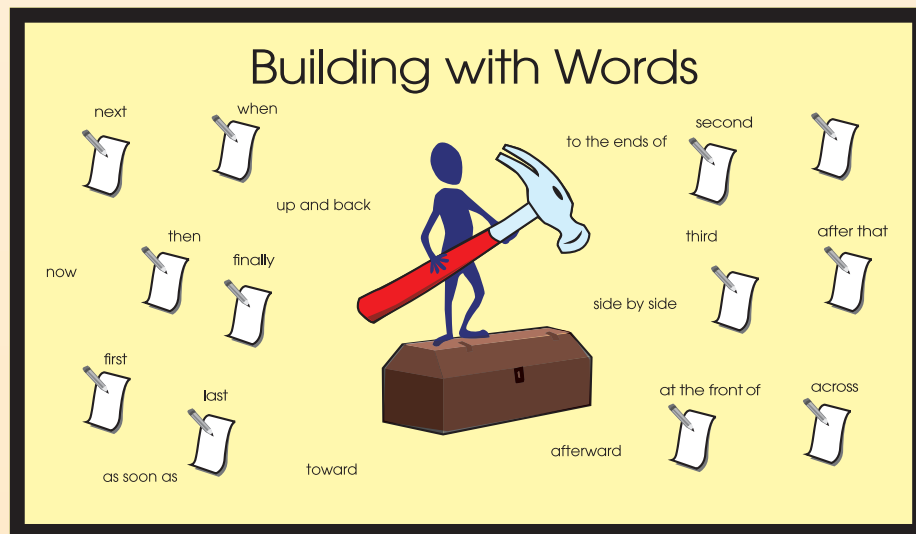
*Perhaps Oscar has decided to come and find me*, he thought. The thought, however, did not comfort him, and an eerie feeling came over him as he resumed his search.



# Chapter 6

## Writing Instructions

Lesson	Topic	TE Pages	Worktext	Teacher's Toolkit CD	Materials to Gather	Vocabulary	Objectives
	Bridge: Linking Literature to Writing	117	100			<i>precise words</i> <i>specific details</i> <i>time-order words</i> <i>spatial words</i> <i>demonstration</i> <i>Writing Process</i> <i>planning</i> <i>drafting</i> <i>revising</i> <i>proofreading</i> <i>publishing</i>	<ul style="list-style-type: none"> <li>Recognize the contrast between precise and imprecise wording in instructions</li> <li>Find precise words using a thesaurus</li> <li>Replace imprecise words with precise words and details</li> <li>Choose a topic to explain</li> <li>Analyze a student model of instructions</li> <li>Recognize the effectiveness of time-order and spatial words in instructions</li> <li>Choose appropriate time-order and spatial words to clarify instructions</li> <li>Complete a time-order chart to plan instructions</li> <li>Recognize the paragraph structure for writing instructions</li> <li>Plan, draft, revise, proofread, and publish instructions</li> <li>Participate in a writing conference</li> <li>Recognize errors using a <i>Proofreading Checklist</i></li> <li>Identify and practice good speaking and listening skills</li> </ul>
51	Precise Words & Details	120–21	101–2				
52	Writing Specific Instructions	122–23, S17	103–4		<ul style="list-style-type: none"> <li>Beads of several different colors</li> <li>Yarn</li> <li>Pair of sewing scissors</li> </ul>		
53	Instructions: Planning	124–25	105–6				
54	Instructions: Drafting	126–27					
55	Instructions: Revising	128–29	107–8				
56	Instructions: Proofreading	130–31	109–10				
57	Instructions: Preparing for Oral Publishing	132–33	111–12		<ul style="list-style-type: none"> <li>Each student's props</li> </ul>		
58	Instructions: Publishing	134–35					
59	Chapter 6 Review	136–37, S18	113–14	36–37			
60	Cumulative Review	138–39	115–16				



Cover the bulletin board with yellow paper and a black border. Attach the title “Building with Words” in black letters. With a black felt-tip pen, write the following spatial words and time-order words all across the board: *next, finally, first, second, third, then, when, last, after that, afterward, as soon as, now, at the front of, up and back, toward, side by side, across, and to the ends of*. After students write their essays, display the essays on the bulletin board. Attach the following figures to the center of the board: a large black stick figure, a hammer (or saw), and a toolbox.

Writing Process	Points
<b>Planning:</b> completed a time-order chart	
<b>Drafting:</b> wrote the first draft	
<b>Revising:</b> improved the first draft	
<b>Proofreading:</b> marked mistakes and corrected them	
<b>Publishing:</b> prepared the final draft and shared it with others	
<b>Writing Process Total</b>	

Content	Points
Has a title	
Has an introduction that leads into the instructions	
Lists materials needed before the steps begin	
Tells the steps in order	
Gives enough detail about each step	
Uses precise words	
Includes time-order words and spatial words or phrases for clarity	
Has a conclusion that sums up the instructions	
<b>Content Total</b>	

Oral Demonstration	Points
Uses expression with voice, face, hands, and body movements	
Makes eye contact with the audience while speaking	
Speaks clearly, with good pace and volume	
Demonstrates at least one step of the instructions clearly	
<b>Oral Demonstration Total</b>	

Mechanics	Points
Uses punctuation correctly	
Uses capital letters correctly	
Uses correct grammar	
Spells words correctly	
<b>Mechanics Total</b>	
<b>Total Score = Writing Process + Content + Oral Demonstration + Mechanics</b>	

Add the following words to your personal spelling list:

\_\_\_\_\_

**Comments:**

### Scoring Key

**3 points** complete and correct  
**2 points** complete and partially correct  
**1 point** partially complete and partially correct  
**0 points** not attempted or unacceptable



➤ Worktext pages 100–102

### Objectives

- Recognize the contrast between precise and imprecise wording in instructions
- Find precise words using a thesaurus
- Replace imprecise words with precise words and details
- Choose a topic to explain

### Note

This interactive lesson incorporates Worktext page 101 into the Teach for Understanding section.

In this chapter, each student will write instructions for a homemade project. (**Note:** Make sure each student decides on a project before Lesson 53.) Before Lesson 57, each student should complete the process of making his project and taking a photograph or making a drawing of his finished product.

## Literature Link

Discuss the instructions in the Literature Link. Explain that *A Father's Promise* is a historical novel that takes place during World War II. Rudi, the main character, is a young Polish boy who is both a Jew and a Christian. German soldiers occupy his city and threaten to imprison his father in a work camp. Rudi's father arranges for Rudi to escape into the forest to meet Oscar, the leader of a resistance group. Oscar has promised Rudi's father that he will help Rudi. In this excerpt, Rudi is following his father's instructions to find his way through the forest. Read aloud the Literature Link on Worktext page 100.

- Are the instructions specific? (*yes*)
- What are some specific things that Rudi should look for to help him find his way through the woods? (*the red scarf knotted or wrapped on the tree, arrows carved into the tree trunks*)

## Teach for Understanding

### A Discuss the contrast between precise and imprecise wording.

1. Read aloud the first paragraph on Worktext page 101.
- What do you think Mark Twain meant by his comment about the lightning bug and the lightning? (*There is a big difference in power and effectiveness between the almost-right word and the right word.*)

Mark Twain once compared the difference between the *almost-right* word and the *right* word to the difference between a lightning bug and lightning. Which is more powerful? Precision in writing is using the *right* words to make your writing as powerful and effective as possible.

When you are writing instructions, it is important to think about your audience. Is it someone your age or older? Is it someone younger? Is it someone with the same skills and knowledge that you have? Using precise words and details in your instructions will make them clear and easy for anyone to follow.

### Packing a Picnic Lunch

You'll want to have a good picnic basket. Get one that will hold all the things you need for your picnic, including your drink. You should take plenty of food along too, and it would be good to take a bag for your trash. Place the stuff in the basket so that nothing will get crushed.

An inexperienced picnicker might have some questions about these instructions.

- Which type of basket is "good"? Should it be big or small, lightweight or heavy?
- Which type of food and drink is best to take on a picnic?
- What other items will I need to take on the picnic?
- How can I pack to avoid crushing any of my items?

### Packing a Picnic Lunch

Choose a picnic basket that is roomy enough to hold all your picnic items but small enough for you to carry easily. A basket with a closeable lid is best to keep food dry and safe from insects. Prepare picnic food that is simple and does not require special storage or refrigeration. Items such as sandwiches, potato chips, trail mix, carrot sticks, apples, and cookies are ideal picnic foods. Suitable drinks to take on a picnic include canned juices or sodas, boxed fruit juice with straws, or bottled water. You may also want to take a lightweight blanket to sit on, paper plates, plastic utensils, napkins, and a bag for trash. As you pack the basket, place the heaviest items in the bottom of the basket to avoid crushing lighter items. Find a quiet, shady spot and enjoy your picnic!

This time the writer gave specific details, even suggesting specific foods to take on the picnic. Notice that he used precise words instead of vague words such as *good*, *things*, and *stuff*. Sometimes a thesaurus can help you find a precise word to use in place of an imprecise word.

English 6, Chapter 6, Lesson 51



101

2. Read aloud these sentences, emphasizing the underlined words. Explain that one of the sentences contains the *right* word, an adjective that is more precise.

*The baby's face dimpled into an elegant smile.*

*The baby's face dimpled into a charming smile.*

- Which sentence contains the more precise word? What is the word? (*the second one; charming to describe smile*)
- Why is *charming* a better word for the sentence than *elegant*? (*Elicit that elegant is more appropriate for describing a fancy place or item than a person's smile.*)

### B Find precise words using a thesaurus.

Direct each student to turn to the entry word *beautiful* in his thesaurus beginning on Worktext page 316. Explain

that the words listed after the definition and sample sentence are synonyms that can be used to replace the entry word. Point out that both *elegant* and *charming* are listed as synonyms for *beautiful* in the thesaurus.

- Do all the synonyms given for a word always work as a replacement for that word? Explain. (*no; The best replacement word varies, depending on how the word is used in the sentence.*)

Encourage the students to look for the most precise replacement words when using the thesaurus.

### C Discuss the importance of precise and specific wording when writing instructions.

1. Read aloud the second paragraph on Worktext page 101; then read aloud



## 2 Apply and Write

- Rewrite this paragraph, using precise words and details in place of the italicized words. You may use the thesaurus beginning on Worktext page 316 to help you.

### Making a Water Balloon

Making a water balloon is *not very hard*. *Get a balloon*. Open the end of the balloon and *put water in it*. When the balloon is *a good size*, turn off the water and tie the end in a knot. *Do something fun* with the balloon!



- Your paragraph should answer these questions:

1. What size and shape of balloon should I use?
2. How much water should I put in it? Where do I get the water?
3. How big should the filled balloon be?
4. What should I use the water balloon for?

## Teach for Understanding—Continued

Direct each student to put a check mark beside the item(s) on his list that answer these questions.

3. Direct each student to consider the items he checked. Tell him to take the list of ideas home, discuss it with his parents, and choose a topic by Lesson 53.

## Worktext page 102

### Apply and Write

Read and explain the directions. Select volunteers to read aloud their revised paragraphs.

## Computer Connection (optional)

### Materials

- Computer access for each student

**Show the students how to use an electronic thesaurus.** If their word-processing programs have electronic thesauruses, the students can use them to choose new synonyms for common words. An electronic thesaurus can be useful for a last-minute change while typing the final draft. Allow each student to type his paragraph and practice replacing words using the electronic thesaurus.

the first set of "Packing a Picnic Lunch" instructions.

- What are some questions that you have after reading these instructions? (*Answers will vary but will probably include some of the questions from Worktext page 101.*)
2. Point out that the wording of the instructions raises questions because it is not very specific. Read aloud the revised instructions.
- What changes in wording make these instructions more precise and specific? (*Possible answers: describes the size and type of picnic basket; names specific food and beverages; names other items that may be needed; gives specific instructions on how to pack to avoid crushing any items*)
3. Explain that in the second set of instructions, many more specific de-

tails were added. Details help make instructions clearer and more precise.

### D Guide each student in choosing a topic to explain.

1. Explain that each student will be writing instructions about how to make something. Ask the following question, allowing time for each student to write his response on his own paper.
- What do you know how to make? (*Possible answers include preparing foods, sewing, woodworking, building models, drawing, etc.*)
2. Direct each student to check his list.
- What have you made most often?
- What could you explain to someone else how to make?
- Which item interests you the most?



## Transparency Master page S53

Lesson 51

- Write A if the underlined word is an action verb.  
Write L if it is a linking verb.
1. Mom and I make seasonal crafts. **A**
- Write the helping verb and the main verb from the sentence.
2. Mom will decorate with Indian corn in the fall. **will decorate**
- Write the word that makes sense.
3. stem ; flower ; tree (branch, trunk, leaf) **trunk**
- Write the direct object from the sentence.
4. Together, Mom and I made a wreath. **wreath**
- Write the sentence with correct ending punctuation.  
Use the code to label the sentence.
5. Quick, put the leaves on before the glue dries.  
**Quick, put the leaves on before the glue dries! or . Exc. or Imp.**

**CODE**  
Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

## Objectives

- Analyze a student model of instructions
- Recognize the effectiveness of time-order and spatial words in instructions
- Choose appropriate time-order and spatial words to clarify instructions

## Materials

- Beads of several different colors
- Yarn
- Pair of sewing scissors
- Overhead transparency of Supplement page S17, “Instructions”

## Note

This interactive lesson incorporates Worktext pages 103–4 into the Teach for Understanding section.

## Introduction

Direct an exercise in following instructions. Display the transparency of Supplement page S17, “Instructions.” Set out the beads, yarn, and scissors on a table or desk at the front of the room. Choose a student to come forward and follow the instructions. Read the instructions aloud slowly while the student follows them. When the student has finished, ask him these questions:

- Which parts of the instructions were hard to follow? (*Possibly the student did not cut a long enough piece of yarn; the instructions did not say where to tie the knots or how many knots to tie.*)
- Were these instructions very specific? (*no*)

Point out that the instructions did not specify how long the piece of yarn should be, whether the beads were to be placed on the string in any certain order, where to tie knots, or whether the finished product was to be a necklace or a bracelet.

- Why is it important that written instructions be specific? (*With written instructions, the reader does not usually have the opportunity to ask questions. The instructions need to be specific so that he will be able to follow them all on his own.*)

## Teach for Understanding

## A Analyze the student model.

1. Read aloud the opening question on Worktext page 103. Allow time for the

## Writing Specific Instructions

Name \_\_\_\_\_

Have you ever tried to make something without using any instructions? If you have, you probably ran into a few problems. Instructions help us know what materials to use, how to complete the project, and in which order to go through the steps.

Here are instructions that Charity wrote to explain how to make candy sleighs.



## How to Make Candy Sleighs

It is never too early to start thinking about Christmas presents for your friends and family. Candy sleighs are a fun gift idea, and they are easy to make. For each sleigh, you will need decorative ribbon, tape, two large candy canes, two flat candy bars (three to four inches long), and a variety of miniature candy bars. You will not need to unwrap any of the candies to make the sleigh.

First, make the runners and base of the sleigh. The two candy canes will be the runners, and the two flat candy bars will hold them together. Arrange the candy canes so that the rounded tops are at the front of the sleigh. The canes should curve up and back toward the sleigh like runners. Lay the two flat candy bars side by side across the candy canes. Use tape to fasten the candy canes to the ends of the candy bars.

Next, arrange miniature candy bars on top of the base to resemble the sides and back of a sleigh. Tape each candy bar to the base and to the next candy bar to hold the sleigh together. Then pile up extra candy bars inside the sleigh to look like presents. Attach the candy bars together with loops of tape to hold them in place.

Finally, decorate the sleigh with pretty ribbon. You may also want to tuck other decorative objects like holly or small bells into the sleigh.

You will enjoy making these simple, inexpensive treats. Your friends will love their cute candy sleighs. After they get tired of looking at them, they can spend Christmas break enjoying the delicious candy.

© 2006 BJU Press. Reproduction prohibited.

English 6, Chapter 6, Lesson 52

103

students to share experiences that they have had while trying to make something without instructions.

2. Read aloud Charity's instructions for making candy sleighs.
  - Did Charity's first paragraph, her introduction, make you interested in making candy sleighs? (*probably yes*)
  - How does she raise interest in her instructions? (*She begins by talking about Christmas presents—something everyone is interested in. She then offers some advantages of making candy sleighs—they are fun and easy to make.*)
  - Where in the instructions does she tell which materials are needed to make candy sleighs? (*at the end of the introduction*)

- How many paragraphs does she use to tell about the steps involved in making candy sleighs? (*three*)
- What do each of these three paragraphs cover? (*first—how to make the runners and base of the sleigh; second—how to make the sides and presents inside the sleigh; third—how to add decorative touches to the sleigh*)
- Does this organization make sense? Explain. (*yes; Charity has told about each step of the process in the order that it should be done.*)
- What is the purpose of Charity's last paragraph? (*to conclude the instructions with more encouragement to make candy sleighs*)

Charity used precise words and specific details to make her instructions as clear as possible. Do you think that you could follow her instructions to make a candy sleigh?

Before starting her instructions, Charity made a list of the items someone would need to make a

sleigh. She also planned some of the time-order words she would use in the instructions. Notice that she used a time-order word to introduce each new step in the instructions.

*First, make the runners and base of the sleigh.*

*Next, arrange miniature candy bars on top of the base to resemble the sides and back of a sleigh.*

*Finally, decorate the sleigh with pretty ribbon.*

#### Time-Order Words

first	last
second	finally
third	after that
then	afterward
when	as soon as
next	now

Spatial words and phrases answer questions such as *where?* *how far?* and *which way?* Charity added important details by including spatial words in her instructions. Spatial words let your reader know exactly how to follow instructions.

*Arrange the candy canes so that the rounded tops are at the front of the sleigh. The canes should curve up and back toward the sleigh like runners. Lay the two flat candy bars side by side across the candy canes. Use tape to fasten the candy canes to the ends of the candy bars.*

- Read the instructions your teacher gives you. Add time-order words and spatial words to make them clearer and more specific.

English 6, Chapter 6, Lesson 52

### Teach for Understanding—Continued

instructions for the student to follow. Identify the time-order and spatial words and phrases that make the instructions easier to follow.

## ESL

ESL students will need assistance using time-order words and spatial words and phrases to rewrite the paragraph from the transparency.

### B Discuss time-order and spatial words and phrases in instructions.

1. Read aloud the top of Worktext page 104. Discuss the meaning of time-order words, pointing out their function of introducing each new step and keeping order in Charity's instructions. Call attention to the other examples of time-order words on the page.
2. Discuss the meaning of spatial words and phrases, emphasizing the kinds of questions they answer. Read aloud the examples on the page, pointing out that often adverbs and prepositional phrases serve to give spatial details. With the students' input, find and circle other examples of

spatial words and phrases in Charity's instructions.

### C Guide the students in choosing appropriate time-order words and spatial words and phrases.

1. Display the transparency of Supplement page S17, "Instructions," again. Read aloud the directions on Worktext page 104. Instruct each student to rewrite the instructions for bead jewelry on his own paper, inserting time-order and spatial words and phrases to make the instructions clearer and more specific.
2. Repeat the activity from the Introduction. Choose a student to follow the instructions using the available materials. Then call on various students to read aloud their revised



### Transparency Master page S53

Lesson 52

► Write the sentence. Underline the complete subject once. Circle the simple subject.

1. A game of kickball is always fun.  
A game of kickball is always fun.

► Write the correct abbreviation for the underlined word.

2. 20 grams g

► Write PA if the underlined word is a predicate adjective.

3. Kara is fast. PA

► Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.

4. Cassie threw the pitcher the ball from the outfield.  
S V IO DO  
Cassie threw the pitcher the ball (from the outfield).

► Write the correct verb.

5. Neither Kim nor David (was, were) able to tag Kara. was



➤ Worktext pages 105–6

### Objective

- Complete a time-order chart to plan instructions

### Materials

- Writing folder for each student (See pages xix–xx for suggestions.)

### Note

This interactive lesson incorporates Worktext pages 105–6 into the Teach for Understanding section.

## Introduction

Discuss the planning stage for writing instructions.

- Why is it important to plan before writing instructions? (*You will probably make fewer mistakes or forget fewer steps if you plan carefully. Writing will go more smoothly if you have thought through the order of the process and planned some details to include in your explanation.*)

Point out that when one is writing to explain how to do something, it often helps to do that activity just before writing about it. Going through the process physically, not just mentally, may bring important details to mind that need to be included in the instructions.

## Teach for Understanding

### A Discuss each student's chosen topic.

(*Note:* If you have not already done so, collect each student's parent approval slip.)

### B Guide each student in planning his instructions.

- Read the opening paragraph on Worktext page 105. Call attention to Charity's time-order chart, explaining that she completed it during her planning stage. Point out that she listed the materials needed, the main steps in her instructions, and details about each step.
  - Do the details that Charity planned make her steps clearer and more precise? (*yes*)
  - Why did she plan time-order words? (*so she would remember to use them to make the order clear*)
  - What other parts of the instructions did she plan on her chart? (*introduction and conclusion*)

Charity used the time-order chart below to plan her instructions for making candy sleighs. Planning ahead helped her place each step of the instructions in a logical order. She made sure that each step contained specific details to make it clear, and she planned time-order words to introduce each step. She also wrote down ideas for her introduction and conclusion.



Introduction: fun Christmas presents; easy to make

### Materials Needed

decorative ribbon	2 flat candy bars
tape	miniature candy bars
2 large candy canes	

### Time-Order Words:

First

### Steps

*Make the runners and the base of the sleigh*

### Details

- candy canes as the runners
- 2 flat bars across runners (base)
- tape canes to ends of candy bars

Next

*Make the upper part of the sleigh*

- miniature candy bars form sides & back
- pile up other bars inside (presents)
- attach the candy bars together

Finally

*Decorate the sleigh*

- decorate with ribbon
- may also tuck in holly and bells

Conclusion: enjoy making them; friends will think they're cute and delicious

- Allow time for each student to think through the process he uses when he makes his project. Encourage him, if possible, to physically go through the process at home before drafting his instructions in the next lesson (optional). Then direct him to complete the chart on Worktext page 106. (*Note:* If a student plans to complete his project at home before the next lesson, allow him to complete his planning chart on Worktext page 106 at home.) Encourage him to generate specific details for each step that would explain it and make it clearer.
- Direct each student to save this chart for use in Lesson 54.



► Complete the chart to plan your instructions.

Introduction: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Materials Needed

Time-Order Words:	Steps	Details
_____		<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li><li>_____</li></ul>
_____		<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li><li>_____</li></ul>
_____		<ul style="list-style-type: none"><li>_____</li><li>_____</li><li>_____</li><li>_____</li></ul>

Conclusion: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ESL

ESL students may need oral prompting and discussion with the teacher to choose a topic and write details related to it. They may lack the English vocabulary to complete the chart independently. Some ESL students may need to dictate their instructions orally to the teacher or illustrate the steps and have assistance writing details to match the pictures.

© 2006 BJU Press. Reproduction prohibited.



Transparency Master  
page S54

Lesson 53

- Combine the sentences using an appositive phrase.  
1. Mount Everest is the highest mountain in the world.  
Mount Everest is part of the Himalayan mountain chain.  
*Mount Everest, part of the Himalayan mountain chain, is the highest mountain in the world, or Mount Everest, the highest mountain in the world, is part of the Himalayan mountain chain.*
- Write A if the underlined verb is an action verb.  
Write L if it is a linking verb.  
2. The temperature on Mount Everest is always below freezing. *L*
- Write the direct object from the sentence.  
3. Avalanches threaten climbers on Mount Everest. *climbers*
- Write the correct verb.  
4. Both guides and climbers (encounter, encounters) dangers on the climb. *encounter*
- Write the sentence. Underline the compound subject or predicate. Circle the conjunction.  
5. In 1953 Edmund Hillary and Tenzing Norgay climbed Mount Everest.  
*In 1953 Edmund Hillary (and) Tenzing Norgay climbed Mount Everest.*

## Objectives

- Recognize the paragraph structure for writing instructions
- Draft instructions

## Materials

- Each student's planning chart from Worktext page 106
- Overhead transparency of Charity's instructions on Worktext page 103

## Introduction

Discuss the need for order in instructions.

- What was the purpose of the time-order charts you completed during the planning stage? *(to make sure that the instructions were in order, to plan words that would be used in the instructions)*
- Why is it important that instructions be in order? *(Often the project will not turn out right if the steps are not completed in a certain order.)*

Explain that, for example, most cake recipes direct you to grease the cake pan before you pour the cake batter into it.

- What would happen if the recipe did not direct you to grease the pan until after it had said to put the cake in the oven? *(The bottom of the pan might not get greased, causing the cake to stick to the pan.)*

## Teach for Understanding

- A** Allow students to share their experiences making their projects.

- How many of you had an opportunity to make your project at home?
- 1. Allow the students who raise their hands to share some of their experiences making their projects.
- 2. Point out that doing the project before writing the instructions has helped these students discover details that they might otherwise have forgotten to include. Encourage the students who did not have an opportunity to make their projects to take a few moments to think through the process again before drafting their instructions. Tell them to try to recall any important details that they may have left off the planning chart on Worktext page 106.
- 3. Direct each student to look over his planning chart and to add any details

that have come to mind since he originally completed the chart.

- B** Review the paragraph structure of Charity's instructions.

1. Display the transparency of Charity's final draft of instructions.
  - What is the purpose of Charity's first paragraph, the introduction? *(to get the readers' attention and make them interested in reading the instructions)*
2. Point out that each of the next three paragraphs covers one major step of the instructions.
  - What does the first sentence of each of these three paragraphs do? *(tells the step that the paragraph will explain)*
  - What do the additional sentences in each paragraph do? *(give more details about that step)*

3. Remind the students that the last paragraph, the conclusion, gives the instructions a finished feeling. It states some of the advantages of making candy sleighs and offers encouragement.

- C** Guide each student in drafting his instructions.

1. Direct each student to have his planning chart (Worktext page 106) available as well as two or three sheets of notebook paper on which to write.
2. Allow time in class for each student to draft his instructions. Remind the students to leave a blank line between each line of writing.
3. When each student has finished drafting his instructions, direct him

ESL students may need assistance in writing the first draft. Some students may need to dictate the letter to the teacher. ESL students who are more independent should be monitored frequently for understanding.

to read them silently to make sure that he has included everything that he planned to write.

4. Remind each student to save his draft to work with in the next lesson.



## Transparency Master page S54

Lesson 54

- Write whether the sentence is simple, compound, or complex.
  1. I saw an eagle flying overhead, but I could not tell what kind it was. **compound**
- Write the sentence using the correct plural form of the noun.
  2. Heath searched two (librarys, libraries) for information about eagles.  
**Heath searched two libraries for information about eagles.**
- Write A if the underlined verb is an action verb. Write L if it is a linking verb.
  3. The eagle dived down on its prey. **A**
- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.
  4. Eagles feed their young small pieces of meat.  
**Eagles feed their young small pieces (of meat).**
- Write the correct verb.
  5. I watched the eagle (raise, rise) majestically into the air. **rise**



➤ Worktext pages 107–8

### Objectives

- Participate in a writing conference
- Revise the instructions

### Materials

- Each student's draft from Lesson 54

### Note

This interactive lesson incorporates Worktext pages 107–8 into the Teach for Understanding section.

## Introduction

Discuss the benefits of listening to instructions. Read aloud Proverbs 9:9.

- What does God's Word say will happen to a wise man when he receives instruction? (*He will be even wiser.*)

Explain that just as we will be sharing the instructions we wrote with others, God shares His instructions with us through His Word. If we are wise, we will not only listen to God's instructions but will obey them as well. Our attentiveness and obedience will make us even wiser [BATs: 2b Servanthood, 6a Bible study, 6c Spirit-filled].

Remind the students that this verse also applies to instructions they receive about their writing. A writer who really wants to learn how to improve his skills will listen to the advice and suggestions of others. If the students receive instruction from teachers and peers who want to help them, they will become even more skilled as writers [3a Self-concept, 5d Communication].

After completing her rough draft, Charity shared her instructions with José. José thought that a candy sleigh was a good idea. He had a few questions about how to follow Charity's instructions. "Do you take the wrappers off the candy?"

he asked. He also said that the instructions for taping the candy bars together were not clear in the third paragraph. "Could you add specific details about that?" Charity made the revisions shown below.

### How to Make Candy Sleighs

*It is never too early to start thinking about Christmas presents for your friends and family. Candy sleighs are a fun gift idea, and they are easy to make.* <sup>For each sleigh,</sup> ~~You~~ <sup>you</sup> will need

*decorative ribbon, tape, two large candy canes, two flat (three to four inches long) You will not need to unwrap any of the candy bars and a variety of miniature candy bars.* <sup>candies to make the</sup>

*First make the runners and base of the sleigh. The* <sup>sleigh.</sup>

*two candy canes will be the runners, the two flat candy bars will hold them together.* <sup>Arrange</sup> ~~Put~~ <sup>the</sup> candy canes so that

*the rounded tops are at the front of the sleigh. The canes should curve up and back toward the sleigh like runners.* <sup>side by side</sup>

*Lay the two flat candy bars across the candy canes. Use tape to fasten the candy canes to the ends of the candy bars.*

*Next, arrange miniature candy bars on top of the base to resemble the sides and back of a sleigh.* <sup>Then</sup> ~~pile up~~ <sup>Tape each candy bar to the base and to the next candy bar to hold the sleigh together.</sup>

Charity added some extra details to her list of materials to make the instructions more specific.

She replaced *put* with a more precise word.

She added a spatial detail, *side by side*.

She added some details to make her instructions for taping the sleigh together more specific.

© 2006 BJU Press. Reproduction prohibited.

English 6, Chapter 6, Lesson 55

107

## Teach for Understanding

### A Discuss the revision of the student model.

1. Read aloud the opening paragraph on Worktext page 107. Point out that Charity was able to get another student's input on her instructions through a conference. Getting José's perspective on her writing helped Charity to know which changes would improve her instructions.
- Which changes did Charity make to her instructions? (*She added specific details, such as the length of the candy bar, to the materials list; she replaced imprecise words with more precise words; she added some spatial details to make the instructions clearer.*)

### ➤ Which words did Charity add to give more detail about the flat candy bars? (*three to four inches long*)

2. Point out that Charity placed these words in parentheses after the words *candy bars*. Her teacher suggested that she do this because the phrase is too long to place before the words as an adjective and might confuse her readers.
3. Direct the students to read through the draft carefully, noticing each change and the difference it makes in the overall clarity of the instructions.

### B Conduct writing conferences.

1. Read aloud the *Revising Checklist* on Worktext page 108. Explain that these are statements to guide the students as they revise their own

instructions and as they try to help other students improve their instructions.

2. Direct each student to take out the instructions he wrote in Lesson 54. Remind him that the purpose of conferences is to give and receive help with writing.
3. Write these sentence starters for display, suggesting that the students use them when pointing out problems:
  - "I really liked \_\_\_, but . . ."
  - "Could you tell me more about . . ."
  - "I had a question about . . ."
  - "It might be clearer to say . . ."
4. Pair each student with a partner. Tell each set of partners to take turns reading their instructions to

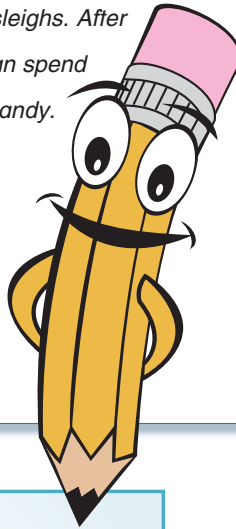


extra candy bars inside the sleigh to look like presents.  
 Attach the candy bars together <sup>with loops of tape to hold them in place.</sup>

Finally, decorate the sleigh with pretty ribbon. You  
 may also want to tuck other decorative objects like holly  
 or small bells into the sleigh.

You will enjoy making these simple <sup>inexpensive</sup> ~~cheap~~ treats.  
 You're friends will love their cute candy sleighs. After  
 they get tired of looking at them. They can spend  
 Christmas break enjoying the delicious candy.

José thought  
 that the word  
*cheap* gave  
 the idea of  
 poor quality.



### Revising Checklist

- ☐ 1. The introduction gets the reader's attention and makes him want to keep reading.
- ☐ 2. All the materials are listed before the instructions begin.
- ☐ 3. The steps are in order.
- ☐ 4. Specific details are given to explain each step.
- ☐ 5. Time-order words and spatial words are included to make the instructions clear.
- ☐ 6. I checked to see where I could replace imprecise words with precise words.
- ☐ 7. The conclusion gives a finished feeling and offers encouragement.

© 2006 BJU Press. Reproduction prohibited.

### Teach for Understanding—Continued

revised copy to proofread in Lesson 56.  
 If many changes are made to a particular paragraph, students may want to make a new copy of that paragraph.)

## ESL

ESL students will benefit more from individual or small-group conferences with the teacher than from peer conferences. These students may have difficulty providing understandable, useful feedback to other students because they cannot locate the mistakes in English. The goal is to gradually train these students to be involved in peer conferencing. Begin by having students locate mistakes in their own papers. ESL students should sit in on conferences between English-speaking students. Provide them with a short checklist of questions to ask when they begin participating in peer conferencing. Remember that it will take a lot longer for ESL students to learn and feel comfortable in a peer conferencing situation. Assist ESL students in using the proofreading marks.

one another. After each person reads, his partner should ask questions and offer any suggestions he has about the instructions.

5. Allow time in class for the conferences. (**Note:** Although pairing students is a good use of time and a valuable revising tool, you may choose to have small groups of students meet with you. Allow each student to read aloud his instructions. You and the group of students should then give suggestions for improvement.)

### C Guide each student in revising his instructions.

1. Briefly analyze Charity's use of the proofreading marks during her revis-

ing stage, discussing which mark she used to show each change.

2. Direct each student to make revisions to his instructions, using a colored pencil (optional) to add the proofreading marks. Encourage him to seriously consider his partner's suggestions and to consult his thesaurus when possible to find more precise words.
3. Direct each student to write out a new copy of his instructions after making changes. Tell him to save his revised copy to be proofread in Lesson 56. (**Note:** Students can find errors more easily during proofreading in Lesson 56 if they have a new copy, complete with revision changes. If they do not have time to recopy the instructions, students can use the



### Transparency Master page S55

Lesson 55

- Write **S** if the sentence is a simple sentence.  
 Write **C** if the sentence is a compound sentence.  
 1. Pottery may be handbuilt, or it may be shaped on a wheel. **C**
- Rewrite the phrase using a singular possessive noun.  
 2. the hands of the potter **the potter's hands**
- Write **PA** if the underlined word is a predicate adjective.  
 Write **PN** if it is a predicate noun.  
 3. The ceramics teacher is Mrs. Davies. **PN**
- Write the sentence. Label the subject, verb, indirect object, and direct object. Put parentheses around the prepositional phrase.  
 4. Mrs. Davies gave me a ceramics lesson at the studio.  
**S V IO DO**  
**Mrs. Davies gave me a ceramics lesson (at the studio).**
- Write the correct verb.  
 5. Neither James nor I (has, have) a lesson on Friday. **have**



Worktext pages 109–10

Objectives

- Recognize errors using a *Proofreading Checklist*
- Proofread the instructions

Materials

- Each student's revised draft from Lesson 55

Note

This interactive lesson incorporates Worktext pages 109–10 into the Teach for Understanding section.

Introduction

**Review the use of commas.** Write these sentences containing comma errors for display:

*You will need scissors glue crayons and paper.*

*After you have finished painting the butterflies let them dry.*

*Finally draw faces on the cookies with frosting.*

Explain that each of these sentences is missing at least one comma. Choose students to insert commas correctly in each displayed sentence. Then review the comma rule that goes with that example.

*You will need scissors, glue, crayons, and paper. (Place commas between items in a series.)*

*After you have finished painting the butterflies, let them dry. (Place a comma after a dependent clause at the beginning of a sentence.)*

*Finally, draw faces on the cookies with frosting. (Place a comma after most time-order words that stand alone at the beginning of the sentence and are not introducing a phrase.)*

Teach for Understanding

A Discuss the student model.

1. Read aloud the *Proofreading Checklist* on Worktext page 110, explaining that this is the list Charity used to proofread her instructions.
  2. Discuss the corrections Charity made to her instructions, pointing out the proofreading marks she used to indicate each one.
- Where do you think Charity found the correct spelling for *decorative* and *resemble*? (in a dictionary)

After Charity completed the revising stage, she proofread her instructions, using the *Proofreading Checklist* on the next page as a guide. As she finished checking for each type of mistake, she put a check beside that item on the checklist. Which types of mistakes did she find, and how did she correct them?

How to Make Candy Sleighs

*It is never too early to start thinking about Christmas presents for your friends and family. Candy sleighs are a fun gift idea, and they are easy to make. For each sleigh, you will need ~~decorative~~ <sup>decorative</sup> ribbon, tape, two large candy canes, two flat candy bars (three to four inches long) and a variety of miniature candy bars. You will not need to unwrap any of the candies to make the sleigh.*

*First make the runners and base of the sleigh. The two candy canes will be the runners, <sup>and</sup> the two flat candy bars will hold them together. Arrange the candy canes so that the rounded tops are at the front of the sleigh. The canes should curve up and back toward the sleigh like runners. Lay the two flat candy bars side by side across the candy canes. Use tape to fasten the candy canes to the ends of the candy bars.*

© 2006 BJU Press. Reproduction prohibited.

English 6, Chapter 6, Lesson 56

109

Remind the students that if they are unsure of a word's spelling, they can check to see whether the word is in the list of commonly misspelled words in the Writing Handbook on Worktext page 351.

- Why did Charity insert a comma after the parenthesis in the first paragraph? (She needs commas between all of the items in a series.)

Point out that when an item is followed by a phrase in parentheses, the comma comes *after* the parenthetical phrase.

- Where did Charity find a run-on sentence in her instructions? (the second sentence in the second paragraph)
- How did she correct it? (She added and to make it a compound sentence.)

- What fragment did she find in the last paragraph? (After they get tired of looking at them.)
- How did she correct the fragment? (She connected it to the independent clause that follows it, making a complex sentence.)

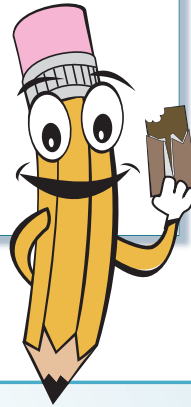
B Guide each student in proofreading his instructions.

1. Explain the statements given in the *Proofreading Checklist* on Worktext page 110 and discuss which types of mistakes would be covered by each one. Remind the students to look for the comma usage errors you have discussed when they are checking for correct punctuation within sentences.

Next, arrange miniature candy bars on top of the base to <sup>resemble</sup> ~~resembel~~ the sides and back of a sleigh. Tape each candy bar to the base and to the next candy bar to hold the sleigh together. Then pile up extra candy bars inside the sleigh to look like presents. Attach the candy bars together with loops of tape to hold them in place.

Finally, decorate the sleigh with pretty ribbon. You may also want to tuck other <sup>decorative</sup> ~~decoitive~~ objects like holly or small bells into the sleigh.

You will enjoy making these simple inexpensive treats. <sup>Your</sup> ~~You're~~ friends will love their cute candy sleighs. After they get tired of looking at them, <sup>they</sup> ~~They~~ can spend Christmas break enjoying the delicious candy.



© 2006 BJU Press. Reproduction prohibited.

- Proofread your instructions using this checklist and the proofreading marks. Save your proofread copy for use in Lesson 57.

### Proofreading Checklist

- ☐ 1. I indented the first line of each paragraph.
- ☐ 2. I checked for fragments and run-on sentences.
- ☐ 3. I used capitalization correctly.
- ☐ 4. I put a punctuation mark at the end of each sentence.
- ☐ 5. I used correct punctuation within sentences.
- ☐ 6. I looked for misspelled words.

### Proofreading Marks

- Add
- Delete
- Capital letter
- Lowercase
- Move

Display proofreading marks in the classroom on chart paper or poster board. Remember that ESL students frequently have difficulty spelling words in English. They may require help from the teacher or another student to recognize misspelled words or look up the correct spellings in a dictionary.

2. Tell the students to proofread their instructions with a colored pencil (optional), using the proofreading marks. Direct each student to read his instructions several times, checking for each item on the list.
3. Direct each student to save his proofread copy for Lesson 57. (**Note:** You may choose to read each student's instructions and mark any of the six types of errors that he did not identify. If so, this must be completed before Lesson 57.)



### Transparency Master page S55

Lesson 56

- Write **PA** if the underlined word is a predicate adjective.  
Write **PN** if it is a predicate noun.
1. The paper birch was the tree that Native Americans used to make canoes. **PN**
- Write the sentence. Underline the dependent clause.  
Circle the subordinating conjunction in the clause.
2. Because it is light, strong wood, birch is often used to make furniture.  
**Because it is light, strong wood, birch is often used to make furniture.**
- Rewrite the phrase using a plural possessive noun.
3. the yard of the Joneses **the Joneses' yard**
- Write the helping verb and the main verb from the sentence.
4. The birch's leaves will turn a bright gold in the fall.  
**will turn**
- Write the correct verb.
5. The forester will (teach, learn) us about the trees. **teach**



➤ Worktext pages 111–12

### Objective

- Make a neat final draft of the instructions

### Materials

- Each student's proofread instructions from Lesson 56
- Each student's props
- Each student's photograph or drawing of his finished product
- Note card for each student

### Note

This interactive lesson incorporates Worktext pages 111–12 into the Teach for Understanding section.

During the demonstrations in Lesson 58, each student will demonstrate at least one of the steps in his instructions. Remind each student to bring to class all the materials he will need to demonstrate that step.

## Introduction

**Discuss visual aids.** Explain that each student will give an oral presentation, explaining and demonstrating the instructions he has written.

- **What is a visual aid?** (*anything you show to your audience to help them understand or picture what you are saying*)

Explain that many people find it easier to listen and concentrate on a speaker's words when they have something to look at that reinforces what he is saying.

## Teach for Understanding

### A Guide each student in making a neat final draft of his instructions.

1. Direct each student to read his proofread instructions one more time, making sure that they are ready to be copied for the final time.
2. Direct each student to copy his finished instructions neatly on a note card.

### B Discuss the oral publishing stage of the instructions.

1. Tell each student that he will be publishing his instructions orally by giving a demonstration for the rest of the class. In the demonstration, each student will explain how to make his project and demonstrate one or more steps in his instructions. Tell each student to

Showing someone else how to make something is called a *demonstration*. Publishing your instructions orally as a demonstration will allow others to learn how to do something new.

Since you will be focusing your attention on demonstrating a process, you will not be able to simply read your instructions to the class. You may want to memorize the opening sentence, the main steps of the process, and a few key points that you want to make. But the instructions will flow best if you speak in words that come to you naturally as you explain each step. Having

your speech prepared but not strictly memorized allows you to add and subtract things as you feel necessary while you are speaking. You may want to jot some notes to yourself on a card to remind yourself of things you want to say or when you want to use your poster or props.



### Tips for Giving Your Demonstration

1. Before you present your demonstration, take time to arrange your props so that you can easily reach them. If you plan to use a note card to remind yourself what to say, keep it in your hand or place it on the table where you can glance at it without being obvious.
2. Remember that demonstrations are easiest to follow when they present the process in a logical order. Give your introduction, steps, and conclusion in the same order that you wrote them.
3. Be careful not to rush through your points. Your audience will need time to understand each part of the process. Take time to explain each step.
4. The props you use are meant to make the process clearer to your audience. When using your props to demonstrate a step, make sure that you hold them in a way that allows your audience to see what you are doing. Continue explaining while you are demonstrating. When you are not using your props to demonstrate, set them aside so that they will not distract your audience.
5. If something goes wrong in your demonstration, or if you make a mistake, do not let it break your concentration. Go ahead and fix the problem if you can. If you cannot, just explain what *should* have happened and go on with your instructions.

© 2006 BJU Press. Reproduction prohibited.

English 6, Chapter 6, Lesson 57

111

reread his instructions, thinking of at least one step in the process that would be easy to demonstrate in front of the class. (For example, in a demonstration about baking bread, it would be impossible to bring an oven into class and demonstrate the entire procedure. But the student could bring a few of the ingredients and mix them in front of the class, or he could bring some bread dough and demonstrate how to knead it. He could tell about the whole procedure but demonstrate only one part of it in front of the class.) Explain that he will be bringing to class whatever materials, or props, necessary to demonstrate that part of his instructions.

2. Explain to each student that the props he uses to demonstrate his instructions are *visual aids* for his audience. They help his listeners understand and picture what he is saying. Encourage him to prepare for his demonstration by practicing at home several times with his props. If he has practiced, he will feel more comfortable when he gives his demonstration to the class. Remind each student to bring to class the materials he will need to demonstrate his instructions during Lesson 58.

3. Read aloud the first paragraph on Worktext page 111.

- **How will oral publishing of our instructions benefit others?** (*It will teach the audience, our classmates, how to do some new things.*)



Here are some tips for good speaking that will help you as you present your demonstration. Study the tips before you share your demonstration. After you have finished speaking, think about how well you followed these tips.

### Tips for Good Speaking

1. **Use expression.** Even while you are not using your props, you can use your voice, face, hands, and body movements to make your demonstration come to life.
2. **Look at your audience.** Do not stare at one person, but try to look each person in the eye at least once or twice while you speak. While performing your demonstration, try to glance up at people in your audience now and then instead of looking only at what you are doing.
3. **Speak clearly.** Pronounce your words correctly so that everyone can understand you.
4. **Speak at a good volume.** You do not need to shout, but make sure that you speak loudly enough for everyone in your audience to hear you.
5. **Speak at a good pace.** Do not speak too slowly and do not rush to get through.
6. **Speak confidently.** Believe that God has given you something important to share and that your listeners will appreciate it.



© 2006 BJU Press. Reproduction prohibited.

- **Present your demonstration to your classmates. When you finish, mark the checklist for each thing you remembered to do while speaking.**

### My Speaking Self-Check

- ☐ 1. I used expression with my voice, face, hands, and body movements.
- ☐ 2. I looked at each person in my group while I spoke.
- ☐ 3. I spoke clearly.
- ☐ 4. I spoke with good volume.
- ☐ 5. I spoke at a good pace.
- ☐ 6. I spoke confidently.

English 6, Chapter 6, Lesson 57

112

ESL

ESL students may be embarrassed to share their work with the class. Allow them to practice the demonstration several times with a friend prior to sharing it with the group. The other student serves as a coach for pronunciation. In using the rubric for grading, ESL student ability levels need to be considered. For beginners, concentrate on serious errors, such as sentence structure, that would interrupt the flow of the piece or on repetitive errors. As the student's English improves, he should be held more accountable to the standard rubric.

4. Read aloud the second paragraph.

- **Why would it be difficult for a speaker to read the instructions and do the demonstration at the same time?** (*The speaker would need both his eyes and hands free to do the demonstration.*)
- **What should you do rather than memorize the entire set of instructions?** (*Memorize only key points and give the rest of the instructions in your own words.*)

5. Read aloud each of the *Tips for Giving Your Demonstration* from Worktext page 111. Discuss any questions that the students have about the demonstration.

### C Discuss tips for good speaking.

1. Read and discuss the *Tips for Good Speaking* on Worktext page 112.

2. Read aloud the items in the *My Speaking Self-Check* box on the page. Explain that each student will complete this checklist after he has finished speaking. Tell him to put a plus sign beside items that he did especially well, a check mark beside items that he did satisfactorily, and a minus sign beside items that he forgot to do or needs to practice.

(**Note:** For homework you may direct each student to practice his demonstration one or two times before a mirror. Then allow each student to present his review the following day.)



### Transparency Master page S56

Lesson 57

- Write whether the sentence is simple, compound, or complex.  
1. Mary, Martha, and Lazarus were friends of Jesus. *simple*
- Write A if the underlined verb is an action verb. Write L if it is a linking verb.  
2. Martha prepared a special dinner for Jesus. *A*
- Write the direct object from the sentence.  
3. Her sister Mary spent her time listening to Jesus. *time*
- Write the helping verb and the main verb from the sentence.  
4. Martha was busily fixing the meal. *was fixing*
- Write the correct verb.  
5. Jesus reminded Martha that it was best to (sit, set) at His feet and listen to Him. *Sit*

**Objectives**

- Identify and practice good speaking and listening skills
- Conduct a demonstration
- Orally publish the demonstration instructions

**Materials**

- One or two copies of page 119, Chapter 6 Rubric for each student
- Each student's props needed for his demonstration
- Each student's completed instructions on a note card

**Note**

On a chart to display in the classroom, you may want to write the four tips for being a good listener (See Introduction).

**Introduction**

**Discuss good listening skills.** Explain that in this lesson each student will be sharing his instructions with the class. Each student will have an opportunity to speak as well as to listen. Review the following tips for being good listeners:

1. Look at the person who is speaking.
2. Think about what he is saying.
3. Do not interrupt or talk while he is speaking.
4. If you need to ask the speaker a question, wait until he is finished; then raise your hand until he calls on you.

**Teach for Understanding****A Guide each student in presenting a demonstration.**

1. Direct each student to have his props available.
2. Allow time in class for each student to present his demonstration.

**B Direct each student to self-evaluate his demonstration.**

1. After all of the students have presented their demonstrations, direct them to complete *My Speaking Self-Check*. (**Note:** You may choose instead to have each student complete the self-check immediately after he speaks.)

2. Collect each student's written instructions.

Use the Chapter 6 Rubric to check the instructions and evaluate the demonstrations (optional). (**Note:** It is not expected that each student's published instructions be free of errors. The proofreading stage teaches students to look for errors and to correct the ones that they notice.)

## Chapter 6 Rubric

Chapter 6 Rubric (p. 119) is a tool to help you evaluate each student's final draft and use of the Writing Process. The rubric also provides an alternative place in which to indicate errors. To help students maintain a positive attitude toward writing, avoid displaying papers with the errors marked on them. (**Note:** If you would like the students to use this rubric for a self-evaluation of their work, make a copy for each student.)

## ESL

ESL students may be embarrassed to share their work with the class. Allow them to practice the demonstration several times with a friend prior to sharing it with the group. The other student serves as a coach for pronunciation. In using the rubric for grading, you should consider ESL student ability levels. For beginners, concentrate on serious errors, such as sentence structure, that would interrupt the flow of the piece or on repetitive errors. As the student's English improves, he should be held more accountable to the standard rubric.



### Transparency Master page S56

Lesson 58

- Write the sentence with correct capitalization.  
1. my mom, my dad, and i went to north carolina to pick apples.  
*My mom, my dad, and I went to North Carolina to pick apples.*
- Write PA if the underlined word is a predicate adjective.  
Write PN if it is a predicate noun.  
2. The fall weather was crisp and cool. *PA*
- Write the helping verb and the main verb from the sentence.  
3. Mom was buying hot apple cider for us. *was buying*
- Write the correct verb.  
4. Dad (borrowed, lent) me a dollar for an apple fritter. *lent*
- Write the word that makes sense.  
5. apples : orchard      fish : \_\_\_\_\_ (pond, yard, woods) *pond*



➤ Worktext pages 113–14

### Objectives

- Match elements of an oral demonstration with correct definitions
- Identify elements of an oral demonstration

### Materials

- Computer access for each student for optional Computer Connection

### Note

This lesson reviews concepts to prepare students for the Chapter 6 Test (optional). Extra Practice pages 36–37, located on the Teacher's Toolkit CD, make an excellent study guide.

You may choose to evaluate your students by giving them one of the writing prompts (Supplement page S18, "Chapter 6 Writing Prompts") as an alternative to the Chapter 6 Test. Copy and distribute the prompt to the students and allow them forty-five to sixty minutes to complete the assignment. The writing prompts are designed to prepare students for standardized writing tests.



### Chapter 6 Review

Direct an activity to review the process for writing instructions.

1. Divide the students into four groups. Give each group the topic "How to Eat a Banana."
2. Direct each group to discuss its topic together and come up with at least three steps explaining how to do it. The steps need be no longer than a sentence. (**Note:** Although there may be several different ways to eat a banana, each group needs to agree on one method to explain the process.)
3. After each group has its steps written down, direct the group members to re-read each step and word it as precisely as possible, using time-order words and spatial details.
4. Choose a person in each group to read aloud the steps his group has written. Point out that there is often more than one way to do a simple activity. But with precise instructions, anyone can learn a new way to perform a process.

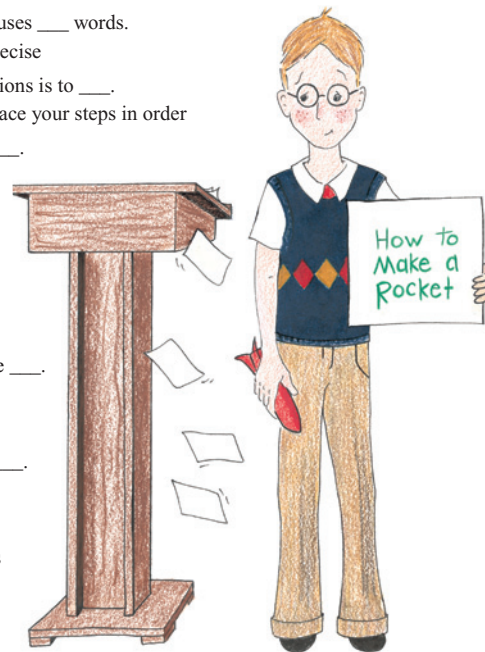
#### A. Write the letter of the correct answer in the blank.

- E   1. Are used to introduce each new step and keep the instructions in order
- D   2. Are used to tell where, how far, and which way and to add important details
- C   3. Leads into the instructions in an interesting way
- A   4. Offers more encouragement and gives a finished feeling
- B   5. Shows someone else how to make something

- A. conclusion  
B. demonstration  
C. introduction  
D. spatial words  
E. time-order words

#### B. Fill in the circle next to the better answer.

6. Writing is powerful and effective when it uses \_\_\_\_ words.  
☐ big ☒ precise
7. A good way to begin planning for instructions is to \_\_\_\_.  
☐ write your opening paragraph ☒ place your steps in order
8. A time-order chart should be completed \_\_\_\_.  
☒ before writing the rough draft  
☐ after writing the rough draft
9. Replacing vague words with more precise words should happen during the \_\_\_\_.  
☒ revising stage  
☐ proofreading stage
10. A fragment should be corrected during the \_\_\_\_.  
☐ revising stage  
☒ proofreading stage
11. A speech sounds more natural when it is \_\_\_\_.  
☐ memorized  
☒ given in your own words
12. Your audience will understand the process better if you \_\_\_\_.  
☒ take time to explain each step  
☐ hurry through the steps
13. If something goes wrong during your demonstration, you should not \_\_\_\_.  
☐ try to fix it ☒ panic and stop the demonstration
14. You should speak \_\_\_\_.  
☐ as loudly as possible ☒ loudly enough for your audience to hear you clearly



© 2006 BJU Press. Reproduction prohibited.



### How to Build a Campfire

A campfire brings warmth and light to an outdoor night. It is also a good way to cook when you're roughing it in the great outdoors. It is not hard to build a campfire. By following a few simple steps. You will be able to do it easily and safely.

First, pick a place for your fire. It needs to be an open place. Make sure the spot is far away from any dry brush or leaves that would catch on fire. You do not want to build a fire directly beneath trees with low branches.

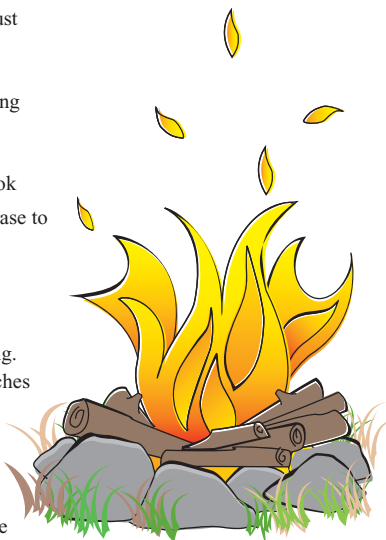
Next, gather pieces of wood for the fire. Choose pieces that are very dry. Dead wood is best if you

can find it. It breaks easily with a snapping sound. The pieces of wood can be short or long.

Stack the pieces of wood so that they are leaning against each other in a cone shape, like a tepee. Light the matches and place them inside the structure to start the fire. you can add more pieces of wood to the outside as you need to.

Once you have the fire going, you can enjoy roasting hot dogs or marshmallows. If you keep adding wood to the fire, it will last for several hours, and you can talk or sing till bedtime.

15. Which stage of the Writing Process has this author just completed?  
☒ drafting ☐ proofreading
16. Which of the following should be added to the opening paragraph?  
☒ a list of materials needed for making the fire  
☐ a lengthy story about a camping trip the author took
17. Which paragraph could use a time-order word or phrase to introduce it?  
☐ the second paragraph ☒ the fourth paragraph
18. Which is a more precise description of the sticks to be gathered?  
☐ The pieces of wood can be really short or very long.  
☒ The pieces of wood can be anywhere from two inches to two feet long.
19. The first paragraph contains a \_\_\_\_.  
☒ fragment ☐ run-on sentence
20. The fourth paragraph contains a \_\_\_\_.  
☐ punctuation mistake ☒ capitalization mistake



© 2006 BJU Press. Reproduction prohibited.

English 6, Chapter 6, Lesson 59

## Worktext pages 113–14

### Chapter 6 Review

## Computer Connection (optional)

### Materials

- Computer access for each student

Guide each student in designing sketches or diagrams to enhance his instructions.

Show the students how to use the computer's drawing function to design simple sketches or diagrams that further explain the steps of their instructions. These drawings can be printed out and pasted into a typed copy of the instructions. If possible, show each student how to scan photos or images to enhance his instructions.

### Teacher's Toolkit, page 36

**extra PRACTICE** Chapter 6 Review

Name \_\_\_\_\_

A. Write the letter of the correct answer in each blank.

1. Leads into the instructions in an interesting way  
☒ C
2. Tell where, how far, and which way and add important details  
☒ D
3. Offers encouragement and gives a finished feeling  
☒ A
4. Introduce each new step and keep the instructions in order  
☒ E
5. Shows someone else how to make something  
☒ B

B. Fill in the blanks to complete the steps of the Writing Process. The first step is given.

Planning

6. Drafting
7. Revising
8. Proofreading
9. Publishing

C. Fill in the circle next to the better answer.

10. Precision in writing means using the \_\_\_\_ words to express your ideas.  
☒ right ☐ biggest
11. If you use a note card to remind you of things you want to say, you should \_\_\_\_.  
☒ glance at it from time to time ☐ read the entire speech from it
12. If something goes wrong with your demonstration, you should \_\_\_\_.  
☒ explain what should have happened and go on ☐ give up and go back to your seat
13. When you are speaking, your eyes should \_\_\_\_.  
☒ stare at the back wall of the room ☐ move from person to person in your audience
14. When you have finished speaking, you should \_\_\_\_.  
☒ think carefully about your performance to see where you can improve ☐ be discouraged if you did not do as well as you would have liked

A. conclusion  
 B. demonstration  
 C. introduction  
 D. spatial words  
 E. time-order words

### Teacher's Toolkit, page 37

**extra PRACTICE** Chapter 6 Review

Name \_\_\_\_\_

D. Read the instructions. Fill in the circle next to each correct answer.

**How to Make a Hot Fudge Sundae**

A hot fudge sundae is the best treat for all kinds of weather. Because it is both warm and cool, it is good for both summer and winter. You can make a hot fudge sundae with just a few supplies and ingredients. All you need is a bowl, a spoon, a carton of vanilla ice cream, fudge topping, chopped nuts, and a cherry. First, spoon vanilla ice cream into the bowl. For a small sundae, just use one scoop of ice cream; use two or more scoops for a large sundae.

Next, heat up the fudge topping. If it is in a microwave-safe container, you can heat it in the microwave. Or you can put it in a pan and heat it on the stove. If you use the second method, be careful not to get it too hot.

Place your toppings on the sundae. Drizzle the hot fudge over the ice cream. Then sprinkle the nuts over the fudge. Place a cherry on top of the sundae.

Now you are ready to eat the sundae! Dig in and enjoy the delicious hot-and-cold treat.

15. Which stage of the Writing Process has this author just completed?  
☒ drafting ☐ planning

16. Which of the following should be added to the opening paragraph?  
☐ Not everyone likes hot fudge sundaes.  
☒ You will also need to use a microwave or a stove.

17. Which paragraph could use a time-order word to introduce it?  
☐ the first paragraph ☒ the fourth paragraph

18. Which is a more precise description of how to place the fudge topping?  
☐ Put hot fudge on top. ☒ Drizzle hot fudge over the ice cream.

19. The second paragraph contains a \_\_\_\_.  
☐ fragment ☒ run-on sentence

20. The third paragraph contains a \_\_\_\_.  
☒ spelling mistake ☐ capitalization mistake

## Objectives

- Identify writing terms with their definitions
- Identify prepositional phrases
- Write plural possessive phrases correctly
- Differentiate predicate adjectives from nouns
- Answer questions about giving instructions

## Cumulative Review

Name \_\_\_\_\_

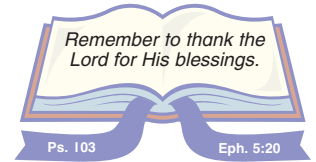
## A. Write the letter of the correct answer. (Chapter 2)

- A 1. Story about your own life
- E 2. Part of a narrative that gets the reader's attention
- F 3. Tool that helps writers find better descriptive words
- C 4. Added description that helps readers picture events
- B 5. Part of a narrative that tells what you learned
- D 6. Exact spoken words of characters

- A. autobiography  
B. closing  
C. details  
D. dialogue  
E. opening  
F. thesaurus

## B. Put parentheses around each prepositional phrase. (Chapter 1)

7. We praise the Lord (for His blessings.)
8. The Lord satisfies us (with good things.)
9. He redeems our lives (from destruction.)
10. His mercies are as great as the heaven is high (above the earth.)
11. The Lord is gracious and full (of mercy.)
12. He cares (for us) as a father does.

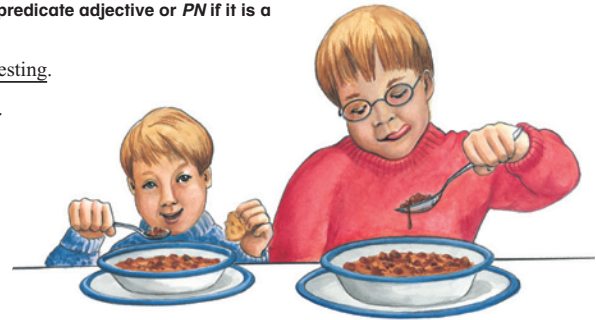


## C. Write each phrase using a plural possessive noun. (Chapter 3)

13. the colors of the scarves the scarves' colors
14. the flavors of the pies the pies' flavors
15. the home of the Timmonses the Timmonses' home
16. the antlers of the deer the deer's antlers
17. the car belonging to his parents his parents' car

## D. Write PA if the underlined word is a predicate adjective or PN if it is a predicate noun. (Chapter 5)

- PA 18. These photos are interesting.
- PN 19. These are my brothers.
- PA 20. We were hungry.
- PA 21. It was cold.
- PN 22. This is Mom's homemade chili.
- PA 23. We were glad to have something hot to eat.



E. Fill in the circle next to the better answer. (Chapter 6)

24. When giving instructions, use \_\_\_\_\_.  
☐ as few details as possible  
☒ precise words and specific details
25. Words such as *first*, *second*, *then*, *until*, and *finally* are \_\_\_\_\_.  
☐ spatial words  
☒ time-order words
26. Phrases such as *side by side*, *next to*, and *at the front of* are \_\_\_\_\_.  
☒ spatial words  
☐ time-order words
27. A time-order chart should be completed \_\_\_\_\_.  
☒ before writing the rough draft  
☐ after writing the rough draft
28. A speech is most successful when it is \_\_\_\_\_.  
☐ made up on the spot  
☒ prepared but not memorized

F. Write C if the sentence is correct.

Write R if it is a run-on sentence. (Chapter 4)

- C   29. I am excited about going to camp.
- R   30. I like sleeping in a tepee, it is exciting.
- C   31. We hike, swim, and do leather crafts.
- R   32. We study God's Word we learn about missions too.
- R   33. Marla will go to camp with me, she has never been before.



© 2006 BJU Press. Reproduction prohibited.

## Worktext pages 115–16

### Cumulative Review

Use the exercises to review the concepts taught at an earlier time. You may choose to omit certain sections or to use them to reteach concepts to students who are having difficulty.



ESL students may need assistance with vocabulary on the worktext pages.