

## Literature Suggestion

Begin reading *Mill Girl* by Sue Reid or *Lyddie* by Katherine Paterson.

## Review

A #2 prepositional opener begins with a \_\_\_\_\_, ends with a \_\_\_\_\_, and never includes a \_\_\_\_\_.

How do you indicate a #2 prepositional opener?

Read a sentence that begins with a #2 prepositional opener from your Boer Wars report.

Play Preposition Round Robin.

## Historical Information

Today we depend upon electronics for communication. Using electricity to communicate began with the invention of the telegraph. The man most credited with this invention is Samuel Morse.

A telegraph uses wires to send electronic signals over long distances. The signals are either short clicks called dots or long clicks called dashes. Morse assigned each letter of the alphabet a pattern of these dots and dashes. Can you guess what his code is called? It is called the Morse Code, of course.

Before telephones and computers, operators translated the dots and dashes into words. They would type the message onto paper, which was then delivered to the intended recipient. These written messages were called telegrams. Even though most people do not use the telegraph and Morse code anymore, almost everyone recognizes that . . . \_ \_ \_ . . . means SOS, save our ship.

The first telegraph message that Morse transmitted was sent from Washington D.C. to Baltimore, Maryland, in 1844. Soon telegraph companies sprang up and began erecting wires all over the states. It must have been exciting when a telegraph station came to a town because it meant fast, easy communication with many places. In 1866 a telegraph wire was actually laid all the way across the Atlantic Ocean so that America could communicate quickly with Europe. That was a long wire!

## Fun Fact

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When someone wanted to send a message, telegraph companies charged for each word and punctuation mark. Because the word *stop* was free, most telegraph messages were very short and used the word *stop* in place of a period.

## New Structure

### Writing from Pictures

In Unit 5 instead of using source texts, you will write three paragraphs from a series of three pictures. Although it may seem as if you are telling a story, your task is to describe each event.

Each paragraph will begin with a central fact, contain details, and end with a clincher sentence.

***if 1 topic = 1 paragraph  
then 3 topics = 3 paragraphs***

#### Central Fact

The central fact tells what you see in the picture. It is the topic sentence of the paragraph. Think of this sentence as the caption that describes the picture. When you write the KWO, ask yourself: “What do I see in the picture?” As you answer, write three key words on the Roman numeral line.

#### Details

On the other lines of the KWO, explain in more detail what is happening and how it came to be that way. Where do you find out what is happening? Just like Unit 3, ask yourself questions. Brain-helping questions are listed on the KWO. These helpful questions include:

**Who** is in the picture? **What** is the history of this picture? **Where** exactly is this?  
**How** is this being done or said? **Why** is this situation happening? **When** did this begin?  
 What are they **doing? thinking? feeling? saying?** What happened just **before** the picture?  
 What might happen **after** this picture? What might be just **outside** the picture?

The answers to your questions become the details for the outline. As you answer a question, place two or three key words on the KWO. Use symbols, numbers, and abbreviations when possible. You do not have to answer every question or ask in the order they are written. Keep your answers brief. You can add more details when you write your paragraphs.

#### Clincher Sentence

The clincher sentence reminds the reader what you see in the picture. Because it is the clincher sentence, it must repeat or reflect two or three key words placed on the central fact line. What rule does that remind you of?

“ **The topic sentence and the clincher sentence  
MUST repeat or reflect two or three key words.** ”

## Key Word Outline

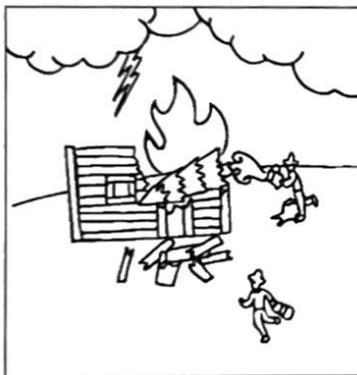
I. Central fact: John + ♂, build, telegraph



1. excited, 1st telegraph, station
2. everyone, volunteering, turns
3. telegraph co, wires, 2 wks
4. heard, storm, heading
5. hurrying, finish, roof

Clincher repeats or reflects 2-3 key words of central fact.

II. Central fact: burning, 🌳, fall, building



1. night, storm, lightning
2. woke, John, Dad
3. neighbors, "Hurry, help!"
4. passed, buckets, X fire
5. together, lifted, tree

Clincher repeats or reflects 2-3 key words of central fact.

III. Central fact: mayor, speech, congratulate



1. 2 wks, complete, building
2. telegraph co, installed, wires
3. town, celebrated
4. John, operator
5. who, send, 1st message?

Clincher repeats or reflects 2-3 key words of central fact.

Title repeats 1-3 key words from final sentence.

?

who?

what?

where?

how?

why?

when?

doing?

thinking?

feeling?

saying?

before?

after?

outside?

## Structure Practice

### Topic Sentence

Use your KWO to guide you as you write your composition. Begin by looking at the words on the central fact line, the words that indicate what you see in the picture.

If you wrote *town*, *build*, *telegraph* on the central fact line next to the first picture, your topic sentence could be:

The entire **town** of Pine Valley worked to **build** a **telegraph** station.

Use the key words that you wrote on the KWO next to the first central fact (the topic line) to write a sentence that tells what you see in the picture. Remember to highlight or bold the key words.

*Answers will vary.*

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Continue your composition by forming sentences from the key words placed on the KWO. When you reach the clincher line, write a sentence that repeats or reflects two or three key words of the central fact. The clincher for the sample above might be:

The citizens of the **town** had nearly completed the **construction** of the new **telegraph** station.

## Style Practice

### #2 Prepositional Opener

Begin each sentence with a #2 prepositional opener. Follow the comma rule on page 113.

1.     [2] From sunup to sundown     they eagerly worked.
2.     [2] In the middle of the night,     the storm caused a fire.
3.     [2] During the celebration speech     the mayor congratulated everyone.

**Quality Adjective Dress-Up**

There are many things that you could describe, and you might describe the same thing differently in different paragraphs. For example, the townspeople might be *excited* in paragraph I, *panicked* in paragraph II, and *ecstatic* in paragraph III.

Next to each noun write ideas for adjectives. Choose adjectives that create strong images and tell what each thing looks like, sounds like, or feels like. Avoid banned adjectives.

1. the men \_\_\_\_\_ *focused, determined, skilled, prudent*
2. the storm \_\_\_\_\_ *erratic, raging, blustery, relentless*
3. the celebration \_\_\_\_\_ *jubilant, lively, joyous, festive*

**Strong Verb Dress-Up and -ly Adverb Dress-Up**

On the first line under each sentence, write strong verbs that could replace the italicized banned verb. On the second line, write ideas for -ly adverbs that you could use with the strong verbs. Use a thesaurus or your vocabulary words.

1. "We will soon have our own station," the man *said*.

strong verbs \_\_\_\_\_ *proclaimed, promised, confirmed*

-ly adverbs \_\_\_\_\_ *proudly, heartily, confidently*

2. The men *went* to the river to fetch buckets of water.

strong verbs \_\_\_\_\_ *rushed, hurried, scrambled*

-ly adverbs \_\_\_\_\_ *madly, resolutely, determinedly*

3. What strong verbs and -ly adverbs can you use to tell what the lightning, thunder, wind, and rain would be doing?

\_\_\_\_\_ *the lightning brilliantly shone, the thunder loudly cracked,*

\_\_\_\_\_ *the wind powerfully fueled the fire, the rain thoroughly saturated*

\_\_\_\_\_

**Because Clause Dress-Up**

Add a *because* clause to this sentence. Underline the word *because*.

1. The entire town buzzed with excitement because they were the first town in the county to  
build a telegraph station.
2. The people were frightened because thunder boomed and lightning streaked across the sky.

**www.asia Clause Dress-Up**

Add a *www.asia* clause to this sentence. Underline the first word of the clause.

1. The men worked diligently while they waited for the next shift to arrive.
2. The crowds cheered as the mayor introduced the telegraph operator.

**Who/Which Clause Dress-Up**

Add a *who/which* clause to each sentence below. Punctuate and mark correctly.

1. The tree, which cracked from the lightning strike,  
\_\_\_\_\_ landed on the building.
2. The townspeople, who had worked diligently,  
\_\_\_\_\_ celebrated their new telegraph station.

### Vocabulary Practice

Listen to someone read the vocabulary words for Lesson 13 aloud.

Speak them aloud yourself.

Read the definitions and sample sentences on the vocabulary cards.

Write the part of speech and the definition beside each word.

commend verb; to praise  
\_\_\_\_\_  
\_\_\_\_\_

erect verb; to build or raise up  
\_\_\_\_\_  
\_\_\_\_\_

jubilantly adverb; joyfully  
\_\_\_\_\_  
\_\_\_\_\_

thwart verb; to hinder, oppose, or prevent  
\_\_\_\_\_  
\_\_\_\_\_

Think about the words and their meanings so you can use them in your assignments.