3. You’re going to tell me which is readier to use, a ready-made skirt or material and a pattern. (Pause.) Get ready. (Signal.) A ready-made skirt.
   - **Why?** (Call on a student. Idea: A ready-made skirt is ready to wear, but material and a pattern aren’t.)

4. You’re going to tell me which is readier to use, a model you have to put together or a model that is already put together. (Pause.) Get ready. (Signal.) A model that is already put together.
   - **Why?** (Call on a student. Idea: A model that is already put together is ready to play with, but the model you have to put together isn’t.)

5. You’re going to tell me which is readier to use, frozen chicken or cooked chicken. (Pause.) Get ready. (Signal.) Cooked chicken.
   - **Why?** (Call on a student. Idea: Cooked chicken is ready to eat; frozen chicken isn’t.)

6. Open your Workbook to Lesson 52 and find part A. ✓
   - (Call on a student to read the instructions.) Combine the sentences with however.

7. Let’s go over the rules.
   - What must every written sentence begin with? (Signal.) A capital letter.
   - What must every written sentence have? (Signal.) An end mark.
   - What mark do you put before however? (Signal.) A semicolon.
   - What mark do you put after however? (Signal.) A comma.

   - How do you know? (Signal.) Because it’s readier to use.
   - (Repeat step 8 until firm.)

9. You’ll write the items later.

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**EXERCISE 3**

**SENTENCE COMBINATIONS**

1. Find part B. ✓
   - (Call on a student to read the instructions.) Combine the sentences with however.

2. (Call on a student to read item 1.) The man modified his car. His car still did not run.
   - Everybody, say the combined sentence with however. (Pause.) Get ready. (Signal.) The man modified his car; however, it still did not run. (Repeat until firm.)

3. Let’s go over the rules.
   - What must every written sentence begin with? (Signal.) A capital letter.
   - What must every written sentence have? (Signal.) An end mark.
   - What mark do you put before however? (Signal.) A semicolon.
   - What mark do you put after however? (Signal.) A comma.

4. You’ll do the items later.

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**EXERCISE 4**

**NEW** EDITING

1. Find part C. ✓
   - I’ll read the instructions. Underline the redundant sentences. Circle and correct the punctuation errors.
   - A punctuation error occurs when a period, comma, or semicolon is missing or is used incorrectly.
Lesson 52

2. I’ll read the passage. Say Stop as soon as I read a sentence that is redundant or that has a punctuation error.

- A bell rang. Sam put on his firefighter’s hat and his firefighter’s coat Stop.
- What’s wrong with that sentence? (Call on a student. Idea: It doesn’t have a period.)
- Everybody, make a circle at the end of the sentence and put a period inside the circle. ✓

3. I’ll read more. He jumped on the fire truck as it roared out of the station. Sam was a firefighter. Stop.

- What’s wrong with that sentence? (Call on a student. Idea: It’s redundant because we already know Sam is a firefighter.)
- Everybody, underline that sentence. ✓

4. I’ll read more. The truck sped down Oak Street and screeched around, the corner of Oak and First. Stop.

- What’s wrong with that sentence? (Call on a student. Idea: You don’t need a comma between around and the.)
- Everybody, circle the comma and then cross the comma out. ✓

5. You’ll finish the passage later.

EXERCISE 5

WORKBOOK AND WORKCHECK

1. (Award points for Group Work.)
2. Do the rest of the Workbook lesson now. (Observe students and give feedback.)
3. Get ready to check your answers. ✓
   - Put an X next to any item you missed.
   - (Call on individual students to read each item and its answer.)
4. (After all the answers have been read, have students record their Workbook points.)
5. (Award bonus points.)
6. (Have students total their points and enter the total on the Point Summary Chart.)
Lesson 52

Workbook page 257

1. What rule about demand and supply is this passage about?  
   When the demand is less than the supply, prices go down.

2. What would happen to the price of milk if a big group of people had moved into Newton in July?  
   Idea: It would have gone up.

3. Was the demand smaller than the supply in August because the demand went down or because the supply went up?  
   Idea: The demand went down.

4. What did Ms. Thomas do to get people to buy the 400 gallons she had left over?  
   Idea: Make it greater.

5. What will Ms. Thomas have to do to the price of milk if a big group of people had moved into Newton in July?  
   Idea: The price would have gone up.

6. Name one way she could do that.  
   Idea: Tell people they need more milk.

7. Did Ms. Thomas lose money in August?  
   Yes

Workbook page 259

1. SIMILES

   Complete the items about the words in the boxes.

   voice  gravel

   1. Tell how the objects could be the same.  
      Idea: The dog's voice was like gravel.

   2. Write a simile about the objects.  
      Idea: Her lips were like cherries.

   3. Tell how the objects could be the same.  
      Idea: They could be red.

   4. Write a simile about the objects.  
      Idea: They could be the same.

Workbook page 258

1. REWRITING PARAGRAPHS

   Rewrite the paragraph in four sentences. If one of the sentences tells why, combine the sentences with because. If two sentences seem contradictory, combine them with although.

   The slaves sang many kinds of songs. The slaves sang mostly work songs and hymns. Most of their music was sung. Some of their music was played on instruments. The music started changing after 1865. 1865 was when the slaves were freed. Sometimes, former slaves played music at dances. Dances were held everywhere.

   Idea: Many great players played for the Los Angeles Dodgers, particularly in the 1960s. One very famous player was Sandy Koufax, who was an amazing pitcher. His style and speed are copied by many pitchers today.

   Idea: The slaves sang many kinds of songs, particularly work songs and hymns. Although most of their music was sung, some was played on instruments. The music started changing after 1865, which was when the slaves were freed. Sometimes, former slaves played music at dances, which were held everywhere.

EXERCISE 6

REVISING STORIES

1. (Have students work in teams to revise their stories from the previous lesson. The teams should give suggestions for improving the stories and should agree on changes.)

2. (After students receive feedback from their team, have them rewrite their stories on a fresh sheet of paper.)

3. (Have 2–3 students read their stories aloud to the class.)

4. (Collect the students’ stories. Later, check their work and mark any mistakes. Write comments for parts that are good and for parts with errors.)

END OF LESSON 52

Lesson 52

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