

The Most Important Family

Lesson Synopsis:

Students try to determine the importance of text by using comprehension strategies to infer and summarize and to uncover the essential ideas. Their comprehension and analysis of text leads them to reflect on the information and make their own determination about what the author intended. As they construct meaning to understand, they build their store of knowledge. The newly-found information is then combined with existing knowledge to form new ideas, opinions, or perspectives.

TEKS:

- 3.8 Reading/Vocabulary Development. The student develops an extensive vocabulary.**
- 3.8D Demonstrate knowledge of synonyms, antonyms, and multi-meaning words (for example, by sorting, classifying, and identifying related words) (3).**
- 3.9 Reading/Comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently.**
- 3.9F Make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3).**
- 3.10 Reading/Literary Response. The student responds to various texts.**
- 3.10B Demonstrate understanding of informational text in a variety of ways through writing, illustrating, developing demonstrations, and using available technology (2-3).**
- 3.12 Reading/Inquiry/Research. The student generates questions and conducts research using information from various sources.**
- 3.12G Organize information in systematic ways, including notes, charts, and labels (3).**
- 3.12J Draw conclusions from information gathered (K-3).**
- 3.15 Writing/Penmanship/Capitalization/Punctuation. The student composes original texts using the conventions of written language such as capitalization and penmanship to communicate clearly.**
- 3.15B Use capitalization and punctuation such as commas in a series, apostrophes, in contractions such as can't and possessives such as Robin's, quotation marks, proper nouns and abbreviations with increasing accuracy (3).**
- 3.19 Writing/Evaluation. The student evaluates his/her own writing and the writing of others.**
- 3.19C Determine how his/her own writing achieves its purposes (1-3).**

GETTING READY FOR INSTRUCTION

Performance Indicator(s):

- Use repetitive patterns of language to create an important booklet on your family. Give an explanation of how your family gives you a sense of belonging. (3.9F; 3.10B; 3.19C)
ELPS 1A, 1H; 2A, 2B; 3A, 3B, 3G; 5A, 5B, 5C, 5F, 5G

Key Understandings and Guiding Questions:

- Connections to a group of people may provide a sense of belonging.
 - What things determine if someone fits into a group or family?
 - How does one obtain a sense of belonging to a group or family?
- The purpose for reading depends on finding the importance of ideas in texts.
 - What are purposes for reading?
 - Why is it important to remember important ideas?
 - Why is it important to look through a text and extract important ideas?
 - What skills are required to determine the importance of ideas in text?
- The combination of prior and new knowledge form new ideas, opinions, or perspectives.

- How does an individual form new ideas, opinions, or perspectives?
- How may the process of synthesizing help us in reading and writing?
- How can we use word or sentence substitutions in writing to develop a literary work?

Vocabulary of Instruction:

- repetitive language
- rhythm
- rhyme sequence
- interlocking pattern
- chronological pattern
- chain or circular story
- cause and effect relationships
- informational text
- language conventions
- poem
- purposes for reading
- predictions
- idea development
- organizational structure
- “birds of a feather”
- predictable books
- inference
- literary pattern
- song lyrics
- sense of belonging
- text features
- repetitive refrains

Materials:

- index cards
- predictable books (see list below)
- document camera
- Post-it chart paper
- markers
- glue
- transparency film
- ream of white tagboard paper
- wallpaper
- scissors
- cutting board
- colored pencils
- CD player
- a ream of 11x17 heavyweight paper

Resources:

- Lyrics and recording of the song, *We Are Family* by Sister Sledge
- Any poems you have available with repetitive refrains or predictable books such as:
 - *The Little Engine That Could* by Watty Piper
 - *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst.
 - *If I Were In Charge of the World* by Judith Viorst
 - *Horton Hatches the Egg* by Dr. Seuss
 - *One Monday Morning* by Uri Shulevitz
 - *Brown Bear, Brown Bear What Do You See?* by Bill Martin Jr.
 - *Is Your Mama a Llama?* by Deborah Guardino
 - *If You Give a Mouse a Cookie* by Laura Numeroff
 - *Do You Know What I'll Do?* By Charlotte Zolotow
 - *King Bidgood's in the Bathtub* by Audrey Wood
 - *Love you Forever* by Robert Munsch
 - *Three Billy Goats Gruff* by Marcia Brown
 - *The House that Jack Built* by Rodney Peppe
 - *The Little Red Hen* by Margot Zemach
 - *The Very Busy Spider* by Eric Carle
 - *The Napping House* by Audrey Wood
 - *At Mary's Bloom's* by Alike
 - *Ten Black Dots* by Donald Crews
 - *Tomorrow's Alphabet* by George Shannon
- Handout: **Literary Patterns**
- Handout: **Inferring**
- Handout: **The Important Thing – Student Form**
- Handout: **Fortunately: A Circular Story**
- Handout: **Capitalization and Punctuation Rules**
- Handout: **Observation of Family Members**
- *The Important Book* by Margaret Wise Brown
- *Fortunately* by Remy Charlip

Advance Preparation:

1. Obtain a CD player, lyrics, and recording of *We Are Family* by Sister Sledge.
2. Duplicate all handouts (one for each student unless otherwise noted): **Literary Patterns, Inferring** (two per student), **The Important Thing – Student Form, Fortunately: A Circular Story, Capitalization and Punctuation Rules, and Observation of Family Members.**
3. Have available several predictable pattern books to use throughout the lesson (see the Resources section for a list of predictable books). Obtain the books from your school or neighborhood library or use your basal reading book to find selections.
4. If possible, obtain discarded wallpaper books from any decorating or wall painting businesses and have them available for students. If you cannot obtain any wallpaper, let students decorate their cover whichever way they wish.
5. Have available a ream of white tagboard paper.
6. Have available a ream of 11x17 heavyweight white paper.
7. Have markers, glue, scissors, and colored pencils available.
8. Have sheets of transparency film cut in half (one for each student that brings a family photograph for their Performance Indicator).
9. Have extra lessons from your language arts book available for your students that may need extra help in learning capitalization and punctuation rules. These lessons should complement the capitalization and language conventions in this lesson (see Handout: **Capitalization and Punctuation Rules**).

Background Information:

Students will determine the important ideas of texts as they read and infer using different predictable pattern books. They will identify the form or organizational structure of the texts in order to duplicate the repetitive language or structure found in the pattern books. Students will also apply the comprehension strategy of inference (determining important ideas, cause and effect relationships, and drawing conclusions) to the predictable books used in this lesson.

GETTING READY FOR INSTRUCTION SUPPLEMENTAL PLANNING DOCUMENT

Instructors are encouraged to supplement, and substitute resources, materials, and activities to differentiate instruction to address the needs of learners. The Exemplar Lessons are one approach to teaching and reaching the Performance Indicators and Specificity in the Instructional Focus Document for this unit. A Microsoft Word template for this planning document is located at www.cscope.us/sup_plan_temp.doc. If a supplement is created electronically, users are encouraged to upload the document to their Lesson Plans as a Lesson Plan Resource in your district Curriculum Developer site for future reference.

INSTRUCTIONAL PROCEDURES

Instructional Procedures

ENGAGE

- Prepare the room so students can listen and participate actively when the song, *We Are Family* by Sister Sledge is played.
- Ask students to listen attentively as you play the song, *We Are Family*. Ask the students to clap to the beat as they listen to the song and take turns in singing the repeating verse.
- After playing the song, ask the students the following questions:
 - **How many of you enjoyed the song?**
 - **What were the repeating words or phrases you heard in the song?**
 - **Why does the singer repeat those words or phrases again and again?**
 - **What is the purpose of the song?**
 - **What do you suppose the song is trying to convey?**
 - **How do you know that the song is conveying...?** (use student responses here)
 - **What does the songwriter mean in the phrase, “we fly just like birds of a feather”?**
 - **How many of you have heard the saying, “Birds of a feather flock together”?**

Notes for Teacher

NOTE: 1 Day = 50 minutes

Suggested time: 1 Day

Have the song lyrics and music for *We Are Family*, by Sister Sledge. You may obtain student-appropriate song lyrics for *We Are Family* from www.oracleband.net/Lyrics/we-are-family.htm. Display the lyrics and allow students to follow along as they listen to the song.

Instructional Procedures

- In what manner does this phrase apply to belonging to a group?
- How does one obtain a sense of belonging (fitting in) to a group or family?
- What things determine if someone fits into a group or family?
- How does the sense of belonging apply to the song?

Accept student responses to all the questions. Elaborate as necessary.

- Have students share how they feel about belonging to any group, whether it is a family, circle of friends, dancing group, or sports team. Let students write their thoughts or feelings about belonging to a group in their reader response journals. Ask how the song connects to them.
- Remind students that in these lessons, they will be looking at patterned writing and going through a journey of belonging as they participate in the components of the lesson.
- Tell the students that authors or songwriters select their words very carefully when they write because they are trying to catch someone's attention and stimulate their interest. They use repeating sentences, phrases, or patterns in songs or stories to make them entertaining to an audience. Students hear repetitive language in their reading and will use it in their own writing.

EXPLORE

- Remind students that authors sometimes use repeating sentences, phrases, or patterns in their stories to make them entertaining and to catch the reader's attention and interest.
- Have students explore with different predictable pattern books to find the repeating phrases or sentences, rhyming words, or the patterns the authors used when writing.
- Divide the students into groups of three or four. Give each group one book or poem that has a repetitive refrain to work with. Have the groups examine the book or poem for any text features, using the Handout: **Literary Patterns**. See Resources section for the suggested list of books to work with.
- As students are reading the story or poem, ask them to circle or write down any words they do not understand. Help students use context clues to figure the meaning of the word(s).
- Give students a large Post-it chart paper and markers to record an example of the repeating pattern found in the book they are reviewing.
- Ask students to make their introductions to the book before presenting the repetitive refrain. Have groups present an example of their repetitive refrain using any tunes they are familiar with.
- Ask the groups to summarize their understanding of repetitive refrains to the class and tell how these refrains have helped their comprehension.
- Ask if they can explain why the author used the repetitive refrain in the book.
- To summarize their explorations, ask the following questions:
 - How does an individual form new ideas, opinions, or perspectives?
 - How does the process of synthesizing (creating) help us in reading and writing?

EXPLAIN

Notes for Teacher

Ask students to have their reader response journals available in order to respond to the song.

Repetition makes books predictable. Students enjoy predicting and knowing what comes next. The more predictable the story, the more children will enjoy it and will want to read it over and over. This helps in developing vocabulary and sequencing as the sounds of language become rooted in their memory. Repetitive patterns build sight vocabulary as well as decoding skills and help students internalize concepts such as rhythm and rhyme.




MATERIALS:

Handout: **Literary Patterns**
 Post-it chart paper
 markers

Literary Patterns

Name of Student _____
 Date _____
 Title of the book/poem _____

As a group work together and answer the questions below using your book.

Who is the author?	
Who is the illustrator?	
Is it fiction or non-fiction text?	
What is the repetitive refrain found in the book/poem? Circle any unknown words.	
Draw an illustration that represents what the author is trying to convey?	

If you do not have the suggested pattern books available, use basal reading stories or resources that have predictable patterns in them.

Suggested time: 1 Day

Instructional Procedures

- Use the book, *The Important Book* by Margaret Wise Brown to get the students acquainted with repetitive refrains and idea development. This will help the student understand the organization of the text in order to prepare them for a later writing activity. Use the comprehension strategy of **inference** to help the reader gain meaning of text.
- Before reading the book, remind the students about using the strategy of inference to understand the text. Inform students that we use the strategy of inference every day.
- Have the students infer about the text as they go through a picture walk of the book. Give the students the Handout: **Inferring** to record any inferences they make about the cover or the illustrations. Tell students to use the picture clues to gain an understanding of or enhance the meaning of the text.
- Introduce the book, showing the students the cover and then the pages in the book.
- Ask the students the following questions as they go through the picture walk:
 - **What does the cover tell you about this book?**
 - **What is the title of this book?**
 - **Who is the author?**
 - **Who is the illustrator?**
 - **Is this a fiction or nonfiction book? What distinguishes one from the other?**
 - **Is it a poem or informational book? How can you tell?**
 - **How does this picture help you infer what the book is about?**
 - **Why is it important to look through a text and extract important ideas?**

Accept their responses and then elaborate on each question.
- Continue with the rest of the pages in the book, asking questions as you move along and giving students time to record any inferences they make about the pages.
- Tell students they will return to the inferences they have made after you read the book.
- Ask students to listen attentively as you read *The Important Book* so that they are able to check their inferences about what is happening.
- After reading the book, call upon one student at a time and go over the inferences they have made. Then ask why they think it is an inference. Ask if their inferences were confirmed after listening to the book.
- Then ask the students:
 - **What are the purposes for reading? *To be entertained, to follow directions, or to be informed.***
 - **What was the purpose for reading this book?**
 - **What skills are necessary to determine the important ideas in this book?**
 - **What were the important ideas presented in this book?**
 - **What repeating pattern was used by the author in this book?**
 - **Why do you suppose that the author used this repeating pattern?**

Accept responses to all the questions and elaborate as necessary.
- Choose one of the paragraphs in the book and reread it. Ask students to make inquiries about how the paragraph is organized.
- Explain that the author uses the following organizational structure to entertain an audience:
 - A chronology of ideas with one main idea and supporting details about the main idea.
 - A main idea as a repetitive sentence (at the beginning and end).
 - Fully develops the idea by using supporting details to describe

Notes for Teacher

VOCABULARY:

Inference—determining important ideas, cause and effect relationships, and drawing conclusions

MATERIALS:

Use the Handout: **Inferring** to record information.

The handout is titled "Inferring" and features a decorative border of asterisks. Below the title is a table with the heading "Inferences about the book." The table has 10 rows, each with a small box for a number (1-10) and a larger box for writing an inference.

Inferences about the book.	
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Instructional Procedures

- important objects, people, or things. *Ex. The important thing about a...*
 - Uses action words to improve the written descriptions.
 - Explores the topic so that whoever reads the description creates a mental image of the object, person, or thing.
- Use a model of the pattern the author uses by displaying it on the board or document camera (see Handout: **The Important Thing**). This will help the students understand the organizational structure and repetitive pattern the author is using.
- Read and use the paragraph on the *Spoon* in the book and use the model to clarify for the students the organizational structure.
- Pair the students and have them work with other paragraphs in the book to get them acquainted with the format.

EXPLAIN

- Remind the students that patterned or predictable books help them to predict or draw conclusions about a story. Introduce the students to another book that has a predictable pattern and works well with cause and effect organizational structure. The name of the book is *Fortunately* written and illustrated by Remy Charlip.
- Have the students make inferences about the text as they go through a picture walk of the book. Give the students the Handout: **Inferring** to record any inferences they make about the cover or the illustrations. Tell students to use the picture clues to gain an understanding of or enhance the meaning of the text.
- Introduce the book and show the students the cover and then the pages in the book.
- Ask the students the following questions as they go through the picture walk:
 - **What does the cover tell you about this book?**
 - **What is the title of this book?**
 - **Who is the author?**
 - **Who is the illustrator?**
 - **Is this a fiction or nonfiction book? What distinguishes one from the other?**
 - **Is it a poem or informational book? How can you tell?**
 - **How does this picture help you infer what the book is about?**
 - **Why is it important to look through a text and extract important ideas?**

Accept their responses and then elaborate on each question.
- Continue with the rest of the pages in the book, asking questions as you move along and giving students time to record any inferences they make about the pages.
- Tell students they will return to the inferences they have made after you read the book.
- Read the book, *Fortunately*, to the students.
- Call upon one student at a time and go over the inferences they have made. Ask any student for an inference. Then ask why they think it is an inference. Ask if the students' inferences were confirmed after listening to the reading of the book or reading the book.
- Then ask the students:
 - **What was the purpose for reading this book?** *To be entertained, to follow directions, or to be informed.*
 - **What were the important ideas presented in this book?**
 - **What kind of organizational structure does the author use?** *Cause and effect organizational structure*
 - Use examples and point out causes and effects in the book. Relate that causes are why something happened and effects are what happened.

Notes for Teacher

MATERIALS:

Use the Handout: **The Important Thing**

Suggested time: 1 Day

Use the book *Fortunately* by Remy Charlip or other basal stories that work well with repetitive language and causes and effects.

MATERIALS:

Handout: **Inferring**

Instructional Procedures

- What repeating pattern was used by the author in this book?
- Why do you suppose that the author used this repeating pattern of causes and effects?
- How does the repeating pattern help us to know what the book is about?

Accept responses to all the questions and elaborate as necessary.

- Tell students that the author used a chain or circular story to entertain them as an audience. Each episode relates to the one before in an interesting and dependable way. The plot of the story is connected in several ways so that the ending leads back to the beginning.
- The author has used several causes and effects to tie the plot together using the words fortunately and unfortunately with each page as the story is told. The author used a cause and effect organizational structure. Inquire if students are familiar with cause and effect. Accept their responses
- Add that a cause is why something happened and the effect is what happened. Give the students examples using personal experiences or the book:
 - Effect: Examples.....
 - Cause: Examples.....
- Have the students come up with some cause and effect scenarios that happened to them. Ex. *I didn't clean up my room, so I didn't get my allowance this week.*
- Tell students that all the causes and effects that the author used are interlinked to the plot of the story. Restate that the author used a cause and effect organizational pattern in the book. Cause and effect patterns are used to explain why an event or action causes another event or action in the story. Refer back to the statements in the book.
- Model for students the chain or circular story pattern in the book. Use the graphic organizer, Handout: **Fortunately: A Circular Story**.
- Divide the students into groups of three.
- Use a basal reading story and let the students practice using the characters and the problem of the story with the **Fortunately: A Circular Story** graphic organizer.
- Have them present their stories to the rest of the class. Display their stories in the classroom or outside hallway for others to see.

ELABORATE

- Have the students work with other predictable pattern books and use the patterns to write their own stories. Explain that they will encounter different patterns in other predictable pattern books.
- Divide the students into groups of four and give them one pattern book.
- Ask the groups to look through the books and find a repeating pattern that they can use to write a story.
- Let the group create a big book with illustrations to give away to the lower grade levels.
- Remind the students to use correct **language conventions** to communicate effectively in their books. Ask them to use capital and punctuation rules necessary, to edit for mechanics, and have a presentable book for the younger children. Go over the Handout: **Capitalization and Punctuation Rules** with students. Give each group the sheet to use in their writing of the big book.
- Have the students present their book to the class before they give the big book away to the younger children.

ELABORATE

- Continue to allow students to practice using the patterns found in the

Notes for Teacher

Chain or circular stories are also known as interlocking pattern stories.

Make sure that students understand causes and effects. You might have to use personal experiences as causes and effects.

Example. *I ran out of gas because I forgot to fill the car last night.* Point out the cause and effect in the statement.

MATERIALS:

Handout: **Fortunately: A Circular Story**

Suggested time: 2 Days

VOCABULARY:

language conventions – the use of correct grammar, punctuation, capitalization, and spelling in written text

MATERIALS:

Handout: **Use Capitalization and Punctuation Rules.**

You may have to use other grammar lessons on capitalization and punctuation to supplement the teaching of this handout.

Suggested time: 1 Days

Instructional Procedures

- predictable pattern book.
- Have students use *The Important Book* pattern individually for their Performance Indicator. Before they start to use the pattern to create their own book, have students observe and interview their family. They will use this information to write important, descriptive details about their family members. Have the students use the Handout: **Observation of Family Members**.
- Let the students collect photographs of their family to use for their family booklet.
- They will use this information and family photographs for the Evaluate section.

EVALUATE

- Have the students use the repetitive patterns of language and main idea development found in *The Important Book* by Margaret Wise Brown to create a booklet on their family.
- They will need one heavyweight white tagboard sheet for the cover. Have them glue and cover the tagboard sheet with the wallpaper of their choice. Fold in half. On the front cover of the booklet, cut a small vertical window about the size of a small index card.
- Fold about six or seven 8½ x 11 white papers in half. The number of pages used depends on the size of the family. Insert the folded sheets inside the cover of the book. Staple the folded sheets into the fold of the booklet cover.
- Close the booklet and trace the cut-out window onto the first white page. This page will later be glued to the back of the cover so that the illustration or picture of the family will look like it is in a frame. Students may use a photograph of their family in the window instead of an illustration. Give students half a sheet of transparency film to glue over the photograph or illustration. Then glue the first page to the back of the front cover after it is completed.
- On the following page, use Handout: **The Most Important Thing** as a format to write the most important idea and the supporting details about the whole family.
- Have them take out the Handout: **Observation of Family Members** with the information gathered about their family.
- Students continue to use Handout: **The Most Important Thing** as a format to write the most important idea and the supporting details for each family member on the following pages. Have students start with one of their parents first and then the other. Then include other family members (brother, sister, pet, others).
- They will compose a paragraph about each family member using descriptive details that will give the reader a visual image of their family.
- They will use one page per family member. They continue with each family member until they finish.
- On the second to the last page, they are to give an explanation of how their family gives them a sense of belonging. Tell them to include special thoughts or feelings they have about belonging to their family and how that makes them feel special.
- Glue the last page to the back cover.
- Give them time to share their booklet with the rest of the class.
- Display the booklets for others to read at their leisure.

Notes for Teacher

MATERIALS:

Use the Handout: **Observation of Family Members**.

Suggested time: 2 Days

Students may prefer to decorate the cover themselves, instead of using wall paper.

Front Cover:



MATERIALS:

Handout: **The Most Important Thing**
Handout: **Observation of Family Members**





Literary Patterns

Name of Student _____

Date: _____

Title of the book/poem: _____

Directions: Work together as a group to answer the following questions about your book.

Who is the author?	
Who is the illustrator?	
Is the text fiction or nonfiction? Explain your answer.	
Is it a poem or informational text? Explain your answer.	
What is the repetitive refrain found in the book/poem? Circle any unknown words.	
What context clues in the sentence help you figure out the unknown word(s)?	
Draw an illustration that represents what the author is trying to convey.	

Inferring

Name of Student _____

Date: _____

Inferential thinking relates to reading people's behavior, body language, facial expressions, and gestures. When reading texts, inferential thinking relates to "reading between the lines". When we infer, we use a comprehension strategy to help us understand people, events, actions, and texts.

Directions: Use picture clues to help you infer what the book is about.

Inferences about the book
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

The Important Thing

Teacher Form

Directions: Use the paragraph about the spoon from *The Important Book* by Margaret Wise Brown to show the students the organizational structure of the paragraph.

Title: Spoon

Beginning Sentence:	The most important thing about _____ (write the most important idea about the topic)
Middle Sentences:	Elaborate descriptions or key features about the topic. Use action words to improve your descriptions and allow the reader to create a visual image of your big idea.
	○
	○
	○
	○
	○
	○
	○
Ending Sentence:	Repeat the beginning sentence.

Practice using this format with a few topics that will help the student see the repetitive pattern, idea development, and organization of the paragraph.

The Important Thing

Student Form

Name of Student: _____

Date: _____

Title: _____

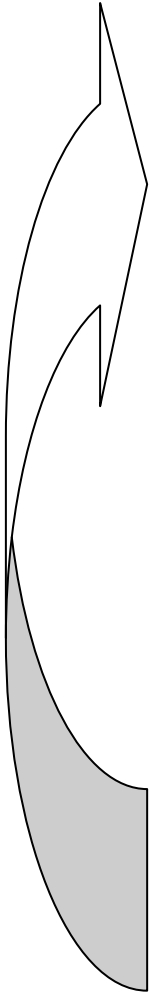
Beginning Sentence:	The most important thing about my _____ (write the most important idea about the topic)
Middle Sentences:	Elaborate on a few descriptions or key features about the topic. Use action words to improve your descriptions and allow the reader to create a visual image of your big idea. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Ending Sentence:	Repeat the beginning sentence.

Practice using this format with a few topics that you are familiar with.

Remember: As you develop your paragraph in the format, you have a main idea and details that relate to support the main idea.

Fortunately: A Circular Story

Title: _____



Beginning Sentence:	Introduce the character and problem at the beginning of the story. <ul style="list-style-type: none">○ Fortunately, _____○ Unfortunately, _____
Middle Sentences:	Use cause and effect relationships that are all connected to the problem of the story. <ul style="list-style-type: none">○ Fortunately, _____○ Unfortunately, _____○ Fortunately, _____○ Unfortunately, _____○ Fortunately, _____○ Unfortunately, _____○ Fortunately, _____○ Unfortunately, _____
Ending Sentence:	Resolve the problem by leading back to the beginning of the story. <ul style="list-style-type: none">○ Fortunately, _____○ Unfortunately, _____

Capitalization and Punctuation Rules

Directions: Use the rules to help you communicate and write effectively. Look at the index of your grammar book to find a proofreader's guide to help you with other rules for capitalization and punctuation.

A	Capitalization:	Capitalize all proper nouns and proper adjectives. A proper noun names a specific person, place, thing, or idea. A proper adjective is formed from a proper noun.	
	Proper Nouns:	<ul style="list-style-type: none"> • Margaret Wise Brown • <i>The Important Book</i> • <i>Fortunately</i> • Remy Charlip 	Proper Adjectives:
			<ul style="list-style-type: none"> • Golden Gate Bridge • Padre Island lighthouse • American citizen • Chicago skyline
		Capitalize the names of people and also the initials or abbreviations that stand for those names.	
		<ul style="list-style-type: none"> • Elda Barber • Nancy C. Wilson • C.S. Lewis 	
	Capitalize words such as mother, father, aunt, and uncle when these words are used as names.		
	<ul style="list-style-type: none"> • Ask Mother if we are going to the party. • Will Dad let us go? 		
	Capitalize abbreviations of titles, organizations, states, and addresses		
	<ul style="list-style-type: none"> • M.D. (doctor of medicine) • Region I • Mt. Wash. • Mrs. Macias • Blvd. • St. • Ave. 		
Punctuation:	An exclamation point is used to express strong feeling. It may be placed after a word, phrase, or a sentence.		
!	Surprise! Happy birthday! Wait for me! Wow!		
	A period is used to end a sentence. It is also used after initials, after abbreviations, and as a decimal point.		
.	<ul style="list-style-type: none"> • A.A. Milne • 99.9% • Mrs. • Jr. • Ph.D. • U.S.A. 		

Capitalization and Punctuation Rules

Page 2

,	<p>Commas are used to keep words and ideas from running together. They tell the reader where to pause, which makes your writing easier to read.</p> <p>Use a comma to separate an interjection or a weak exclamation from the rest of the sentence. Wow, look at that sunset! Hey, we're up early.</p>
“ ”	<p>Put periods and commas inside quotation marks. Nina said, "Let's make bologna sandwiches." "That's great," shouted Mike.</p> <p>Place question marks or exclamation points inside the quotation marks when they punctuate the quotation; place them outside when they punctuate the main sentence. "Will we have bananas and oranges for a snack?" asked Elsie. "No!" replied Celina. Did you hear Dad say, "We're out of butter"?</p>
' S	<p>An apostrophe is used to form plurals, to form contractions, to show that a letter or letters have been left out of a word, or to show possession.</p> <p>In contractions: Use an apostrophe to show that one or more letters have been left out to form a contraction. could not (couldn't); it is, it has (it's); they will (they'll); cannot (can't); do not (don't); is not (isn't); I will (I'll); did not (didn't); would not (wouldn't); should not (shouldn't); will not (won't); there is (there's)</p> <p>Remember: Use apostrophes only to show letters have been left out in contractions. Sometimes people get confused with pronouns and contractions.</p> <p>Example:</p> <ul style="list-style-type: none"> • it's – it is (contraction); its (pronoun) no apostrophe • you're – you are (contraction); your (pronoun) no apostrophe • they're – they are (contraction); their and there (pronouns) <p>Use apostrophes to form singular or plural possessives.</p> <p>Add an <i>apostrophe and s</i> to make the possessive form of most singular nouns. My sister's class is dancing ballet. When a singular noun ends with an s or z sound, you may form the possessive by adding just an apostrophe. Lucas' horse is riding in the stables. Exception: When a singular noun is a one-syllable word, add both an apostrophe and an s. Gus's mother came to school to pick him up.</p> <p>Add just an apostrophe to make the possessive form of plural nouns ending in s. The boys' football team For plural nouns not ending in s, add an apostrophe and s. children's library</p>

Observation of Family Members

Record any details about the family member that can be used to describe them and that will support the most important idea about each one.

MOTHER	FATHER	SISTER
PET	BROTHER	BROTHER
SISTER	OTHER	OTHER