

### Objectives

- Write parallel sentences that include the word **only** in the appropriate position. (Exercise 1)
- Use a passage as a source for writing X-box and equal-box critiques. (Exercise 2)
- Rewrite sentences with ambiguous pronouns. (Exercise 3)
- **Distinguish statements of fact from statements of opinion.** (Exercise 4)

### TEXTBOOK • LINED PAPER

#### EXERCISE 1 Placing *Only*

- Open your book to lesson 18 and find part A.
  - You're going to learn where to put the word **only** in sentences. Each item in part A shows two sentences. The second sentence in each item disagrees with the first sentence because **it tells about fewer things**. You'll figure out where to put the word **only** in the second sentence.
- Item 1. The first sentence says, Girls and boys played at the picnic.
  - The second sentence says, **Girls played at the picnic.**
  - The parts of the first sentence are underlined. The second sentence does not agree with one of these parts.
  - Does the second sentence agree with the part that says **girls and boys?** (Signal.) *No.*
  - Does the second sentence agree with the part that says **played?** (Signal.) *Yes.*
  - Does the second sentence agree with the part that says **at the picnic?** (Signal.) *Yes.*
  - Everybody, say the part of the first sentence the second sentence disagrees with. (Signal.) *Girls and boys.*
  - What does the second sentence say instead of **girls and boys?** (Signal.) *Girls.*
  - The word **only** goes in front of the word **girls** in the second sentence.
- Say the second sentence with the word **only**. (Signal.) *Only girls played at the picnic.*
  - (Repeat step 3 until firm.)
- Item 2. The first sentence says, Girls played at the picnic and in the cabin.
  - The second sentence says, **Girls played at the picnic.**
  - The second sentence disagrees with part of the first sentence.
  - Say the part of the first sentence it disagrees with. (Signal.) *At the picnic and in the cabin.*
  - What does the second sentence say instead of **at the picnic and in the cabin?** (Signal.) *At the picnic.*
  - So the word **only** goes just in front of the words **at the picnic.**
- I'll say the first sentence. You say the second sentence with the word **only**.
  - My turn: **Girls played at the picnic and in the cabin.** Your turn. (Signal.) *Girls played only at the picnic.*
  - (Repeat step 5 until firm.)
- Item 3. The first sentence says, Girls played and talked at the picnic.
  - The second sentence says, **Girls played at the picnic.**
  - Say the part of the first sentence that the second sentence disagrees with. (Signal.) *Played and talked.*
  - What does the second sentence say instead of **played and talked?** (Signal.) *Played.*
  - So the word **only** goes in front of the word **played.**
- I'll say the first sentence. You say the second sentence with the word **only**.
  - My turn: Girls played and talked at the picnic. Your turn. (Signal.) *Girls only played at the picnic.*
  - (Repeat step 7 until firm.)
- Remember, find the part of the first sentence the second sentence disagrees with. Figure out what the second sentence says instead of that part. Write the word **only** in front of those words in the second sentence.

9. Your turn: Write the second sentence in each item so it begins with the word **no** and a comma. Put the word **only** in the correct place. Don't copy the first sentence. Just write the second sentence with **no** and **only**. Put your pen down when you're finished.

(Observe students and give feedback.)

10. (Write on the board:)

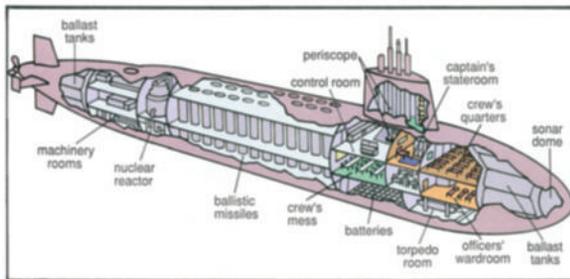
1. **No, only girls played at the picnic.**
2. **No, girls played only at the picnic.**
3. **No, girls only played at the picnic.**

- Check your work. Here's what you should have for each item. Raise your hand if you got everything right.
11. Remember how the word **only** works. Its position in the sentence makes a big difference in what the sentence means.

## EXERCISE 2 Critiquing

### Disagreement/Agreement

1. Find part B.
- (Teacher reference:)



- There's a diagram of a nuclear-powered submarine, some definitions, and some statements. The definitions are true. Some of the statements are inaccurate.
  - Look at the diagram of the submarine and read the definitions. They tell meanings of some labels on the diagram. The front of the submarine is called **forward**. The sonar dome is at the front of the submarine.
2. Statement 1: **The place where the crew sleeps is in front of the place where the periscope is located.**
    - Raise your hand when you know whether that statement is accurate or inaccurate.
    - Everybody, is statement 1 accurate or inaccurate? (Signal.) *Accurate.*
    - What's the name of the place where the crew sleeps? (Signal.) *Crew's quarters.*

3. Write your paragraph for statement 1. When you give facts in your paragraph, tell where the places are. Maybe you can tell what is between the places or what is just in front of one of the places.

- First, tell about the crew's quarters. Use the names that are shown in the diagram. Write parallel sentences. Put your pen down when you're finished.

(Observe students and give feedback.)

- Here's a good paragraph for statement 1:

Statement 1 indicates **that** the place where the crew sleeps is in front of the place where the periscope is located. That statement is accurate. The crew's quarters are in front of the captain's stateroom. The periscope room is behind the captain's stateroom.

- (Call on several students to read their paragraph. Praise good accounts.)

4. Your turn: Write your paragraph for statement 2. Put your pen down when you're finished.

(Observe students and give feedback.)

- Here is a good paragraph:

Statement 2 indicates **that** the place where the crew eats is not on the same level as the captain's stateroom. That statement is accurate. The crew's mess is below the captain's stateroom.

- (Call on several students to read their paragraph. Praise good accounts.)

## EXERCISE 3 Unclear Words

### Pronouns

1. Find part C.
  - Each underlined sentence has an unclear word. You're going to rewrite that sentence by replacing the unclear word with words that are specific and clear.
2. Rewrite the underlined sentences in part C. Put your pen down when you've finished. (Observe students and give feedback.)

3. Here's the sentence you should have written for item 1:

As the sun rose over the desert, **the desert** turned pink.

- Here's the sentence you should have written for item 2:

**The violin** produced lovely music.

- Here's the sentence you should have written for item 3:
- || **The pond** was full of cows.
- Raise your hand if you got everything right.

#### EXERCISE 4 Fact/Opinion

- Find part D. ✓
  - Follow along as I read what's in the box:
    - *Facts* are statements that can be proved. Facts can be proved with *statistics*, *numbers*, or *examples*.
    - *Opinions* are personal beliefs or feelings. Opinions *can't* be proved.
- What do we call statements that can be proved with statistics or examples? (Signal.) *Facts*.
  - What are personal beliefs or feelings that can't be proved? (Signal.) *Opinions*.
- Listen: **The Great Wall of China is more than 1,400 miles long.** Is that statement a fact or opinion? (Signal.) *Fact*.
  - Yes, you can prove the statement by measuring the Great Wall of China, so it's a fact.
  - Listen: **The Great Wall of China is the greatest human achievement of all time.** Is that statement a fact or opinion? (Signal.) *Opinion*.
    - It's an opinion because you can't prove the statement. It's just a feeling or belief.
- I'll read the instructions: **For each statement, write fact or opinion. Write fact if the statement can be proved. Write opinion if it's just a feeling or belief that can't be proved.**
  - Statement 1: **Last year, teenagers bought more than 20 million CDs.**
    - Is that a fact or an opinion? (Signal.) *Fact*.
    - Why is it a fact? (Call on a student. Idea: *It can be proved by checking the number.*)
- Statement 2: **Most of the CDs teenagers buy are just loud noise.**
  - Is that a fact or an opinion? (Signal.) *Opinion*.

- Why is it an opinion? (Call on a student. Ideas: *It can't be proved; it's just a feeling or belief.*)
- Do the items. Put your pen down when you're finished. (Observe students and give feedback.)
  - Check your work.
    - Statement 1: **Last year, teenagers bought more than 20 million CDs.** Fact or opinion? (Signal.) *Fact*.
    - Statement 2: **Most of the CDs teenagers buy are just loud noise.** Fact or opinion? (Signal.) *Opinion*.
    - Statement 3: **The average CD costs about 15 dollars.** Fact or opinion? (Signal.) *Fact*.
    - Statement 4: **Some CDs cost as much as 30 dollars.** Fact or opinion? (Signal.) *Fact*.
    - Statement 5: **No CD is worth 30 dollars!** Fact or opinion? (Signal.) *Opinion*.
    - Statement 6: **CDs weren't available 100 years ago.** Fact or opinion? (Signal.) *Fact*.
  - Correct any mistakes. (Observe students and give feedback.)

#### EXERCISE 5 Independent Work

- Do the independent work for lesson 18.
- (Before beginning the next lesson, check students' independent work. Spot-check the rest of the lesson.)

|| Key for independent work:

##### Part E

|| was not, she would, did not  
|| {cannot/can not}, had not