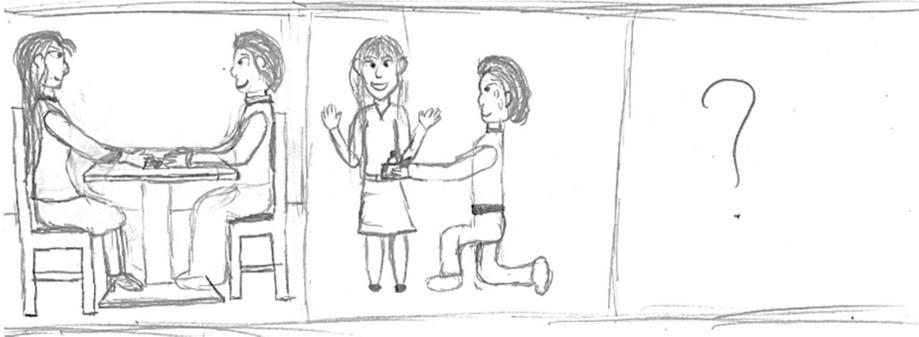


SAMPLE CHAPTER

QUESTION

Look at the first two pictures, imagine what happens next, and write a story about it.



QUESTION COMPREHENSION

WHAT IS HAPPENING (OR WILL HAPPEN) IN EACH OF THE IMAGES?

- 1.
- 2.
- 3.

WHAT IS THE STORY ABOUT?

BRAINSTORMING

Brainstorm ideas for the story including rising actions, the main event and falling actions.

Topic

Switch books with another student so they can read and comment on your paragraph.

Checklist Items	After completing each step, place a check here.	Comments and Suggestions
The story has been read to see where to stop or pause for periods, question marks, exclamation marks, and commas.	<input type="checkbox"/>	
Quotation marks are included where needed.	<input type="checkbox"/>	
Capitals are used at the beginning of sentences.	<input type="checkbox"/>	
Proper nouns begin with capital letters.	<input type="checkbox"/>	
Sentences are complete thoughts and contain a noun and a verb.	<input type="checkbox"/>	
Verb tenses are correct.	<input type="checkbox"/>	
There are no singular / plural errors.	<input type="checkbox"/>	
Article use is correct (a, an, the).	<input type="checkbox"/>	
Spelling is correct.	<input type="checkbox"/>	

Rewrite your story using some of the suggestions and corrections provided by your partner.

SPEAKING

SPEAKING TIPS

STRESS

When you are speaking, certain words need to be stressed (spoken louder and slower), while others can remain non-stressed (spoken quieter and faster).

So, how do you determine which words to stress, and which words to leave non-stressed? Basically, we stress important words, also known as **content words**. These words include:

1. Nouns (house, book, Sarah)
2. Main Verbs (went, drew, saw)
3. Adjectives (scary, huge, fluffy)
4. Adverbs (happily, sadly, occasionally)

However, we do not stress less important words, also known as **function words**. These words include:

1. Determiners (a, an, the, many)
2. Auxiliary verbs (shouldn't, could, are, would)
3. Prepositions (in, on, around, beside)
4. Conjunctions (and, but, or)
5. Pronouns (he, she, they, we)

PRACTICE

Practice underlining the stressed words in these sentences:

1. Suddenly, there was a ringing sound from inside of the dog.
2. Her cellphone was missing.
3. Jane sadly took the dog to the vet.
4. The vet found a cellphone on the dog's x-ray.
5. Later, Jane and her dog happily took a walk.

SPEAKING RUBRIC

You will tell your story to the class. Afterwards, students will ask questions and you will respond with answers.

	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content/ Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>