Lesson: Review

Kết quả của buổi học:

- Học sinh vận dụng một số kĩ năng đọc đã học để thực hành, nâng cao kĩ năng đọc.
- Học sinh sử dụng đúng các loại câu đã học trong đọc và viết.
- Học sinh ghi nhớ và phân biệt được một số thể loại trong Descriptive Writing và Expository Writing.
- Học sinh vận dụng đặc trưng của dạng Expository Writing để viết một số hướng dẫn về thói quen lành mạnh.

I. READING REVIEW

A. DESCRIPTIVE WRITING

1. Text features and Visual information

Text features are parts of a text that help readers understand the information better. In descriptive writing, they highlight key details about people, places, or objects.

- Headings and Subheadings: Show the main idea of a section. (Example: "What Does the Park Look Like?")
- Bold Words: Highlight important words. (Example: The lion is a powerful animal.)
- Lists: Organize details clearly. (Example: The room has: a bed, a table, and a lamp.)

Visual information includes pictures, diagrams, maps, or labels that support the text. They make it easier to imagine what the writer describes.

- Pictures: Show how something looks. (Example: A photo of a park with trees and a lake.)
- Labels: Point out specific parts of an object. (Example: A diagram of a flower labeled with "stem" and "petals.")
- Graphs or Charts: Help show numbers or comparisons in a descriptive way. (Example: A pie chart showing favorite fruits.)

Text Features and Visual Information help readers understand details faster, find key information easily, and visualize the description more clearly.

2. Genres of Descriptive writing

➢ **Describing Places**: Focuses on what a place looks, sounds, or feels like. Use words

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to describe size, color, and details. (Example: The park has tall green trees, a blue lake, and soft grass.)

- ➢ **Describing Events/Experiences**: Focuses on what happened and how it felt. Use words to show actions, feelings, and sequence. (Example: At the party, we played games, ate cake, and danced. I felt very happy.)

Key Difference: Describing places focuses on details about the location, while describing events/experiences tells a story about what happened and emotions involved.

B. EXPOSITORY WRITING

1. Main idea and supporting details

- ➢ **Main Idea**: The main idea is the most important message or point the author wants to share. It tells you what the text is mainly about in one or two sentences. To find the main idea, ask yourself, "What is the text mostly about?" (Example: Exercise is good for your health.)
- ➢ **Supporting Details**: These are the facts, examples, explanations, or reasons that support and explain the main idea. They give more information to help you understand the main topic. They answer questions like "How?", "Why?", or "What?" (Example: Exercise keeps your heart healthy, helps you feel happy, and gives you energy.)
- ➢ **How to find the main idea:**
  - Look at the title and headings for clues.
  - Check the first or last sentence of the paragraph (it often summarizes the big idea).
  - Look for repeated words or phrases throughout the text.
- ➢ **How to find supporting details:**
  - Look for facts, numbers, or examples in the text that explain the main idea.
  - Identify sentences with phrases like for example, such as, because, or this shows.

Understanding the main idea helps you focus on the big picture of the text. Supporting details provide the extra information that helps you understand and remember the topic better.

- ➢ **Example:**

Main Idea: Eating healthy foods keeps your body strong.

Supporting Details: Vegetables give you vitamins, fruits provide natural sugars, and proteins help your muscles grow.

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2. Summarize

Summarizing means retelling the most important information from a text in a shorter way. A good summary answers, "What is the text mostly about?" and includes only the key points. It helps you understand and remember the text better by focusing on the most important information. How to summarize:

- **Find the main idea**: What is the big idea of the text? (Example: Recycling helps protect the environment.)
- **Choose supporting details:** Pick 2-3 key facts or examples that explain the main idea. (Example: Recycling reduces waste, saves energy, and keeps the planet clean.)
- **Use your own words**: Write the main idea and supporting details in a short paragraph.

Example:

- Text: "Recycling is important because it reduces waste, saves energy, and helps protect the environment. By recycling paper, plastic, and glass, we can create less trash and keep our planet clean."
- Summary: Recycling reduces waste, saves energy, and protects the environment.

Tip: When summarizing, leave out extra details and focus on the "big picture" and key facts!

3. Genres of Expository writing

➢ **Informational Text**: This type of writing explains facts about a topic and helps readers learn something new. It answers questions like What is it?, Why is it important?, or How does it work? Informational texts often include features like headings, bold words, lists, and pictures or diagrams to help explain ideas.

Example: A text about how plants grow might describe the parts of a plant and their functions.

➢ **How-To Writing**: This type of writing gives clear, step-by-step instructions to show readers how to do or make something. It answers questions like How do I do it? or What are the steps? How-to writing often includes sequence words like first, next, then, last, numbered lists, and sometimes diagrams or pictures to show the process.

Example: How to plant a seed might include steps like:

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1. Get a pot with soil.
2. Put the seed in the soil.
3. Water the seed.
4. Place the pot in sunlight.

➢ **Key Differences:**

- Purpose: Informational text teaches or explains, while how-to writing gives instructions.
- Structure: Informational text is organized by topics and details; how-to writing is organized by steps.
- Language: Informational text uses descriptive language and facts, while how-to writing uses action words and sequence words.

C. PRACTICE

Practice 1. Read and answer the questions below.

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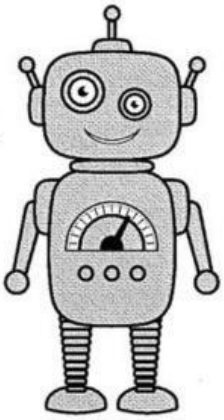
Join Robotics Club!

Are you looking for something to do after school? Do you enjoy building things? Do robots interest you? Then join our Robotics Club and learn how to make your own robot. You will work in a team to build a model, write the software to operate it, and tweak it until it does exactly what you want it to do.



If you have never done anything with robots or software before, you will learn. If you already know how to build models or write programs, you can improve your skills. All club members will increase their teamwork and problem-solving skills while having a great time!

ROBOTICS
Kids Club

For: Students in 4th–6th grades

When: Every Wednesday, immediately after the final bell

Where: Mr. Morningstar's Room, W72

Cost: $50 (to help cover the cost of components)

The team with the best robot will go to the **Robotics Challenge** in May!

1. Choose the best reason for why the author wrote this text.

A. to teach children how to work in a team

B. to keep children safe after school

C. to get children to join the robotics club

2. Why do you think the author put bold labels on the left side of the flyer?

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3. Why is there a fee to join the club? How much is it?

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4. Why do you think the author put information in a burst?

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<u>Practice 2</u>. Read the paragraph. Then, summarize what you read.

Lola was busy today. She woke up at 6 o'clock in the morning to get ready for school, ate breakfast, and walked to the bus stop. At school, Lola's teacher asked the students for their signed permission slips for the field trip next week. Lola had forgotten to ask her mom to sign the permission slip! Lola's teacher said that today was the last day to turn in permission slips, so Lola had to go to the office at recess to call her mom. Lola's mom dropped off the permission slip at the end of the school day. Then she drove Lola to rock climbing. Lola did rock climbing until 6:30. She didn't get to eat dinner until 7 o'clock. By 8 o'clock, she was yawning and ready for bed.

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<u>Practice 3</u>. Read the following paragraph. Underline the topic sentence. Then cross out any supporting sentences that do not relate to the main idea.

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Yesterday our science class went on a field trip to a pond. Next month we're going to the ocean. That will be fun. We've been studying the pond as an ecosystem in class. Our teacher wanted us to observe firsthand all the different habitats in and around the pond. She had us keep a checklist of the different kinds of plants and animals in each pond habitat. One of the boys accidentally fell in. He was really embarrassed. Along the water's edge I saw several kinds of plants partly underwater, two salamanders, snails, and water bugs. I observed many different habitats.

Practice 4. Read each sentence carefully and decide if it is describing a place or an event/experience. Write "Place" or "Event" on the line.

1. The beach was covered in soft, white sand. _____
2. I felt excited when I rode the roller coaster. _____
3. The classroom was bright and colorful. _____
4. We had a pizza party last night. _____
5. The mountains were tall and majestic. _____
6. My dog loves to play fetch in the park. _____
7. The storm was very scary. _____
8. The library is a quiet place to read. _____
9. I went to the zoo and saw many animals. _____
10. The food at the restaurant was delicious. _____

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Practice 5. Read each passage carefully and decide if it is an informational text or a how-to text. Write "Informational" or "How-To" on the line.

1. Elephants are the largest land animals on Earth. They have long trunks and big ears. Elephants live in herds and can weigh up to 15,000 pounds. _____

2. To make a sandwich, first, get two slices of bread. Next, add your favorite fillings, like cheese and ham. Finally, put the two slices of bread together. _____

3. The sun is a star at the center of our solar system. It is very hot and gives us light and heat. _____

4. How to plant a seed: Fill a pot with soil. Make a small hole in the soil. Put a seed in the hole and cover it with soil. Water the seed. _____

5. Plants need sunlight, water, and air to grow. They use sunlight to make their own food. _____

6. How to make a paper airplane: Fold a piece of paper in half lengthwise. Then, fold the top corners down to the center line. _____

II. GRAMMAR REVIEW

A. SIMPLE SENTENCES

➢ **A simple sentence** expresses a complete thought. It has two main parts: a subject (who or what is doing the action) and a verb (the action word).

Example: The dog barks. (Subject: The dog; Verb: barks)

➢ **Key parts of a sentence:**

- Subject: Tells us who or what is doing the action.
- Verb: Shows the action the subject is doing.
- Object: (Sometimes) Tells us who or what receives the action.

Example: The boy kicks the ball. (Subject: The boy; Verb: kicks; Object: the ball)

➢ **Writing tips:**

- Choose a subject: Who or what are you writing about? (e.g., my cat, the sun, my friend)
- Choose a verb: What is the subject doing? (e.g., jumps, shines, plays)
- Add details: Use describing words to make your sentence more interesting.

Example: Instead of "The cat sleeps," try "The fluffy white cat sleeps soundly in the

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sunshine."

Remember: Simple sentences are the building blocks of language! By understanding how to write them, you can build more complex sentences and become a stronger writer.

B. COMPLEX SENTENCES

➢ A complex sentence has two parts:

- Independent clause: This part can stand alone as a complete sentence.
- Dependent clause: This part cannot stand alone as a sentence. It needs to be connected to the independent clause.

➢ Common words to start dependent clauses:

- **Because**: (e.g., "Because it was raining, we stayed inside.")
- **When**: (e.g., "When I go to the park, I play on the swings.")
- **If**: (e.g., "If I finish my homework, I can watch TV.")
- **After**: (e.g., "After I eat dinner, I brush my teeth.")

Example: "After school, I go to the library."

- "After school" is the dependent clause.
- "I go to the library" is the independent clause.

➢ Writing tips:

- Start with a dependent clause: "Because it was raining..."
- Add an independent clause: "...we stayed inside."

C. IMPERATIVE SENTENCES

➢ Imperative sentences give commands, instructions, or requests. They often start with a verb. The subject "you" is usually implied (not written).

For example:

"Wash your hands before eating."

"Listen carefully to the teacher."

"Please share your toys with others."

➢ Imperative sentences are helpful in giving clear instructions or explaining a process in expository writing. They make your writing more direct and engaging.

For example:

"First, gather your materials. Next, fold the paper in half. Finally, cut along the dotted

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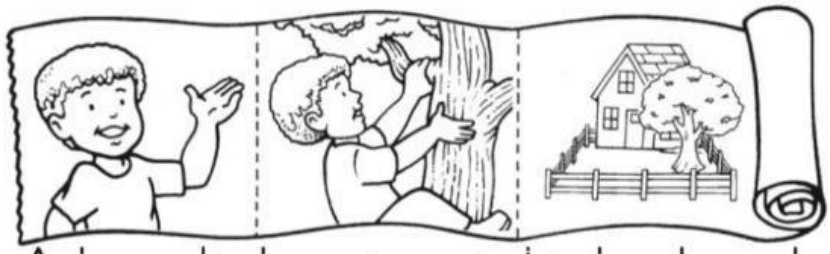
line."

Remember to use imperative sentences carefully in your writing to make your explanations clear and easy to follow.

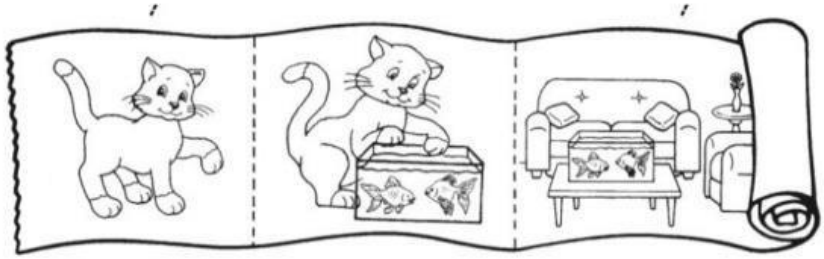
D. PRACTICE

Practice 1.

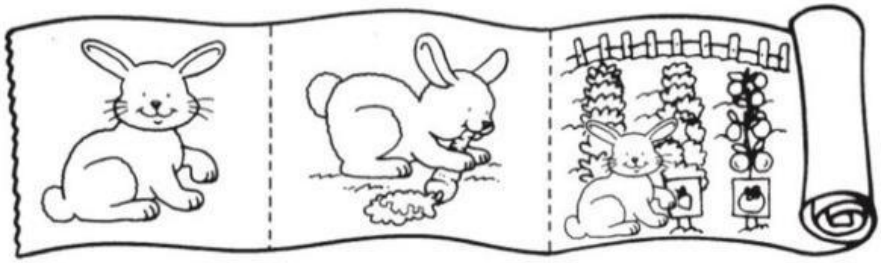
a. Write a sentence to match each picture. Be sure to include a subject, an action, and a part that tells where or when.



1. A boy climbs a tree in his backyard.



2. _____



3. _____

b. Write two sentences and draw pictures to match.

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subject	action	where or when

1. _____

subject	action	where or when

2. _____

Practice 2. Combine each pair of sentences. Use "and, but, or" to show the connection between the ideas and make a compound sentence.

1. My sister Annie has always participated in sports. Many say she's a natural athlete.

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2. Soccer, basketball, and softball are fun. She wanted a new challenge.

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3. My sister talked to my brother and me. We were honest with her.

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4. I told Annie to go for it. My brother told her to stick with soccer or basketball.

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5. Will Dad convince her to try skiing? Will he suggest ice skating?

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Practice 3. Rewrite the following sentences as imperative sentences.

1. You should eat your vegetables.

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2. It is important to listen to your teacher.

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3. You need to clean up your room.

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4. It is helpful to raise your hand before speaking.

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5. You should be kind to others.

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6. You should read books every day.

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III. WRITING REVIEW

A. WRITING PROCESS

1. Informational Text

➢ **Step 1: Searching for ideas**

Choose a topic you're interested in and want to teach others about. Good topics include animals, places, or how things work.

➢ **Step 2: Research and take notes**

Find information from books, online, or videos. Write down important facts in your own words and organize them into categories.

Tip: Answer who, what, where, when, why, and how.

➢ **Step 3: Plan the report**

Organize your notes into a beginning (introduce the topic), middle (important facts), and end (summary or interesting fact).

Tip: Create an outline to help.

➢ **Step 4: Write a draft**

Write your first version using your outline. Focus on getting your ideas down.

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Tip: Use linking words like first, next, then, finally.

➢ **Step 5: Revise and Publish**

Review your draft, fix mistakes, and make improvements. Add details and correct errors. Write your final version neatly and share it!

Tip: Add pictures or charts to make it more interesting.

2. How-to writing text

➢ **Step 1: Choose your topic**

Think about something you know how to do. It could be: how to make a sandwich, how to tie your shoes, how to plant a seed. Pick a topic that you can explain easily.

➢ **Step 2: Plan your steps**

Before writing, plan what you will say. Write down the steps in the correct order. Think about the tools or materials needed. Use simple action words like cut, mix, draw, add, and stir.

➢ **Step 3: Write your draft**

Start writing the steps in full sentences. Use sequence words like First, Next, Then, and Finally. Start each step with an action word (verb). Be clear and simple so your reader can follow.

➢ **Step 4: Revise and edit**

Check your writing to make sure it is:

- In the right order: Are the steps correct?
- Clear: Did you use action words?
- Complete: Did you forget any important details?

➢ **Step 5: Publish and share**

Write the final version neatly. You can:

- Add drawings or pictures to make it more fun.
- Share it with your teacher or friends.

B. WRITING TRAITS

1. Word Choice

a. Using Describing Words

Describing words (adjectives and adverbs) make your writing more vivid and clear. They give readers a better picture of your topic.

➢ Example: The tall, red barn stood in the middle of the green field.

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b. Adding Details

Adding details means giving extra information that explains or supports your main idea. This makes your writing more interesting and informative.

➢ Example: Bees collect nectar from flowers to make honey, and they do this by flying from flower to flower, using their long, sticky tongues.

c. Useful Phrases

Useful phrases help connect ideas and make your writing easier to follow. They include linking words and phrases like for example, in addition, because, and as a result.

➢ Example: Bees are important because they pollinate flowers, which helps plants grow.

These traits help make expository writing clear, detailed, and easy to understand.

2. Organization

When planning an informational text, it is important to organize the content clearly so that readers can easily understand the topic. Here's a more detailed structure:

➢ **Introduction (Beginning):**

Start with a hook to grab the reader's attention. Introduce the topic and explain why it's interesting or important.

- Example: Did you know that elephants are the largest land animals on Earth? In this report, we will explore some amazing facts about elephants.

➢ **Body (Middle):**

- Organize the body into sections or paragraphs based on key ideas or facts about the topic. Each section should focus on one important point.
- Use headings or subheadings to make the information easy to follow.
- Include facts, details, and examples to explain each idea clearly. You can break it down into different subtopics such as:

- Physical Characteristics: Size, shape, and features of elephants.
- Habitat: Where elephants live and what their environment is like.
- Diet: What elephants eat and how they find food.

Tip: Use linking words like for example, in addition, also, because, to connect ideas and show relationships between facts.

➢ **Conclusion (End):**

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Summarize the main points or give a final thought about the topic. You can also suggest something for the reader to think about or explore further.

- Example: Elephants are fascinating creatures with unique characteristics. Understanding them helps us appreciate how important it is to protect these incredible animals.

➢ **Optional: Visual Aids**

If appropriate, include pictures, diagrams, or charts to help explain complex information or make the text more engaging.

- Example: A chart showing the sizes of different types of elephants or a map showing where they live.

Tip: When planning an informational text, focus on organizing your ideas logically and providing enough details to inform and educate your reader.

C. PRACTICE

You can choose one of the two writing questions below.

Question 1. Write about your favorite food.

Write a paragraph that describes your favorite food. What does it look like? How does it smell? What is the texture or taste like? Use describing words and strong verbs to make your description clear.

Question 2. Write a report about how to keep your room clean

Write a report on how to keep your room neat and tidy. What steps should you take? What should be cleaned first, second, and last? Use step-by-step instructions and helpful tips above.

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