

Alternative Instructional Strategies - Level 7 TBYS Sample

<p>Level 7 - Lesson 8 Independent and Dependent Clauses</p>	<ul style="list-style-type: none"> • Day 1: While learning about independent and dependent clauses, have the student identify and mark (underline, label, etc.) the subject, verb (predicate), and subordinate (dependent clauses only). This will help them identify complete sentences and assist them as they learn to write complex and compound sentences. • Review: Subject = Noun; Predicate = Verb; This can be reviewed in a discussion with the student. • It may help the student to think of the subject as the “who” of the sentence, and the verb/predicate as the “does/did what” of the sentence. • A quick mnemonic device that can help students memorize the coordinating conjunctions is to memorize them in the order of their beginning letters and call them the FANBOYS (for, and, nor, but, or, yet, so).
<p>Level 7 - Lesson 67 Descriptive Personal Letter</p>	<ul style="list-style-type: none"> • Copy or remove page 229, “Parts of a Personal Letter,” and add it to the Writer’s Notebook. • Help the student generate a list of sensory words that relate to the topic they will be addressing in their letter. • For practice, draft a personal letter, then cut it apart so that each piece of paper has one part of the letter on it (heading, date, greeting, body, closing, signature). Have the student put the pieces together like a puzzle to properly organize the personal letter.
<p>Level 7 - Lesson 68 Descriptive Personal Letter: Brainstorm</p>	<ul style="list-style-type: none"> • Suggest to the student that they write this letter to a friend or family member and plan to mail the letter to them to add relevance to the assignment. • Refer to the Writer’s Notebook to review the list of descriptive words. • Consider a trip to a park, store, church, the woods, etc. While there, isolate each sense and have the student record on paper what he/she sees, hears, smells, feels, and tastes.
<p>Level 7 - Lesson 71 Descriptive Personal Letter: Draft Body Paragraph</p>	<ul style="list-style-type: none"> • Drafting may be completed on the computer or by using speech-to-text software. • If the student is struggling to add transitions, provide him or her with 2 or 3 to be used in this essay. • Use colored ink to organize writing: Red = OS/CS Blue = Details Green = Examples/Explanations