

Unit 2: The Writing Process Application /Narrative Emphasis continues

(MONDAY no school)

Writing Standards:
C.5.3 a,b,c,d,e,f,g 5.5
Compose narratives,
using writing and digital
resources, to develop
real or imagined
experiences or
multiple events or ideas,
using effective
technique, descriptive
details and clear
sequences.

L.5.1, L.5.2, L. 5.3

Learning Targets:

This week =

- Continue to explore adding a conclusion
- Continue =vivid words used by great writers
- Continue how to "Hook" the reader in your introduction
- Continue an event sequence is clear and unfolds naturally
- Transition words and phrases manage the sequence of events
- The writing contains a conclusion that follows from the narrated events
- The piece was planned

Continue teaching 6 Traits of Writing

1. Ideas
2. Voice
3. Organization
4. Sentence Fluency
5. Word Choice
6. Conventions

Guiding Questions:

Writing training at the High School

TUESDAY

Power Verb: predict

Vocabulary: continue with 7 vocabulary words cards from the Word Up wall vocabulary file and create an alliteration for each

Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma

This week continue writing process and teaching "conclusion", and conference with students on narrative

Begin rotations

Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative

Learning Targets:

- Continue practicing how to write a Conclusion
- Continue vivid words/ Figurative language/ dialogue to our narrative
- Continue to add sequence/transition words to our narrative
- Continue to practice the steps of the Writing Process
- Apply A.R.M.S. and revise our work
- Next C.U.P.S. and edit
- Work on High-Frequency words and write a story using 5 words
- Practice how to spell with our boxes and sounding out strategies
- Cursive writing practice for fast workers
- Build a Better Sentence
- 3.8 Paragraph structure
- Lead into peer review
- Conference this week finalize narrative and type
- Teacher review/rubric check what does a 4,3,2,1 look like

Station #1 Vocabulary Word Work

- Students use their 7 words from the class Word Up wall
- This week students will continue the alliteration activity cards
- Students will use the station checklist as a guide to success

If students finish move onto Word-Solving Action

Explain the principal:

Try writing a word, and see if the spelling looks right.

**Follow directions
Partner #1**

**Bloom's
Taxonomy Sample
Questions**

Vocabulary:
anything on the
Word Up Wall this
week

previously:
inference
Figurative Language:
alliteration
simile
metaphor
hyperbole
idioms
imagery
personification
previous weeks:

summarize
sequence
climax
conflict
protagonist
antagonist
conclusion
transition

analyze
characters,
setting
plot
voice
purpose,
exposition,
resolution
rubric

identify
initiative
visualization
narrative
specific
accurate

ELA : noun,
proper noun,
verb, adjective,
adverb, commas

- say word
- tell number of letters

Partner #2

- draw letter boxes
- say word slowly
- spell word in boxes

- check spelling
- write word on a sheet of paper/ make a list
- switch roles

Station #2

Always record your work on a sheet of paper and write in the top right corner

- Station# _____
- Assignment _____
- Name _____
- Date _____
- Teacher _____

Place it in your binder in order by date and Tab

A.*High-Frequency Words*

Pick 5 words

Make up a story

Can you write a story with at least 5 sentences using the 5 High-Frequency Words

- Use the sentence checklist to make sure every sentence has what it takes.
- Use the 3.8 graphic organizer to make sure you have all parts
- T/D1/X1/D2/X2/D3/X3/C
- Now Build Better Sentences -just like you have been doing
- Look at all 8 and add the “parts” tell How When Where Why
- Use sentence checklist
- Move onto ARMS
- CUPS
- Peer Review
- Publish/rewrite it

Station #3

Continue writing Famous Failure 3.8 paragraphs then move on to Essay Contest “The Reason My Grandparent should become the AARP grandparent of the Year”

- Work with a partner
- Was it a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

- ARMS
- CUPS
- Peer review
- Publish/rewrite it

https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing

Get a 3.8 paragraph graphic organizer
Choose a Famous Failure
Follow the directions
When you write make sure it is a 3.8
example*Conclusion/Closing sentence

- Watch Slide #20

Checking your work:

Use the 3.8 format

Use the sentence checklist to make sure all 8 sentences are correct

add an adjective

add an adverb

use some figurative language

use dialogue: Remember dialogue is someone talking

“ _____”, said _____

Add A.R.M.S. and C.U.P.S.

Peer Review

***Follow the Writing Process for Grandparent Contest 330-500 word essay**

B. Closing Sentence Practice Activities

- Students will work with a partner to complete
- Highlight closing sentence handout
- Task cards
- Complete an interactive Closing Sentence page
- On last handout :Check for understanding
 - Write your own closing sentence
 - Check answers with a partner
 - use the sentence checklist

Everything goes into the Writing Tab of your binder

Station #4 Conferencing

Continue to go over students Narrative

Using the rubric

Show them how they did according to 4,3,2,1

answer any questions they have

Give them the teacher conference sheet

Have them rewrite it

Finalize narrative/ begin to type it

Students use the Guide packets/ checklist

- Continue adding HOOK/verify they have one
- adjectives
- adverbs
- transition words/ sequence words
- figurative language
- explore adding dialogue (discuss commas and quotations)
- dialogue

Students continue to follow the Writing Process

- Pre-write
- Rough Draft
- Revise
- Edit

- Peer Review
- Publish

Leave students with one tip

- Allow questions
- Discuss areas they are getting
- Reteach struggle area

I Do:

Discuss CONCLUSION/CLOSING this week -how to leave the reader with something to remember

<https://www.youtube.com/watch?v=JZ8L9pKbY28>

Discuss one thing you didn't know about a closing/concluding sentence with a partner

Continue to discuss the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3

*Conclusion

Watch slide #20,21

Focus on the Closing/CONCLUSION of the narrative paragraph

Remind students they use this flowchart GO to help them organize the writing piece they started

Model how to do this

Discuss

Students try

Active Engagement:

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

Asses /Evaluate:

During conference time allow students to ask questions. Look for struggles and clarify

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow
- Use the sentence check lists
- Rubrics to check their work
- Record on monitoring clipboard

WEDNESDAY

Power Verb: predict

Vocabulary: continue with 7 vocabulary words cards from the Word Up wall vocabulary file and create an alliteration for each

Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma

This week continue writing process and teaching "conclusion", and conference with students on narrative

Begin rotations

Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative

Learning Targets:

- Continue practicing how to write a Conclusion
- Continue vivid words/ Figurative language/ dialogue to our narrative
- Continue to add sequence/transition words to our narrative
- Continue to practice the steps of the Writing Process
- Apply A.R.M.S. and revise our work
- Next C.U.P.S. and edit
- Work on High-Frequency words and write a story using 5 words
- Practice how to spell with our boxes and sounding out strategies
- Cursive writing practice for fast workers
- Build a Better Sentence
- 3.8 Paragraph structure
- Lead into peer review
- Conference this week finalize narrative and type
- Teacher review/rubric check what does a 4,3,2,1 look like

Station #1 Vocabulary Word Work

- Students use their 7 words from the class Word Up wall
- This week students will continue the alliteration activity cards
- Students will use the station checklist as a guide to success

If students finish move onto Word-Solving Action

Explain the principal:

Try writing a word, and see if the spelling looks right.

Follow directions on white board

Partner #1

- say word
- tell number of letters

Partner #2

- draw letter boxes
- say word slowly
- spell word in boxes

- check spelling
- write word on a sheet of paper/ make a list
- switch roles

Station #2

Always record your work on a sheet of paper and write in the top right corner

- Station# _____
- Assignment _____
- Name _____
- Date _____
- Teacher _____

Place it in your binder in order by date and Tab

A.*High-Frequency Words*

Pick 5 words

Make up a story

Can you write a story with at least 5 sentences using the 5 High-Frequency Words

- Use the sentence checklist to make sure every sentence has what it takes.
- Use the 3.8 graphic organizer to make sure you have all parts
- T/D1/X1/D2/X2/D3/X3/C
- Now Build Better Sentences -just like you have been doing
- Look at all 8 and add the “parts” tell How When Where Why
- Use sentence checklist
- Move onto ARMS
- CUPS
- Peer Review
- Publish/rewrite it

Station #3

Continue writing Famous Failure 3.8 paragraphs then move on to Essay Contest “The Reason My Grandparent should become the AARP grandparent of the Year”

- Work with a partner
- Was it a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

- ARMS
- CUPS
- Peer review
- Publish/rewrite it

https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing

Get a 3.8 paragraph graphic organizer

Choose a Famous Failure

Follow the directions

When you write make sure it is a 3.8

example*Conclusion/Closing sentence

- Watch Slide #20

Checking your work:

Use the 3.8 format

Use the sentence checklist to make sure all 8 sentences are correct

add an adjective

add an adverb

use some figurative language

use dialogue: Remember dialogue is someone talking

“ _____ ”, said _____

Add A.R.M.S. and C.U.P.S.

Peer Review

B. Closing Sentence Practice Activities

- Students will work with a partner to complete
- Highlight closing sentence handout
- Task cards
- Complete an interactive Closing Sentence page
- On last handout :Check for understanding
 - Write your own closing sentence
 - Check answers with a partner
 - use the sentence checklist

Everything goes into the Writing Tab of your binder

Station #4 Conferencing

Continue to go over students Narrative

Using the rubric

Show them how they did according to 4,3,2,1

answer any questions they have

Give them the teacher conference sheet

Have them rewrite it

Finalize narrative/ begin to type it

Students use the Guide packets/ checklist

- Continue adding HOOK/verify they have one
- adjectives
- adverbs
- transition words/ sequence words
- figurative language
- explore adding dialogue (discuss commas and quotations)
- dialogue

Students continue to follow the Writing Process

- Pre-write
- Rough Draft
- Revise
- Edit
- Peer Review
- Publish

Leave students with one tip

- Allow questions
- Discuss areas they are getting
- Reteach struggle area

I Do:

Discuss CONCLUSION/CLOSING this week -how to leave the reader with something to remember

<https://www.youtube.com/watch?v=JZ8L9pKbY28>

Discuss one thing you didn't know about a closing/concluding sentence with a partner

Continue to discuss the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3
***Conclusion**
Watch slide #20,21

Focus on the Closing/CONCLUSION of the narrative paragraph
Remind students they use this flowchart GO to help them organize the writing piece they started

Model how to do this

Discuss
Students try

Active Engagement:
If students are working ahead they can:
Begin peer review rubric, teacher time/rubric/ and then start to type

Asses /Evaluate:
During conference time allow students to ask questions. Look for struggles and clarify

- **Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow**
- **Use the sentence check lists**
- **Rubrics to check their work**
- **Record on monitoring clipboard**

THURSDAY

Power Verb: predict
Vocabulary: continue with 7 vocabulary words cards from the Word Up wall vocabulary file and create an alliteration for each
Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma

This week continue writing process and teaching “conclusion”, and conference with students on narrative

Begin rotations

Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative

Learning Targets:

- **Continue practicing how to write a Conclusion**
- **Continue vivid words/ Figurative language/ dialogue to our narrative**
- **Continue to add sequence/transition words to our narrative**
- **Continue to practice the steps of the Writing Process**
- **Apply A.R.M.S. and revise our work**
- **Next C.U.P.S. and edit**
- **Work on High-Frequency words and write a story using 5 words**
- **Practice how to spell with our boxes and sounding out strategies**
- **Cursive writing practice for fast workers**
- **Build a Better Sentence**
- **3.8 Paragraph structure**

- Lead into peer review
- Conference this week finalize narrative and type
- Teacher review/rubric check what does a 4,3,2,1 look like

Station #1 Vocabulary Word Work

- Students use their 7 words from the class Word Up wall
- This week students will continue the alliteration activity cards
- Students will use the station checklist as a guide to success

If students finish move onto Word-Solving Action

Explain the principal:

Try writing a word, and see if the spelling looks right.

Follow directions:

Partner #1

- say word
- tell number of letters

Partner #2

- draw letter boxes
- say word slowly
- spell word in boxes
- check spelling
- write word on a sheet of paper/ make a list
- switch roles

Station #2

Always record your work on a sheet of paper and write in the top right corner

- Station#_____
- Assignment_____
- Name_____
- Date_____
- Teacher_____

Place it in your binder in order by date and Tab

A.*High-Frequency Words*

Pick 5 words

Make up a story

Can you write a story with at least 5 sentences using the 5 High-Frequency Words

- Use the sentence checklist to make sure every sentence has what it takes.
- Use the 3.8 graphic organizer to make sure you have all parts
- T/D1/X1/D2/X2/D3/X3/C
- Now Build Better Sentences -just like you have been doing
- Look at all 8 and add the “parts” tell How When Where Why
- Use sentence checklist
- Move onto ARMS
- CUPS
- Peer Review
- Publish/rewrite it

Station #3

Continue writing Famous Failure 3.8 paragraphs then move on to Essay Contest “The Reason My Grandparent should become the AARP grandparent of the Year”

- Work with a partner
- Was it a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

- ARMS
- CUPS
- Peer review
- Publish/rewrite it

https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroDTZ-WPU/edit?usp=sharing

Get a 3.8 paragraph graphic organizer

Choose a Famous Failure

Follow the directions

When you write make sure it is a 3.8

example*Conclusion/Closing sentence

- Watch Slide #20

Checking your work:

Use the 3.8 format

Use the sentence checklist to make sure all 8 sentences are correct

add an adjective

add an adverb

use some figurative language

use dialogue: Remember dialogue is someone talking

“ _____ ”, said _____

Add A.R.M.S. and C.U.P.S.

Peer Review

B. Closing Sentence Practice Activities

- Students will work with a partner to complete
- Highlight closing sentence handout
- Task cards
- Complete an interactive Closing Sentence page
- On last handout :Check for understanding
 - Write your own closing sentence
 - Check answers with a partner
 - use the sentence checklist

Everything goes into the Writing Tab of your binder

Station #4 Conferencing

Continue to go over students Narrative

Using the rubric

Show them how they did according to 4,3,2,1

answer any questions they have

Give them the teacher conference sheet

Have them rewrite it

Finalize narrative/ begin to type it

Students use the Guide packets/ checklist

- Continue adding HOOK/verify they have one
- adjectives
- adverbs
- transition words/ sequence words
- figurative language
- explore adding dialogue (discuss commas and quotations)
- dialogue

Students continue to follow the Writing Process

- Pre-write
- Rough Draft
- Revise
- Edit
- Peer Review
- Publish

Leave students with one tip

- Allow questions
- Discuss areas they are getting
- Reteach struggle area

I Do:

Discuss CONCLUSION/CLOSING this week -how to leave the reader with something to remember

<https://www.youtube.com/watch?v=JZ8L9pKbY28>

Discuss one thing you didn't know about a closing/concluding sentence with a partner

Continue to discuss the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3

***Conclusion**

Watch slide #20,21

Focus on the Closing/CONCLUSION of the narrative paragraph

Remind students they use this flowchart GO to help them organize the writing piece they started

Model how to do this

Discuss

Students try

Active Engagement:

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

Asses /Evaluate:

During conference time allow students to ask questions. Look for struggles and clarify

- Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow

- Use the sentence check lists
- Rubrics to check their work
- Record on monitoring clipboard

FRIDAY

Power Verb: predict

Vocabulary: continue with 7 vocabulary words cards from the Word Up wall vocabulary file and create an alliteration for each

Vocabulary: ELA : prepositions, noun, proper noun, verb, adjective, adverb, comma

This week continue writing process and teaching “conclusion”, and conference with students on narrative

Begin rotations

Skill: Apply the Writing Process, what we have been learning up to this point to improve our narrative

Learning Targets:

- Continue practicing how to write a Conclusion
- Continue vivid words/ Figurative language/ dialogue to our narrative
- Continue to add sequence/transition words to our narrative
- Continue to practice the steps of the Writing Process
- Apply A.R.M.S. and revise our work
- Next C.U.P.S. and edit
- Work on High-Frequency words and write a story using 5 words
- Practice how to spell with our boxes and sounding out strategies
- Cursive writing practice for fast workers
- Build a Better Sentence
- 3.8 Paragraph structure
- Lead into peer review
- Conference this week finalize narrative and type
- Teacher review/rubric check what does a 4,3,2,1 look like

Station #1 Vocabulary Word Work

- Students use their 7 words from the class Word Up wall
- This week students will continue the alliteration activity cards
- Students will use the station checklist as a guide to success

If students finish move onto Word-Solving Action

Explain the principal:

Try writing a word, and see if the spelling looks right.

Follow directions

Partner #1

- say word
- tell number of letters

Partner #2

- draw letter boxes
- say word slowly
- spell word in boxes

- check spelling
- write word on a sheet of paper/ make a list
- switch roles

Station #2

Always record your work on a sheet of paper and write in the top right corner

- Station#_____
- Assignment_____
- Name_____
- Date_____
- Teacher_____

Place it in your binder in order by date and Tab

A.*High-Frequency Words*

Pick 5 words

Make up a story

Can you write a story with at least 5 sentences using the 5 High-Frequency Words

- Use the sentence checklist to make sure every sentence has what it takes.
- Use the 3.8 graphic organizer to make sure you have all parts
- T/D1/X1/D2/X2/D3/X3/C
- Now Build Better Sentences -just like you have been doing
- Look at all 8 and add the “parts” tell How When Where Why
- Use sentence checklist
- Move onto ARMS
- CUPS
- Peer Review
- Publish/rewrite it

Station #3

Continue writing Famous Failure 3.8 paragraphs then move on to Essay Contest “The Reason My Grandparent should become the AARP grandparent of the Year”

- Work with a partner
- Was it a 3.8 paragraph? How do I know?

It will have :

Topic

Detail/point #1

example

Detail/point #2

example

Detail/point#3

example

Closing/Conclusion Sentence

- ARMS
- CUPS
- Peer review
- Publish/rewrite it

https://docs.google.com/presentation/d/1Z0opYtCyzQ6M5U2N9hP-W_IUT_yYi0HQrJroD-TZ-WPU/edit?usp=sharing

Get a 3.8 paragraph graphic organizer

Choose a Famous Failure

Follow the directions

When you write make sure it is a 3.8

example*Conclusion/Closing sentence

- Watch Slide #20

Checking your work:

Use the 3.8 format

Use the sentence checklist to make sure all 8 sentences are correct

add an adjective

add an adverb

use some figurative language

use dialogue: Remember dialogue is someone talking

“ _____”, said _____

Add A.R.M.S. and C.U.P.S.

Peer Review

B. Closing Sentence Practice Activities

- Students will work with a partner to complete
- Highlight closing sentence handout
- Task cards
- Complete an interactive Closing Sentence page
- On last handout :Check for understanding
 - Write your own closing sentence
 - Check answers with a partner
 - use the sentence checklist

Everything goes into the Writing Tab of your binder

Station #4 Conferencing

Continue to go over students Narrative

Using the rubric

Show them how they did according to 4,3,2,1

answer any questions they have

Give them the teacher conference sheet

Have them rewrite it

Finalize narrative/ begin to type it

Students use the Guide packets/ checklist

- Continue adding HOOK/verify they have one
- adjectives
- adverbs
- transition words/ sequence words
- figurative language
- explore adding dialogue (discuss commas and quotations)
- dialogue

Students continue to follow the Writing Process

- Pre-write
- Rough Draft
- Revise
- Edit
- Peer Review
- Publish

Leave students with one tip

- Allow questions
- Discuss areas they are getting
- Reteach struggle area

I Do:

Discuss CONCLUSION/CLOSING this week -how to leave the reader with something to remember

<https://www.youtube.com/watch?v=JZ8L9pKbY28>

Discuss one thing you didn't know about a closing/concluding sentence with a partner

Continue to discuss the parts of Narrative (Flowchart GO)

Introduction

Event 1

Event 2

Event 3

***Conclusion**

Watch slide #20,21

Focus on the Closing/CONCLUSION of the narrative paragraph

Remind students they use this flowchart GO to help them organize the writing piece they started

Model how to do this

Discuss

Students try

Active Engagement:

If students are working ahead they can:

Begin peer review rubric, teacher time/rubric/ and then start to type

Asses /Evaluate:

During conference time allow students to ask questions. Look for struggles and clarify

- **Have students share their stories and discuss the use of sequence/transition words in organization to help make their writing flow**
- **Use the sentence check lists**
- **Rubrics to check their work**
- **Record on monitoring clipboard**

LITERACY WORK STATIONS (WEEKLY)

Reading Independent:

SOME additional sites for Language explore on Friday

<https://www.flocabulary.com/unit/alliteration-assonance/>

<https://www.youtube.com/watch?v=YkChPmys3QY>

https://www.softschools.com/quizzes/language_arts/

<http://teacher.scholastic.com/activities/storystarters/storystarter1.htm>

<https://www.playgrammarninja.com/>

<http://teacher.scholastic.com/activities/adventure/>

<https://schoolwires.henry.k12.ga.us/Page/61886>

https://docs.google.com/document/d/1KmJiOm9QnOV9xHBmwrRW8LkNAsfGXz_LeIXd-E5Q_aco/edit

<https://www.archives.gov/founding-docs/join-the-signers>

Figurative Language:

<https://schoolwires.henry.k12.ga.us/Page/61886>

narratives:

<https://youtu.be/HqHUGkEtlx4>

<https://youtu.be/HjWHTWFDItI>

https://youtu.be/zS97TU46s_Y

Word Work:

Complete/choose the GO for the power verb

Choose one of the activity cards for the vocabulary

Word-Solving Action Hear, Say, Write: Letter Boxes

High Frequency Words work with a partner practice

Cursive writing

Read to Someone:

See Above

RTI

Complete Writing Prompt for a 3.8 paragraph to Assess Writing Process

Can they write yet?

Steps

1. Prewrite
2. Draft
 - a. notes turn into sentences
 - b. sentences turn into paragraph
 - c. Build Better Sentences
 - d. Topic/Hook and Closing Clincher
 - e. Place in 3.8 order
3. Revise/ARMS
4. Edit/CUPS
5. Peer Review
6. Publish/Type it
7. Share in front of class

Also practice reading articles:SPAM

***Assess writing : Before beginning Read/Write Unit on C.S.Lewis The Lion The Witch and The Wardrobe**

Waiting on class set of books

Next Week before Unit

Can do an author study/research

Writing strategies applied

Predict

Vocabulary weekly
Writing prompt weekly

Resource for C.S. Lewis/ The Lion The Witch and The Wardrobe

file:///C:/Users/Jim%20Saddler/AppData/Local/Temp/Temp1_TheLionTheWitchAndTheWardrobeNovelStudyDistanceLearning-1.zip/TBU_TheLionTheWitchAndTheWardrobe_PRINT.pdf

C:\Users\Jim
Saddler\Downloads\TheLionTheWitchAndTheWardrobeNovelStudyDistanceLearning-1.zip\Digital Version

Ch #1 https://youtu.be/AuDcgw99J_4

Ch #2 <https://youtu.be/64qRgekXkHQ>

Ch #3 <https://youtu.be/C9SwhJsThpg>

Ch #4 <https://youtu.be/c507IBH48aY>

Ch #5 <https://youtu.be/AQAYBhVHr6M>
<https://youtu.be/eiaqqr8gqvw>