

Put It All Together

EXTEND THE LESSON

The Put It All Together pages review and reinforce concepts, skills, and strategies from the entire unit, with special emphasis on the skills of listening, speaking, and writing.

LISTENING AND SPEAKING WORKSHOP

Have students take turns reading aloud the introductory sentence and the four items in the workshop directions. When they have finished, ask them to summarize the activity in their own words. Provide suggestions for possible research sites. Review tips for effective poster design, such as adding a title, creating large graphics that are placed in a logical order, and writing concise labels to explain the graphics.

TEACHING THE TIPS

Speaking Tips: Have students read each tip aloud. Discuss why each tip is important. Remind students that the sequence shown on their posters should match the sequence in their presentations. Tell students to rehearse at home in front of family members.

Listening Tips: Have volunteers take turns reading the tips in the box. Explain that when they see a visual, students should ask themselves what its purpose is. They might copy the visual into their notebooks if it will help them understand and remember the presentation.

Put It All Together

OBJECTIVES

- Integrate Skills
 - Listening/Speaking: Individual presentation
 - Writing: Expository essay
- Investigate Themes
 - Projects
 - Further reading

LISTENING and SPEAKING WORKSHOP

INDIVIDUAL PRESENTATION

You will give an individual presentation that explains how to make or do something.

1 Think about it Reread the part of *My Side of the Mountain* that tells how Sam makes a fishhook. Then reread the part of "Water and Living Things" that explains the process of the water cycle.

Work in groups. Brainstorm a list of topics for other natural processes, such as how a plant grows, how an egg becomes a butterfly, or how a forest develops from a pond or swamp. Each group member should choose a different process to explain.

2 Organize Use the Internet or a library to research your process. Then prepare your presentation: First, write each step of the process. Next, write a short introduction. Finally, make a poster to help explain the process.

3 Practice Practice your presentation within your group. Use your poster to help you explain your process.

4 Present and evaluate Give your presentation to your class. After each speaker finishes, evaluate the presentation. Did the speaker follow the speaking tips? Did the speaker answer your questions? What did you like best about the presentation? Do you have suggestions for improvement?

SPEAKING TIPS

- Speak clearly and slowly as you explain the process.
- Point to key ideas in the poster as you speak.
- Be ready to answer questions.

LISTENING TIPS

- Take notes as you listen.
- Write questions to ask after the presentation.

WRITING WORKSHOP

EXPOSITORY ESSAY

In an expository essay, the writer gives information about a topic. The writer includes details and examples to explain the information.

A good expository essay includes the following characteristics:

- an introductory paragraph that tells what the essay is about—the main idea
- details that explain and support the main idea
- clear organization
- a conclusion that summarizes the main idea about your topic

You will write a four-paragraph expository essay about your environment. Use the following steps and the model essay on page 86 to help you.

1 Prewrite Make a list of some living things in your environment. Then make a list of some nonliving things.

Organize ideas Use a diagram—such as the organizational diagram on page 64—to put your ideas in order for a paragraph about living things in your environment. Then make another diagram to organize ideas for a paragraph about nonliving things.

WRITING TIPS

Before you write an expository essay, think about your readers.

- What do they already know about your topic?
- What questions do you think they will have?

In your essay, try to answer the questions readers might have.

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WRITING WORKSHOP

Expository Writing: Essay

Remind students that an expository essay gives facts about a topic. Read the opening lines together, and have students suggest possible subjects for their essays. Additional practice activities can be found in the **Workbook** and **CD-ROM**.

PROCESS WRITING

Explain that the student sample shows the kind of expository writing students will be doing. Have students read the sample essay on page 86 as a choral reading. Ask them to point to the introductory, body, and concluding paragraphs as you describe the purpose of each paragraph. Have students refer to the sample as they answer these questions: *What kind of list might this student author have made before writing? What ideas might have been included on this student's diagram? What ideas do you have after reading the sample and the writing directions? What steps will you take to complete your essay?* Have students follow the Prewrite steps and complete their essays. Provide extra guidance and assistance with beginning students. These students can sit together at a table to work on each piece of the essay.

TEACHING THE TIP

Writing Tip: Read the Writing Tip together. Then have students look at their organizational diagrams and list some questions readers might have about the living and nonliving things they have included.

REACHING ALL STUDENTS

LANGUAGE LEVELS

Beginning: Have beginning students choose a process that has only three to five steps. Help them illustrate each step and then use the illustration to create a sequence chart. For their presentation, beginning students can write each step on an index card labeled with a sequence word.

Advanced: Pair students with partners and have them rehearse their speeches together. Tell them that each speech should be rehearsed at least twice. The first time the listener should tell the speaker whether the ideas are clear and presented in an order that makes sense. The second time the listener should think of two questions to ask that will add information or clarify a particular point. Speakers should be able to answer both questions.

RESEARCH SKILLS

Print: Have students do their research in the school or classroom library. Suggest that they list three or more topic words that they might look under to find the information they need.

Sample Only

Sample Section does not include Part II of this unit, pages 66-83.