



Grade 4
Texas Version – Editing, Revising, and More
Supplemental Lessons

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Think and Discuss

Skill: Recognizing Main Idea Paragraphs and Eliminating Extraneous Details

Student pages:

p. 50 “What’s It All About?” (4.18Ai)

p. 51 “Build a Paragraph” (4.18Aii)

p. 52 “What Doesn’t Belong?” (4.18Aiii)

Objective: Students will identify the main idea of a paragraph (what it’s all about) and recognize extraneous or unrelated details.

Necessary Background: Remind students that in expository writing the author’s purpose is to give information. In order for the reader to understand the information, the author groups like ideas together into paragraphs. Paragraphs usually begin with a main idea sentence that tells what the entire paragraph will be about and is followed by details that support the main idea.

Procedure:

1.) Begin with **Student p. 50, What’s It All About?** The objective here is to simply identify the main idea in each of the paragraphs. (Paragraph #1 is all about fishing supplies, as indicated in the first sentence. Paragraph #2 is all about pie, as indicated in the first sentence.)

2.) **Student p. 51, Build a Paragraph!** and **Student p. 52, What Doesn’t Belong?** Students are asked to determine the relevance of a variety of details within a paragraph.

EXTENSION ACTIVITY: Have a number of topics written on index cards. Example: sharks, lightning, basketball, seashore, veterinarian, dogs, or snow. Have students choose a card (individually or in small groups) and gather facts about the topic, writing one fact on each index card. Then students can sort the cards into piles determining a number of main ideas. Make sure to remind them that as they sort the cards each fact written on the card must correlate to the main idea of the pile.

What's It All About? (4.18Ai)

DIRECTIONS: In expository writing, authors organize information into paragraphs. Each sentence in the paragraph gives some details about a main idea. Usually the author begins with a main idea sentence that tells what the entire paragraph will be about. Read each paragraph below. Then, write A WORD or TWO that explains what the entire paragraph was about.

Fishing in the deep sea requires some specialized equipment and supplies. In order to catch these fish, you need a large fishing pole and strong fishing line. This will ensure that the big fish will not get away. Bait is used to entice the fish onto the hook. You can use live bait, like shiners and other smaller fish, or perhaps a hand-tied lure which is not quite as messy or smelly. A bucket and a net are also supplies to have on hand. The net is used to snag the fish off of the line, and the bucket holds the swimmer while you continue to cast your fishing line for the next whopper. Be sure to keep your supplies close at hand when deep-sea fishing; maybe you'll catch a prize marlin.

Underline the MAIN IDEA sentence in BLUE.

Write A WORD or TWO that tells what this paragraph is all about. fishing supplies

Pies come in a variety of flavors. When deciding on your favorite kind of pie, keep in mind the type of filling you like best. Some people prefer a pie made with fruit. These pies are the most popular. Fruit pies like blueberry, cherry, and apple are baked until the fruit is cooked through, and the crust is a deep golden brown. Cream pies are made with a pudding type of filling and are not baked. (The crust is baked before you add the filling.) Banana cream and chocolate cream pies are big sellers at Oronoque Pie Company in Shelton, CT. "We usually sell out of the cream pies by noon," says Jeanne, owner of Oronoque Pies. No matter what type of pie you prefer, be sure to add a scoop of vanilla ice cream or a dollop of fresh whipped cream to top it off. YUMMMM!

Underline the MAIN IDEA sentence in BLUE.

Write A WORD or TWO that tells what this paragraph is all about. pie flavors

Refer to Student Page 50

Build a Paragraph! (4.18Aii)

DIRECTIONS: Olivia is trying to write a report about frogs. She has read many books and articles about frogs and has taken many notes. Help Olivia build her first paragraph. The MAIN IDEA of this paragraph is THE LIFE CYCLE OF A FROG. Read through Olivia's notes. Put a check beside the sentences she can use in this paragraph. Then, on another paper, write out this paragraph about frogs. Be sure to begin with the main idea sentence.

Main idea sentence: **It is called metamorphosis when frogs change shape during their life cycles.**

- 1.) Frogs have an amazing sense of hearing.
- ✓ 2.) Frogs begin life as tadpoles.
- 3.) You can tell the difference between a male frog and a female frog by the size of their eardrum.
- 4.) These amphibians cannot live in salt water.
- ✓ 5.) Tadpoles are born with gills in order to breathe underwater.
- 6.) Their eyes bulge out of the sides of their heads in order for the frog to see in all directions.
- ✓ 7.) Back legs are the first to develop.
- ✓ 8.) When the lungs are fully developed, the froglet makes its way to the land and Ta-da! A frog.
- 9.) They prefer ponds, lakes, and marshes because the water doesn't move very fast.
- 10.) Some frogs use their legs to dig, or burrow, underground for hibernating.
- 11.) Certain frogs can jump up to 20 times their own body length in a single leap.
- ✓ 12.) The tail shrinks, and the eyes begin to bulge at the age of ten weeks.
- 13.) Frogs have been found in every climate in the world except Antarctica.
- ✓ 14.) At six weeks, the mouth of the tadpole begins to widen.
- 15.) Frogs have good eyesight.

What Doesn't Belong? (4.15C)

DIRECTIONS: Read this draft. It is an expository paragraph about skiing. The main idea of the paragraph is about dressing for skiing. The main idea sentence is underlined. The detail sentences follow the main idea sentence. Be careful! The author included a detail sentence that does not support the main idea. Cross out the detail sentence that is NOT about dressing for skiing.

If you are planning to hit the slopes for a day of skiing
it is important to dress warmly. This is best achieved by
dressing in layers. Long Johns underneath a turtle neck and
pants provide a good base. Wool socks are sure to keep your
feet warm, and a pair of waterproof insulated mittens will
protect your hands. A warm hat and a facemask are a must!
Don't ~~forget~~ your lift ticket. Top everything off with ski pants
and a down jacket, and you are well prepared to brave the
winter elements.

WRITING CONNECTION: The author has made some notes about other details he might include in this paragraph. Help the author decide which details from the list below belong in this paragraph. If the sentence is about dressing warmly, put a check beside it. If it is NOT about dressing warmly, cross it out.

- 1.) Some skiers even put hand warmers in their mittens! ✓
- 2.) A cup of hot chocolate ~~will~~ warm you up after a day of skiing.
- 3.) Before slipping into your ski boots, drop in some toe warmers for extra protection. ✓
- 4.) Ear muffs add an additional barrier from the bitter cold. ✓
- 5.) The lodge is a ~~good~~ place to take a break.

Refer to Student Page 52

Think and Discuss

Skill: Alternate Ways of Spelling the /sh/ Sound

Student page:

p. 89 “Spelling the /sh/ Sound” (4.20Aiv)

Objective: Students will recognize that the /sh/ sound can be spelled in a variety of different ways.

Necessary Background: There are about 15 different ways to spell the /sh/ sound.

Procedure:

1.) Explain to the students that while we do have rules in the English language there are numerous exceptions to the rules. For example the /sh/ sound can be spelled in many different ways. The most common spelling of the /sh/ sound is spelled with the letters “sh.” Make a list of words as the students suggest words that contain the letters “sh.”

• wish • share • fashion • sheep • shamrock • shine • dishes • fish • cushion

2.) Point out that there are other letter combinations that also make the /sh/ sound. - cion, tion, and - cian also produce the /sh/ sound.

cian: musician, magician, physician, technician, electrician

tion: lotion, nation, commotion, multiplication, station, action, condition, complication, condition, potion

sion: mission, vision, division, mansion, session

Write the following sentence on the board: *The musician sat on a plaid cushion while playing his saxophone at the practice session.* Have the students identify words where they hear the /sh/ sound. Underline those words. Circle the letters that together form the /sh/ sound.

3.) Project the /sh/ chart for students to show them other possible ways that the sound /sh/ can be spelled. Discuss the examples.

4.) Incorporate the /sh/ words into your weekly spelling assignments throughout the year.

5.) Model the first example for the students from p.89 in the student book. Circulate and check for understanding as students work independently.

Spelling the /sh/ Sound (4.22Aiv)

DIRECTIONS: Read each sentence looking for words that contain the /sh/ sound. Underline the words you find and circle the letters that join together to form the /sh/ sound.

- 1.) The physician gave me some special lotion for the rash on my legs.
- 2.) A talented musician played his violin while we enjoyed a delicious meal.
- 3.) The Asian fashion model wore a stunning beige gown made of a shiny fabric.
- 4.) A secret treasure was found in the ancient castle by the ocean.
- 5.) The magician stored his special machine in the garage.
- 6.) Be sure to sprinkle sugar on the cookies.
- 7.) The electrician worked on the wiring at the mansion and was able to get the lights working before dark.
- 8.) Be sure to make a wish before you blow out your candles.
- 9.) The official seal of the Russian government was on the document.
- 10.) The chef prepared a nutritious dinner and served it with expensive champagne.

WRITING CONNECTION: Look at the words that contain the letters “cian”:
• physician • musician • electrician • magician • technician.
Explain what these words have in common besides the spelling of the /sh/ sound?

All of these words refer to people.

Think and Discuss

Skill: Silent Letters

Student Page:

p. 241 “Silent Letters” (4.22Av)

Objective: Students will recognize that words contain silent letters. They will learn to spell words with the following silent letter patterns. (wr, kn, mn, mb)

Necessary Background: You may be wondering why the English language has silent letters and if they are really important if they are silent. While our language started out as a phonemic language with about 90% of English being phonemic, which means that the words sounding the same as they looked, today our English language is only about 40% phonemic. Until the 15th century there were very few silent letters, but as we added words from other countries our language changed.

Procedure:

1.) Explain to the students that we are going to examine several letter combinations in which there is a silent letter. The first combination we are going to look at is the “wr” combination. When you see a word that starts with the letters “wr”, you do not pronounce the “w”.

• wrap • wreath • wreck • wren • wrench • wrinkle • wrist • write • wrong

2.) Copy the “wr” words on to a class chart. Read the words as a class noting that we start each word with the sound of the “r”. As students come across additional words, allow them to add to the list.

3.) Ask the students to orally provide sentences using the words from the box.

4.) On another day, point out that with the combination “kn” only the “n” is pronounced.

5.) Copy the “kn” words onto a chart and read them with the students.

• knack • knapsack • knee • kneel • knew • knife • knight • knock • knot • know • knuckle • knowledge

6.) Students should orally provide sentences with the “wr” words and the “kn” words. Incorporate these words into your weekly spelling lessons.

7.) Project the following words and ask the students which letter pattern they think that we are going to talk about. Hint: We are still looking for silent letters.

• autumn • column • hymn • climb • comb • crumb • lamb • limb • plumber • thumb

With the combination of “mn” the “n” is silent and with “mb” the “b” is silent. Read each word again and let the students listen for the letter sounds.

8.) Once again ask students to practice composing sentences orally using words from the class lists.

9.) Direct students’ attention to the **student page 92, Silent Letters**. Remind the students that they have made many wonderful sentences orally. Now they will have a chance to write sentences that include the words with silent letters.

Silent Letters (4.22Av)

DIRECTIONS: Think about the words we have been talking about in class. Write two sentences for each combination pair. Be sure to use correct punctuation and capitalization. Underline the words that you use which have silent letters.

- When a word is spelled with “kn” the “k” is silent. The word is pronounced with the sound of the “n”.
- When a word is spelled with “wr” the “w” is silent. The word is pronounced with the sound of the “r”.
- When a word is spelled with “mb” the “b” is silent. The word is pronounced with the sound of the “m”.
- When a word is spelled with “mn” the “n” is silent. The word is pronounced with the sound of the “m”.

Combination pairs: “kn” - “wr” - “mn” - “mb”

- 1.) Answers will vary.
- 2.) _____
- 3.) _____
- 4.) _____
- 5.) _____
- 6.) _____
- 7.) _____
- 8.) _____