

## Alternative Instructional Strategies for Level 5 - Sample TBYB

Level 5 - Lesson 15 Adverbs That Modify Verbs	<ul style="list-style-type: none"><li>● To help the student identify adverbs, read the sentence, and then ask “How did he/she/it do it?” or “How was it done?”</li><li>● Most (not all) adverbs end in -ly.</li><li>● For additional practice, provide the student with sentences that include adjectives used incorrectly in the place of adverbs. Have the student correct the errors. Ex: Jon runs quick. Jon runs quickly.</li></ul>
Level 5 - Lesson 65 Compare/ Contrast Writing: Introduction and Organize	<ul style="list-style-type: none"><li>● Compare = How things are alike</li><li>● Contrast = How things are different</li><li>● Explain to student that what they are comparing/contrasting must be a similar trait (i.e. if comparing an apple and an orange - “both are fruits, we generally eat the skin of the apple, but peel the orange prior to eating” is ok. Not - “We eat the peel of the apple, and the orange is grown in tropical climates”).</li><li>● Provide extra practice with comparing and contrasting, prior to drafting this composition using Venn Diagrams.</li><li>● <i>Assessment Resource Book: Compare/Contrast Writing Organizer, Paragraph Organizers, &amp; Checklist</i></li></ul>
Level 5 - Lesson 67 Compare/ Contrast Writing: Organize and Draft Differences	<ul style="list-style-type: none"><li>● Students are only looking for differences in this lesson.</li><li>● Draft may be completed on the computer or by using speech-to-text software.</li><li>● Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations</li><li>● After student has completed the draft, have them go back and highlight the words/phrases that contrast the items. Make sure what has been contrasted are similar traits.</li></ul>