

### Objectives

- Use facts to rewrite a general sentence so it is specific. (Exercise 1)
- Use facts to rewrite claims so they have numbers and are therefore not misleading. (Exercise 2)
- Use 2 sentences of a deduction to figure out the third sentence. (Exercise 3)
- Follow the format of a 2-sentence X-box to indicate problems with the directions for making figures. (Exercise 4)
- Write general directions that would permit one to construct any of 3 figures and specific directions that would allow one to construct only 1 of the 3 figures. (Exercise 5)
- Refer to a false dilemma and write a sentence that tells about another possibility. (Exercise 6)
- Construct figures by following clear directions. (Exercise 7)

### TEXTBOOK • LINED PAPER

#### EXERCISE 1 Clarity

##### Writing Specific Sentences

1. Open your textbook to lesson 26 and find part A.  
Each item has a general sentence and facts. You're going to write a specific sentence for each item. That sentence will be very clear.
2. Item 1. Read the sentence and the facts. Write the sentence that is very clear. Pencils down when you're finished. (Observe students and give feedback.)
  - Here's what you should have: The trend in sales pleased the owners of Downtown Motors. Raise your hand if you got it right.
3. Item 2. Read the sentence and the facts. Write the sentence that is very clear. Pencils down when you're finished. (Observe students and give feedback.)
  - Here's a good sentence: The number of traffic accidents increased after a dense fog came in. Raise your hand if you got that sentence.
4. Item 3. Read the sentence and the facts. Write the sentence that is very clear. Pencils down when you're finished. (Observe students and give feedback.)
  - Here's what you should have: Our teacher requested information about the fire on Fifth Street. Raise your hand if you got it right.

#### EXERCISE 2 Misleading Claims

1. Find part B.  
Each sentence gives the wrong impression because it doesn't have a number that tells how many. The facts don't give the numbers, but they give you information that you can use to figure out the number.
2. Sentence 1: Z bikes weigh less than Swifto bikes. That sentence gives the impression that Z bikes weigh a lot less. You can use the numbers in the facts to figure out how much less Z bikes weigh. Raise your hand when you know how much less. ✓
  - Everybody, how much less? (Signal.) *Four ounces.*
  - Four ounces isn't even half a pound. Rewrite sentence 1 so it gives the number. Pencils down when you're finished. (Observe students and give feedback.)
  - Here's the sentence you should have: Z bikes weigh four ounces less than Swifto bikes. That sentence does not give the wrong impression.
3. Sentence 2: New Bumpo cars go faster than last year's Bumpos. That sentence gives the impression that new Bumpos go a lot faster.
  - Read the facts and figure out how much faster the new Bumpos are. Then rewrite the sentence so it does not give the wrong impression. Pencils down when you're finished. (Observe students and give feedback.)

- Here's the sentence you should have: New Bumpo cars go three miles per hour faster than last year's Bumpos. Raise your hand if you wrote that sentence.
4. Sentence 3: More people buy Blow Big gum than Big Dent gum. That sentence gives the impression that many more people buy Blow Big gum than Big Dent gum.
    - Read the facts and figure out how many more people buy Blow Big gum. Then rewrite the sentence so it does not give the wrong impression. Start with the word **ten**. Pencils down when you're finished. (Observe students and give feedback.)
    - Here's the sentence you should have: Ten more people buy Blow Big gum than Big Dent gum.

### EXERCISE 3 Deductions

#### Missing Evidence

1. Find part C.  
A piece of evidence is missing in each deduction.
  - You can make up the missing rule by combining the circled part of the conclusion with the last part of the evidence shown.
2. Deduction 1: Bees are stinging insects. Therefore, children shouldn't tease bees.
  - Write the missing rule. Pencils down when you're finished. (Observe students and give feedback.)
  - Here's what you should have: Children shouldn't tease stinging insects. Raise your hand if you got it right.
3. Everybody, say the whole deduction starting with the rule. (Signal.) *Children shouldn't tease stinging insects. Bees are stinging insects. Therefore, children shouldn't tease bees.*
  - (Repeat step 3 until firm.)
4. Deduction 2: Gruppo candy is a food that contains too much sugar. Therefore, you shouldn't eat Gruppo candy.
  - Write the missing rule. Pencils down when you are finished. (Observe students and give feedback.)
  - Here's what you should have: You shouldn't eat food that contains too much sugar. Raise your hand if you got it right.

5. Say the whole deduction starting with the missing rule. (Signal.) *You shouldn't eat food that contains too much sugar. Gruppo candy is a food that contains too much sugar. Therefore, you shouldn't eat Gruppo candy.*
  - (Repeat step 5 until firm.)

### EXERCISE 4 Sentence Writing

#### X Box

1. Find part D.  
You're going to write two sentences for each direction. Your first sentence will tell whether the direction is inaccurate or too general. Your second sentence will tell about the figure you should make.
2. Your turn: Write both sentences for direction 1. Remember to follow the X-box rules. Pencils down when you're finished. (Observe students and give feedback.)
  - Here are good sentences for direction 1: Direction 1 states that you should make a line one inch long, but that direction is too general. You should make a vertical line one inch long.
  - (Call on several students to read both their sentences. Praise sentences that are precise and follow the X-box format. Correct any sentences that are vague or inaccurate.)
3. For the second item, you'll write sentences that have the words **upside-down** with a hyphen between them.
  - Your turn: Write both sentences for direction 2. Pencils down when you're finished. (Observe students and give feedback.)
  - Here are good sentences for direction 2: Direction 2 states that you should make an upside-down T one inch high, but that direction is inaccurate. You should make an upside-down A one inch high.
  - (Call on several students to read both their sentences. Praise good sentences. Correct any sentences that are vague or inaccurate.)
4. Your turn: Write both sentences for direction 3. Pencils down when you're finished. (Observe students and give feedback.)

- (Call on several students to read both their sentences. Praise good sentences: *Direction 3 states that you should make a horizontal line one inch long, but that direction is inaccurate. You should make a vertical line one inch long.* Correct any sentences that are vague or inaccurate.)

## EXERCISE 5 Writing Directions

### General and Specific

1. Find part E.  
There are three figures in part E. You're going to write general directions for the figures. Remember, general directions tell someone how to make any of the figures in the item.
  - You figure out general directions by telling about the things that are the same about all of the figures.
2. Write the general directions for the figures on your lined paper. Pencils down when you're finished.  
(Observe students and give feedback.)
3. Here are good general directions: *Make a vertical line. Write a capital letter just above the line. Write a number just below the line.*
  - (Call on several students to read their general directions. Praise directions that tell about all of the figures.)
4. Now you're going to write specific directions that tell how to make the first figure, just the first figure. Write specific directions for the first figure. Pencils down when you're finished.  
(Observe students and give feedback.)
5. Check your work.
  - Here are good specific directions for the first figure: *Make a vertical line one inch long. Write capital R just above the line. Write 2 just below the line.*
  - (Call on several students to read their specific directions for the first figure. Praise directions that tell only about the first figure.)
6. Raise your hand if you got both directions right. Great job.

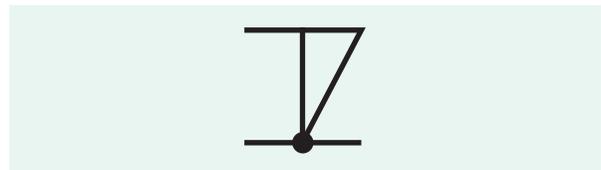
## EXERCISE 6 False Dilemma

1. Find part F.  
Lefty is making silly statements. Liz is correcting him. You're going to write sentences that Liz might write. But be careful. Remember, you must have the word **that** in your sentence.
2. Your turn: Write your sentences for part F. Pencils down when you're finished with item 1 and item 2.  
(Observe students and give feedback.)
3. Check your work.
  - Item 1. Lefty is saying, "Alice always gets A's on her report card. She must be a relative of the teacher." Liz is saying, "Another possibility is . . ."  
(Call on several students to read their sentence. Praise sentences that start with *Another possibility is that . . .* and express a reasonable idea such as: *Alice is smart; she works hard; she studies a lot.*)
4. Item 2: Lefty is saying, "Jane walked up the stairs. She must be afraid of elevators." Liz is saying, "Another possibility is . . ."  
  - (Call on several students to read their sentence. Praise sentences that start with *Another possibility is that . . .* and express a reasonable idea such as: *she likes to walk up stairs; the elevator is broken.*)

## EXERCISE 7 Following Directions

### Making Figures

1. Find part G.  
The directions are clear.
  - You're going to make the figure for item 1. Read the directions carefully. Make sure the lines on your figure are about the right length. Pencils down when you're finished.  
(Observe students and give feedback.)
  - (Draw on the board:)

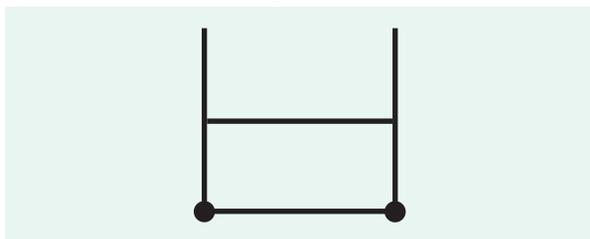


- Here's what you should have for item 1. Raise your hand if your figure looks like the figure on the board.

2. Make figure 2. Pencils down when you're finished.

(Observe students and give feedback.)

- (Draw on the board:)



- Here's what you should have for figure 2. Raise your hand if your figure looks like the figure on the board.

## EXERCISE 8 Independent Work

- Find part H.  
You'll do part H on your own.