

SRA
**Reading
Mastery**

Signature Edition

**Language Arts
Presentation Book A
Grade 3**

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**Mc
Graw
Hill** **SRA**

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Before presenting the program, see the Placement section of the guide. If students have completed the Grade 1 Language Arts, start the students on Lesson 5.

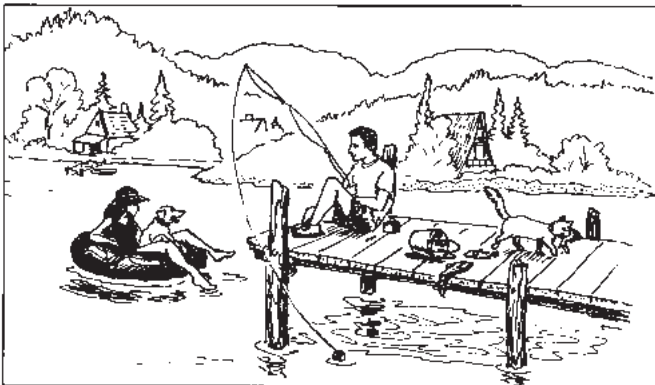
Note: For this lesson and every lesson that follows, each student will need a sheet of lined paper with margins.

Objectives

- Discriminate between sentences that report on a picture versus sentences that convey an inference. (Exercise 1)
- Change regular present-tense verbs to past-tense by adding the suffix *-d*. (Exercise 2)
- Write irregular past-tense verbs for present-tense verbs. (Exercise 3)
- Write appropriate subjects in sentences. (Exercise 4)
- Identify the part of each sentence that names (subject) and the part that tells more (predicate). (Exercise 5)
- Follow conventions for using lined paper (numbers with periods before the margin; sentences with capitals and periods after the margin). (Exercise 6)

WORKBOOK

EXERCISE 1 Introducing Reporting



1. Open your workbook to lesson 1.
Find part A. ✓
Put your pencils down. Don't write until I tell you to.
2. Look at the picture in part A.
3. You're going to tell me if the sentences report on the picture.
4. Here's the rule about reporting: When you report, you can only tell what a picture shows.
You can't tell what somebody was thinking or feeling.
5. Look at the picture. I'll say some sentences that report.
The boy sat on a dock.
That sentence reports. It tells what the picture shows.
6. The boy wore shorts.
That sentence reports. It tells what the picture shows.
7. The girl had a dog in her lap.
That sentence reports. It tells what the picture shows.
8. Now, I'll say some sentences that do not report on the picture. They do not report because they don't tell what the picture shows.
The boy was very hungry.
That sentence does not report on the picture because the picture doesn't show that the boy was very hungry.
9. The girl was a very good swimmer.
Everybody, does that sentence report? (Signal.) No.
(Call on a student.) Why doesn't that sentence report on the picture? (*The picture doesn't show that the girl was a very good swimmer.*)
10. The dog could do many tricks.
Everybody, does that sentence report? (Signal.) No.
(Call on a student.) Why doesn't that sentence report on the picture? (*The picture doesn't show that the dog could do many tricks.*)
11. Everybody, look at the sentence under the picture. The words **reports** and **does not report** are written after each sentence. If a sentence tells what the picture shows, circle **reports**. If a sentence does not tell what the picture shows, circle **does not report**.

12. I'll read sentence 1: The boy was from New York.
Does that sentence report? (Signal.) *No*.
Circle **does not report**.
(Observe students and give feedback.)
13. Work the rest of the items in part A by yourself. Read each sentence. Then circle **reports** or **does not report**. Put your pencil down when you're finished.
(Observe students and give feedback.)
14. Let's check your work. Make an **X** next to any item you missed. I'll read each sentence. You tell me whether you circled **reports** or **does not report**.
15. Sentence 1: The boy was from New York.
What did you circle? (Signal.) *Does not report*.
16. Sentence 2: A boy sat on the dock and fished.
What did you circle? (Signal.) *Reports*.
17. (Repeat step 16 with the remaining sentences.)
 3. The boy wanted to be a boxer.
Does not report.
 4. The girl wore a red swimsuit.
Does not report.
 5. The girl sat in an inner tube.
Reports.
 6. The girl liked to swim.
Does not report.
 7. The water was very warm.
Does not report.
 8. Several fish fell out of the bucket.
Reports.
18. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Introducing **-ed** Suffix

1. Find part B in your workbook. Put your pencils down. Don't write until I tell you to.
2. The words in part B tell what is happening. You can make the words tell what happened by writing the word with letters **e-d** at the end. What letters do you add to make the words tell what happened? (Signal.) *E-d*.
3. Read word 1. (Signal.) *Jump*.
If you add the letters **e-d** to **jump**, the word says **jumped**.
Spell **jumped**. (Signal.) *J-u-m-p-e-d*.
Write **jumped** in the blank next to **jump**. ✓

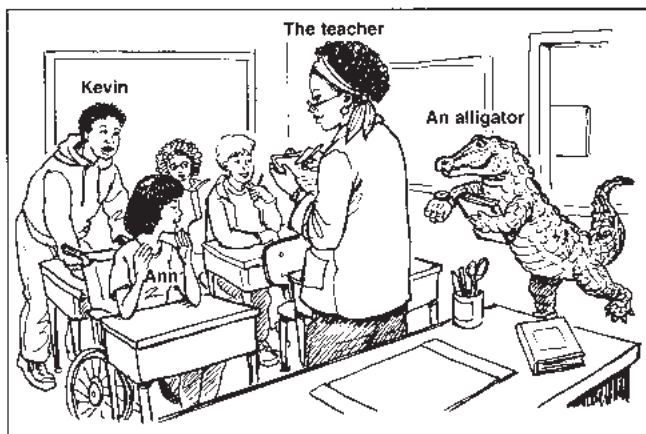
4. Read word 2. (Signal.) *Pull*.
What letters do you add to make the word tell what happened? (Signal.) *E-d*.
Say the word so it tells what happened. (Signal.) *Pulled*.
Write **pulled** in the blank next to **pull**. ✓
5. Finish part B. Write the word that tells what happened in the blank next to each word. Put your pencil down when you're finished. (Observe students and give feedback.)
6. Check your work.
I'll say a word. When I signal, say the word that tells what happened.
Jump. (Signal.) *Jumped*.
Pull. (Signal.) *Pulled*.
Bark. (Signal.) *Barked*.
Push. (Signal.) *Pushed*.
Pick. (Signal.) *Picked*.
Burn. (Signal.) *Burned*.
7. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Difficult Past-tense Verbs

1. Find part C in your workbook. Put your pencils down.
2. Next to each number is a pair of words. The first word tells what is happening. The second word tells what happened.
3. Touch number 1. ✓
The words are **find** and **found**. The word **find** tells what is happening. The word that tells what happened is **found**.
4. Touch number 2. ✓
The word **give** tells what is happening. What word tells what happened? (Signal.) *Gave*.
5. Touch number 3. The word **buy** tells what is happening. What word tells what happened? (Signal.) *Bought*.
6. Touch number 4. The word **dig** tells what is happening. What word tells what happened? (Signal.) *Dug*.
7. Touch number 5. The word **has** tells what is happening. What word tells what happened? (Signal.) *Had*.

8. For numbers 6 to 10, I'll say the word that tells what is happening. You'll say the word that tells what happened.
Number 6: Buy. (Signal.) *Bought.*
Number 7: Find. (Signal.) *Found.*
Number 8: Dig. (Signal.) *Dug.*
Number 9: Has. (Signal.) *Had.*
Number 10: Give. (Signal.) *Gave.*
9. Do numbers 6 to 15.
Next to each word, write the word that tells what happened. Pencils down when you're finished.
(Observe students and give feedback.)
10. Let's check your work. I'll say the word that tells what is happening. You say the word that tells what happened.
Number 6: Buy. *Bought.*
Number 7: Find. *Found.*
Number 8: Dig. *Dug.*
Number 9: Has. *Had.*
Number 10: Give. *Gave.*
Number 11: Dig. *Dug.*
Number 12: Buy. *Bought.*
Number 13: Has. *Had.*
Number 14: Give. *Gave.*
Number 15: Find. *Found.*
11. Raise your hand if you got no items wrong.
Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Filling in Subject



1. Find part D in your workbook. Put your pencils down. Don't write until I tell you to.
2. You're going to write sentences that report on the picture in part D. When you write sentences that report, first you name, then you tell more about the thing you named.

3. Remember, first you name, then you tell more.
What do you do first? (Signal.) *Name.*
Then what do you do? (Signal.) *Tell more.*
 - (Repeat step 3 until firm.)
4. The sentences are under the picture. The part of the sentence that tells more is written, but the part that names is missing.
5. Sentence 1 says: Blank ran into the room. Everybody, what name goes in the blank? (Signal.) *An alligator.*
Say the whole sentence. (Signal.) *An alligator ran into the room.*
6. Sentence 2 says: Blank stood behind his desk. What name goes in the blank? (Signal.) *Kevin.*
Say the whole sentence. (Signal.) *Kevin stood behind his desk.*
7. Sentence 3 says: Blank made marks on a piece of paper. What name goes in the blank? (Signal.) *The teacher.*
Say the whole sentence. (Signal.) *The teacher made marks on a piece of paper.*
8. Sentence 4 says: Blank watched the alligator from the front row. What name goes in the blank? (Signal.) *Ann.*
Say the whole sentence. (Signal.) *Ann watched the alligator from the front row.*
9. Complete all of the sentences in part D. Start each sentence by naming the correct thing. Remember, start each sentence with a capital and end it with a period. Pencils down when you're finished.
(Observe students and give feedback.)
10. Let's check your work. Put an **X** next to any sentence you missed. Fix up that sentence later.
11. I'll read sentence 1: Capital **A**, An alligator ran into the room, period. What does that sentence name? (Signal.) *An alligator.*
Say the part of the sentence that tells more about an alligator. (Signal.) *Ran into the room.*
12. Sentence 2: Capital **K**, Kevin stood behind his desk, period. Who does that sentence name? (Signal.) *Kevin.*
Say the part that tells more about Kevin. (Signal.) *Stood behind his desk.*

13. Sentence 3: Capital **T**, The teacher made marks on a piece of paper period.
Who does that sentence name? (Signal.)
The teacher.
Say the part that tells more about the teacher. (Signal.) *Made marks on a piece of paper.*
14. Sentence 4: Capital **A**, Ann watched the alligator from the front row, period.
Who does that sentence name? (Signal.)
Ann.
Say the part that tells more about Ann. (Signal.) *Watched the alligator from the front row.*
15. Raise your hand if you got no items wrong.
Great job.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 5 Introducing Pronoun as Subject

1. Find part E in your workbook. ✓
2. I'll read the instructions: Circle the part of each sentence that names.
3. All of the sentences in part E name the same person. This person is an old cowboy. Some sentences name the old cowboy with the word **he**. One of the sentences names the old cowboy with the words **that cowboy**.
4. I'll read the first sentence: An old cowboy went to town.
What words name the old cowboy in that sentence? (Signal.) *An old cowboy.*
Circle **an old cowboy**.
(Observe students and give feedback.)
5. Next sentence: That cowboy rode his horse to town.
What words name him in that sentence? (Signal.) *That cowboy.*
Circle **that cowboy**.
(Observe students and give feedback.)
6. Next sentence: He went to town to buy food.
What word names him in that sentence? (Signal.) *He.*
Circle **he**.
(Observe students and give feedback.)
7. Read the rest of the sentences. Circle the word or words in each sentence that name the old cowboy. Pencils down when you're finished.
(Observe students and give feedback.)
8. Let's check your work.
9. First sentence: An old cowboy went to town.
What words name him? (Signal.) *An old cowboy.*
What words tell more? (Signal.) *Went to town.*
10. Next sentence: That cowboy rode his horse to town.
What words name him? (Signal.) *That cowboy.*
What words tell more? (Signal.) *Rode his horse to town.*
11. Next sentence: He went to town to buy food.
What word names him? (Signal.) *He.*
What words tell more? (Signal.) *Went to town to buy food.*
12. Next sentence: He rode his horse to the food store.
What word names him? (Signal.) *He.*
What words tell more? (Signal.) *Rode his horse to the food store.*
13. Next sentence: The cowboy went inside.
What words name him? (Signal.) *The cowboy.*
What words tell more? (Signal.) *Went inside.*
14. Next sentence: He bought the food that he needed.
What word names him? (Signal.) *He.*
What words tell more? (Signal.) *Bought the food that he needed.*
15. Raise your hand if you got no items wrong.
Great job.
 - Everybody else, fix up any mistakes you made in part E.

Note: Students will need a sheet of lined paper with margins for the following task.

EXERCISE 6 Copying Sentences

	<i>Part F</i>
1.	<i>Maria and her sister went to the store.</i>
2.	<i>My friend had a cold.</i>
3.	<i>The class went to the lunchroom.</i>
4.	<i>His bike had a flat tire.</i>

- Take out a sheet of lined paper. Write your name and lesson 1 at the top of your paper. (Observe students and give feedback.)
- The margin is the line that goes up and down your paper. What's the up and down line called? (Signal.) *The margin.* Run your finger up and down the margin on your paper. ✓
- You're going to copy the sentences in part F. Listen to the rules before you start to write. First rule: Write the numbers in front of the margin. Touch the numbers. ✓
- Second rule: Start each sentence just after the margin. Touch the first word in each sentence. ✓ Remember, you start writing just after the margin.
- Third rule: Copy the sentences just as they are written. Begin each sentence with a capital letter. Don't write capital letters anywhere except at the beginning of the sentence. Put a period at the end of each sentence.
- Listen to the rules again: Write the numbers just before the margin. Start each sentence just after the margin. Begin each sentence with a capital letter. Don't write capital letters anywhere except at the beginning of the sentence. Put a period at the end of each sentence.
- Write **Part F** on the first line of your paper, then copy the sentences. You have 5 minutes. Pencils down when you're finished.

(Observe students and give feedback. Praise students for these specific behaviors:)

- Good starting the sentence with a capital.
 - Good starting the other lines at the margin.
 - Good spelling the words correctly.
 - Good putting a period at the end of the sentence.
- (After 5 minutes, say:) **Everybody, stop.** Raise your hand if you have finished copying all of the sentences. If you didn't finish, you can copy the rest when we have finished the lesson.
 - Let's check your work. Touch the first word of each sentence and make sure each sentence you wrote starts with a capital letter. (Observe students and give feedback.)
 - Touch the end of each sentence you wrote and make sure it ends with a period. (Observe students and give feedback.)
 - Make sure the only place you wrote a capital letter is at the beginning of the sentence. (Observe students and give feedback.)
 - Touch each word you wrote and make sure you spelled it correctly. (Observe students and give feedback.)

Remind students to check their workbook to ensure that they have completed all items and fixed up any errors.

Note:

- Collect the students' workbooks and lined papers.
- Check the students' workbooks before the next language period. Mark any mistakes.
- Write **super** on lessons that have all mistakes corrected. Write **good** or **pretty good** on lessons that have only 1 or 2 mistakes.

Objectives

- Discriminate between sentences that report on a picture versus sentences that convey an inference. (Exercise 1)
- Identify the part of each sentence that names (subject) and the part that tells more. (Exercise 2)
- **Replace the subject of a sentence with a pronoun (*he, she, or it*).** (Exercise 3)
- **Select sentences that state the main thing that illustrated characters did.** (Exercise 4)
- **Change 2-word verb in a sentence to 1-word past-tense verb.** (Exercise 5)
- **Copy a paragraph.** (Exercise 6)

WORKBOOK

Feedback on Lesson 1

- (Hand back students' work from lesson 1.)
- Praise students who had correct answers for all items in lesson 1 skill exercises.
- Provide feedback on any exercises that were troublesome.

EXERCISE 1 Reporting



1. Open your workbook to lesson 2.
Find part A. Put your pencils down. ✓
2. Look at the picture in part A.
3. You're going to tell me if the sentences report on the picture.
4. Remember the rule about reporting: When you report, you can only tell what a picture shows. You can't tell what somebody was thinking or feeling.
5. Look at the picture.
I'll say some sentences that report.
The baby sat on a rug.
That sentence reports. It tells what the picture shows.
6. The cat reached toward the birdcage.
That sentence reports. It tells what the picture shows.
7. The baby held on to the dog's tail.
That sentence reports. It tells what the picture shows.
8. Now, I'll say some sentences that do not report on the picture. They do not report because they don't tell what the picture shows.
Mrs. Lee talked to her sister.
That sentence does not report on the picture because the picture doesn't show that Mrs. Lee talked to her sister.
9. The baby had just learned how to walk.
Everybody, does that sentence report? (Signal.) No.
(Call on a student.) Why doesn't that sentence report on the picture? (*The picture doesn't show that the baby had just learned to walk.*)
10. The cat was seven years old.
Everybody, does that sentence report? (Signal.) No.
(Call on a student.) Why doesn't that sentence report on the picture? (*The picture doesn't show that the cat was seven years old.*)
11. Look at the sentences under the picture. The words **reports** and **does not report** are written after each sentence. If a sentence tells what the picture shows, circle **reports**. If a sentence does not tell what the picture shows, circle **does not report**.
12. I'll read sentence 1: Mrs. Lee talked to her sister.

- Does that sentence report? (Signal.) *No*. Circle **does not report**. ✓
13. Work the rest of the items in part A by yourselves. Read each sentence. Then circle **reports** or **does not report**. Put your pencil down when you're finished. (Observe students and give feedback.)
 14. Let's check your work. Make an **X** next to any item you missed. I'll read each sentence. You tell me whether you circled **reports** or **does not report**.
 15. Sentence 1: Mrs. Lee talked to her sister. What did you circle? (Signal.) *Does not report*.
 16. Sentence 2: The baby sat on a rug. What did you circle? (Signal.) *Reports*.
 17. (Repeat step 16 with the remaining sentences.)
 3. The baby had just learned how to walk. *Does not report*.
 4. The cat reached toward the birdcage. *Reports*.
 5. The cat was seven years old. *Does not report*.
 6. The dog liked to play with the baby. *Does not report*.
 7. The baby held on to the dog's tail. *Reports*.
 8. Mrs. Lee was making a birthday cake. *Does not report*.
 18. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Pronoun as Subject

1. Find part B in your workbook. ✓
2. Each sentence in this passage names, then tells more about what it names. Listen again. First, the sentence names, then it tells more.
3. What does each sentence do first? (Signal.) *Names*. Then what does each sentence do? (Signal.) *Tells more*.
 - (Repeat step 3 until firm.)
4. All of the sentences in part B name the same thing. This thing is a little gray cat. Some sentences name the little gray cat with the word **it**. Some sentences name the little gray cat with the words **the cat**.

5. I'll read the first sentence: A little gray cat looked for its owner. What words name the little gray cat in that sentence? (Signal.) *A little gray cat*. Circle **a little gray cat**. (Observe students and give feedback.)
6. Next sentence: It looked and looked. What word names the little gray cat in that sentence? (Signal.) *It*. Circle **it**. (Observe students and give feedback.)
7. Next sentence: The poor cat was hungry. What words name the little gray cat in that sentence? (Signal.) *The poor cat*. Circle **the poor cat**. (Observe students and give feedback.)
8. Read the rest of the sentences. Circle the word or words in each sentence that name the little gray cat. Pencils down when you're finished. (Observe students and give feedback.)
9. Let's check your work.
10. First sentence: A little gray cat looked for its owner. What words name the cat? (Signal.) *A little gray cat*. What words tell more? (Signal.) *Looked for its owner*.
11. Next sentence: It looked and looked. What word names the cat? (Signal.) *It*. What words tell more? (Signal.) *Looked and looked*.
12. Next sentence: The poor cat was hungry. What words name the cat? (Signal.) *The poor cat*. What words tell more? (Signal.) *Was hungry*.
13. Next sentence: The cat made a lot of noise. What words name the cat? (Signal.) *The cat*. What words tell more? (Signal.) *Made a lot of noise*.
14. Next sentence: It went up one street and down another. What word names the cat? (Signal.) *It*. What words tell more? (Signal.) *Went up one street and down another*.
15. Next sentence: The cat found its owner. What words name the cat? (Signal.) *The cat*. What words tell more? (Signal.) *Found its owner*.

16. Next sentence: That little cat felt very happy. What words name the cat? (Signal.) *That little cat.*
What words tell more? (Signal.) *Felt very happy.*
17. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Pronouns: Introducing He, She, It

1. Find part C in your workbook. Put your pencils down.
2. Some of these sentences name a person. Other sentences name something that is not a person. You can use the word **it** to name something that is not a person.
3. Sentence 1: The car broke down. What does that sentence name? (Signal.) *The car.*
Is the car a person? (Signal.) *No.*
Say the sentence with **it**. (Signal.) *It broke down.*
 - (Repeat step 3 until firm.)
4. Sentence 2: The dream went on for an hour.
 - What does that sentence name? (Signal.) *The dream.*
Is the dream a person? (Signal.) *No.*
 - What are you going to change **the dream** to? (Signal.) *It.*
Say the sentence with **it**. (Signal.) *It went on for an hour.*
5. Sentence 3: The young boy sat in a chair. Who does that sentence name? (Signal.) *The young boy.*
 - What are you going to change **the young boy** to? (Signal.) *He.*
Say the sentence with **he**. (Signal.) *He sat in a chair.*
6. Sentence 4: The monkey was laughing. What does that sentence name? (Signal.) *The monkey.*
 - What are you going to change **the monkey** to? (Signal.) *It.*
Say the sentence with **it**. (Signal.) *It was laughing.*
7. Fill in the blanks with **he, she** or **it**. Remember, start with a capital. Pencils down when you're finished. (Observe students and give feedback.)

8. Let's check your work.
9. Sentence 1 named **the car**. What did you change **the car** to? (Signal.) *It.*
Say the sentence with the new word. (Signal.) *It broke down.*
10. Sentence 2: The dream went on for an hour.
Say the sentence with the new word. (Signal.) *It went on for an hour.*
11. (Repeat step 10 with the remaining sentences.)
 2. The dream went on for an hour.
It went on for an hour.
 3. The young boy sat in a chair.
He sat in a chair.
 4. The monkey was laughing.
It was laughing.
 5. My older sister helped me.
She helped me.
 6. The pen fell off the table.
It fell off the table.
12. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part C.

LINED PAPER

EXERCISE 4 Selecting Sentences

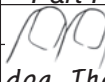
1. Take out a sheet of lined paper. Write your name and lesson 2 on the top line. ✓
2. Find part D in your workbook.
3. Three sentences are under each picture, but only one sentence tells what the person did.
4. Look at person 1. We have to find the sentence that tells what person 1 did. I'll read the first sentence: The firefighter is chopping a hole in the door. That sentence tells what the firefighter is doing. It doesn't tell what the firefighter did.
5. I'll read the second sentence: The firefighter was chopping a hole in the door. That sentence tells what the firefighter was doing. It doesn't tell what the firefighter did.
6. I'll read the third sentence: The firefighter chopped a hole in the door. That sentence tells what the firefighter did. Everybody, say the sentence that tells what the firefighter did. (Signal.) *The firefighter chopped a hole in the door.*

7. Look at person 2. The first sentence says: Sally is diving into the pool. That sentence tells what Sally is doing. The next sentence says: Sally dove into the pool. That sentence tells what Sally did. The next sentence says: Sally was diving into the pool. That sentence tells what Sally was doing.
 8. One of those sentences tells what Sally did. Everybody, say the sentence that tells what Sally did. (Signal.) *Sally dove into the pool.*
 9. Look at person 3. Read the sentences to yourself. Get ready to say the sentence that tells what Latrell did. (Pause.) Everybody, say the sentence that tells what person 3 did. (Signal.) *Latrell ate a sandwich.*
 10. Look at person 4. Read the sentences to yourself. Get ready to say the sentence that tells what that person did. (Pause.) Everybody, say the sentence that tells what person 4 did. (Signal.) *The girl painted the wall.*
 11. Write **Part D** on your paper. Number your paper from one through four. ✓
 12. For each picture, copy the sentence that tells what the person did. Be sure to start your sentences with capitals and end them with periods. Pencils down when you're finished. (Observe students and give feedback.)
 13. Check your work. Read the sentence that tells what person 1 did. (Signal.) *The firefighter chopped a hole in the door.* Read the sentence that tells what person 2 did. (Signal.) *Sally dove into the pool.* Read the sentence that tells what person 3 did. (Signal.) *Latrell ate a sandwich.* Read the sentence that tells what person 4 did. (Signal.) *The girl painted the wall.*
 14. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part D.
4. Look at sentence 1. It says: The boy was eating lunch. That sentence tells what the boy was doing. Here's the sentence changed to tell what the boy did: The boy ate lunch. Everybody, say the sentence that tells what the boy did. (Signal.) *The boy ate lunch.*
 5. I'll read sentence 2: The girl is running home. Everybody, say the sentence that tells what the girl did. (Signal.) *The girl ran home.*
 6. Sentence 3: The boy was playing soccer. Say the sentence that tells what the boy did. (Signal.) *The boy played soccer.*
 7. Sentence 4: He is drinking water. Say the sentence that tells what he did. (Signal.) *He drank water.*
 8. Sentence 5: She was driving a bus. Say the sentence that tells what she did. (Signal.) *She drove a bus.*
 9. (Repeat steps 4–8 until firm.)
 10. Everybody, go back to sentence 1. Sentence 1 says: The boy was eating lunch. Say the sentence so that it tells what the boy did. (Signal.) *The boy ate lunch.* Cross out the words **was eating**. Write **ate** above the crossed-out words. (Observe students and give feedback.)
 11. Fix up the rest of the sentences so that they tell what the persons did. Pencils down when you're finished. (Observe students and give feedback.)
 12. Let's check your work. I'll say the original sentence. You say the sentence that tells what the person did.
 13. Sentence 1: The boy was eating lunch. Say the sentence that tells what the boy did. (Signal.) *The boy ate lunch.*
 - Sentence 2: The girl is running home. Say the sentence that tells what the girl did. (Signal.) *The girl ran home.*
 - Sentence 3: The boy was playing soccer. Say the sentence that tells what the boy did. (Signal.) *The boy played soccer.*
 - Sentence 4: He is drinking water. Say the sentence that tells what he did. (Signal.) *He drank water.*
 - Sentence 5: She was driving a bus. Say the sentence that tells what she did. (Signal.) *She drove a bus.*
 14. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part E.

EXERCISE 5 Changing Progressive to Simple Past Tense

1. Find part E. Put your pencils down.
2. You're going to change each sentence so it tells what the person did.
3. Words that tell what a person did are written in the vocabulary box. Touch those words as I read them: **drank, drove, ate, played, ran.**

EXERCISE 6 Copying a Paragraph

	Part F
	Pedro had a very smart
	dog. The dog could do many
	tricks. It could walk on its
	back legs. It could jump
	through a hoop. All of the
	children liked to play with the
	smart dog.

1. Skip a line and write **Part F** on your lined paper.
2. Find part F in your workbook. Put your pencils down.
3. You're going to copy the paragraph written in part F.
4. Everybody, touch the first word in the paragraph. ✓
Is the first word of the paragraph written next to the margin? (Signal.) *No*.
How many fingers from the margin is the first word written? (Signal.) *Two*.
5. The first word of a paragraph does not start at the line. It is indented. It starts two fingers from the margin.
6. Look at the other lines in the paragraph. They start just after the margin. You only indent the first line. The other lines start at the margin.
7. Copy the paragraph. Be sure to start each sentence with a capital and end with a period. Be sure to indent the first line. You have 5 minutes. Pencils down when you're finished.
(Observe students and give feedback. First, check all students to make sure they indented the first line. Praise students on these specific behaviors:)
Good starting each sentence with a capital.
Good putting a period at the end of each sentence.
Good starting the other lines at the margin.
Good spelling the words correctly.

8. (After five minutes, say:) Everybody, stop. Raise your hand if you're finished. If you didn't finish, you can finish later. (Praise students who are finished.)
9. I'll read the sentences and tell you how they should be written. If a sentence is wrong, make an **X** on your paper to show where it is wrong. You'll fix it later.
First sentence: Capital **P**, Pedro had a very smart dog, period.
Next sentence: Capital **T**, The dog could do many tricks, period.
Next sentence: Capital **I**, It could walk on its back legs, period.
Next sentence: Capital **I**, It could jump through a hoop, period.
Next sentence: Capital **A**, All of the children liked to play with the smart dog, period.
10. Check your work.
11. Look at your sentences again. Make sure you don't have capitals in the middle of any sentences.
(Observe students and give feedback.)
12. Now check your spelling. Make sure you spelled each word correctly. Fix up any words you didn't spell correctly.
(Observe students and give feedback.)

Remind students to check their workbook to ensure that they have completed all items and fixed up any errors.

Note:

- Collect the students' workbooks and lined papers.
- Check the students' workbooks before the next language period. Mark any mistakes.
- Write **super** on lessons that have all mistakes corrected. Write **good** or **pretty good** on lessons that have only 1 or 2 mistakes.

Objectives

- Replace the subject of a sentence with a pronoun (*he, she* or *it*). (Exercise 1)
- **Indicate the part of each sentence that names (subject) in a paragraph about two individuals.** (Exercise 2)
- **Edit a passage so that no sentence begins with *and* or *and then*.** (Exercise 3)
- Change 2-word verb in a sentence to 1-word past-tense verb. (Exercise 4)
- Select sentences that state the main thing that illustrated characters did. (Exercise 5)
- **Construct sentences that state the main thing that illustrated characters did.** (Exercise 6)
- **Copy a paragraph and check for specified criteria.** (Exercise 7)

WORKBOOK

Feedback on Lesson 2

- (Hand back students' work from lesson 2.)
- Praise students who had correct answers for all items in lesson 2 skill exercises.
- Provide feedback on any exercises that were troublesome.

EXERCISE 1 Pronouns: *It*

1. Open your workbook to lesson 3.
Find part A. Put your pencils down. ✓
2. Some of these sentences name a person. Other sentences name something that is not a person. You can use the word **it** to name something that is not a person.
3. Sentence 1: The shirt was covered with dirt.
 - What does that sentence name? (Signal.) *The shirt.*
 - Is the shirt a person? (Signal.) *No.*
Say the sentence with **it**. (Signal.) *It was covered with dirt.*
 - (Repeat step 3 until firm.)
4. Sentence 2: The rubber ball fell off the table.
 - What does that sentence name? (Signal.) *The rubber ball.*
 - Is the rubber ball a person? (Signal.) *No.*
What are you going to change **the rubber ball** to? (Signal.) *It.*
Say the sentence with **it**. (Signal.) *It fell off the table.*
5. Sentence 3: The man sat in a chair.
Who does that sentence name? (Signal.) *The man.*

- What are you going to change **the man** to? (Signal.) *He.*
Say the sentence with **he**. (Signal.) *He sat in a chair.*
6. Sentence 4: The book was very funny.
What does that sentence name? (Signal.) *The book.*
What are you going to change **the book** to? (Signal.) *It.*
Say the sentence with **it**. (Signal.) *It was very funny.*
 7. Fill in the blanks with **he, she** or **it**. Remember, start with a capital. Pencils down when you're finished. (Observe students and give feedback.)
 8. Let's check your work.
 9. Sentence 1 named the shirt. What did you change **the shirt** to? (Signal.) *It.*
Say the sentence with the new word. (Signal.) *It was covered with dirt.*
 10. Sentence 2: The rubber ball fell off the table.
Say the sentence with the new word. (Signal.) *It fell off the table.*
 11. (Repeat step 10 with the remaining sentences.)
 3. The man sat in a chair.
He sat in a chair.
 4. The book was very funny.
It was very funny.
 5. The young woman rode a bike.
She rode a bike.
 6. The game ended at four o'clock.
It ended at four o'clock.
 12. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Introducing Paragraphs With Two Individuals

1. Find part B in your workbook. ✓
2. Each sentence in this passage names, then tells more about what it names. Listen again. First, the sentence names, then it tells more.
3. What does each sentence do first? (Signal.) *Names.*
Then what does each sentence do? (Signal.) *Tells more.*
 - (Repeat step 3 until firm.)
4. Each sentence in this passage names, then tells more. Some sentences tell more about an old red bike. Sentences that tell about the old red bike may begin with **it**. Some sentences tell more about a girl. Sentences that tell about the girl may begin with **she**.
5. I'll read the first sentence: An old red bike sat in the yard for years.
 - What words name? (Signal.) *An old red bike.*
Circle **an old red bike**.
(Observe students and give feedback.)
6. Next sentence: That bike became rusty.
 - What words name? (Signal.) *That bike.*
Circle **that bike**.
(Observe students and give feedback.)
7. Next sentence: It had spiderwebs on the wheels.
 - What word names? (Signal.) *It.*
Circle **it**.
(Observe students and give feedback.)
8. Next sentence: A girl decided to fix up the bike.
 - Who does that sentence name? (Signal.) *A girl.*
Circle **a girl**.
(Observe students and give feedback.)
9. Read the rest of the passage. Circle the part of each sentence that names.
(Observe students and give feedback.)
10. Let's check your work.
11. First sentence: What words name? (Signal.) *An old red bike.*
What words tell more? (Signal.) *Sat in the yard for years.*
 - Next sentence: What words name? (Signal.) *That bike.*
What words tell more? (Signal.) *Became rusty.*

Next sentence: What word names? (Signal.) *It.*

What words tell more? (Signal.) *Had spider webs on the wheels.*

- Next sentence: What words name? (Signal.) *A girl.*
What words tell more? (Signal.) *Decided to fix up the bike.*
 - Next sentence: What word names? (Signal.) *She.*
What words tell more? (Signal.) *Painted the bike bright red.*
 - Next sentence: What word names? (Signal.) *She.*
What words tell more? (Signal.) *Put new tires on the bike.*
 - Next sentence: What words name? (Signal.) *The bike.*
What words tell more? (Signal.) *Looked great.*
 - Next sentence: What words name? (Signal.) *The girl.*
What words tell more? (Signal.) *Liked the bike.*
12. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Not Starting Sentences With **And** or **And Then**

1. Find part C in your workbook. ✓
2. Some sentences in this passage begin with the words **and then**. Other sentences begin with the word **and**.
3. Sometimes a sentence can begin with **and** or **and then**, but most of the time these are not good beginnings for sentences. You are going to fix up the passage so that none of the sentences begin with **and** or **and then**.
4. I'll read the first sentence: A bull chased Pam through a field.
That sentence is all right.
5. I'll read the next sentence: Pam jumped over a fence.
That sentence is all right.
6. I'll read the next sentence: And then the bull jumped over the fence.
(Call on a student.) What's wrong with that sentence? (*The sentence begins with **and then**.*)

Everybody, cross out the words **and then**. Make the **t** in **the** a capital **T**.

(Observe students and give feedback.)

- I'll read the next sentence: And Pam kept on running.
(Call on a student.) What's wrong with that sentence? (The sentence begins with **and**.) Cross out the word **and**.
(Observe students and give feedback.)
- Everybody, fix up the rest of the sentences in the passage. If any sentence begins with **and** or **and then**, cross out those words and make the next word begin with a capital. Pencils down when you're finished.
(Observe students and give feedback.)
- I'll read the passage now. Follow along and make sure you have fixed up the sentences in the passage.

A bull chased Pam through a field. Pam jumped over a fence. Cross out **and then**. Capital **T**, The bull jumped over the fence. Cross out **and**. Pam kept on running. Cross out **and**. Capital **T**, The bull was right behind her. Pam ran over to a tree. Cross out **and then**. Capital **S**, She climbed up the tree as fast as she could. Cross out **and**. Capital **T**, The bull waited under the tree until the sun went down. Cross out **and then**. Pam climbed down after the bull left. Cross out **and**. Capital **S**, She knew she shouldn't have taken a shortcut through that field.

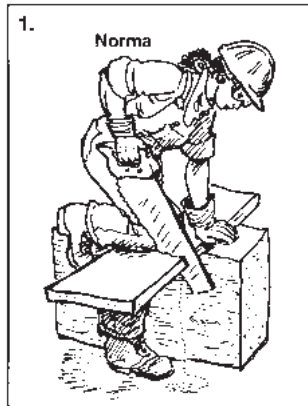
- Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Changing Progressive to Simple Past Tense

- Find part D in your workbook. Put your pencils down. ✓
- You're going to change each sentence so it tells what the person or thing did.
- Words that tell what a person or thing did are written in the vocabulary box. Touch those words as I read them: **built, folded, licked, looked, sat, took**.
- Look at sentence 1. It says: He was taking a bath.
That sentence tells what he was doing. Here's the sentence changed to tell what he did: He took a bath.

- Everybody, say the sentence that tells what he did. (Signal.) *He took a bath.*
- I'll read sentence 2: They were looking at the sky.
Everybody, say the sentence that tells what they did. (Signal.) *They looked at the sky.*
 - Sentence 3: The dog was licking my face. Say the sentence that tells what the dog did. (Signal.) *The dog licked my face.*
 - Sentence 4: She is building a fire. Say the sentence that tells what she did. (Signal.) *She built a fire.*
 - (Repeat steps 4–7 until firm.)
 - Everybody, go back to sentence 1. Sentence 1 says: He was taking a bath. Say that sentence so that it tells what he did. (Signal.) *He took a bath.*
Cross out the words **was taking**. Write **took** above the crossed-out words.
(Observe students and give feedback.)
 - Fix up the rest of the sentences so that they tell what the person or thing did.
(Observe students and give feedback.)
 - Let's check your work. I'll say the original sentence. You say the sentence that tells what the person or thing did.
 - Sentence 1: He was taking a bath. Say the sentence that tells what he did. (Signal.) *He took a bath.*
 - Sentence 2: They were looking at the sky. Say the sentence that tells what they did. (Signal.) *They looked at the sky.*
 - Sentence 3: The dog was licking my face. Say the sentence that tells what the dog did. (Signal.) *The dog licked my face.*
 - Sentence 4: She is building a fire. Say the sentence that tells what she did. (Signal.) *She built a fire.*
 - Sentence 5: The teacher was sitting on a chair. Say the sentence that tells what the teacher did. (Signal.) *The teacher sat on a chair.*
 - Sentence 6: She is folding the paper. Say the sentence that tells what she did. (Signal.) *She folded the paper.*
 - Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 5 Selecting the Main Idea



1. Find part E in your workbook. ✓
 2. Three sentences are under each picture, but only one sentence tells what the person did.
 3. For each picture, circle the sentence that tells what the person did.
(Observe students and give feedback.)
 4. Check your work.
Read the sentence that tells what person 1 did. (Signal.) *Norma sawed a board.*
Read the sentence that tells what person 2 did. (Signal.) *Yancy tried to ride a horse.*
 5. Raise your hand if you got no items wrong. Great job.
- Everybody else, fix up any mistakes you made in part E.

5. Get ready to say a sentence that reports on the main thing James did. Don't say what James is doing or was doing. Make up a sentence that reports the main thing James did.

(Call on a student. Praise sentences such as: *James erased the board.*)

To Correct:

- (If a student uses a wrong tense, such as, "James was erasing the board," or "James is erasing the board," say:) Here's how to say the sentence so it tells what James did. Listen: *James erased the board.*
- (If a student says a sentence that does not report, such as, "James wanted to finish erasing the board," say:) Remember, when you report, you can only tell what the picture shows.

6. Everybody, name person 2. (Signal.) *A girl.* Get ready to say a sentence that reports on the main thing a girl did. Don't say what the person is doing or was doing. Make up a sentence that tells the main thing the girl did.

(Call on a student. Praise sentences such as: *A girl brushed her teeth.*)

7. Touch the words in the vocabulary box as I read them: **board, teeth, brushed, kicked, erased, football.**

Be sure to spell those words correctly if you use them.

8. Write **Part F** on your paper. Number your paper from 1 through 3.
9. Next to number **1**, write a sentence that reports on what person 1 did. Next to number **2**, write a sentence that reports on what person 2 did. Next to number **3**, write a sentence that reports on what person 3 did. Be sure to start each sentence with a capital and end each sentence with a period.
(Observe students and give feedback.)
10. Check your work.
(Call on a student.) Read sentence 1. (*Praise sentences such as: James erased the board.*)

LINED PAPER

EXERCISE 6 Writing Sentences



1. Take out a sheet of lined paper. Write your name and lesson 3 on the top line. ✓
2. Find part F.
3. You're going to say sentences that report on the main thing each person did. Remember, when you report, you can only tell what the picture shows.
4. Look at person 1.
Everybody, name person 1. (Signal.) *James.*

(Call on a student.) Read sentence 2.
 (Praise sentences such as: A girl brushed her teeth.)
 (Call on a student.) Read sentence 3.
 (Praise sentences such as: Robert kicked the football.)

EXERCISE 7 Copying a Paragraph and Using Check Boxes

	Jason had a bad day. He
	missed breakfast because he
	woke up late. He had to walk to
	school in the rain.
	<input type="checkbox"/> ¹ <input type="checkbox"/> ² <input type="checkbox"/> ³

- Skip a line and write **Part G** on your paper. (Observe students and give feedback.)
- Everybody, find part G in your workbook.
- You're going to copy a paragraph and check it for the three checks listed in your workbook. I'll read the checks. You follow along.
Check 1: Does each sentence begin with a capital and end with a period?
Check 2: Did you spell all the words correctly?
Check 3: Did you indent the first line and start all the other lines at the margin?
- Touch the line under **Part G** on your paper. ✓
 - Put two fingers next to the margin. Make a capital **J** on the other side of your two fingers. That's where you'll start the first word of the paragraph. (Observe students and give feedback.)
- Copy the paragraph. Be sure to start each sentence with a capital and end with a period. Keep writing until you get to the end of a line. You have 5 minutes. Pencils down when you're finished. (Observe students and give feedback. First, check all students to make sure they indented the first line. Praise students on these specific behaviors:)
 Good starting each sentence with a capital.
 Good putting a period at the end of each sentence.
 Good starting the other lines just at the margin.
 Good spelling the words correctly.

- (After 5 minutes, say:) Everybody, stop. Raise your hand if you're finished. If you didn't finish, you can finish later. (Praise students who are finished.)
- Now, you are going to check your work. (Write on board:)

1	2	3
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- These are check boxes. Make three check boxes on the line under your paragraph. Be sure to write a number above each box. (Observe students and give feedback.)
- Here's check 1: Does each sentence begin with a capital and end with a period? I'll read the sentences and tell you how they should be written. Check your paper. If a sentence is wrong, make an **X** on your paper to show where it is wrong. You'll fix it later.
 - First sentence: Capital **J**, Jason had a bad day, period.
 Next sentence: Capital **H**, He missed breakfast because he woke up late, period.
 Next sentence: Capital **H**, He had to walk to school in the rain, period.
 - Fix up any mistakes in your paragraph. When it checks out for capitals and periods, make a check in box 1. (Observe students and give feedback.)
 - Here's check 2: Did you spell all the words correctly? Look over the words and make sure that they are spelled correctly. When you're sure all the words are spelled correctly, put a check in box 2. (Observe students and give feedback. Permit students about one minute.)
 - Here's check 3: Did you indent the first line and start all the other lines at the margin? If your paragraph has the first line indented, and if all the other lines start at the margin, make a check in box 3. If you didn't indent the first line and start the other lines at the margin, fix up your paragraph. Then make the check in box 3. (Observe students and give feedback.)

Remind students to check their workbook to ensure that they have completed all items and fixed up any errors.

Note:

- Collect the students' workbooks and lined papers.
- Check the students' work before the next language period. Mark any mistakes.
- Write **super** on work that has all mistakes corrected. Write **good** or **pretty good** on work that has only 1 or 2 mistakes.

Note: Beginning on lesson 4, students will work in **textbooks**, as well as workbooks.

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Objectives

- Indicate the part of each sentence that names (subject) in a paragraph about two individuals. (Exercise 1)
- Edit a passage so that no sentence begins with *and* or *and then*. (Exercise 2)
- **Replace the subject of a sentence with a pronoun (*he, she, it* or *they*).** (Exercise 3)
- Change 2-word verb in a sentence to 1-word past-tense verb. (Exercise 4)
- **Edit a passage for past-tense verbs.** (Exercise 5)
- **Say sentences that tell the main thing that illustrated characters did in an action sequence of pictures.** (Exercise 6)
- **Construct a paragraph that reports on actions of specified characters in a picture sequence.** (Exercise 7)

TEXTBOOK • WORKBOOK

Feedback on Lesson 3

- (Hand back students' work from lesson 3.)
- Praise students who had correct answers for all items in lesson 3 skill exercises.
- Provide feedback on any exercises that were troublesome.

EXERCISE 1 Pronoun as Subject

1. Open your workbook to lesson 4.
Find part A. ✓
2. Each sentence in this passage names, then tells more.
3. What does each sentence do first? (Signal.)
Names.
Then what does each sentence do?
(Signal.) *Tells more.*
 - (Repeat step 3 until firm.)
4. I'll read the first sentence: *A hungry little cat walked into a restaurant.*
What words name? (Signal.) *A hungry little cat.*
Circle **a hungry little cat.** ✓
5. Next sentence: *It wanted something to eat.*
What word names? (Signal.) *It.*
Circle **it.** ✓
6. Next sentence: *A nice woman owned the restaurant.*
Who does that sentence name? (Signal.) *A nice woman.*
Circle **a nice woman.** ✓
7. Next sentence: *She gave the cat a bowl of milk.*
What word names? (Signal.) *She.*
Circle **she.** ✓
8. Read the rest of the passage. Circle the part of each sentence that names. Pencils down when you're finished.
(Observe students and give feedback.)
9. Let's check your work.
10. First sentence: *What words name?* (Signal.)
A hungry little cat.
What words tell more? (Signal.) *Walked into a restaurant.*
 - Next sentence: *What word names?* (Signal.) *It.*
What words tell more? (Signal.) *Wanted something to eat.*
 - Next sentence: *What words name?* (Signal.) *A nice woman.*
What words tell more? (Signal.) *Owled the restaurant.*
 - Next sentence: *What word names?* (Signal.) *She.*
What words tell more? (Signal.) *Gave the cat a bowl of milk.*
 - Next sentence: *What words name?* (Signal.) *The little animal.*
What words tell more? (Signal.) *Drank every drop of milk.*

- Next sentence: What words name?
(Signal.) *The woman.*
What words tell more? (Signal.) *Liked the cat.*
 - Next sentence: What word names?
(Signal.) *She.*
What words tell more? (Signal.) *Made a little bed for it.*
 - Next sentence: What words name?
(Signal.) *The cat.*
What words tell more? (Signal.) *Had a new home.*
11. Raise your hand if you got no items wrong. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Not Starting Sentences with **And** or **And Then**

1. Find part B. ✓
2. Some sentences in this passage begin with the words **and then**. Other sentences begin with the word **and**.
3. Sometimes, a sentence can begin with **and** or **and then**, but most of the time these are not good beginnings for sentences. You are going to fix up the passage so that none of the sentences begin with **and** or **and then**.
4. I'll read the first sentence: Tom threw a snowball at his friend.
That sentence is all right.
5. I'll read the next sentence: And it hit his friend's leg.
(Call on a student.) *What's wrong with that sentence? (The sentence begins with **and**.)*
Everybody, cross out the word **and**. Make the **i** in **it** a capital **I**.
(Observe students and give feedback.)
6. I'll read the next sentence: And then his friend chased him.
(Call on a student.) *What's wrong with that sentence? (The sentence begins with **and then**.)*
Everybody, cross out **and then**. Make the **h** in **his** a capital **H**.
(Observe students and give feedback.)
7. Fix up the rest of the sentences in the passage. If any sentence begins with **and** or **and then**, cross out those words and make the next word begin with a capital. Pencils down when you're finished.
(Observe students and give feedback.)

8. I'll read the passage now. Follow along and make sure you have fixed up the sentences in the passage.
Tom threw a snowball at his friend. Cross out **and**. Capital **I**, It hit his friend's leg. Cross out **and then**. Capital **H**, His friend chased him. Cross out **and**. Capital **T**, They both ran as fast as they could. His friend caught Tom in the middle of the park. Cross out **and then**. Tom told his friend that he was sorry for hitting him in the leg with the snowball. The boys shook hands. Cross out **and**. Capital **T**, They were still friends.
9. Raise your hand if you got no items wrong. Great job.

 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Pronouns: Introducing **They**

1. Find part C. Pencils down. ✓
2. I'll read the instructions: Fill in the blank next to each sentence with **he**, **she**, **it** or **they**.
3. Some of the sentences name more than one person or thing. The word you use to talk about more than one person or thing is **they**. What word can you use to talk about more than one person or thing? (Signal.)
They.
4. Sentence 1: The man and the woman ate lunch.
That sentence names the man and the woman. What word can we use instead of **the man and the woman**? (Signal.) *They.*
Say the sentence with **they**. (Signal.) *They ate lunch.*
5. Sentence 2: Latrell and Kedrick walked on the sand.
Who does that sentence name? (Signal.)
Latrell and Kedrick.
What word can we use instead of **Latrell and Kedrick**? (Signal.) *They.*
Say the sentence with **they**. (Signal.) *They walked on the sand.*

6. Sentence 3: The truck had a flat tire.
What does that sentence name? (Signal.)
The truck.
What word can we use instead of **the truck**? (Signal.) *It.*
Say the sentence with **it**. (Signal.) *It had a flat tire.*
7. Fill in the blanks. Write **he, she, it** or **they**.
Remember, begin each sentence with a capital letter.
(Observe students and give feedback.)
8. Let's check your work. I'll read the sentence. You say the sentence with the new word.
9. Sentence 1: The man and the woman ate lunch.
Say the sentence with the new word.
(Signal.) *They ate lunch.*
 - Sentence 2: Latrell and Kedrick walked on the sand.
Say the sentence with the new word.
(Signal.) *They walked on the sand.*
 - Sentence 3: The truck had a flat tire.
Say the sentence with the new word.
(Signal.) *It had a flat tire.*
 - Sentence 4: The apples cost 84 cents.
Say the sentence with the new word.
(Signal.) *They cost 84 cents.*
 - Sentence 5: The women wore red shirts.
Say the sentence with the new word.
(Signal.) *They wore red shirts.*
 - Sentence 6: The old book was worth a lot of money.
Say the sentence with the new word.
(Signal.) *It was worth a lot of money.*
 - Sentence 7: Alberto and his dog went jogging.
Say the sentence with the new word.
(Signal.) *They went jogging.*
 - Sentence 8: The old man wore a long blue coat.
Say the sentence with the new word.
(Signal.) *He wore a long blue coat.*
10. Raise your hand if you got no items wrong.
Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Changing Progressive to Simple Past Tense

1. Find part D in your workbook. Put your pencils down. ✓
2. You're going to change each sentence so it tells what the person or thing did.
3. Words that tell what a person or thing did are written in the vocabulary box. Touch those words as I read them: **held, painted, rode, stood, talked, washed.**
4. Look at sentence 1. It says: She is riding a horse.
That sentence tells what she is doing. Here's the sentence changed to tell what she did: She rode a horse.
Everybody, say the sentence that tells what she did. (Signal.) *She rode a horse.*
5. I'll read sentence 2: The girls were talking loudly.
Everybody, say the sentence that tells what the girls did. (Signal.) *The girls talked loudly.*
6. Sentence 3: The men are painting the room.
Say the sentence that tells what the men did. (Signal.) *The men painted the room.*
7. Sentence 4: He was holding the baby.
Say the sentence that tells what he did. (Signal.) *He held the baby.*
8. (Repeat steps 4–7 until firm.)
9. Everybody, go back to sentence 1.
Sentence 1 says: She is riding a horse. Say the sentence so that it tells what she did. (Signal.) *She rode a horse.*
Cross out **is riding**. Write **rode** above the crossed-out words.
(Observe students and give feedback.)
10. Fix up the rest of the sentences so that they tell what the persons did.
(Observe students and give feedback.)
11. Let's check your work. I'll say the original sentence. You say the sentence that tells what the person did.
12. Sentence 1: She is riding a horse.
Say the sentence that tells what she did. (Signal.) *She rode a horse.*
 - Sentence 2: The girls were talking loudly.
Say the sentence that tells what the girls did. (Signal.) *The girls talked loudly.*

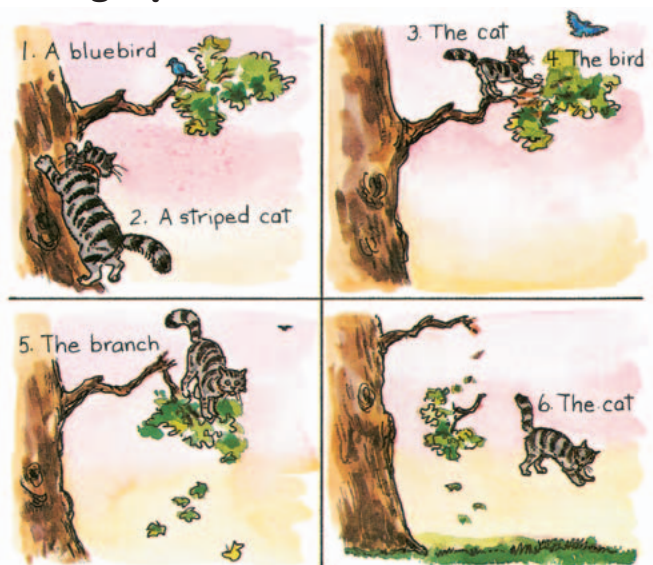
- Sentence 3: The men are painting the room. Say the sentence that tells what the men did. (Signal.) *The men painted the room.*
 - Sentence 4: He was holding the baby. Say the sentence that tells what he did. (Signal.) *He held the baby.*
 - Sentence 5: She is standing on a chair. Say the sentence that tells what she did. (Signal.) *She stood on a chair.*
 - Sentence 6: They were washing the windows. Say the sentence that tells what they did. (Signal.) *They washed the windows.*
13. Raise your hand if you got no items wrong. Great job.
- Everybody else, fix up any mistakes you made in part D.

EXERCISE 5 Editing: Progressive to Simple Past

1. Find part E. ✓
2. I'll read the instructions: Fix up the passage so that all the sentences tell what the person did.
3. The passage tells about Marcus. All the sentences should tell what Marcus did.
4. I'll read the first sentence: Marcus woke up late. That sentence tells what Marcus did.
5. I'll read the next sentence: He was running down the stairs. That sentence tells what Marcus was doing. It should tell what Marcus did. Say the sentence so that it tells what Marcus did. (Signal.) *He ran down the stairs.* Cross out **was running** and write **ran** above the crossed-out words. ✓
6. Next sentence: He grabbed his school book. Does that sentence tell what Marcus did? (Signal.) Yes.
7. Next sentence: He is jumping onto his bike. Does that sentence tell what Marcus did? (Signal.) No. Cross out **is jumping**. Write the word that tells what he did. (Observe students and give feedback.) Read the fixed-up sentence. (Signal.) *He jumped onto his bike.*

8. Fix up the rest of the passage. Make sure each sentence tells what Marcus did. (Observe students and give feedback.)
9. (Call on a student.) Read the fixed-up passage. (*Marcus woke up late. He ran down the stairs. He grabbed his school book. He jumped onto his bike. He rode the bike as fast as he could. He parked the bike. He ran into the classroom. He sat in his chair.*)
10. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part E.

EXERCISE 6 Preparing to Write a Paragraph



1. Everybody, pencils down. Open your textbook to lesson 4. Find Part F. ✓
 - I'll read the instructions: Write a paragraph that reports on what happened. Write a sentence for each name shown in the pictures. Before you write, we'll say sentences that tell what happened.
2. Everybody, touch number 1. ✓ Name that animal. (Signal.) *A bluebird.*
 - Raise your hand when you can say a sentence that reports on the main thing a bluebird did in that picture. (Call on several students. Praise sentences such as: *A bluebird sat on a branch of a tree.* For each good sentence: **Everybody, say that sentence.**)
3. Everybody, touch number 2. ✓ Name that animal. (Signal.) *A striped cat.*

- Raise your hand when you can say a sentence that reports on the main thing a striped cat did in that picture. (Call on several students. Praise sentences such as: *A striped cat ran up the trunk of the tree.* For each good sentence: **Everybody, say that sentence.**)
4. **Everybody, touch number 3. ✓**
Name that animal. (Signal.) *The cat.*
 - Raise your hand when you can say a sentence that reports on the main thing the cat did in that picture. (Call on several students. Praise sentences such as: *The cat walked out on the branch toward the bird.* For each good sentence: **Everybody, say that sentence.**)
 5. **Everybody, touch number 4. ✓**
Name that animal. (Signal.) *The bird.*
 - Raise your hand when you can say a sentence that reports on the main thing the bird did in that picture. (Call on several students. Praise sentences such as: *The bird flew into the air.* For each good sentence: **Everybody, say that sentence.**)
 6. **Everybody, touch number 5. ✓**
Name that object. (Signal.) *The branch.*
 - Raise your hand when you can say a sentence that reports on the main thing the branch did in that picture. (Call on several students. Praise sentences such as: *The branch broke.* For each good sentence: **Everybody, say that sentence.**)
 7. **Everybody, touch number 6. ✓**
Name that animal. (Signal.) *The cat.*
 - Raise your hand when you can say a sentence that reports on the main thing the cat did in that picture. (Call on several students. Praise sentences such as: *The cat fell toward the ground.* For each good sentence: **Everybody, say that sentence.**)
 8. I'll read a passage that reports on what happened: *A bluebird sat on a branch of a tree. A striped cat ran up the trunk of the tree. The cat walked out on the branch toward the bird. The bird flew into the air. The branch broke. The cat fell toward the ground.*
 9. I'll say those sentences again.
A bluebird sat on a branch of a tree. Everybody, say that sentence. (Signal.) A bluebird sat on a branch of a tree.
 - *A striped cat ran up the trunk of the tree.*

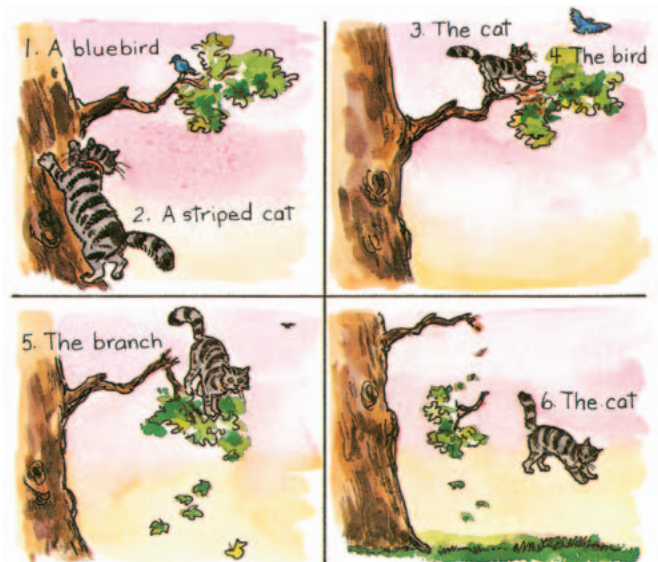
Say that sentence. (Signal.) *A striped cat ran up the trunk of the tree.*

- *The cat walked out on the branch toward the bird. Say that sentence. (Signal.) The cat walked out on the branch toward the bird.*
- *The bird flew into the air. Say that sentence. (Signal.) The bird flew into the air.*
- *The branch broke. Say that sentence. (Signal.) The branch broke.*
- *The cat fell toward the ground. Say that sentence. (Signal.) The cat fell toward the ground.*
- (Repeat step 9 until firm.)

LINED PAPER

EXERCISE 7 Writing a Paragraph on Numbered Sequence in Pictures

1. Take out a sheet of lined paper and write your name and lesson 4 on the top line. Put your pencils down when you are finished. ✓
- Now you are going to write a paragraph that reports on what happened. You'll write a sentence for each name shown in the pictures.



2. Touch the words in the vocabulary box as I read them: **ground, climbed, flew, jumped, landed, broke, trunk, branch.**
3. Touch number 1 in the picture. ✓
Name that animal. (Signal.) *A bluebird.*
 - Write a sentence that tells the main thing a bluebird did in that picture. The sentence is the first one in your paragraph, so be sure to indent. Put your pencil down when you're finished. (Observe students and give feedback.)

4. Touch number 2. ✓
Name that animal. (Signal.) *A striped cat.*
 - Write a sentence that tells the main thing a striped cat did in that picture. Don't write any numbers. Start writing the sentence about a striped cat just after the period. Give a clear picture of what the striped cat did in the first picture. Put your pencil down when you're finished. (Observe students and give feedback.)
5. Touch number 3. ✓
Name that animal. (Signal.) *The cat.*
 - Write a sentence that tells the main thing the cat did in that picture. Put your pencil down when you're finished. (Observe students and give feedback.)
6. Touch number 4. ✓
Name that animal. (Signal.) *The bird.*
 - Finish your paragraph. Write a clear sentence for each of the names in the pictures. Write sentences for names 4, 5 and 6. Put your pencils down when you are finished. (Observe students and give feedback.)
7. (After 5 minutes, say:) Stop writing. If you're not finished, you can finish later. Now you are going to check your paragraphs. Make 3 check boxes under your paragraph.
8. Check one says: Does each sentence tell the main thing? Everybody, read that check. (Signal.) *Does each sentence tell the main thing?*
 - Read over your paragraph. Make sure that each sentence reports on the main thing the person or thing did. If you have to rewrite a sentence, cross out the sentence and write the new sentence under the paragraph. When you're sure all the sentences report on the main thing, make a check in the first box. (Observe students and give feedback.)
9. Check two says: Does each sentence begin with a capital and end with a period? Read that check. (Signal.) *Does each sentence begin with a capital and end with a period?*
 - Read over your paragraph. If a sentence doesn't begin with a capital and end with a period, fix it up. When you're sure all the sentences begin with a capital and end

- with a period, make a check in the second box. (Observe students and give feedback.)
10. Check three says: Does each sentence tell what somebody or something did? Read that check. (Signal.) *Does each sentence tell what somebody or something did?*
 - Read your paragraph again. Make sure that each sentence tells what a person or thing did, not what a person or thing was doing. If a sentence does not tell what a person or thing did, cross out the wrong word and write the correct word above the crossed out word. When you're sure all sentences tell what a person or thing did, make a check in the third box. (Observe students and give feedback.)
11. I'll read over your paragraphs before the next lesson. For any problems with a check, I'll write letters in the margin. Those are the letters shown after each check.
 - If a sentence does not tell the main thing, I'll write the letter **M**.
 - If a sentence does not tell what somebody did, I'll write the letters **D-I-D**.
 - If a sentence does not begin with a capital and end with a period, I'll write **CP**.
12. What letter will I write if a sentence does not tell the main thing that happened? (Signal.) *M.*
 - What letters will I write if a sentence does not tell what somebody did? (Signal.) *D-I-D.*
 - What letters will I write if a sentence does not begin with a capital and end with a period? (Signal.) *CP.*
 - (Repeat step 12 until firm.)
13. During the next lesson, you'll fix up any errors. I'll have several students who did not have any problems with checks read their paragraph.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note: During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)

Objectives

- **Edit sentences (for capitals and periods) and identify the subjects of the sentences in a paragraph.** (Exercise 1)
- **Edit run-on sentences.** (Exercise 2)
- Change 2-word verb in a sentence to 1-word past-tense verb. (Exercise 3)
- Edit a passage for past-tense verbs. (Exercise 4)
- Replace the subject of a sentence with a pronoun (*he, she, it* or *they*). (Exercise 5)
- Edit a paragraph that reports on actions of specified characters in a picture sequence. (Exercise 6)
- Revise a paragraph. (Exercise 7)

WORKBOOK

Feedback on Lesson 4

- (Hand back students' work from lesson 4.)
- Praise students who had correct answers for all items in lesson 4 skill exercises.
- Provide feedback on any skill exercises that were troublesome.
- Don't provide oral feedback on the paragraphs that students wrote in lesson 4 until you present exercise 6 in this lesson.

EXERCISE 1 Editing: Putting in Capitals and Periods

1. Open your workbook to lesson 5. Find part A. ✓
2. I'll read the instructions: Put in the capitals and periods. Circle the part of each sentence that names.
3. Look at the first words in the passage, and figure out who the first sentence names. Everybody, who does it name? (Signal.) *A young boy.*
Circle **a young boy**.
(Observe students and give feedback.)
4. The first sentence tells more about a young boy. Say the words that tell more about a young boy. (Signal.) *Threw a ball.*
Put a period after the word **ball**. Start the next sentence with a capital **T**.
(Observe students and give feedback.)
5. Look at the first words in the next sentence and figure out who or what that sentence names. What does it name? (Signal.) *The ball.*
Circle **the ball**.
Say the words that tell more about the ball. (Signal.) *Went over his friend's head.*
Put a period after the word **head**. Start the next word with a capital **I**.
(Observe students and give feedback.)
6. Do the rest of the sentences in part A. Circle the part of the sentence that names something. Put a period at the end of each sentence. Begin each sentence with a capital. Pencils down when you're finished. (Observe students and give feedback.)
7. Let's check your work.
8. I'll read each sentence. Make an **X** if you put a period in the wrong place or left out a capital.
9. First sentence: A young boy threw a ball, period.
 - Next sentence: Capital **T**, The ball went over his friend's head, period.
 - Next sentence: Capital **I**, It rolled into the street, period.
 - Next sentence: Capital **A**, A big truck ran over the ball, period.
 - Next sentence: Capital **T**, The truck driver gave the boys a new ball, period.
 - Next sentence: Capital **T**, They thanked the truck driver, period.

10. I'll read the sentences. You'll tell me the words that name something. Then, you'll tell me the words that tell more.
11. First sentence: A young boy threw a ball. Who does that sentence name? (Signal.) *A young boy.*
What words tell more? (Signal.) *Threw a ball.*
12. Next sentence: The ball went over his friend's head.
What words name? (Signal.) *The ball.*
What words tell more? (Signal.) *Went over his friend's head.*
13. Next sentence: It rolled into the street.
What word names? (Signal.) *It.*
What words tell more? (Signal.) *Rolled into the street.*
14. Next sentence: A big truck ran over the ball.
What words name? (Signal.) *A big truck.*
What words tell more? (Signal.) *Ran over the ball.*
15. Next sentence: The truck driver gave the boys a new ball.
What words name? (Signal.) *The truck driver.*
What words tell more? (Signal.) *Gave the boys a new ball.*
16. Next sentence: They thanked the truck driver.
What word names? (Signal.) *They.*
What words tell more? (Signal.) *Thanked the truck driver.*
17. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Editing Run-ons

1. Find part B. ✓
2. Next to each number is a run-on sentence. They are called run-ons because they are really more than one sentence. Why are they called run-ons? (Signal.) *They are really more than one sentence.*
3. I'll read the first run-on: The workers fixed the house and two carpenters nailed boards over the broken windows and a plumber repaired the broken sink.
4. Let's fix up the run-on by putting in periods and capitals. The run-on starts by naming the workers. These words tell more about the workers: **fixed the house.**
 - Put a period after **house.** Cross out the word **and.** Start the word **two** with a capital **T.** (Observe students and give feedback.)
5. The next part of the run-on begins by naming two carpenters. These words tell more about two carpenters: **nailed boards over the broken windows.**
Put a period after the word **windows.** Cross out the word **and.** Make the word **a** a capital **A.**
(Observe students and give feedback.)
6. The last part of the run-on begins by naming a plumber. What words tell more about a plumber? (Signal.) *Repaired the broken sink.*
That part of the run-on is now correct.
7. We're finished with that run-on.
(Call on a student.) Read the three sentences we made. Pause at the end of each sentence. (*The workers fixed the house. Two carpenters nailed boards over the broken windows. A plumber repaired the broken sink.*)
8. Everybody, I'll read the next run-on: The girls rode their bikes to school and their friends took the bus to school and everyone got to school on time.
9. That run-on starts by naming the girls. What words tell more about the girls? (Signal.) *Rode their bikes to school.*
Put a period after **school.** Cross out **and.** Start the word **their** with a capital **T.**
(Observe students and give feedback.)
10. The next part of the run-on names their friends. What words tell more about their friends? (Signal.) *Took the bus to school.*
Put a period after **school.** Cross out the word **and.** Start the word **everyone** with a capital **E.**
11. The next part of the run-on begins by naming everyone. What words tell more about everyone? (Signal.) *Got to school on time.*
12. We're finished with that run-on.
(Call on a student.) Read the three sentences we made. Pause at the end of each sentence. (*The girls rode their bikes to school. Their friends took the bus to school. Everyone got to school on time.*)

13. I'll read the next run-on: The telephone rang six times and nobody heard it and everybody was outside in the yard. Everybody, see if you can make three sentences out of that run-on. Remember, put periods, make capitals and cross out the word **and**.
(Observe students and give feedback.)
14. I'll read the sentences you should have made from the run-on: The telephone rang six times period. Cross out **and**. Capital **N**, Nobody heard it, period. Cross out **and**. Capital **E**, Everybody was outside in the yard, period.
15. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Changing Progressive to Past Tense

1. Find part C in your workbook. Put your pencils down. ✓
2. You're going to change each sentence so that it tells what the persons did.
3. Words that tell what a person did are written in the vocabulary box. Touch those words as I read them: **sat, threw, rubbed, wore, cleaned**.
4. Look at sentence 1. It says: They were wearing helmets. That sentence tells what they were doing. Here's the sentence changed to tell what they did: They wore helmets.
Everybody, say the sentence that tells what they did. (Signal.) *They wore helmets*.
5. I'll read sentence 2: She was throwing the ball.
Everybody, say the sentence that tells what she did. (Signal.) *She threw the ball*.
6. Sentence 3: They were cleaning the room. Say the sentence that tells what they did. (Signal.) *They cleaned the room*.
7. Sentence 4: The boys were sitting on the floor.
Say the sentence that tells what the boys did. (Signal.) *The boys sat on the floor*.
8. (Repeat steps 4–7 until firm.)

9. Everybody, go back to sentence 1. Sentence 1 says: They were wearing helmets.
Say the sentence so that it tells what they did. (Signal.) *They wore helmets*.
Cross out the words **were wearing**. Write **wore** above the crossed-out words.
(Observe students and give feedback.)
10. Fix up the rest of the sentences so that they tell what the persons did.
(Observe students and give feedback.)
11. Let's check your work. I'll say the sentences that tell what the persons were doing. You say the sentences that tell what the persons did.
12. Sentence 1: They were wearing helmets. Say the sentence that tells what they did. (Signal.) *They wore helmets*.
 - Sentence 2: She was throwing the ball. Say the sentence that tells what she did. (Signal.) *She threw the ball*.
 - Sentence 3: They were cleaning the room. Say the sentence that tells what they did. (Signal.) *They cleaned the room*.
 - Sentence 4: The boys were sitting on the floor. Say the sentence that tells what the boys did. (Signal.) *The boys sat on the floor*.
 - Sentence 5: He was wearing a new shirt. Say the sentence that tells what he did. (Signal.) *He wore a new shirt*.
 - Sentence 6: The clown was rubbing his nose. Say the sentence that tells what the clown did. (Signal.) *The clown rubbed his nose*.
13. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Editing: Progressive to Simple Past Tense

1. Find part D in your workbook. ✓
2. I'll read the instructions: Fix up the passage so that all the sentences tell what the person did, not what the person was doing.
3. The passage tells about Jerry. All the sentences should tell what Jerry did.
4. I'll read the first sentence: Jerry heard a noise.
That sentence tells what Jerry did.

5. I'll read the next sentence: He was seeing a little kitten on the sidewalk.
That sentence tells what Jerry was doing. It should tell what Jerry did. Say the sentence so that it tells what Jerry did. (Signal.) *He saw a little kitten on the sidewalk.*
Cross out **was seeing** and write **saw** above the crossed-out words. ✓
6. Next sentence: He picked up the kitten. Does that sentence tell what Jerry did? (Signal.) Yes.
7. Next sentence: He was taking it home with him.
Does that sentence tell what Jerry did? (Signal.) *No.*
Fix up the sentence so that it tells what Jerry did.
(Observe students and give feedback.)
Read the fixed-up sentence.
(Signal.) *He took it home with him.*
8. Read the rest of the passage. Fix up any sentence that tells what Jerry was doing so that it tells what Jerry did.
(Observe students and give feedback.)
9. (Call on a student.) Read the fixed-up passage. (*Jerry heard a noise. He saw a little kitten on the sidewalk. He picked up the kitten. He took it home with him. He gave it some water. He made a little bed for it. He loved his new pet.*)
10. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 5 Pronouns: **They**

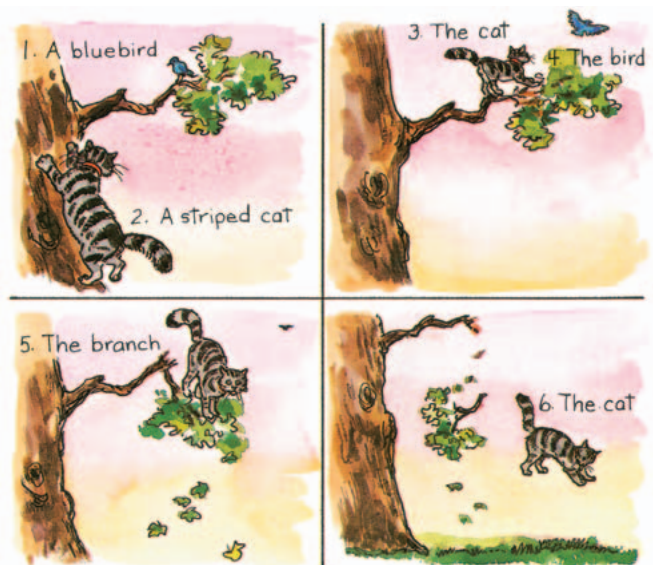
1. Find part E in your workbook.
2. I'll read the instructions: Fill in the blank next to each sentence with **he, she, it** or **they**.
3. Some of the sentences name more than one person or thing. The word you use to talk about more than one person or thing is **they**. What word can you use to talk about more than one person or thing? (Signal.) *They.*
4. Sentence 1: A cat and a dog made a mess. What does that sentence name? (Signal.) *A cat and a dog.*
What word can we use instead of **a cat and a dog**? (Signal.) *They.*
Say the sentence with **they**. (Signal.) *They made a mess.*

5. Fill in the blanks. Write **he, she, it** or **they**. Remember, begin each sentence with a capital.
(Observe students and give feedback.)
6. Let's check your work.
7. I'll read a sentence. You say the sentence with the new word.
8. Sentence 1: A cat and a dog made a mess. Say the sentence with the new word.
(Signal.) *They made a mess.*
9. Sentence 2: The girls went to school. Say the sentence with the new word.
(Signal.) *They went to school.*
10. Sentence 3: My mother was very pretty. Say the sentence with the new word.
(Signal.) *She was very pretty.*
11. Sentence 4: Rodney and his brother were not home. Say the sentence with the new word.
(Signal.) *They were not home.*
12. Sentence 5: Four ducks swam on the lake. Say the sentence with the new word.
(Signal.) *They swam on the lake.*
13. Sentence 6: The tables were old. Say the sentence with the new word.
(Signal.) *They were old.*
14. Sentence 7: My brother came home late. Say the sentence with the new word.
(Signal.) *He came home late.*
15. Sentence 8: That car was bright red. Say the sentence with the new word.
(Signal.) *It was bright red.*
16. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part E.

TEXTBOOK

EXERCISE 6 Practicing Applying Checking Procedure

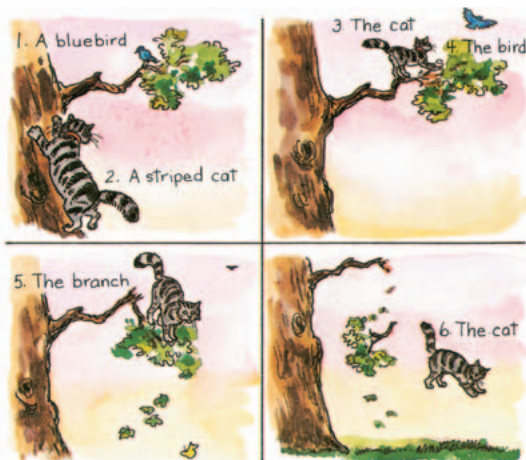
1. Find part F in your workbook.
 - Open your textbook to lesson 4. ✓
These are the pictures you wrote about last time.
2. Touch the paragraph in part F in your workbook. ✓
 - This is a paragraph a student wrote about those pictures. It has some problems. I'll read it: A bluebird sat on a tree branch. A striped cat was running up the trunk of the tree to get to the bird. The cat ran toward the bird. The bird flew away. The branch broke. The cat held out its paws.



3. The paragraph has several problems with the checks. For any problems with a check, the teacher wrote letters in the margin. Those are the letters shown after each check.
 - Look at the checks under the paragraph.
 - Touch the first check. ✓
It says: Does each sentence tell the main thing? What letter follows that check? (Signal.) *M*.
 - **M** stands for main. If you see the letter **M** in the margin, it means that the sentence on that line does not tell the main thing or that a sentence is missing.
 - Everybody, what does the letter **M** stand for? (Signal.) *Main*.
 - If you see the letter **M** in the margin, what does it mean? (Call on a student. Idea: *The sentence on the line does not tell the main thing or that a sentence is missing.*)
4. Touch the second check. ✓
It says: Does each sentence begin with a capital and end with a period? Everybody, what letters are shown for that check? (Signal.) *CP*.
 - **CP** stands for capital and period. If you see the letters **CP** in the margin on your paper, it means that the sentence on that line does not begin with a capital and end with a period. You have to fix up the sentence so that it begins with a capital and ends with a period.
 - Everybody, what do the letters **CP** stand for? (Signal.) *Capital and period*.
 - If you see the letters **CP** in the margin, what does it mean? (Call on a student. Idea: *The sentence on the line does not begin with a capital and end with a period.*)
5. Touch the third check. ✓
It says: Does each sentence tell what somebody or something did?
 - What letters are shown for that check? (Signal.) *D-I-D*.
 - Those letters tell you that the sentence doesn't tell what somebody did. Maybe it tells what somebody was doing. Maybe you used the wrong word. You have to fix up the sentence so it tells what somebody did.
 - If you see the letters **D-I-D** in the margin, what does it mean? (Call on a student. Idea: *The sentence doesn't tell what somebody or something did.*)
6. The letters in the margin show which sentences have a problem. The letters tell the problems.
 - First we'll talk about the problems. When we finish talking about all the problems, you'll fix them up. Pencils down.
 - Touch the first letters in the margin. ✓
What are the letters? (Signal.) *D-I-D*.
 - Read the sentence on the line next to **D-I-D**. Raise your hand when you know what's wrong with the sentence. (Call on a student. Idea: *The sentence tells what the cat was doing, not what the cat did.*)
 - You'll fix up the sentence by crossing out **was running** and writing **ran** above the crossed out words.
Everybody, say the corrected sentence. (Signal.) *A striped cat ran up the trunk of the tree to get the bird.*
7. Touch the next letters in the margin. ✓
What are the letters? (Signal.) *CP*.
 - Read the sentence on the line next to **CP**. Raise your hand when you know the problem with the sentence. (Call on student. Idea: *The sentence does not end with a period.*)
8. Touch the next letter in the margin.
What's the letter? (Signal.) *M*.
 - Read the sentence next to **M**. Raise your hand when you know the problem with the sentence. (Call on student. Idea: *The sentence does not tell the main thing the cat did.*)
Raise your hand when you can say a sentence that tells the main thing the cat did. (Call on a student. Idea: *The cat fell to the ground.*)

- When you fix up the paragraph, make a line through the sentence that does not tell the main thing and write a sentence under the paragraph that tells the main thing. Make an arrow to show where the new sentence goes. Remember, if you need to write a new sentence, write it below the paragraph and make an arrow to show where the new sentence goes. (Observe students and give feedback.)
9. Fix up the paragraph so it meets all the checks. (Observe students and give feedback.)
 10. Check your work.
 - On the line with the letters **D-I-D**, you should have crossed out **was running** and written **ran**.
 - On the line with the letters **CP**, you should have a period after the word **bird** in the sentence **The cat ran toward the bird**.
 - On the line with the letter **M**, you should have put a line through the sentence, **the cat held out its paws**, and written a sentence that tells that the cat fell to the ground.
 - Raise your hand if you fixed up all the problems.
 11. I'll read the paragraph with the problems fixed up. A bluebird sat on a tree branch. A striped cat ran up the trunk of the tree to get to the bird. The cat ran toward the bird. The bird flew away. The branch broke. The cat fell to the ground.

EXERCISE 7 Editing and Correcting a Paragraph



Return students' lined paper from lesson 4.

1. Find the paragraph you wrote last time. ✓
- Keep your textbook open to part F on lesson 4. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin on your paper. That means that you didn't have any problems with the checks. (Call on several students who raised their hands to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)
3. Some of your papers have letters in the margin.

What letter would be in the margin if a sentence does not tell the main thing or if a sentence is missing? (Signal.) *M*.

 - If a sentence is missing, you write the sentence below your paragraph and make an arrow to show where it goes.
 - If a sentence is missing what do you do? (Call on a student: Idea: *Write the sentence under the paragraph and make an arrow to show where it goes.*)
4. What letters would be in the margin if the sentence did not begin with a capital and end with a period? (Signal.) *CP*.
 - What letters would be in the margin if the sentence did not tell what somebody did? (Signal.) *D-I-D*.
5. Everybody, fix up any problems in your paragraph. If you can't figure out the problem your paragraph has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can add words to make it better. Pencils down when you're finished. (Observe students and give feedback.)
6. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph now meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- **Edit sentences in a paragraph for capitals and periods.** (Exercise 1)
- Edit a passage so that no sentence begins with *and* or *and then*. (Exercise 2)
- Edit run-on sentences. (Exercise 3)
- Change 2-word verb in a sentence to 1-word past-tense verb. (Exercise 4)
- **Indicate the subject and predicate of sentences.** (Exercise 5)
- Say sentences that tell the main thing that illustrated characters did in an action sequence of pictures. (Exercise 6)
- Construct a paragraph that reports on actions of specified characters in a picture sequence. (Exercise 7)

WORKBOOK

Feedback on Lesson 5

- (Before handing back students' work from lesson 5, read one or two well-written paragraphs that meet all the checks.)
- (Hand back student work from lesson 5.)
- Praise students:
 - a. who had correct answers for all items in lesson 5 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

EXERCISE 1 Editing: Putting in Capitals and Periods

	<i>a boy took his mom to the movies he had</i>
	<i>a good time the movie was very funny</i>
	<i>his mom bought a big box of popcorn they</i>
	<i>rode home on their bikes</i>

1. Open your workbook to lesson 6.
Find part A. ✓
2. I'll read the instructions: Put in the capitals and periods.
3. Each sentence in this passage first names, then tells more.
Everybody, what does each sentence do first? (Signal.) *Names.*
Then what does each sentence do? (Signal.) *Tells more.*
4. The writer forgot to put in periods and to capitalize the first word of the sentences.
5. Touch the first word of the paragraph.
Make the **a** a capital.

6. Look at the first words in the passage and figure out who the first sentence names. Everybody, who does it name? (Signal.) *A boy.*
 - What words tell more about the boy? (Signal.) *Took his mom to the movies.*
 - Put a period after **movies**. Start the next word with a capital **H**. ✓
7. The next sentence also tells about the boy. What word did the writer use to name the boy? (Signal.) *He.*
 - What words tell more? (Signal.) *Had a good time.*
 - Put a period after **time**. Start the next sentence with a capital **T**. ✓
8. Fix up the rest of the sentences. Make each sentence begin with a capital and end with a period.
(Observe students and give feedback.)
9. Check your work.
First sentence: Capital **A**, *A boy took his mom to the movies, period.*
 - Who does that sentence name? (Signal.) *A boy.*
 - What words tell more? (Signal.) *Took his mom to the movies.*
10. Next sentence: Capital **H**, *He had a good time, period.*
That sentence also names the boy.
 - What word did the writer use to name the boy? (Signal.) *He.*
 - What words tell more? (Signal.) *Had a good time.*

11. Next sentence: Capital **T**, The movie was very funny, period.
What words name? (Signal.) *The movie.*
What words tell more? (Signal.) *Was very funny.*
12. Next sentence: Capital **H**, His mom bought a big box of popcorn, period.
 - Who does that sentence name? (Signal.) *His mom.*
 - What words tell more? (Signal.) *Bought a big box of popcorn.*
13. Last sentence: Capital **T**, They rode home on their bikes, period.
 - What word names the people? (Signal.) *They.*
 - What words tell more? (Signal.) *Rode home on their bikes.*
14. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Not Starting Sentences with *And* or *And Then*

1. Find part B. ✓
2. I'll read the instructions: Fix up the passage so that no sentence begins with **and** or **and then**.
3. Sometimes a sentence can begin with **and** or **and then**, but most of the time these are not good beginnings for sentences. Fix up the passage so that none of the sentences begin with those words. Remember, start your fixed-up sentences with capitals. Pencils down when you're finished. (Observe students and give feedback.)
4. I'll read the fixed-up passage. Check your work.

Richard had a good day. Richard's teacher gave Richard his report card just before the school day ended. Cross out **and**. Richard jumped with joy when he saw the good marks on his report card. Cross out **and then**. Capital **H**, He ran home to show his mother the report card. Cross out **and then**. Capital **H**, He gave her the report card. Cross out **and then**. Capital **H**, His mother read the report card for several minutes. Cross out **and**. Capital **S**, She was so happy that she made Richard and the rest of the children a big pizza for dinner.

5. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Editing Run-ons

1. Find part C. ✓
2. Next to each number is a run-on sentence. They are called run-ons because they are really more than one sentence. Listen again: They are called run-ons because they are really more than one sentence. Why are they called run-ons? (Signal.) *Because they are really more than one sentence.*
3. I'll read item 1: The boy ran down the street and he held his books in his arms. That item is a run-on. It began by naming the boy, then used the word **he** to name the boy again. It's a run-on because it named the boy more than once.
4. Let's fix up that run-on. The item starts by naming the boy and telling that he ran down the street. Put in a period after **street**. Cross out **and**. Start the word he with a capital **H**.
(Observe students and give feedback.)
5. (Call on a student.) Read the fixed-up sentences. (*The boy ran down the street. He held his books in his arms.*)
6. I'll read item 2: The girl ran into the room and she looked all over for her books and she didn't know where they could be.
7. Let's fix it up. It begins by naming the girl. What words tell more? (Signal.) *Ran into the room.*
Put a period after **room**. Cross out **and**. Start the word **she** with a capital **S**.
(Observe students and give feedback.)
8. The next sentence begins with **she**. What words tell more? (Signal.) *Looked all over for her books.*
Put a period after **books**. Cross out **and**. Start the word **she** with a capital **S**.
(Observe students and give feedback.)
9. (Call on a student.) Read the fixed-up sentences. (*The girl ran into the room. She looked all over for her books. She didn't know where they could be.*)

10. I'll read item 3: The airplane flew above the clouds and it was about 60 miles from the airport and the pilot looked at the charts.
11. That's a run-on. It starts by naming the airplane. What words tell more about the airplane? (Signal.) *Flew above the clouds.* Put a period after **clouds**. Cross out **and**. Start the word **it** with a capital **I**. (Observe students and give feedback.)
12. The next sentence begins with **it**. What words tell more? (Signal.) *Was about 60 miles from the airport.* Put a period after **airport**. Cross out **and**. Start the word **the** with a capital **T**. (Observe students and give feedback.)
13. Next, the run-on names the pilot. What words tell more about the pilot? (Signal.) *Looked at the charts.*
14. (Call on a student.) Read the fixed-up sentences. (*The airplane flew above the clouds. It was about 60 miles from the airport. The pilot looked at the charts.*)
15. Fix up the rest of the run-ons by yourself. ✓
16. Check your work.
 - Item 4: The boy walked slowly to the store, period. Cross out **and**. Capital **H**, He stopped three times to talk to his friends, period. Cross out **and**. Capital **T**, The store was closed when the boy got there, period.
 - Item 5: Rosa wrote a funny story about alligators, period. Cross out **and**. Capital **S**, She read it to the class, period. Cross out **and**. Capital **T**, The children liked her story very much, period.
 - Item 6: The dog did a trick, period. Cross out **and**. Capital **I**, It walked in circles on its back legs, period. Cross out **and**. Capital **T**, The boy gave the dog a snack for doing such a good trick. (Observe students and give feedback.)
17. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Past Tense: Fixing up Sentences to Tell What Persons Did

1. Find part D in your workbook. Put your pencils down. ✓
2. Each sentence tells what a person or thing was doing. You're going to fix up each sentence so that it tells what the person or thing did.
3. Words that tell what a person or thing did are written in the vocabulary box. Touch those words as I read them: **took, chased, wrote, ate, washed.**
4. Look at sentence 1. It says: The boy was chasing a dog. That sentence tells what the boy was doing. Here's the sentence changed to tell what the boy did: The boy chased a dog. Everybody, say the sentence that tells what the boy did. (Signal.) *The boy chased a dog.*
5. I'll read sentence 2: The girl was washing the car. Everybody, say the sentence that tells what the girl did. (Signal.) *The girl washed the car.*
6. Sentence 3: He was writing a letter. Say the sentence that tells what he did. (Signal.) *He wrote a letter.*
7. (Repeat steps 4–6 until firm.)
8. Everybody, go back to sentence 1. Sentence 1 says: The boy was chasing a dog. Say the sentence so that it tells what the boy did. (Signal.) *The boy chased a dog.* Fix up the sentence so it tells what the boy did. (Observe students and give feedback.)
9. Fix up the rest of the sentences so that they tell what the person or thing did. (Observe students and give feedback.)
10. Let's check your work. I'll say the sentences that tell what the person or thing was doing. You say the sentences that tell what the person or thing did.

11. Sentence 1: The boy was chasing a dog.
Say the sentence that tells what the boy did. (Signal.) *The boy chased a dog.*
Sentence 2: The girl was washing the car.
Say the sentence that tells what the girl did. (Signal.) *The girl washed the car.*
Sentence 3: He was writing a letter.
Say the sentence that tells what he did. (Signal.) *He wrote a letter.*
Sentence 4: She was eating apples.
Say the sentence that tells what she did. (Signal.) *She ate apples.*
Sentence 5: The airplane was taking off.
Say the sentence that tells what the airplane did. (Signal.) *The airplane took off.*
12. Raise your hand if you got no items wrong.
Great job.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 5 Subject

1. Pencils down. You're going to learn about the **subject** of a sentence. Listen: The **subject** of a sentence is the part of the sentence that names.
Everybody, what do we call the part of the sentence that names? (Signal.) *The subject.*
2. Listen: Six little dogs barked loudly.
Everybody, what's the part that names? (Signal.) *Six little dogs.*
 - So what's the subject of that sentence? (Signal.) *Six little dogs.*
 - Listen: A boy and a girl walked in the park. What's the subject of that sentence? (Signal.) *A boy and a girl.*
 - Listen: They went home. What's the subject of that sentence? (Signal.) *They.*
 - (Repeat step 2 until firm.)
3. Listen: That shirt is beautiful. What's the subject of that sentence? (Signal.) *That shirt.*
 - Listen: My mother and her friend talked on the phone. What's the subject of that sentence? (Signal.) *My mother and her friend.*
 - Listen: Her face and her hands got dirty. What's the subject of that sentence? (Signal.) *Her face and her hands.*
 - (Repeat step 3 until firm.)

4. Find part E. ✓
I'll read the instructions: Circle the subject. Underline the part that tells more. Do it now. Put your pencils down when you're finished.
(Observe students and give feedback.)
5. Check your work. Make an **X** next to any item you missed.
 - Sentence 1. What's the subject? (Signal.) *Three older boys.*
 - What part tells more? (Signal.) *Went to the store.*
 - Sentence 2. What's the subject? (Signal.) *A horse and a dog.*
 - What part tells more? (Signal.) *Went to a stream.*
 - Sentence 3. What's the subject? (Signal.) *A man.*
 - What part tells more? (Signal.) *Sat on a log.*
 - Sentence 4. What's the subject? (Signal.) *They.*
 - What part tells more? (Signal.) *Sat on a bench.*
 - Sentence 5. What's the subject? (Signal.) *My friend and his mother.*
 - What part tells more? (Signal.) *Were hungry.*
 - Sentence 6. What's the subject? (Signal.) *My hands and my face.*
 - What part tells more? (Signal.) *Got dirty.*
6. Raise your hand if you made no mistakes.
Great job.
 - Everybody else, fix up any mistakes you made in part E.
(Observe students and give feedback.)
7. Raise your hand if you got no items wrong.
Great job.
 - Everybody else, fix up any mistakes you made in part E.

TEXTBOOK

EXERCISE 6 Preparing to Write a Paragraph

1. Everybody, pencils down. Open your textbook to lesson 6.
Find part F. ✓
 - I'll read the instructions: Write a paragraph that reports on what happened. Write a sentence for each name shown in the pictures.
Before you write, we'll say sentences that tell what happened.



2. Everybody, touch number 1.
Name that person. (Signal.) *The cowboy.*
 - Raise your hand when you can say a sentence that reports on the main thing the cowboy did in that picture. (Call on several students. Praise sentences such as: *The cowboy fell off the bull.* For each good sentence: **Everybody, say that sentence.**)
3. Everybody, touch number 2.
Name that animal. (Signal.) *The bull.*
 - Raise your hand when you can say a sentence that reports on the main thing the bull did in that picture. (Call on several students. Praise sentences such as: *The bull charged toward the cowboy.* For each good sentence: **Everybody, say that sentence.**)
4. Everybody, touch number 3.
Name that person. (Signal.) *A clown.*
 - Raise your hand when you can say a sentence that reports on the main thing a clown did in that picture. (Call on several students. Praise sentences such as: *A clown put a barrel in front of the bull.* For each good sentence: **Everybody, say that sentence.**)
5. Everybody, touch number 4.
Name that animal. (Signal.) *The bull.*
 - Raise your hand when you can say a sentence that reports on the main thing the bull did in that picture. (Call on several students. Praise sentences such as: *The bull knocked the barrel into the air.* For each good sentence: **Everybody, say that sentence.**)

6. Everybody, touch number 5.
Name that person. (Signal.) *The clown.*
 - Raise your hand when you can say a sentence that reports on the main thing the clown did in that picture. (Call on several students. Praise sentences such as: *The clown helped the cowboy walk away.* For each good sentence: **Everybody, say that sentence.**)
7. I'll read a passage that reports on what happened: The cowboy fell off the bull. The bull charged toward the cowboy. A clown put a barrel in front of the bull. The bull knocked the barrel into the air. The clown helped the cowboy walk away.
8. I'll say those sentences again.
 - The cowboy fell off the bull. Say that sentence. (Signal.) *The cowboy fell off the bull.*
 - The bull charged toward the cowboy. Say that sentence. (Signal.) *The bull charged toward the cowboy.*
 - A clown put a barrel in front of the bull. Say that sentence. (Signal.) *A clown put a barrel in front of the bull.*
 - The bull knocked the barrel into the air. Say that sentence. (Signal.) *The bull knocked the barrel into the air.*
 - The clown helped the cowboy walk away. Say that sentence. (Signal.) *The clown helped the cowboy walk away.*
 - (Repeat step 8 until firm.)

LINED PAPER

EXERCISE 7 Writing a Paragraph on Numbered Sequence in Pictures

1. Take out a sheet of lined paper and write your name and lesson 6 on the top line. ✓
2. Now you're going to write a paragraph that reports on what happened in these pictures. You'll write a sentence for each name shown in the pictures.
3. Touch the words in the vocabulary box as I read them: **fell, ground, charged, ran, toward, barrel, hit, knocked, air, helped, walk, away.**

4. After you write your paragraph, you'll check it. I'll read the checks:
 - Check 1: Check one says: Does each sentence tell the main thing?
 - Check 2 says: Does each sentence begin with a capital and end with a period?
 - Check 3 says : Does each sentence tell what somebody or something **did**?
5. Write your paragraph. Remember, write a clear sentence for each number. Indent your first sentence. For each number, name the person or thing, then tell the main thing the person or thing did. You have 8 minutes. (Observe students and give feedback.)
6. (After 8 minutes, say:) Stop writing. If you're not finished, you can finish later.
 - Now you are going to check your paragraphs. Make 3 check boxes under your paragraph. ✓
7. Check one says: Does each sentence tell the main thing? Everybody, read that check. (Signal.) *Does each sentence tell the main thing?*
 - Read over your paragraph. Make sure that you wrote a sentence for each name shown in the pictures. Make sure that each sentence reports on the main thing the person or thing did. If you left out a sentence, write it under your paragraph and make an arrow to show where the sentence goes in the passage. When you're sure you have a sentence for each name and all the sentences report on the main thing, make a check in the first box. (Observe students and give feedback.)
8. Check two says: Does each sentence begin with a capital and end with a period? Everybody, read that check. (Signal.) *Does each sentence begin with a capital and end with a period?*
 - Read your paragraph again. If a sentence doesn't begin with a capital and end with a period, fix it up. When you're sure all the sentences begin with a capital and end with a period, make a check in the second box. (Observe students and give feedback.)
9. Check three says: Does each sentence tell what somebody or something did? Everybody, read that check. (Signal.) *Does each sentence tell what somebody or something did?*
 - Read your paragraph again. Make sure that each sentence tells what a person or thing did, not what a person or thing was doing. If a sentence does not tell what a person or thing did, cross out the wrong words and write the correct words above the crossed out words. When you are sure all sentences tell what a person or thing did, make a check in the third box. (Observe students and give feedback.)
10. I'll read over your paragraphs before the next lesson. For any problems with a check, I'll write letters in the margin. Those are the letters shown after each check.
 - What letter will I write if a sentence does not tell the a main thing that happened or if you left out a sentence? (Signal.) *M.*
 - What letters will I write if a sentence does not begin with a capital or end with a period? (Signal.) *CP.*
 - What letters will I write if a sentence does not tell what somebody did? (Signal.) *D-I-D.*
 - During the next lesson, you'll fix up any errors. I'll have several students who did not have any problems with checks read their paragraph.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook. Mark any items that were not fixed up. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note: During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)

Objectives

- Edit sentences in a paragraph for capitals and periods. (Exercise 1)
- **Indicate the correct pronoun (*he, she or it*) to use as the subject in a series of sentences about an individual or object.** (Exercise 2)
- Edit run-on sentences. (Exercise 3)
- Change 2-word verb in a sentence to 1-word past-tense verb. (Exercise 4)
- **Indicate the subject and predicate of sentences.** (Exercise 5)
- Edit a paragraph that reports on actions of specified characters in a picture sequence. (Exercise 6)

WORKBOOK

Feedback on Lesson 6

- (Hand back students' work from lesson 6.)
- Praise students who had correct answers for all items in lesson 6 skill exercises.
- Provide feedback on any skill exercises that were troublesome.
- Don't provide oral feedback on the paragraph that students wrote in lesson 6 until you present exercise 6 in this lesson.

EXERCISE 1 Editing: Capitals and Periods

a girl threw a ball to her brother she
threw the ball too hard it rolled into the
street the boy started to run into the
street a truck moved toward the boy a
woman saw the truck she grabbed the boy
the truck ran over the ball the woman told
the boy to be more careful

1. Open your workbook to lesson 7.
Find part A. ✓
2. I'll read the instructions: Put in the capitals and periods.
3. Each sentence in this passage first names, then tells more.
 - Everybody, what does each sentence do first? (Signal.) *Names.*
 - Then what does each sentence do? (Signal.) *Tells more.*
4. The writer forgot to put in periods and to capitalize the first word of the sentences.
5. Touch the first word of the paragraph.
Make the **a** a capital **A**. ✓
6. Read the first line and figure out who the first sentence names. (Pause.)
Everybody, who does it name? (Signal.) *A girl.*
What words tell more about a girl? (Signal.)
Threw a ball to her brother.
Put a period after **brother**. Start the next word with a capital **S**. ✓
7. The next sentence also tells about the girl.
What word did the writer use to name the girl? (Signal.) *She.*
What words tell more? (Signal.) *Threw the ball too hard.*
Put a period after **hard**. Start the next sentence with a capital **I**. ✓
8. The next sentence tells about the ball.
What word did the writer use to name the ball? (Signal.) *It.*
What words tell more? (Signal.) *Rolled into the street.*
Put a period after **street**. Start the next sentence with a capital **T**. ✓
9. Fix up the rest of the passage. Make sure each sentence begins with a capital and ends with a period.
(Observe students and give feedback.)
10. Check your work.
First sentence: Capital **A**, *A girl threw a ball to her brother, period.*
Who does that sentence name? (Signal.) *A girl.*
What words tell more? (Signal.) *Threw a ball to her brother.*

11. Next sentence: Capital **S**, She threw the ball too hard, period.
What word names? (Signal.) *She*.
What words tell more? (Signal.) *Threw the ball too hard*.
12. Next sentence: Capital **I**, It rolled into the street, period.
 - What word names? (Signal.) *It*.
 - What words tell more? (Signal.) *Rolled into the street*.
13. Next sentence: Capital **T**, The boy started to run into the street, period.
 - Who does that sentence name? (Signal.) *The boy*.
 - What words tell more? (Signal.) *Started to run into the street*.
14. Next sentence: Capital **A**, A truck moved toward the boy, period.
 - What words name something? (Signal.) *A truck*.
 - What words tell more? (Signal.) *Moved toward the boy*.
15. Next sentence: Capital **A**, A woman saw the truck, period.
 - Who does that sentence name? (Signal.) *A woman*.
 - What words tell more? (Signal.) *Saw the truck*.
16. Next sentence. Capital **S**, She grabbed the boy, period.
 - What word names someone? (Signal.) *She*.
 - What words tell more? (Signal.) *Grabbed the boy*.
17. Next sentence: Capital **T**, The truck ran over the ball, period.
 - What words name something? (Signal.) *The truck*.
 - What words tell more? (Signal.) *Ran over the ball*.
18. Next sentence: Capital **T**, The woman told the boy to be more careful, period.
 - Who does that sentence name? (Signal.) *The woman*.
 - What words tell more? (Signal.) *Told the boy to be more careful*.
19. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part A.
2. The sentences next to each number tell what the same person or thing did. We don't want to start all the sentences with the same name, so we use **he, she** or **it**.
3. Look at number 1. I'll read the first sentence: Robert spent all morning cleaning his room.
 - Who does that sentence name? (Signal.) *Robert*.
 - The next sentence also tells about Robert. What word can we use instead of **Robert**? (Signal.) *He*.
 - Say the next sentence with the right word. (Signal.) *He put his dirty clothes in the laundry basket*.
4. Look at number 2. I'll read the first sentence: My sister went to the park.
 - Who does that sentence name? (Signal.) *My sister*.
 - The next sentence also tells about my sister. What word can we use instead of **my sister**? (Signal.) *She*.
 - Say the next sentence with the right word. (Signal.) *She played basketball with her friends for two hours*.
5. Look at number 3. I'll read the first sentence: The boat went around the small lake.
 - What does that sentence name? (Signal.) *The boat*.
 - The next sentence also tells about the boat. What word can we use instead of **the boat**? (Signal.) *It*.
 - Say the next sentence with the right word. (Signal.) *It had three sails*.
6. Look at number 1 again. Who does the first sentence name? (Signal.) *Robert*.
 - All the other sentences in number 1 tell about Robert. What word can we use instead of **Robert**? (Signal.) *He*.
 - Write **he** in the blanks. (Observe students and give feedback.)
7. Do numbers 2 and 3. (Observe students and give feedback.)
8. Let's check your work.
9. (Call on a student.) Read the sentences in number 1. (*Robert spent all morning cleaning his room. He put his dirty clothes into the laundry basket. He washed the floor and the windows.*)

EXERCISE 2 Pronouns: He, She, It

1. Find part B. Put your pencils down.

10. (Call on a student.) Read the sentences in number 2. (*My sister went to the park. She played basketball with her friends for two hours. She scored 20 points.*)
11. (Call on a student.) Read the sentences in number 3. (*The boat went around the small lake. It had three sails. It moved very quickly across the water.*)
12. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Editing Run-ons

1. Find part C. ✓
2. Next to each number is a run-on sentence. They are called run-ons because they are really more than one sentence. Why are they called run-ons? (Signal.) *They are really more than one sentence.*
3. I'll read item 1: Alberto ate lunch in the kitchen and he ate two cheese sandwiches covered with mustard and he got mustard all over his face and shirt. That item is a run-on. It begins by naming **Alberto**, then it uses the word **he** to name Alberto again. It's a run-on because it names Alberto more than once.
4. Let's fix up that run-on. That first sentence begins by naming Alberto. What words tell more? (Signal.) *Ate lunch in the kitchen.* Put a period after **kitchen**. Cross out **and**. Start **he** with a capital **H**. ✓
5. The next sentence begins with **he**. What words tell more? (Signal.) *Ate two cheese sandwiches covered with mustard.* Put a period after **mustard**. Cross out **and**. Start **he** with a capital **H**. ✓
6. (Call on a student.) Read your fixed-up sentences. (*Alberto ate lunch in the kitchen. He ate two sandwiches covered with mustard. He got mustard all over his face and shirt.*)
7. I'll read item 2: The girl looked out the window at the snow and she did not like cold weather and she wished that she lived in a warmer place.
8. Let's fix it up. The first sentence begins by naming the girl. What words tell more? (Signal.) *Looked out the window at the snow.* Put a period after **snow**. Cross out **and**. Start **she** with a capital **S**.

- (Observe students and give feedback.)
9. The next sentence begins with **she**. What words tell more? (Signal.) *Did not like cold weather.* Put a period after **weather**. Cross out **and**. Start **she** was a capital **S**.
10. (Call on a student.) Read your fixed-up sentences. (*The girl looked out the window at the snow. She did not like cold weather. She wished that she lived in a warmer place.*)
11. I'll read item 3: The dog ran down the street and it barked at a truck and the truck driver waved at the dog.
12. That's a run-on. It starts by naming **the dog**. What words tell more? (Signal.) *Ran down the street.* Put a period after **street**. Cross out **and**. Start **it** with a capital **I**. (Observe students and give feedback.)
13. The next sentence begins with **it**. What words tell more? (Signal.) *Barked at a truck.* Put a period after **truck**. Cross out **and**. Start **the** with a capital **T**. (Observe students and give feedback.)
14. (Call on a student.) Read your fixed-up sentences. (*The dog ran down the street. It barked at a truck. The truck driver waved at the dog.*)
15. Fix up the rest of the run-ons by yourself. Pencils down when you're finished. (Observe students and give feedback.)
16. Check your work.
17. Item 4: Capital **M**, My friend did not feel well, period. Cross out **and**. Capital **S**, She had a fever, period. Cross out **and**. Capital **H**, Her mother kept her home from school, period.
18. Item 5: Capital **T**, The dish fell off the table, period. Cross out **and**. Capital **I**, It broke into many pieces, period. Cross out **and**. Capital **T**, The boy swept up the pieces, period.
19. Item 6: Capital **R**, Rodney listened to the voice on the telephone, period. Cross out **and**. Capital **H**, He didn't know who was speaking, period. Cross out **and**. Capital **T**, The voice sounded strange, period.
20. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Past Tense: Rewriting Sentences to Tell What Persons Did

1. Find part D in your workbook. ✓
2. Each sentence tells what persons were doing. You're going to write each sentence so that it tells what the persons did.
3. Words that tell what persons did are written in the vocabulary box. Touch those words as I read them: **painted, told, sat, washed, picked.**
4. Everybody, look at sentence 1.
Sentence 1 says: The men were telling jokes.
 - Say the sentence so that it tells what the men did. (Signal.) *The men told jokes.*
Fix up the sentence so that it tells what the men did.
(Observe students and give feedback.)
5. Fix up the rest of the sentences so that they tell what the persons did.
(Observe students and give feedback.)
6. Let's check your work. I'll say the sentences that tell what the persons were doing. You say the sentences that tell what the persons did.
7. Sentence 1: The men were telling jokes.
Say the sentence that tells what the men did. (Signal.) *The men told jokes.*
 - Sentence 2: She was picking up the pencils.
Say the sentence that tells what she did. (Signal.) *She picked up the pencils.*
 - Sentence 3: They were washing the car.
Say the sentence that tells what they did. (Signal.) *They washed the car.*
 - Sentence 4: He was sitting on a log.
Say the sentence that tells what he did. (Signal.) *He sat on a log.*
 - Sentence 5: She was painting the wall.
Say the sentence that tells what she did. (Signal.) *She painted the wall.*
8. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 5 Subject

1. Remember, the **subject** of a sentence is the part of the sentence that names. Everybody, what do we call the part of the sentence that names? (Signal.) *The subject.*
2. Listen: That train went very fast. Everybody, what's the subject of that sentence? (Signal.) *That train.*
 - Listen: They ate breakfast with Bill. What's the subject of that sentence? (Signal.) *They.*
 - Listen: She had a new coat. What's the subject of that sentence? (Signal.) *She.*
 - (Repeat step 2 until firm.)
3. Find part E.
 - I'll read the instructions: Circle the subject of each sentence. Underline the part that tells more. Do it now. Raise your hand when you're finished.
(Observe students and give feedback.)
4. Let's check your work. Make an **X** next to any item you missed.
 - Sentence 1. What's the subject? (Signal.) *A jet airplane.*
 - What part tells more? (Signal.) *Made a lot of noise.*
 - Sentence 2. What's the subject? (Signal.) *A man and his dog.*
 - What part tells more? (Signal.) *Went walking.*
 - Sentence 3. What's the subject? (Signal.) *He.*
 - What part tells more? (Signal.) *Ate lunch in the office.*
 - Sentence 4. What's the subject? (Signal.) *My brother and his friend.*
 - What part tells more? (Signal.) *Played in the park.*
 - Sentence 5. What's the subject? (Signal.) *A little cat.*
 - What part tells more? (Signal.) *Drank milk.*
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part E.
(Observe students and give feedback.)

EXERCISE 6 Practicing and Applying Checking Procedure



1. Find part F in your workbook. ✓
- Open your textbook to lesson 6. ✓
These are the pictures you wrote a paragraph about during the last lesson.
2. Touch the paragraph in part F in your workbook. ✓
- This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: A cowboy fell off a bull. A bull charged at the cowboy. A clown was putting a barrel in front of the bull. The clown helped the cowboy walk away from the bull.
3. For any problems with a check, the teacher wrote letters in the margin. Those are the letters shown after each check.
 - What letter tells a sentence does not tell the a main thing that happened or that a sentence is missing? (Signal.) *M*.
 - What letters tell a sentence does not begin with a capital or end with a period? (Signal.) *CP*.
 - What letters tell a sentence that does not tell what somebody did? (Signal.) *D-I-D*.
 - (Repeat until firm.)

4. The letters in the margin show which sentences have a problem. First, we'll talk about the problems. When we finish talking about all the problems, you'll fix them up. Pencils down.

Touch the first letters in the margin.

What are the letters? (Signal.) *CP*.

- Read the sentence next to **CP**. Raise your hand when you know the problem with the sentence.

(Call on student. Idea: *The second sentence does not begin with a capital.*)

5. Touch the next letters in the margin. What are the letters? (Signal.) *D-I-D*.

- Read the sentence on that line. Raise your hand when you know the problem with the sentence. (Call on student. Idea: *The sentence tells what the clown was doing.*)

How do you fix it up? (Call on a student. Idea: *Cross out was putting and write put above.*)

Yes, you cross out the words **was putting** and write **put** above those crossed out words.

6. Touch the next letter in the margin. What's the letter? (Signal.) *M*.

There is a little arrow on the line. Touch that arrow. ✓

The little arrow tells us a sentence is missing. Read the paragraph and look at the pictures. Raise your hand when you can say the sentence that is missing. (Call on student. Idea: *The bull knocked the barrel into the air.*)

You'll write the missing sentence under the paragraph and make an arrow to show where it goes in the paragraph.

7. Fix up the passage so it meets all the checks. (Observe students and give feedback.)
8. Check your work.
 - On the line with the letters **CP**, you should have a capital **A** at the beginning of the sentence: **A bull charged at the cowboy.** Raise your hand if you fixed up that problem.
 - On the line with **D-I-D**, you should have crossed out the words **was putting** and wrote **put** above those crossed out words. Raise your hand if you fixed up that problem.
 - For the line with the letter **M**, you should have written a sentence below the paragraph that tells that the bull knocked the barrel into the air and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you have fixed up that problem.
 - Raise your hand if you fixed up all the problems.
9. I'll read the paragraph with all the problems fixed up. Listen: A cowboy fell off a bull. A bull charged at the cowboy. A clown put a barrel in front of the bull. The bull knocked the barrel into the air. The clown helped the cowboy walk away from the bull.

EXERCISE 7 Editing and Fixing up a Paragraph



Return students' lined paper from lesson 6.

1. Find the paragraph you wrote last time. ✓
 - Keep your textbook open to part F on lesson 6. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin on your paper. That means you didn't have any problems with the checks. (Call on several students who raised their hands to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
3. Some of your papers have letters in the margin. What letter would be in the margin if a sentence is missing? (Signal.) *M*.
 - Remember, if a sentence is missing, you write the sentence under your paragraph and make an arrow to show where it goes. If a sentence does not tell the main thing, cross out the sentence and write a sentence under your paragraph that tells the main thing somebody did.
4. What letters would be in the margin if the sentence did not begin with a capital and end with a period? (Signal.) *CP*.
 - What letters would be in the margin if the sentence did not tell what somebody did? (Signal.) *D-I-D*.
5. Everybody, fix up any problems in your paragraph. If you can't figure out the problem your paragraph has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can add words to make it better. (Observe students and give feedback.)
6. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph now meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- **Edit run-on sentences in a paragraph.** (Exercise 1)
- Edit sentences in a paragraph for capitals and periods. (Exercise 2)
- **Edit a passage for *and* or *and then* and for capitalization.** (Exercise 3)
- **Edit a passage to replace the subject of a sentence with a pronoun (*he, she* or *it*).** (Exercise 4)
- Indicate the subject and predicate of sentences. (Exercise 5)
- Say sentences that tell the main thing that illustrated characters did in an action sequence of pictures. (Exercise 6)
- Construct a paragraph that reports on actions of specified characters in a picture sequence. (Exercise 7)

WORKBOOK

Feedback on Lesson 7

- (Before handing back students' work from lesson 7, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 7.)
- Praise students:
 - a. who had correct answers for all items in lesson 7 skill exercises, and
 - b. whose edited paragraph met all checks.
- Provide feedback on any exercises that were troublesome.

EXERCISE 1 Editing: Run-ons

1. Open your workbook to lesson 8.
Find part A. ✓
2. I'll read the instructions: Fix up the run-on sentences in this passage.
3. I'll read the first sentence: A girl got a big dog for her birthday and the dog was so big that it could not fit through the doors of the girl's house.
Is that a run-on sentence? (Signal.) Yes.
4. The sentence began by naming a girl.
What words tell more about a girl? (Signal.)
Got a big dog for her birthday.
Put a period after **birthday**. Cross out **and**.
Make **the** begin with a capital **T**.
(Observe students and give feedback.)
5. I'll read the next sentence: The dog was so big that it could not fit through the doors of the girl's house.
6. Next sentence: It had to live outside in a house with big doors.
Is that a run-on sentence? (Signal.) No.
7. Next sentence: The dog followed the girl to the school bus stop one morning and the girl didn't see the dog behind her and the dog tried to sneak on to the bus.
Is that a run-on sentence? (Signal.) Yes.
Fix it up.
(Observe students and give feedback.)
8. The sentence began by naming the dog.
(Call on a student.) What words tell more about the dog? (*Followed the girl to the school bus stop one morning.*)
9. You should have put a period after **morning**, crossed out **and** and made a capital **T** in **the**.
10. Next the run-on names the girl. What words tell more about the girl? (Signal.)
Didn't see the dog behind her.
11. You should have put a period after **her**, crossed out **and** and made a capital **T** in **the**.
12. Read the rest of the passage. If there are any more run-on sentences, fix them up.
(Observe students and give feedback.)
13. Did you find any more run-on sentences? (Signal.) Yes.
14. The last sentence was a run-on sentence. I'll read that sentence: The dog got stuck and all the children had to push together to get the dog off the bus.
That sentence began by naming the dog. What words tell more about the dog? (Signal.) *Got stuck.*

15. (Call on a student.) Tell me how you fixed up the run-on. (*Put a period after **stuck**. Crossed out **and**. Made a capital **A** in **all**.)*)
16. Now, check the entire passage. I'll read while you follow along in your workbook.

A girl got a big dog for her birthday, period. Cross out **and**. Capital **T**, The dog was so big that it could not fit through the doors of the girl's house. It had to live outside in a house with big doors. The dog followed the girl to the school bus stop one morning, period. Cross out **and**. Capital **T**, The girl didn't see the dog behind her, period. Cross out **and**. Capital **T**, The dog tried to sneak onto the bus. The door of the bus was too small. The dog got stuck, period. Cross out **and**. Capital **A**, All the children had to push together to get the dog off the bus.
17. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Editing for Missing Capitals and Periods

a man took a big egg out of a nest. The
man brought the egg to his house he
thought that the egg might be worth a lot
of money. The doorbell rang the man walked
to the door. He opened the door a big bird
flew into the room. It picked up the egg
the man fainted. The big bird flew away with
the egg

1. Find part B in your workbook. ✓
2. I'll read the instructions: Fix up the passage so that each sentence begins with a capital and ends with a period.
3. Some sentences in part B do not begin with capitals. Some sentences do not end with a period. You have to put in the missing capitals and periods.
4. I'll read the first sentence: a man took a big egg out of a nest. Is anything wrong with that sentence? (Signal.) Yes. (Call on a student.) *What's wrong with that sentence? (The sentence doesn't start with a capital.)* Make the sentence start with a capital. (Observe students and give feedback.)

5. The next sentence begins by naming the man. What words tell more about the man? (Signal.) *Brought the egg to his house.*
6. Is anything wrong with that sentence? (Signal.) Yes. (Call on a student.) *What's wrong with that sentence? (It doesn't end with a period.)* Put a period after **house**. (Observe students and give feedback.)
7. The next sentence begins with the word **he**. What words tell more? (Signal.) *Thought that the egg might be worth a lot of money.*
8. Is anything wrong with that sentence? (Signal.) Yes. (Call on a student.) *What's wrong with that sentence? (It doesn't begin with a capital.)* Make the sentence start with a capital.
9. The next sentence is a short sentence. It names the doorbell. What word tells more? (Signal.) *Rang.* Put a period after **rang**.
10. Read over the rest of the passage. Put in any missing periods or capitals. (Observe students and give feedback.)
11. I'll read the passage and tell you the missing marks.

- Capital **A**, A man took a big egg out of a nest. The man brought the egg to his house, period. Capital **H**, He thought that the egg might be worth a lot of money. The doorbell rang, period. Capital **T**, The man walked to the door. He opened the door, period. Capital **A**, A big bird flew into the room. It picked up the egg, period. Capital **T**, The man fainted. The big bird flew away with the egg, period.
12. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Edit Consolidation: Capital, And, And Then

1. Find part C in your workbook. ✓
2. I'll read the instructions: Edit the passage for these checks:

Check 1: Do any sentences begin with **and** or **and then**?

Check 2: Do all the words that are part of the person's name begin with a capital?

3. Some of the sentences begin with **and** or **and then**. Fix up the passage so the sentences do not begin with those words. (Observe students and give feedback.)
4. Read the paragraph again. Make sure each word that is part of the person's name begins with a capital. (Observe students and give feedback.)
5. I'll read the passage the way you should have fixed it up. Listen:
Capital **T**, Tonya capital **J**, Jackson was playing baseball. Cross out **and**. Capital **H**, Her team was losing two to one. Capital **T**, Tonya was at bat. The pitcher threw the ball to capital **T**, Tonya. Capital **T**, Tonya swung. She missed the ball. Cross out **and**. Capital **T**, Tonya was mad. The pitcher threw the ball toward Tonya again. Cross out **and then**. Tonya swung. She hit the ball. Cross out **and**. Capital **I**, It went far over everybody's head. Tonya ran around the bases. Her team won the game. Cross out **and then**. Capital **A**, All the girls clapped for capital **T**, Tonya.
6. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Editing: When To Use Pronouns *He, She, It*

1. Find part D in your workbook. ✓
2. I'll read the instructions: Cross out some of the names and write **he, she** or **it**.
3. Here's the rule for using the words **he, she** or **it** in paragraphs: If the next sentence names the same person or thing, change that sentence.
4. Touch sentence A. ✓
Sentence A names Mario. What's the letter for the next sentence? (Signal.) *B*.
 - Does sentence B name the same person sentence A names? (Signal.) Yes.
 - Yes, they both name Mario. So you're going to change sentence B. What word are you going to use instead of **Mario**? (Signal.) *He*.
 - Fix up sentence B. Cross out **Mario** and write **he**. Be sure to write a capital **H**. (Observe students and give feedback.)
5. Touch sentence C. ✓
 - What does that sentence name? (Signal.) *That cat*.
 - What's the letter for the next sentence? (Signal.) *D*.
 - Does sentence D name the same thing sentence C names? (Signal.) Yes.
 - Yes, they both name **that cat**. So you're going to change sentence D. What word are you going to use instead of **that cat**? (Signal.) *It*.
 - Fix up sentence D. Cross out **that cat** and write **it**. Be sure to write capital **I**. (Observe students and give feedback.)
6. Touch sentence E. ✓
 - Who does that sentence name? (Signal.) *Mario*.
 - What's the letter for the next sentence? (Signal.) *F*.
 - Does sentence F name the same person sentence E names? (Signal.) Yes. They both name Mario. So you're going to change sentence F. What word are you going to use instead of **Mario**? (Signal.) *He*.
 - Fix up sentence F. (Observe students and give feedback.)
7. Touch sentence G. ✓
 - Who does sentence G name? (Signal.) *His mother*.
 - What's the letter for the next sentence? (Signal.) *H*.
 - Does sentence H name the same person sentence G names? (Signal.) Yes.
 - Yes, they both name his mother. So you're going to change sentence H. What word are you going to use instead of **his mother**? (Signal.) *She*.
 - Fix up sentence H. (Observe students and give feedback.)
8. (Call on a student.) Read your fixed-up paragraph. (*Mario found many things when he went walking. He once found a striped cat. That cat was very thin. It was sitting on the sidewalk. Mario took the cat home with him. He tried to hide the cat from his mother. His mother heard the cat. She liked the cat and told Mario that he could keep it.*)
9. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 5 Subject/Predicate

- Everybody, pencils down. Find part E. ✓
- You've learned about the part of a sentence that names. Everybody, what do we call the part that names? (Signal.) *The subject.*
 - Listen: The part that tells more is the predicate. What's the part that tells more? (Signal.) *The predicate.*
Yes, the predicate.
- I'll read sentence 1: Five cats were on the roof. What's the **subject** of that sentence? (Signal.) *Five cats.*
 - Listen: Five cats were on the roof. What's the **predicate** of that sentence? (Signal.)
Were on the roof.
Yes, were on the roof.
 - Sentence 2: They read two funny books. What's the subject? (Signal.) *They.*
 - What's the predicate? (Signal.) *Read two funny books.*
 - (Repeat step 3 until firm.)
- The instructions for part E say to circle the subject and underline the predicate for each sentence. Do it now. Pencils down when you're finished.
(Observe students and give feedback.)
- Let's check your work. Make an **X** next to any item you missed.
 - Sentence 1: What's the subject? (Signal.) *Five cats.*
 - What's the predicate? (Signal.) *Were on the roof.*
 - Sentence 2. What's the subject? (Signal.) *They.*
 - What's the predicate? (Signal.) *Read two funny books.*
 - Sentence 3. What's the subject? (Signal.) *A red bird.*
 - What's the predicate? (Signal.) *Landed on a roof.*
 - Sentence 4. What's the subject? (Signal.) *A dog and a cat.*
 - What's the predicate? (Signal.) *Played in their yard.*
 - Sentence 5. What's the subject? (Signal.) *It.*
 - What's the predicate? (Signal.) *Stopped.*
 - Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part E.
(Observe students and give feedback.)

TEXTBOOK

EXERCISE 6 Preparing to Write a Paragraph



- Everybody, pencils down. Open your textbook to lesson 8.
Find Part F. ✓
I'll read the instructions: Write a paragraph that reports on what happened. Write a sentence for each name shown in the pictures.
Before you write we'll say sentences that tell what happened.
- Everybody, touch number 1.
Name that person. (Signal.) *Jill.*
 - Raise your hand when you can say a sentence that reports on the main thing Jill did in that picture. (Call on several students. Praise sentences such as: *Jill threw a ball to Robert.* For each good sentence: *Everybody, say that sentence.*)
- Everybody, touch number 2.
Name that person. (Signal.) *Robert.*
 - Raise your hand when you can say a sentence that reports on what Robert did in that picture. (Call on several students. Praise sentences such as: *Robert jumped up to catch the ball.* For each good sentence: *Everybody, say that sentence.*)
- Everybody, touch number 3.
Name that object. (Signal.) *The ball.*



- Raise your hand when you can say a sentence that reports on the main thing the ball did in that picture. (Call on several students. Praise sentences such as: *The ball went over Robert.* For each good sentence: **Everybody, say that sentence.**)
5. Everybody, touch number 4. That sentence will also tell about the ball. What word will you use to name the ball? (Signal.) *It.*
 - We can see the ball rolled down the hill. Who did the ball roll towards? (Signal.) *A skunk.*
 - Raise your hand when you can say a sentence that reports where the ball rolled in that picture. Begin your sentence with **it**. (Call on several students. Praise sentences such as: *It rolled down the hill toward a skunk.* For each good sentence: **Everybody, say that sentence.**)
 6. Everybody, touch number 5. Name that animal. (Signal.) *Rover.*
 - Raise your hand when you can say a sentence that reports on the main thing Rover did in that picture. (Call on several students. Praise sentences such as: *Rover chased the ball down the hill.* For each good sentence: **Everybody, say that sentence.**)
 7. Everybody, touch number 6. Name that animal. (Signal.) *The skunk.*
 - Raise your hand when you can say a sentence that reports on the main thing the skunk did in that picture. (Call on several students. Praise sentences such as: *The skunk made a big stink.* For each good sentence: **Everybody, say that sentence.**)
 8. Everybody, touch number 7. Name those persons. (Signal.) *Robert and Jill.*
 - Raise your hand when you can say a sentence that reports on the main thing Robert and Jill did in that picture. (Call on several students. Praise sentences such as: *Robert and Jill held their noses.* For each good sentence: **Everybody, say that sentence.**)
 9. I'll read a paragraph that reports on what happened: Jill threw a ball to Robert. Robert jumped up to catch the ball. The ball went over Robert. It rolled down a hill toward a skunk. Rover chased the ball down the hill. The skunk made a big stink. Robert and Jill held their noses.
 10. I'll say those sentences again. Jill threw a ball to Robert. Say that sentence. (Signal.) *Jill threw a ball to Robert.*
 - Robert jumped up to catch the ball. Say that sentence. (Signal.) *Robert jumped up to catch the ball.*
 - The ball went over Robert. Say that sentence. (Signal.) *The ball went over Robert.*
 - It rolled down a hill toward a skunk. Say that sentence. (Signal.) *It rolled down a hill toward a skunk.*
 - Rover chased the ball down the hill. Say that sentence. (Signal.) *Rover chased the ball down the hill.*
 - The skunk made a big stink. Say that sentence. (Signal.) *The skunk made a big stink.*
 - Robert and Jill held their noses. Say that sentence. (Signal.) *Robert and Jill held their noses.*

EXERCISE 7 Writing a Paragraph on Numbered Sequence in Pictures

1. Take out a sheet of lined paper and write your name and lesson 8 on the top line. ✓
2. Now you're going to write a paragraph that reports on what happened in these pictures. You'll write a sentence for each name shown in the pictures.
3. Touch the words in the vocabulary box as I read them: **missed, Robert's head, threw, held, smelled, their.**
4. Write your paragraph. For each number, name the person or thing, then tell the main thing the person or thing did. You have 10 minutes. (Observe students and give feedback.)
5. (After 10 minutes, say:) Stop writing. If you're not finished, you can finish later.
 - Now you are going to check your paragraphs. Make 3 check boxes under your paragraph. (Observe.)
6. Check one says: Does each sentence tell the main thing?
 - Read over your paragraph. Make sure that you have a sentence for each name shown in the pictures. Make sure that each sentence reports on the main thing the person or thing did. If you left out a sentence, write it under your paragraph and make an arrow to show where the sentence goes in the paragraph. If you have to rewrite a sentence, cross out the sentence and write the new sentence under the paragraph. When you're sure you have a sentence for each name, and all the sentences report on the main thing, make a check in the first box. (Observe students and give feedback.)
7. Check two says: Does each sentence begin with a capital and end with a period? Read that check. (Signal.) *Does each sentence begin with a capital and end with a period?*
 - Read over your paragraph. If a sentence doesn't begin with a capital and end with a period, fix it up. When you're sure all the sentences begin with a capital and end with a period, make a check in the second box. (Observe students and give feedback.)
8. Check three says: Does each sentence tell what somebody or something did? Read that check. (Signal.) *Does each sentence tell what somebody or something did?*
 - Read your paragraph again. If a sentence does not tell what a person or thing did, cross out the wrong words and write the correct words above the crossed out word. When you're sure that your sentences tell what a person did, make a check in the third check box. (Observe students and give feedback.)
9. I'll read over your paragraphs before the next lesson. For any problems with a check, I'll write letters in the margin.
 - During the next lesson, you'll fix up any errors. I'll have several students who did not have any problems with checks read their paragraph.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note: During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)

Objectives

- Edit run-on sentences in a paragraph. (Exercise 1)
- Indicate the correct pronoun (*he, she* or *it*) to use as the subject in a series of sentences about an individual or object. (Exercise 2)
- Edit sentences in a paragraph for capitals and periods. (Exercise 3)
- **Capitalize all parts of a person's name.** (Exercise 4)
- Edit a passage for past-tense verbs. (Exercise 5)
- Indicate the subject and predicate of sentences. (Exercise 6)
- Edit a paragraph that reports on actions of specified characters in a picture sequence. (Exercise 7 and 8)

WORKBOOK

Feedback on Lesson 8

- (Hand back students' work from lesson 8.)
- Praise students who had correct answers for all items in lesson 8 skill exercises.
- Provide feedback on any skill exercises that were troublesome.

EXERCISE 1 Editing: Run-ons

1. Open your workbook to lesson 9.
Find part A. ✓
2. I'll read the instructions: Fix up the run-on sentences in this passage.
3. I'll read the first sentence: Tom made some chocolate cookies and he put them in a shoe box and he put the shoe box in a corner of the kitchen.
Is that a run-on sentence? (Signal.) Yes.
Fix it up.
(Observe students and give feedback.)
4. (Call on a student.) Read your fixed up sentences. (*Tom made some chocolate cookies. He put them in a shoe box. He put the shoe box in a corner of the kitchen.*)
5. Read the rest of the passage. Fix up any run-on sentences. Pencils down when you're finished.
(Observe students and give feedback.)
6. Let's check your work.
7. I'll read the passage the way it should be:

Tom made some chocolate cookies, period. Cross out **and**. Capital **H**, He put them in a shoe box, period. Cross out **and**. Capital **H**, He put the shoe box in a corner of the kitchen. He went outside to play. Susan started cleaning the kitchen, period. Cross out **and**. Capital **S**, She did not know what was in the shoe box, period. Cross out **and**. Capital **S**, She threw the shoe box away. Tom got hungry. He went into the kitchen. He looked for the shoe box. It was gone. He asked Susan if she had seen the shoe box, period. Cross out **and**. Capital **S**, She told him she had thrown it away. Tom told Susan what was in the shoe box. Susan helped Tom make another batch of cookies.

8. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Editing: When to Use Pronouns *He, She, It*

1. Find part B in your workbook. ✓
2. I'll read the instructions. Cross out some of the names and write **he, she** or **it**.
3. Here's the rule for using the words **he, she** or **it** in paragraphs: If the next sentence names the same person or thing, change that sentence.

4. Touch sentence A. ✓
 - Sentence A names Trina. What's the letter for the next sentence? (Signal.) B.
 - Does sentence B name the same person sentence A names? (Signal.) Yes.
 - Yes, they both name Trina. So you're going to change sentence B. What word are you going to use instead of Trina? (Signal.) She.
 - Fix up sentence B. Cross out **Trina** and write **she**.
Be sure to write a capital **S**.
(Observe students and give feedback.)
5. Touch sentence C. ✓
 - Who does that sentence name? (Signal.) Her father.
 - What's the letter for the next sentence? (Signal.) D.
 - Does sentence D name the same person sentence C names? (Signal.) Yes.
Yes, they both name her father. So you're going to change sentence D. What word are you going to use instead of **her father**? (Signal.) He.
 - Fix up sentence D. Cross out **her father** and write **he**. Be sure to write a capital **H**.
(Observe students and give feedback.)
6. Touch sentence E. ✓
 - Who does that sentence name? (Signal.) Trina's brother.
 - What's the letter for the next sentence? (Signal.) F.
 - Does sentence F name the same person sentence E names? (Signal.) Yes.
They both name Trina's brother. So you're going to change sentence F. What word are you going to use instead of **Trina's brother**? (Signal.) He.
 - Fix up sentence F.
(Observe students and give feedback.)
7. (Call on a student.) Read your fixed-up paragraph. (*Trina loved to look for things on the sidewalk. She found three bugs, two rocks and a baseball yesterday. Her father did not like some of the things she found. He did not like the bugs that Trina brought home. Trina's brother liked one of the things Trina found. He liked the baseball.*)
8. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Editing for Missing Capitals and Periods

	<i>a man saw a butterfly it had purple and</i>
	<i>white spots. The man wanted to catch</i>
	<i>the butterfly he got a net. He started to</i>
	<i>chase the butterfly it flew over a pond.</i>
	<i>The man fell into the pond the pretty</i>
	<i>butterfly flew away</i>

1. Find part C. ✓
2. I'll read the instructions: Fix up the passage so that each sentence begins with a capital and ends with a period.
3. Some sentences in part C do not begin with capitals. Some sentences do not end with a period. You have to put in the missing capitals and periods.
4. I'll read the first sentence: a man saw a butterfly.
Is anything wrong with that sentence? (Signal.) Yes.
(Call on a student.) What's wrong with that sentence? (*It doesn't start with a capital and end with a period.*)
Everybody, fix it up.
(Observe students and give feedback.)
5. Read over the rest of the passage. Put in any missing periods or capitals. Pencils down when you're finished.
(Observe students and give feedback.)
6. I'll read the passage and tell you the missing marks.
Capital **A**, A man saw a butterfly, period.
Capital **I**, It had purple and white spots.
The man wanted to catch the butterfly, period.
Capital **H**, He got a net. He started to chase the butterfly, period.
Capital **I**, It flew over a pond. The man fell into the pond, period.
Capital **T**, The pretty butterfly flew away, period.
7. Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Capitalizing Names

1. Find part D. ✓
2. I'll read the instructions: If the words are somebody's name, begin the words with capital letters.

3. The first words are **lamar jenkins**. Is that somebody's name? (Signal.) Yes.
So we have to make **lamar** and **jenkins** begin with capitals. Fix up **lamar jenkins**. ✓
4. The next words are **mrs. williams**. Is that somebody's name? (Signal.) Yes.
Make the **m** in **mrs.** a capital. Make the **w** in **williams** a capital. ✓
5. The next words are **the doctor**. Is that somebody's name? (Signal.) No.
Don't change those words.
6. The next words are **his brother**. Is that somebody's name? (Signal.) No.
Don't change those words.
7. The next words are **tyrell washington**. Is that somebody's name? (Signal.) Yes.
Fix up both parts of the name. ✓
8. Look at the rest of the words in part D.
Make sure each person's name begins with a capital.
(Observe students and give feedback.)
9. Let's check your work. I'll say the words.
You say **capitals** if the words begin with capitals. Say **no capitals** if the words do not begin with capitals.
10. Lamar Jenkins Capitals.
Mrs. Williams Capitals.
the doctor No capitals.
his brother No capitals.
Tyrell Washington Capitals.
Jerry Martinez Capitals.
this boy No capitals.
Mr. Garcia Capitals.
the girl No capitals.
the nurse No capitals.
Mrs. Cash Capitals.
11. Raise your hand if you got no items wrong.
Great job.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 5 Editing: Progressive to Simple Past

1. Find part E in your workbook. ✓
2. I'll read the instructions: Fix up the passage so that all the sentences tell what a person did, not what a person was doing.
3. The passage tells about Shameka. All the sentences should tell what Shameka did.
4. I'll read the first sentence: Shameka bought a little tree.
That sentence tells what Shameka did.

5. I'll read the next sentence: She was digging a hole in her yard.
That sentence tells what Shameka was doing. It should tell what Shameka did. Say the sentence so that it tells what Shameka did. (Signal.) *She dug a hole in her yard.*
Cross out **was digging** and write **dug** above the crossed-out words. ✓
6. Read the rest of the passage. Fix up any sentence that tells what Shameka was doing so that it tells what Shameka did. (Observe students and give feedback.)
7. (Call on a student.) Read your fixed-up passage. (*Shameka bought a little tree. She dug a hole in her yard. She put the tree into the hole. She filled the hole with dirt. She watered the tree. She built a little fence around the tree.*)
8. Raise your hand if you got no items wrong.
Great job.
 - Everybody else, fix up any mistakes you made in part E.

EXERCISE 6 Subject/Predicate

1. Find part F. ✓
2. Everybody, what's the part of a sentence that names? (Signal.) *The subject.*
 - What's the part of a sentence that tells more? (Signal.) *The predicate.*
 - (Repeat step 2 until firm.)
3. For each sentence, circle the subject and underline the predicate. Do it now. Put your pencils down when you're finished. (Observe students and give feedback.)
4. Let's check your work. Make an **X** next to any item you missed.
 - Sentence 1. What's the subject? (Signal.) *Sara and Harry.*
 - What's the predicate? (Signal.) *Painted the kitchen blue.*
 - Sentence 2. What's the subject? (Signal.) *Sara.*
 - What's the predicate? (Signal.) *Had a paintbrush.*
 - Sentence 3. What's the subject? (Signal.) *Harry.*
 - What's the predicate? (Signal.) *Used a roller.*
 - Sentence 4. What's the subject? (Signal.) *They.*
 - What's the predicate? (Signal.) *Stopped to eat lunch.*

- Sentence 5. What's the subject? (Signal.) *She*.
 - What's the predicate? (Signal.) *Laughed*.
 - Sentence 6. What's the subject? (Signal.) *The windows*.
 - What's the predicate? (Signal.) *Were blue*.
5. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part F.

TEXTBOOK

EXERCISE 7 Practicing Applying Checking Procedure



1. Find part G in your workbook. ✓
 - Open your textbook to lesson 8. ✓
 - These are the pictures you wrote about last time.
2. Touch the paragraph in part G of your workbook.
- This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read the paragraph. Follow along: Jill threw a ball to Robert. Robert jump up to catch the ball. The ball went over Robert's head it rolled down the hill toward a skunk. Rover chased the ball. Robert and Jill held their noses.

3. The teacher wrote letters in the margin. What letters did the teacher write if a sentence does not begin with a capital or end with a period? (Signal.) *CP*.
- What letters did the teacher write if a sentence does not tell what somebody did? (Signal.) *D-I-D*.
- What letter did the teacher write if a sentence does not tell the main thing that happened or if a sentence is missing? (Signal.) *M*.
- (Repeat until firm.)
4. Touch the letter **M** in the margin. There is a little arrow on the line. That arrow tells us that a sentence is missing. Read the paragraph and look at the picture. Raise your hand when you can say the missing sentence. (Call on several students. Idea: *The skunk made a big stink*.) You'll write the missing sentence under the paragraph and make an arrow to show where it goes in the paragraph.
5. Fix up the paragraph so it meets all the checks. (Observe students and give feedback.)
6. Check your work.
- On the line with **D-I-D**, you should have crossed out the word **jump** and written the word **jumped** above it. Raise your hand if you fixed up that problem.
- On the line with the letters **CP**, you should have a period after the word **head**. The next word, **it**, should begin with a capital **I**. Raise your hand if you fixed up that problem.
- For the line with the letter **M**, you should have written a sentence under the paragraph that tells that the skunk made a big stink and made an arrow to show where that sentence goes in the paragraph.
- Raise your hand if you fixed up that problem.
- I'll read the paragraph with all the problems fixed up. Listen: Jill threw a ball to Robert. Robert jumped up to catch the ball. The ball went over Robert's head. It rolled down the hill toward a skunk. Rover chased the ball. The skunk made a big stink. Robert and Jill held their noses.

EXERCISE 8 Editing and Correcting a Paragraph



Return students' lined papers from lesson 8.

1. Find the paragraph you wrote last time. ✓
 - Keep your textbook open to part F on lesson 8. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin on your paper. That means that you didn't have

any problems with the checks. (Call on several students who raised their hands to read their paragraph. For sentences that are very good, say: **Everybody, say that sentence.**)

3. **Everybody, fix up any problems in your paragraph.** If you can't figure out the problem your paragraph has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can add words to make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph now meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Edit run-on sentences. (Exercise 1)
- **Identify the verbs in sentences.** (Exercise 2)
- Indicate the correct pronoun (*he, she or it*) to use as the subject in a series of sentences about an individual or object. (Exercise 3)
- **Perform on a mastery test of skills presented in lessons 1–9.** (Exercise 4)

Exercises 5–7 give instructions for marking the test, giving student feedback and providing remedies.

Feedback on Lesson 9

- (Before handing back students’ work from lesson 9, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students’ work from lesson 9.)
- Praise students:
 - a. who had correct answers for all items in lesson 9 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 1 Run-on Sentences

1. Everybody, open your workbook to lesson 10 and find part A. ✓
 - Each item is a run-on sentence. Remember, they are called run-ons because they are really more than one sentence. We’re going to find these sentences and fix them up.
2. I’ll read the first run-on: Mr. Clark went for a ride in the country and then his car ran out of gas and then he had to walk three miles to a gas station.
 - Listen: Make three sentences out of that run-on. Remember the capitals and periods. And remember to cross out **and** or **and then**. Pencils down when you’re finished. (Observe students and give feedback.)
 - Let’s check your work. Fix up any mistakes. I’ll read the three sentences for run-on 1.
 - Mr. Clark went for a ride in the country, period. Capital **H**, His car ran out of gas, period. Capital **H**, He had to walk three miles to a gas station.

3. I’ll read the next run-on: Kathy liked to read books and her favorite book was about horses and her brother gave her that book.
 - Listen: Make three sentences out of that run-on. Pencils down when you’re finished. (Observe students and give feedback.)
 - Check your work. Fix up any mistakes. I’ll read the three sentences for run-on 2.
 - Kathy liked to read books, period. Capital **H**, Her favorite book was about horses, period. Capital **H**, Her brother gave her that book.
4. I’ll read the last run-on: Pam’s mother asked Pam to mow the lawn and then Pam started to cut the grass and it was too wet.
 - Listen: Make three sentences out of that run-on. Pencils down when you’re finished. (Observe students and give feedback.)
 - Check your work. Fix up any mistakes. I’ll read the three sentences for run-on 3.
 - Pam’s mother asked Pam to mow the lawn, period. Pam started to cut the grass, period. Capital **I**, It was too wet.
5. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Predicate

Verbs

- Everybody, pencils down.
 - You're going to learn about verbs. Listen: Every sentence has a verb. The verb is usually in **the first part** of the predicate. In what part of the predicate is the verb? (Signal.) *The first part.*
- I'm going to say some sentences. Listen: The young boy ate ice cream. Say it. (Signal.) *The young boy ate ice cream.*
 - What's the subject? (Signal.) *The young boy.*
What's the predicate? (Signal.) *Ate ice cream.*
 - Listen: What's the **first word** in the predicate? (Signal.) *Ate.*
 - That's a verb.
 - Listen: Boys and girls ran to the store. Say it. (Signal.) *Boys and girls ran to the store.*
 - What's the subject? (Signal.) *Boys and girls.*
What's the predicate? (Signal.) *Ran to the store.*
 - What's the **first word** in the predicate? (Signal.) *Ran.*
 - Yes, **ran**. That's a verb.
 - Listen: A frog had long legs. Say it. (Signal.) *A frog had long legs.*
 - What's the subject? (Signal.) *A frog.*
What's the predicate? (Signal.) *Had long legs.*
 - What's the first word in the predicate? (Signal.) *Had.*
 - Yes, **had**. That's a verb.
 - (Repeat step 2 until firm.)
- Listen: Those girls were tall. Say it. (Signal.) *Those girls were tall.*
 - What's the subject? (Signal.) *Those girls.*
What's the predicate? (Signal.) *Were tall.*
What's the verb? (Signal.) *Were.*
Yes, **were**.
 - Listen: A fish swam. Say it. (Signal.) *A fish swam.*
 - What's the subject? (Signal.) *A fish.*
What's the predicate? (Signal.) *Swam.*
What's the verb? (Signal.) *Swam.*
Yes, **swam**. There's only one word in the predicate, so that word has to be the verb.
 - Listen: His new bike was green. Say it. (Signal.) *His new bike was green.*

- What's the subject? (Signal.) *His new bike.*
What's the predicate? (Signal.) *Was green.*
What's the verb? (Signal.) *Was.*
Yes, **was**.
 - Listen: Bill cut the grass. Say it. (Signal.) *Bill cut the grass.*
 - What's the subject? (Signal.) *Bill.*
What's the predicate? (Signal.) *Cut the grass.*
What's the verb? (Signal.) *Cut.*
Yes, **cut**.
 - (Repeat step 3 until firm.)
- Remember, the verb is usually the first word of the predicate.

EXERCISE 3 Editing: When to Use Pronouns *He, She, It*

- Find part B in your workbook. ✓
- I'll read the instructions: Cross out some of the names and write **he, she** or **it**.
- Remember the rule for using the words **he, she** or **it** in paragraphs: If the next sentence names the same person or thing, change that sentence.
- Who does the first sentence name? (Signal.) *James.*
Does the next sentence also name James? (Signal.) *Yes.*
What are you going to write instead of **James**? (Signal.) *He.*
Cross out **James** at the beginning of the second sentence and write **he**.
(Observe students and give feedback.)
- Fix up the names in the paragraph. Start with the first sentence and see if the next sentence names the same person or thing. If it does, cross out the name and write **he, she** or **it** above the crossed-out word.
(Observe students and give feedback.)
- (Call on a student.) *Read your fixed-up paragraph. (James had a birthday yesterday. He was 11 years old. His mother brought a big birthday cake to school. She gave a piece of cake to each person in James' class. The cake tasted great. It had chocolate icing.)*
- Raise your hand if you got no items wrong. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Test

Capitals and periods

1. The rest of the lesson is a test. You'll do the whole test and then I'll mark it.
Find part A of test 1.
2. I'll read the instructions. Put in the capitals and periods.
 - Fix up the paragraph so that each sentence begins with a capital and ends with a period. Put your pencil down when you are finished.

Past Tense

1. Find part B. ✓
2. I'll read the instructions: Fix up the sentences so they tell what people did. Do it. Put your pencil down when you are finished.

Pronouns

1. Find part C. ✓
2. I'll read the instructions: Fill in the blanks with **he, she, it** or **they**. Do it. Put your pencil down when you're finished.

Subject/Predicate

1. Find part D. ✓
2. I'll read the instructions: Circle the subject of each sentence. Underline the predicate. Do it. Put your pencil down when you are finished.

EXERCISE 5 Marking the Test

1. (Mark the workbooks before the next scheduled language lesson. Use the *Language Arts Answer Key* to determine acceptable responses for the test.)
2. (Write the number of errors each student made on the test in the test scorebox at the beginning of the test.)
3. (Enter the number of errors each student made on the Summary for Test 1. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)

EXERCISE 6 Feedback on Test 1

1. (Return the students' workbooks after they are marked.)
 - Everybody, open your workbook to lesson 10.

2. The number I wrote in the test scorebox tells how many items you got wrong on the whole test. Raise your hand if I wrote **0, 1** or **2** at the top of your test. **Those are super stars.**
 - Raise your hand if I wrote **3** or **4**. Those are pretty good workers.
 - If I wrote a number that's more than 4, you're going to have to work harder.

EXERCISE 7 Test Remedies

- (Before beginning lesson 11, provide any necessary remedies. Present the exercise verbally before having students write the answers. After students complete the exercises specified for a remedy, check their work and give feedback.)

Test Part A

Editing—Capitals and Periods

If more than 1/4 of the students made 2 or more errors in test part A, present the following exercises:

- (Direct students to part A on page 177 of the student workbook.)
Put in capitals and periods.
- (Direct students to part B on page 177 of the student workbook.)
Fix up the passage so that each sentence begins with a capital and ends with a period.

Test Part B

Editing Sentences

If more than 1/4 of the students made 2 or more errors in test part B, present the following exercises:

- (Direct students to part C on page 178 of the student workbook.)
Fix up the sentences so they tell what the people did.
Cross out the words that tell what somebody is doing or was doing.
- (Direct students to part D on page 178 of the student workbook.)
Fix up the sentences so they tell what the people did.
Cross out the words that tell what somebody is doing or was doing.

Test Part C

Pronouns—*He, She, It, They*

If more than 1/4 of the students made 2 or more errors in test part C, present the following exercises:

- (Direct students to part E on page 179 of the student workbook.)
Fill in the blanks with **he, she, it** or **they**.
- (Direct students to part F on page 179 of the student workbook.)
Fill in the blanks with **he, she, it** or **they**.

Test Part D

Subject/Predicate

If more than 1/4 of the students made 2 or more errors in test part D, present the following exercises:

- (Direct students to part G on page 180 of the student workbook.)
For each sentence, circle the subject and underline the predicate.
- (Direct students to part H on page 180 of the student workbook.)
For each sentence, circle the subject and underline the predicate.

Objectives

- Determine whether a pronoun is appropriate for the subject of a sentence. (Exercise 1)
- Edit run-on sentences. (Exercise 2)
- Identify the subject, predicate and verb in sentences. (Exercise 3 and 4)
- Edit a paragraph for capitals, periods and names that are not capitalized. (Exercise 5)
- Say sentences that tell the main thing that illustrated characters did in an action sequence of pictures. (Exercise 6)
- Construct a paragraph that reports on actions of specified characters in a picture sequence. (Exercise 7)

WORKBOOK

EXERCISE 1 Clarity

Pronouns

- Everybody, open your workbook to lesson 11 and find part A. ✓
 - The paragraph reports on the picture. You'll write the correct words for each missing subject.
- Here's the rule: If two sentences in a row name the same person or group, you can use **he, she, it** or **they** for the **second** sentence. But you can't use **he, she, it** or **they** for the first sentence. If you do that, your paragraph will be unclear. Remember, for two sentences in a row that have the same subject, you name the person or group in the first sentence. Then you can use **he, she, it** or **they** in the second sentence.
- Look at the picture.
Here's the first sentence: Three women worked on a house. Remember, if the next sentence names the same group, you can use **he, she, it** or **they**.
 - Here's the next sentence: Blank wore work clothes. That sentence tells about all the women. So what word goes in the blank? (Signal.) *They*.
 - Write **they** in the blank. ✓
- Next sentence: Blank cut a board. Are we still talking about all the women? (Signal.) *No*.
 - So we'll have to name the new person or group. Blank cut a board. What word goes in the blank? (Signal.) *Milly*.
- Write **Milly**. ✓
- Next sentence: Blank used a saw. Think big: What word goes in the blank? (Signal.) *She*.
 - Milly was already named in the last sentence, so we can use the word **she**. Write **she**.
- Remember, if you introduce somebody or something for the first time, use the name. If the next sentence refers to the same person or thing, use **he, she, it** or **they**.
 - Fill in the rest of the words on your own. Put your pencil down when you're finished. (Observe students and give feedback.)
- Let's check your work. I'll read the paragraph.
 - Three women worked on a house. **They** wore work clothes. **Milly** cut a board. **She** used a saw. **Kay** carried three pieces of wood. **She** carried the boards on her shoulder. **Jean** hammered nails into the wood.
That paragraph is pretty clear now.
- Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Run-on Sentences

- Everybody, pencils down. Find part B. ✓
 - I'll read the instructions: Fix up the run-on sentences. The number at the end of each run-on tells how many sentences you should make.
- Touch the number at the end of run-on 1. ✓
 - What number is at the end of run-on 1? (Signal.) *Three*.

- That means you make three sentences out of that run-on.
 - Look at run-on 2.
How many sentences are you going to make out of that run-on? (Signal.) *Four.*
 - Look at run-on 3.
How many sentences are you going to make out of that run-on? (Signal.) *Three.*
3. Fix up the run-ons. Do it now. Pencils down when you're finished.
(Observe students and give feedback.)
 4. Let's check your work.
 - Run-on 1: Miss Wilson saw a used bike at a store, period. Capital **T**, The bike was red and blue, period. Miss Wilson bought it for her sister.
 - Run-on 2: Richard and his sister went to a movie, period. Capital **I**, It was very funny, period. Richard and his sister ate popcorn, period. Capital **T**, Their mother picked them up after the movie.
 - Run-on 3: Tina built a doghouse for her dog, period. Capital **S**, She looked in the doghouse, period. Capital **F**, Four cats were in the doghouse with her dog.
 5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Verbs

1. Everybody, pencils down. Remember, every sentence has a verb. The verb is usually in the first part of the predicate.
2. Listen: A dog ate lots of food. Say it. (Signal.) *A dog ate lots of food.*
 - What's the subject? (Signal.) *A dog.*
What's the predicate? (Signal.) *Ate lots of food.*
What's the first word in the predicate? (Signal.) *Ate.*
 - That's the verb.
 - Listen: The girl threw a ball. Say it. (Signal.) *The girl threw a ball.*
 - What's the subject? (Signal.) *The girl.*
What's the predicate? (Signal.) *Threw a ball.*
What's the first word in the predicate? (Signal.) *Threw.*
 - That's the verb.
 - (Repeat step 2 until firm.)

3. Listen: Boys and girls were in school. Say it. (Signal.) *Boys and girls were in school.*
 - What's the subject? (Signal.) *Boys and girls.*
What's the predicate? (Signal.) *Were in school.*
What's the verb? (Signal.) *Were.*
 - Listen: A bird flew. Say it. (Signal.) *A bird flew.*
 - What's the subject? (Signal.) *A bird.*
What's the predicate? (Signal.) *Flew.*
What's the verb? (Signal.) *Flew.*
 - Yes, **flew**. There's only one word in the predicate, so that word has to be the verb.
 - (Repeat step 3 until firm.)

EXERCISE 4 Verbs

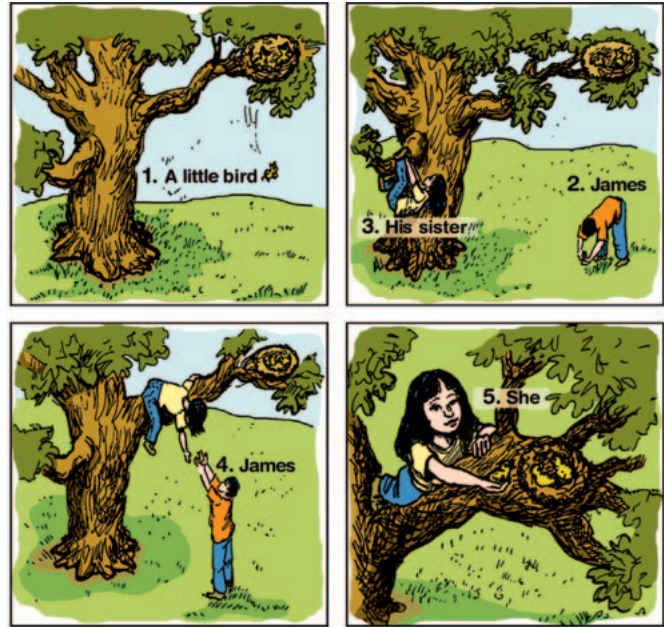
1. Everybody, find part C. ✓
2. I'll read sentence 1: Six bottles were on the table. What's the subject? (Signal.) *Six bottles.*
 - What's the predicate? (Signal.) *Were on the table.*
 - What's the verb? (Signal.) *Were.*
 - Sentence 2: An old lion chased the rabbit. What's the subject? (Signal.) *An old lion.*
 - What's the predicate? (Signal.) *Chased the rabbit.*
 - What's the verb? (Signal.) *Chased.*
3. Here are the instructions for part C: Circle the subject of each sentence. Underline the predicate. Then make a **V** above the verb. Remember, the verb is the first word of the predicate. Do the sentences now. Pencils down when you're finished.
(Observe students and give feedback.)
4. Let's check your work.
 - Sentence 1. What's the subject? (Signal.) *Six bottles.*
 - What's the predicate? (Signal.) *Were on the table.*
 - What's the verb? (Signal.) *Were.*
 - You should have written **V** above the word **were**. Raise your hand if you got it right.
 - Sentence 2. What's the subject? (Signal.) *An old lion.*
 - What's the predicate? (Signal.) *Chased the rabbit.*
 - What's the verb? (Signal.) *Chased.*

- Sentence 3. What's the subject? (Signal.) *Jane and Sue.*
 - What's the predicate? (Signal.) *Sat under a tree.*
 - What's the verb? (Signal.) *Sat.*
 - Sentence 4. What's the subject? (Signal.) *His brother.*
 - What's the predicate? (Signal.) *Had a candy bar.*
 - What's the verb? (Signal.) *Had.*
5. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part C.

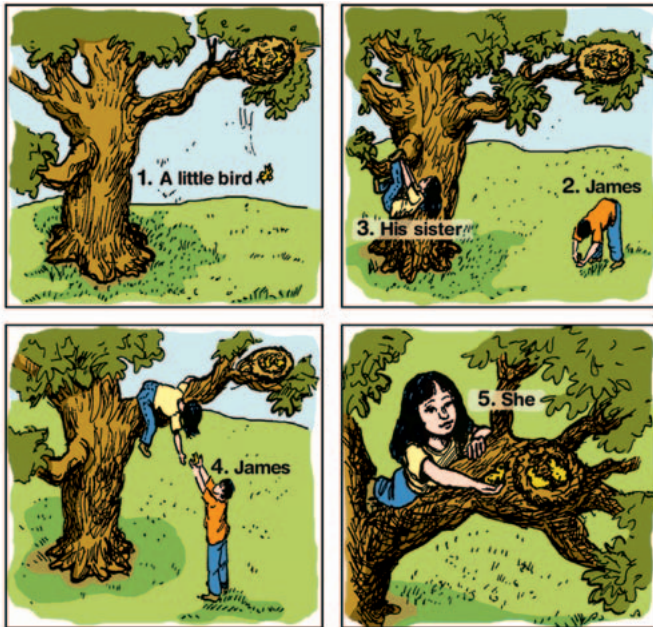
EXERCISE 5 Paragraph Editing

- Everybody, pencils down. Find part D. ✓
 - You're going to edit the paragraph in part D for two different things.
- I'll read the checks. Follow along.
 - Check 1: Does each sentence begin with a capital and end with a period?
 - Check 2: Does each part of a person's name begin with a capital letter?
- Listen: First check to make sure each sentence starts with a capital and ends with a period. Make a check in box 1 to show you've checked the sentences. Raise your hand when you're finished. (Observe students and give feedback.)
- (After students complete check 1, say:) Now go through the paragraph again for check 2. Fix up the paragraph so all the parts of a person's name begin with a capital letter. Then make a check in box 2. Put your pencil down when you're finished. (Observe students and give feedback.)
- Let's check your work. I'll read the fixed-up paragraph.
 - A woman lived near our school, period. Her name was capital **M**, Mrs. capital **J**, Jones, period. Capital **S**, She was an airplane pilot. She told us many stories about flying planes, period.
- Raise your hand if you fixed up all the mistakes. Great job.
 - Everybody else, fix up any mistakes you missed in part D.

EXERCISE 6 Preparing to Write a Paragraph



- Everybody, pencils down. Open your textbook to lesson 11. Find part E. ✓
I'll read the instructions: Write a paragraph that reports on what happened. Write a sentence for each name shown in the pictures. Before you write, we'll say sentences that tell what happened.
- Everybody, touch number 1. Name that animal. (Signal.) *A little bird.*
 - Raise your hand when you can say a sentence that reports on the main thing a little bird did in that picture. (Call on several students. Praise sentences such as: *A little bird fell out of its nest.* For each good sentence: Everybody, say that sentence.)
- Everybody, touch number 2. Name that person. (Signal.) *James.*
 - Raise your hand when you can say a sentence that reports on what James did in that picture. (Call on several students. Praise sentences such as: *James picked up the little bird.* For each good sentence: Everybody, say that sentence.)



4. Everybody, touch number 3.
Name that person. (Signal.) *His sister.*
 - Raise your hand when you can say a sentence that reports on the main thing his sister did in that picture. (Call on several students. Praise sentences such as: *His sister climbed up the tree.* For each good sentence: *Everybody, say that sentence.*)
5. Everybody, touch number 4.
Name that person. (Signal.) *James.*
 - Raise your hand when you can say a sentence that reports on the main thing James did in that picture. (Call on several students. Praise sentences such as: *James handed the bird to his sister.* For each good sentence: *Everybody, say that sentence.*)
6. Everybody, touch number 5.
The next sentence will tell what his sister did. What word will you use to name his sister? (Signal.) *She.*
 - Raise your hand when you can say a sentence that reports on the main thing his sister did in that picture. Start your sentence with **she**. (Call on several students. Praise sentences such as: *She put the little bird back into its nest.* For each good sentence: *Everybody, say that sentence.*)
7. I'll read a passage that reports on what happened: A little bird fell out of a tree. James picked up the little bird. His sister climbed up the tree. James handed the bird to his sister. She put the bird back in its nest.

8. I'll say those sentences again.
 - A little bird fell out of a tree. Everybody, say that sentence. (Signal.) *A little bird fell out of a tree.*
 - James picked up the little bird. Say that sentence. (Signal.) *James picked up the little bird.*
 - His sister climbed up the tree. Say that sentence. (Signal.) *His sister climbed up the tree.*
 - James handed the bird to his sister. Say that sentence. (Signal.) *James handed the bird to his sister.*
 - She put the bird back in its nest. Say that sentence. (Signal.) *She put the bird back in its nest.*
- (Repeat step 8 until firm.)

EXERCISE 7 Writing a Paragraph on Numbered Sequence in Pictures

1. Take out a sheet of lined paper and write your name and lesson 11 on the top line. ✓
2. Now you're going to write a paragraph that reports on what happened in these pictures. You'll write a sentence for each name shown in the pictures.
3. Touch the words in the vocabulary box as I read them: **bird, helped, fell, its nest, ground, climbed, tree, branch.**
4. Write your paragraph. Remember, write a clear sentence for each number. Indent your first sentence. For each number, name the person or thing, then tell the main thing the person or thing did. You have 8 minutes. (Observe students and give feedback.)
5. (After 8 minutes, say:) Stop writing. If you're not finished, you can finish later. Now you are going to check your paragraphs. Make 3 check boxes under your paragraph. ✓

6. Check 1 says: Does each sentence tell the main thing? Everybody, read over your paragraph. Make sure that you have a sentence for each name shown in the pictures. Make sure that each sentence reports on the main thing the person or thing did. When you're sure you have a sentence for each name and all the sentences report on the main thing, make a check in the first box. (Observe students and give feedback.)
7. Check 2 says: Does each sentence begin with a capital and end with a period?
 - Read over your paragraph. If a sentence doesn't begin with a capital and end with a period, fix it up. When you're sure all the sentences begin with a capital and end with a period, make a check in the second box. (Observe students and give feedback.)
8. Check 3 says: Does each sentence tell what somebody or something did?
 - Read your paragraph again. Make sure that each sentence tells what a person or thing did. When you're sure all the sentences tell what someone did, make a check in the third box. (Observe students and give feedback.)
9. I'll read your paragraphs before the next lesson. For any problems with a check, I'll write letters in the margin. During the next lesson, you'll correct any errors. I'll have several students who did not have any problems with checks read their paragraph.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note: During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)

Objectives

- Identify the subject, predicate and verb in sentences. (Exercise 2)
- **Edit a paragraph for run-on sentences.** (Exercise 3)
- Write past-time verbs for irregular present-time verbs. (Exercise 4)
- Determine whether a pronoun is appropriate for the subject of a sentence. (Exercise 5)
- Edit a paragraph that reports on actions of specified characters in a picture sequence. (Exercise 6 and 7)

WORKBOOK

EXERCISE 1 Feedback on Lesson 11

- (Hand back students' work from lesson 11.)
- Praise students who had correct answers for all items in lesson 11 skill exercises.
- Provide feedback on any skill exercises that were troublesome.

EXERCISE 2 Subject/Predicate

Verbs

1. I'm going to say some sentences. You're going to tell me the subject, the predicate and the verb of each sentence. Remember, the verb is usually in the first part of the predicate.
2. Listen: She sat on the table. What's the subject? (Signal.) *She*.
 - What's the predicate? (Signal.) *Sat on the table*.
 - What's the verb? (Signal.) *Sat*.
- Listen: My dad had a headache. What's the subject? (Signal.) *My dad*.
 - What's the predicate? (Signal.) *Had a headache*.
 - What's the verb? (Signal.) *Had*.
- Listen: Three dogs and two cats played in the yard. What's the subject? (Signal.) *Three dogs and two cats*.
 - What's the predicate? (Signal.) *Played in the yard*.
 - What's the verb? (Signal.) *Played*.
- (Repeat step 2 until firm.)

3. Open your workbook to lesson 12 and find part A. ✓
 - Here's what you'll do: Circle the subject of each sentence. Underline the predicate. Then make a **V** above each verb. Do it now. Put your pencil down when you're finished. (Observe students and give feedback.)
4. Let's check your work.
 - Sentence 1. What's the subject? (Signal.) *A black pencil*.
 - What's the predicate? (Signal.) *Fell off the table*.
 - What's the verb? (Signal.) *Fell*.
 - You should have written **V** above the word **fell**.
 - Sentence 2. What's the subject? (Signal.) *My sister*.
 - What's the predicate? (Signal.) *Was sick*.
 - What's the verb? (Signal.) *Was*.
 - Sentence 3. What's the subject? (Signal.) *A dog and a cat*.
 - What's the predicate? (Signal.) *Played in the park*.
 - What's the verb? (Signal.) *Played*.
 - Sentence 4. What's the subject? (Signal.) *They*.
 - What's the predicate? (Signal.) *Smiled*.
 - What's the verb? (Signal.) *Smiled*.
 - Sentence 5. What's the subject? (Signal.) *Mary*.
 - What's the predicate? (Signal.) *Sang softly*.
 - What's the verb? (Signal.) *Sang*.
 - Sentence 6. What's the subject? (Signal.) *An old horse*.

- What's the predicate? (Signal.) *Drank from a bucket.*
 - What's the verb? (Signal.) *Drank.*
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Editing Paragraphs

Run-On Sentences

1. Everybody, pencils down. Find part B. ✓
 - I'll read the instructions: Fix up the run-on sentences in this paragraph.
 - Not all of the sentences are run-ons.
2. I'll read the first sentence: Don found a lost dog and the dog had a collar around its neck. Everybody, is that a run-on sentence? (Signal.) *Yes.*
 - So we'll find where the first sentence should end by finding the subject and the predicate. The subject is **Don**. Everybody, what words tell more about Don? (Signal.) *Found a lost dog.*
 - That's the predicate, and that's where the sentence should end. Put a period after **dog**. Cross out **and**. Then make the next word begin with a capital.
3. Next sentence: The dog had a collar around its neck. Everybody, is that a run-on sentence? (Signal.) *No.*
4. Next sentence: The collar had a phone number on it and then Don called the phone number and the dog's owner answered the telephone. Is that a run-on sentence? (Signal.) *Yes.*
 - Fix it up.
 - Check your work. You should have three sentences for that run-on. Here they are: The collar had a phone number on it, period. Don called the phone number, period. Capital **T**, The dog's owner answered the telephone.
5. Read the rest of the paragraph. If there are any more run-on sentences, fix them up. Put your pencil down when you're finished. (Observe students and give feedback.)
6. Check your work. The last sentence was a run-on sentence. I'll read that sentence: He went to Don's house and then Don gave the dog to the owner.

- Here's what you should have: He went to Don's house, period. Don gave the dog to the owner.
7. Check your paragraph to make sure you have all the sentences right and each sentence begins with a capital and ends with a period. Raise your hand when you're finished checking your paragraph.

EXERCISE 4 Irregular Verbs

1. Everybody, find part C. ✓
 - These are words that tell what somebody **does**.
2. Listen: All these words are verbs. You're going to write words that tell what somebody **did**. Listen: All the words you'll write are also verbs. Words that tell what somebody does are verbs. Words that tell what somebody did are verbs.
3. I'll read the instructions: For each verb that tells what somebody does, write the verb that tells what somebody did. Do it. Write the verbs. Pencils down when you're finished. (Observe students and give feedback.)
4. Let's check your work.
 - Verb 1: begins. What verb tells what somebody did? (Signal.) *Began.*
 - Brings. What verb tells what somebody did? (Signal.) *Brought.*
 - Flies. What verb tells what somebody did? (Signal.) *Flew.*
 - Swims. What verb tells what somebody did? (Signal.) *Swam.*
 - Takes. What verb tells what somebody did? (Signal.) *Took.*
 - Comes. What verb tells what somebody did? (Signal.) *Came.*
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part C.

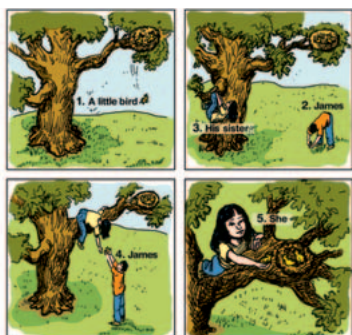
EXERCISE 5 Clarity

Pronouns

1. Everybody, find part D. ✓
 - You'll write the correct words for each subject. Remember, if two sentences in a row have the same subject, you name the person or group in the first sentence. Then you can use **he**, **she**, **it** or **they** in the second sentence.
2. Look at the picture.
Here's the first sentence: Blank sat in the wheelchair. We're naming a person for the first time. What word goes in the blank? (Signal.) *Ben*.
 - Write **Ben** in the blank. ✓
3. Next sentence: Blank wore pajamas. What word goes in the blank? (Signal.) *He*.
 - Write **he** in the blank. ✓
 - I'll read the rest of the paragraph: The blank had big wheels and little wheels. Blank had a seat, a back and two handles. Blank held a purse. Blank wore a skirt and a sweater. Blank was behind the wheelchair. Blank pushed the wheelchair.
 - Fill in the rest of the words on your own. Pencils down when you're finished. (Observe students and give feedback.)
4. Let's check your work. I'll read the paragraph.
 - **Ben** sat in the wheelchair. He wore pajamas. The **wheelchair** had big wheels and little wheels. **It** had a seat, a back and two handles. **Dora** held a purse. **She** wore a skirt and a sweater. **Ruth** was behind the wheelchair. **She** pushed the wheelchair.
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part D.

LINED PAPER • TEXTBOOK

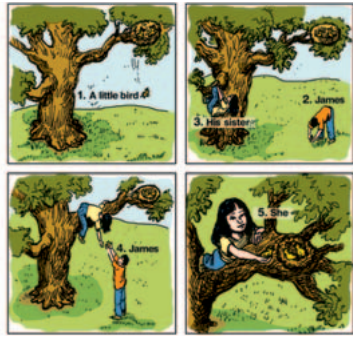
EXERCISE 6 Practicing Applying Checking Procedure



1. Find part E in your workbook.
 - Open your textbook to lesson 11. ✓
 - These are the pictures you wrote a paragraph about last time. (Observe.)
2. Touch the paragraph in part E of your workbook.
 - This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read the paragraph. Listen: A little bird fell out of its nest. James pick up the little bird. His sister climbed up the tree. She put the bird back in its nest.
3. For any problems with a check, the teacher wrote letters in the margin.
4. Touch the letter **M** in the margin. There is a little arrow on the line. That tells us that a sentence is missing. Read the paragraph and look at the picture. Raise your hand when you can say the missing sentence.
(Call on student. Idea: *James gave the bird to his sister.*)
You'll write the missing sentence under the paragraph and make an arrow to show where it goes in the paragraph.
5. Fix up the paragraph so it meets all the checks. (Observe students and give feedback.)
6. Check your work.
 - On the line with **D-I-D**, you should have crossed out the word **pick** and written the word **picked** above. Raise your hand if you fixed up that problem.
 - For the line with the letter **M**, you should have written a sentence under the paragraph that tells that James gave the bird to his sister and made an arrow to show where that sentence goes in the paragraph.
 - On the line with the letters **CP**, the word **she** should begin with a capital **S**.
 - Raise your hand if you fixed up all the problems.
7. I'll read the paragraph with the problems fixed up. Listen: A little bird fell out of its nest. James picked up the little bird. His sister climbed up the tree. James gave the bird to his sister. She put the bird back in its nest.

EXERCISE 7 Editing and Fixing up a Paragraph

Return students' lined papers from lesson 11.



1. Find the paragraph you wrote last time. ✓
 - Keep your textbook open to part F on lesson 11.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin on your paper. (Call on several students who raised their hand to read their paragraph. For sentences that are very good, say: Everybody, say that sentence.)

3. Everybody, fix up any problems in your paragraph. If you can't figure out the problem your paragraph has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can add words to make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. When appropriate, write brief comments.

Objectives

- Indicate the subject, predicate and verb in sentences. (Exercise 2)
- Edit a paragraph for run-on sentences. (Exercise 3)
- Determine whether a pronoun is appropriate for the subject of a sentence. (Exercise 4)
- Say sentences that tell the main thing that illustrated characters did in an action sequence of pictures. (Exercise 5)
- Construct a paragraph that reports on actions of specified characters in picture sequence. (Exercise 6)

WORKBOOK

EXERCISE 1 Feedback on Lesson 12

- (Before handing back students' work from lesson 12, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 12.)
- Praise students :
 - a. who had correct answers for all items in lesson 12 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

EXERCISE 2 Subject/Predicate

Verbs

1. Everybody, open your workbook to lesson 13 and find part A. ✓
 - Here's what you'll do: Circle the subject of each sentence. Underline the predicate. Then make a **V** above each verb. Do it now. Put your pencil down when you're finished. (Observe students and give feedback.)
2. Let's check your work.
 - Sentence 1. What's the subject? (Signal.) *She.*
 - What's the predicate? (Signal.) *Jumped into the pool.*
 - What's the verb? (Signal.) *Jumped.*
 - You should have written **V** above the word **jumped**.
 - Sentence 2. What's the subject? (Signal.) *A young woman.*
 - What's the predicate? (Signal.) *Read a book about dinosaurs.*
 - What's the verb? (Signal.) *Read.*

- Sentence 3. What's the subject? (Signal.) *My mother.*
 - What's the predicate? (Signal.) *Had a new car.*
 - What's the verb? (Signal.) *Had.*
 - Sentence 4. What's the subject? (Signal.) *They.*
 - What's the predicate? (Signal.) *Laughed.*
 - What's the verb? (Signal.) *Laughed.*
 - Sentence 5. What's the subject? (Signal.) *My brother and my sister.*
 - What's the predicate? (Signal.) *Ate cookies and ice cream.*
 - What's the verb? (Signal.) *Ate.*
3. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Editing Paragraphs

Run-On Sentences

1. Everybody, find part B. ✓
 - I'll read the paragraph: Linda went on an airplane and she had never been on an airplane before. She sat in a seat next to the window and the plane took off. She fell asleep for an hour and she woke up and the plane landed. Her grandmother was waiting for her.
2. Fix up the run-on sentences. Pencils down when you're finished. (Observe students and give feedback.)

3. Check your paragraph. I'll read the fixed-up paragraph.
 - Linda went on an airplane, period. Capital **S**, She had never been on an airplane before. She sat in a seat next to the window, period. Capital **T**, The plane took off. She fell asleep for an hour, period. Capital **S**, She woke up, period. Capital **T**, The plane landed. Her grandmother was waiting for her.
4. Raise your hand if you fixed up all the sentences. Great job.
 - Everybody else, fix up any run-ons you missed.

EXERCISE 4 Clarity

Pronouns

1. Everybody, find part C. ✓
 - You'll write the correct words for each subject. Remember, if two sentences in a row have the same subject, you name the person or group in the first sentence. Then you can use **he**, **she**, **it** or **they** in the next sentence.
2. Look at the picture.

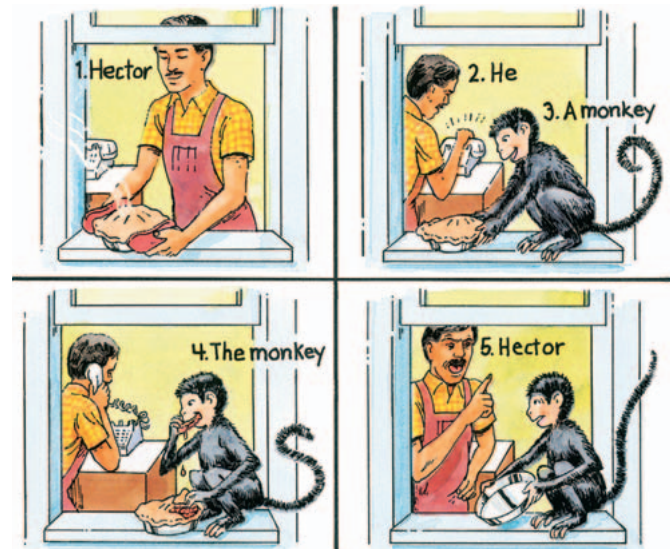
Here's the first sentence: Blank and blank worked in the garden.

 - (Call on a student:) Who worked in the garden? *James and Alice.*
 - Everybody, write **James** and **Alice** in the first two blanks. ✓
3. I'll read the rest of the paragraph: Blank wore work clothes. Blank dug a hole. Blank pushed the shovel down with her foot. Blank sawed a branch. Blank held the branch with one hand.
 - Fill in the rest of the words on your own. Pencils down when you're finished. (Observe students and give feedback.)
4. Let's check your work. I'll read the paragraph.
 - **James** and **Alice** worked in the garden. **They** wore work clothes. **Alice** dug a hole. **She** pushed the shovel down with her foot. **James** sawed a branch. **He** held the branch with one hand.

5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part C.

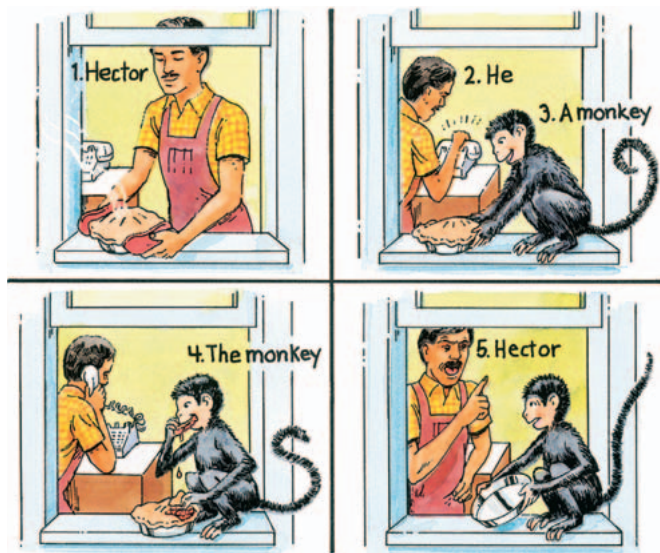
TEXTBOOK

EXERCISE 5 Preparing to Write a Paragraph



1. Everybody, pencils down. Open your textbook to lesson 13. Find part D. ✓

I'll read the instructions: Write a paragraph that reports on what happened. Write a sentence for each name shown in the pictures. Before you write, we'll say sentences that tell what happened.
2. Everybody, touch number 1. Name that person. (Signal.) *Hector.*
 - Raise your hand when you can say a sentence that reports on the main thing Hector did in that picture. (Call on several students. Praise sentences such as: *Hector put a hot pie on the windowsill.* For each good sentence: **Everybody, say that sentence.**)
3. Everybody, touch number 2. Number 2 is Hector again.
 - Raise your hand when you can say a sentence that reports on the main thing Hector did in that picture. Start your sentence with **he**. (Call on several students. Praise sentences such as: *He went inside the room to answer the telephone.* For each good sentence: **Everybody, say that sentence.**)



4. Everybody, touch number 3.
Name that animal. (Signal.) *A monkey.*
 - Raise your hand when you can say a sentence that reports on the main thing a monkey did in that picture. (Call on several students. Praise sentences such as: *A monkey grabbed the pie.* For each good sentence: *Everybody, say that sentence.*)
5. Everybody, touch number 4.
Name that animal. (Signal.) *The monkey.*
 - Raise your hand when you can say a sentence that reports on the main thing the monkey did in that picture. (Call on several students. Praise sentences such as: *The monkey ate the pie.* For each good sentence: *Everybody, say that sentence.*)
6. Everybody, touch number 5.
Name that person. (Signal.) *Hector.*
 - Raise your hand when you can say a sentence that reports on the main thing Hector did in that picture. (Call on several students. Praise sentences such as: *Hector scolded the monkey.* For each good sentence: *Everybody, say that sentence.*)
7. I'll read a paragraph that reports on what happened: Hector put a hot pie on the windowsill to cool. He went inside the room to answer the telephone. A monkey grabbed the pie. The monkey ate the pie. Hector scolded the monkey.

8. I'll say those sentences again.
Hector put a hot pie on the windowsill to cool. Say that sentence. (Signal.) *Hector put a hot pie on the windowsill to cool.*
 - He went inside the room to answer the telephone. Say that sentence. (Signal.) *He went inside to answer the telephone.*
 - A monkey grabbed the pie. Say that sentence. (Signal.) *A monkey grabbed the pie.*
 - The monkey ate the pie. Say that sentence. (Signal.) *The monkey ate the pie.*
 - Hector scolded the monkey. Say that sentence. (Signal.) *Hector scolded the monkey.*

LINED PAPER

EXERCISE 6 Writing a Paragraph on Numbered Sequence in Pictures

1. Take out a sheet of lined paper and write your name and lesson 13 on the top line. ✓
2. Now you're going to write a paragraph that reports on what happened in these pictures. You'll write a sentence for each name shown in the pictures.
3. Touch the words in the vocabulary box as I read them: **grabbed window sill, started, yelled, ate, piece, pie, answered, phone, scolded.**
4. Write your paragraph. You have 8 minutes. (Observe students and give feedback.)
5. (After 8 minutes, say:) Stop writing. If you're not finished, you can finish later. Now you are going to check your paragraphs. Make 3 check boxes under your paragraph. ✓

6. Check one says: Does each sentence tell the main thing? Everybody, read over your paragraph. Make sure that you have a sentence for each name shown in the pictures. Make sure that each sentence reports on the main thing the person or thing did. When you're sure you have a sentence for each name and all the sentences report on the main thing, make a check in the first box. (Observe students and give feedback.)
7. Check two says: Does each sentence begin with a capital and end with a period?
 - Read over your paragraph. If a sentence doesn't begin with a capital and end with a period, fix it up. When you're sure all the sentences begin with a capital and end with a period, make a check in the second box. (Observe students and give feedback.)
8. Check three says: Does each sentence tell what somebody or something **did**?
 - Read your paragraph again. Make sure that each sentence tells what a person or thing did. When you're sure that each sentence tells what somebody did, make a check in the third check box. (Observe students and give feedback.)
9. I'll read over your paragraphs before the next lesson. For any problems with a check, I'll write letters in the margin. During the next lesson, you'll fix up any errors. I'll have several students who did not have any problems with checks read their paragraph.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note: During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)

Objectives

- Edit a paragraph for run-on sentences. (Exercise 2)
- **Identify 2-word verbs.** (Exercise 3)
- **Rewrite expressions so that a word is written with an apostrophe (the dress that belongs to the girl becomes the girl's dress).** (Exercise 4)
- Compare two pictures in a sequence. (Exercise 5)
- Edit and construct a paragraph that reports on actions of specified characters in a picture sequence. (Exercise 6)

WORKBOOK

EXERCISE 1 Feedback on Lesson 13

- (Hand back students' work from lesson 13.)
- Praise students who had correct answers for all items in lesson 13 skill exercises.
- Provide feedback on any skill exercises that were troublesome.

EXERCISE 2 Editing Paragraphs

Run-On Sentences

1. Everybody, open your workbook to lesson 14 and find part A. ✓
 - The instructions say to fix up the run-on sentences in the paragraph.
2. I'll read the paragraph: Jessica and Mark bought a pumpkin for Halloween and the pumpkin was so big that they could not carry it home. They started to roll it home. They pushed the pumpkin up a steep hill and then Mark slipped. The pumpkin rolled down the hill. It smashed into a tree and Jessica and Mark had lots of pumpkin pie the next day.
3. Fix up the run-on sentences. Put your pencil down when you're finished. (Observe students and give feedback.)
4. Check your paragraph. I'll read the fixed-up paragraph.
 - Jessica and Mark bought a pumpkin for Halloween, period. Capital **T**, The pumpkin was so big that they could not carry it home. They started to roll it home. They pushed

the pumpkin up a steep hill, period. Mark slipped. The pumpkin rolled down the hill. It smashed into a tree, period. Jessica and Mark had lots of pumpkin pie the next day.

5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Two-word Verbs

1. Everybody, pencils down. Find part B. ✓
2. Item 1 has two verbs that tell about the same thing. The top verb has only one word. The bottom verb tells about the same thing, but it has two words.
 - The one-word verb is **walked**. The two-word verb is **was walking**. Everybody, what's the one-word verb? (Signal.) *Walked*.
 - What's the two-word verb? (Signal.) *Was walking*.
3. Item 2. Only the one-word verb is shown. Everybody, what's the one-word verb? (Signal.) *Smiled*.
 - What's the two-word verb? (Signal.) *Was smiling*.
 - Item 3. What's the one-word verb? (Signal.) *Picked*.
 - What's the two-word verb? (Signal.) *Was picking*.
 - Item 4. What's the one-word verb? (Signal.) *Cried*.
 - What's the two-word verb? (Signal.) *Was crying*.
 - (Repeat step 3 until firm.)

EXERCISE 4 Possessive

Apostrophe + S

- Everybody, find part C. ✓
 - Some words tell that something belongs to something else. Those words have a punctuation mark called an apostrophe.
- Touch item 1: the hat that belongs to the boy. Here's what we write: The **boy's** hat. We write the word **boy** and then put an apostrophe before the **s**.
 - I'll spell **boy's: b-o-y-apostrophe-s**. Your turn: Spell **boy's**. (Signal.) *B-o-y-apostrophe-s*.
 - Touch item 2: the bone that belongs to the dog. We write the **dog's** bone. I'll spell **dog's: d-o-g-apostrophe-s**. Your turn: Spell **dog's**. (Signal.) *D-o-g-apostrophe-s*.
- Touch item 3: the car that belongs to her father. What do we write? (Signal.) *Her father's car*.
 - Spell **father's**. (Signal.) *F-a-t-h-e-r-apostrophe-s*.
 - Touch item 4: the arm that belongs to the girl. What do we write? (Signal.) *The girl's arm*.
 - Spell **girl's**. (Signal.) *G-i-r-l-apostrophe-s*.
 - (Repeat step 3 until firm.)
- Your turn: Write the missing word in each item. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Item 2: the dog's bone. Spell **dog's**. (Signal.) *D-o-g-apostrophe-s*.
 - Item 3: her father's car. Spell **father's**. (Signal.) *F-a-t-h-e-r-apostrophe-s*.
 - Item 4: the girl's arm. Spell **girl's**. (Signal.) *G-i-r-l-apostrophe-s*.
 - Item 5: my friend's book. Spell **friend's**. (Signal.) *F-r-i-e-n-d-apostrophe-s*.
 - Item 6: the cat's toy. Spell **cat's**. (Signal.) *C-a-t-apostrophe-s*.
- Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Inference

Comparing Pictures

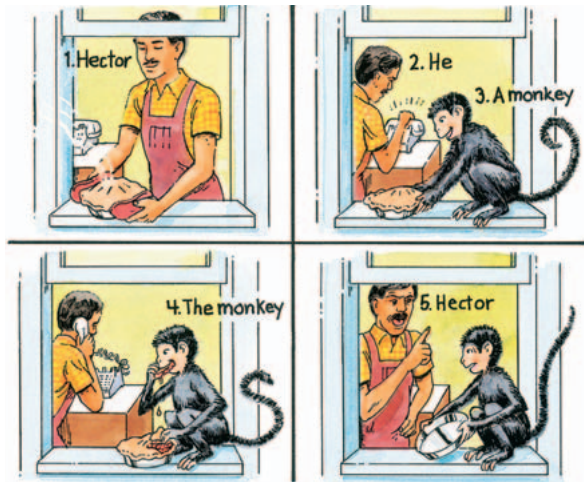
- Find part D in your workbook. ✓

- These pictures show what happened first and what happened later. You're going to compare these pictures to find what is the same and what is different.
- Touch the table in picture 1 and in picture 2. Keep touching both tables. ✓
Listen. Is the table the same or different in the pictures? (Signal.) *Same*.
 - Touch the chair in picture 1 and in picture 2. Keep touching both the chairs. Listen. Is the chair the same or different in the pictures? (Signal.) *Same*.
- Let's find things that are different. Touch the boy in picture 1 and in picture 2. Listen. Is what the boy was doing the same or different in the pictures? (Signal.) *Different*.
 - Raise your hand when you can say a sentence that tells what the boy did in the first picture. (Call on a student. Idea: *The boy held a glass of milk*.)
 - Raise your hand when you can say a sentence that tells what the boy did in the second picture. (Call on a student: Idea: *The boy got some paper towels*.)
- Touch the glass in picture 1 and in picture 2. Listen. Is where the glass is the same or different in the pictures? (Signal.) *Different*.
 - Tell me about the glass in the first picture. (Call on a student. Idea: *The glass was in the boy's hand. The glass was filled with milk*.)
 - Tell me about the glass in the second picture. (Call on a student: Idea: *The glass was on the floor*.)
- Touch the cat in picture 1 and in picture 2.
 - Tell me what the cat did in the first picture. (Call on a student: Idea: *The cat sat in the corner of the room*.)
 - Tell me what the cat did in the second picture. (Call on a student: Idea: *The cat licked the milk*.)
- Touch the instructions that are under the pictures. I'll read the instructions. Circle the name of each thing that is different in picture 1 and picture 2. Is something about the glass different in picture 1 and 2? (Signal.) Yes. Circle the words **the glass**.

8. Circle the rest of the things that are different in some way in picture 1 and picture 2. (Observe students and give feedback.)
9. Check your work. Here are the things that are different in the pictures. The glass, the boy, the cat, the milk in the glass.

TEXTBOOK

EXERCISE 6 Editing and Fixing up a Paragraph



Return students' lined papers from lesson 13.

1. Find the paragraph you wrote last time. ✓
 - Open your textbook to lesson 13. Find part D ✓
 - Those are the pictures you wrote about last time.

2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin on your paper. (Call on several students who raised their hands to read their paragraph. For sentences that are very good, say: Everybody, say that sentence.)
3. Everybody, fix up any problems in your paragraph. If you can't figure out the problem your paragraph has, raise your hand. If there are no problems with checks, read over your passage and see if you can add words to make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph now meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. When appropriate, write brief comments.

Objectives

- Edit a paragraph for run-on sentences. (Exercise 2)
- **Identify the verb in sentences that have 1-word verbs and in similar sentences that have 2-word verbs.** (Exercise 3)
- Rewrite expressions so that a word is written with an apostrophe. (Exercise 4)
- **Identify the two actions specified in a sentence.** (Exercise 5)
- Say sentences that report on the important events in each picture in an action sequence of 4 pictures. (Exercise 6)
- **Construct a paragraph that reports on an action sequence in pictures.** (Exercise 7)

WORKBOOK

EXERCISE 1 Feedback on Lesson 14

- (Before handing back student's work from lesson 14, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 14.)
- Praise students:
 - a. who had correct answers for all items in lesson 14 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

EXERCISE 2 Editing Paragraphs

Run-On Sentences

1. Everybody, open your workbook to lesson 15 and find part A. ✓
 - The instructions say to fix up the run-on sentences in the paragraph.
2. I'll read the paragraph: Ronald put his finger in a bottle and his finger got stuck in the bottle and then he asked his sister to help him. His sister got some butter and then she rubbed the butter around the top of the bottle. She pulled on the bottle and then his finger came out.
3. Fix up the run-on sentences. Pencils down when you're finished.
(Observe students and give feedback.)
4. Check your paragraph. I'll read the fixed-up paragraph.

- Ronald put his finger in a bottle, period. Capital **H**, His finger got stuck in the bottle, period. Capital **H**, He asked his sister to help him. His sister got some butter, period. Capital **S**, She rubbed the butter around the top of the bottle. She pulled on the bottle, period. Capital **H**, His finger came out.
- 5. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Two-word Verbs

1. Everybody, find part B. ✓
2. Listen: You're going to fix up the first sentence in item 1—just the first sentence. Circle the subject and underline the predicate. Then make a **V** above the verb. Pencils down when you're finished.
(Observe students and give feedback.)
 - Check your work. Everybody, what's the subject of the sentence? (Signal.) *The boy.*
 - What's the predicate? (Signal.) *Walked to the store.*
 - What's the verb? (Signal.) *Walked.*
3. I'll read the other sentence in item 1: The boy was walking to the store. That sentence is almost like the first sentence, except the verb has two words. Listen: Circle the subject. Underline the predicate. Write two **Vs**, one **V** above **each word** of the verb. Raise your hand when you're finished.
(Observe students and give feedback.)

- Check your work. Everybody, what's the subject of the sentence? (Signal.) *The boy.*
 - What's the predicate? (Signal.) *Was walking to the store.*
 - What's the verb? (Signal.) *Was walking.*
 - You should have written a **V** over **was** and a **V** over **walking**.
- I'll read the sentences in item 2: Two girls ate candy. Two girls were eating candy. Those sentences are almost the same, except the second sentence has a two-word verb. Circle the subjects, underline the predicates and write **V** above each verb. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work.
 - Two girls ate candy. What's the subject? (Signal.) *Two girls.*
 - What's the predicate? (Signal.) *Ate candy.* What's the verb? (Signal.) *Ate.*
 - Two girls were eating candy. What's the subject? (Signal.) *Two girls.*
 - What's the predicate? (Signal.) *Were eating candy.*
 - What's the verb? (Signal.) *Were eating.*
 - Everybody, what's the verb in the **first** sentence? (Signal.) *Ate.*
 - What's the verb in the **second** sentence? (Signal.) *Were eating.*
 - Your turn: Work item 3. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work.
 - A fish swam in the bathtub. What's the subject? (Signal.) *A fish.*
 - What's the predicate? (Signal.) *Swam in the bathtub.*
 - What's the verb? (Signal.) *Swam.*
 - A fish was swimming in the bathtub. What's the subject? (Signal.) *A fish.*
 - What's the predicate? (Signal.) *Was swimming in the bathtub.*
 - What's the verb? (Signal.) *Was swimming.*
 - Raise your hand if you did everything right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Possessive

Apostrophe + S

- Everybody, pencils down. Find part C. ✓
 - Some words tell that something belongs to something else. Those words have a punctuation mark called an apostrophe.
- Touch item 1: the dress that belongs to the girl. Here's what we write: the **girl's** dress. We write the word **girl**, then put an apostrophe before the **s**.
 - I'll spell **girl's: g-i-r-l-apostrophe-s**. Your turn: Spell **girl's**. (Signal.) *G-i-r-l-apostrophe-s.*
- Touch item 2: the tent that belongs to her friend. What do we write? (Signal.) *Her friend's tent.*
 - I'll spell **friend's: f-r-i-e-n-d-apostrophe-s**. Your turn: Spell **friend's**. (Signal.) *F-r-i-e-n-d-apostrophe-s.*
 - Touch item 3: the toy that belongs to my cat. What do we write? (Signal.) *My cat's toy.*
 - Spell **cat's**. (Signal.) *C-a-t-apostrophe-s.*
 - Touch item 4: the watch that belongs to that boy. What do we write? (Signal.) *That boy's watch.*
 - Spell **boy's**. (Signal.) *B-o-y-apostrophe-s.*
 - (Repeat step 3 until firm.)
- Your turn: Write the missing word in each item. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Item 2: her friend's tent. Spell **friend's**. (Signal.) *F-r-i-e-n-d-apostrophe-s.*
 - Item 3: my cat's toy. Spell **cat's**. (Signal.) *C-a-t-apostrophe-s.*
 - Item 4: that boy's watch. Spell **boy's**. (Signal.) *B-o-y-apostrophe-s.*
 - Item 5: his mother's hammer. Spell **mother's**. (Signal.) *M-o-t-h-e-r-apostrophe-s.*
 - Item 6: my father's leg. Spell **father's**. (Signal.) *F-a-t-h-e-r-apostrophe-s.*
- Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Sentences

Double Predicate

- Everybody, pencils down. Find part D in your workbook.

- Not all sentences that have the word **and** are run-ons. Some sentences tell about two things a person did. That kind of sentence is not a run-on and the **and** is all right. The sentences in part D tell two things that people did, so they are not run-ons.

2. Sentence 1: Steve bent down and picked up a pencil. What's the first thing Steve did? (Signal.) *Bent down.*

- What's the other thing he did? (Signal.) *Picked up a pencil.*
- (Repeat step 2 until firm.)

3. Sentence 2: Three girls watched a movie and ate popcorn. What's the first thing three girls did? (Signal.) *Watched a movie.*

- What was the other thing three girls did? (Signal.) *Ate popcorn.*
- (Repeat step 3 until firm.)

4. Sentence 3: He brushed his teeth and washed his face. What was the first thing he did? (Signal.) *Brushed his teeth.*

- What was the other thing he did? (Signal.) *Washed his face.*
- (Repeat step 4 until firm.)

- The persons and things in these pictures are not numbered. Before you write, we'll say sentences that report on the important things that happened.

2. Everybody, touch picture 1.

- Raise your hand when you can say a sentence that reports on the main thing a truck did in that picture. (Call on several students. Praise sentences such as: *A truck went over a rock.* For each good sentence: **Everybody, say that sentence.**)

- Raise your hand when you can say a sentence that reports on what a barrel did in that picture. (Call on several students. Praise sentences such as: *A barrel fell out of the truck.* For each good sentence: **Everybody, say that sentence.**)

3. Everybody, touch picture 2.

- Raise your hand when you can say a sentence that reports on what the barrel did in that picture. (Call on several students. Praise sentences such as: *The barrel rolled down the hill.* For each good sentence: **Everybody, say that sentence.**)

4. Everybody, touch picture 3.

- Several important things happened in that picture. Raise your hand when you can say a sentence that reports on what the barrel did in that picture. (Call on several students. Praise sentences such as: *The barrel crashed into an apple tree.* For each good sentence: **Everybody, say that sentence.**)

- Raise your hand when you can say a sentence that reports on the main thing an apple did in that picture. (Call on several students. Praise sentences such as: *An apple fell from the tree.* For each good sentence: **Everybody, say that sentence.**)

- Raise your hand when you can say a sentence that reports on the main thing a boy did in that picture. (Call on several students. Praise sentences such as: *A boy caught the apple.* For each good sentence: **Everybody, say that sentence.**)

5. Everybody, touch picture 4.

- Raise your hand when you can say a sentence that reports on the main thing the boy did in that picture. (Call on several students. Praise sentences such as: *He gave the apple to a teacher.* For each good sentence: **Everybody, say that sentence.**)

TEXTBOOK

EXERCISE 6 Preparing to Write a Paragraph



1. Everybody, pencils down. Open your textbook to lesson 15.

Find part E. ✓

I'll read the instructions: Write a paragraph that reports on what happened.

6. I'll read a paragraph that reports on what happened: A truck went over a rock. A barrel fell out of the truck. The barrel rolled down the hill. It crashed into a tree. An apple fell from the tree. A boy caught the apple. He gave the apple to a teacher.
7. I'll say those sentences again.
 - A truck went over a rock. Say that sentence. (Signal.) *A truck went over a rock.*
 - A barrel fell out of the truck. Say that sentence. (Signal.) *A barrel fell out of the truck.*
 - The barrel rolled down the hill. Say that sentence. (Signal.) *The barrel rolled down the hill.*
 - It crashed into a tree. Say that sentence. (Signal.) *It crashed into a tree.*
 - An apple fell from the tree. Say that sentence. (Signal.) *An apple fell from the tree.*
 - A boy caught the apple. Say that sentence. (Signal.) *A boy caught the apple.*
 - He gave the apple to a teacher. Say that sentence. (Signal.) *He gave the apple to a teacher.*
- (Repeat step 7 until firm.)

LINED PAPER

EXERCISE 7 Writing a Paragraph— No Numbers

1. Take out a sheet of lined paper. Write your name and lesson 15 on the top line. ✓
2. You're going to write a paragraph that reports on what happened in these pictures.
3. Touch the words in the vocabulary box as I read them: **barrel, rolled, truck, crashed, an apple, teacher, boy, caught.** Be sure to spell those words correctly if you use them in your paragraph.
4. After you write your paragraph, you'll check it. We have new checks today. I'll read the checks:
 - Check 1 says: Did you give a clear picture of what happened? Everybody, read that check. (Signal.) *Did you give a clear picture of what happened?*
 - That means that you have a sentence for each important thing that happened, and the sentences are written to give a clear picture of what happened.
 - Check 2 says: Did you fix up any run-on sentences? That means there are no run-on sentences in your paragraph.
5. Write your paragraph. For each picture, write sentences that report on the important things that happened. Name a person or thing, then tell what the person or thing did. You can use the sentences we just said, or you can use other sentences. You have 10 minutes. (Observe students and give feedback.)
6. (After 10 minutes, say:) Stop writing. Make 4 check boxes under your paragraph. ✓
 - Check 1 says: Did you give a clear picture of what happened? Read your paragraph carefully. If you left out something important, write a sentence under your paragraph and make an arrow to show where that sentence should go. Read over your paragraph. When you are sure it tells all the important things that happened and each sentence give a clear picture, put a check in box 1. (Observe students and give feedback.)
7. Check 2 says: Did you fix up any run-on sentences? Read your paragraph over again. Fix up any run-on sentences. When you're sure there are no run-on sentences, put a check in box 2. (Observe students and give feedback.)
8. Checks 3 and 4 are not new. Read your paragraph over for check 3 and fix up any problems. When you're sure that every sentence begins with a capital and ends with a period, put a check in the third box. (Observe students and give feedback.)
 - Read your paragraph over for check 4 and fix up any problems. When you're sure that each sentence tells what somebody did, make a check in the fourth box. (Observe students and give feedback.)

9. I'll read over your paragraphs before the next lesson. For any problems with a check, I'll write letters in the margin. Those are the letters shown after each check.
- What letters will I write if you left out a sentence or didn't give a clear picture of what happened? (Signal.) *WH*.
 - What letters will I write if your paragraph has a run-on? (Signal.) *RO*.
 - During the next lesson, you'll fix up any errors. I'll have several students who did not have any problems with checks read their paragraph.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note: During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)

Objectives

- Compare two pictures in a sequence. (Exercise 2)
- Identify the verbs in sentences that have 1-word verbs and in similar sentences that have 2-word verbs. (Exercise 3)
- **Discriminate between run-on sentences and sentences that name two actions.** (Exercise 4)
- **Construct sentences with possessive words, for example: *girl's*.** (Exercise 5)
- Edit a paragraph that reports on an action sequence of pictures. (Exercise 6 and 7)

WORKBOOK

EXERCISE 1 Feedback on Lesson 15

- (Hand back students' work from lesson 15.)
- Praise students who had correct answers for all items in lesson 15 skill exercises.
- Provide feedback on any skill exercises that were troublesome.

EXERCISE 2 Inference

Comparing Pictures

1. Open your workbook to lesson 16 and find part A. ✓
2. These pictures show what happened first and next. You're going to compare the pictures to find what is the same and what is different.
3. Touch the cowboy in both pictures. Listen. Is the cowboy the same or different in the pictures? (Signal.) *Different.*
 - Tell me about the cowboy in picture 1. (Call on several students. Praise sentences such as: *The cowboy sat on his horse.*)
 - Tell me about the cowboy in picture 2. (Call on several students. Praise sentences such as: *The cowboy sat on the ground.*)
4. Touch the boy in both pictures. Listen. Is what the boy is doing the same or different in the pictures? (Signal.) *Different.* Tell me about what the boy did in picture 1. (Call on several students. Praise sentences such as: *He held his horn by his mouth. He got ready to blow the horn.*)

- Tell me about the boy in picture 2. (Call on several students. Praise sentences such as: *The boy held the horn by his side. The boy looked at the man on the ground.*)
5. Touch the horse in both pictures. Listen. Is what the horse did the same or different in the pictures? (Signal.) *Different.*
 - Tell me what the horse did in picture 1. (Call on several students. Praise sentences such as: *The horse stood still.*)
 - Tell me what the horse did in picture 2. (Call on several students. Praise sentences such as: *The horse ran away.*)
 6. Touch the instructions that are under the pictures. ✓
I'll read the instructions. Circle the name of each thing that is different in picture 1 and picture 2.
Is something about the horse different in picture 1 and 2? (Signal.) *Yes.*
Circle the words **the horse**.
 7. Circle the rest of the things that are different in some way in picture 1 and picture 2. (Observe students and give feedback.)
 8. Check your work. Here are the things that are different in the pictures. The horse, the boy, the cowboy, the cowboy's hat.

EXERCISE 3 Two-word Verbs

1. Find part B. ✓
 - Each item has two sentences. The first sentence in each item has a one-word verb. The second sentence in each item has a two-word verb.

2. For each sentence, circle the subject, underline the predicate and write a **V** above each verb. If the verb has more than one word, write a **V** above each word. Pencils down when you're finished.
(Observe students and give feedback.)
3. Check your work.
 - Here's the first sentence in item 1: The young woman walked to the school. What's the subject? (Signal.) *The young woman.*
 - What's the predicate? (Signal.) *Walked to the school.*
 - What's the verb? (Signal.) *Walked.*
 - Here's the second sentence in item 1: The young woman was walking to the school. What's the subject? (Signal.) *The young woman.*
 - What's the predicate? (Signal.) *Was walking to the school.*
 - What's the verb? (Signal.) *Was walking.*
 - Here's the first sentence in item 2: The children smiled at the clown. What's the subject? (Signal.) *The children.*
 - What's the predicate? (Signal.) *Smiled at the clown.*
 - What's the verb? (Signal.) *Smiled.*
 - Here's the second sentence in item 2: The children were smiling at the clown. What's the subject? (Signal.) *The children.*
 - What's the predicate? (Signal.) *Were smiling at the clown.*
 - What's the verb? (Signal.) *Were smiling.*
 - Here's the first sentence in item 3: Mark and Jenny raked the leaves. What's the subject? (Signal.) *Mark and Jenny.*
 - What's the predicate? (Signal.) *Raked the leaves.*
 - What's the verb? (Signal.) *Raked.*
 - Here's the second sentence in item 3: Mark and Jenny were raking the leaves. What's the subject? (Signal.) *Mark and Jenny.*
 - What's the predicate? (Signal.) *Were raking the leaves.*
 - What's the verb? (Signal.) *Were raking.*
 - Here's the first sentence in item 4: They swam in the lake. What's the subject? (Signal.) *They.*
 - What's the predicate? (Signal.) *Swam in the lake.*
 - What's the verb? (Signal.) *Swam.*

- Here's the second sentence in item 4: They were swimming in the lake. What's the subject? (Signal.) *They.*
 - What's the predicate? (Signal.) *Were swimming in the lake.*
 - What's the verb? (Signal.) *Were swimming.*
4. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Editing

Run-On Sentences

1. Everybody, find part C. ✓
 - Not all sentences that have the word **and** are run-ons. Here's the rule: If you can make more than one sentence out of the words, it's a run-on. If you can't make more than one sentence out of the words, it's not a run-on.
2. Item 1: The boy went to the store and bought groceries. Circle the subject of that sentence.
 - Everybody, what's the subject? (Signal.) *The boy.*
 - Raise your hand if you can find another subject in sentence 1.
 - The sentence has only one subject, so it's not a run-on. The part after the subject is the predicate.
3. Item 2: The boy went to the store and then his sister bought groceries. Circle **the boy**.
 - Listen: Raise your hand if you can find another subject in item 2.
 - Everybody, what's the other subject? (Signal.) *His sister.*
 - So the sentence is a run-on. Fix it up. Raise your hand when you're finished.
 - Check your work. Everybody, read the first sentence in item 2. (Signal.) *The boy went to the store.*
 - Read the second sentence in item 2. (Signal.) *His sister bought groceries.*
4. Item 3: My brother mowed the lawn and swept the sidewalk. Circle **My brother**. Then see if the item has another subject. Raise your hand when you know.
 - Everybody, does that item have more than one subject? (Signal.) *No.*
 - So it is not a run-on. What's the subject of the sentence? (Signal.) *My brother.*

- What's the predicate? (Signal.) *Mowed the lawn and swept the sidewalk.*
- Item 4: My brother mowed the lawn and then he swept the sidewalk later. Circle **my brother**. Then see if the item has another subject. Raise your hand when you know.
 - Everybody, does that item have more than one subject? (Signal.) Yes.
 - So it's a run-on. Fix it up. Raise your hand when you're finished.
 - Check your work. Everybody, read the first sentence in item 4. (Signal.) *My brother mowed the lawn.*
 - Read the second sentence in item 4. (Signal.) *He swept the sidewalk later.*
 - Your turn: Fix up the rest of the items in part C. Circle the first subject. Then see if there is another subject. If there is another subject, the item is a run-on. Fix it up. If there is only one subject, the item is not a run-on. It's just a sentence that tells about two things somebody did. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work.
 - Item 5: The workers started early and their boss went home late. What did you circle? (Signal.) *The workers.*
 - Is item 5 a run-on? (Signal.) Yes.
 - Read the first fixed-up sentence. (Signal.) *The workers started early.*
 - Read the second fixed-up sentence. (Signal.) *Their boss went home late.*
 - Item 6: The workers started early and went home late. What did you circle? (Signal.) *The workers.*
 - Is item 6 a run-on? (Signal.) No.
 - Item 7: She ran up the stairs and went inside the house. What did you circle? (Signal.) *She.*
 - Is item 7 a run-on? (Signal.) No.
 - Item 8: She ran up the stairs and she went inside. What did you circle? (Signal.) *She.*
 - Is item 8 a run-on? (Signal.) Yes.
 - Read the first fixed-up sentence. (Signal.) *She ran up the stairs.*
 - Read the second fixed-up sentence. (Signal.) *She went inside.*
 - Raise your hand if you got all the items right.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Possessive

Apostrophe + S

- Everybody, pencils down. Find part D.
 - You're going to complete sentences that tell about something that belongs to something else.
- Touch item 1.

The shirt belonged to that boy. The shirt was red. Listen to the first sentence again: The shirt belonged to **that boy**. Who did the shirt belong to? (Signal.) *That boy.*

 - So we write **that boy's shirt**. Spell **boy's**. (Signal.) *B-o-y-apostrophe-s.*
 - Write **that boy's shirt**. Raise your hand when you're finished.
 - Read the whole sentence you completed. (Signal.) *That boy's shirt was red.*
- Touch item 2.

The tail belonged to **a lion**. The tail was long. Who did the tail belong to? (Signal.) *A lion.*

 - So what do we write? (Signal.) *A lion's tail.*
 - (Repeat step 3 until firm.)
 - Spell **lion's**. (Signal.) *L-i-o-n-apostrophe-s.*
 - Write **a lion's tail**. Raise your hand when you're finished.
 - Read the whole sentence you completed. (Signal.) *A lion's tail was long.*
- Touch item 3.

The desk belonged to **my teacher**. The desk was old. Who did the desk belong to? (Signal.) *My teacher.*

 - So what do we write? (Signal.) *My teacher's desk.*
 - Fill in the blank. Raise your hand when you're finished.
 - Read the whole sentence you completed. (Signal.) *My teacher's desk was old.*
 - Spell **teacher's**. (Signal.) *T-e-a-c-h-e-r-apostrophe-s.*
- Complete the rest of the items in part D. Just rewrite the first sentence for each item and you'll complete the new sentence. Pencils down when you're finished. (Observe students and give feedback.)
- Let's check your work.

Item 4: The hand belonged to his mother. The hand was sore. Read the sentence you completed. (Signal.) *His mother's hand was sore.*

- Spell **mother's**. (Signal.) *M-o-t-h-e-r-apostrophe-s*.
 - Item 5: The car belonged to my sister. The car was dented. Read the sentence you completed. (Signal.) *My sister's car was dented*.
 - Spell **sister's**. (Signal.) *S-i-s-t-e-r-apostrophe-s*.
8. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part D.

TEXTBOOK

EXERCISE 6 Practicing Applying Checking Procedure



1. Find part E in your workbook. ✓
Open your textbook to lesson 15 and find part E. ✓
These are the pictures you wrote a paragraph about during the last lesson.
2. Touch the paragraph in part E of your workbook.
 - This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it: A truck went over a rock. A barrel fell out of the truck. The barrel roll down a hill. It crashed into a tree. The boy caught the apple and he gave it to a teacher.

3. The letters in the margin tell you if there is a problem with a check. There are new letters for this passage. The letters **WH** tell that the writer did not give a clear picture of what happened. Something is missing. The writer did not tell about something that happened.
 - Touch **WH** in the margin. ✓
 - Read the paragraph and look at the pictures. Raise your hand when you can tell me the sentence that is missing. (Call on a student. Idea: *An apple fell from a tree.*) Yes, an apple fell from the tree. You'll write the missing sentence under the paragraph and make an arrow to show where it goes in the paragraph.
4. The letters **RO** tell that there is a run-on sentence. What letters tell there is a run-on sentence? (Signal.) *RO*.
 - Touch **RO** in the margin. ✓
 - Raise your hand when you can tell me the **RO** problem in this paragraph and how to fix it up. (Call on student. Idea: *The run-on is The boy caught the apple and he gave it to his teacher. Put a period after **apple**. Cross out **and**. Make the **h** in **he** a capital **H**.)*
5. Fix up the paragraph so it meets all the checks. Remember, if you need to write a new sentence, write it under the paragraph and make an arrow to show where the new sentence goes. (Observe students and give feedback.)
6. Check your work.
 - On the line with the letters **CP**, you should have a period after the word **rock**. Raise your hand if you fixed up that problem.
 - On the line with the **D-I-D**, you should have crossed out the word **roll** and written the word **rolled** above. Raise your hand if you fixed up that problem.
 - For **WH**, you should have written a sentence under the paragraph that tells that an apple fell from the tree and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **RO**, you should have made a period after **apple**, crossed out **and**, then made the **h** in **he** a capital **H**. Raise your hand if you fixed up that problem.

EXERCISE 7 Editing and Fixing up a Paragraph

Return students' lined papers from lesson 15.

1. Find the paragraph you wrote on your lined paper from last time.
 - Keep your textbook open to part E on lesson 16.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)
3. Let's see if you remember the new letters that tell a problem with a check.
 - What letters tell you there is a run-on? (Signal.) *RO*.
 - What letters tell you something is missing? (Signal.) *WH*
4. Fix up any problems in your paragraph. If you can't figure out a problem your paragraph has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can add words to make it better. (Observe students and give feedback.)
5. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. When appropriate, write brief comments.

Objectives

- Discriminate between run-on sentences and sentences that name two actions. (Exercise 2)
- Construct sentences with possessive words. (Exercise 3)
- **Write a paragraph that infers what must have happened in a missing picture.** (Exercise 4)
- **Identify the verbs in sentences that have 1-word verbs and in sentences that have 2-word verbs.** (Exercise 5)
- Say sentences that report on the important events in each picture in an action sequence of pictures. (Exercise 6)
- Construct a paragraph that reports on an action sequence of pictures. (Exercise 7)

WORKBOOK

EXERCISE 1 Feedback on Lesson 16

- (Before handing back student's work from lesson 16, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 16.)
- Praise students
 - a. who had correct answers for all items in lesson 16 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

EXERCISE 2 Editing

Run-On Sentences

1. Everybody, open your workbook to lesson 17 and find part A. ✓
 - Not all sentences that have the word **and** are run-ons. Remember the rule: Run-ons have more than one subject, so you can make more than one sentence out of the words. If you can't make more than one sentence out of the words, it's not a run-on.
2. Item 1: Melissa fed her dog and she went inside to change her shoes. Circle **Melissa**. Then see if the item has another subject. Raise your hand when you know.
 - Everybody, does that item have more than one subject? (Signal.) Yes.
 - So it's a run-on. Fix it up. Raise your hand when you're finished.

- Check your work. Everybody, read the first sentence in item 1. (Signal.) *Melissa fed her dog.*
 - Read the second sentence in item 1. (Signal.) *She went inside to change her shoes.*
3. Item 2: Ann loved horses and her big brother wanted a horse for his birthday. Circle **Ann**. Then see if the item has another subject. Raise your hand when you know.
 - Everybody, does that item have more than one subject? (Signal.) Yes.
 - So it's a run-on. Fix it up.
 - Check your work. Everybody, read the first sentence in item 2. (Signal.) *Ann loved horses.*
 - Read the second sentence in item 2. (Signal.) *Her big brother wanted a horse for his birthday.*
 4. Item 3: The children went to the farm and played with the animals. Circle **the children**. Then see if the item has another subject. Raise your hand when you know.
 - Everybody, does that item have more than one subject? (Signal.) No.
 - So it's not a run-on. What's the subject of that sentence? (Signal.) *The children.*
 - What's the predicate? (Signal.) *Went to the farm and played with the animals.*

5. Your turn: Fix up the rest of the items in part A. Circle the first subject. Then see if there is another subject. If there is another subject, the item is a run-on. Fix it up. If there is only one subject, the item is not a run-on. It's just a sentence that tells about two things somebody did. Pencils down when you're finished.
(Observe students and give feedback.)
6. Check your work.
 - Item 4: My brother swept the floor and washed the dishes. What did you circle? (Signal.) *My brother.*
 - Is item 4 a run-on? (Signal.) *No.*
 - Item 5: A man and a woman watched TV and he had a sore arm. What did you circle? (Signal.) *A man and a woman.*
 - Is item 5 a run-on? (Signal.) *Yes.*
 - Read the first fixed-up sentence. (Signal.) *A man and a woman watched TV.*
 - Read the second fixed-up sentence. (Signal.) *He had a sore arm.*
 - Item 6: Ron went to the park and fed the birds. What did you circle? (Signal.) *Ron.*
 - Is item 6 a run-on? (Signal.) *No.*
7. Raise your hand if you fixed up all the run-ons. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Possessive

Apostrophe + S

1. Everybody, pencils down. Find part B. ✓
 - You're going to complete sentences that tell about something that belongs to something else.
2. Touch item 1.
The pencil belonged to a girl. The pencil was yellow. Listen to the first sentence again: The pencil belonged to **a girl**. Who did the pencil belong to? (Signal.) *A girl.*
 - So what do we write for the pencil belonged to a girl? (Signal.) *A girl's pencil.*
 - Spell **girl's**. (Signal.) *G-i-r-l-apostrophe-s.*
3. Touch item 2.
The nest belonged to that bird. The nest had eggs in it. Who did that nest belong to? (Signal.) *That bird.*
 - So what do we write **for the nest belonged to that bird?** (Signal.) *That bird's nest.*

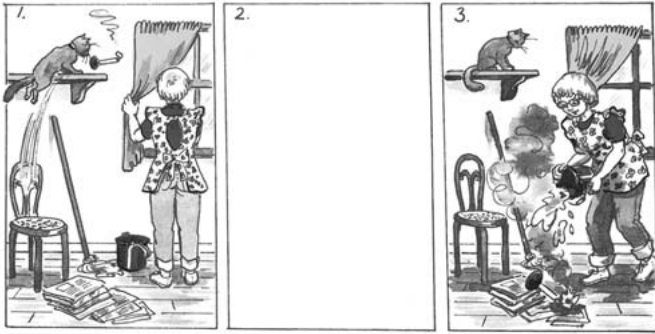
- Spell **bird's**. (Signal.) *B-i-r-d-apostrophe-s.*
4. Touch item 3.
The glasses belonged to my friend. The glasses were broken. Who did the glasses belong to? (Signal.) *My friend.*
 - So what do we write? (Signal.) *My friend's glasses.*
 5. Complete the items in part B. Just rewrite the first sentence for each item and you'll complete the new sentence. Pencils down when you're finished.
(Observe students and give feedback.)
 6. Let's check your work.
 - Item 1: The pencil belonged to a girl. The pencil was yellow. Read the sentence you completed. (Signal.) *A girl's pencil was yellow.*
 - Item 2: The nest belonged to that bird. The nest had eggs in it. Read the sentence you completed. (Signal.) *That bird's nest had eggs in it.*
 - Item 3: The glasses belonged to my friend. The glasses were broken. Read the sentence you completed. (Signal.) *My friend's glasses were broken.*
 - Item 4: The bottle belonged to her baby. The bottle had milk in it. Read the sentence you completed. (Signal.) *Her baby's bottle had milk in it.*
 7. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER • TEXTBOOK

EXERCISE 4 Inference

Missing Picture

1. Everybody, take out a sheet of lined paper and write your name and lesson 17 on the top line. Pencils down when you're finished. ✓
 - Find part C in your workbook.
 - You've **reported** on what pictures show, but you can't always report. Sometimes you have to be smart and figure out what must have happened. The pictures in part C are supposed to show what happened first and next and next, but the middle picture is missing.



2. Let's see if you can figure out what must have happened in the middle picture by comparing picture 1 and picture 3.
 - Touch the candle in picture 1. Who can tell about the candle in picture 1? (Call on a student. Idea: *The candle is falling from the shelf.*)
 - Touch the candle in picture 3. Where is the candle in picture 3? (Call on a student. Idea: *The candle is on the newspapers.*)
 - Touch the newspapers in picture 1 and in picture 3. What is different about the newspapers in picture 1 and picture 3? (Call on a student: *In picture 3, the newspapers are burning.*)
 - Why did the newspapers start to burn? (Call on a student. Idea: *The burning candle fell on the newspapers.*)
 - Touch the bucket in picture 1 and in picture 3. What is different about the bucket in picture 1 and picture 3? (Call on a student. Idea: *In picture 1, the bucket is on the floor. In picture 3, the woman is holding the bucket.*)
 - What did the woman do in the middle picture? (Call on a student. Idea: *The woman picked up a bucket.*)
3. Here's the first part of the story: A woman was looking out the window. Her cat jumped onto a shelf. The cat knocked over a burning candle that was on the shelf.
4. Now, you'll tell me what must have happened in the middle picture. You'll tell about the candle, the newspapers and the woman.
 - Raise your hand when you can say a sentence that tells what the candle must have done in the missing picture. (Call on several students. Praise sentences such as: *The candle fell on a pile of newspapers.* For each good sentence: **Everybody, say that sentence.**)

5. Raise your hand when you can say a sentence that tells what the newspapers must have done in the missing picture. (Call on several students. Praise sentences such as: *The newspapers started to burn.* For each good sentence: **Everybody, say that sentence.**)
6. Now make up a sentence that tells what the woman must have done in the middle picture. Be careful. Don't tell what she did in the last picture. Tell what she must have done in the middle picture. (Call on several students. Praise sentences such as: *The woman picked up a bucket of water.* For each good sentence: **Everybody, say that sentence.**)
7. I'll read a paragraph that tells what happened in the missing picture: The candle fell onto a pile of newspapers on the floor. The newspapers started to burn. The woman picked up a bucket of water.
8. I'll say those sentences again.
 - The candle fell onto a pile of newspapers on the floor. Say that sentence. (Signal.) *The candle fell onto a pile of newspapers.*
 - The newspapers started to burn. Say that sentence. (Signal.) *The newspapers started to burn.*
 - The woman picked up a bucket of water. Say that sentence. (Signal.) *The woman picked up a bucket of water.*
9. I'll read the words in the vocabulary box: **bucket, fell, burn.**
10. Your turn: Write a paragraph. Write sentences that tell what must have happened in the middle picture. Tell about the candle, the newspapers and the woman. Pencils down when you're finished. (Observe students and give feedback.)
11. I'll call on different students to read their paragraph.
 - (Call on several students. Praise sentences such as: *The candle landed on the newspapers. The newspapers started to burn. The woman picked up a bucket of water.*)

12. Let's see if you did a good job of giving a clear picture of what must have happened in the middle picture. Open your textbook to lesson 17 and find part C. ✓
 - It shows the middle picture. Look at the candle in that picture. (Call on a student:) Where is it? *On the newspapers.*
 - (Call on a student:) What started burning in that picture? *The newspapers.*
 - (Call on a student:) What did the woman do? (Idea: *She picked up a bucket of water.*)
13. Raise your hand if your paragraph gave a clear picture of what must have happened in the middle picture.
 - You are really good at figuring things out.

EXERCISE 5 Two-word Verbs

1. Skip a line on your paper. Then number your paper 1 through 6. Pencils down when you're finished. ✓
 - Find part D in your textbook.
 - Some of the sentences have a one-word verb and some of the sentences have a two-word verb. Remember, the verb comes right after the subject.
2. Sentence 1: The boys rode their bikes. What's the subject? (Signal.) *The boys.*
 - Listen: What's the verb? (Signal.) *Rode.*
 - Sentence 2: Her mother was singing to herself. What's the subject? (Signal.) *Her mother.*
 - What's the verb? (Signal.) *Was singing.*
 - Sentence 3: I slipped on the ice. What's the subject? (Signal.) *I.*
 - What's the verb? (Signal.) *Slipped.*
 - Sentence 4: She was eating in her room. What's the subject? (Signal.) *She.*
 - What's the verb? (Signal.) *Was eating.*
 - Sentence 5: They sat on a bench. What's the subject? (Signal.) *They.*
 - What's the verb? (Signal.) *Sat.*
 - (Repeat step 2 until firm.)
3. Your turn: Write the **verb** for each sentence. If the verb has two words, write both words. Pencils down when you're finished. (Observe students and give feedback.)

4. Check your work.
 - Sentence 1: The boys rode their bikes. What's the verb? (Signal.) *Rode.*
 - Sentence 2: Her mother was singing to herself. What's the verb? (Signal.) *Was singing.*
 - Sentence 3: I slipped on the ice. What's the verb? (Signal.) *Slipped.*
 - Sentence 4: She was eating in her room. What's the verb? (Signal.) *Was eating.*
 - Sentence 5: They sat on a bench. What's the verb? (Signal.) *Sat.*
 - Sentence 6: My brother and sister played in the park. What's the verb? (Signal.) *Played.*
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 6 Preparing to Write a Paragraph



1. Everybody, pencils down. Find part E in your textbook. I'll read the instructions: Write a paragraph that reports on what happened. The persons and things in these pictures are not numbered. Before you write, we'll say sentences that report on the important things that happened.



EXERCISE 7 Writing a Paragraph— No Numbers

2. Everybody, touch picture 1.
 - Raise your hand when you can say a sentence that reports on the main thing the gorilla did in that picture. (Call on several students. Praise sentences such as: *A gorilla walked out of its cage.* For each good sentence: **Everybody, say that sentence.**)
 3. Everybody, touch picture 2.
 - Several important things happened in that picture. Raise your hand when you can say a sentence that reports on what the zookeeper did in that picture. (Call on several students. Praise sentences such as: *The zookeeper made a trail of bananas that led to the cage.* For each good sentence: **Everybody, say that sentence.**)
 - Raise your hand when you can say a sentence that reports on the main thing the gorilla did in that picture. (Call on several students. Praise sentences such as: *The gorilla picked up the bananas and walked towards the cage.* For each good sentence: **Everybody, say that sentence.**)
 4. Everybody, touch picture 3.
 - Raise your hand when you can say a sentence that reports on the main thing the gorilla did in that picture. (Call on several students. Praise sentences such as: *The gorilla walked into the cage.* For each good sentence: **Everybody, say that sentence.**)
 - Raise your hand when you can say a sentence that reports on the main thing the zookeeper did in that picture. (Call on several students. Praise sentences such as: *The zookeeper closed the gate behind the gorilla.* For each good sentence: **Everybody, say that sentence.**)
 5. I'll read a passage that reports on what happened: A gorilla escaped from its cage. The zookeeper made a trail of bananas that led to the cage. The gorilla picked up the bananas. The gorilla walked into the cage. The zookeeper closed the gate behind the gorilla.
1. You're going to write a paragraph that reports on what happened in these pictures.
 2. Touch the words in the vocabulary box as I read them: **gorilla, walked, bananas, trail, cage, picked, escaped, followed, zookeeper.** Be sure to spell those words correctly if you use them in your paragraph.
 3. After you write your paragraph, you'll check it. Remember the new checks:
 - Check 1 says: Did you give a clear picture of what happened? That means that you have a sentence for each important thing that happened, and the sentences are written to give a clear picture of what happened.
 - Check 2 says: Did you fix up any run-on sentences? That means there are no run-on sentences in your paragraph.
 4. Write your paragraph. For each picture, write sentences that report on the important things that happened. Name a person or thing, then tell what the person or thing did. You can use the sentences we just said or you can use other sentences. You have 8 minutes. (Observe students and give feedback.)
 5. (After 8 minutes, say:) Stop writing. You'll check what you have written so far. Make 4 check boxes under your paragraph.

Check 1 says: Did you give a clear picture of what happened? Read your paragraph carefully. If you left out an important sentence, write it below your paragraph and make an arrow to show where that sentence should go. Read over your paragraph for check 1. When you are sure it gives a clear picture, put a check in box 1. (Observe students and give feedback.)
 6. Check 2 says: Did you fix up any run-on sentences? Read your paragraph over again. Fix up any run-on sentences. When you're sure there are no run-on sentences, put a check in box 2. (Observe students and give feedback.)

7. Read your paragraph over for check 3 and fix up any problems. When you're sure that every sentence begins with a capital and ends with a period, put a check in the third box. (Observe students and give feedback.)
 - Read your paragraph over for check 4 and fix up any problems. When you're sure that each sentence tells what somebody did, make a check in the fourth box. (Observe students and give feedback.)
 8. I'll read over your paragraphs before the next lesson. For any problems with a check, I'll write letters in the margin.
 - What letters will I write if your paragraph does not give a clear picture of what happened? (Signal.) *WH*.
 - What letters will I write if your paragraph has a run-on sentence? (Signal.) *RO*.
 - What letters will I write if a sentence does not begin with a capital or end with a period? (Signal.) *CP*.
- What letters will I write if a sentence does not tell what somebody did? (Signal.) *D-I-D*.
 - During the next lesson, you'll fix up any errors. I'll have several students who did not have any problems with checks read their paragraph.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note: Return students' lined paper from lesson 17 at the beginning of this lesson. Students will write on the back of the lined paper during lesson 18.

Objectives

- **Edit a paragraph for run-on sentences.** (Exercise 2)
- Construct sentences with possessive words. (Exercise 3)
- Write a paragraph that infers what must have happened in a missing picture. (Exercise 4)
- Identify the verbs in sentences that have 1-word verbs and in sentences that have 2-word verbs. (Exercise 5)
- Edit a paragraph that reports on an action sequence of pictures. (Exercise 6 and 7)

WORKBOOK

EXERCISE 1 Feedback on Lesson 17

- (Hand back students' work from lesson 17.)
- Praise students who had correct answers for all items in lesson 17 skill exercises.
- Provide feedback on any skill exercises that were troublesome.

EXERCISE 2 Paragraph Editing

Run-On Sentences

1. Everybody, open your workbook to lesson 18 and find part A. ✓
- I'll read the instructions: Fix up the run-on sentences in this paragraph.
2. I'll read the first sentence: Tom stopped in front of the pet shop and looked in the window. Is that a run-on sentence? (Signal.) *No.*
- I'll read the next sentence: He saw a puppy inside and the pet store was open and Tom didn't have any money to buy the puppy. Is that a run-on sentence? (Signal.) *Yes.*
- Fix it up.
(Observe students and give feedback.)
3. Read the rest of the paragraph. Fix up any run-on sentences. Pencils down when you're finished.
(Observe students and give feedback.)
4. Let's check your work. I'll read the paragraph the way it should be.

- Tom stopped in front of the pet shop and looked in the window. He saw a puppy inside, period. Capital **T**, The pet store was open, period. Tom didn't have any money to buy the puppy. He wanted the puppy, period. Capital **H**, He went home to talk to his parents. They told him he could have the puppy. Tom did jobs, period. Capital **H**, He earned the money he needed to buy the puppy, period.
- 5. Raise your hand if you fixed up all the run-ons. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Possessive

Apostrophe + S

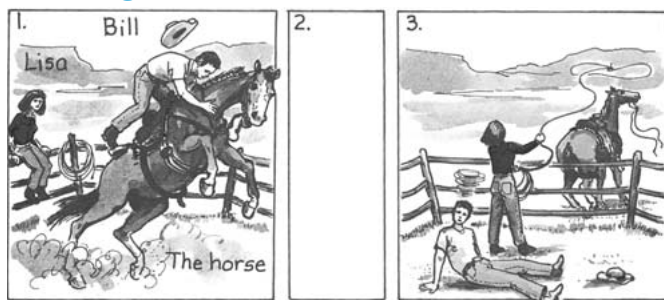
1. Everybody, pencils down. Find part B. ✓
- You're going to complete sentences that tell about something that belongs to something else.
2. Touch item 1.
The car belonged to Tom. The car was new. Listen to the first sentence again: The car belonged to **Tom**. Who did the car belong to? (Signal.) *Tom.*
- So what do we write for the car belonged to Tom? (Signal.) *Tom's car.*
- Spell **Tom's**. (Signal.) *Capital T-o-m-apostrophe-s.*
3. Touch item 2.
The wheel belonged to his bike. The wheel was bent. What did that wheel belong to? (Signal.) *His bike.*

- So what do we write for the wheel belonged to **his bike**? (Signal.) *His bike's wheel.*
 - Spell **bike's**. (Signal.) *B-i-k-e-apostrophe-s.*
4. Complete the items in part B. Just rewrite the first sentence for each item and you'll complete the new sentence. Pencils down when you're finished.
(Observe students and give feedback.)
 5. Let's check your work.
 - Item 1: The car belonged to Tom. The car was new. Read the sentence you completed. (Signal.) *Tom's car was new.*
 - Item 2: The wheel belonged to his bike. The wheel was bent. Read the sentence you completed. (Signal.) *His bike's wheel was bent.*
 - Item 3: The motor belonged to that truck. The motor made a lot of noise. Read the sentence you completed. (Signal.) *That truck's motor made a lot of noise.*
 - Item 4: The finger belonged to Sally. The finger was swollen. Read the sentence you completed. (Signal.) *Sally's finger was swollen.*
 - Item 5: The mouth belonged to the dog. The mouth was sore. Read the sentence you completed. (Signal.) *The dog's mouth was sore.*
 6. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER

EXERCISE 4 Inference

Missing Picture



1. Pick up your lined paper from lesson 17. Turn the lined paper to the other side. Write your name and lesson 18 on the top line. Pencils down when you're finished. ✓
- Find part C in your workbook.
 - The pictures in part C are supposed to show what happened first and next and next, but the middle picture is missing.
2. Let's see if you can figure out what must have happened in the middle picture by comparing picture 1 and picture 3. Touch the horse in picture 1. Who can tell me about where the horse is and what the horse is doing in picture 1? (Call on a student: Idea: *The horse is in the corral. The horse is jumping, bucking.*)
 - Touch the horse in picture 3. Where is the horse in picture 3? (Call on a student. Idea: *Outside the corral.*)
 - How did the horse get outside the corral? (Call on a student: Idea: *The horse jumped over the fence.*)
 - Where is Bill in picture 1 and what is he doing? (Call on a student. Idea: *He is holding onto the horse's neck and in the air just above the horse.*)
 - What is different about Bill in picture 3? (Call on a student: *He's sitting on the ground.*)
 - What did Bill do in the missing picture? (Call on a student. Idea: *He fell off the horse and landed on the ground.*)
 - Touch Lisa in picture 1 and in picture 3. What is different about Lisa in picture 1 and picture 3? (Call on a student: Idea: *In picture 1, she is sitting on the fence. In picture 3, she is standing in the corral throwing a lasso at the horse.*)
 - What did Lisa do in the middle picture? (Call on a student: Idea: *She jumped down from the fence and grabbed the rope.*)
 3. Here's the first part of the story: Bill was trying to ride a wild horse inside a corral. The horse bucked. Bill grabbed the horse's neck and hung on. Lisa sat on the top rail of the fence watching Bill try to ride the horse.
 4. Now, you'll say sentences that tells what must have happened in the middle picture. You'll tell about the horse, Bill and Lisa.
 - Raise your hand when you can say a sentence that tells what Bill must have done in the missing picture. (Call on several students. Praise sentences such as: *Bill fell off the horse.* For each good sentence: Everybody, say that sentence.)

5. Raise your hand when you can say a sentence that tells what the horse must have done in the missing picture. (Call on several students. Praise sentences such as: *The horse jumped over the fence.* For each good sentence: Everybody, say that sentence.)
6. Now make up a sentence that tells what Lisa must have done in the middle picture. Remember, she was sitting on the fence in the first picture. She wasn't holding the rope in the first picture. So you will have to tell two things that Lisa must have done. (Call on several students. Praise sentences such as: *Lisa jumped over the fence and grabbed the rope.* For each good sentence: Everybody, say that sentence.)
7. I'll read the words in the vocabulary box: **corral, grabbed, fence, rail.**
8. Your turn: Write a paragraph. Write at least three sentences that tell what must have happened in the middle picture. Tell about the horse, Bill and Lisa. Raise your hand when you're finished. (Observe students and give feedback.)
9. I'll call on different students to read their paragraphs.
 - (Call on several students. Praise sentences such as: *The horse jumped over the corral fence. Bill fell off the horse. Lisa jumped down from the fence and grabbed the rope.*)

TEXTBOOK

10. Let's see if you did a good job of giving a clear picture of what must have happened in the middle picture. Open your textbook to lesson 18 and find part C. ✓
 - It shows the middle picture. Look at Bill in that picture. (Call on a student:) *Where is he?* (Idea: *In the air.*)
 - (Call on a student:) *What is the horse doing?* (Idea: *Jumping over the fence.*)
 - (Call on a student:) *What is Lisa doing?* (Idea: *Getting the rope.*)
9. Raise your hand if your paragraph gave a clear picture of what must have happened in the middle picture.
 - You are really good at figuring things out.

EXERCISE 5 Two-word Verbs

1. Skip a line on your paper. Then number your paper 1 through 6. Raise your hand when you're finished.
 - Everybody, pencils down. Find part D in your textbook.
 - Some of the sentences have a one-word verb and some of the sentences have a two-word verb. Remember, the verb comes right after the subject.
2. Sentence 1: A happy baby was playing with her rattle. What's the subject? (Signal.) *A happy baby.*
 - Listen: What's the **verb**? (Signal.) *Was playing.*
 - Sentence 2: Don's truck stopped at the railroad tracks. What's the subject? (Signal.) *Don's truck.*
 - What's the verb? (Signal.) *Stopped.*
 - Sentence 3: They were talking to the police officer. What's the subject? (Signal.) *They.*
 - What's the verb? (Signal.) *Were talking.*
3. Your turn: Write the **verb** for each sentence. If the verb has two words, write both words. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work.
 - Sentence 1: A happy baby was playing with her rattle. What's the verb? (Signal.) *Was playing.*
 - Sentence 2: Don's truck stopped at the railroad tracks. What's the verb? (Signal.) *Stopped.*
 - Sentence 3: They were talking to the police officer. What's the verb? (Signal.) *Were talking.*
 - Sentence 4: Six horses ate the long grass. What's the verb? (Signal.) *Ate.*
 - Sentence 5: Bill and Tom were sleeping in the grass. What's the verb? (Signal.) *Were sleeping.*
 - Sentence 6: He felt sick. What's the verb? (Signal.) *Felt.*
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 6 Practicing Applying Checking Procedure



1. Find part D in your workbook. ✓
Turn to lesson 17 in your textbook and find part E. ✓
These are the pictures you wrote a paragraph about last time.
2. Touch the paragraph in part D of your workbook. ✓
 - This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it: A gorilla escaped from its cage and the zookeeper made a trail of bananas that led back to the cage. The gorilla follow the zookeeper. It picked up the bananas and started to eat them. The zookeeper closed the gate behind the gorilla.
3. The letters in the margin tell you if there is a problem with a check. Let's go over the **WH** problem before you fix up all the problems.
 - Touch **WH** in the margin. ✓
 - Read the paragraph and look at the pictures. Raise your hand when you can say a sentence that tells an important thing that is not in the paragraph. (Call on student. Idea: *The gorilla walked into the cage.*)
 - You'll write the missing sentence under the paragraph and make an arrow to show where it goes in the paragraph.
4. Fix up the paragraph so it meets all the checks. Remember, if you need to write a new sentence, write it under the paragraph and make an arrow to show where the new sentence goes. (Observe students and give feedback.)

5. Check your work.
 - On the line with **RO**, you should have made a period after **cage**, crossed out **and**, then made the **t** in **the** a capital **T**. Raise your hand if you fixed up that problem.
 - On the next line with **D-I-D**, you should have crossed out the word **follow** and written the word **followed** above.
 - For the line with **WH** in the margin, you should have written a sentence under the paragraph that tells that the gorilla walked into a cage, and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
6. I'll read the paragraph with all the problems fixed up. Listen: A gorilla escaped from its cage. A zookeeper made a trail of bananas that led back to the cage. The gorilla followed the zookeeper. It picked up the bananas and started to eat them. The zookeeper closed the gate behind the gorilla.

EXERCISE 7 Editing and Fixing up a Paragraph

1. Find the paragraph you wrote on your lined paper from last time. ✓
 - Keep your textbook open to part E on lesson 17. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)

3. The letters in the margins tell about the checks.
 - What letters tell you there is a run-on? (Signal.) *RO*.
 - What letters tell you that a sentence that tells what happened is missing? (Signal.) *WH*.
4. Fix up any problems in your paragraph. If you can't figure out a problem for your paragraph, raise your hand. If there are no problems with checks, read over your paragraph and see if you can add words to make it better. (Observe students and give feedback.)

5. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. When appropriate, write brief comments.

Objectives

- Write a paragraph that **infers** what must have happened in a missing picture. (Exercise 2)
- Identify the verbs in sentences that have 1-word verbs and in sentences that have 2-word verbs. (Exercise 3)
- **Complete sentences with possessive words in the predicate, for example: A mouse sat on Milly's foot.** (Exercise 4)
- Say sentences that report on the important events in each picture in an action sequence of pictures. (Exercise 5)
- Construct a paragraph that reports on an action sequence of pictures. (Exercise 6)

WORKBOOK

EXERCISE 1 Feedback on Lesson 18

- (Before handing back student's work from lesson 18, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 18.)
- Praise students
 - a. who had correct answers for all items in lesson 18 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

LINED PAPER

EXERCISE 2 Inference

Missing Picture



1. Everybody, take out a sheet of lined paper and write your name and lesson 19 on the top line. Pencils down when you're finished. ✓
 - Open your workbook to lesson 19 and find part A. ✓
 - The pictures in part A are supposed to show what happened first and next and next, but the middle picture is missing.
2. Let's see if you can figure out what happened in the middle picture by comparing picture 1 and picture 3.
 - Touch the flyswatter in picture 1 and in picture 3. What is different about the flyswatter in picture 1 and picture 3? (Call on a student: *In picture 1, the baker is holding the flyswatter. In picture 3, the flyswatter is in the pie.*)
 - Touch the baker in picture 1. What is the baker doing in picture 1? (Call on a student: *Idea: The baker is holding a flyswatter.*)
 - Touch the baker in picture 3. What is the baker doing in picture 3? (Call on a student. *Idea: Wiping pie off his face with his apron.*)
 - Touch the fly in picture 1 and in picture 3. What is different about the fly in picture 1 and picture 3? (Call on a student: *Idea: In picture 1, the fly is flying just above the pie. In picture 3, the fly is flying towards the window.*)
 - How did the flyswatter get into the pie? (Call on a student. *Ideas: The baker swung the flyswatter. The flyswatter missed the fly and landed in the pie.*)
3. Here's the first part of the story: A baker just finished cooking a pie. He put it on the table to cool. A fly flew through an open window and flew towards the pie. The baker lifted up a flyswatter and got ready to swat the fly.
4. Now, you'll tell me what must have happened in the middle picture. You'll tell about the baker, the flyswatter, the pie and the fly.

- Raise your hand when you can say a sentence that tells what the baker must have done in the missing picture. (Call on several students. Praise sentences such as: *The baker swung the flyswatter at the fly.* For each good sentence: **Everybody, say that sentence.**)
5. Raise your hand when you can say a sentence that tells what the flyswatter must have done in the missing picture. (Call on several students. Praise sentences such as: *The flyswatter hit the pie.* For each good sentence: **Everybody, say that sentence.**)
 6. Now make up a sentence that tells what the pie must have done in the middle picture. (Call on several students. Praise sentences such as: *The pie splattered all over the baker.* For each good sentence: **Everybody, say that sentence.**)
 7. Now make up a sentence that tells what the fly must have done in the middle picture. (Call on several students. Praise sentences such as: *The fly flew away.* For each good sentence: **Everybody, say that sentence.**)
 8. I'll read a paragraph that tells what happened in the missing picture: The baker swung the flyswatter at the fly. The flyswatter hit the pie. The pie splattered all over the baker. The fly flew away.
 9. I'll say those sentences again.
 - The baker swung the flyswatter at the fly. Say that sentence. (Signal.) *The baker swung the flyswatter at the fly.*
 - The flyswatter hit the pie. Say that sentence. (Signal.) *The flyswatter hit the pie.*
 - The pie splattered all over the baker. Say that sentence. (Signal.) *The pie splattered all over the baker.*
 - The fly flew away. Say that sentence. (Signal.) *The fly flew away.*
 10. I'll read the words in the vocabulary box: **pie, flyswatter, swung, flew away, splattered.**
 11. Your turn: Write a paragraph. Write sentences that tell what must have happened in the middle picture. Tell about the baker, the flyswatter, the pie and the fly. Pencils down when you're finished. (Observe students and give feedback.)

12. I'll call on several students to read their paragraph.
 - (Call on several students. Praise sentences such as: *The baker swung his flyswatter at the fly. The flyswatter hit the pie. The pie splattered all over the baker. The fly flew away.*)

TEXTBOOK

13. Let's see if you did a good job of giving a clear picture of what must have happened in the middle picture. Open your textbook to lesson 19 and find part A. ✓
 - It shows the middle picture. Look at the fly in that picture. (Call on a student:) Where is it? (Idea: *Flying away.*)
 - (Call on a student:) Where is the flyswatter? (Idea: *Hitting the pie.*)
 - (Call on a student:) What is the pie doing? (Idea: *Splattering.*)
14. Raise your hand if your paragraph gave a clear picture of what must have happened in the middle picture.
 - You are really good at figuring things out.

EXERCISE 3 Two-word Verbs

1. Skip a line on your paper. Then number your paper 1 through 6. ✓
 - Everybody, find part B in your textbook. ✓
 - Some of the sentences have a one-word verb and some of the sentences have a two-word verb.
2. Write the **verb** for each sentence. If the verb has two words, write both words. Pencils down when you're finished. (Observe students and give feedback.)
3. Check your work.
 - Sentence 1: A young man fell off his bike. What's the verb? (Signal.) *Fell.*
 - Sentence 2: Ann and her sister whispered to each other. What's the verb? (Signal.) *Whispered.*
 - Sentence 3: They were eating lunch. What's the verb? (Signal.) *Were eating.*
 - Sentence 4: The frog was sitting on the log. What's the verb? (Signal.) *Was sitting.*
 - Sentence 5: A car and a truck stopped at the red light. What's the verb? (Signal.) *Stopped.*
 - Sentence 6: Six boys were sleeping on the floor. What's the verb? (Signal.) *Were sleeping.*

4. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Possessives

Apostrophe + S

1. Skip a line on your paper. Then number your paper 1 through 4. Pencils down when you're finished.
 - Find part C in your textbook.
 - You're going to complete sentences that tell about the pictures. Each sentence will have a word with an apostrophe.
2. I'll read the words in the vocabulary box: **shoe, knee, head, shirt.**
3. Touch picture 1.

The sentence starts with these words: **Two butterflies landed on a**. Look at the two butterflies in picture 1. They landed on something's head. Whose head did they land on? (Signal.) *A cow's.*

 - So here's the sentence for picture 1: **Two butterflies landed on a cow's head.** Say that sentence. (Signal.) *Two butterflies landed on a cow's head.*
4. Touch picture 2.

The paint dripped onto someone's shirt. Whose shirt? (Signal.) *Sam's.*

 - Raise your hand when you can say the sentence about the paint. (Call on a student.) *The paint dripped onto Sam's shirt.*
 - Everybody, say that sentence. (Signal.) *The paint dripped onto Sam's shirt.*
5. Touch picture 3.

Look at the mouse in that picture. A mouse sat on someone's shoe. Whose shoe? (Signal.) *Milly's.*

 - Raise your hand when you can say the sentence about a mouse. (Call on a student.) *A mouse sat on Milly's shoe.*
 - Everybody, say that sentence. (Signal.) *A mouse sat on Milly's shoe.*
6. Touch picture 4.

A boy sat on someone's knee. Whose knee? (Signal.) *His father's.*

 - Raise your hand when you can say the sentence about a boy. (Call on a student.) *A boy sat on his father's knee.*

- Everybody, say that sentence. (Signal.) *A boy sat on his father's knee.*
7. You're going to write those sentences. Copy the part of each sentence that is already written. Then complete each sentence. Remember to use an apostrophe in the word that tells who the head belonged to, the shirt belonged to, the shoe belonged to and the knee belonged to. Pencils down when you're finished. (Observe students and give feedback.)
 8. Check your work. I'll read each sentence.
 - Sentence 1: Capital **T**, Two butterflies landed on a cow's head. Everybody, spell **cow's**. (Signal.) *C-o-w-apostrophe-s.*
 - Sentence 2: Capital **T**, The paint dripped onto Sam's shirt. Spell **Sam's**. (Signal.) *Capital S-a-m-apostrophe-s.*
 - Sentence 3: Capital **A**, A mouse sat on Milly's shoe. Spell **Milly's**. (Signal.) *Capital M-i-l-l-y-apostrophe-s.*
 - Sentence 4: Capital **A**, A boy sat on his father's knee. Spell **father's**. (Signal.) *F-a-t-h-e-r-apostrophe-s.*
 9. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Preparing to Write a Paragraph



1. Everybody, pencils down. Find part D in your textbook. I'll read the instructions: Write a paragraph that reports on what happened. The persons and things in these pictures are not numbered. Before you write, we'll say sentences that report on the important things that happened.



2. Everybody, touch picture 1. Several important things happened in that picture
 - Raise your hand when you can say a sentence that reports on the main thing that Alex did in that picture. (Call on several students. Praise sentences such as: *Alex threw a Frisbee to his dog.* For each good sentence: **Everybody, say that sentence.**)
 - Raise your hand when you can say a sentence that reports on what the Frisbee did in that picture. (Call on several students. Praise sentences such as: *The Frisbee went over his dog's head.* For each good sentence: **Everybody, say that sentence.**)
3. Everybody, touch picture 2.
 - Several important things happened in that picture. Raise your hand when you can say a sentence that reports on what a bear cub did in that picture. (Call on several students. Praise sentences such as: *A bear cub grabbed the Frisbee.* For each good sentence: **Everybody, say that sentence.**)
 - Raise your hand when you can say a sentence that reports on what the dog did in that picture. (Call on several students. Praise sentences such as: *The dog barked at the bear cub.* For each good sentence: **Everybody, say that sentence.**)
4. Everybody, touch picture 3.
 - Several important things happened in that picture. Raise your hand when you can say a sentence that reports on what a mother bear did in that picture. (Call on several students. Praise sentences such as: *A mother bear walked into the field.* For each good sentence: **Everybody, say that sentence.**)

- Raise your hand when you can say a sentence that reports on what Alex did in that picture. (Call on several students. Praise sentences such as: *Alex picked up his dog and ran toward a tree.* For each good sentence: **Everybody, say that sentence.**)
5. I'll read a paragraph that reports on what happened: Alex threw a Frisbee to his dog. The Frisbee went into the bushes. A baby bear grabbed the Frisbee. Alex's dog barked at the bear. A mother bear heard the barking and walked out into the field. Alex grabbed his dog and ran away.
 6. I'll say those sentences again.
 - Alex threw a Frisbee to his dog. Say that sentence. (Signal.) *Alex threw a Frisbee to his dog.*
 - The Frisbee went into the bushes. Say that sentence. (Signal.) *The Frisbee went into the bushes.*
 - A baby bear grabbed the Frisbee. Say that sentence. (Signal.) *A baby bear grabbed the Frisbee.*
 - Alex's dog barked at the bear. Say that sentence. (Signal.) *Alex's dog barked at the bear.*
 - A mother bear heard the barking and walked out into the field. Say that sentence. (Signal.) *A mother bear heard the barking and walked out into the field.*
 - Alex grabbed his dog and ran away. Say that sentence. (Signal.) *Alex grabbed his dog and ran away.*

EXERCISE 6 Writing a Paragraph

1. You're going to write a paragraph that reports on what happened in these pictures.
2. Touch the words in the vocabulary box as I read them: **Frisbee, bushes, bark, appeared, grabbed, threw, field, Alex's dog.** Be sure to spell those words correctly if you use them in your paragraph.
3. Write your paragraph. For each picture, write sentences that report on the important things that happened. Name a person or thing, then tell what the person or thing did. You can use the sentences we just said, or you can use other sentences. You have 8 minutes. (Observe students and give feedback.)

4. (After 8 minutes, say:) Stop writing. You'll check what you have written so far. Make 4 check boxes under your paragraph.
Check 1 says: Did you give a clear picture of what happened? Read your paragraph carefully. If you left out a sentence, write that sentence under your paragraph and make an arrow to show where that sentence should go. When you are sure your paragraph gives a clear picture of what happened, put a check in box 1. (Observe students and give feedback.)
5. Check 2 says: Did you fix up any run-on sentences? Read your paragraph over again. Make sure that there are not any run-on sentences. When you are sure there are no run-on sentences, put a check in box 2. (Observe students and give feedback.)
6. Read your paragraph over for check 3 and fix up any problems. When you're sure that every sentence begins with a capital and ends with a period, make a check in the third box. (Observe students and give feedback.)
- Read your paragraph over for check 4 and fix up any problems. When you're sure that each sentence tells what somebody did, make a check in the fourth box. (Observe students and give feedback.)
7. I'll read over your paragraphs before the next lesson. During the next lesson, you'll fix up any errors. I'll have several students who did not have any problems with checks read their paragraph.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs.
Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note: During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)

Objectives

- Edit and revise a paragraph that reports on an action sequence of pictures. (Exercise 2)
- Perform on a mastery test of skills presented in lessons 11–19. (Exercise 3)

Exercises 4–6 give instructions for marking the test, giving student feedback and providing remedies.

WORKBOOK

EXERCISE 1 Feedback On Lesson 19

- (Hand back students' work from lesson 19.)
- Praise students who had correct answers for all items in lesson 19 skill exercises.
- Provide feedback on any skill exercises that were troublesome.

LINED PAPER • TEXTBOOK

EXERCISE 2 Practicing Applying Checking Procedure



1. Open your workbook to lesson 20 and find part A. ✓
Open your textbook to page 12.
These are the pictures you wrote a paragraph about during the last lesson. (Observe.)
2. Touch the paragraph in part A of your workbook. ✓
 - This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it: Alex threw a Frisbee to his dog and the Frisbee went over the dog's head. A bear cub grabbed the Frisbee. The mother bear heard the barking and walk into the field. Alex picked up his dog and ran to a big tree.

3. Fix up the paragraph so it meets all the checks. (Observe students and give feedback.)
4. Check your work.
 - On the line with **RO**, you should have fixed up the run-on by making a period after the word **dog**, crossing out the word **and**, then making the **t** in **the** begin with a capital **T**. Raise your hand if you fixed up that run-on.
 - For the line with the **WH**, you should have written a sentence under the paragraph that tells that the dog barked at the bear cub, and made an arrow to show where that sentence goes in the paragraph. Raise your hand when you fixed up that problem.
 - For the line with the **D-I-D**, you should have crossed out the word **walk** and written **walked** with an **e-d** ending.
 - On the line with **CP**, you should have made a period after the word **tree**.
 - Raise your hand if you fixed up all the problems.
5. I'll read the paragraph with the problems fixed up. Listen: Alex threw a Frisbee to his dog. The Frisbee went over the dog's head. A bear cub grabbed the Frisbee. The dog barked at the bear cub. The mother bear heard the barking and walked into the field. Alex picked up his dog and ran to a big tree.

EXERCISE 3 Editing and Correcting a Paragraph

Return students' lined papers from lesson 19.

1. Find the paragraph you wrote on your lined paper from last time.
 - Keep your textbook open to part D on lesson 19.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters in the margin of your paragraph. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)
3. Fix up any problems in your paragraph. If you can't figure out a problem your paragraph has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can add words to make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph now meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. When appropriate, write brief comments.

EXERCISE 4 Test 2

Run-On Sentences

1. The rest of the lesson is a test. You'll do the whole test and then we'll mark it. Find part A of test 2.
2. I'll read the instructions: Read the paragraph. Fix up any run-ons. Do it. Pencils down when you're finished.

Two-word Verbs

1. Everybody, find part B. ✓
2. I'll read the instructions: Write the verb for each sentence. Remember, if the verb has two words, write both words. Do it. Pencils down when you're finished.

Apostrophe + S

1. Everybody, find part C. ✓
2. I'll read the instructions: Rewrite each item with an **apostrophe s**. Do it. Pencils down when you're finished.

Clarity

1. Everybody, find part D. ✓
2. I'll read the instructions: Fill in the blanks with the correct words. Do it. Pencils down when you're finished.
3. (When students finish the test, collect their workbooks.)

Test Part E

Writing a Paragraph

1. Everybody, open your textbook to page 4.
2. Pick up your lined paper from lesson 19. Turn the lined paper to the other side and write your name and test 2 on the top line. ✓
3. I'll read the instructions: Write a paragraph that reports on what happened. Write a sentence for each name shown in the pictures.
4. These are pictures that you have written about before. Let's see how well you can write a paragraph about these pictures on your own. Write your paragraph. Remember, write a clear sentence for each number. For each number, name the person or thing, then tell what the person or thing did. You have 10 minutes. (Observe students but do not give feedback.)
5. (After 10 minutes, say:) Stop writing. Make 3 check boxes under your paragraph. ✓
 - Check one says: Does each sentence tell the main thing? Everybody, read over your paragraph. Make sure that you have a sentence for each name shown in the pictures. Make sure that each sentence reports on the main thing the person or thing did. When you're sure you have a sentence for each name and all your sentences report on the main thing, make a check in the first box.

- Check two says: Does each sentence begin with a capital and end with a period? Read over your paragraph. If a sentence doesn't begin with a capital and end with a period, fix it up. When you're sure all the sentences begin with a capital and end with a period, make a check in the second box.
- Check three says: Does each sentence tell what somebody or something did? Read over your paragraph again. Make sure that each sentence tells what a person or thing did. When you're sure that each sentence tells what somebody did, make a check in the third box.

EXERCISE 4A Marking the Test—Parts A-D

1. (Mark the workbooks before the next scheduled language lesson. Use the *Language Arts Workbook Answer Key* to determine acceptable responses for the test.)
2. (Write the number of errors each student made on the test in the test scorebox at the beginning of the test.)
3. (Enter the number of errors each student made on the Summary for Test 2. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)

EXERCISE 4B Marking the Test—Part E

1. Mark the student's paragraphs before the next lesson. Circle each problem in the paragraph. Calculate a total score by counting each instance below as 1 problem:
 - not indenting
 - not beginning a sentence right after the preceding sentence
 - a sentence that does not begin with a capital letter
 - a sentence that does not end with a period
 - a sentence that does not tell what somebody or something did
 - omitting a sentence or a sentence in the wrong sequence

- a sentence that does not report on the main thing the person or thing did
 - a word from the vocabulary box not spelled correctly
2. Total the number of errors and write that total on the top line of the student's lined paper.
 3. Enter the number of errors each student made on the Summary for Test 2. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.

EXERCISE 5 Feedback on Test 2—Parts A-B

1. (Return the students' workbooks after they are marked.)
 - Everybody, open your workbook to lesson 20.
2. The number I wrote in the test scorebox tells how many items you got wrong on the workbook part of the test. Raise your hand if I wrote **0, 1** or **2** at the top of your test. **Those are super stars.**
 - Raise your hand if I wrote **3** or **4**. Those are pretty good workers.
 - If I wrote a number that's more than 4, you're going to have to work harder.

Feedback on Test 2—Paragraph Writing

1. (Return the students' paragraphs after they are marked.)
2. The number I wrote on top of your paper tells how many problems there were with your paragraph. Raise your hand if I wrote **0** or **1** at the top of your paper. Those are super star papers.
 - Raise your hand if I wrote **2** or **3**. Those are pretty good papers.
 - If I wrote a number that's more than **3**, we'll need to do some extra work on paragraph writing.

EXERCISE 6 Test Remedies

- (Before beginning lesson 21, provide any necessary remedies. Present the exercises verbally before having students write the answers. After students complete the exercises specified for a remedy, check their work and give feedback.)

Test Part A

Run-On Sentences

If more than 1/4 of the students made 2 or more errors in test part A, present the following exercises:

- (Direct students to part A on page 180 of the student workbook.)
Read the paragraph. Fix up any run-ons.
- (Direct students to part B on page 181 of the student workbook.)
Read the paragraph. Fix up any run-ons.

Test Part B

Two-word Verbs

If more than 1/4 of the students made 2 or more errors in test part B, present the following exercises:

- (Direct students to part C on page 181 of the student workbook.)
Write the verb for each sentence.
Remember, if the verb has two words, write both words.
- (Direct students to part D on page 181 of the student workbook.)
Write the verb for each sentence.
Remember, if the verb has two words, write both words.

Test Part C

Apostrophe + S

If more than 1/4 of the students made 2 or more errors in test part C, present the following exercises:

- (Direct students to part E on page 182 of the student workbook.)
Rewrite each item with an apostrophe s.
- (Direct students to part F on page 182 of the student workbook.)
Rewrite each item with an apostrophe.

Test Part D

Clarity

If more than 1/4 of the students made 2 or more errors in test part D, present the following exercises:

- (Direct students to part G on page 183 of the workbook.)
Fill in the blanks with the correct words.
- (Direct students to part H on page 183 of the workbook.)
Fill in the blanks with the correct words.

Test Part E

Writing a Paragraph

If more than 1/4 of the students made 4 or more errors in writing the paragraph in part E, present the following exercises:

Lesson 4 Exercise 6 and 7
Lesson 6 Exercise 6 and 7
Lesson 8 Exercise 6 and 7

Objectives

- **Determine whether it is appropriate to use a pronoun as the subject of a sentence.** (Exercise 2)
- **Identify the verbs presented in a group of words.** (Exercise 3)
- Complete sentences with possessive words in the predicate. (Exercise 4)
- Write a paragraph that infers what must have happened in a missing picture. (Exercise 5)

EXERCISE 1 Feedback On Lesson 20

- (Hand back the students' work from lesson 20.)
- (Read one or two well-written paragraphs that meet all the checks.)

WORKBOOK

EXERCISE 2 Clarity

Pronouns

1. You're going to learn a new rule about clarity.
2. Listen to these sentences: Milly played baseball with Linda. She got sunburned. Everybody, do you know **who** got sunburned? (Signal.) *No.*
 - You don't know who got sunburned, because the second sentence is unclear. It says **she** got sunburned. But the word **she** could refer to Milly **or** Linda.
3. Listen to these sentences: Milly played baseball with Jeff. She got sunburned. Everybody, do you know **who** got sunburned? (Signal.) *Yes.*
 - Who got sunburned? (Signal.) *Milly.*
 - You know who got sunburned because there's only one person that **she** could refer to. That's Milly.
 - Listen to these sentences: Milly played baseball with Jeff. He got sunburned. Do you know who got sunburned? (Signal.) *Yes.*
 - Who got sunburned? (Signal.) *Jeff.*
 - You know who got sunburned because there is only one person that **he** could refer to.
4. Listen to these sentences: George played baseball with Jeff. He got sunburned. Do you know who got sunburned? (Signal.) *No.*
 - **Why not?** (Call on a student. Idea: *It could be George or it could be Jeff.*)
 - (Repeat step 3 until firm.)
4. Here are the new rules about using **he** and **she**: If there are two men named in a sentence, you shouldn't begin the next sentence with **he**. If there are two women named in a sentence, you shouldn't begin the next sentence with **she**. Remember, if the first sentence names two men or two women, you shouldn't begin the next sentence with **he** or **she**.
5. Everybody, open your workbook to lesson 21 and find part A. ✓
 - Each item has two sentences. You're going to figure out whether the second sentence in each item should begin with **he** or **she**.
6. Touch item 1.

I'll read the first sentence in item 1: Milly played baseball with Linda. Two women are named in that sentence, Milly and Linda. So the next sentence shouldn't begin with **she**. It should begin with **Milly**.

 - Cross out **she** at the beginning of the next sentence. ✓
 - (Call on a student:) Read both sentences in item 1. *Milly played baseball with Linda. Milly threw the ball.*
7. Touch item 2.

I'll read the first sentence in item 2: Milly played baseball with Jeff. Everybody, how many women are in the first sentence? (Signal.) *One.*

 - So the next sentence can begin with **she**.
 - Cross out **Milly** at the beginning of the next sentence. ✓

- (Call on a student:) Read both sentences in item 2. *Milly played baseball with Jeff. She threw the ball.*
- I'll read the first sentence in item 3: Gary and John went to the store. How many men are in the first sentence? (Signal.) *Two.*
 - Should we begin the next sentence with **he**? (Signal.) *No.*
 - (Call on a student:) Why shouldn't we begin the next sentence with **he**?
(Praise responses that express the idea that there are two men in the first sentence.)
 - Cross out **he** at the beginning of the next sentence. ✓
 - (Call on a student:) Read both sentences in item 3. *Gary and John went to the store. John had been working all day.*
 - I'll read the first sentence in item 4: Jessica talked to Liz. How many women are in the first sentence? (Signal.) *Two.*
 - Fix up the second sentence so it begins with the right word.
 - (Call on a student:) Read the two sentences in item 4. *Jessica talked to Liz. Jessica was walking home.*
 - I'll read the first sentence in item 5: Kathy handed a glass to Bill. Everybody, how many women are named in that sentence? (Signal.) *One.*
 - Fix up the second sentence in item 5.
 - (Call on a student:) Read both sentences in item 5. *Kathy handed a glass to Bill. She told him where to put it.*
- Raise your hand if you used the right word in each item. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Parts of Speech

Verbs

- Everybody, pencils down. Find part B. ✓
 - Words that tell what somebody or something did are **verbs**. Everybody, what kind of words tell what somebody or something did? (Signal.) *Verbs.*
- The words in column 1 are verbs because they tell what somebody or something did. I'll read the verbs: **ran, talked, turned, yelled, sat, smiled, fell.**

- Everybody, what kind of words are those? (Signal.) *Verbs.*
- Your turn: Who can tell me some verbs that are not in column 1? (Call on several students.)

(To correct:)

(If a student says a word that is not a verb, ask:)

Can somebody or something (student's word)?

- The words in column 2 are not verbs because they don't tell what somebody or something did. I'll read the words in column 2: **girls, stove, brother, pretty, quietly, man, lazy.** Those words are **not** verbs.
- I'll read the words in column 3. Some of those words are verbs and some are not verbs.
 - Cried. Everybody, is that a verb? (Signal.) *Yes.*
Yes, **cried** tells what somebody did.
 - Bought. Is that a verb? (Signal.) *Yes.*
Yes, **bought** tells what somebody did.
 - House. Is that a verb? (Signal.) *No.*
Right, that's not a verb. It doesn't tell what somebody did.
 - (Repeat step 5 until firm.)
- Whispered. Is that a verb? (Signal.) *Yes.*
It tells what somebody did.
 - Teacher. Is that a verb? (Signal.) *No.*
It doesn't tell what somebody did.
 - Yellow. Is that a verb? (Signal.) *No.*
It doesn't tell what somebody did.
 - Swam. Is that a verb? (Signal.) *Yes.*
It tells what somebody did.
 - (Repeat step 6 until firm.)
- I'll read the words in column 4: **went, bird, walked, flew, pretty, slept, sold.**
 - You're going to circle all the words in column 4 that are verbs. You're not going to circle any of the words that are not verbs. There are five verbs in column 4. Circle the verbs that are in column 4. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - What's the first verb? (Signal.) *Went.*
 - What's the next verb? (Signal.) *Walked.*
 - What's the next verb? (Signal.) *Flew.*
 - What's the next verb? (Signal.) *Slept.*

- What's the next verb? (Signal.) *Sold*.
- 9. Raise your hand if you circled all the verbs. Great job.
- Everybody else, fix up any mistakes you made in part B.

LINED PAPER • TEXTBOOK

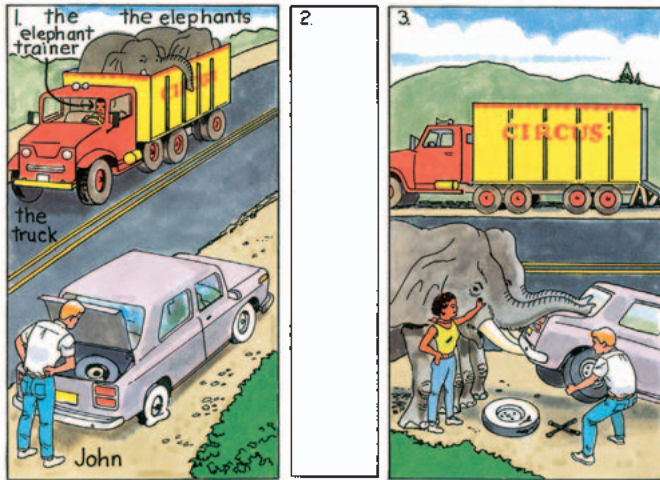
EXERCISE 4 Possessives

Apostrophe + S

- Everybody, take out a sheet of lined paper and write your name and lesson 21 on the top line. Number your paper 1 through 4. Pencils down when you're finished. ✓
- Open your textbook to lesson 21 and find part C. ✓
- You're going to complete sentences that tell about the pictures. Each sentence will have a word with an apostrophe.
- I'll read the words in the vocabulary box: **hair, arm, tail, legs**.
- Touch picture 1.
The sentence starts with these words: **The ball went between**. Look at the ball in picture 1. Whose legs did the ball go between? (Signal.) *Tom's*.
- So here's the sentence for picture 1: The ball went between **Tom's legs**. Say that sentence. (Signal.) *The ball went between Tom's legs*.
- Touch picture 2.
Two birds stood on somebody's arm. Whose arm? (Signal.) *A woman's*.
- Raise your hand when you can say the sentence about two birds. (Call on a student.) *Two birds stood on a woman's arm*.
- Everybody, say that sentence. (Signal.) *Two birds stood on a woman's arm*.
- Touch picture 3.
Look at the monkey in that picture. The monkey pulled an animal's tail. Whose tail? (Signal.) *A lion's*.
- Raise your hand when you can say the sentence about the monkey. (Call on a student.) *The monkey pulled a lion's tail*.
- Everybody, say that sentence. (Signal.) *The monkey pulled a lion's tail*.
- Touch picture 4.
A girl combed somebody's hair. Whose hair? (Signal.) *Her mother's*.
- Raise your hand when you can say the sentence about a girl. (Call on a student.) *A girl combed her mother's hair*.
- Everybody, say that sentence. (Signal.) *A girl combed her mother's hair*.
- You're going to write those sentences. Copy the part of each sentence that is already written. Then complete each sentence. Remember to use an apostrophe in the word that tells who something belonged to. Pencils down when you're finished.
(Observe students and give feedback.)
- Check your work. I'll read each sentence.
 - Sentence 1: Capital **T**, The ball went between Tom's legs. Spell **Tom's**. (Signal.) *Capital T-o-m-apostrophe-s*.
 - Sentence 2: Capital **T**, Two birds stood on a woman's arm. Spell **woman's**. (Signal.) *W-o-m-a-n-apostrophe-s*.
 - Sentence 3: Capital **T**, The monkey pulled a lion's tail. Spell **lion's**. (Signal.) *L-i-o-n-apostrophe-s*.
 - Sentence 4: Capital **A**, A girl combed her mother's hair. Spell **mother's**. (Signal.) *M-o-t-h-e-r-apostrophe-s*.
- Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Paragraph Writing

Inference and Reporting

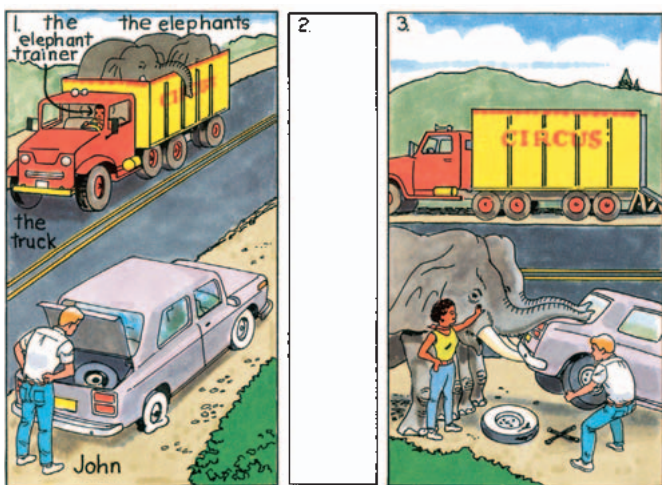


1. Everybody, pencils down. Find part D in your textbook. ✓
 - You're going to write a paragraph that tells what must have happened in the middle picture.
2. I'll read the words in the vocabulary box: **truck, ramp, tusks, spare tire, wheel.**
 - Look at picture 1. Touch the spare tire in the trunk of the car. ✓
 - Look at picture 3. Touch the ramp at the back of the truck. ✓
 - Look at picture 3. Touch the elephant's tusks. ✓
3. Listen to the first part of the story. It tells what happened **before** the first picture and what happened **in** the first picture.
 - Listen:

John was driving his car on a road near the fairgrounds. The car went over some broken glass. One of the tires went flat. John pulled off the road and got ready to change the tire. He opened the trunk and looked inside. He had a spare tire. But he did not have a jack to lift the car up. He put his hands on his hips and looked at the flat tire. He did not know what to do. Just then, a circus truck drove by. An elephant trainer drove the truck. Two elephants were in the back of the truck.

4. Let's compare picture 1 and picture 3 to figure out what must have happened in the middle picture. We'll start with picture 1.
 - Where is the truck in picture 1? (Call on a student. Idea: *On the road.*)
 - Where are the elephants in picture 1? (Call on a student. Idea: *In the back of the truck.*)
 - What is the elephant trainer doing in picture 1? (Call on a student. Idea: *Driving the circus truck.*)
 - Where is John in picture 1? (Call on a student. Idea: *Next to his car.*)
 - Where is the flat tire in picture 1? (Call on a student. Idea: *On the back wheel.*)
5. Now go to picture 3.
 - What's different about the truck? (Call on a student. Ideas: *It's parked; It's not on the road; The truck ramp is down.*)
 - Where are the elephants in picture 3? (Call on a student. Idea: *Behind John's car.*)
 - What's John doing in picture 3? (Call on a student. Idea: *Lifting up the spare tire.*)
 - Where is the flat tire in picture 3? (Call on a student. Idea: *Next to the car.*)
6. You're going to make up sentences that tell what must have happened in the missing picture.
 - In the first picture, the elephant trainer is driving the truck on the road. Raise your hand when you can say a sentence that tells what the elephant trainer must have done first with the truck. (Call on a student. Idea: *The elephant trainer stopped the truck. She drove the truck to the side of the road.*)
 - Raise your hand when you can say a sentence that tells what the elephant trainer must have done to get the elephants out of the truck. (Call on a student. Idea: *The elephant trainer put the ramp down at the back of the truck. The elephants walked down the ramp.*)
 - Raise your hand when you can say a sentence that tells what the elephant trainer did after the elephants walked down the ramp. (Call on a student. Idea: *The elephant trainer walked across the road with the elephants to the back of the car.*)

- In picture 3, the flat tire is on the ground, and John is holding the spare tire. Raise your hand when you can say a sentence that tells what John did first with the spare tire that was in the trunk of the car. (Call on a student. Idea: *John took the spare tire out of the trunk of the car.*)
 - Raise your hand when you can say a sentence that tells what the elephants did to the car to help John. (Call on a student. Idea: *The elephants picked up the back of the car with their tusks.*)
7. I'll read a paragraph that tells what might have happened: The elephant trainer drove the truck to the side of the road. She put down the ramp at the back of the truck. The elephants walked down the ramp. The elephant trainer led the elephants across the road. The elephants stood behind the car. John took the spare tire out of the car trunk. The elephants picked up the back of the car. John took the flat tire off the car and put it on the ground.
8. I'll say those sentences again.
- The elephant trainer drove the truck to the side of the road. Everybody, say that sentence. (Signal.) *The elephant trainer drove the truck to the side of the road.*



- She put down the ramp at the back of the truck. Say that sentence. (Signal.) *She put down the ramp at the back of the truck.*
- The elephants walked down the ramp. Say that sentence. (Signal.) *The elephants walked down the ramp.*
- The elephant trainer led the elephants across the road. Say that sentence. (Signal.) *The elephant trainer led the elephants across the road.*
- The elephants stood behind the car. Say that sentence. (Signal.) *The elephants stood behind the car.*

- John took the spare tire out of the car trunk. Say that sentence. (Signal.) *John took the spare tire out of the car trunk.*
 - The elephants picked up the back of the car. Say that sentence. (Signal.) *The elephants picked up the back of the car.*
 - John took the flat tire off the car. Say that sentence. (Signal.) *John took the flat tire off the car.*
- (Repeat until firm.)
9. Your turn to write a paragraph that tells what happened in the missing picture. You can use the sentences we just said, or you can use other sentences. But tell the things that must have happened. Tell what the elephant trainer did, what the elephants did and what John did. You have 10 minutes. Start writing now. Pencils down when you're finished. (Observe students and give feedback.)
10. (After 10 minutes, say:) Stop writing. Make 2 check boxes under your paragraph. ✓
Check 1 is a new check. Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write it below your paragraph and make an arrow to show where that sentence should go. When you're sure your paragraph gives a clear picture of what must have happened in the middle picture, put a check in the first box.
(Observe students and give feedback.)
11. Check 2 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbooks and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Determine whether it is appropriate to use a pronoun (**he** or **she**) as the subject of a sentence. (Exercise 2)
- **Discriminate between plural nouns and possessive nouns.** (Exercise 3)
- Identify the verbs presented in a group of words. (Exercise 4)
- **Edit a paragraph that infers what must have happened in a missing picture.** (Exercise 5 and 6)

EXERCISE 1 Feedback On Lesson 21

- (Hand back students' work from lesson 21.)
- Praise students who had correct answers for all items in lesson 21 skill exercises.
- Provide feedback on any skill exercises that were troublesome.

WORKBOOK**EXERCISE 2 Clarity****Pronouns**

- Everybody, open your workbook to lesson 22 and find part A. ✓
 - Remember the new rules for writing clearly: If there are two men in a sentence, you shouldn't begin the next sentence with **he**. If there are two women in a sentence, you shouldn't begin the next sentence with **she**.
- I'll read the sentences in item 1: Tom waved to Martha. **Blank** was riding a horse. How many women are named in the first sentence? (Signal.) *One*.
 - So should the next sentence begin with **she**? (Signal.) *Yes*.
 - Cross out **Martha** at the beginning of the next sentence. ✓
 - I'll read both sentences in item 1: Tom waved to Martha. She was riding a horse. We know who **she** refers to—Martha.
- I'll read the sentences in item 2: Larry wanted to meet James. **Blank** had a new bike. How many men are in the first sentence? (Signal.) *Two*.
 - Should we begin the next sentence with **he**? (Signal.) *No*.
 - Cross out **he** at the beginning of the next sentence. ✓
 - I'll read both sentences in item 2: Larry wanted to meet James. Larry had a new bike. Now the sentences give a clear picture about **who** had the new bike.
- Do the rest of the items yourself. Read the first sentence. See if it names two men or two women. Figure out whether the next sentence will be clear if it starts with **he** or **she**. Cross out the word you don't use. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Item 3: Barbara gave her sister a rabbit. How many women does that sentence name? (Signal.) *Two*.
 - Should the next sentence begin with **she**? (Signal.) *No*.
 - Here are both sentences: Barbara gave her sister a rabbit. Her sister loved rabbits.
 - Item 4: Mr. Ross and Mr. Long were teachers. How many men does that sentence name? (Signal.) *Two*.
 - Should the next sentence begin with **he**? (Signal.) *No*.
 - Here are both sentences: Mr. Ross and Mr. Long were teachers. Mr. Ross taught math.

- Item 5: Bill went fishing with Linda. How many women does that sentence name? (Signal.) *One*.
 - Should the next sentence begin with **she**? (Signal.) *Yes*.
 - Here are both sentences: Bill went fishing with Linda. She caught four fish.
 - Item 6: Ann and her mother went to a party. How many women does that sentence name? (Signal.) *Two*.
 - Should the next sentence begin with **she**? (Signal.) *No*.
 - Here are both sentences: Ann and her mother went to a party. Ann carried a cake.
6. Raise your hand if you got all the items right. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Possessives

Discrimination

- Everybody, find part B. ✓
 - A word is underlined in each item. Here's the rule: If the words tell that something belongs to someone, you need an apostrophe in the name of the person who owns it. If the words do not tell that something belongs to someone, you don't use an apostrophe.
 - Item 1: six chairs. Do those words tell you that the chairs belong to someone? (Signal.) *No*.
 - So you don't write an apostrophe.
 - Item 2: my father's chairs. Do those words tell you that the chairs belong to someone? (Signal.) *Yes*.
 - Who do they belong to? (Signal.) *My father*.
 - Fix up the word **father's** with an apostrophe. ✓
 - Item 3: my father's chair. Do those words tell you that the chair belongs to someone? (Signal.) *Yes*.
 - Who does it belong to? (Signal.) *My father*.
 - Fix up the word **father's** with an apostrophe. ✓
 - Item 4: some apples. Do those words tell you that the apples belong to someone? (Signal.) *No*.
 - So you don't write an apostrophe.
 - Item 5: that tree's leaves. Do those words tell you that the leaves belong to something? (Signal.) *Yes*.
 - What do the leaves belong to? (Signal.) *That tree*.
 - Fix up the word **tree's** with an apostrophe. ✓
 - Item 6: a car's headlights. Do those words tell you that the headlights belong to something? (Signal.) *Yes*.
 - What do the headlights belong to? (Signal.) *A car*.
 - Fix up the word **car's** with an apostrophe. ✓
3. Your turn to work the rest of the items. Remember, if the words tell that it belongs to someone, you fix up the name of the person it belongs to. If it belongs to something, you fix up the name of the thing it belongs to. If it doesn't belong to someone or something, you don't use an apostrophe. Pencils down when you're finished.
- (Observe students and give feedback.)
- Check your work.
 - Item 7: a boy's kites. Do those words tell you that the kites belong to someone? (Signal.) *Yes*.
 - So did you put an apostrophe in the word **boy's**? (Signal.) *Yes*.
 - Item 8: two big oranges. Do those words tell you that the oranges belong to someone? (Signal.) *No*.
 - So did you put an apostrophe in any word? (Signal.) *No*.
 - Item 9: those red cars. Do those words tell you that the cars belong to someone? (Signal.) *No*.
 - So did you put an apostrophe in any word? (Signal.) *No*.
 - Item 10: that boy's books. Do those words tell you that the books belong to someone? (Signal.) *Yes*.
 - So did you put an apostrophe in the word **boy's**? (Signal.) *Yes*.
 - Item 11: the teacher's pencil. Do those words tell you that the pencil belongs to someone? (Signal.) *Yes*.
 - So did you put an apostrophe in the word **teacher's**? (Signal.) *Yes*.
 - Item 12: the tallest girls. Do those words tell you that the girls belong to someone? (Signal.) *No*.

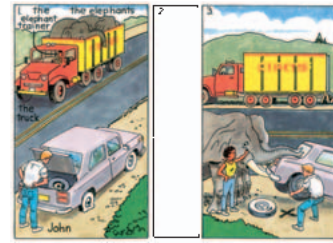
- So did you put an apostrophe in any word? (Signal.) *No*.
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.
 6. Remember, if it belongs to someone or something, you use an apostrophe. Otherwise, you don't.

EXERCISE 4 Parts of Speech

Verbs

1. Find part C. ✓
 - I'll read the instructions: Circle each word that is a verb. Remember, words that tell what somebody or something did are verbs.
2. I'll read the words in part C: **bought, smiled, green, tall, kicked, went, boy**.
 - There are four verbs in part C. Circle those verbs. Pencils down when you're finished. (Observe students and give feedback.)
3. Check your work.
 - What's the first verb you circled? (Signal.) *Bought.*
 - What's the next verb you circled? (Signal.) *Smiled.*
 - What's the next verb you circled? (Signal.) *Kicked.*
 - What's the next verb you circled? (Signal.) *Went.*
4. Raise your hand if you circled all the verbs. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Practicing Applying Checking Procedure

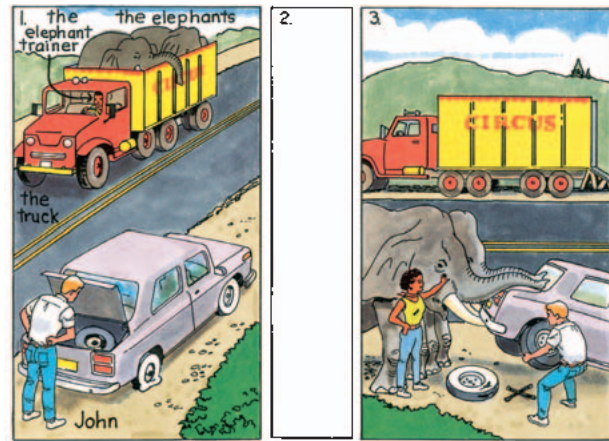


1. Open your textbook to lesson 21 and find part D. ✓
These are the pictures you wrote a paragraph about during the last lesson.
2. Open your workbook to page 156. ✓
 - This is a paragraph a student wrote about what must have happened in the middle picture. The paragraph has some problems. I'll read it. Listen: The elephant trainer drive the truck to the side of the road. The elephants walked out of the truck. The elephant trainer led the elephants across the road. John took the spare tire out of the car trunk and the elephants stood behind the car. John took the flat tire off the car and put it on the ground. He got ready to put the spare tire on the back wheel.
3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) *WH*.
 - There are no marks to tell where a sentence is missing.
 - Look at the first line with the letters **WH**. ✓
 - Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on several students: Idea: *The trainer put the ramp down. The elephants walked down the ramp.* For good sentences: *Everybody, say that sentence.*)
 - Find the other line with the letters **WH**. ✓
 - Raise your hand when you can say a sentence about another important thing the write forgot to write. Idea: *The elephants lifted up the back of the car with their tusks.* (For good sentences: *Everybody, say that sentence.*)
4. Read the paragraph. Fix up any problems with a check. If there are letters in the margin, there is a problem for that check with the sentence on that line. Put your pencil down when you're finished. (Observe students and give feedback.)

5. Check your work.

- On the line with the letters **D-I-D** in the margin, the sentence says: The elephant trainer drive the truck to the side of the road. You should have crossed out **drive** and written **drove** above the crossed out word.
- For the first line with the letters **WH** in the margin, you should have written a sentence under the paragraph that tells that the elephant trainer put down the ramp. You should have made an arrow to show where that sentence goes in the paragraph.
- On the line with the letters **RO** in the margin, the sentence said, John took the spare tire out of the car trunk and the elephants stood behind the car. That's a run-on. You should have fixed up the run-on sentence by putting a period after **trunk**, crossing out **and**, and making the word **the** begin with a capital **T**. Raise your hand if you fixed up that problem.
- For the other line with the letters **WH** in the margin, you should have written a sentence under the paragraph that tells that the elephants lifted up the back of the car with their tusks. You should have made an arrow to show where that sentence goes in the paragraph.
- I'll read the paragraph with the problems fixed up.
- The elephant trainer drove the truck to the side of the road. She put down the ramp at the back of the truck. The elephants walked out of the truck. The elephant trainer led the elephants across the road. John took the spare tire out of the car trunk. The elephants stood behind the car. They lifted up the back of the car with their tusks. John took the flat tire off the car and put it on the ground. He got ready to put the spare tire on the back wheel.
- Raise your hand if you fixed up all the problems.
- Everybody else, fix up any problems you missed.

EXERCISE 6 Editing and Correcting a Paragraph



1. Find the paragraph you wrote on your lined paper from lesson 21. ✓
(Observe.)
 - Keep your textbook open to part D on lesson 21.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: Everybody, say that sentence.)
3. Everybody, fix up any problems in your paragraph. If you can't figure out the problem your paragraph has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can add words to make it better. Pencils down when you're finished. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. When appropriate, write brief comments.

Objectives

- Determine whether it is appropriate to use a pronoun (**he** or **she**) as the subject of a sentence. (Exercise 2)
- Discriminate between plural nouns and possessive nouns. (Exercise 3)
- **Identify verbs in sentences.** (Exercise 4)
- **Punctuate sentences with quotations (for example: **John said, "I'm tired."**).** (Exercise 5)
- Write a paragraph that infers what must have happened in a missing picture. (Exercise 6)

EXERCISE 1 Feedback On Lesson 22

- (Before handing back students' work from lesson 22, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 22.)
- Praise students:
 - a. who had correct answers for all items in lesson 22 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Clarity

Pronouns

1. Everybody, open your workbook to lesson 23 and find part A. ✓
 - You're going to fix up the items in part A so they are clear. Read the first sentence in each item. Figure out if you should start the next sentence with **he** or **she**. Cross out the word you don't use. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work. I'll read what you should have for each item.
 - Item 1: Wendy and Debbie went to the beach. **Wendy** flew her kite.
 - Item 2: Robert and Dave walked home. **Dave** carried a radio.
 - Item 3: Tom and Pam walked to school. **She** liked to walk fast.
 - Item 4: Ed and Sam talked in the hall. **Ed** stood near the door.

- Item 5: Linda helped Alice build a table. **Linda** wanted to paint it red.
 - Item 6: Ed asked Bob about school. **Ed** had been absent for a week.
3. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Possessives

Discrimination

1. Everybody, find part B. ✓
 - A word is underlined in each item. Here's the rule: If the words tell that something belongs to someone, you need an apostrophe in the name of the person who owns it. If the words do not tell that something belongs to someone, you don't use an apostrophe.
2. Item 1: a girl's hairbrush. Do those words tell you that the hairbrush belongs to someone? (Signal.) Yes.
 - Who does it belong to? (Signal.) *A girl.*
 - Fix up the word **girl's** with an apostrophe. ✓
- Item 2: that cat's tail. Do those words tell you that the tail belongs to someone? (Signal.) Yes.
 - Who does it belong to? (Signal.) *That cat.*
 - Fix up the word **cat's** with an apostrophe. ✓
- Item 3: the birds in the tree. Do those words tell you that the tree belongs to something? (Signal.) *No.*
 - So you don't write an apostrophe.
3. Your turn to work the rest of the items. Remember, if the words tell that it belongs to someone, you fix up the name of the person it belongs to. If it belongs to

something, you fix up the name of the thing it belongs to. If it doesn't belong to someone or something, you don't use an apostrophe. Pencils down when you're finished.

(Observe students and give feedback.)

4. Check your work.
 - Item 4: the bugs on the table. Do those words tell you that the table belongs to something? (Signal.) *No*.
 - So did you put an apostrophe in any word? (Signal.) *No*.
 - Item 5: those cats near John. Do those words tell you that the cats belong to someone? (Signal.) *No*.
 - So did you put an apostrophe in any word? (Signal.) *No*.
 - Item 6: an old man's face. Do those words tell you that the face belongs to someone? (Signal.) *Yes*.
 - So you put an apostrophe in the word **man's**.
 - Item 7: the woman's umbrella. Do those words tell you that the umbrella belongs to someone? (Signal.) *Yes*.
 - So you put an apostrophe in the word **woman's**.
 - Item 8: many cups. Do those words tell you that the cups belong to someone? (Signal.) *No*.
 - So did you put an apostrophe in any word? (Signal.) *No*.
 - Item 9: a girl's suitcase. Do those words tell you that the suitcase belongs to someone? (Signal.) *Yes*.
 - So you put an apostrophe in the word **girl's**.
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.
6. Remember, if it belongs to someone or something, you use an apostrophe. Otherwise, you don't.

LINED PAPER • TEXTBOOK

EXERCISE 4 Parts of Speech

Verbs

1. Everybody, take out a sheet of lined paper and write your name and lesson 23 on the top line. Then number your paper 1 through 6. Pencils down when you're finished. ✓
 - Open your textbook to lesson 23 and find part C. ✓
 - Some of the sentences have a one-word verb and some of the sentences have a two-word verb.
2. Write the **verb** for each sentence. If the verb has two words, write both words. Pencils down when you're finished. (Observe students and give feedback.)
3. Check your work.
 - Sentence 1: They sat on a couch. What's the verb? (Signal.) *Sat*.
 - Sentence 2: My sister and her friend were talking on the phone. What's the verb? (Signal.) *Were talking*.
 - Sentence 3: He walked into the room. What's the verb? (Signal.) *Walked*.
 - Sentence 4: The airplane was making lots of noise. What's the verb? (Signal.) *Was making*.
 - Sentence 5: A cat and a dog were in the room. What's the verb? (Signal.) *Were*.
 - Sentence 6: My older brother had a cold. What's the verb? (Signal.) *Had*.
4. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Quotes

Note: In this exercise, you will write sentences on the board.

1. Skip a line and number your paper 1 through 3.
 - Everybody, find part D in your textbook.
 - In each picture, somebody said something. You're going to complete sentences that tell what they said.
2. Touch picture 1.

Who said something in picture 1? (Signal.) *Stan*.

 - What did Stan say? (Signal.) *My foot feels better*.
- Touch picture 2.

Who said something in picture 2? (Signal.) *Miss Woods*.

- What did Miss Woods say? (Signal.) *I am hungry.*
 - Touch picture 3.
Who said something in picture 3? (Signal.)
A boy.
 - What did a boy say? (Signal.) *It is very late.*
3. My turn to say sentences that tell what the people said. Touch the picture of Stan.
- Listen: Stan said, “My foot feels better.” Everybody, say that sentence. (Signal.)
Stan said, “My foot feels better.”
 - Touch the picture of Miss Woods. Here’s the sentence for that picture: Miss Woods said, “I am hungry.” Everybody, say that sentence. (Signal.) *Miss Woods said, “I am hungry.”*
 - Touch the picture of a boy.
Here’s the sentence for that picture: A boy said, “It is very late.” Everybody, say that sentence. (Signal.) *A boy said, “It is very late.”*

- (Repeat step 3 until firm.)

4. I’ll show you how to write those sentences. You write them with a **comma** and with **quote marks**.

- Everybody, touch the picture of Stan. Say the sentence for Stan. (Signal.) *Stan said, “My foot feels better.”*
- (Write on the board:)

Stan said

- Here’s the first part of the sentence. Now I make a comma.
- (Add comma:)

Stan said,

- That’s a comma. Now I make quote marks to show that he’s going to say something.
- (Make quote marks:)

Stan said, “

- Now I write the exact words he said. Everybody, what are the words he said? (Signal.) *My foot feels better.*
The first word he said is capitalized. Watch.
- (Write:)

Stan said, “My foot feels better

- Now I end the sentence with a period.
- (Make a period at the end of the sentence:)

Stan said, “My foot feels better.”

- And I show that Stan stopped talking by ending with quote marks.
- (Make quote marks at the end of the sentence to show:)

Stan said, “My foot feels better.”

5. Copy this sentence. Remember, write **Stan said**. Then make a comma. Then make quote marks. Write the exact words Stan said, starting with a capital. Make another set of quote marks after the period at the end of the sentence. Pencils down when you’re finished.

(Observe students and give feedback.)

6. Touch picture 2.
Here’s the sentence for picture 2: Miss Woods said, “I am hungry.”

- (Write on the board:)

Miss Woods said

- Everybody, what do I write after **said**? (Signal.) *A comma.*
- What do I write after the comma? (Signal.)
Quote marks.
- (Write a comma and quote marks:)

Miss Woods said, “

- Now I write what Miss Woods said.
- (Write:)

Miss Woods said, “I am hungry

- Now what do I write? (Signal.) *A period.*
- And what do I write to show that Miss Woods stopped talking? (Signal.) *Quote marks.*
- (Write a period and quote marks to show:)

Miss Woods said, “I am hungry.”

- (Repeat step 6 until firm.)
7. Copy sentence 2. Pencils down when you’re finished.
(Observe students and give feedback.)

8. Touch picture 3.
Here’s the sentence for picture 3: A boy said, “It is very late.”

- (Write on the board:)

A boy said

- Everybody, what do I write after **said**? (Signal.) *A comma.*
- What do I write after the comma? (Signal.)
Quote marks.

- (Write a comma and quote marks:)

A boy said, “

- Now I write what a boy said.
- (Write:)

A boy said, “It is very late

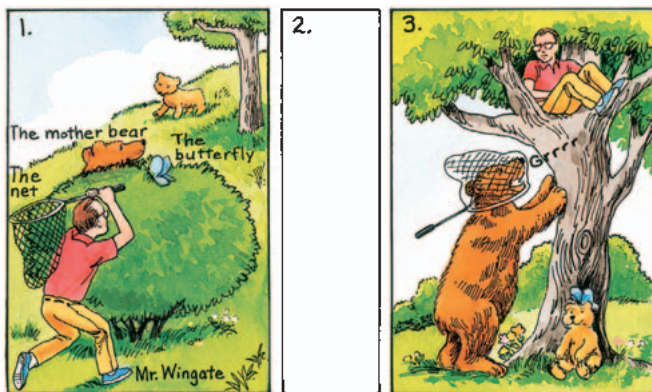
- Now what do I write? (Signal.) *A period.*
- And what do I write to show that a boy stopped talking? (Signal.) *Quote marks.*
- (Write a period and quote marks to show:)

A boy said, “It is very late.”

- (Repeat step 8 until firm.)
9. Copy sentence 3. Pencils down when you're finished.
(Observe students and give feedback.)
 10. Check your sentences. Make sure you have a comma after the word **said** in each sentence. Raise your hand if you do.
 - Now make sure there's a quote mark right after each comma and make sure that the first word the person said starts with a capital. Raise your hand if you have the comma and the capital in each sentence.
 - Now make sure there's a period at the end of each sentence and quote marks after each period. Raise your hand if you have the period followed by quote marks in each sentence.

EXERCISE 6 Paragraph Writing

Inference and Reporting



1. Everybody, pencils down. Find part E in your textbook. ✓
 - You're going to write a paragraph that tells what must have happened in the middle picture.
2. I'll read the words in the vocabulary box: **climbed, growled, against, bush, missed.**

3. Listen to the first part of the story. It tells what happened before the first picture and what happened in the first picture.
 - Listen:

Mr. Wingate collected rare and beautiful butterflies. One day he was out in the woods when he saw a huge blue butterfly. He chased the butterfly for a while. Finally, it landed on the top of some bushes. Mr. Wingate did not know that a mother bear was sitting on the other side of the bushes watching her cub. He ran toward the butterfly. He held his butterfly net over his head.

4. Let's compare the pictures to figure out what must have happened in the missing picture. We'll start with picture 1.
 - Where is the mother bear in picture 1? (Call on a student. Idea: *Behind the bushes.*)
 - Where is the butterfly? (Call on a student. Idea: *On the bush.*)
 - What is Mr. Wingate doing in picture 1? (Call on a student. Idea: *Getting ready to swing a net at the butterfly.*)
5. Now go to picture 3.
 - Where is the net? (Call on a student. Idea: *On the mother bear's head.*)
 - Where is Mr. Wingate? (Call on a student. Idea: *Up in the tree.*)
 - Where is the mother bear? (Call on a student. Idea: *Standing at the bottom of the tree.*)
 - Where is the butterfly? (Call on a student. Idea: *Sitting on the head of a bear cub.*)
6. You're going to make up sentences that tell what must have happened in the missing picture.
 - Raise your hand when you can say a sentence that tells what Mr. Wingate did with the net. (Call on a student. Idea: *Mr. Wingate swung the net at the butterfly.*)
 - Everybody, did the net miss the butterfly? (Signal.) Yes.
 - The net missed the butterfly. Say that sentence. (Signal.) *The net missed the butterfly.*

- Raise your hand when you can say a sentence that tells where the net went. (Call on a student. Idea: *The net went over the mother bear's head.*)
 - Raise your hand when you can say a sentence that tells what Mr. Wingate did when he saw the mother bear. (Idea: *He ran away. He climbed a tree.*)
 - Raise your hand when you can say a sentence that tells what the mother bear did when the net went over her head. (Idea: *The mother bear growled. She ran after Mr. Wingate.*)
- I'll read a paragraph that tells what must have happened. Listen: Mr. Wingate swung the net at the butterfly. The net missed the butterfly. The net went over the mother bear's head. The mother bear growled. Mr. Wingate heard the growl. He ran away as fast as he could. The mother bear ran after Mr. Wingate. He climbed up a tree.
 - I'll say those sentences again.
 - Mr. Wingate swung the net at the butterfly. Everybody, say that sentence. (Signal.) *Mr. Wingate swung the net at the butterfly.*
 - The net missed the butterfly. Say that sentence. (Signal.) *The net missed the butterfly.*
 - It went over the mother bear's head. Say that sentence. (Signal.) *It went over the mother bear's head.*
 - The mother bear growled. Say that sentence. (Signal.) *The mother bear growled.*
 - Mr. Wingate heard the growl. Say that sentence. (Signal.) *Mr. Wingate heard the growl.*
 - He ran away as fast as he could. Say that sentence. (Signal.) *He ran away as fast as he could.*
 - The mother bear chased Mr. Wingate. Say that sentence. (Signal.) *The mother bear chased Mr. Wingate.*
 - Mr. Wingate climbed up a tree. Say that sentence. (Signal.) *Mr. Wingate climbed up a tree.*
 - (Repeat until firm.)
 - Your turn to write a paragraph that tells what happened in the missing picture. You can use the sentences we just said, or you can use other sentences. But tell the things that must have happened. Tell what Mr. Wingate did and what the mother bear did. You can also tell what the butterfly did. You have 10 minutes. Start writing now. Pencils down when you're finished.
 - (Observe students and give feedback.)
 - (After 10 minutes, say:) Stop writing. Make 2 check boxes under your paragraph. ✓
Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write it below your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure your paragraph gives a clear picture of what must have happened in the middle picture, put a check in the first box. (Observe students and give feedback.)
 - Check 2 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Determine whether it is appropriate to use a pronoun (**he** or **she**) as the subject of a sentence. (Exercise 2)
- **Replace the subject of a sentence with the appropriate pronoun (he, she, it or they).** (Exercise 3)
- Identify the verbs presented in a group of words. (Exercise 4)
- Punctuate sentences with quotations. (Exercise 5)
- Edit a paragraph that infers what must have happened in a missing picture. (Exercise 6 and 7)

EXERCISE 1 Feedback On Lesson 23

- (Hand back students' work from lesson 23.)
- Praise students who had correct answers for all items in lesson 23 skill exercises.
- Provide feedback on any exercises that were troublesome.

- Item 5: Tina sat next to Jane. **Tina** was the smartest girl in class.
 - Item 6: Wendy worked with Bill. **She** fixed a flat tire.
3. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

WORKBOOK**EXERCISE 2 Clarity****Pronouns**

1. Everybody, open your workbook to lesson 24 and find part A. ✓
 - You're going to fix up the items in part A so they are clear. Read the first sentence in each item. Figure out if you can start the next sentence with **he** or **she**. Cross out the word you don't use. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work. I'll read what you should have for each item.
 - Item 1: Bill and Frank ate lunch. **Bill** had a peanut butter sandwich.
 - Item 2: Miss Winston and Miss Kelly were teachers. **Miss Kelly** taught reading.
 - Item 3: Kevin told Ann about a movie. **He** thought it was very funny.
 - Item 4: My father gave Betty a book. **She** liked to read books about space.

EXERCISE 3 Parts of Speech**Pronouns**

1. Everybody, pencils down. Find part B. ✓
 - You've learned about one part of speech—verbs. I'll tell you about a new part of speech. Listen: The words **he, she, it** and **they** are pronouns. Everybody, what part of speech are the words **he, she, it** and **they**? (Signal.) *Pronouns*.
 - Listen: You can change any sentence so the subject is a pronoun.
2. Sentence 1: The old man could not start the car. What's the **subject** of that sentence? (Signal.) *The old man*.
 - Yes, **the old man**. What pronoun can we use to refer to **the old man**? (Signal.) *He*.
 - Say the sentence so the subject is a pronoun. (Signal.) *He could not start the car*.
- Sentence 2: A storm lasted all night. What's the subject of that sentence? (Signal.) *A storm*.

- Yes, **a storm**. What pronoun can we use to refer to **a storm**? (Signal.) *It*.
 - Say the sentence so the subject is a pronoun. (Signal.) *It lasted all night*.
 - Sentence 3: A dog and a cow were eating. What's the subject of that sentence? (Signal.) *A dog and a cow*.
 - Yes, **a dog and a cow**. What pronoun can we use to refer to **a dog and a cow**? (Signal.) *They*.
 - Say the sentence so the subject is a pronoun. (Signal.) *They were eating*.
 - Sentence 4: The young woman cleaned a table. What's the subject? (Signal.) *The young woman*.
 - Yes, **the young woman**. What pronoun can we use to refer to **the young woman**? (Signal.) *She*.
 - Say the sentence so the subject is a pronoun. (Signal.) *She cleaned a table*.
 - (Repeat step 2 until firm.)
3. Listen: What do we call the words **he, she, it** and **they**? (Signal.) *Pronouns*.
 - Yes, the words **he, she, it** and **they** are pronouns.
 4. I'll read the instructions: Change each sentence so the subject is a pronoun. Cross out the subject. Write the pronoun above it. Pencils down when you're finished. (Observe students and give feedback.)
 5. Check your work. I'll say the sentence with the pronoun as the subject.
 - Sentence 1: He could not start the car. What's the pronoun? (Signal.) *He*.
 - Sentence 2: It lasted all night. What's the pronoun? (Signal.) *It*.
 - Sentence 3: They were eating. What's the pronoun? (Signal.) *They*.
 - Sentence 4: She cleaned a table. What's the pronoun? (Signal.) *She*.
 - Sentence 5: They went up the hill. What's the pronoun? (Signal.) *They*.
 - Sentence 6: She held a baby. What's the pronoun? (Signal.) *She*.
 6. Raise your hand if you wrote all the correct pronouns. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Parts of Speech

Verbs

1. Everybody, pick up your lined paper from lesson 23. ✓
Turn the lined paper to the other side. Write your name and lesson 24 on the top line. Number your paper 1 through 5. Pencils down when you're finished. ✓
 - Open your textbook to lesson 24 and find part C. ✓
 - I'll read the rule: Words that tell what somebody or something did are verbs. Everybody, what kind of words tell what somebody or something did? (Signal.) *Verbs*.
 - I'll read the words starting with the first column: **drank, fat, silly, sat, pretty**. Second column: **played, car, gave, boy, kicked**.
2. I'll read the instructions: Write the five words that are verbs. Remember, don't write any of the words that are not verbs. Pencils down when you're finished. (Observe students and give feedback.)
3. Let's check your work.
 - What's the first verb? (Signal.) *Drank*.
 - What's the next verb? (Signal.) *Sat*.
 - What's the next verb? (Signal.) *Played*.
 - What's the next verb? (Signal.) *Gave*.
 - What's the next verb? (Signal.) *Kicked*.
4. Raise your hand if you wrote all the verbs. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Quotes

Note: In this exercise, you will write sentences on the board.

1. Everybody, pencils down. Find part D in your textbook.
 - In each picture, somebody said something. You're going to complete sentences that tell what they said.
2. Touch picture 1.
Who said something in picture 1? (Signal.) *Ann*.

- What did Ann say? (Signal.) *I like to play in the grass.*
 - Touch picture 2.
Who said something in picture 2? (Signal.) *Kenny.*
 - What did Kenny say? (Signal.) *This popcorn is salty.*
 - Touch picture 3.
Who said something in picture 3? (Signal.) *A clown.*
 - What did a clown say? (Signal.) *I can make you laugh.*
3. Touch picture 1 again.
Here's the sentence for picture 1: Ann said, "I like to play in the grass."
Everybody, say that sentence. (Signal.) *Ann said, "I like to play in the grass."*
- (Write on the board:)

Ann said, "I like to play in the grass."

- Remember how to write the sentence. After the word **said**, you make a comma. Then you make quote marks to show where somebody starts talking and stops talking. The words the person says start with a capital and end with a period. The period comes just before the last quote mark.
 - Copy the sentence on your lined paper. Pencils down when you're finished. (Observe students and give feedback.)
 - Check sentence 1. Make sure you have the comma, quote marks, capital letters and period in the right places. Raise your hand if you got everything right.
 - Everybody else, fix up any mistakes you made.
4. Here's the sentence for picture 2: Kenny said, "This popcorn is salty." Everybody, say that sentence. (Signal.) *Kenny said, "This popcorn is salty."*
- Your turn to write sentence 2.
Remember the comma after **Kenny said**, then the quote marks around the words he said. Write the whole sentence for Kenny. Pencils down when you're finished. (Observe students and give feedback.)
 - (Write on the board:)

Kenny said, "This popcorn is salty."

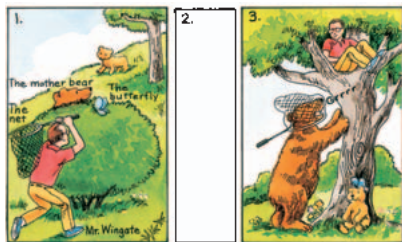
- Check sentence 2. Make sure you have the comma, quote marks, capital letters and period in the right places. Raise your hand if you got everything right.
 - Everybody else, fix up any mistakes you made.
5. Here's the sentence for picture 3: A clown said, "I can make you laugh." Everybody, say that sentence. (Signal.) *A clown said, "I can make you laugh."*
- Your turn to write sentence 3.
Remember, first the comma, then the quote marks around the words a clown said. Pencils down when you're finished. (Observe students and give feedback.)
 - (Write on the board:)

A clown said, "I can make you laugh."

- Check sentence 3. Raise your hand if you got everything right.
- Everybody else, fix up any mistakes you made.

EXERCISE 6 Practicing Applying Checking Procedure

1. Turn back to lesson 23 in your textbook and find part E. ✓
These are the pictures you wrote a paragraph about during the last lesson.
2. Open your workbook to page 160. ✓
This is a paragraph a student wrote about what must have happened in the middle picture. The paragraph has some problems. I'll read it. Listen: Mr. Wingate swung the net at the butterfly and the net missed the butterfly. The mother bear growled. Mr. Wingate heard the growl. He ran away as fast as he could he ran towards a big tree. The mother bear ran after Mr. Wingate. He climb up the tree.



3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) **WH**.
 - Look at the line with the letters **WH** in the margin. Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on several students. Idea: *The net went over the mother bear's head.* For good sentences: *Everybody, say that sentence.*)
4. Read the paragraph. Fix up any problems with a check. If there is a letter in the margin, there is a problem with a check. Put your pencil down when you are finished. (Observe students and give feedback.)
5. Check your work.
 - On the line with **RO** in the margin, there is a run-on sentence. It says: Mr. Wingate swung the net at the butterfly and the net missed the butterfly. You should have fixed the run-on by putting a period after **butterfly**, crossing out **and**, then making the word **the** begin with a capital **T**. Raise your hand if you fixed up that problem.
 - On the line with **WH**, you should have written a sentence under the paragraph that tells that the net went over the mother bear's head and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you've fixed up that problem.
 - On the line with **CP**, a period is missing. The sentence says: He ran away as fast as he could. You should have put a period after the word **could**. The **h** in **he** at the beginning of the next sentence should be capitalized. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, the sentence says: He climb up the tree. That sentence does not tell what the person did. You should have changed **climb** into **climbed** by adding **ed**. Raise your hand if you fixed up that problem.

6. I'll read the paragraph with the problems fixed up. Listen: Mr. Wingate swung the net at the butterfly. The net missed the butterfly. The net went over the mother bear's head. The mother bear growled. Mr. Wingate heard the growl. He ran away as fast as he could. He ran towards a big tree. The mother bear ran after Mr. Wingate. He climbed up the tree.
 - Raise your hand if you fixed up all the problems.
 - Everybody else, fix up any problems you missed.

EXERCISE 7 Editing and Correcting a Paragraph

1. Find the paragraph you wrote on your lined paper during lesson 23. ✓
 - Keep your textbook open to part E on lesson 23.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make the paragraph better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. When appropriate, write brief comments.

Objectives

- Determine whether the subject of a sentence is a pronoun. (Exercise 2)
- Apply pronoun clarity rules (**he** or **she**) to complete sentences that refer to a picture. (Exercise 3)
- Edit sentences for multiple criteria (wrong verb, capitalized names, apostrophes, run-ons, capitals and periods). (Exercise 4)
- Punctuate sentences with quotations. (Exercise 5)
- Write a paragraph that infers what must have happened in a missing picture. (Exercise 6)

EXERCISE 1 Feedback On Lesson 24

- (Before handing back students' work from lesson 24, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 24.)
- Praise students:
 - a. who had correct answers for all items in lesson 24 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Parts of Speech

Pronouns

- Everybody, open your workbook to lesson 25 and find part A. ✓
 - You learned a new part of speech last time. Everybody, what part of speech are the words **he**, **she**, **it** and **they**? (Signal.) *Pronouns.*
 - Remember, you can change any sentence so the subject is a pronoun.
- Listen: Tom and Jerry played together. What's the subject of that sentence? (Signal.) *Tom and Jerry.*
 - Yes, **Tom and Jerry**. What pronoun can we use to refer to **Tom and Jerry**? (Signal.) *They.*
 - Say the sentence so the subject is a pronoun. (Signal.) *They played together.*
- The subject of **some** sentences in part A is a pronoun. The subject of other sentences is **not** a pronoun.
 - Listen: Circle the subject in each sentence. Then write **P** in front of every sentence that has a pronoun for a subject. Pencils down when you're finished. (Observe students and give feedback.)
 - Let's check your work.
 - Sentence 1: Donald planted corn. What's the subject? (Signal.) *Donald.*
 - Is the subject a pronoun? (Signal.) *No.*
 - Sentence 2: It had a broken handle. What's the subject? (Signal.) *It.*
 - Is the subject a pronoun? (Signal.) *Yes.* Yes, so you should have written **P** in front of sentence 2.
 - Sentence 3: He kicked a football. What's the subject? (Signal.) *He.*
 - Is the subject a pronoun? (Signal.) *Yes.* So you wrote **P** in front of sentence 3.
 - Sentence 4: Betty baked three pies. What's the subject? (Signal.) *Betty.*
 - Is the subject a pronoun? (Signal.) *No.*
 - Sentence 5: The truck had 16 wheels. What's the subject? (Signal.) *The truck.*
 - Is the subject a pronoun? (Signal.) *No.*
 - Sentence 6: They woke up late. What's the subject? (Signal.) *They.*
 - Is the subject a pronoun? (Signal.) *Yes.* So you wrote **P** in front of sentence 6.
 - Sentence 7: She planted corn. What's the subject? (Signal.) *She.*
 - Is the subject a pronoun? (Signal.) *Yes.* So you wrote **P** in front of sentence 7.
 - Sentence 8: Bugs ran all over the table. What's the subject? (Signal.) *Bugs.*
 - Is the subject a pronoun? (Signal.) *No.*
 - Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Clarity

Pronouns

- Everybody, find part B. ✓
 - You've learned two rules about using the pronouns **he** or **she**. First, you learned that you must introduce a person with the person's name before you refer to that person with **he** or **she**. You also learned that if a sentence names two men or two women, the next sentence shouldn't begin with **he** or **she** because the sentence will be unclear. We won't know which **he** or **she** the sentence is telling about.
 - We'll use those rules to figure out the words that go in each blank.
- I'll read the first sentence: Blank and blank were swimming. Look at the picture. (Call on a student:) What words go in the blanks? (Accept: *Ann and Kim* or *Kim and Ann*)
 - Here's the first sentence: **Ann** and **Kim** were swimming. Fill in the blanks for the first sentence. ✓
- Listen: Ann and Kim were swimming. Here's the next sentence: Blank wore a bathing cap. Should we write **she** in the blank? (Signal.) *No*.
 - Why not? (Call on a student. Idea: *There are two women in the first sentence*.)
 - Everybody, who wore a bathing cap? (Signal.) *Ann*.
 - Write **Ann** in the blank. ✓
 - Here's the sentence: **Ann** wore a bathing cap.
- Next sentence: Blank also wore a watch. Look at the picture and see if we're still talking about Ann. If we are, we can use the word **she**. Complete the sentence: Blank also wore a watch.
 - Here's the sentence: **She** also wore a watch. Raise your hand if you got it right.
- Next sentence: Blank sat near the water. Look at the picture and write the correct word in the blank. ✓
 - Listen: Blank sat near the water. We're talking about a new person. So we must introduce that person. What word goes in the blank? (Signal.) *Jane*.

- Yes, **Jane**. Here's that sentence: **Jane** sat near the water.
- Fill in the blanks for the rest of the sentences. Remember, you can use the word **she** if it gives a clear picture. If it doesn't give a clear picture, you have to name the person. Pencils down when you're finished.
(Observe students and give feedback.)
 - Check your work. I'll read the whole paragraph.
 - Ann** and **Kim** were swimming. **Ann** wore a bathing cap. **She** also wore a watch. **Jane** sat near the water. **She** wore sunglasses. **Sally** stood next to the blanket. **She** wore shorts. **She** read a book.
 - Raise your hand if you filled in all the blanks correctly. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Editing

Consolidation

- Everybody, pencils down. Find part C in your workbook. ✓
 - The number after each item tells how many mistakes are in the item. In some items, the sentences have the wrong verb. In some items, names are not capitalized. In some items, apostrophes are missing from words. In some items, there is more than one sentence, but the sentences are not punctuated properly; they may have missing capitals or periods.
- Sentence 1: The boys goed to Bill's house. The number after the sentence is 3. See if you can find 3 mistakes and fix them up. Pencils down when you're finished.
(Observe students and give feedback.)
 - Check your work. I'll read what you should have for sentence 1: Capital **T**, The boys **went** to Bill's, capital B-i-l-l-apostrophe-s, house.
- I'll read the rest of the items in part C. Follow along.
 - Item 2: Alice fell asleep she was very tired.
 - Item 3: That boy's shirt has six red buttons and four yellow buttons.
 - Item 4: My best friends are Jerry Gomez and Alex Jordan.

- Item 5: Melissa and Richard put their dog on Richard's bed.
 - Item 6: We looked outside and the rain had just stopped.
4. Fix up the mistakes. Pencils down when you're finished.
(Observe students and give feedback.)

TEXTBOOK

5. Everybody, turn to lesson 25 in your textbook and find part C. ✓
It shows the corrected sentences.
- Check over your work.
6. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part C.

LINED PAPER

EXERCISE 5 Quotes

Note: In this exercise, you will write sentences on the board.

1. Everybody, take out a sheet of lined paper and write your name and lesson 25 on the top line. Pencils down when you're finished. ✓
 - Find part D in your textbook. ✓
 - In each picture, somebody said something. You're going to complete sentences that tell what they said.
2. Touch picture 1.
Who said something in picture 1? (Signal.)
Mr. Webster.
 - Say the whole sentence about Mr. Webster. (Signal.) *Mr. Webster said, "We are almost there."*
 - Touch picture 2.
Who said something in picture 2? (Signal.)
Liz.
 - Say the whole sentence about Liz. (Signal.) *Liz said, "My kite is stuck in that tree."*
 - Touch picture 3.
Who said something in picture 3? (Signal.)
The boy.
 - Say the whole sentence about the boy. (Signal.) *The boy said, "I like to read."*
 - (Repeat step 2 until firm.)
 - 3. Touch picture 1 again.

Here's the sentence for picture 1: Mr. Webster said, "We are almost there." Everybody, say that sentence. (Signal.) *Mr. Webster said, "We are almost there."*

- Your turn to write sentence 1. Remember the comma, then the quote marks around the words Mr. Webster said. The words the person said start with a capital and end with a period. Write the whole sentence for Mr. Webster. Pencils down when you're finished.
(Observe students and give feedback.)
- (Write on the board:)

Mr. Webster said, "We are almost there."

- Check sentence 1. Make sure you have the comma, quote marks and capital letters in the right places. Raise your hand if you got everything right.
 - Everybody else, fix up any mistakes you made.
4. Here's the sentence for picture 2: Liz said, "My kite is stuck in that tree." Everybody, say that sentence. (Signal.) *Liz said, "My kite is stuck in that tree."*
- Your turn to write sentence 2. Pencils down when you're finished.
(Observe students and give feedback.)
 - (Write on the board:)

Liz said, "My kite is stuck in that tree."

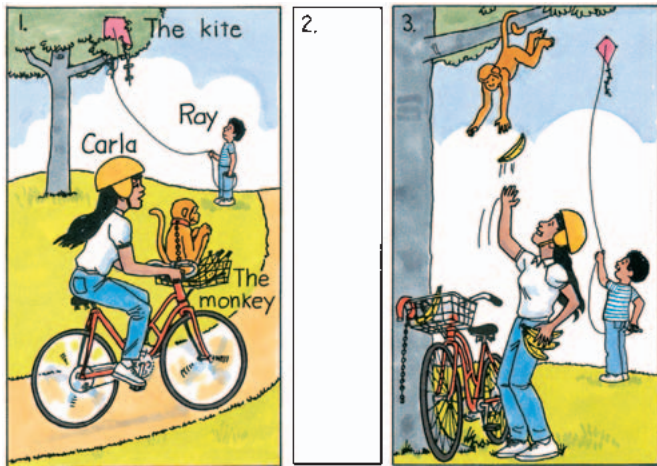
- Check sentence 2. Make sure you have the comma, quote marks and capital letters in the right places. Raise your hand if you got everything right.
 - Everybody else, fix up any mistakes you made.
5. Here's the sentence for picture 3: The boy said, "I like to read." Everybody, say that sentence. (Signal.) *The boy said, "I like to read."*
- Your turn to write sentence 3. Pencils down when you're finished.
(Observe students and give feedback.)
 - (Write on the board:)

The boy said, "I like to read."

- Check sentence 3. Raise your hand if you got everything right.
- Everybody else, fix up any mistakes you made.

EXERCISE 6 Paragraph Writing

Inference and Reporting



1. Everybody, pencils down. Find part E in your textbook. ✓
 - You're going to write a paragraph that tells what must have happened in the middle picture.
2. I'll read the words in the vocabulary box: **banana, climbed, flew, unfastened, chain.**
3. Listen to the first part of the story. It tells what happened before the first picture and what happened in the first picture.
 - Listen:

Ray was flying his kite when it got stuck in a tree. He did not know how to get it out of the tree. Carla was riding by on her bicycle. She had her pet monkey with her. She noticed that Ray had a problem.

4. Let's compare the pictures. We'll start with picture 1.
 - Where is Carla in picture 1? (Call on a student. Idea: *On her bike, on the path.*)
 - Where is the monkey in picture 1? (Call on a student. Idea: *In the basket on Carla's bike.*)
 - What is around the monkey's neck? (Call on a student. Idea: *A chain; a collar.*)
5. Now go to picture 3.
 - Where is Carla in picture 3? (Call on a student. Idea: *By the tree.*)
 - Where is the monkey in picture 3? (Call on a student. Idea: *In the tree.*)
 - Where is the kite? (Call on a student. Idea: *In the sky.*)

6. You're going to make up sentences that tell what must have happened in the missing picture.
 - Let's begin by saying Carla rode her bike over to the tree. Everybody, say that sentence. (Signal.) *Carla rode her bike over to the tree.*
 - Raise your hand when you can say a sentence that tells what Carla did with her bike when she got over to the tree. (Call on a student. Idea: *She leaned the bike next to the tree.*)
 - Raise your hand when you can say a sentence that tells what Carla must have done to the chain on the monkey's neck? (Call on a student. Idea: *Carla took the chain off the monkey.*)
 - Raise your hand when you can say a sentence that tells what the monkey did first after Carla took the chain off its neck. (Call on a student. Idea: *The monkey climbed the tree.*)
 - Raise your hand when you can say a sentence that tells what the monkey did when it was in the tree. (Call on a student. Idea: *The monkey set the kite loose.*)
 - Raise your hand when you can say a sentence that tells what the kite did when the monkey set it loose. (Call on a student. Idea: *The kite floated up into the air.*)
7. I'll read a paragraph that tells what must have happened: Carla rode her bike over to the tree. She got off her bike and leaned it against the tree. She unfastened the chain around the monkey's neck. The monkey climbed up the tree. It walked out onto a branch near the kite. The monkey set the kite free. The kite floated into the air. Carla decided to give a treat to the monkey. She took out four bananas from her bike basket.
8. I'll say the sentences one more time.
 - Carla rode her bike over to the tree. Everybody, say that sentence. (Signal.) *Carla rode her bike over to the tree.*
 - She got off her bike and leaned it against the tree. Say that sentence. (Signal.) *She got off her bike and leaned it against the tree.*
 - She unfastened the chain from the monkey's neck. Say that sentence. (Signal.) *She unfastened the chain from the monkey's neck.*

- The monkey climbed up the tree. Say that sentence. (Signal.) *The monkey climbed up the tree.*
 - It walked out onto a branch near the kite. Say that sentence. (Signal.) *It walked out onto a branch near the kite.*
 - The monkey set the kite free. Say that sentence. (Signal.) *The monkey set the kite free.*
 - The kite floated up into the air. Say that sentence. (Signal.) *The kite floated up into the air.*
 - Carla decided to give a treat to the monkey. (Signal.) *Carla decided to give a treat to the monkey.*
 - She took out four bananas from her bike basket. Say that sentence. (Signal.) *She took out four bananas from her bike basket.*
9. Your turn to write a paragraph that tells what happened in the missing picture. You can use the sentences we just said, or you can use other sentences. But tell the things that must have happened. You have 10 minutes. Start writing now. Pencils down when you're finished.
(Observe students and give feedback.)

10. (After 10 minutes, say:) Stop writing. ✓
Make 2 check boxes under your paragraph.
Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write it below your paragraph and make an arrow to show where that sentence should go. When the paragraph is fixed up, put a check in the first box. (Observe students and give feedback.)
11. Check 2 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- **Change sentences with noun subjects into sentences with pronoun subjects.** (Exercise 2)
- Apply pronoun clarity rules (**he** or **she**) to complete sentences that refer to a picture. (Exercise 3)
- Edit sentences for multiple criteria (wrong verbs, capitalized names, apostrophes, run-ons, capitals and periods). (Exercise 4)
- Punctuate sentences with quotations. (Exercise 5)
- Edit a paragraph that infers what must have happened in a missing picture. (Exercise 6 and 7)

EXERCISE 1 Feedback On Lesson 25

- (Hand back students' work from lesson 25.)
- Praise students who had correct answers for all items in lesson 25 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Parts of Speech****Pronouns**

- Everybody, open your workbook to lesson 26 and find part A. ✓
 - The subject of **some** sentences in part A is a pronoun. The subject of other sentences is **not** a pronoun.
 - Listen: Circle the subject in each sentence. Then write **P** in front of each sentence that has a pronoun for a subject. Pencils down when you're finished. (Observe students and give feedback.)
- Let's check your work.
 - Sentence 1: The tree was beautiful. What's the subject? (Signal.) *The tree.*
 - Is the subject a pronoun? (Signal.) *No.*
 - No, so you shouldn't have written anything in the blank.
 - Sentence 2: He ate pizza for dinner. What's the subject? (Signal.) *He.*
 - Is the subject a pronoun? (Signal.) *Yes.*
 - Yes, so you should have written **P**.
 - Sentence 3: Those dogs chased our cat. What's the subject? (Signal.) *Those dogs.*
 - Is the subject a pronoun? (Signal.) *No.*
 - Sentence 4: Tina read a book. What's the subject? (Signal.) *Tina.*
 - Is the subject a pronoun? (Signal.) *No.*
 - Sentence 5: It fell off the table. What's the subject? (Signal.) *It.*
 - Is the subject a pronoun? (Signal.) *Yes.*
 - Sentence 6: They bought new shirts. What's the subject? (Signal.) *They.*
 - Is the subject a pronoun? (Signal.) *Yes.*
 - Sentence 7: My sister painted the room. What's the subject? (Signal.) *My sister.*
 - Is the subject a pronoun? (Signal.) *No.*
 - Sentence 8: Robert finished his homework. What's the subject? (Signal.) *Robert.*
 - Is the subject a pronoun? (Signal.) *No.*
- Listen: You are going to fix up part A so that all the sentences start with a pronoun. Change the sentences that do not have a pronoun for a subject. Cross out the subject and write the correct pronoun above the crossed-out subject. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Sentence 1. What pronoun did you write for **the tree**? (Signal.) *It.*

- Sentence 3. What pronoun did you write for **those dogs?** (Signal.) *They*.
 - Sentence 4. What pronoun did you write for **Tina?** (Signal.) *She*.
 - Sentence 7. What pronoun did you write for **my sister?** (Signal.) *She*.
 - Sentence 8. What pronoun did you write for **Robert?** (Signal.) *He*.
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Clarity

Pronouns

1. Everybody, pencils down. Find part B in your workbook. ✓
 - You've learned two rules about using the pronouns **he** or **she**. First, you learned that you must introduce a person with the person's name before you refer to that person with **he** or **she**. You also learned that if a sentence names two men or two women, the next sentence shouldn't begin with **he** or **she** because the sentence will be unclear. We won't know which **he** or **she** the sentence is telling about.
 - We'll use those rules to figure out the words that go in each blank.
2. I'll read the first sentence: Blank and blank picked apples from a tree.
 - Look at the picture.
(Call on a student:) *What words go in the blanks?* (Accept: *Jerry and Al* or *Al and Jerry*.)
 - Here's the first sentence: **Jerry and Al** picked apples from a tree. Fill in the blanks for the first sentence. ✓
3. Your turn: Fill in the blanks for the rest of the paragraph. Remember, you can use the word **he** if it gives a clear picture. If it doesn't give a clear picture, you have to name the person. Pencils down when you're finished.
(Observe students and give feedback.)
4. Check your work. I'll read the whole paragraph.

- **Jerry and Al** picked apples from a tree. **Jerry** wore a hat. **He** had a beard. **Al** stood on a box. **He** held a bucket. **Sam and Bill** (or **Bill and Sam**) sat on a blanket. **Sam** read a book. **Bill** wore a shirt with the number 9 on the back. **He** drew a picture.
5. Raise your hand if you filled in all the blanks correctly. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Editing

Consolidation

1. Everybody, pencils down. Find part C in your workbook. ✓
 - The number after each item tells how many mistakes are in the item. In some items, the sentences have the wrong verb. In some items, names are not capitalized. In some items, apostrophes are missing from words. In some items, there is more than one sentence, but the sentences are not punctuated properly; they may have missing capitals or periods.
2. Sentence 1: My dad's cat had four kittens. The number after the sentence is 2. See if you can find 2 mistakes and fix them up. Raise your hand when you're finished. (Observe students and give feedback.)
 - Check your work. I'll read what you should have for sentence 1: My dad's, d-a-d-apostrophe-s, cat had four kittens, period.
3. I'll read the rest of the items in part C. Follow along.
 - Item 2: She teached Robert and Jerry how to ride a bike.
 - Item 3: She washed the windows of her dad's car.
 - Item 4: We seen Mrs. Jordan in the store she waved to us.
4. Fix up the mistakes. Pencils down when you're finished.
(Observe students and give feedback.)

TEXTBOOK

5. Everybody, turn to lesson 26 in your textbook and find part C. It shows the correct sentences. ✓
 - Check over your work.

6. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part C.

LINED PAPER

EXERCISE 5 Quotes

1. Everybody, pick up the lined paper from lesson 25. ✓
Turn the lined paper to the other side. Write your name and lesson 26 on the top line. Then write the number 1. Pencils down when you're finished. ✓
 - Find part D in your textbook. ✓
 - You're going to write complete sentences that tell what people in the pictures said.
2. Who said something in picture 1? (Signal.) *Mr. Simms.*
 - What did Mr. Simms say? (Signal.) *My car is dirty.*
 - Say the whole sentence about Mr. Simms. (Signal.) *Mr. Simms said, "My car is dirty."*
 - You start with the words: Mr. Simms said. What's the first mark you'll write after **Mr. Simms said**? (Signal.) *A comma.*
 - What marks follow the comma? (Signal.) *Quote marks.*
 - Write sentence 1 on your paper. Write: Mr. Simms said, "My car is dirty." Remember how to punctuate it. Pencils down when you're finished.
(Observe students and give feedback.)
 - (Write on the board:)

1. Mr. Simms said, "My car is dirty."

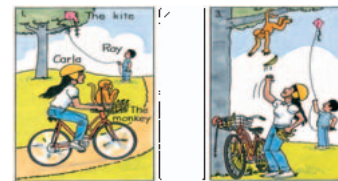
 - Check your work. Make sure you have a comma after **said**. Then quote marks. Then a capital **M**. Make sure you have a period after **dirty** and quote marks at the end of the sentence.
 - Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in your sentence for picture 1.
3. Write the sentences for pictures 2 and 3. Pencils down when you're finished.
(Observe students and give feedback.)

- (Write on the board:)

2. The woman said, "I need a new book."
3. Heather said, "This water is cold."

- Check your work. Make sure you have a comma after **said**. Then quote marks. Make sure the first word the person said starts with a capital. Make sure you have a period and quote marks at the end of each sentence.
4. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part D.

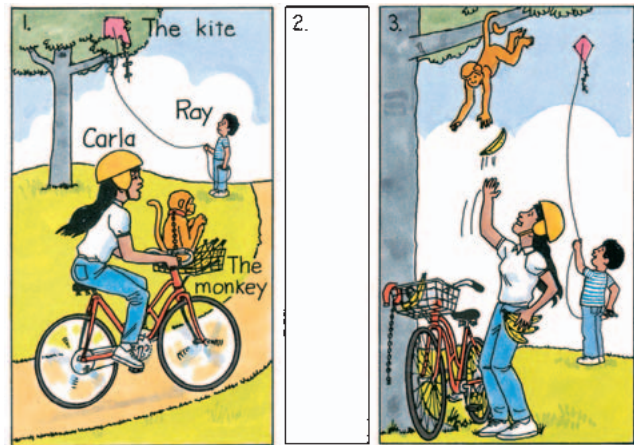
EXERCISE 6 Practicing Applying Checking Procedure



1. Turn back to lesson 25 in your textbook and find part E. These are the pictures you wrote a paragraph about during the last lesson. (Observe.)
2. Open your workbook to page 169. ✓
 - This is a paragraph a student wrote about those pictures. The paragraph has some problems. Follow along as I read it: Carla rode her bike over to the tree and she got off her bike. She leaned the bike against the tree. The monkey climbed up the tree and walked out onto a branch near the kite. The monkey shook the branches near the kite. The kite came loose. It float into the air. Carla decided to give a treat to the monkey she took out some bananas that were in the basket of her bike.
3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) *WH.*
 - Look at the line with the letters **WH**. Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on several students: *Idea: Carla took the chain off of the monkey's neck.* For good sentences: *Everybody, say that sentence.*)

4. Fix up the paragraph so that it meets all the checks. If there is a letter in the margin, there is a problem with the sentence on that line. Put your pencil down when you are finished. (Observe students and give feedback.)
5. Check your work.
 - On the line with **RO** in the margin, there is a run-on sentence. It says: Carla rode her bike over to the tree and she got off her bike. You should have fixed up the run-on sentence by putting a period after the word **tree**, crossing out **and**, and making the word **she** begin with a capital **S**. Raise your hand if you fixed up that problem.
 - For the line with **WH**, there is a sentence missing. You should have written a sentence under the paragraph that tells that Carla unfastened the chain around the monkey's neck. You should have made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, there is a sentence that didn't use the correct word to tell what the kite did. The sentence says: It float into the air. You should have fixed up **float** so that it says **floated**. **It floated into the air**. Raise your hand if you fixed up that problem.
 - On the line with **CP** in the margin, the sentence **Carla decided to give a treat to the monkey** does not end with a period. You should have put a period after **monkey** and made the word **she** begin with a capital **S**. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
 - Everybody else fix up any problems you missed.

EXERCISE 7 Editing and Fixing up a Paragraph



1. Find the paragraph you wrote on your lined paper during lesson 25. ✓
 - Keep your textbook open to part E on lesson 25.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: Everybody, say that sentence.)
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make the paragraph better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Change sentences with noun subjects into sentences with pronoun subjects. (Exercise 2)
- Apply pronoun clarity rules (**he** or **she**) to complete sentences that refer to a picture. (Exercise 3)
- Identify the verbs in sentences. (Exercise 4)
- Punctuate sentences with quotations. (Exercise 5)
- Write a paragraph that infers what must have happened in a missing picture. (Exercise 6)

EXERCISE 1 Feedback On Lesson 26

- (Before handing back students' work from lesson 26, read one or two well-edited paragraphs that meet all the checks.)
- (Hand back students' work from lesson 26.)
- Praise students:
 - a. who had correct answers for all items in lesson 26 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Parts of Speech

Pronouns

- Everybody, open your workbook to lesson 27 and find part A. ✓
 - The subject of **some** sentences in part A is a pronoun. The subject of other sentences is **not** a pronoun.
 - Listen: Circle the subject in each sentence. Then write **P** in front of each sentence that has a pronoun for a subject. Pencils down when you're finished.
(Observe students and give feedback.)
- Let's check your work.
 - Sentence 1: Linda's shirt was dirty. What's the subject? (Signal.) *Linda's shirt.*
 - Is the subject a pronoun? (Signal.) *No.*
 - No, so you shouldn't have written anything in the blank.
 - Sentence 2: They painted the door. What's the subject? (Signal.) *They.*
 - Is the subject a pronoun? (Signal.) *Yes.*
 - Yes, so you should have written **P**.
- Listen: You are going to fix up part A so that all the sentences start with a pronoun. Change the sentences that do not have a pronoun for a subject. Cross out the subject and write the correct pronoun above the crossed-out subject. Do it now. Pencils down when you're finished.
(Observe students and give feedback.)
- Check your work.
 - Sentence 1. What pronoun did you write for **Linda's shirt**? (Signal.) *It.*
 - Sentence 4. What pronoun did you write for **a new girl**? (Signal.) *She.*
 - Sentence 6. What pronoun did you write for **a boy and his friend**? (Signal.) *They.*
 - Sentence 7. What pronoun did you write for **my little brother**? (Signal.) *He.*

- Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Clarity

Pronouns

- Everybody, find part B in your workbook. ✓
 - Remember the rules about using **he** and **she**. First rule: You must introduce somebody before you refer to the person with **he** or **she**. Second rule: If a sentence names two men or two women, the next sentence shouldn't begin with **he** or **she**.
- We'll do the first sentence together. The first sentence says: Blank and blank were playing basketball. Put the right words in the sentence. Raise your hand when you're finished.

(Observe students and give feedback.)

 - You could have written **Betty** and **Jane** or **Jane** and **Betty** in the blanks.
- Do the rest of the sentences in the paragraph. Remember, read the last sentence you wrote before you fill in the next sentence. Pencils down when you're finished.

(Observe students and give feedback.)
- Let's check your work.
 - Betty** and **Jane** (or **Jane** and **Betty**) were playing basketball. **Betty** bounced a ball. **She** wore shorts and long socks. **She** wore a headband to keep her hair from getting in her eyes. **Jane** jumped into the air as she shot the ball toward the basket. **Jane's mom** leaned against a pole as she watched the girls play basketball. **Betty's mom** read a newspaper. **She** sat on a bench.
- Raise your hand if you wrote the correct words in each blank. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER • TEXTBOOK

EXERCISE 4 Parts of Speech

Verbs

- Everybody, take out a sheet of lined paper and write your name and lesson 27 on the top line. Then number your paper 1 through 6. Pencils down when you're finished. ✓
 - Open your textbook to lesson 27 and find part C. ✓
 - Some of the sentences have a one-word verb and some of the sentences have a two-word verb.
- Write the **verb** for each sentence. If the verb has two words, write both words. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Sentence 1: A red pencil fell off the table. What's the verb? (Signal.) *Fell.*
 - Sentence 2: He is sitting next to the window. What's the verb? (Signal.) *Is sitting.*
 - Sentence 3: A red car and a blue car went down the street. What's the verb? (Signal.) *Went.*
 - Sentence 4: It stopped. What's the verb? (Signal.) *Stopped.*
 - Sentence 5: His arms and legs were moving very quickly. What's the verb? (Signal.) *Were moving.*
 - Sentence 6: She has a dollar. What's the verb? (Signal.) *Has.*
- Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Quotes

- Skip a line on your paper. Then write the number 1. ✓
 - Everybody, find part D in your textbook. ✓
 - You're going to write complete sentences that tell what people in the pictures said.
- Who said something in picture 1? (Signal.) *The mechanic.*
 - What did the mechanic say? (Signal.) *This car is almost fixed.*
 - Say the whole sentence about the mechanic. (Signal.) *The mechanic said, "This car is almost fixed."*
 - You start with the words: The mechanic said. What's the first mark you'll write after **the mechanic said**? (Signal.) *A comma.*
 - What marks follow the comma? (Signal.) *Quote marks.*

- Write sentence 1 on your paper. Write: The mechanic said, “This car is almost fixed.” Remember how to punctuate it. Pencils down when you’re finished. (Observe students and give feedback.)
- (Write on the board:)

1. The mechanic said, “This car is almost fixed.”

- Check your work. Make sure you have a comma after **said**. Then quote marks. Then a capital **T**. Make sure you have a period after **fixed** and quote marks at the end of the sentence. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes.
- 3. Write the sentences for pictures 2 and 3. Pencils down when you’re finished. (Observe students and give feedback.)
- (Write on the board:)

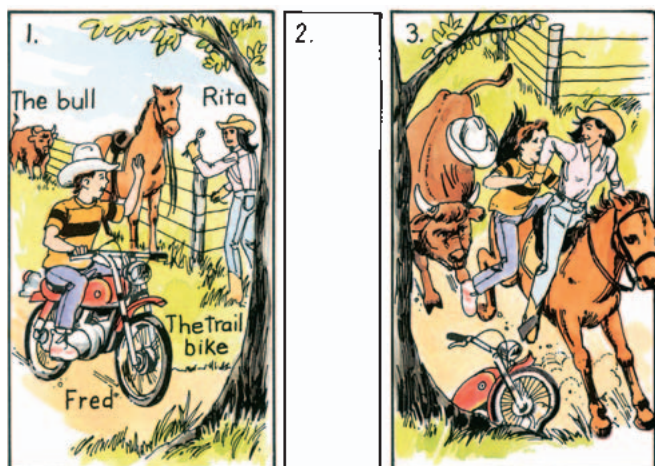
2. Miss Winston said, “You need some help.”

3. Randy said, “It has been raining all day.”

- Check your work. Make sure you have a comma after **said**. Then quote marks. Make sure the first word the person said starts with a capital. Make sure you have a period and quote marks at the end of each sentence.
- 4. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part D.

EXERCISE 6 Paragraph Writing

Inference and Reporting



1. Everybody, pencils down. Find part E in your textbook. ✓
- You’re going to write a paragraph that tells what must have happened in the middle picture.
2. I’ll read the words in the vocabulary box: **toward, galloped, crashed, charged, fence.**
3. Listen to the first part of the story. It tells what happened before the first picture and what happened in the first picture.
- Listen:

Fred was riding his trail bike around the ranch. He drove through a field where Rita was working. Rita stood next to a horse. Fred waved at her. He did not look where he was going. There was a big tree right in front of him. There was also a big bull behind him. The bull was watching him.

4. Let’s compare the pictures to figure out what must have happened in the middle picture. We’ll start with picture 1.
 - Where is Fred in picture 1? (Call on a student. Idea: *On the trail bike, on the path.*)
 - What is Fred doing in picture 1? (Call on a student. Idea: *Waving to Rita.*)
 - What is Rita doing in picture 1? (Call on a student. Idea: *Working on a fence.*)
 - Where is the bull in picture 1? (Call on a student. Idea: *Standing near the fence.*)
5. Now go to picture 3.
 - Where is the trail bike Fred was riding? (Call on a student. Idea: *On the ground.*)
 - What is the bull doing in picture 3? (Call on a student. Idea: *Charging towards Fred.*)
 - What is Rita doing in picture 3? (Call on a student. Idea: *Riding her horse; lifting Fred from the ground.*)
6. You’re going to make up sentences that tell what must have happened in the missing picture.
 - I’ll say the first sentence. The trail bike crashed into the tree. Say that sentence. (Signal.) *The trail bike crashed into the tree.*
 - Raise your hand when you can say a sentence that tells what Fred did when the trail bike crashed into the tree. (Call on a student. Idea: *Fred fell to the ground.*)

- Raise your hand when you can say a sentence that tells what the bull did after Fred crashed into the tree. (Call on a student. Idea: *The bull charged at Fred.*)
 - Raise your hand when you can say a sentence that tells what Rita did when she saw the bull charge towards Fred. (Call on a student. Idea: *Rita got on her horse.*)
 - Raise your hand when you can say a sentence that tells what the horse did. (Call on a student. Idea: *The horse galloped toward Fred.*)
 - Everybody, did the horse get to Fred before the bull did? (Signal.) Yes.
7. I'll read a paragraph that tells what happened in the middle picture: The trail bike crashed into the tree. Fred fell off the bike. The big noise scared the bull. The bull charged toward Fred. Rita saw that Fred was in trouble. She jumped onto her horse. The horse galloped toward Fred. The horse reached Fred just before the bull did.
8. I'll say those sentences again.
- The trail bike crashed into the tree. Everybody, say that sentence. (Signal.) *The trail bike crashed into the tree*
 - Fred fell off the bike. Say that sentence. (Signal.) *Fred fell off the bike.*
 - The big noise scared the bull. Say that sentence. (Signal.) *The big noise scared the bull.*
 - The bull charged toward Fred. Say that sentence. (Signal.) *The bull charged toward Fred.*
 - Rita saw that Fred was in trouble. Say that sentence. (Signal.) *Rita saw that Fred was in trouble.*
 - She jumped onto her horse. Say that sentence. (Signal.) *She jumped onto her horse.*
 - The horse galloped toward Fred. Say that sentence. (Signal.) *The horse galloped toward Fred.*
 - The horse reached Fred before the bull did. Say that sentence. (Signal.) *The horse reached Fred before the bull did.*
- (Repeat until firm.)
9. Your turn to write a paragraph that tells what happened in the missing picture. You can use the sentences we just said, or you can use other sentences. Tell what Fred did, the bull did and what Rita must have done in the middle picture. You have 10 minutes. Start writing now. Pencils down when you're finished. (Observe students and give feedback.)
10. (After 10 minutes, say:) Stop writing. Make 2 check boxes under your paragraph. ✓
Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write it below your paragraph and make an arrow to show where that sentence should go. When you're sure your paragraph gives a clear picture of what must have happened in the middle picture, put a check in the first box. (Observe students and give feedback.)
11. Check 2 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Objectives

- Determine whether it is appropriate to use a pronoun in the predicate of a sentence. (Exercise 2)
- Indicate the part of predicates that tells when. (Exercise 3)
- Identify pronouns and verbs in sentences. (Exercise 4)
- Punctuate statements with quotations. (Exercise 5)
- Edit a paragraph that infers what must have happened in a missing picture. (Exercise 6 and 7)

EXERCISE 1 Feedback On Lesson 27

- (Hand back students' work from lesson 27.)
- Praise students who had correct answers for all items in lesson 27 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Clarity

Pronouns

- Everybody, open your workbook to lesson 28 and find part A. ✓
 - You learned that you have to be very careful when you use the words **he** and **she**. What part of speech are the words **he** and **she**? (Signal.) *Pronouns*.
 - You also have to be very careful when you use the words **him** and **her**, because the words **him** and **her** are also pronouns.
 - Listen to these sentences: Kevin and Robert got to school late. The teacher asked **him** what happened. We don't know if the word **him** refers to Kevin or Robert.
 - The rule for using **him** or **her** is the same as for **he** and **she**: If there are two men in the first sentence, you shouldn't use **him** in the next sentence. If there are two women in the first sentence, you shouldn't use **her** in the next sentence.
 - I'll read the first sentence in item 1: Ann walked to school with Jenny. How many women are named in the first sentence? (Signal.) *Two*.
 - So should we use the word **her** in the next sentence? (Signal.) *No*.
- Cross out **her** in the second sentence.
 - (Call on a student:) Read both sentences in item 1. *Ann walked to school with Jenny. A car splashed water on **Ann**.*
 - Do the rest of the items in part A. Remember, if there are two men in the first sentence, you shouldn't use **him** in the next sentence. If there are two women in the first sentence, you shouldn't use **her** in the next sentence. Pencils down when you're finished. (Observe students and give feedback.)
 - Let's check your work.
 - Item 1: Ann walked to school with Jenny. A car splashed water on **Ann**.
 - Item 2: Randy and Steve ran down the street. A black cat ran in front of **Steve**.
 - Item 3: Tom saw Nancy at the store. The clerk was giving **her** change.
 - Item 4: Frank talked to Peter. Everybody liked **Peter**.
 - Item 5: Beth went swimming with Mike. She splashed water at **him**.
 - Raise your hand if you selected the right word for each item. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 The Part That Tells When

- Everybody, find part B. ✓
 - Listen: Circle the subject in each sentence and underline the predicate. Don't pay attention to those lines over some of the words. I'll tell you about them later. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.

- Sentence 1. What's the subject? (Signal.) *He.*
 - What's the predicate? (Signal.) *Went to the store after dinner.*
 - Sentence 2. What's the subject? (Signal.) *She.*
 - What's the predicate? (Signal.) *Fell asleep before the movie ended.*
 - Sentence 3. What's the subject? (Signal.) *A bird.*
 - What's the predicate? (Signal.) *Started to sing early in the morning.*
 - Sentence 4. What's the subject? (Signal.) *The boy.*
 - What's the predicate? (Signal.) *Cleaned the garage after breakfast.*
 - Sentence 5. What's the subject? (Signal.) *Ann.*
 - What's the predicate? (Signal.) *Fixed her car yesterday.*
 - Sentence 6. What's the subject? (Signal.) *All the people.*
 - What's the predicate? (Signal.) *Clapped when the movie ended.*
3. Each of these sentences has a part that tells when. In the first three sentences, the part that tells when has a line over it. Listen: the part that tells when is always in the predicate.
4. I'll read sentence 1: He went to the store after dinner. When did he go to the store? (Signal.) *After dinner.*
- Yes, **after dinner**. Those are the words that have a line over them in sentence 1. **After dinner** tells when.
 - Sentence 2: She fell asleep before the movie ended. When did she fall asleep? (Signal.) *Before the movie ended.*
 - Yes, **before the movie ended** tells when.
 - Sentence 3: A bird started to sing early in the morning. When did the bird start to sing? (Signal.) *Early in the morning.*
 - Yes, **early in the morning** tells when.
 - (Repeat step 4 until firm.)
5. Sentence 4: The boy cleaned the garage after breakfast. When did the boy clean the garage? (Signal.) *After breakfast.*

- Make a line over those words in the sentence. Then do the rest of the items on your own. Just ask yourself when something happened and make a line over the words that tell when. Raise your hand when you're finished. (Observe students and give feedback.)
6. Let's check your work.
- Sentence 4: The boy cleaned the garage after breakfast. Which words tell when? (Signal.) *After breakfast.*
 - Sentence 5: Ann fixed her car yesterday. Which word tells when? (Signal.) *Yesterday.*
 - Sentence 6: All the people clapped when the movie ended. Which words tell when? (Signal.) *When the movie ended.*
7. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part B.

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EXERCISE 4 Parts of Speech

Verbs/Pronouns

1. Everybody, pick up the lined paper from lesson 27. ✓
Turn your lined paper to the other side. Write your name and lesson 28 on the top line. Number your paper 1 through 7. Pencils down when you're finished. ✓
- Open your textbook to lesson 28 and find part C. ✓
- You've learned two parts of speech. One part of speech is a **verb**. Remember, verbs tell the action that persons or things did. You've also learned another part of speech.
2. Listen: What part of speech are the words **he, she, it and they?** (Signal.) *Pronouns.*
- (Repeat step 2 until firm.)
3. Words in each sentence are underlined. You're going to tell the part of speech for parts that are underlined.
4. First sentence: They went with us. The word **they** is underlined. What part of speech is **they?** (Signal.) *Pronoun.*
- The word **went** is underlined. What part of speech is **went?** (Signal.) *Verb.*
5. Write the part of speech for each number in part C. Pencils down when you're finished. (Observe students and give feedback.)

6. Let's check your work.
 - Item 1: they. Everybody, what part of speech? (Signal.) *Pronoun.*
 - Item 2: went. What part of speech? (Signal.) *Verb.*
 - Item 3: he. What part of speech? (Signal.) *Pronoun.*
 - Item 4: she. What part of speech? (Signal.) *Pronoun.*
 - Item 5: hid. What part of speech? (Signal.) *Verb.*
 - Item 6: was looking. What part of speech? (Signal.) *Verb.*
 - Item 7: it. What part of speech? (Signal.) *Pronoun.*
7. Raise your hand if you wrote the correct part of speech for each number. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Quotes

Statements

1. Skip a line on your paper. Then write the number 1.
 - Everybody, pencils down. Find part D in your textbook.
 - I'll read the instructions: Write each sentence with the correct punctuation. Make sure you follow these punctuation rules:
 - a. Put a comma after the word **said**.
 - b. Capitalize the first word the person said.
 - c. Put a period after the last word the person said.
 - d. Put quote marks around the exact words the person said.
2. Here's sentence 1: The girl said, "It is time to eat." Write the sentence with all the correct capitals and punctuation marks. Pencils down when you're finished. (Observe students and give feedback.)
 - (Write on the board:)

1. The girl said, "It is time to eat."

- Check your work. Here's what you should have for sentence 1.
- Raise your hand if you got everything right. Everybody else, fix up any mistakes you made in sentence 1.

3. Here's sentence 2: Mary said, "Your dog has a sore leg." Write the sentence with all the correct capitals and punctuation marks. Pencils down when you're finished. (Observe students and give feedback.)
 - (Write on the board:)

2. Mary said, "Your dog has a sore leg."

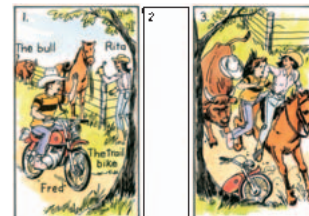
- Check your work. Here's what you should have for sentence 2.
 - Raise your hand if you got everything right. Everybody else, fix up any mistakes you made in sentence 2.
4. Here's sentence 3: My brother said, "You look sick." Write the sentence with all the correct capitals and punctuation marks. Pencils down when you're finished. (Observe students and give feedback.)
 - (Write on the board:)

3. My brother said, "You look sick."

- Check your work. Here's what you should have for sentence 3.
- Raise your hand if you got everything right. Everybody else, fix up any mistakes you made in sentence 3.

EXERCISE 6 Practicing Checking Applying Procedure

1. Turn back to lesson 27 in your textbook and find part E. ✓
These are the pictures you wrote a paragraph about during the last lesson.
2. Open your workbook to page 149. ✓
 - This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: The trail bike crash into the tree. Fred fell off the bike. The big noise scared the bull. Rita saw that Fred was in trouble. The horse galloped toward Fred and the horse reached Fred just before the bull did.



3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) *WH.*
 - Look at the first line with the letters **WH.** ✓

- Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on several students. Idea: *The bull charged toward Fred.* For good sentences: Everybody, say that sentence.)
 - Find the next line with the letters **WH**.
 - Raise your hand when you can say a sentence that tells another important thing the writer forgot to write. Call on several students: Idea: *She got on her horse.* For good sentences: Everybody, say that sentence.)
4. Fix up the paragraph so that it meets all the checks. Put your pencil down when you are finished. (Observe students and give feedback.)
 5. Check your work.
 - On the line with **D-I-D** in the margin, the sentence says: **The trail bike crash into the tree.** You should have changed **crash** into **crashed**. Raise your hand if you fixed up that problem.
 - For the first line with **WH** in the margin, you should have written a sentence under the paragraph that tells that the bull charged toward Fred. Raise your hand if you fixed up that problem.
 - Find the line that has **WH** and **RO**. ✓
 - For the **WH**, you should have written a sentence that tells that Rita jumped on her horse. You should have made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - For the **RO**, you should have fixed up the run-on sentence. The run-on says: **The horse galloped toward Fred and the horse reached him just before the bull did.** You should have fixed up that run-on by putting a period after the word **Fred**, crossing out the word **and**, then making the **t** in **the** a capital **T**. Raise your hand if you fixed up that problem.

6. I'll read the paragraph with the problems fixed up. Listen: The trail bike crashed into the tree. Fred fell off the bike. The big noise scared the bull. The bull charged toward Fred. Rita saw that Fred was in trouble. She got on her horse. The horse galloped toward Fred. The horse reached him just before the bull did.
 - Raise your hand if you fixed up all the problems.
 - Everybody else, fix up any problems you missed.

EXERCISE 7 Editing and Correcting a Paragraph

1. Find the paragraph you wrote on your lined paper during lesson 27. (Observe.)
 - Keep your textbook open to part E on lesson 27. (Observe.)
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: Everybody, say that sentence.)
3. Fix up any problems in your paragraph. If you can't figure out the problem for a check, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. When appropriate, write brief comments.

Objectives

- Determine whether it is appropriate to use a pronoun (**him** or **her**) in the predicate of a sentence. (Exercise 2)
- Identify the part of predicates that tells when. (Exercise 3)
- Identify pronouns and verbs in sentences. (Exercise 4)
- **Punctuate statements and questions with quotations.** (Exercise 5)
- Write a paragraph that infers what must have happened in a missing picture. (Exercise 6)

EXERCISE 1 Feedback On Lesson 28

- (Before handing back students' work from lesson 28, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 28.)
- Praise students:
 - a. who had correct answers for all items in lesson 28 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Clarity

Pronouns

1. Everybody, open your workbook to lesson 29 and find part A. ✓
 - You learned that you have to be very careful when you use the words **he**, **she**, **him** and **her**. What part of speech are these words? (Signal.) *Pronouns*.
 - Remember, if there are two men in the first sentence, you shouldn't use **him** in the next sentence. If there are two women in the first sentence, you shouldn't use **her** in the next sentence.
2. I'll read the first sentence in item 1: Don and Mark raked leaves. How many men are named in the first sentence? (Signal.) *Two*.
 - So should we use the word **him** in the next sentence? (Signal.) *No*.
 - Cross out **him** in the second sentence.
 - (Call on a student:) Read both sentences in item 1. *Don and Mark raked leaves. Carol gave **Don** a bag for the leaves.*

3. Do the rest of the items in part A. Pencils down when you're finished. (Observe students and give feedback.)
4. Let's check your work.
 - Item 1: Don and Mark raked leaves. Carol gave **Don** a bag for the leaves.
 - Item 2: Mr. Swift fixed lunch for Miss Adams. He gave **her** a large bowl of soup.
 - Item 3: Linda wanted to be a clown for Halloween. Steve found a funny outfit for **her** to wear.
 - Item 4: Tina and Alice waited in the doctor's office. The nurse told **Alice** to go into the room.
 - Item 5: Jeff and Kurt left school. Mr. Dukes gave **Kurt** a ride home.
5. Raise your hand if you selected the right word for each item. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Part That Tells When

1. Everybody, find part B. ✓
 - Listen: Circle the subject in each sentence and underline the predicate. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work.
 - Sentence 1. What's the subject? (Signal.) *Two trees.*
 - What's the predicate? (Signal.) *Fell down during the storm.*
 - Sentence 2. What's the subject? (Signal.) *The baby.*
 - What's the predicate? (Signal.) *Started to cry when his mother left the room.*
 - Sentence 3. What's the subject? (Signal.) *Tom.*

- What's the predicate? (Signal.) *Finished his homework at eleven o'clock in the morning.*
 - Sentence 4. What's the subject? (Signal.) *The boy.*
 - What's the predicate? (Signal.) *Cleaned his room while his mother went shopping.*
 - Sentence 5. What's the subject? (Signal.) *They.*
 - What's the predicate? (Signal.) *Shook hands after the game.*
 - Sentence 6. What's the subject? (Signal.) *We.*
 - What's the predicate? (Signal.) *Went to the movies last night.*
3. Each of these sentences has a part that tells when. Remember, the part that tells when is always in the predicate.
4. I'll read sentence 1: Two trees fell down during the storm. When did two trees fall down? (Signal.) *During the storm.*
- Yes, **during the storm** tells when.
 - Sentence 2: The baby started to cry when his mother left the room. When did the baby start to cry? (Signal.) *When his mother left the room.*
 - Yes, **when his mother left the room** tells when.
 - Sentence 3: Tom finished his homework at eleven o'clock in the morning. When did Tom finish his homework? (Signal.) *At eleven o'clock in the morning.*
 - (Repeat step 4 until firm.)
5. Everybody, make a line over the words in the sentences that tell when. Ask yourself when something happened and make a line over the words that tell when. Pencils down when you're finished. (Observe students and give feedback.)
6. Let's check your work.
- Sentence 1: Two trees fell down during the storm. Which words tell when? (Signal.) *During the storm.*
 - Sentence 2: The baby started to cry when his mother left the room. Which words tell when? (Signal.) *When his mother left the room.*
 - Sentence 3: Tom finished his homework at eleven o'clock in the morning. Which words tell when? (Signal.) *At eleven o'clock in the morning.*

- Sentence 4: The boy cleaned his room while his mother went shopping. Which words tell when? (Signal.) *While his mother went shopping.*
 - Sentence 5: They shook hands after the game. Which words tell when? (Signal.) *After the game.*
 - Sentence 6: We went to the movies last night. Which words tell when? (Signal.) *Last night.*
7. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part B.

LINED PAPER • TEXTBOOK

EXERCISE 4 Parts of Speech

Verbs/Pronouns

- Everybody, take out a sheet of lined paper and write your name and lesson 29 on the top line. Number your paper 1 through 8. Pencils down when you're finished. ✓
 - Open your textbook to lesson 29 and find part C. ✓
 - You've learned two parts of speech. One part of speech is a **verb**. You've also learned another part of speech.
- Listen: What part of speech are the words **he, she, it, they, him, her** and **them**? (Signal.) *Pronouns.*
 - (Repeat step 2 until firm.)
- Words in each sentence are underlined. You're going to tell the part of speech for parts that are underlined.
- First sentence: They were looking at her. The word **they** is underlined. What part of speech is **they**? (Signal.) *Pronoun.*
 - The words **were looking** are underlined. What part of speech are those words? (Signal.) *Verb.*
 - The last underlined word is **her**. What part of speech is **her**? (Signal.) *Pronoun.*
 - (Repeat step 4 until firm.)
- Write the part of speech for each number in part C. Pencils down when you're finished. (Observe students and give feedback.)
- Let's check your work.
 - Item 1: they. Everybody, what part of speech? (Signal.) *Pronoun.*
 - Item 2: were looking. What part of speech? (Signal.) *Verb.*

- Item 3: her. What part of speech? (Signal.) *Pronoun.*
 - Item 4: jumped. What part of speech? (Signal.) *Verb.*
 - Item 5: it. What part of speech? (Signal.) *Pronoun.*
 - Item 6: was. What part of speech? (Signal.) *Verb.*
 - Item 7: she. What part of speech? (Signal.) *Pronoun.*
 - Item 8: him. What part of speech? (Signal.) *Pronoun.*
7. Raise your hand if you wrote the right part of speech for each number.
- Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Quotes

Statements and Questions

1. Skip a line on your paper. Then write the number 1.
 - Everybody, find part D in your textbook.
 - You've learned to punctuate sentences that tell the exact words somebody said. Sometimes, a person asks a question. I'll show you how to punctuate that kind of sentence.
2. Sentence 1: His mother said, "What do you want?" She asked a question. Here's how you punctuate that sentence.

(Write on the board:)

His mother said

- What do I write next? (Signal.) *A comma.*
- (Make a comma:)

His mother said,

- What do I write next? (Signal.) *Quote marks.*
- (Make quote marks:)

His mother said, "

- Here are the exact words she said.
- (Write:)

His mother said, "What do you want

- She is asking a question, so I just put a question mark instead of a period.

- (Make a question mark:)

His mother said, "What do you want?"

- Now what do I write to show she finished talking? (Signal.) *Quote marks.*
- (Make quote marks to show:)

His mother said, "What do you want?"

3. Your turn: Write sentence 1. Then write the other sentences for part D. Remember, if a person asks a question, just put a question mark instead of a period. Pencils down when you're finished. (Observe students and give feedback.)
- (Write on the board:)

2. He said, "Are you feeling better?"
3. Jim said, "These shoes are too big."
4. She said, "Where is the car?"

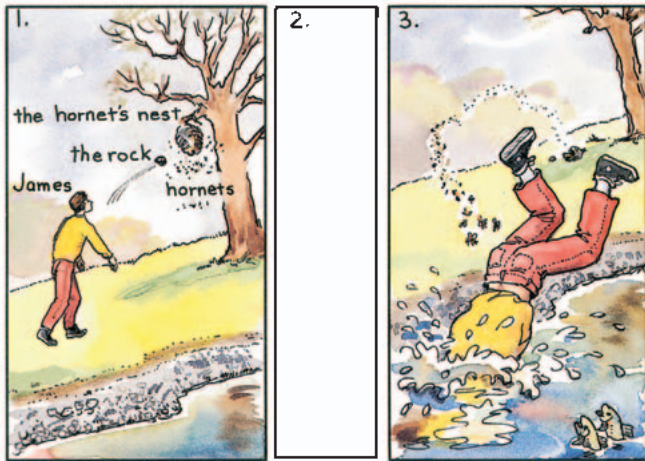
- Check your work carefully. Here's what you should have for the sentences. Raise your hand when you're sure everything is right.

EXERCISE 6 Paragraph Writing

Inference and Reporting

1. Everybody, pencils down. Find part E in your textbook. ✓
 - You're going to write a paragraph that tells what must have happened in the middle picture.
2. I'll read the words in the vocabulary box: **chased, dove, broke, ground, stream.**
3. Listen to the first part of the story. It tells what happened before the first picture and what happened in the first picture.
 - Listen:

James was walking along a stream. He saw something hanging from a tree branch. He didn't know what it was. He didn't know it was a hornet's nest with hundreds of hornets in it. He picked up a rock and threw it at the tree.



4. You're going to say sentences that tell about what must have happened in the middle picture.
- I'll say the first sentence. The rock hit the hornet's nest. Everybody, say that sentence. (Signal.) *The rock hit the hornet's nest.* Raise your hand when you can say a sentence that tells what must have happened to the hornet's nest when the rock hit it. (Call on several students: Idea: *The hornet's nest fell to the ground.*)
 - Raise your hand when you can a sentence that tells what the hornets did when the nest fell to the ground. (Call on a student. Idea: *Hundreds of hornets came out of the nest. They flew toward James.*)
 - Here are sentences that tell what the hornets did.
Hundreds of hornets came out of the nest and flew toward James. Everybody, say that sentence. (Signal.) *Hundreds of hornets came out of the nest and flew toward James.*
 - Raise your hand when you can say a sentence that tells what James did when he saw the hornets coming toward him. (Call on a student: Idea: *James ran toward the stream as fast as he could run.*)
 - Yes, James ran toward the stream as fast as he could run. Everybody, say that sentence. (Signal.) *James ran toward the stream as fast as he could run.*

5. Your turn to write a paragraph that tells what happened in the missing picture. You can use the sentences we just said, or you can use other sentences. But tell the things that must have happened. Remember to tell what the rock did, what the hornet's nest did, what the hornets did, and what James did. You have 10 minutes. Pencils down when you're finished. (Observe students and give feedback.)
6. (After 10 minutes, say:) Stop writing. Make 2 check boxes under your paragraph. ✓
- Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write it below your paragraph and make an arrow to show where that sentence should go. When you're sure the paragraph gives a clear picture of what must have happened in the middle picture, put a check in the first box. (Observe students and give feedback.)
7. Check 2 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Edit a paragraph that infers what must have happened in a missing picture. (Exercise 2 and 3)
 - **Perform on a mastery test of paragraph-writing skills presented in lessons 21–30.** (Exercise 4)
 - Identify the part of predicates that tells when. (Exercise 5)
 - Punctuate statements and questions with quotations. (Exercise 6)
- Exercises 7–9 give instructions for marking the test, giving student feedback and providing remedies.**

EXERCISE 1 Feedback On Lesson 29

- (Hand back students' work from lesson 29.)
- Praise students who had correct answers for all items in lesson 29 skill exercises.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK • WORKBOOK**EXERCISE 2 Practicing Applying Checking Procedure**

1. Open your textbook to lesson 29 find part E.
These are the pictures you wrote a paragraph about during the last lesson. ✓
2. Open your workbook to page 173. ✓
 - This is a paragraph a student wrote about those pictures. Follow along as I read it.

The rock hit the hornet's nest. Hundreds of hornets came out of the nest and the angry hornets flew toward James. The hornets almost caught him.

3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence. (Signal.) *WH*.

- Look at the first line with the letters **WH** in the margin. ✓
 - Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on a student. Idea: *The nest fell toward the ground.* For good sentences: *Everybody, say the sentence.*)
 - Look at the next line with the letters **WH**. ✓
 - Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on a student. Idea: *James ran toward the stream.* For good sentences: *Everybody, say the sentence.*)
4. Fix up any problems with the checks. If there is a letter in the margin, there is a problem for a check. Put your pencil down when you're finished. (Observe students and give feedback.)
 5. Check your work.
 - For the first line with **WH**, you should have written a sentence under the paragraph that tells that the nest fell toward the ground. You should have made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.

- For the line with **RO** in the margin, you should have fixed up the run-on sentence. The run-on says: Hundreds of hornets came out of the nest and the angry hornets flew toward James. You fix up the run-on by putting a period after the word **nest**, crossing out **and**, then making **the** begin with a capital **T**. Raise your hand if you fixed up that problem.
 - For the other line with **WH** in the margin, you should have written a sentence that tells that James ran toward the stream. You should have made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - For the line with **CP**, you should have put a period at the end of the sentence: The hornets almost caught him. Raise your hand if you fixed up that problem.
6. I'll read the paragraph with the problems corrected. Listen: The rock hit the hornet's nest. The hornet's nest fell to the ground. Hundreds of hornets came out of the nest. The angry hornets flew toward James. James ran toward the stream. The hornets almost caught him.
- Raise your hand if you fixed up all the problems.
 - Everybody else, fix up any problems you missed.

EXERCISE 3 Editing and Correcting a Paragraph

1. Find the paragraph you wrote on your lined paper for lesson 29. ✓
 - Keep your textbook open to part E on lesson 29.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make the paragraph better. (Observe students and give feedback.)

4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. When appropriate, write brief comments.

EXERCISE 4 Test 3

Editing

1. The next part of this lesson is a test.
2. Open your workbook to lesson 30 and find part A of test 3. ✓
3. I'll read the instructions: The number after each item tells how many mistakes in the item. Fix up the mistakes. Do it. Pencils down when you're finished.

Pronoun Clarity

1. Find part B of test 3.
2. I'll read the instructions: Fill in the blanks. Remember, you can use the word **she** if it gives a clear picture. If it doesn't give a clear picture, you have to name the person. Fill in the blanks.

Parts of Speech

1. Find part C of test 3.
2. I'll read the instructions: Circle the subject in each sentence. Write **P** in front of every sentence that has a pronoun for a subject. Do it. Put your pencils down when you are finished.

Apostrophe

1. Find part D of test 3.
2. I'll read the instructions: Put in an apostrophe if the words tell that the underlined object belongs to someone. Do it now. Put your pencils down when you are finished.

EXERCISE 5 The Part That Tells When

1. We finished the test. Find part A of lesson 30. ✓
 - Listen: Circle the subject in each sentence and underline the predicate. Pencils down when you're finished. (Observe students and give feedback.)

2. Check your work.
 - Sentence 1: What's the subject? (Signal.) *He*.
 - What's the predicate? (Signal.) *Brushed his teeth after he washed his face*.
 - Sentence 2: What's the subject? (Signal.) *James and Tom*.
 - What's the predicate? (Signal.) *Did their math in the morning*.
 - Sentence 3: What's the subject? (Signal.) *The engine*.
 - What's the predicate? (Signal.) *Made a funny noise before the car stopped*.
 - Sentence 4: What's the subject? (Signal.) *Tom*.
 - What's the predicate? (Signal.) *Read a book while he waited for his brother*.
 - Sentence 5: What's the subject? (Signal.) *Alice and her mother*.
 - What's the predicate? (Signal.) *Went shopping yesterday afternoon*.
 - Sentence 6: What's the subject? (Signal.) *Our teacher*.
 - What's the predicate? (Signal.) *Read a story during the lunch hour*.
 - Sentence 7: What's the subject? (Signal.) *The clown*.
 - What's the predicate? (Signal.) *Climbed the rope when a bell rang*.
 - Sentence 8: What's the subject? (Signal.) *Smoke*.
 - What's the predicate? (Signal.) *Came from the house after lightning hit it*.
3. Each of these sentences has a part that tells when. Remember, the part that tells when is always in the predicate.
4. I'll read sentence 1: He brushed his teeth after he washed his face. When did he brush his teeth? (Signal.) *After he washed his face*.
 - Yes, **after he washed his face** tells when.
 - Sentence 2: James and Tom did their math in the morning. When did James and Tom do their math? (Signal.) *In the morning*.
 - Yes, **in the morning** tells when.
 - Sentence 3: The engine made a funny noise before the car stopped. When did the engine make a funny noise? (Signal.) *Before the car stopped*.
5. Everybody, make a line over the part of the predicate that tells when. Ask yourself when something happened and make a line over the words that tell when. Pencils down when you're finished. (Observe students and give feedback.)
6. Let's check your work.
 - Sentence 1: He brushed his teeth after he washed his face. Which words tell when? (Signal.) *After he washed his face*.
 - Sentence 2: James and Tom did their math in the morning. Which words tell when? (Signal.) *In the morning*.
 - Sentence 3: The engine made a funny noise before the car stopped. Which words tell when? (Signal.) *Before the car stopped*.
 - Sentence 4: Tom read a book while he waited for his brother. Which words tell when? (Signal.) *While he waited for his brother*.
 - Sentence 5: Alice and her mother went shopping yesterday afternoon. Which words tell when? (Signal.) *Yesterday afternoon*.
 - Sentence 6: Our teacher read a story during the lunch hour. Which words tell when? (Signal.) *During the lunch hour*.
 - Sentence 7: The clown climbed the rope when a bell rang. Which words tell when? (Signal.) *When a bell rang*.
 - Sentence 8: Smoke came from the house after lightning hit it. Which words tell when? (Signal.) *After lightning hit it*.
7. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

LINED PAPER • WORKBOOK

EXERCISE 6 Quotes

Statements and Questions

1. Turn your lined paper to the other side and write your name and lesson 30 on the top line. ✓
 - Everybody, find part B in your workbook.
 - These are sentences that tell the exact words somebody said. Copy the sentences and punctuate them correctly. Remember, if a person asks a question, just put a question mark instead of a period. Raise your hand when you're finished. (Observe students and give feedback.)

- (Write on the board:)
 1. She said, “Why are you so happy?”
 2. He said, “The sun is shining.”
 3. Tim said, “Do you have a pencil?”
 4. Alice said, “My pencil is broken.”
- Check your work carefully. Here’s what you should have for the sentences. Raise your hand when you’re sure everything is right.

EXERCISE 7 Marking the Test Paragraph

1. (Mark the workbooks before the next scheduled language lesson. Use the *Language Arts Workbook Answer Key* to determine acceptable responses for the test.)
2. (Write the number of errors each student made on the test in the test scorebox at the beginning of the test.)
3. (Enter the number of errors each student made on the Summary for Test 3. Reproducible Summary Sheets are at the back of the *Language Arts Teacher’s Guide*.)

EXERCISE 8 Feedback on Test 3

1. (Return the students’ papers after they are marked.)
 - Everybody, open your workbook to lesson 30.
2. The number I wrote on your paper tells how many mistakes you made on the test. Raise your hand if I wrote **0**, **1** or **2** at the top of your test. **Those are super stars.**
 - Raise your hand if I wrote **3** or **4**. Those are pretty good workers.
 - If I wrote a number that’s more than 4, you’re going to have to work harder.

EXERCISE 9 Test Remedies

- (Before presenting lesson 31, provide any necessary remedies. After students complete the exercises specified for a remedy, check their work and give feedback.)

Test Part A

Editing

If more than 1/4 of the students made 2 or more errors in test part A, present the following exercises:

- (Direct students to part A on page 184 of the student workbook.)
- Fix up the mistakes in each item.

- (Direct students to part B on page 184 of the student workbook.)
- Fix up the mistakes in each item.

Test Part B

Pronoun Clarity

If more than 1/4 of the students made 2 or more errors in test part B, present the following exercises:

- (Direct students to part C on page 185 of the student workbook.)
Fill in the blanks with **he**, **she**, **it** or **they**.
- (Direct students to part D on page 185 of the student workbook.)
Fill in the blanks with **he**, **she**, **it** or **they**.

Test Part C

Parts of Speech

If more than 1/4 of the students made 2 or more errors in test part C, present the following exercises:

- (Direct students to part E on page 186 of the student workbook.)
Circle the subject in each sentence. Write **P** in front of each sentence that has a pronoun for a subject.
- (Direct students to part F on page 187 of the student workbook.)
Circle the subject in each sentence. Write **P** in front of each sentence that has a pronoun for a subject.

Test Part D

Apostrophe

If more than 1/4 of the students made any errors in test part D, present the following exercises:

- (Direct students to part G on page 187 of the student workbook.)
- Put in an apostrophe if the underlined object belongs to someone.
- (Direct students to part H on page 188 of the student workbook.)
- Put in an apostrophe if the underlined object belongs to someone.

Objectives

- Identify the part of predicates that tells when. (Exercise 1)
- Identify pronouns and verbs in sentences. (Exercise 2)
- **Write a short paragraph that includes a sentence that has a direct quote.** (Exercise 3)
- Write a paragraph that infers what must have happened in a missing picture. (Exercise 4)

WORKBOOK

EXERCISE 1 The Part That Tells When

- Everybody, open your workbook to lesson 31 and find part A. ✓
 - Listen: Circle the subject in each sentence and underline the predicate. Pencils down when you're finished.
(Observe students and give feedback.)
- Check your work.
 - Sentence 1. What's the subject? (Signal.) *Our dog.*
 - What's the predicate? (Signal.) *Barked when the door opened.*
 - Sentence 2. What's the subject? (Signal.) *We.*
 - What's the predicate? (Signal.) *Went shopping last night.*
 - Sentence 3. What's the subject? (Signal.) *The girls.*
 - What's the predicate? (Signal.) *Painted the room while the boys washed the car.*
 - Sentence 4. What's the subject? (Signal.) *Everybody.*
 - What's the predicate? (Signal.) *Fell asleep after lunch.*
 - Sentence 5. What's the subject? (Signal.) *He.*
 - What's the predicate? (Signal.) *Held his nose as he jumped into the water.*
 - Sentence 6. What's the subject? (Signal.) *Nobody.*
 - What's the predicate? (Signal.) *Talked during the movie.*
- Each of these sentences has a part that tells when. Remember, the part that tells when is always in the predicate.
 - I'll read sentence 1: Our dog barked when the door opened. When did the dog bark? (Signal.) *When the door opened.*
 - Yes, **when the door opened** tells when.
 - Sentence 2: We went shopping last night. When did we go shopping? (Signal.) *Last night.*
 - Yes, **last night** tells when.
 - Sentence 3: The girls painted the room while the boys washed the car. When did the girls paint the room? (Signal.) *While the boys washed the car.*
 - Yes, **while the boys washed the car** tells when.
 - (Repeat step 4 until firm.)
- Everybody, for each sentence, make a line over the part of the predicate that tells when. Ask yourself when something happened and make a line over the words that tell when. Pencils down when you're finished.
(Observe students and give feedback.)
- Let's check your work.
 - Sentence 1: Our dog barked when the door opened. Which words tell when? (Signal.) *When the door opened.*
 - Sentence 2: We went shopping last night. Which words tell when? (Signal.) *Last night.*
 - Sentence 3: The girls painted the room while the boys washed the car. Which words tell when? (Signal.) *While the boys washed the car.*
 - Sentence 4: Everybody fell asleep after lunch. Which words tell when? (Signal.) *After lunch.*
 - Sentence 5: He held his nose as he jumped into the water. Which words tell when? (Signal.) *As he jumped into the water.*

- Sentence 6: Nobody talked during the movie. Which words tell when? (Signal.) *During the movie.*
7. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Parts Of Speech

Verbs/Pronouns

1. Everybody, find part B. ✓
 - You've learned two parts of speech. One part of speech is a **verb**. You've also learned another part of speech.
2. Listen: What part of speech are the words **he, she, it, they, him, her** and **them**? (Signal.) *Pronouns.*
3. Words in each sentence are underlined. You're going to tell the part of speech for words that are underlined.
4. First sentence: It was landing on the runway. The word **it** is underlined. What part of speech is **it**? (Signal.) *Pronoun.*
 - The words **was landing** are underlined. What part of speech are those words? (Signal.) *Verb.*
 - (Repeat step 4 until firm.)
5. Write letters to show the part of speech for each number in part B. Write **V** above each verb. Write **P** above each pronoun. Pencils down when you're finished. (Observe students and give feedback.)
6. Let's check your work.
 - Item 1: **it**. Everybody, what part of speech? (Signal.) *Pronoun.*
 - Item 2: **was landing**. What part of speech? (Signal.) *Verb.*
 - Item 3: **they**. What part of speech? (Signal.) *Pronoun.*
 - Item 4: **it**. What part of speech? (Signal.) *Pronoun.*
 - Item 5: **barked**. What part of speech? (Signal.) *Verb.*
 - Item 6: **him**. What part of speech? (Signal.) *Pronoun.*
 - Item 7: **he**. What part of speech? (Signal.) *Pronoun.*
 - Item 8: **forgot**. What part of speech? (Signal.) *Verb.*

7. Raise your hand if you wrote the right part of speech for each number.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER • TEXTBOOK

EXERCISE 3 Quotes

Short Paragraph

1. Everybody, take out a sheet of lined paper and write your name and lesson 31 on the top line. Pencils down when you're finished. ✓
 - Open your textbook to lesson 31 and find part C. ✓
You're going to write a short paragraph about this picture.
2. You'll start your paragraph with the sentence that is already written. Touch that sentence. I'll read it: Each person caught three fish.
 - In the picture, Mr. Smith is standing next to his fish and Jenny is standing next to her fish. You'll write a sentence that tells about the fish Mr. Smith caught. You'll write a sentence that tells about the fish that Jenny caught. Then you'll write a sentence that tells what Jenny said. I'll say that sentence. Listen: Jenny said, "Thank you for showing me how to fish."
3. Write your paragraph. Start with the sentence that is already written. Then write a sentence about Mr. Smith's fish, a sentence that tells about Jenny's fish, and a sentence about what Jenny said in the picture. Remember to punctuate that sentence with a comma and quote marks. Pencils down when you're finished. You have 4 minutes. (Observe students and give feedback.)
4. (After 4 minutes, say:) **Stop writing**. (Call on several students to read their paragraphs.)

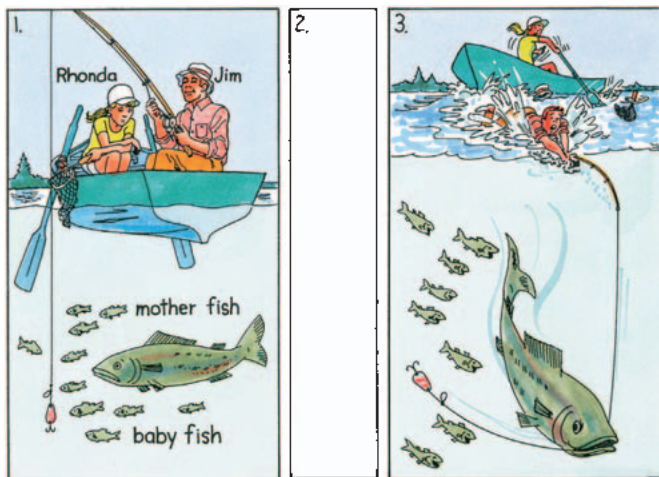
5. (Write on the Board:)

She said, "Thank you for showing me how to fish."

- Check your paragraph to make sure you correctly punctuated the sentence that tells what Jenny said. You could start the sentence with the words **she said** or **Jenny said**. Raise your hand if you punctuated that sentence correctly.
- Everybody else, fix up any mistakes.

EXERCISE 4 Paragraph Writing

Inferences and Reporting



1. Everybody, pencils down. Find part D in your textbook. ✓
 - You're going to write a paragraph that tells what must have happened in the middle picture.
2. I'll read the words in the vocabulary box: **boat, hook, fishing line, pole, laughed, bait.**
3. Listen to the first part of the story. It tells what happened before the first picture and what happened in the first picture.
 - Listen:

Rhonda went fishing with Jim. Rhonda rowed the boat while Jim fished off the back end of the boat. A group of baby fish swam near the end of Jim's fishing line. The mother fish was under the boat. She did not want her babies to swallow the hook on the fishing line.

4. You're going to say sentences that tell about what must have happened in the middle picture.
 - Raise your hand when you can say sentences that tell what the mother fish did when she saw the fishing line in the water. (Call on several students. Idea: *The mother fish grabbed the fishing line in her mouth. The mother fish got angry. She swam away from the boat. She swam as fast as she could swim.*)
 - Yes, the mother fish grabbed the fishing line in her mouth. Everybody, say that sentence. (Signal.) *The mother fish grabbed the fishing line in her mouth.*
 - She swam away from the boat as fast as she could swim. Say that sentence. (Signal.) *She swam away from the boat as fast as she could swim.*
 - Everybody, did Jim hold on to the fishing pole? (Signal.) Yes.
 - Yes, Jim held on to the fishing pole. Say that sentence. (Signal.) *Jim held on to the fishing pole.*
 - Raise your hand when you can say a sentence that tells what happened next. (Call on several students: Idea: *Jim fell out of the boat. The mother fish pulled Jim into the water.*)
 - Yes, the mother fish pulled Jim into the water. Everybody, say that sentence. (Signal.) *The mother fish pulled Jim into the water.*
 - Raise your hand when you can say a sentence that tells what Rhonda did when she saw Jim go into the water. (Call on a student: Idea: *Rhonda dropped the net and grabbed the oars.*)
 - Yes, Rhonda dropped the net and grabbed the oars.
5. Your turn to write your paragraph about the middle picture. You can use the sentences we just said, or you can use other sentences. But, remember to tell what the mother fish did, what Jim did, and what Rhonda did. Pencils down when you're finished. (Observe students and give feedback.)

6. (After 10 minutes, say:) Stop writing. Make 2 check boxes under your paragraph. ✓
 - Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write it below your paragraph and make an arrow to show where that sentence should go. When you're sure the paragraph gives a clear picture of what must have happened in the middle picture, put a check in the first box. (Observe students and give feedback.)
7. Check 2 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- **Identify subject, predicate, and part that tells when in sentence pairs.** (Exercise 2)
- Edit sentences for multiple criteria (including appropriate punctuation for direct quotes). (Exercise 3)
- Write a short paragraph that includes a sentence that has a direct quote. (Exercise 4)
- Edit a paragraph that infers what must have happened in a middle picture. (Exercise 5 and 6)

EXERCISE 1 Feedback On Lesson 31

- (Hand back students' work from lesson 31.)
- Praise students who had correct answers for all items in lesson 31 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 The Part That Tells When****Moved to Front of Sentence**

- Everybody, open your workbook to lesson 32 and find part A. ✓
 - You're going to learn about new sentences. These sentences have the part of the predicate that tells when moved in front of the subject.
- Sentence 1: John went home after the party. Circle the subject, underline the predicate and make a line over the part that tells when. (Observe and give feedback.)
 - Everybody, what's the subject? (Signal.) *John.*
 - What's the predicate? (Signal.) *Went home after the party.*
 - What's the part that tells when? (Signal.) *After the party.*
 - (Repeat step 2 until firm.)
- Sentence 2 is the same sentence with the words in a different order. The sentence begins with the part of the predicate that tells when. Listen: *After the party, John went home.*
 - Everybody, say that sentence. (Signal.) *After the party, John went home.*
 - That sentence has the same subject and the same predicate as sentence 1. The subject is **John**. Circle **John**. ✓
 - The predicate of sentence 2 is: *went home after the party.*
 - Your turn: Underline the whole predicate. ✓
- I'll read sentence 2: *After the party, John went home.* Everybody, what's the subject? (Signal.) *John.*
 - Say the whole predicate. Start with **went**. (Signal.) *Went home after the party.*
 - Now make a line over the part that tells when. It's the part before the comma. ✓
 - Everybody, say the part that tells when. (Signal.) *After the party.*
- Sentence 3: *The girls were tired by the time the sun went down.*
 - Your turn: Circle the subject, underline the predicate and make a line over the part that tells when. (Observe and give feedback.)
 - Everybody, what's the subject? (Signal.) *The girls.*
 - What's the predicate? (Signal.) *Were tired by the time the sun went down.*
 - What's the part that tells when? (Signal.) *By the time the sun went down.*
 - (Repeat step 5 until firm.)

6. Sentence 4 has the same subject and the same predicate.
 - Your turn: Circle the subject and underline the whole predicate in sentence 4. (Observe students and give feedback.)
7. I'll read sentence 4: *By the time the sun went down, the girls were tired.* Listen: What's the subject? (Signal.) *The girls.*
 - Say the whole predicate. Start with the word after the subject. Get ready. (Signal.) *Were tired by the time the sun went down.*
 - (Repeat step 7 until firm.)
8. Now make a line over the part that tells when. It's the part before the comma. ✓
 - Everybody, say the part that tells when. (Signal.) *By the time the sun went down.*
9. Sentence 5: *The engine made a funny noise before the car stopped.*
 - Circle the subject, underline the predicate and make a line over the part that tells when. (Observe students and give feedback.)
 - Everybody, what's the subject? (Signal.) *The engine.*
 - What's the predicate? (Signal.) *Made a funny noise before the car stopped.*
 - What's the part that tells when? (Signal.) *Before the car stopped.*
10. Sentence 6 has the same subject and the same predicate. Circle the subject, underline the predicate and make a line over the part that tells when. (Observe students and give feedback.)
11. I'll read sentence 6: *Before the car stopped, the engine made a funny noise.* Everybody, what's the subject? (Signal.) *The engine.*
 - Say the predicate. Start with the word after the subject. (Signal.) *Made a funny noise before the car stopped.*
 - What's the part that tells when? (Signal.) *Before the car stopped.*
12. Sentence 7: *Tammy listened to the radio while Bill did his homework.* Listen: Circle the subject, underline the whole predicate and make a line over the part that tells when. Then do the same thing to sentence 8. That sentence has the same subject and the same predicate. Pencils down when you're finished with sentence 7 and sentence 8. (Observe students and give feedback.)
13. Check your work.
 - Sentence 7. What's the subject? (Signal.) *Tammy.*
 - What's the predicate? (Signal.) *Listened to the radio while Bill did his homework.*
 - What's the part that tells when? (Signal.) *While Bill did his homework.*
 - Listen to sentence 8: *While Bill did his homework, Tammy listened to the radio.*
 - What's the subject? (Signal.) *Tammy.*
 - What's the predicate? (Signal.) *Listened to the radio while Bill did his homework.*
 - What's the part that tells when? (Signal.) *While Bill did his homework.*
14. Raise your hand if you got sentences 7 and 8 right.
 - Everybody else, fix up any mistakes you made in part A. Remember, sometimes a sentence begins with the part of the predicate that tells when.

EXERCISE 3 Editing

Consolidation

1. Everybody, pencils down. Find part B in your workbook. ✓
 - The number after each item tells how many mistakes are in the item. Read each item carefully because there could be a lot of different mistakes. Some of the sentences have quotes. Those quotes may not be punctuated correctly. Maybe the comma is missing. Maybe one of the quote marks is missing. Then you have to check for all the other things you've learned about wrong verbs, capitalized names, capitals and periods, apostrophes and run-ons.
2. I'll read the items in part B. Follow along.
 - Item 1: Tom said, "Why did you do that?"
 - Item 2: They seen Fred and Jerry at the store.
 - Item 3: Maria said, "I love math."
 - Item 4: Lisa teached Mary's brother to swim.
 - Item 5: My sister went to the doctor and she had a cold.
3. Fix up the mistakes. Pencils down when you're finished. (Observe students and give feedback.)

TEXTBOOK

- Everybody, turn to lesson 32 in your textbook and find part B. It shows the correct sentences ✓
 - Check your work.
(Observe students and give feedback.)
- Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER

EXERCISE 4 Quotes

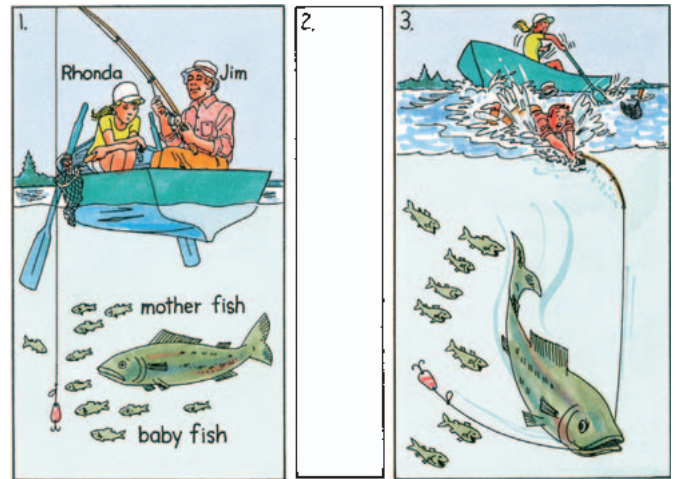
Short Paragraph

- Everybody, pick up the lined paper from lesson 31 ✓
 - Turn the lined paper to the other side. Write your name and lesson 32 on the top line. Pencils down when you're finished. ✓
 - Find part C in your textbook. ✓
 - You're going to write a short paragraph about this picture.
- You'll start your paragraph with the sentence that is already written. Touch that sentence. I'll read it: Carmen gave her dog a bath.
- Write your paragraph. Start with the sentence that is already written. Then write a sentence that tells the main thing Carmen did in the picture, and a sentence about what Carmen said in the picture. Remember to punctuate that sentence with a comma and quote marks. Pencils down when you're finished. You have 4 minutes. (Observe students and give feedback.)
- (After 4 minutes, say:) **Stop writing.** (Call on several students to read their paragraphs.)
- (Write on the board:)

She said, "I told you not to play in the mud."

- Check your paragraph to make sure you correctly punctuated the sentence that tells what Carmen said. You could start the sentence with the words **she said** or **Carmen said**. Raise your hand if you punctuated that sentence correctly.
- Everybody else, fix up any mistakes.

EXERCISE 5 Practicing Applying Checking Procedure



- Turn back to lesson 31 in your textbook and find part D. ✓
These are the pictures you wrote a paragraph about during the last lesson. (Observe.)
- Open your workbook to page 163. ✓
This is a paragraph a student wrote about those pictures. The paragraph has some problems. Follow along as I read it. The mother fish grabbed the fishing line in her mouth. The mother fish got angry and she swam away from the boat as fast as she could swim. Jim felt a tug on the fishing line. He held on to the fishing pole. Rhonda dropped the net and grab the oars.
- Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) **WH**.
 - Look at the line with the letters **WH** in the margin. ✓
 - Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on several students: Idea: *The mother fish pulled Jim into the water. Jim fell into the water.* For good sentences: Everybody, say that sentence.)
- Fix up any problems in the paragraph. Put your pencil down when you are finished. (Observe students and give feedback.)

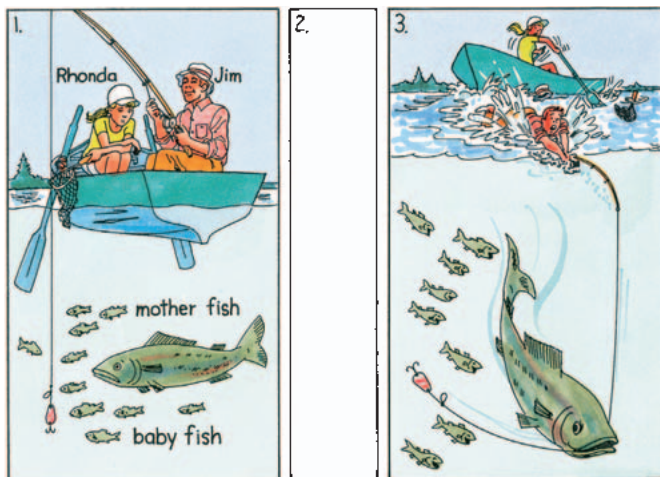
5. Check your work.
 - On the line with **RO**, you should have fixed up the run-on sentence. The run-on says: **The mother fish got angry and she swam away from the boat as fast as she could swim.** You should have fixed up the run-on by putting a period after the word **angry**, crossing out the word **and**, then making the word **she** begin with a capital **S**. Raise your hand if you fixed up that problem.
 - For the line with **WH**, you should have written a sentence under the paragraph that tells the mother fish pulled Jim into the water and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, there is a problem with the word that tells what the person did. You should have fixed up **grab** to say **grabbed**. G-r-a-b-b-e-d. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
 - Everybody else, fix up any problems you missed.
6. I'll read the paragraph with the problems corrected. Listen: The mother fish grabbed the fishing line in her mouth. The mother fish got angry. She swam away from the boat as fast as she could swim. Jim felt a tug on the fishing line. He held on to the fishing pole. The mother fish pulled Jim into the water. Rhonda dropped the net and grabbed the oars.

1. Find the paragraph you wrote on your lined paper during lesson 31. ✓
 - Keep your textbook open to part D on lesson 31.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: Everybody, say that sentence.)
3. Fix up any problems in your paragraph. If you can't figure out the problem with a sentence, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

EXERCISE 6 Editing And Correcting A Paragraph



Objectives

- Identify subject, predicate, and part that tells when in sentence pairs. (Exercise 2)
- **For sentence pairs, indicate whether the noun or the pronoun (they or them) is appropriate in the second sentence.** (Exercise 3)
- Identify pronouns and verbs in sentences. (Exercise 4)
- **Identify the noun in the subject of a sentence.** (Exercise 5)
- Write a paragraph that infers what must have happened in a missing picture. (Exercise 6)

EXERCISE 1 Feedback On Lesson 32

- (Before handing back students' work from lesson 32, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 32.)
- Praise students:
 - a. who had correct answers for all items in lesson 32 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 The Part That Tells When

Moved to Front of Sentence

1. Everybody, open your workbook to lesson 33 and find part A. ✓
- Each item has two sentences. The first sentence in each item begins with the subject. The second sentence has the same words—the same subject and the same predicate, but the sentences begin with the part of the predicate that tells when.
2. I'll read the sentences for item 1.
 - First sentence: Jane got a lot of work done while the baby slept.
 - Second sentence: While the baby slept, Jane got a lot of work done.
- Your turn: For each sentence in item 1, circle the subject, underline the whole predicate and make a line over the part that tells when. Remember, both sentences have the same words—the same subject and the same predicate. Pencils down when you're finished with item 1. (Observe students and give feedback.)
3. Let's check item 1.
4. First sentence: Jane got a lot of work done while the baby slept. What's the subject? (Signal.) *Jane*.
 - What's the predicate? (Signal.) *Got a lot of work done while the baby slept.*
 - What's the part that tells when? (Signal.) *While the baby slept.*
- Second sentence: While the baby slept, Jane got a lot of work done. What's the subject? (Signal.) *Jane*.
 - Say the predicate. Start with the word after the subject. (Signal.) *Got a lot of work done while the baby slept.*
 - What's the part that tells when? (Signal.) *While the baby slept.*
- (Repeat step 4 until firm.)
5. I'll read the rest of the sentences in part A.
 - Item 2: The birds flew south in September. In September, the birds flew south.
 - Item 3: She woke up before the alarm clock rang. Before the alarm clock rang, she woke up.
 - Item 4: He worked on his boat every night. Every night, he worked on his boat.
6. Your turn: For each sentence, circle the subject, underline the whole predicate and make a line over the part that tells when. Pencils down when you're finished. (Observe students and give feedback.)

7. Check your work.
 - Item 2: The birds flew south in September. What's the subject? (Signal.) *The birds.*
 - What's the predicate? (Signal.) *Flew south in September.*
 - What's the part that tells when? (Signal.) *In September.*
 - Next sentence: In September, the birds flew south. What's the subject? (Signal.) *The birds.*
 - What's the predicate? (Signal.) *Flew south in September.*
 - What's the part that tells when? (Signal.) *In September.*
 - Item 3: She woke up before the alarm clock rang. What's the subject? (Signal.) *She.*
 - What's the predicate? (Signal.) *Woke up before the alarm clock rang.*
 - What's the part that tells when? (Signal.) *Before the alarm clock rang.*
 - Next sentence: Before the alarm clock rang, she woke up. What's the subject? (Signal.) *She.*
 - What's the predicate? (Signal.) *Woke up before the alarm clock rang.*
 - What's the part that tells when? (Signal.) *Before the alarm clock rang.*
 - Item 4: He worked on his boat every night. What's the subject? (Signal.) *He.*
 - What's the predicate? (Signal.) *Worked on his boat every night.*
 - What's the part that tells when? (Signal.) *Every night.*
 - Next sentence: Every night, he worked on his boat. What's the subject? (Signal.) *He.*
 - What's the predicate? (Signal.) *Worked on his boat every night.*
 - What's the part that tells when? (Signal.) *Every night.*
8. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Clarity

Pronouns

1. Everybody, find part B in your workbook. ✓
 - You're going to do sentences that have a new pronoun. That pronoun is **them**.

- Here's a rule about using the pronoun **them**: If the first sentence names two groups, we can't use **them** in the next sentence.
2. I'll read the first sentence in item 1: The dogs chased the cats. That sentence names two groups, the dogs and the cats. So can we use **them** in the next sentence? (Signal.) *No.*
 - Fix up that sentence. ✓
 - (Call on a student:) Read the sentences in item 1. *The dogs chased the cats. I watched **the cats** climb up a tree.*
 3. The pronoun **they** works just like the pronoun **them**. If the first sentence names two groups, we can't use **them** or **they** in the next sentence. Do the rest of the items in part B. Pencils down when you're finished. (Observe students and give feedback.)
 4. Check your work.
 - Item 1: The dogs chased the cats. I watched **the cats** climb up a tree.
 - Item 2: The boys and girls cleaned the house. **The boys** washed the windows.
 - Item 3: The rabbits ran under the fence. **They** wanted the carrots.
 - Item 4: Linda spoke to the boys. She told **them** about the test.
 - Item 5: He washed the forks and spoons. He put **the forks** on the table.
 5. Raise your hand if you chose the right word for each item. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER • TEXTBOOK

EXERCISE 4 Parts Of Speech

Verbs/Pronouns

1. Everybody, take out a sheet of lined paper and write your name and lesson 33 on the top line. Number your paper 1 through 8. Pencils down when you're finished. ✓
 - Open your textbook to lesson 33 and find part C. ✓
 - You've learned two parts of speech. One part of speech is a **verb**. You've also learned another part of speech.

2. Listen: What part of speech are the words **he, she, it, they, him, her** and **them**? (Signal.) *Pronouns.*
 - (Repeat step 2 until firm.)
3. Words in each sentence are underlined. You're going to tell the part of speech for words that are underlined.
4. First sentence: The silver wolf jumped out of the bushes. The word **jumped** is underlined. What part of speech is **jumped**? (Signal.) *Verb.*
5. Write the part of speech for each number in part C. Pencils down when you're finished. (Observe students and give feedback.)
6. Let's check your work.
 - Item 1: jumped. Everybody, what part of speech? (Signal.) *Verb.*
 - Item 2: it. What part of speech? (Signal.) *Pronoun.*
 - Item 3: she. What part of speech? (Signal.) *Pronoun.*
 - Item 4: was. What part of speech? (Signal.) *Verb.*
 - Item 5: him. What part of speech? (Signal.) *Pronoun.*
 - Item 6: they. What part of speech? (Signal.) *Pronoun.*
 - Item 7: were looking. What part of speech? (Signal.) *Verb.*
 - Item 8: her. What part of speech? (Signal.) *Pronoun.*
7. Raise your hand if you wrote the right part of speech for each number.
 - Everybody else, fix up any mistakes you made in part C.

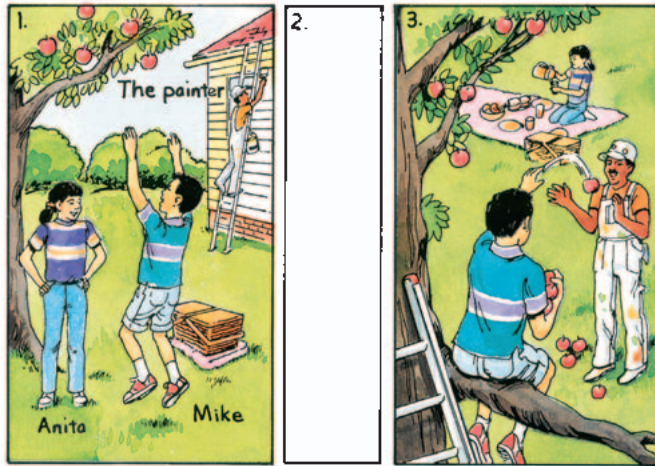
EXERCISE 5 Parts Of Speech

Nouns

1. Skip a line on your paper. Then number your paper 1 through 5. Pencils down when you're finished. ✓
 - Everybody, find part D in your textbook. ✓
 - The subject is circled in each sentence. None of the subjects are pronouns.
2. You're going to learn about a new part of speech. That part of speech is a **noun**. Here are the rules about nouns: Words that name persons, places or things are nouns. Once more: Words that name persons, places or things are nouns.
 - Here's another rule about nouns: If the subject is not a pronoun, the last word in the subject is a noun.
3. Sentence 1: A big dog chased a cat. What's the subject? (Signal.) *A big dog.*
 - What's the last word in that subject? (Signal.) *Dog.*
 - So **dog** is a noun. What part of speech is **dog**? (Signal.) *Noun.*
- Sentence 2: Girls played outside my house. What's the subject? (Signal.) *Girls.*
 - What's the last word in that subject? (Signal.) *Girls.*
 - Right, that's the only word in the subject.
 - What part of speech is **girls**? (Signal.) *Noun.*
- Sentence 3: My best friend was sick. What's the subject? (Signal.) *My best friend.*
 - What's the last word in that subject? (Signal.) *Friend.*
 - So **friend** is a noun. What part of speech is **friend**? (Signal.) *Noun.*
- Sentence 4: That movie ended early. What's the subject? (Signal.) *That movie.*
 - What's the last word in that subject? (Signal.) *Movie.*
 - So **movie** is a noun. What part of speech is **movie**? (Signal.) *Noun.*
- Sentence 5: James fell asleep. What's the subject? (Signal.) *James.*
 - What's the last word in that subject? (Signal.) *James.*
 - Right, that's the only word in the subject.
 - What part of speech is **James**? (Signal.) *Noun.*
4. Your turn: For each sentence, write the noun that is in the subject. Pencils down when you're finished. (Observe students and give feedback.)
5. Check your work.
 - Sentence 1. What's the noun in the subject? (Signal.) *Dog.* Yes, **dog**.
 - Sentence 2. What's the noun in the subject? (Signal.) *Girls.*
 - Sentence 3. What's the noun in the subject? (Signal.) *Friend.*
 - Sentence 4. What's the noun in the subject? (Signal.) *Movie.*
 - Sentence 5. What's the noun in the subject? (Signal.) *James.*

EXERCISE 6 Paragraph Writing

Inference and Reporting



1. Everybody, pencils down. Find part E in your textbook. ✓
 - You're going to write a paragraph that tells what must have happened in the middle picture.
2. I'll read the words in the vocabulary box: **climbed, threw, ladder, apple, brought.**
3. Listen to the first part of the story. It tells what happened before the first picture and what happened in the first picture.
 - Listen:

It was almost time for lunch. Mike and his sister Anita wanted apples with their lunch, so they went over to the apple tree. Mike tried jumping up to grab the apples, but he could not reach them. A painter was painting a house. He was standing on a tall ladder. He saw the children trying to get the apples. He decided to help them.

4. You're going to say sentences that tell about what must have happened in the middle picture.
 - Raise your hand when you can say a sentence that tells what the painter did when he saw that the children wanted to get some apples. (Call on several students. Idea: *The painter carried his ladder over to the tree.*)

- Yes, the painter carried his ladder over to the tree. Everybody, say that sentence. (Signal.) *The painter carried his ladder over to the tree.*
 - The painter leaned the ladder against the tree. Say that sentence. (Signal.) *The painter leaned the ladder against the tree.*
 - Look at picture 3. There are several apples on the ground. There weren't any apples on the ground in picture 1. Raise your hand when you can say sentences that tell how Mike got some apples. (Call on several students: Idea: *Mike climbed the ladder. He picked some apples. He threw apples to the painter.*)
 - Here are some sentences that tell what Mike did. Mike climbed the ladder. Everybody, say that sentence. (Signal.) *Mike climbed the ladder.* He picked some apples from a nearby branch. Everybody, say that sentence. (Signal.) *He picked some apples from a nearby branch.*
 - He tossed apples to the painter. Say that sentence. (Signal.) *He tossed apples to the painter.*
 - If we look at picture 3, we can see that Anita was busy getting ready for the picnic as Mike got the apples. Raise your hand when you can say several sentences that tell what Anita must have done in the missing picture. (Call on several students: Idea: *Anita unfolded the blanket. She took the food and drinks from the picnic basket and set them on a blanket. She put the food on plates.*)
5. Your turn to write your paragraph about the middle picture. You can use the sentences we just said, or you can use other sentences. But, remember to tell what the painter did, what Mike did, and what Anita did. Pencils down when you're finished. (Observe students and give feedback.)

6. (After 10 minutes, say:) Stop writing. Make 2 check boxes under your paragraph. ✓
 - Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write it below your paragraph and make an arrow to show where that sentence should go. Read over your paragraph for check 1. When you're sure the paragraph gives a clear picture of what must have happened in the middle picture, put a check in the first box. (Observe students and give feedback.)
7. Check 2 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital

and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- **Punctuate sentences that begin with the part that tells when.** (Exercise 2)
- For sentence pairs, indicate whether the noun or the pronoun (**they** or **them**) is appropriate in the second sentence. (Exercise 3)
- Edit sentences for multiple criteria. (Exercise 4)
- Identify pronouns and verbs in sentences. (Exercise 5)
- Identify the noun in the subject of a sentence. (Exercise 6)
- Edit a paragraph that infers what must have happened in a missing picture. (Exercise 7 and 8)

EXERCISE 1 Feedback On Lesson 33

- (Hand back students' work from lesson 33.)
- Praise students who had correct answers for all items in lesson 33 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 The Part That Tells When****Moved to Front of Sentence**

- Everybody, open your workbook to lesson 34 and find part A. ✓
 - Each item has two sentences. The first sentence in each item begins with the subject. The second sentence begins with the part of the predicate that tells when.
- I'll read the sentences.
 - Item 1: Jane walked home after school. After school, Jane walked home.
 - Item 2: Tom read a book in the evening. In the evening, Tom read a book.
 - Item 3: The girl rubbed her eyes when the lights came on. When the lights came on, the girl rubbed her eyes.
- Your turn: For each sentence, circle the subject, underline the whole predicate and make a line over the part that tells when. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work.
 - Item 1: Jane walked home after school. What's the subject? (Signal.) *Jane.*
 - What's the predicate? (Signal.) *Walked home after school.*
 - What's the part that tells when? (Signal.) *After school.*
 - Next sentence: After school, Jane walked home. What's the subject? (Signal.) *Jane.*
 - What's the predicate? (Signal.) *Walked home after school.*
 - What's the part that tells when? (Signal.) *After school.*
 - Item 2: Tom read a book in the evening. What's the subject? (Signal.) *Tom.*
 - What's the predicate? (Signal.) *Read a book in the evening.*
 - What's the part that tells when? (Signal.) *In the evening.*
 - Next sentence: In the evening, Tom read a book. What's the subject? (Signal.) *Tom.*
 - What's the predicate? (Signal.) *Read a book in the evening.*
 - What's the part that tells when? (Signal.) *In the evening.*
 - Item 3: The girl rubbed her eyes when the lights came on. What's the subject? (Signal.) *The girl.*

- What's the predicate? (Signal.) *Rubbed her eyes when the lights came on.*
 - What's the part that tells when? (Signal.) *When the lights came on.*
 - Next sentence: When the lights came on, the girl rubbed her eyes. What's the subject? (Signal.) *The girl.*
 - What's the predicate? (Signal.) *Rubbed her eyes when the lights came on.*
 - What's the part that tells when? (Signal.) *When the lights came on.*
5. Here's a rule about punctuation: If a sentence begins with part of the predicate, you should have a comma just before the subject. That comma tells you that part of the predicate is in front of the subject. Listen again: If a sentence begins with part of the predicate, you should have a comma to show where the **subject** begins.
 6. Touch the second sentence in item 1. After school, Jane walked home. That sentence begins with part of the predicate. Listen: Put a comma just before the subject begins. Put it just before the word **Jane**. ✓
 - Touch the second sentence in item 2. In the evening, Tom read a book. That sentence begins with part of the predicate. So you need a comma just before the subject begins. What's the subject? (Signal.) *Tom*. Put a comma just before **Tom**. ✓
 - The second sentence in item 3 says: When the lights came on, the girl rubbed her eyes. Fix up that sentence. Put a comma just before the subject begins. ✓
 - The subject is **the girl**. You should have put a comma before the word **the**. Raise your hand if you got it right.
 - Everybody else, fix it up if you made a mistake.

EXERCISE 3 Clarity

Pronouns

1. Everybody, find part B in your workbook. ✓
- Remember the rule about the pronouns **they** and **them**: If the first sentence names two groups, you can't use the words **they** or **them** in the next sentence.
2. Fix up the items so there are no unclear words. Pencils down when you're finished. (Observe students and give feedback.)
3. Check your work.

- Item 1: Sally had pencils and pens. She gave **the pens** to her friend.
 - Item 2: Tony found two kittens. He gave **them** some milk.
 - Item 3: We saw bears and elephants. **The elephants** were eating peanuts.
 - Item 4: The boys and girls played baseball. **The girls** won the game.
4. Raise your hand if you chose the right word for each item. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Editing

Consolidation

1. Everybody, find part C in your workbook. ✓
- The number after each item tells how many mistakes are in the item. Read each item carefully because there could be a lot of different mistakes. Some of the sentences have quotes. Those quotes may not be punctuated correctly. Maybe the comma is missing. Maybe one of the quote marks is missing. Then you have to check for all the other things you've learned about wrong verbs, capitalized names, capitals and periods, apostrophes and run-ons.
2. I'll read the items in part C. Follow along.
 - Item 1: They said, "We are hungry."
 - Item 2: She teached Jerry to cook.
 - Item 3: I said, "Are you tired?"
 - Item 4: The bus went up the hill it made lots of noise.
 - Item 5: Jeff made dinner and he made a pie for dessert.
3. Fix up the mistakes. Pencils down when you're finished. (Observe students and give feedback.)

TEXTBOOK

4. Everybody, turn to lesson 34 in your textbook and find part C. It shows the correct sentences. ✓
- Check your work. (Observe students and give feedback.)
5. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Parts Of Speech

Verbs/Pronouns

1. Everybody, pick up the lined paper from lesson 33 ✓
 - Turn the lined paper to the other side. Write your name and lesson 34 on the top line. Pencils down when you're finished. ✓
 - Find part D in your textbook. ✓
 - You're learning about parts of speech. One part of speech is a **verb**.
2. Listen: What part of speech are the words **he, she, it, they, him, her** and **them**? (Signal.) *Pronouns*.
 - (Repeat step 2 until firm.)
3. Words in each sentence are underlined. You're going to tell the part of speech for words that are underlined.
4. Write the part of speech for each number in part D. Pencils down when you're finished. (Observe students and give feedback.)
5. Let's check your work.
 - Item 1: knocked. Everybody, what part of speech? (Signal.) *Verb*.
 - Item 2: him. What part of speech? (Signal.) *Pronoun*.
 - Item 3: he. What part of speech? (Signal.) *Pronoun*.
 - Item 4: saw. What part of speech? (Signal.) *Verb*.
 - Item 5: them. What part of speech? (Signal.) *Pronoun*.
 - Item 6: was eating. What part of speech? (Signal.) *Verb*.
6. Raise your hand if you wrote the right part of speech for each number.
 - Everybody else, fix up any mistakes you made in part D.

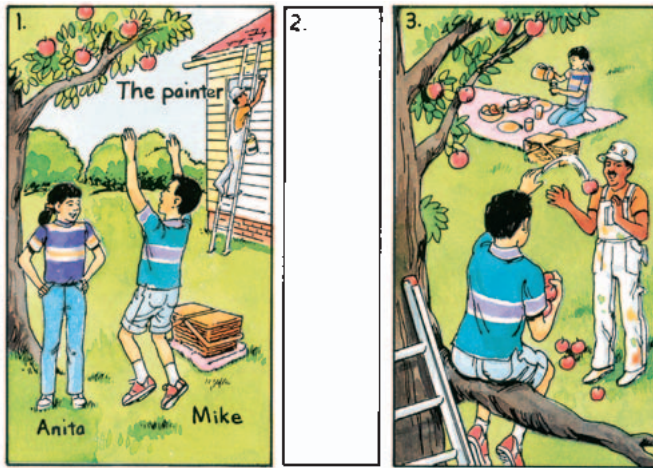
EXERCISE 6 Parts Of Speech

Nouns

1. Skip a line on your paper. Then number your paper 1 through 5. Pencils down when you're finished.
 - Everybody, find part E in your textbook. ✓
 - Last time, you learned about a new part of speech. Listen: What do you call words that name persons, places or things? (Signal.) *Nouns*.

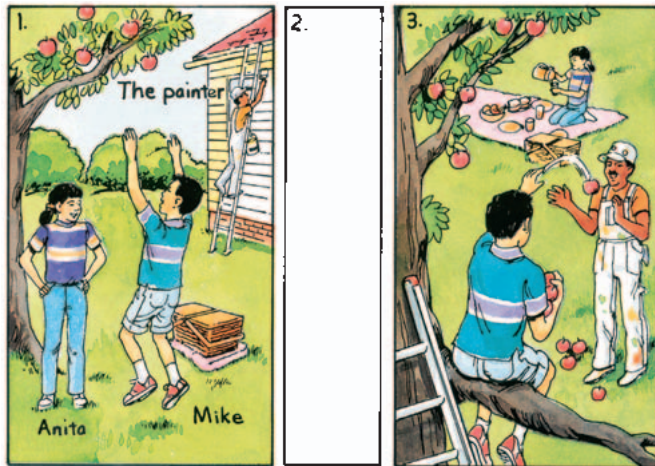
2. The subject is circled in each sentence. None of the subjects are pronouns. So there's a noun in each subject. Listen: Remember, the last word in the subject is a noun.
3. Sentence 1: That yellow shirt cost ten dollars. What's the subject? (Signal.) *That yellow shirt*.
 - What's the noun in that subject? (Signal.) *Shirt*.
 - Sentence 2: Cats are great pets. What's the subject? (Signal.) *Cats*.
 - What's the noun in that subject? (Signal.) *Cats*.
 - Sentence 3: His dream was to be a football player. What's the subject? (Signal.) *His dream*.
 - What's the noun in that subject? (Signal.) *Dream*.
 - (Repeat step 3 until firm.)
4. Your turn: For each sentence, write the noun in the subject. Pencils down when you're finished. (Observe students and give feedback.)
5. Check your work.
 - Sentence 1. What's the noun in the subject? (Signal.) *Shirt*. Yes, **shirt**.
 - Sentence 2. What's the noun in the subject? (Signal.) *Cats*.
 - Sentence 3. What's the noun in the subject? (Signal.) *Dream*.
 - Sentence 4: What's the noun in the subject? (Signal.) *Mary*.
 - Sentence 5: What's the noun in the subject? (Signal.) *Table*.
6. Raise your hand if you wrote the right noun for each subject. Great job.
 - Everybody else, fix up any mistakes you made in part E.

EXERCISE 7 Practicing Applying Checking Procedure



1. Turn back to lesson 33 in your textbook and find part E. ✓
These are the pictures you wrote a paragraph about during the last lesson.
2. Open your workbook to page 150. ✓
This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: The painter carried his ladder over to the tree and he leaned the ladder against the tree. Mike picked some apples. He toss the apples to the painter. The painter put the apples on the ground Anita unfolded the blanket. She took the food and drinks from the picnic basket and set them on the blanket.
3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) *WH*.
 - Look at the line with the letters **WH** in the margin. Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on several students: Idea: *Mike climbed the ladder*. For good sentences: Everybody, say that sentence.)
4. Fix up the paragraph so that it meets all the checks. Put your pencil down when you are finished. (Observe students and give feedback.)
5. Check your work.
6. On the line with **RO** in the margin, there is a run-on. It says: **The painter carried his ladder over to the tree and he leaned the ladder against the tree.** You should have fixed up the run-on sentence by putting a period after the word **tree**, crossing out the word **and**, then making the word **he** begin with a capital **H**. Raise your hand if you fixed up that problem.
 - For the line with **WH**, you should have written a sentence under the paragraph that tells Mike climbed up a ladder and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, the writer did not use the correct word to tell what the person did. The sentence says: He toss the apples to the painter. You should have fixed up **toss** so that it says **tossed** with **ed** at the end. Raise your hand if you fixed up that problem.
 - For the line with **CP** in the margin, a period is missing after the sentence that says: The painter put the apples on the ground. You should have put a period after the word **ground**. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
 - Everybody else, fix up any problems you missed.
7. I'll read the paragraph with the problems corrected. Listen: The painter carried his ladder over to the tree. He leaned the ladder against the tree. Mike climbed the ladder. Mike picked some apples. He tossed the apples to the painter. The painter put the apples on the ground. Anita unfolded the blanket. She took the food and drinks from the picnic basket and set them on the blanket.

EXERCISE 8 Editing And Correcting A Paragraph



1. Find the paragraph you wrote during lesson 33. ✓
 - Keep your textbook open to part E on lesson 33. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)

3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Identify the noun in the subject of a sentence. (Exercise 2)
- **Match nouns with appropriate pronoun referents.** (Exercise 3)
- **Rewrite sentences so they begin with the part of the predicate that tells when.** (Exercise 4)
- **Punctuate two-sentence quotations, for example: Joe said, “I’m hot. Let’s go swimming.”** (Exercise 5)
- Edit a paragraph that tells what must have happened in a missing picture. (Exercise 6)

EXERCISE 1 Feedback On Lesson 34

- (Before handing back students’ work from lesson 34, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students’ work from lesson 34.)
- Praise students:
 - a. who had correct answers for all items in lesson 34 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Parts Of Speech

Nouns

1. Everybody, open your workbook to lesson 35 and find part A. ✓
 - Listen: What do we call words that name persons, places or things? (Signal.) *Nouns.*
2. None of these sentences have a pronoun for a subject. So there’s a noun in each subject.
 - Remember, the noun is the last word in the subject.
3. Sentence 1: Dark clouds covered the sky. What’s the subject? (Signal.) *Dark clouds.*
 - What’s the noun in that subject? (Signal.) *Clouds.*
 - Sentence 2: An old dog slept on the floor. What’s the subject? (Signal.) *An old dog.*
 - What’s the noun in that subject? (Signal.) *Dog.*
 - Sentence 3: The trucks got dirty. What’s the subject? (Signal.) *The trucks.*

- What’s the noun in that subject? (Signal.) *Trucks.*
 - (Repeat step 3 until firm.)
4. Your turn: Write **N** above the noun in each subject. Pencils down when you’re finished. (Observe students and give feedback.)
 5. Check your work.
 - Sentence 1. What’s the noun in the subject? (Signal.) *Clouds.*
 - Sentence 2. What’s the noun in the subject? (Signal.) *Dog.*
 - Sentence 3. What’s the noun in the subject? (Signal.) *Trucks.*
 - Sentence 4. What’s the noun in the subject? (Signal.) *Bike.*
 - Sentence 5. What’s the noun in the subject? (Signal.) *Sister.*
 6. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Parts Of Speech

Nouns/Pronouns

1. Everybody, pencils down. Find part B in your workbook. ✓
 - You’re going to learn more about nouns and pronouns.
2. Touch the words in the first column. They are **nouns**. Nouns name persons, places or things. They are the last word in subjects that have more than one word.
 - Touch the words in the second column. ✓ They are **pronouns**. Pronouns can be used in place of nouns.

3. The first pronoun is **she**. We can use **she** in place of some of the nouns in the first column.
 - Touch the first word in the noun column. ✓ Everybody, what noun? (Signal.) *Mr. Jones*.
 - Can we use the word **she** in place of **Mr. Jones**? (Signal.) *No*.
 - Touch the next word in the noun column. Everybody, what noun? (Signal.) *Jane*.
 - Can we use the word **she** in place of **Jane**? (Signal.) *Yes*.
A line is drawn from **Jane** to **she**. That line shows that we can use **she** in place of **Jane**.
4. Listen: We can use **she** in place of two other nouns. Your turn: Find those two nouns and draw a line from them to the pronoun **she**. Raise your hand when you're finished.
(Observe students and give feedback.)
 - Listen: We can replace the noun **Jane** with **she**. What's the next noun we can replace with **she**? (Signal.) *Girl*.
 - What's the last noun we can replace with **she**? (Signal.) *Grandmother*.
5. The next pronoun is **he**. Touch **he**. Listen: We can use **he** in place of three nouns. Find those three nouns and draw lines from them to the pronoun **he**. Raise your hand when you're finished.
(Observe students and give feedback.)
 - What's the first noun we can replace with **he**? (Signal.) *Mr. Jones*.
 - What's the next noun we can replace with **he**? (Signal.) *Man*.
 - What's the last noun we can replace with **he**? (Signal.) *Boy*.
6. The next pronoun is **it**. Touch **it**. Listen: We can use the word **it** in place of three nouns. Find those three nouns and draw lines from them to the pronoun **it**. Pencils down when you're finished.
(Observe students and give feedback.)
 - What's the first noun we can replace with **it**? (Signal.) *Car*.
 - What's the next noun we can replace with **it**? (Signal.) *Coat*.
 - What's the last noun we can replace with **it**? (Signal.) *Pencil*.
7. Raise your hand if you made no mistakes. Great job.

- Everybody else, fix up any mistakes you made in part B.

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EXERCISE 4 The Part That Tells When

Moved to Front of Sentence

1. Everybody, take out a sheet of lined paper and write your name and lesson 35 on the top line. Write the number 1. Pencils down when you're finished. ✓
 - Open your textbook to lesson 35 and find part C. ✓
 - You're going to rewrite sentences so they begin with the part of the predicate that tells when. Remember the rule: If a sentence begins with part of the predicate, you should have a comma just before the subject.
2. Touch the first sentence in the rule box. Our dog barked when the man walked by. The subject is circled. The predicate is underlined. And there is a line over the part of the predicate that tells when.
 - Everybody, read the part of the predicate that tells when. (Signal.) *When the man walked by*.
 - Below is the sentence rewritten so it begins with the part that tells when. When the man walked by, our dog barked. The rules for rewriting the sentences are in the box. Here they are: Start with a capital letter. Write the part that tells when. Make a comma and write the rest of the sentence. End the sentence with a period. That's how you're going to do it.
3. Touch item 1. They went swimming in the morning.
 - Everybody, what's the subject? (Signal.) *They*.
 - What's the whole predicate? (Signal.) *Went swimming in the morning*.
 - What's the part that tells when? (Signal.) *In the morning*.

- Rewrite that sentence so it begins with the part of the predicate that tells when. Start with a capital. Write the part that tells when. Then make a comma. Then write the rest of the sentence. Put a period at the end. Pencils down when you're finished with sentence 1.

(Observe students and give feedback.)

- Everybody, read the sentence you wrote. (Signal.) *In the morning, they went swimming.*
 - Check your work. Here's what you should have written: In the morning, comma, small **t**, they went swimming, period. Raise your hand if you got it right.
4. Item 2: We talked softly while the baby slept. Everybody, what's the subject? (Signal.) *We.*
- What's the predicate? (Signal.) *Talked softly while the baby slept.*
 - What's the part that tells when? (Signal.) *While the baby slept.*
 - Your turn: Rewrite sentence 2 so it begins with the part of the predicate that tells when. Remember the comma just before the subject. (Observe students and give feedback.)
 - Everybody, read the sentence you wrote. (Signal.) *While the baby slept, we talked softly.*
 - Check your work. Here's what you should have written: While the baby slept, comma, small **w**, we talked softly, period.
5. Item 3: The cook took a nap after lunch.
- Everybody, what's the subject? (Signal.) *The cook.*
 - What's the predicate? (Signal.) *Took a nap after lunch.*
 - What's the part that tells when? (Signal.) *After lunch.*
 - Your turn: Rewrite sentence 3 so it begins with the part of the predicate that tells when. Remember the comma just before the subject. Pencils down when you're finished. (Observe students and give feedback.)
 - Everybody, read the sentence you wrote. (Signal.) *After lunch, the cook took a nap.*
 - Check your work. Here's what you should have written: After lunch, comma, small **t**, the cook took a nap, period.

6. Raise your hand if you wrote all the sentences correctly.
- Everybody else, fix up any mistakes you made.

EXERCISE 5 Quotes

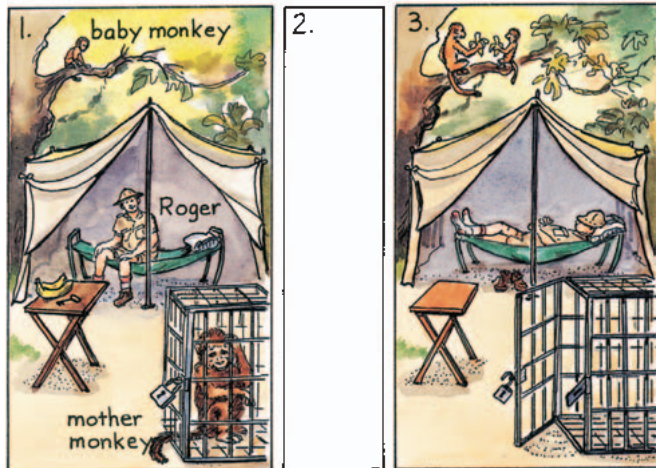
Two Sentences

1. Skip a line on your paper. Then write the number 1. ✓
- Everybody, find part D in your textbook. ✓
 - You learned that when you write the exact words a person said, you must put quote marks around those words. A new rule is in the box. I'll read it: If a person said more than one sentence, write everything the person said inside the quote marks. Listen again: If a person said more than one sentence, write everything the person said inside the quote marks.
2. Look at the top picture. Who said something? (Signal.) *His mother.*
- Here's what his mother said: "We need some milk. Will you go to the store?" Below the picture are sentences that show the way you write what his mother said. There are quote marks at the beginning and at the end of what she said. Both sentences are inside the quote marks.
 - Touch the words as I read them. Capital **H**, His mother said, comma, quote marks, capital **W**, We need some milk, period. Capital **W**, Will you go to the store, question mark, quote marks.
3. Look at picture 1. Who said something? (Signal.) *Doug.*
- What did Doug say? (Signal.) *Can I go outside? It is snowing.*
 - Write the sentences that tell the exact words Doug said. Put quote marks at the beginning and end of what he said. Don't put quote marks at the end of the first sentence. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your sentences. Capital **D**, Doug said, comma, quote marks, capital **C**, Can I go outside, question mark. Capital **I**, It is snowing, period, quote marks.

- Everybody, write what person 2 said. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work. Capital **A**, Abby said, comma, quote marks, capital **W**, We went to the zoo, period. Capital **T**, The monkeys made us laugh, period, quote marks.
- Raise your hand if you got everything right.
 - Everybody else, fix up any mistakes.

EXERCISE 6 Paragraph Writing

Inference and Reporting



- Everybody, pencils down. Find part E in your textbook. ✓
 - You're going to write a paragraph that tells what must have happened in the middle picture.
- I'll read the words in the vocabulary box: **asleep, unlocked, opened, cage, key.**
- Listen to the first part of the story. It tells what happened before the first picture and what happened in the first picture.
 - Listen:

Roger Johnson went into the jungle to trap monkeys. He captured a mother monkey late in the afternoon. He carried her to his camp and put her inside a cage. Then he locked the cage with a key. He left the key on a table so he would know where it was. He did not notice that the mother monkey's baby followed them back to the camp. The baby monkey sat on a tree branch, watching Roger and the mother monkey.

- You're going to say sentences that tell about what must have happened in the middle picture.
 - Here's a sentence that tells what Roger did first. Roger took off his boots and went to sleep on the cot. Everybody, say that sentence. (Signal.) *Roger took off his boots and went to sleep on the cot.*
 - The baby monkey must have freed the mother monkey when Roger was sleeping. Look at the pictures carefully. Raise your hand when you can say sentences that tell all the things that the baby monkey must have done to free the mother monkey. (Call on several students: Idea: *The baby monkey climbed down the tree. It took the key off the table. It put the key in the lock and opened the lock.*)
 - Here are some sentences that tell what the baby monkey did to free the mother monkey. The baby monkey climbed down the tree and walked over to the table. Everybody, say that sentence. (Signal.) *The baby monkey climbed down the tree and walked over to the table.* It grabbed the key from the table and walked over to the cage. Say that sentence. (Signal.) *It grabbed the key from the table and walked over to the cage.* It opened the lock on the cage. Say that sentence. (Signal.) *It opened the lock on the cage.*
 - Raise your hand when you can say sentences that tell what the baby monkey and the mother monkey did after the baby monkey opened the lock on the cage. (Call on several students: Idea: *The mother monkey walked out of the cage. The two monkeys took the bananas that were on the table. They climbed the tree.* For good sentences: **Everybody, say that sentence.**)
- Your turn to write your paragraph about what must have happened in the middle picture. You can use the sentences we just said, or you can use other sentences. Remember to tell what Roger did, what the baby monkey did and what mother monkey did. Pencils down when you're finished. (Observe students and give feedback.)

6. (After 10 minutes, say:) Stop writing. You'll check what you have written so far. Make 2 check boxes under your paragraph.
Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. Read over your paragraph for check 1. When you're sure the paragraph gives a clear picture of what happened in the middle picture, put a check in box 1. (Observe students and give feedback.)
7. Check 2 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There

should be no sentences without a capital and a period. Also, all the sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Match nouns with appropriate pronoun referents. (Exercise 2)
- **Identify nouns and pronouns in sentence subjects.** (Exercise 3)
- Punctuate 2-sentence quotations. (Exercise 4)
- Rewrite sentences so they begin with the part that tells when. (Exercise 5)
- Edit a paragraph that infers what must have happened in a missing picture. (Exercise 6 and 7)

EXERCISE 1 Feedback On Lesson 35

- (Hand back students' work from lesson 35.)
- Praise students who had correct answers for all items in lesson 35 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Parts Of Speech****Nouns/Pronouns**

1. Everybody, open your workbook to lesson 36 and find part A. ✓
2. The words in the first column name persons, places or things. Everybody, what part of speech are those words? (Signal.) *Nouns.*
 - The words in the second column can be used in place of nouns. Everybody, what part of speech are those words? (Signal.) *Pronouns.*
 - (Repeat step 2 until firm.)
3. Touch the first word in the pronoun column. Everybody, what word? (Signal.) *It.*
 - We can use the word **it** in place of some nouns in the first column.
4. Touch the first word in the noun column. Everybody, what noun? (Signal.) *Girl.*
 - Can we use **it** in place of **girl**? (Signal.) *No.*
 - Touch the next noun. Everybody, what noun? (Signal.) *Truck.*
5. The next pronoun is **her**. Find the nouns we can replace with the pronoun **her** and draw the lines. (Observe students and give feedback.)
 - What's the first noun we can replace with **her**? (Signal.) *Girl.*
 - What's the next noun we can replace with **her**? (Signal.) *Sister.*
 - What's the last noun we can replace with **her**? (Signal.) *Linda.*
6. The next pronoun is **him**. Find the nouns we can replace with the pronoun **him** and draw the lines. (Observe students and give feedback.)
 - What's the first noun we can replace with **him**? (Signal.) *Tom.*
 - What's the next noun we can replace with **him**? (Signal.) *Uncle.*
 - What's the last noun we can replace with **him**? (Signal.) *Boy.*
7. Raise your hand if you didn't make any mistakes. Great job.

- Everybody else, fix up any mistakes you made.

EXERCISE 3 Subject

Nouns/Pronouns

1. Everybody, pencils down. Find part B. ✓
You've learned about pronouns and you've learned about nouns.
2. What are words that name persons, places or things? (Signal.) *Nouns*.
 - What are words that we can use in place of nouns? (Signal.) *Pronouns*.
 - (Repeat step 2 until firm.)
3. Two of the sentences have a pronoun for a subject. Write **P** in front of each sentence that has a pronoun for a subject. Pencils down when you're finished.
(Observe students and give feedback.)
4. Let's check your work.
 - Sentence 1: **He** fell asleep on the floor. What's the subject? (Signal.) *He*.
 - Is the subject a pronoun? (Signal.) *Yes*.
 - You should have written **P** in front of sentence 1.
 - Sentence 2: **A big bird** flew into the nest. What's the subject? (Signal.) *A big bird*.
 - Is the subject a pronoun? (Signal.) *No*.
 - Sentence 3: **Alice** came home early. What's the subject? (Signal.) *Alice*.
 - Is the subject a pronoun? (Signal.) *No*.
 - Sentence 4: **It** made a big noise. What's the subject? (Signal.) *It*.
 - Is the subject a pronoun? (Signal.) *Yes*.
5. The two sentences with a pronoun for a subject are sentence 1 and sentence 4. The other sentences have a noun in the subject. Now you're going to write **N** above the noun in the subject of those sentences.
(Observe students and give feedback.)
6. Let's check your work.
 - Sentence 2: The subject is **a big bird**. What's the noun in the subject? (Signal.) *Bird*.
 - Sentence 3: The subject is **Alice**. What's the noun in the subject? (Signal.) *Alice*.
 - Sentence 5: The subject is **the young man**. What's the noun in the subject? (Signal.) *Man*.
 - Sentence 6: The subject is **those girls**. What's the noun in the subject? (Signal.) *Girls*.

7. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.

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EXERCISE 4 Quotes

Two Sentences

1. Everybody, pick up the lined paper from lesson 35 ✓
 - Turn the lined paper to the other side. Write your name and lesson 36 on the top line. Pencils down when you're finished. ✓
 - Open your textbook to lesson 36 and find part C. ✓
 - You've learned that when you write the exact words a person said, you put quote marks around those words. Remember the new rule: If a person said more than one sentence, write everything the person said inside the quote marks.
2. Look at picture 1.
 - Who said something? (Signal.) *James*.
 - What did James say? (Signal.) *I live in Texas. Where do you live?*
 - Write the sentences that tell the exact words James said. Put quote marks at the beginning and end of what he said. Pencils down when you're finished.
(Observe students and give feedback.)
3. Let's check your sentences for picture 1. Capital **J**, James said, comma, quote marks, capital **I**, I live in Texas, period, Capital **W**, Where do you live, question mark, quote marks.
4. Write what person 2 said. Pencils down when you're finished.
(Observe students and give feedback.)
5. Let's check your sentences for picture 2. Capital **S**, Sally said, comma, quote marks, capital **M**, My brother will meet us, period, Capital **H**, He will bring the boat, period, quote marks.
6. Raise your hand if you punctuated both sentences correctly.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Writing Sentences

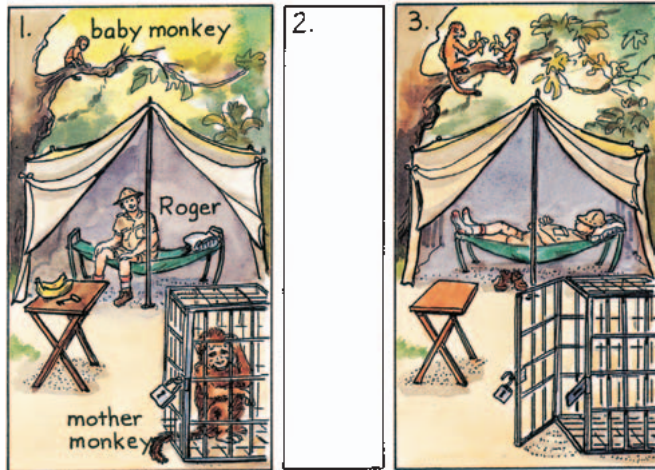
Starting with Part That Tells When

1. Skip a line on your paper. Then write number 1.
 - Find part D in your textbook. ✓
 - You're going to rewrite sentences so they begin with the part of the predicate that tells when. Remember the rule: If a sentence begins with part of the predicate, you should have a comma just before the subject.
2. Touch item 1.

They cleaned the kitchen while Jane went shopping.

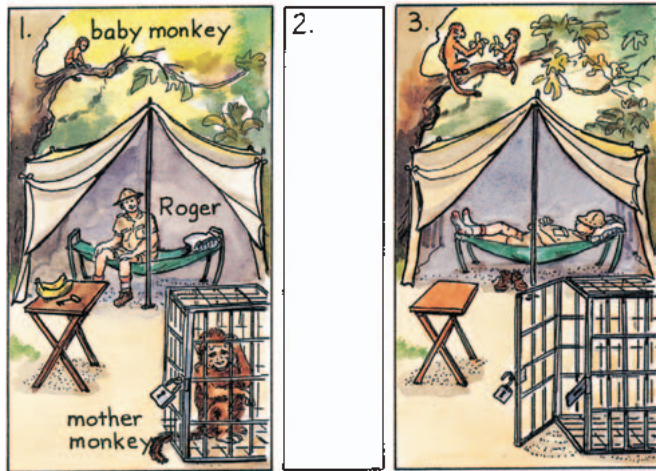
 - Everybody, what's the subject? (Signal.) *They.*
 - What's the whole predicate? (Signal.) *Cleaned the kitchen while Jane went shopping.*
 - What's the part that tells when? (Signal.) *While Jane went shopping.*
 - Rewrite that sentence so it begins with the part of the predicate that tells when. Start with a capital. Write the part that tells when. Then make a comma. Then write the rest of the sentence. Put a period at the end. Pencils down when you're finished with sentence 1.
(Observe students and give feedback.)
 - Everybody, read the sentence you wrote. (Signal.) *While Jane went shopping, they cleaned the kitchen.*
 - Check your work. Here's what you should have written: While Jane went shopping, comma, small **t**, they cleaned the kitchen, period. Raise your hand if you got it right.
3. Item 2: He read a book in the morning.
 - Everybody, what's the subject? (Signal.) *He.*
 - What's the predicate? (Signal.) *Read a book in the morning.*
 - What's the part that tells when? (Signal.) *In the morning.*
 - Your turn: Rewrite sentence 2 so it begins with the part of the predicate that tells when. Remember the comma just before the subject. Pencils down when you're finished with sentence 2.
(Observe students and give feedback.)
 - Everybody, read the sentence you wrote. (Signal.) *In the morning, he read a book.*
 - Check your work. Here's what you should have written: In the morning, comma, small **h**, he read a book, period.
4. Item 3: The sun came out after the rain stopped.
 - Everybody, what's the subject? (Signal.) *The sun.*
 - What's the predicate? (Signal.) *Came out after the rain stopped.*
 - What's the part that tells when? (Signal.) *After the rain stopped.*
 - Your turn: Rewrite sentence 3 so it begins with the part of the predicate that tells when. Pencils down when you're finished. (Observe students and give feedback.)
 - Everybody, read the sentence you wrote. (Signal.) *After the rain stopped, the sun came out.*
 - Check your work. Here's what you should have written: After the rain stopped, comma, small **t**, the sun came out, period.
5. Item 4: She tripped as she walked into the room.
 - Your turn: Rewrite sentence 4 so it begins with the part of the predicate that tells when. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work. Here's what you should have written: As she walked into the room, comma, small **s**, she tripped, period.
6. Raise your hand if you wrote all the sentences correctly.
 - Everybody else, fix up any mistakes you made.

EXERCISE 6 Practicing Applying Checking Procedure



1. Turn back to lesson 35 in your textbook and find part E. ✓
These are the pictures you wrote a paragraph about last time.
 2. Open your workbook to page 167. ✓
This is a paragraph a student wrote about those pictures. I'll read it. Roger took off his boots and went to sleep on a cot inside the tent. The baby monkey took the key from the table and walked over to the cage. It open the lock with the key. The mother monkey pushed the cage door open and walked out of the cage. The two monkeys walked to the table. The monkeys climbed up the tree to a branch that was over the tent Roger slept the whole time.
 3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) **WH**.
 - Look at the first line with the letters **WH** in the margin. ✓
 - Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on a student. Idea: *The baby monkey climbed down the tree and walked to the table.* For good sentences: Everybody, say that sentence.)
 - Find the next line with the letters **WH** in the margin. ✓
 - Raise your hand when you can say a sentence about an important thing the writer forgot to write. (Call on several
- students. Idea: *The monkeys took the bananas from the table.* For good sentences: Everybody, say that sentence.)
4. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished. (Observe students and give feedback.)
 5. Check your work.
 - For the first line with **WH**, you should have written a sentence under the paragraph that tells the baby monkey climbed down the tree. You should have made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, a sentence says: It open the lock with the key. That sentence uses the wrong word to tell what the monkey did. You should have fixed up **open** so that it says **opened**. Raise your hand if you fixed up that problem.
 - For the next line with **WH** in the margin, you should have written a sentence under the paragraph that tells that the monkeys took the bananas from the table. You should have made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **CP** in the margin, a period is missing. The sentence says: The monkeys climbed up the tree to a branch that was over the tent. You should have put a period after the word **tent**. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
 6. I'll read the paragraph with the errors corrected. Listen: Roger took off his boots and went to sleep on a cot inside the tent. The baby monkey climbed down from the tree branch. The baby monkey took the key from the table and walked over to the cage. It opened the lock with the key. The mother monkey pushed the cage door open and walked out of the cage. The two monkeys walked to the table. They grabbed the bananas on the table. The monkeys climbed up the tree to a branch that was over the tent. Roger slept the whole time.

EXERCISE 7 Editing And Correcting A Paragraph



1. Find the paragraph you wrote during lesson 35. ✓
 - Keep your textbook open to part E on lesson 35. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)

3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Identify nouns and pronouns in sentence subjects. (Exercise 2)
- Edit sentences for multiple criteria, including 2-sentence Quotes. (Exercise 3)
- Identify pronouns and verbs in sentences. (Exercise 4)
- Rewrite sentences so they begin with the part that tells when. (Exercise 5)
- Write a paragraph that infers what must have happened in a missing picture. (Exercise 6)

EXERCISE 1 Feedback On Lesson 36

- (Before handing back students' work from lesson 36, read one or two well-edited paragraphs that meet all the checks.)
- (Hand back students' work from lesson 36.)
- Praise students:
 - a. who had correct answers for all items in lesson 36 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Subject

Nouns/Pronouns

1. Everybody, open your workbook to lesson 37 and find part A. ✓
 - You've learned about pronouns and you've learned about nouns.
2. What are words that name persons, places or things? (Signal.) *Nouns*.
 - What are words that we can use in place of nouns? (Signal.) *Pronouns*.
 - (Repeat step 2 until firm.)
3. Three of the sentences have a pronoun for a subject. Write **P** in front of each sentence that has a pronoun for a subject. (Observe students and give feedback.)
4. Let's check your work.
 - Sentence 1. What's the subject? (Signal.) *A broken bottle*.
 - Is the subject a pronoun? (Signal.) *No*.
 - Sentence 2. What's the subject? (Signal.) *It*.
 - Is the subject a pronoun? (Signal.) *Yes*.
 - Sentence 3. What's the subject? (Signal.) *She*.
 - Is the subject a pronoun? (Signal.) *Yes*.

- Sentence 4. What's the subject? (Signal.) *That invention*.
 - Is the subject a pronoun? (Signal.) *No*.
 - Sentence 5. What's the subject? (Signal.) *Frogs*.
 - Is the subject a pronoun? (Signal.) *No*.
 - Sentence 6. What's the subject? (Signal.) *They*.
 - Is the subject a pronoun? (Signal.) *Yes*.
5. Now you're going to write **N** above the noun in the subjects that are **not** pronouns. Write **N** over those nouns. Pencils down when you're finished. (Observe students and give feedback.)
 6. Let's check your work.
 - Sentence 1. The subject is **a broken bottle**. What's the noun in the subject? (Signal.) *Bottle*.
 - Sentence 4. The subject is **that invention**. What's the noun in the subject? (Signal.) *Invention*.
 - Sentence 5. The subject is **frogs**. What's the noun in the subject? (Signal.) *Frogs*.
 7. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Editing

1. Everybody, find part B in your workbook. ✓
 - The number after each item tells how many mistakes are in the item. Read each item carefully because there could be a lot of different mistakes. Some of the items have quotes. Those quotes may not be punctuated correctly. Maybe the comma is missing. Maybe one of the quote marks is missing. Maybe there is a problem with verbs, capitals and periods, apostrophes or run-ons.

2. I'll read the items in part B. Follow along.
 - Item 1: James said, "Today is my birthday. We are having a party."
 - Item 2: Bill met Alice in the park. She said, "You look good."
 - Item 3: Ann's dad is very tall he plays basketball.
 - Item 4: The doctor said, "You have a bad cold. Don't go outside."
 - Item 5: I seen Ann and Jane at Mr. Jordan's house.
3. Fix up the mistakes. Pencils down when you're finished.
(Observe students and give feedback.)

TEXTBOOK

4. Everybody, turn to lesson 37 in your textbook and find part B. It shows the correct sentences. ✓
 - Check your work. Fix up any mistakes.
(Observe students and give feedback.)
5. Raise your hand if you made no mistakes. Great job.

LINED PAPER

EXERCISE 4 Parts Of Speech

Verbs/Pronouns

1. Everybody, take out a sheet of lined paper and write your name and lesson 37 on the top line. Number your paper 1 through 8. Pencils down when you're finished. ✓
 - Find part C in your textbook. ✓
 - You're learning about parts of speech. One part of speech is a **verb**.
2. Listen: What part of speech are the words **he, she, it, they, him, her** and **them**?
(Signal.) *Pronouns*.
 - (Repeat step 2 until firm.)
3. Write the part of speech for each number in part C. Pencils down when you're finished.
(Observe students and give feedback.)
4. Let's check your work.
 - Item 1: he. Everybody, what part of speech? (Signal.) *Pronoun*.
 - Item 2: found. What part of speech? (Signal.) *Verb*.

- Item 3: it. What part of speech? (Signal.) *Pronoun*.
 - Item 4: she. What part of speech? (Signal.) *Pronoun*.
 - Item 5: was. What part of speech? (Signal.) *Verb*.
 - Item 6: them. What part of speech? (Signal.) *Pronoun*.
 - Item 7: they. What part of speech? (Signal.) *Pronoun*.
 - Item 8: were. What part of speech? (Signal.) *Verb*.
5. Raise your hand if you wrote the right part of speech for each number.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Sentence Writing

Starting with Part That Tells When

1. Skip a line on your paper. Then write the number 1 on your paper. ✓
 - Everybody, pencils down. Find part D in your textbook. ✓
 - You're going to rewrite sentences so they begin with the part of the predicate that tells when.
2. Listen to sentence 1: She sang a song as she walked to school. Raise your hand when you know the part that tells when.
 - Everybody, what's the part that tells when? (Signal.) *As she walked to school*.
 - Say the sentence so it begins with the part that tells when. (Signal.) *As she walked to school, she sang a song*.
 - (Repeat step 2 until firm.)
3. Listen to sentence 2: Jerry woke up when the bell rang. Raise your hand when you know the part that tells when.
 - Everybody, what's the part that tells when? (Signal.) *When the bell rang*.
 - Say the sentence so it begins with the part that tells when. (Signal.) *When the bell rang, Jerry woke up*.
 - (Repeat step 3 until firm.)
4. Listen to sentence 3: A big wind blew during the night. Raise your hand when you know the part that tells when.
 - Everybody, what's the part that tells when? (Signal.) *During the night*.

- Say the sentence so it begins with the part that tells when. (Signal.) *During the night, a big wind blew.*
 - (Repeat step 4 until firm.)
- Remember how you write sentences that begin with the part that tells when. You start with a capital and write the part that tells when. Then you make a comma just before the subject. Then you write the rest of the sentence and put a period at the end.
 - Your turn: Rewrite all the sentences in part D so they begin with the part that tells when. Pencils down when you're finished. You have 4 minutes.
(Observe students and give feedback.)
 - (After 4 minutes, say:) Stop writing. Check your work. Every sentence should begin with a capital. Check your sentences. ✓
 - Sentence 1: She sang a song as she walked to school. Say the sentence you wrote. (Signal.) *As she walked to school, she sang a song.*
 - Here's what you should have: As she walked to school, comma, small **s**, she sang a song, period.
 - Sentence 2: Jerry woke up when the bell rang. Say the sentence you wrote. (Signal.) *When the bell rang, Jerry woke up.*
 - Here's what you should have: When the bell rang, comma, capital **J**, Jerry woke up, period.
 - Sentence 3: A big wind blew during the night. Say the sentence you wrote. (Signal.) *During the night, a big wind blew.*
 - Here's what you should have: During the night, comma, small **a**, a big wind blew, period.
 - Sentence 4: The bears slept all winter long. Say the sentence you wrote. (Signal.) *All winter long, the bears slept.*
 - Here's what you should have: All winter long, comma, small **t**, the bears slept, period.
 - Sentence 5: She was tired before supertime. Say the sentence you wrote. (Signal.) *Before supertime, she was tired.*
 - Here's what you should have: Before supertime, comma, small **s**, she was tired, period.
 - Raise your hand if you wrote all the sentences correctly.

- Everybody else, fix up any mistakes you made in part D.

EXERCISE 6 Paragraph Writing

Inference and Reporting



- Everybody, pencils down. Find part E in your textbook. ✓
 - You're going to write a paragraph that tells what must have happened in the middle picture.
- I'll read the words in the vocabulary box: **ice, barricade, icy water, broke, skate.**
- Listen to the first part of the story. It tells what must have happened before the first picture and what happened in the first picture.
 - Listen.

Sally went skating on a frozen pond. She took her dog, Alex, with her. Most of the ice was too thin to skate on, but part of the pond had good, thick ice. Sally skated on that part. Alex ran alongside her until a bird flew by him. Alex chased the bird. The bird flew under the barricade that was in front of the thin ice. Alex ran after the bird right under the barricade and onto the thin ice.

- Let's compare the pictures to figure out what must have happened in the middle picture. We'll start with picture 1.
 - Touch the barricade in picture 1. ✓ Everybody, what do the words on the barricade say? (Signal.) *Danger—thin ice.*
 - What is Alex doing in picture 1? (Call on a student. Idea: *Running under the barricade, chasing a bird.*)



5. Now go to picture 3.

- Touch the long board that was part of the barricade. ✓
Everybody, who is holding one end of the long board that was part of the barricade? (Signal.) *Sally.*
 - Where is Alex? (Call on a student. Idea: *On the other end of the barricade.*)
6. You're going to say sentences that tell what must have happened in the middle picture.
- Alex ran onto the thin ice. Everybody, say that sentence. (Signal.) *Alex ran onto the thin ice.*
 - Raise your hand when you can say a sentence or two that tells what happened when Alex ran onto the thin ice. (Call on several students. Idea: *The ice broke. Alex fell into the icy water.*)
 - Yes, he fell through the ice into the cold water. Everybody, say that sentence. (Signal.) *He fell through the ice into the cold water.*
 - He could not climb out of the water. Say that sentence. (Signal.) *He could not climb out of the water.*
 - Raise your hand when you can say sentences that tell what Sally did when she saw her dog in trouble. (Call on several students. Idea: *Sally skated over to the barricade. She took the long board from the barricade. She put the board on the ice. She held one end of the board and slid the other end near the hole in the ice.*)
 - Here are some sentences that tell what Sally did.

- Sally skated over to the barricade. Everybody, say that sentence. (Signal.) *Sally skated over to the barricade.*
 - She took the barricade apart. Say that sentence. (Signal.) *She took the barricade apart.*
 - She held one end of the board. Say that sentence. (Signal.) *She held one end of the board.*
 - She slid the other end near the hole in the ice. Say that sentence. (Signal.) *She slid the other end near the hole in the ice.*
 - Raise your hand when you can say a sentence that tells what Alex did. (Call on a student: Idea: *Alex climbed onto the board.*)
7. Your turn to write your paragraph about the middle picture. Remember to tell about all the things that Alex did and all the things that Sally did. Pencils down when you're finished.
(Observe students and give feedback.)
8. (After 10 minutes, say:) Stop writing. Make 2 check boxes under your paragraph. ✓
Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? When you're sure your paragraph gives a clear picture of what happened in the middle picture, put a check in box 1. (Observe students and give feedback.)
9. Check 2 says: Are all your sentences written correctly? Read your paragraph. Fix up any mistakes. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems such as spelling and grammar errors.

Objectives

- Identify nouns, pronouns and verbs in sentences. (Exercise 2)
- Identify and punctuate sentences that ask a question. (Exercise 3)
- Edit sentences for multiple criteria. (Exercise 4)
- Rewrite sentences so they begin with the part that tells when. (Exercise 5)
- Edit a paragraph that infers what must have happened in a missing picture. (Exercise 6 and 7)

EXERCISE 1 Feedback On Lesson 37

- (Hand back students' work from lesson 37.)
- Praise students who had correct answers for all items in lesson 37 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Parts Of Speech

Verbs/Nouns/Pronouns

- Everybody, open your workbook to lesson 38 and find part A. ✓
 - Every sentence has three words that are underlined. In every sentence, one underlined word is a verb. The other underlined words are either nouns or pronouns. Remember, the pronouns **he, she, it, her, him, them** and **they** are words that are used in place of nouns.
 - Remember the rule about nouns: If the word names a person, place or thing, it's a noun. Otherwise, it's not a noun.
- Sentence 1: Six rabbits played on it. Get ready to tell me the part of speech for each underlined word.
 - What part of speech is **rabbits**? (Signal.)
Noun.
 - What part of speech is **played**? (Signal.)
Verb.
 - What part of speech is **it**? (Signal.)
Pronoun.
 - (Repeat step 2 until firm.)
- Sentence 2: Tom looked at them. What part of speech is **Tom**? (Signal.) *Noun.*
 - What part of speech is **looked**? (Signal.)
Verb.
 - What part of speech is **them**? (Signal.)
Pronoun.
 - (Repeat step 3 until firm.)
- Sentence 3: They talked to him after lunch. What part of speech is **they**? (Signal.) *Pronoun.*
 - What part of speech is **talked**? (Signal.)
Verb.
 - What part of speech is **him**? (Signal.)
Pronoun.
 - (Repeat step 4 until firm.)
- Sentence 4: The meeting made her mad. What part of speech is **meeting**? (Signal.) *Noun.*
 - What part of speech is **made**? (Signal.)
Verb.
 - What part of speech is **her**? (Signal.)
Pronoun.
 - (Repeat step 5 until firm.)
- Your turn: Write **N** above each noun, **P** above each pronoun and **V** above each verb. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work. I'll say each word and tell you the part of speech.
 - Sentence 1: **Rabbits** is a noun. **Played** is a verb. **It** is a pronoun.
 - Sentence 2: **Tom** is a noun. **Looked** is a verb. **Them** is a pronoun.
 - Sentence 3: **They** is a pronoun. **Talked** is a verb. **Him** is a pronoun.
 - Sentence 4: **Meeting** is a noun. **Made** is a verb. **Her** is a pronoun.
 - Sentence 5: **She** is a pronoun. **Saw** is a verb. **It** is a pronoun.

- Sentence 6. **Dog** is a noun. **Was** is a verb. **Her** is a pronoun.
8. Raise your hand if you got all the words right. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Statements/Questions

1. Everybody, pencils down.
 - I'll say three sentences that are questions. Then I'll say three sentences that are not questions. A sentence is a question if it asks. A sentence is not a question if it tells.
 - Listen: Where did you go? That's a question because it asks. So it must have a question mark at the end.
2. Listen again: Where did you go? Everybody, does that sentence **ask** or **tell**? (Signal.) Ask.
 - So what mark goes at the end? (Signal.) A *question mark*.
 - (Repeat step 2 until firm.)
3. New sentence: Did you see that movie? Does that sentence ask or tell? (Signal.) Ask.
 - So what mark goes at the end? (Signal.) A *question mark*.
 - New sentence: Why didn't they fix the fence? Does that sentence ask or tell? (Signal.) Ask.
 - So what mark goes at the end? (Signal.) A *question mark*.
 - (Repeat step 3 until firm.)
4. New sentence: They went to the store. Does that sentence ask or tell? (Signal.) Tell.
 - So it has a period at the end, not a question mark.
5. New sentence: Bill went camping with his brother. Does that sentence ask or tell? (Signal.) Tell.
 - So what mark goes at the end? (Signal.) A *period*.
 - Last sentence: Where did she eat lunch? Does that sentence ask or tell? (Signal.) Ask.
 - So what mark goes at the end? (Signal.) A *question mark*.
 - (Repeat step 5 until firm.)
6. Remember, if a sentence **asks**, you put a question mark at the end. If a sentence **tells**, you put a period at the end.

WORKBOOK PRACTICE

1. Everybody, find part B in your workbook. ✓
 - Some of the sentences in part B are questions and some are not questions. Listen: If a sentence asks a question, put a question mark at the end. If a sentence tells, put a period at the end.
2. Your turn: For each sentence, put in the correct ending mark. Pencils down when you're finished. (Observe students and give feedback.)
3. Check your work. I'll say the sentence. You'll tell me what type of ending mark.
 - Sentence 1: When did you go home? What ending mark? (Signal.) A *question mark*.
 - Right, the sentence asks, so you put a question mark at the end.
 - Sentence 2: You can go to the movies. What ending mark? (Signal.) A *period*.
 - Sentence 3: Did you find your hat? What ending mark? (Signal.) A *question mark*.
 - Sentence 4: My brother is sick. What ending mark? (Signal.) A *period*.
 - Sentence 5: That dog is mean. What ending mark? (Signal.) A *period*.
 - Sentence 6: Can you come with us? What ending mark? (Signal.) A *question mark*.
 - Sentence 7: Is your dog in the house? What ending mark? (Signal.) A *question mark*.
4. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Editing

Consolidation

1. Everybody, pencils down. Find part C in your workbook. ✓
 - The number after each item tells how many mistakes are in the item. Read each item carefully because there could be a lot of different mistakes. Some of the items have quotes. Those quotes may not be punctuated correctly. Maybe the comma is missing. Maybe one of the quote marks is missing. Then you have to check for all the other things you've learned about wrong verbs, capitals and periods, apostrophes and run-ons.

- Fix up the mistakes. Raise your hand when you're finished.
(Observe students and give feedback.)

TEXTBOOK

- Everybody, turn to lesson 38 in your textbook and find part C. It shows the correct sentences.
 - Check your work. Fix up any mistakes.
(Observe students and give feedback.)
- Raise your hand if you made no mistakes.
Great job.

LINED PAPER

EXERCISE 5 Sentence Writing

Starting with Part That Tells When

- Everybody, pick up the lined paper from lesson 37. ✓
 - Turn the lined paper to the other side. Write your name and lesson 38 on the top line. Pencils down when you're finished. ✓
 - Find part D in your textbook. ✓
 - You're going to rewrite sentences so they begin with the part of the predicate that tells when.
- Listen to sentence 1: Birds sang when the sun came up. Raise your hand when you know the part that tells when.
 - Everybody, what's the part that tells when? (Signal.) *When the sun came up.*
 - Say the sentence so it begins with the part that tells when. (Signal.) *When the sun came up, birds sang.*
 - (Repeat step 2 until firm.)
- Remember how you write sentences that begin with the part that tells when. You start with a capital and write the part that tells when. Then you make a comma just before the subject. Then you write the rest of the sentence and put a period at the end.
 - Your turn: Rewrite all the sentences in part D so they begin with the part that tells when. Pencils down when you're finished. You have 4 minutes.
(Observe students and give feedback.)
- (After 4 minutes, say:) Stop writing. Check your work. Every sentence should begin with a capital. Check your sentences.

- Sentence 1: Birds sang when the sun came up. Say the sentence you wrote. (Signal.) *When the sun came up, birds sang.*
 - Here's what you should have: When the sun came up, comma, small **b**, birds sang, period.
 - Sentence 2: Everybody laughed as Tim walked into the room. Say the sentence you wrote. (Signal.) *As Tim walked into the room, everybody laughed.*
 - Here's what you should have: As Tim walked into the room, comma, small **e**, everybody laughed, period.
 - Sentence 3: He went to sleep after he brushed his teeth. Say the sentence you wrote. (Signal.) *After he brushed his teeth, he went to sleep.*
 - Here's what you should have: After he brushed his teeth, comma, small **h**, he went to sleep, period.
 - Sentence 4: They ate lunch after fixing the fence. Say the sentence you wrote. (Signal.) *After fixing the fence, they ate lunch.*
 - Here's what you should have: After fixing the fence, comma, small **t**, they ate lunch, period.
- Raise your hand if you wrote all the sentences correctly.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 6 Practicing Applying Checking Procedure

- Turn back to lesson 37 in your textbook and find part E. ✓
These are the pictures you wrote a paragraph about during the last lesson.
- Open your workbook to page 171. ✓
This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Alex ran onto the thin ice and the ice broke. He could not climb out of the water. Sally skated over to the barricade. She took the long board from the barricade. She put the board on the ice she held one end of the board. She slid the other end to the hole in the ice. Alex climb onto the board.



3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) *WH*.
 - Look at the line with the letters **WH**. ✓
 - Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on a student. Idea: *Alex fell into the icy water*. For good sentences: *Everybody, say that sentence*.)
4. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished. (Observe students and give feedback.)
5. Check your work.
 - On the line with **RO**, there is a run-on sentence. It says: Alex ran onto the thin ice and the ice broke. You should have fixed up the run-on sentence by putting a period after the word **ice**, crossing out the word **and**, then making the word **the** begin with a capital **T**. Raise your hand if you fixed up that problem.
 - On the line with **WH**, you should have written a sentence under the paragraph that tells Alex fell into the icy water and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **CP** in the margin, there is not a period after the sentence: **She put the board on the ice**. You should have put a period after the word **ice** and made the **s** is **she** a capital **S**. Raise your hand if you fixed up that problem.
 - On the next line with **D-I-D** in the margin,

the sentence says: Alex climb onto the board. You should have fixed up **climb** to say **climbed** with an **e-d** ending. Raise your hand if you fixed up that problem.

- Raise your hand if you fixed up all the problems.
6. I'll read the paragraph with the problems corrected. Listen: Alex ran onto the thin ice. The ice broke. Alex fell into the icy water. He could not climb out of the water. Sally skated over to the barricade. She took the long board from the barricade. She put the board on the ice. She held one end of the board. She slid the other end to the hole in the ice. Alex climbed onto the board.

EXERCISE 7 Editing And Correcting A Paragraph

1. Find the paragraph you wrote during lesson 37. ✓
 - Keep your textbook open to part E on lesson 37. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence*.)
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors.

Objectives

- Identify and punctuate sentences that begin with the part that tells when. (Exercise 2)
- Identify and punctuate sentences that ask a question. (Exercise 3)
- Identify nouns, pronouns and verbs in sentences. (Exercise 4)
- Construct sentences that begin with the part of the predicate that tells when. (Exercise 5)
- Write a paragraph that infers what must have happened in a missing picture. (Exercise 6)

EXERCISE 1 Feedback On Lesson 38

- (Before handing back students' work from lesson 38, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 38.)
- Praise students:
 - a. who had correct answers for all items in lesson 1 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Part That Tells When

Editing with Commas

1. Everybody, open your workbook to lesson 39 and find part A. ✓
 - All of these sentences have a part that tells when. Some sentences begin with the part that tells when. Other sentences begin with the subject.
Listen: For sentences that begin with the part that tells when, you need a comma to show where the subject begins. For the sentences that begin with the subject, you don't need any commas.
2. Your turn: Four sentences need commas. Put commas in those sentences. Don't get fooled and put commas in sentences that begin with the subject. Pencils down when you're finished.
(Observe students and give feedback.)
3. Check your work. Here's what you should have.
 - Sentence 1: The boys went home after school. No comma, the sentence began with the subject.
 - Sentence 2: During the rainstorm, comma, our dog hid under the bed.
 - Sentence 3: After we fixed the car, comma, we made dinner.
 - Sentence 4: In the morning, comma, Jane walked to school.
 - Sentence 5: That girl was happy when she got her report card. No comma.
 - Sentence 6: He fell asleep while he read a book. No comma.
 - Sentence 7: After James sat down, comma, the music started.
4. For each sentence, circle the subject and underline the whole predicate. If the sentence begins with the part that tells when, the subject starts right after the comma. Remember, the part that tells when is **always** part of the predicate, so make sure you underline it. Pencils down when you're finished.
(Observe students and give feedback.)
5. Check your work.
 - Sentence 1: The boys went home after school. The subject is **the boys**. The predicate is **went home after school**.
 - Sentence 2: During the rain storm, our dog hid under the bed. The subject is **our dog**. The predicate is **hid under the bed during the rainstorm**.
 - Sentence 3: After we fixed the car, we made dinner. The subject is **we**. The predicate is **made dinner after we fixed the car**.
 - Sentence 4: In the morning, Jane walked to school. The subject is **Jane**. The predicate is **walked to school in the morning**.

- Sentence 5: That girl was happy when she got her report card. The subject is **that girl**. The predicate is **was happy when she got her report card**.
 - Sentence 6: He fell asleep while he read a book. The subject is **he**. The predicate is **fell asleep while he read a book**.
 - Sentence 7: After James sat down, the music started. The subject is **the music**. The predicate is **started after James sat down**.
6. Raise your hand if you got all the sentences right.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Statements/Questions

1. Everybody, find part B in your workbook. ✓
 - Some of the sentences in part B are questions and some are not questions.
2. If a sentence asks, what mark goes at the end? (Signal.) *A question mark.*
 - If a sentence tells, what mark goes at the end? (Signal.) *A period.*
 - (Repeat step 2 until firm.)
3. Put in the correct ending mark at the end of each sentence. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work.
 - Sentence 1: Where is Tom? What ending mark? (Signal.) *A question mark.*
 - Sentence 2: Tom and Sally went home. What ending mark? (Signal.) *A period.*
 - Sentence 3: Did you see that bird? What ending mark? (Signal.) *A question mark.*
 - Sentence 4: Can he eat that big hamburger? What ending mark? (Signal.) *A question mark.*
 - Sentence 5: A bird flew into the room. What ending mark? (Signal.) *A period.*
 - Sentence 6: Is your brother here? What ending mark? (Signal.) *A question mark.*
 - Sentence 7: She did not see her friend. What ending mark? (Signal.) *A period.*
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Parts Of Speech

Verbs/Nouns/Pronouns

1. Everybody, pencils down. Find part C in your workbook. ✓
 - Every sentence has three words that are underlined. In every sentence, one underlined word is a verb. The other underlined words are either nouns or pronouns. Remember, the pronouns **he, she, it, her, him, them** and **they** are words that are used in place of nouns.
 - Remember the rule about nouns: If the word names a person, place or thing, it's a noun. Otherwise, it's not a noun.
2. Sentence 1: She stood next to him. Get ready to tell me the part of speech for each underlined word.
 - What part of speech is **she**? (Signal.) *Pronoun.*
 - What part of speech is **stood**? (Signal.) *Verb.*
 - What part of speech is **him**? (Signal.) *Pronoun.*
 - (Repeat step 2 until firm.)
3. Sentence 2: That girl gave him a book. What part of speech is **girl**? (Signal.) *Noun.*
 - What part of speech is **gave**? (Signal.) *Verb.*
 - What part of speech is **him**? (Signal.) *Pronoun.*
 - (Repeat step 3 until firm.)
4. Your turn: Write **N** above each noun, **P** above each pronoun and **V** above each verb. Pencils down when you're finished. (Observe students and give feedback.)
5. Check your work. I'll say each word and tell you the part of speech.
 - Sentence 1. **She** is a pronoun. **Stood** is a verb. **Him** is a pronoun.
 - Sentence 2. **Girl** is a noun. **Gave** is a verb. **Him** is a pronoun.
 - Sentence 3. **James** is a noun. **Saw** is a verb. **Her** is a pronoun.
 - Sentence 4. **Cat** is a noun. **Played** is a verb. **Them** is a pronoun.
 - Sentence 5. **They** is a pronoun. **Were** is a verb. **It** is a pronoun.
6. Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part C.

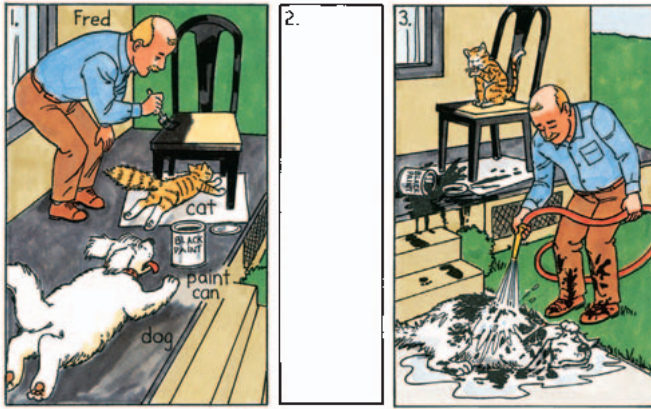
EXERCISE 5 Sentence Writing

Beginning with Part That Tells When

1. Everybody, take out a sheet of lined paper and write your name and lesson 39 on the top line. Pencils down when you're finished. ✓
 - Open your textbook to lesson 39 and find part D. ✓
2. These four pictures show what Tina did first, next and so forth. In picture 1, she fed the dog. In picture 2, she walked down the stairs. In picture 3, she talked to the mail carrier. In picture 4, she got into her car.
 - The words for each picture tell the main thing she did—fed the dog, walked down the stairs, talked to the mail carrier and got into her car.
 - You're going to make up sentences that begin with a part that tells when. All the sentences will begin with the words **after Tina**.
3. Touch picture 2.
After Tina fed the dog, she did something else.
 - (Call on a student:) What was that? (Idea: *Walked down the stairs*.)
 - So here's the sentence for picture 2: After Tina fed the dog, she walked down the stairs. Everybody, say that sentence. (Signal.) *After Tina fed the dog, she walked down the stairs.*
4. Touch picture 3.
After Tina walked down the stairs, she did something else.
 - (Call on a student:) What was that? (Idea: *Talked to the mail carrier*.)
 - Raise your hand if you can say a sentence that tells about picture 3 and starts with the words **after Tina**.
 - (Call on a student. Idea: *After Tina walked down the stairs, she talked to the mail carrier*.)
5. Touch picture 4.
After Tina talked to the mail carrier, she did something else.
 - (Call on a student:) What was that? (Idea: *She got into her car*.)
 - Raise your hand if you can say a sentence that tells about picture 4 and starts with the words **after Tina**.
- (Call on a student. Idea: *After Tina talked to the mail carrier, she got into her car*.)
6. Remember how to punctuate those sentences. After the part that tells when, you put a comma. Listen to the sentences for picture 2: After Tina fed the dog, she walked down the stairs. You write **after Tina fed the dog**. Then you make a comma and finish the sentence.
7. Listen: Write the number **2** on your paper. Don't write number 1. ✓
 - Your turn: Write sentences for pictures 2, 3 and 4. Each sentence should begin with the words **after Tina**. Remember, don't write about picture 1—just pictures 2, 3 and 4. Pencils down when you're finished. (Observe students and give feedback.)
8. Check your work. I'll read what you should have for each sentence. Remember, each sentence begins with a capital.
 - The sentence for picture 2: After Tina fed the dog, comma, she walked down the stairs, period.
 - The sentence for picture 3: After Tina walked down the stairs, comma, she talked to the mail carrier, period.
 - The sentence for picture 4: After Tina talked to the mail carrier, comma, she got into her car, period.
9. Raise your hand if you got all the sentences right.
 - Everybody else, fix up any mistakes you made.

EXERCISE 6 Paragraph Writing

Inference and Reporting



1. Everybody, pencils down. Find part E in your textbook. ✓
 - You're going to write a paragraph that tells what must have happened in the middle picture.
2. I'll read the words in the vocabulary box: **paint, knock, through, squirt, hose.**
3. Listen to the first part of the story. It tells what happened before the first picture and what happened in the first picture.
 - Listen:

Fred was on his porch painting a chair black. He was almost finished when suddenly a large dog chased a striped cat right across the porch. The cat jumped over the paint can. The dog was behind the cat, but the dog did not jump. The paint can was right in his path.

4. Let's compare the pictures to figure out what must have happened in the middle picture. We'll start with picture 1.
 - Where is Fred and what is he doing in picture 1? (Call on a student. Idea: *On the porch, painting a chair.*)
 - Where is the cat and what is the cat doing in picture 1? (Call on a student. Idea: *On the porch, running under the chair, running from the dog.*)
 - Where is the dog and what is the dog doing in picture 1? (Call on a student. Idea: *On the porch, running after the cat.*)

5. Now go to picture 3.
 - Where is Fred and what is he doing in picture 3? (Call on a student. Idea: *On the lawn, cleaning the dog with a hose.*)
 - Where is the cat and what is the cat doing in picture 3? (Call on a student. Idea: *On the porch, sitting on the chair.*)
 - Where is the dog and what is the dog doing in picture 3? (Call on a student. Idea: *On the path leading to the porch, lying on the ground, putting his paws over his head.*)
6. You're going to say sentences that tell what must have happened in the middle picture.
 - Raise your hand when you can say a sentence that tells what the dog did to the paint can. (Call on several students. Idea: *The dog knocked over the paint can.*)
 - Raise your hand when you can say a sentence or two that tells what happened to the paint in the can after the dog knocked over the can. (Call on several students. Idea: *The paint from the can splashed all over the dog. The paint also splashed on Mr. Brown's pants.*)
 - Here are some sentences that tell what the paint did.
 - The paint from the can splashed all over the dog. Everybody, say that sentence. (Signal.) The paint from the can splashed all over the dog.*
 - The paint also splashed on Mr. Brown's pants. Say that sentence. (Signal.) The paint also splashed on Mr. Brown's pants.*
 - Raise your hand when you can say a sentence or two that tells what Fred did after the paint spilled. (Call on a student: Idea: *He walked through the paint. He walked down the stairs of the front porch. He got a hose and turned on the water to the hose. He brought the dog to the lawn.*)
 - Raise your hand when you can say a sentence that tells what the cat did after the paint spilled. (Call on a student: Idea: *The cat jumped onto the chair.*)
7. Your turn to write your paragraph about the middle picture. Remember to tell about all the things that the paint did, that Fred did and the cat and dog did. (Observe students and give feedback.)

8. (After 10 minutes, say:) Stop writing. You'll check what you have written so far. Make 2 check boxes under your paragraph. Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. Read over your paragraph for check 1. When you're sure that your paragraph gives a clear picture of what must have happened in the middle picture, put a check in box 1. (Observe students and give feedback.)
9. Check 2 says: Are all your sentences written correctly? That means each sentence begins with a capital and ends with a period. There are not any run-on sentences. Each sentence has the correct word to tell what happened. Read over your sentences to be sure they are written correctly. Fix up any problems. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Edit a paragraph that tells what must have happened in a missing picture. (Exercise 2)
- Perform on a mastery test of skills presented in lessons 31–39. (Exercise 3)
- **Exercises 4–6 give instructions for marking the test, giving student feedback and providing remedies.**

EXERCISE 1 Feedback On Lesson 39

- (Hand back students' work from lesson 39.)
- Praise students who had correct answers for all items in lesson 39 skill exercises.
- Provide feedback on any exercises that were troublesome.

LINED PAPER • TEXTBOOK

EXERCISE 2 Editing And Correcting A Paragraph

1. Find the paragraph you wrote during lesson 39. ✓
 - Open your textbook to lesson 39 and find part E. Those are the pictures you wrote about during the last lesson.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make the paragraph better. (Observe students and give feedback.)

WORKBOOK

EXERCISE 3 Test

Parts of Speech

1. The rest of the lesson is a test. Open your workbook to lesson 40 and find part A of test 4. ✓
2. I'll read the instructions: Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Pencils down when you're finished.

The Part That Tells When

1. Everybody, find part B. ✓
2. I'll read the instructions: Rewrite each sentence so it begins with the part that tells when. Do it. Pencils down when you're finished.

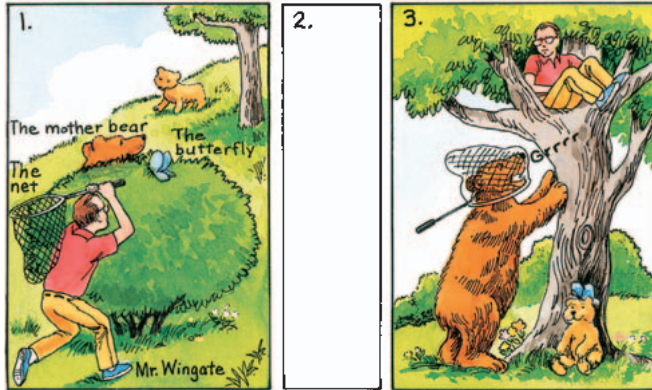
Editing

1. Everybody, find part C. ✓
2. I'll read the instructions: The number after each item tells how many mistakes are in the item. Fix up the mistakes. Do it. Pencils down when you're finished.

Quotes

1. Everybody, find part D. ✓
2. I'll read the instructions: For each picture, write the sentences that tell the exact words the person said. Do it. Pencils down when you're finished.
3. (When students finish the test, collect their workbooks.)

Paragraph Writing



1. Everybody, pencils down. Find Test Part E in your textbook. ✓
 - You're going to write a paragraph that tells what must have happened in the middle picture. This is a picture you have written about before.
2. I'll read the words in the vocabulary box: **climbed, growled, against, bush, missed, swing.**
3. Listen to the first part of the story. It tells what happened before the first picture and what happened in the first picture.
 - Listen:

Mr. Wingate collected rare and beautiful butterflies. One day he was out in the woods when he saw a huge blue butterfly. He chased the butterfly for a while. Finally, it landed on the top of some bushes. Mr. Wingate did not know that a mother bear was sitting on the other side of the bushes watching her cub. He ran toward the butterfly. He held his butterfly net over his head.

4. Your turn to write a paragraph that tells what happened in the missing picture. Tell what Mr. Wingate did and what the mother bear did. You can also tell what the butterfly did. You have 10 minutes. Start writing now.

- (Observe students and give feedback.)
- 5. (After 10 minutes, say:) Stop writing. You'll check what you have written so far. Make 2 check boxes under your paragraph.
- Check 1 says: Did you write sentences that give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. Read over your paragraph for check 1. When the paragraph is fixed up, put a check in box 1. (Observe students and give feedback.)
- Check 2 says: Are all your sentences written correctly? That means each sentence begins with a capital and ends with a period. There are not any run-on sentences. Each sentence has the correct word to tell what happened. Read over your sentences to be sure they are written correctly. Fix up any problems. When the paragraph is fixed up, put a check in box 2. (Observe students and give feedback.)

EXERCISE 4 Marking The Test—Parts A-D

1. (Mark the workbooks before the next scheduled language lesson. Use the *Language Arts Workbook Answer Key* to determine acceptable responses for the test.)
2. (Write the number of errors each student made on the test in the test score box at the beginning of the test.)
3. (Enter the number of errors each student made on the Summary for Test 4. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)

Marking the Test Paragraph—Part E

1. (Mark the students' paragraphs before the next scheduled language lesson.)
2. (Mark each paper for the following criteria. Write the appropriate code next to each mistake.)
 - Sentences that do not begin with a capital and end with a period. (C.P.)
 - Sentences that are run-ons. (R.O.)
 - Names (Mrs. Brown, Lisa, and so on) that are not capitalized. (Na.)
 - Possessive nouns (Billy's knees) that do not have an apostrophe. (')
 - Omission of important sentences about what must have happened in the middle picture. (WH)
 - Sentences that have unclear pronouns. (Un.)
 - Sentences that don't tell what somebody or something did. (DID)
3. (Mark each error on the students' papers. Write the number of errors at the top of the paper.)
4. (Enter the number of errors each student made on the Summary for Test 4. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)
 - (Optional: Enter the type of errors students made on the Optional Summary Sheet for Test 4 which appears after the reproducible Summary Sheets in the *Language Arts Teacher's Guide*.)

EXERCISE 5 Feedback On Test 4—Parts A–D

1. (Return the students' workbooks after they are marked.)
 - Everybody, open your workbook to lesson 40, test 4. ✓
2. The number I wrote in your workbook tells how many mistakes you made on the test. Raise your hand if I wrote **0, 1 or 2** at the top of your test. **Those are super stars.**
 - Raise your hand if I wrote **3 or 4**. Those are pretty good workers.
 - If I wrote a number that's more than 4, you're going to have to work harder.

EXERCISE 6 Feedback On Paragraph Part E

1. (Return the students' papers after they are marked.)
2. The number I wrote on the top of your paper tells how many mistakes you made on the test. Raise your hand if I wrote **0, 1 or 2** at the top of your test. **Those are super stars.**
 - Raise your hand if I wrote **3 or 4**. Those are pretty good workers.
 - If I wrote a number that's more than 4, you're going to have to work harder.

EXERCISE 7 Skills Test Remedies

Test Part A

Parts of Speech

If more than 1/4 of the students made 2 or more errors in test part A, present the following exercises:

- (Direct students to part A on page 188 of the student workbook.)
Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb.
- (Direct students to part B on page 188 of the student workbook.)
Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb.

Test Part B

The Part That Tells When

If more than 1/4 of the students made 2 or more errors in test part B, present the following exercises:

- Lesson 36, Exercise 5, Student Textbook page 34, Part D
- Lesson 37, Exercise 5, Student Textbook page 35, Part D
- Lesson 38, Exercise 6, Student Textbook page 37, Part D

Test Part C

Editing

If more than 1/4 of the students made 2 or more errors in test part C, present the following exercises:

- (Direct students to part C on page 189 of the student workbook.)
The number after each item tells how many mistakes are in the item. Fix up the mistakes.
- (Direct students to part D on page 189 of the student workbook.)
The number after each item tells how many mistakes are in the item. Fix up the mistakes.

Test Part D

Quotes

If more than 1/4 of the students made 2 or more errors in test part D, present the following exercises:

- Lesson 35 Exercise 5 Student textbook, page 35 Part D
- Lesson 36 Exercise 4 Student textbook, page 36 Part D

EXERCISE 8 Paragraph Test Remedies

- (Before presenting lesson 41, provide remedy, if necessary.)

If more than 1/4 of the students made more than 3 errors on their paragraph, present the following exercises:

- Lesson 31 Exercise 4
- Lesson 33 Exercise 6
- Lesson 35 Exercise 6

Objectives

- Identify and punctuate sentences that begin with a part that tells when. (Exercise 1)
- **Complete sentences with the word *said* or *asked* and the appropriate ending mark.** (Exercise 2)
- **Determine whether isolated words are nouns.** (Exercise 3)
- **Write a paragraph that indicates the chronology of important events implied by two pictures.** (Exercise 4)

WORKBOOK

EXERCISE 1 Part That Tells When

Editing with Commas

- Everybody, open your workbook to lesson 41 and find part A. ✓
 - All of these sentences have a part that tells when. Some sentences begin with the part that tells when. Other sentences begin with the subject. Listen: For sentences that begin with the part that tells when, you need a comma to show where the subject begins. For the sentences that begin with the subject, you don't need any commas.
 - Your turn: Four sentences need commas. Put commas in those sentences. Don't get fooled and put commas in sentences that begin with the subject. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work. Here's what you should have.
 - Sentence 1: A cat jumped up when the alarm clock rang. No comma. The sentence began with the subject.
 - Sentence 2: When we got home, comma, the dog started barking.
 - Sentence 3: In the morning, comma, we ate breakfast.
 - Sentence 4: While the baby slept, comma, we talked quietly.
 - Sentence 5: Her brother was happy when he got the letter. No comma. The sentence began with the subject.
 - Sentence 6: They finished the job just before midnight. No comma.
 - Sentence 7: Before they made lunch, comma, the cooks washed their hands.
- For each sentence, circle the subject and underline the whole predicate. If the sentence begins with the part that tells when, the subject starts right after the comma. Remember, the part that tells when is **always** part of the predicate, so make sure you underline it. Pencils down when you're finished. (Observe students and give feedback.)
 - Check your work.
 - Sentence 1: A cat jumped up when the alarm clock rang. The subject is **a cat**. The predicate is **jumped up when the alarm clock rang**.
 - Sentence 2: When we got home, the dog started barking. The subject is **the dog**. The predicate is **started barking when we got home**.
 - Sentence 3: In the morning, we ate breakfast. The subject is **we**. The predicate is **ate breakfast in the morning**.
 - Sentence 4: While the baby slept, we talked quietly. The subject is **we**. The predicate is **talked quietly while the baby slept**.
 - Sentence 5: Her brother was happy when he got the letter. The subject is **her brother**. The predicate is **was happy when he got the letter**.
 - Sentence 6: They finished the job just before midnight. The subject is **they**. The predicate is **finished the job just before midnight**.
 - Sentence 7: Before they made lunch, the cooks washed their hands. The subject is **the cooks**. The predicate is **washed their hands before they made lunch**.

6. Raise your hand if you got all the sentences right.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Quotes

Asked/Said

1. Everybody, pencils down. Find part B in your workbook. ✓
 - In each sentence, somebody asked a question or told something. You'll write the word **asked** if the person asked a question. You'll write the word **said** if the person told about something.
 - Remember, the only time you use **asked** is when the person asked a question.
2. I'll read what the person said in each item.
 - Sentence 1: Will you go with us? Did the girl **ask** or **tell**? (Signal.) *Ask.*
 - So the word **asked** goes in the blank. Listen: The girl **asked**, "Will you go with us?" Say that sentence. (Signal.) *The girl asked, "Will you go with us?"*
 - Sentence 2: I want to go with you. Did the girl ask or tell? (Signal.) *Tell.*
 - So the word **said** goes in the blank. Say the sentence with the word **said**. (Signal.) *The girl said, "I want to go with you."*
 - Sentence 3: I love baseball. Did my friend ask or tell? (Signal.) *Tell.*
 - So what word goes in the blank? (Signal.) *Said.*
 - Say the sentence with the word **said**. (Signal.) *My friend said, "I love baseball."*
 - (Repeat step 2 until firm.)
3. Your turn: Write the word **asked** or **said** in each sentence. Then write the correct ending mark. Remember, use the word **asked** if the person asked a question. Use the word **said** if the person told something. Put a question mark at the end of sentences that ask. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work.
 - Sentence 1: The girl **asked**, "Will you go with us?" Question mark.
 - Sentence 2: The girl **said**, "I want to go with you." Period.
 - Sentence 3: My friend **said**, "I love baseball." Period.

- Sentence 4: My friend **asked**, "Do you like baseball?" Question mark.
 - Sentence 5: Ken **asked**, "Is it snowing?" Question mark.
 - Sentence 6: Ken **said**, "The snow is two feet deep." Period.
5. Raise your hand if you got all the sentences right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

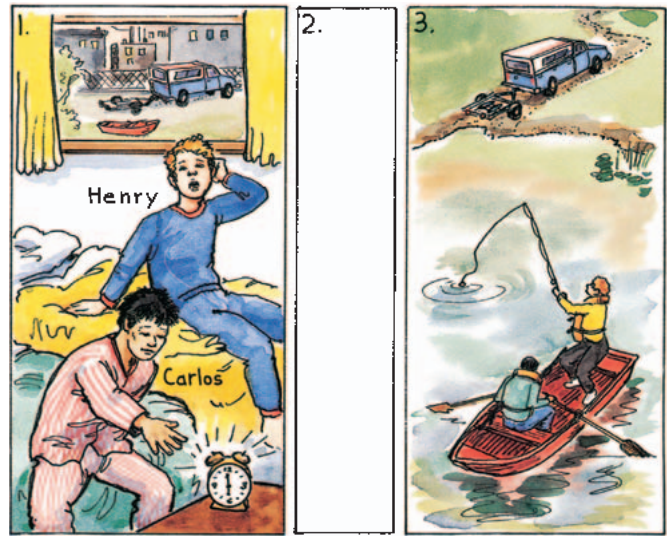
EXERCISE 3 Parts of Speech

Nouns

1. Everybody, pencils down. You know that nouns name persons, places or things. Some nouns are easy. If you name a person—like Jerry, Linda or Doug—those names are nouns. They are the names of people. Places like Chicago, New York or California are easy. Those words name places, so those words are nouns. Some nouns are harder.
 - I'll show you how to test them. I'll say **the** before different words. If I name something that makes sense, the word is a noun.
2. Listen: the apple. Did I name something? (Signal.) *Yes.*
 - So **apple** is a noun. What part of speech is **apple**? (Signal.) *Noun.*
 - Listen: the always. Did I name something? (Signal.) *No.*
 - So **always** is not a noun.
 - Listen: the sat. Did I name something? (Signal.) *No.*
 - So **sat** is not a noun.
3. Listen: the dream. Did I name something? (Signal.) *Yes.*
 - So what part of speech is **dream**? (Signal.) *Noun.*
 - Listen: the meeting. Did I name something? (Signal.) *Yes.*
 - So what part of speech is **meeting**? (Signal.) *Noun.*
 - Listen: the little. Did I name something? (Signal.) *No.*
 - So **little** is not a noun.
 - Listen: the happy. Did I name something? (Signal.) *No.*
 - So **happy** is not a noun.
 - (Repeat step 3 until firm.)

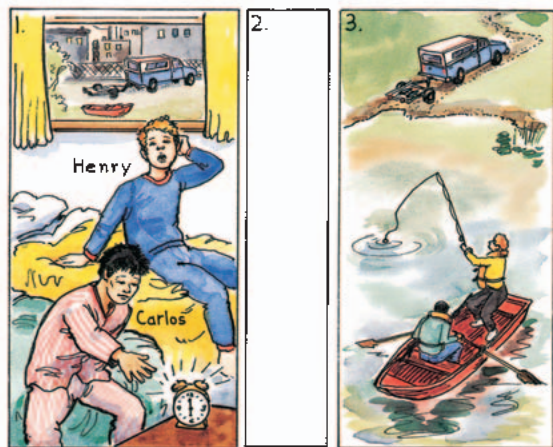
EXERCISE 4 Writing a Passage

Chronological Inferences



4. Find part C in your workbook. ✓
Some of these words are nouns. Test each word by saying **the** before the word. If you name something, the word is a noun.
5. Word 1 is **girl**. So you say **the girl**. Does that name something? (Signal.) Yes.
 - So **girl** is a noun.
 - Word 2 is **men**. What do you say to test that word? (Signal.) *The men*.
 - Does that name something? (Signal.) Yes.
 - So **men** is a noun.
 - Word 3 is **they**. So what do you say? (Signal.) *The they*.
 - Does that name something? (Signal.) No.
 - So **they** is not a noun.
 - (Repeat step 5 until firm.)
6. Listen: Test each word by saying **the** before the word. Then write **N** in front of each word that's a noun. Don't write anything in front of the other words. Pencils down when you're finished.
(Observe students and give feedback.)
7. Check your work. I'll say each word with **the** in front of it. You'll say **noun** or **not a noun**.
 - Word 1: the girl. (Signal.) *Noun*.
 - Word 2: the men. (Signal.) *Noun*.
 - Word 3: the they. (Signal.) *Not a noun*.
 - Word 4: the us. (Signal.) *Not a noun*.
 - Word 5: the yellow. (Signal.) *Not a noun*.
 - Word 6: the phone. (Signal.) *Noun*.
 - Word 7: the happy. (Signal.) *Not a noun*.
 - Word 8: the me. (Signal.) *Not a noun*.
 - Word 9: the mud. (Signal.) *Noun*.
8. Raise your hand if you got all the words right. Everybody else, fix up any mistakes you made in part C.
9. Remember how to test words to see if they are nouns.

1. Everybody, take out a sheet of lined paper and write your name and lesson 41 on the top line. ✓
 - Open your textbook to lesson 41 and find part D. ✓
 - You're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture. You'll start your paragraph with the sentence that is already written.
 - Touch that sentence. I'll read it. Carlos and Henry decided to go fishing on Saturday. That's the first sentence.
 - I'll read the words in the vocabulary box: **trailer, row, pole, boat, alarmclock**.
2. The first picture shows how the day began on Saturday morning. Raise your hand when you can say a sentence that tells what time the boys got up on Saturday morning. (Call on a student. Idea: *The boys got up at six o'clock.*)
 - Raise your hand when you can say a sentence that tells what happened at six o'clock to wake the boys up? (Call on a student. Idea: *The alarm went off.*)
 - Everybody, say a sentence that tells who turned off the alarm clock. (Signal.) *Carlos turned off the alarm clock.*



3. I'll say sentences that tell about the first picture. Carlos and Henry decided to go fishing on Saturday. The alarm clock rang at six in the morning. The boys woke up. Carlos turned off the alarm.
 - I'll say those sentences again.
 - Carlos and Henry decided to go fishing on Saturday. Say that sentence. (Signal.) *Carlos and Henry decided to go fishing on Saturday.*
 - The alarm clock rang at six in the morning. Say that sentence. (Signal.) *The alarm clock rang at six in the morning.*
 - The boys woke up. Say that sentence. (Signal.) *The boys woke up.*
 - Carlos turned off the alarm. Say that sentence. (Signal.) *Carlos turned off the alarm.*
4. Write the first part of your paragraph. Copy the first sentence. Then tell about the first picture. Write sentences that tell what Carlos and Henry did. Put your pencil down when you're finished. You have 4 minutes. (Observe students and give feedback.)
5. (After 4 minutes say:) Stop writing. Let's figure out what must have happened in the middle picture. You can figure out what happened in the missing picture by looking at what's different in the first and the last picture.
 - Everybody, are their clothes the same in the first picture and the last picture? (Signal.) *No*
 - Raise your hand when you can say a sentence that tells what they did about their clothes. (Call on a student. Idea: *They took off their pajamas. They got dressed.*)
 - They have life jackets on in the last picture. They probably put the life jackets on when they got to the lake.
6. Touch the boat and the trailer in the first picture. ✓
 - Touch the boat and the trailer in the last picture. ✓
 - Raise your hand when you can say a sentence about the first thing Henry and Carlos must have done with the boat before they left to go fishing. (Call on several students. Idea: *They put their boat on the trailer.* For good sentences: *Everybody, say that sentence.*)
 - Raise your hand when you can say a sentence about what they did to get to the lake? (Call on a student. Idea: *They drove the pickup truck to the lake.* For good sentences: *Everybody, say that sentence.*)
 - Raise your hand when you can say a sentence or two about what they did to get the boat into the water? (Call on several students. Idea: *They backed up the truck to the shore. They took the boat off the trailer. They carried the boat into the water.* For good sentences: *Everybody, say that sentence.*)
7. Look at what the boys are doing and where they are in the last picture. Raise your hand when you can say some sentences that tell what they did after they put the boat in the water. (Call on several students. Idea: *They put the oars and fishing poles in the boat. Henry rowed the boat from the shore. Carlos sat in front of the boat with a fishing pole.* For good sentences: *Everybody, say that sentence.*)
8. Write the rest of your paragraph. Tell all the things that must have happened in the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 8 minutes. (Observe students and give feedback.)
9. (After 8 minutes, say:) Stop writing. Make 3 check boxes under your paragraph. You have three check boxes because you're going to check what you wrote about the first picture and then do another check for what you wrote about the missing picture.

- Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what happened in the first picture, put a check in box 1.

(Observe students and give feedback.)

- Check 2 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the second box.

(Observe students and give feedback.)

- Check 3 says: Are all your sentences written correctly? For this check, look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure that all the sentences are written correctly, put a check in the third box.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Identify nouns, pronouns and verbs in sentences. (Exercise 2)
- Determine whether isolated words are nouns. (Exercise 3)
- Complete sentences with the word **said** or **asked** and the appropriate ending mark. (Exercise 4)
- Construct sentences that begin with the part of the predicate that tells when. (Exercise 5)
- **Edit and revise a paragraph that indicates the chronology of important events implied by two pictures.** (Exercise 6 and 7)

EXERCISE 1 Feedback on Lesson 41

- (Hand back students' work from lesson 41.)
- Praise students who had correct answers for all items in lesson 41 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Parts of Speech****Verbs/Nouns/Pronouns**

- Everybody, open your workbook to lesson 42 and find part A. ✓
 - Every sentence has three words that are underlined. In every sentence, one underlined word is a verb. The other underlined words are either nouns or pronouns. Remember the pronouns—**he, she, it, her, him, them** and **they**. These are words that are used in place of nouns.
 - Remember the rule about nouns: If the word names a person, place or thing, it's a noun. Otherwise, it's not a noun.
- Sentence 1: They were on top of it. Get ready to tell me the part of speech for each underlined word.
 - What part of speech is **they**? (Signal.)
Pronoun.
 - What part of speech is **were**? (Signal.)
Verb.
- What part of speech is **it**? (Signal.)
Pronoun.
- (Repeat step 2 until firm.)
- Sentence 2: A big dog followed them up the hill.
 - What part of speech is **dog**? (Signal.)
Noun.
 - What part of speech is **followed**? (Signal.)
Verb.
 - What part of speech is **them**? (Signal.)
Pronoun.
 - (Repeat step 3 until firm.)
- Your turn: Write **N** above each noun. **P** above each pronoun and **V** above each verb. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work. I'll say each word and tell you the part of speech.
 - Sentence 1. **They** is a pronoun. **Were** is a verb. **It** is a pronoun.
 - Sentence 2. **Dog** is a noun. **Followed** is a verb. **Them** is a pronoun.
 - Sentence 3. **She** is a pronoun. **Gave** is a verb. **Him** is a pronoun.
 - Sentence 4. **Jerry** is a noun. **Was** is a verb. **Her** is a pronoun.
- Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Parts of Speech

Nouns

- Everybody, pencils down. Find part B in your workbook. ✓
 - You're going to write **N** in front of each word that's a noun. Remember how to test the words.
- Word 1 is **pen**. What do you say to test that word? (Signal.) *The pen*.
 - Word 2 is **us**. What do you say to test that word? (Signal.) *The us*.
 - Word 3 is **flag**. What do you say to test that word? (Signal.) *The flag*.
 - If you name something when you test the word, what part of speech is the word? (Signal.) *Noun*.
 - (Repeat step 2 until firm.)
- Your turn: Write **N** in front of each word that's a noun. Don't write anything in front of the words that are not nouns. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work. I'll say each word with **the** in front of it. You'll say **noun** or **not a noun**.
 - Word 1: the pen. (Signal.) *Noun*.
 - Word 2: the us. (Signal.) *Not a noun*.
 - Word 3: the flag. (Signal.) *Noun*.
 - Word 4: the under. (Signal.) *Not a noun*.
 - Word 5: the song. (Signal.) *Noun*.
 - Word 6: the them. (Signal.) *Not a noun*.
 - Word 7: the her. (Signal.) *Not a noun*.
 - Word 8: the found. (Signal.) *Not a noun*.
 - Word 9: the clouds. (Signal.) *Noun*.
 - Word 10: the school. (Signal.) *Noun*.
 - Word 11: the puppies. (Signal.) *Noun*.
 - Word 12: the party. (Signal.) *Noun*.
- Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Quotes

Asked/Said

- Everybody, find part C in your workbook. ✓
 - In each sentence, somebody asked a question or told something. You learned that the only time you write the word **asked** is when the person asked a question. Then you put a question mark at the end.

- Listen: You can use the word **said** for all the sentences that have a person saying something. You could write: The girl **said**, "Will you come with us?" Or you could write: The girl **asked**, "Will you come with us?" You'll write the word **asked** for questions because the word **asked** gives a clearer picture of what the person did.
- I'll read the instructions: For each sentence, fill in the blank with the word **asked** or the word **said**. Then make the correct ending mark. Do it. Fix up the sentences in part C. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Sentence 1: He **asked**, "Why are you so sad?" Question mark.
 - Sentence 2: She **said**, "He has my book." Period.
 - Sentence 3: His friend **asked**, "Where is the game?" Question mark.
 - Sentence 4: My sister **asked**, "Can we have a cookie?" Question mark.
- Raise your hand if you got all the sentences right. Great job.
 - Everybody else, fix up any mistakes you made in part C.

LINED PAPER • TEXTBOOK

EXERCISE 5 Sentence Writing

Beginning with Part That Tells When

- Everybody, pick up your lined paper from lesson 41. ✓

Turn the lined paper to the other side. Write your name and lesson 42 on the top line. Number your paper 1 and 2. Pencils down when you're finished. ✓

 - Open your textbook to lesson 42 and find part D. ✓
- These pictures show Bill doing different things. The first picture shows that Bill ate lunch. The second picture shows that Bill went outside.
- You're going to write sentences that begin with a part that tells when. The clocks show when Bill did these things.
 - Touch picture 1.
When did Bill eat lunch? (Call on a student.)
At one o'clock.

- Touch picture 2.
When did Bill go outside? (Call on a student.) *At four o'clock.*
- 4. Touch picture 1 again.
Raise your hand when you can say a sentence that begins with a part that tells when.
- (Call on a student.) *At one o'clock, Bill ate lunch.*
- Touch picture 2.
Raise your hand when you can say a sentence that begins with a part that tells when.
- (Call on a student.) *At four o'clock, Bill went outside.*
- 5. The words below the pictures show you how to write one o'clock—you write the numeral **1**, then write **o'clock**. That's a word with an apostrophe after **o**.
- 6. Your turn: Write sentences that begin with a part that tells when. Remember to make a comma after the part that tells when, just before the subject. Pencils down when you're finished.
(Observe students and give feedback.)
- 7. Check your work. I'll read what you should have for each sentence. Remember, each sentence begins with a capital.
 - Sentence 1: At one o'clock, comma, Bill ate lunch, period.
 - Sentence 2: At four o'clock, comma, Bill went outside, period.
- 8. Raise your hand if you wrote both sentences correctly.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 6 Practicing Applying Checking Procedure

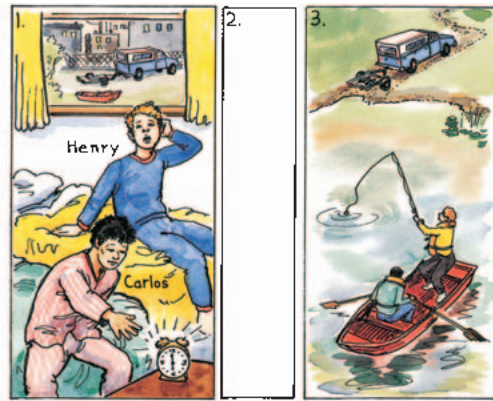


1. Turn back to lesson 41 in your textbook and find part D. ✓

- These are the pictures you wrote a paragraph about last time. The instructions said to write a paragraph that tells about what happened in the first picture and what must have happened in the missing picture.
2. Open your workbook to page 161. ✓
This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: Henry and Carlos decided to go fishing on Saturday. Their alarm clock rang at 6 in the morning the boys sat up. Carlos reached to turn off the alarm clock. After a couple of minutes, the boys got out of bed. They put the boat on the trailer and drove to the lake. When they arrived at the lake, they took the boat off the trailer and carried it into the water. Both boys put on their life jackets and got ready to go fishing. Carlos carried the oars into the boat and climb onto the front seat. Henry sat in the back seat with the fishing pole.
 3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) *WH*.
 - Look at the line with the letters **WH**. ✓
 - Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on a student. Idea: *The boys got dressed. They went outside.* For good sentences: Everybody, say that sentence.)
 4. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished.
(Observe students and give feedback.)
 5. Check your work.
 - On the line with **CP** in the margin, there is not a period after the sentence: Their alarm clock rang at 6 in the morning. You should have put a period after the word **morning** and made the **T** in **the** a capital **T**. Raise your hand if you fixed up that problem.

- For the line with **WH** in the margin, you should have written a sentence under the paragraph that tells: The boys got dressed and went outside, and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, the sentence says: Carlos carried the oars into the boat and climb onto the front seat. You should have fixed up **climb** to say **climbed**. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
 - Everybody else, fix up any problems that you missed.
6. I'll read the paragraph again with the problems fixed up. Listen:
Henry and Carlos decided to go fishing on Saturday. Their alarm clock rang at 6 in the morning. The boys sat up. Carlos reached to turn off the alarm clock. After a couple of minutes, the boys got out of bed. They got dressed and went outside. They put the boat on the trailer and drove to the lake. When they arrived at the lake, they took the boat off the trailer and carried it into the water. Both boys put on their life jackets and got ready to go fishing. Carlos carried the oars into the boat and climbed onto the front seat. Henry sat in the back seat with the fishing pole.

EXERCISE 7 Editing and Correcting a Paragraph



1. Find the paragraph you wrote on your lined paper during lesson 41. ✓
- Keep your textbook open to part D on lesson 41. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: Everybody, say that sentence.)
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- **Identify nouns in the subject and predicate of sentences.** (Exercise 2)
- Complete sentences with the word **said** or **asked** and the appropriate ending mark. (Exercise 3)
- **Rewrite a paragraph so some sentences begin with the part of the predicate that tells when.** (Exercise 4)
- Write a paragraph that indicates the chronology of important events implied by two pictures. (Exercise 5)

EXERCISE 1 Feedback on Lesson 42

- (Before handing back students' work from lesson 42, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 42.)
- Praise students:
 - a. who had correct answers for all items in lesson 42 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Parts of Speech

Nouns/Pronouns/Verbs

- Everybody, open your workbook to lesson 43 and find part A. ✓
 - You've learned that if the subject of a sentence is not a pronoun, the last word in the subject is a noun. You've also learned how to test words to see if they are nouns. You say **the** before the word. If you name something, the word is a noun.
 - Every sentence in part A has a noun that's underlined. Some of the nouns are not in the subject. They're in the predicate.
- Sentence 1: She bought a new car. The underlined words are **she**, **bought** and **car**. I'll test those words. You tell me if each word is a noun or not a noun.
 - Listen: the she. Is **she** a noun? (Signal.) *No.*
 - Listen: the bought. Is **bought** a noun? (Signal.) *No.*
 - Listen: the car. Is **car** a noun? (Signal.) *Yes.*
- Your turn: There is one underlined noun in each sentence. Write **N** over the underlined noun in each sentence. Don't do anything to the other underlined words. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Sentence 1. What's the noun? (Signal.) *Car.*
 - Sentence 2. What's the noun? (Signal.) *Beach.*
 - Sentence 3. What's the noun? (Signal.) *Sam.*
 - Sentence 4. What's the noun? (Signal.) *Truck.*
- The other underlined words in part A are either verbs or pronouns. Your turn: Write **P** above each pronoun and **V** above each verb. Raise your hand when you're finished. Remember, when you're finished, every underlined word should have a letter above it. (Observe students and give feedback.)
- Check your work. I'll say the underlined words. You'll tell me the part of speech.
 - Sentence 1: She bought a new car. What part of speech is **she**? (Signal.) *Pronoun.*
 - What part of speech is **bought**? (Signal.) *Verb.*
 - What part of speech is **car**? (Signal.) *Noun.*
 - Sentence 2: They went to a crowded beach. What part of speech is **they**? (Signal.) *Pronoun.*
 - What part of speech is **went**? (Signal.) *Verb.*
 - What part of speech is **beach**? (Signal.) *Noun.*

- Sentence 3: Sam cooked dinner for them. What part of speech is **Sam**? (Signal.) *Noun.*
 - What part of speech is **cooked**? (Signal.) *Verb.*
 - What part of speech is **them**? (Signal.) *Pronoun.*
 - Sentence 4: My truck ran over it. What part of speech is **truck**? (Signal.) *Noun.*
 - What part of speech is **ran**? (Signal.) *Verb.*
 - What part of speech is **it**? (Signal.) *Pronoun.*
7. Raise your hand if you got all the words right. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Quotes

Asked/Said

1. Everybody, find part B in your workbook. ✓
 - I'll read the instructions: For each sentence, fill in the blank with the word **asked** or the word **said**. Then make the correct ending mark. Do it. Fix up the sentences in part B. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work.
 - Sentence 1: He **asked**, "Is your brother home?" Question mark.
 - Sentence 2: He **said**, "We had a good time." Period.
 - Sentence 3: She **said**, "My friend went home." Period.
 - Sentence 4: She **asked**, "Where is the dog?" Question mark.
3. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER

EXERCISE 4 Paragraph Rewriting

Beginning with Part That Tells When

1. Everybody, take out a sheet of lined paper and write your name and lesson 43 on the top line. Pencils down when you're finished. ✓

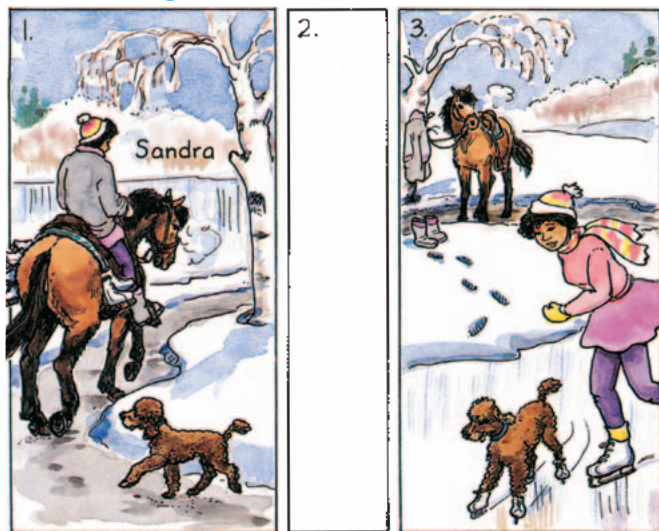
- Find part C in your workbook. ✓
 - You're going to copy this whole paragraph, but you'll rewrite three of the sentences so they begin with the part that tells when. There are more than three sentences that have a part that tells when, but you're going to rewrite only three of them. You can pick any three sentences that have a part that tells when.
2. I'll read the paragraph. Follow along. Tom got up early in the morning. He ate breakfast after he put on warm clothes. Carol and her mother came over to Tom's house at nine o'clock. They took Tom to a mountain. It was covered with snow. Tom and Carol threw snowballs when they got to the mountain top.
 3. When you rewrite three sentences so they begin with the part that tells when, the paragraph will sound better. You'll see.
 - Write your paragraph. Remember, change three of the sentences so the sentences begin with the part that tells when. Punctuate those sentences correctly. Pencils down when you're finished. You have 6 minutes. (Observe students and give feedback.)
 4. (After 6 minutes, say:) Stop writing. (Call on several students to read their paragraphs.)
 5. Check your work.
 - Listen: Raise your hand if you rewrote this sentence: Tom got up early in the morning.
 - Here's what you should have for that sentence: Early in the morning, comma, Tom got up.
 - Raise your hand if you rewrote this sentence: He ate breakfast after he put on warm clothes.
 - Here's what you should have for that sentence: After he put on warm clothes, comma, small **h**, he ate breakfast.
 - Raise your hand if you rewrote this sentence: Carol and her mother came over to Tom's house at nine o'clock.
 - Here's what you should have for that sentence: At nine o'clock, comma, Carol and her mother came over to Tom's house.
 - Raise your hand if you rewrote this sentence: Tom and Carol threw snowballs when they got to the mountain top.

- Here's what you should have for that sentence: When they got to the mountain top, comma, Tom and Carol threw snowballs.
6. Raise your hand if you got all three of your sentences right. Great job.
- Everybody else, fix up any mistakes you made in part C.

TEXTBOOK

EXERCISE 5 Paragraph Writing

Chronological Inferences



1. Everybody, pencils down. Find part D in your textbook. ✓
 - You're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture. You'll start your paragraph with the sentence that is already written.
 - Touch that sentence. I'll read it. Sandra decided to take her dog ice skating at the pond. That's the first sentence.
 - I'll read the words in the vocabulary box: **tied, through, skate, horse, paws.**
2. The first picture shows how Sandra and her dog got to the pond.
 - Raise your hand when you can say a sentence that tells what Sandra did to get to the pond. (Call on a student. Idea: *Sandra rode a horse to the pond.* For good sentences: **Everybody, say that sentence.**)
 - Raise your hand when you can say a sentence that tells what the dog did in the first picture. (Call on a student. Idea: *The dog walked behind the horse.* For good sentences: **Everybody, say that sentence.**)
3. Write the first part of your paragraph. Copy the first sentence. Then tell about the first picture. Write sentences that tell what Sandra did and what her dog did. Put your pencil down when you're finished. You have 4 minutes.

(Observe students and give feedback.)
4. (After 4 minutes say:) Stop writing. Let's figure out what must have happened in the middle picture.
 - Are the ice skates in the same place in both pictures? (Signal.) *No.*
 - Raise your hand when you can say sentences about what Sandra did with the skates. (Call on a student. Idea: *She took the skates off the horse. She put on her skates. She also put skates on her dog.* For good sentences: **Everybody, say that sentence.**)
5. You can figure out what happened in the missing picture by looking at the first picture and the last picture.
 - Look at the horse in the last picture.
 - Raise your hand when you can say a sentence about what she did with her horse. (Call on a student. Idea: *She tied her horse to a tree.*)
6. Touch her coat and her boots in the first picture and the last picture. ✓
 - Raise your hand when you can say a sentence about what she did with her coat. (Call on a student. Idea: *She took off her coat and hung it on a branch. She took off her boots and placed them near a tree.* For good sentences: **Everybody, say that sentence.**)
 - Look at the foot prints in the snow. They tell how Sandra and her dog got to the pond. Raise your hand when you can say sentences that tells how Sandra and her dog got to the pond. (Call on several students. Idea: *Sandra walked through the snow to the pond. She carried her dog to the pond.* For good sentences: **Everybody, say that sentence.**)
7. Write the rest of your paragraph. Tell all the things that must have happened in the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 8 minutes.

(Observe students and give feedback.)

9. (After 8 minutes, say:) Stop writing. Make 3 check boxes under your paragraph. You have three check boxes because you're going to check what you wrote about the first picture and then do another check for what you wrote about the missing picture.
- Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture on the first picture, put a check in the first box.
(Observe students and give feedback.)
 - Check 2 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what happened in the middle picture, put a check in the second box.
(Observe students and give feedback.)

- Check 3 says: Are all your sentences written correctly? For this check, look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the third box.
(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- **Edit a passage for omitted quote marks and related punctuation.** (Exercise 2)
- Identify nouns, pronouns and verbs in sentences. (Exercise 3)
- Edit sentences for multiple criteria including complete sentences versus sentence fragments. (Exercise 4)
- Edit and revise a paragraph that indicates the chronology of important events implied by two pictures. (Exercise 5 and 6)

EXERCISE 1 Feedback on Lesson 43

- (Hand back students' work from lesson 43.)
- Praise students who had correct answers for all items in lesson 43 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Editing Paragraphs****Quotes**

1. Everybody, open your workbook to lesson 44 and find part A. ✓
 - When you fix up sentences so they have commas, periods, capital letters and quote marks, you punctuate the sentence. When you fix up sentences so they have commas, periods, capital letters, and quote marks, what do you do? (Signal.) *Punctuate the sentence.*
Remember, punctuation tells about capitals, periods, commas, and quote marks.
 - The writer of this passage forgot to punctuate what people said. You have to put in the missing commas, quote marks and capital letters.
2. I'll start reading the passage.
 - Listen: Jerry called Tom on the phone. That sentence doesn't tell what somebody said.
 - Jerry asked Tom, "Can you go to the movies?" Does that sentence tell what Jerry asked? (Signal.) Yes.
 - Fix up that sentence. Put in the comma just before the words that Jerry said. Put quote marks around the words he said and start with a capital letter. Raise your hand when you're finished.
(Observe students and give feedback.)
 - Check your work. Here's what you should have: Jerry asked Tom, comma, quote marks, capital **C**, Can you go to the movies, question mark, quote marks. Raise your hand if you punctuated that sentence correctly.
 - Everybody else, fix up any mistakes.
3. Now read the rest of the passage. Punctuate any sentence that tells the exact words a person said. Pencils down when you're finished.
(Observe students and give feedback.)
4. Check your work. Here's what you should have: Jerry called Tom on the phone. Jerry asked Tom, comma, quote marks, capital **C**, Can you go to the movies, question mark, quote marks. Tom asked his mother, comma, quote marks, capital **C**, Can I go to the movies, question mark, quote marks. His mother said, comma, quote marks, capital **Y**, You can go when you finish your homework, period, quote marks. Tom finished his homework quickly. Tom's mom took Jerry and Tom to the movies later that day.

5. Raise your hand if you punctuated everything correctly. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Parts of Speech

Verbs/Nouns/Pronouns

1. Everybody, find part B. ✓
 - In each sentence, four words are underlined. One of the words is a noun, one of the words is a verb and one of the words is a pronoun. The fourth underlined word in each sentence is either a noun or a pronoun. Remember how to test words to see if they are nouns: Say **the** and then the word. If you name something that makes sense, the word is a noun.
2. Your turn: Write **N** above each noun, **P** above each pronoun and **V** above each verb. Pencils down when you're finished. (Observe students and give feedback.)
3. Check your work.
 - Sentence 1: The wind blew water at them. What part of speech is **wind**? (Signal.) *Noun.*
 - What part of speech is **blew**? (Signal.) *Verb.*
 - What part of speech is **water**? (Signal.) *Noun.*
 - What part of speech is **them**? (Signal.) *Pronoun.*
 - Sentence 2: My brother put salt on it. What part of speech is **brother**? (Signal.) *Noun.*
 - What part of speech is **put**? (Signal.) *Verb.*
 - What part of speech is **salt**? (Signal.) *Noun.*
 - What part of speech is **it**? (Signal.) *Pronoun.*
 - Sentence 3: She wanted a new bike last summer. What part of speech is **she**? (Signal.) *Pronoun.*
 - What part of speech is **wanted**? (Signal.) *Verb.*
 - What part of speech is **bike**? (Signal.) *Noun.*
 - What part of speech is **summer**? (Signal.) *Noun.*
 - Sentence 4: That old man sold it to me. What part of speech is **man**? (Signal.) *Noun.*
 - What part of speech is **sold**? (Signal.) *Verb.*

- What part of speech is **it**? (Signal.) *Pronoun.*
 - What part of speech is **me**? (Signal.) *Pronoun.*
4. Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Editing

Sentence Fragments

1. Everybody, find part C in your workbook. ✓
 - The number at the end of each item tells how many mistakes are in the item. Some of the mistakes are new.
2. Item 1: At midnight, the dog began to bark. There's a period after the word **midnight**. That's wrong. **At midnight** isn't a sentence. It doesn't have a subject. Everybody, what punctuation mark should there be after the word **midnight**? (Signal.) *A comma.*
 - Right, the sentence begins with the part that tells when, so there should be a comma, and the word **the** should not be capitalized. Fix up sentence 1. Put the comma where it belongs. Then fix up the capital **T** so it's not a capital. ✓
3. Item 2: The streets flooded during the rain storm. There's a comma after the word **flooded**. That's wrong. This sentence doesn't begin with the part that tells when. So there should be no comma at all. Cross it out. Then make a period at the end of the sentence. ✓
4. Your turn: Work the rest of the items. There are some new mistakes. If there's a comma where it doesn't belong, cross it out. If there's a period where there should be a comma, change the period into a comma. If there's a capital letter that doesn't belong, cross it out and make a small letter. Pencils down when you've fixed up all the items in part C. (Observe students and give feedback.)

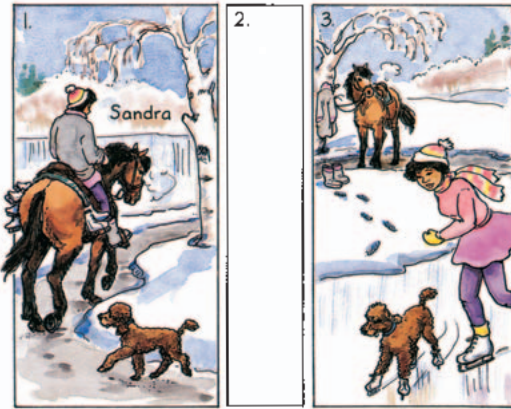
TEXTBOOK

5. Turn to lesson 44 in your textbook and find part C. It shows the corrected sentences. ✓
 - Check your work. Fix up any mistakes. (Observe students and give feedback.)

6. Raise your hand if you got everything right. Great job.

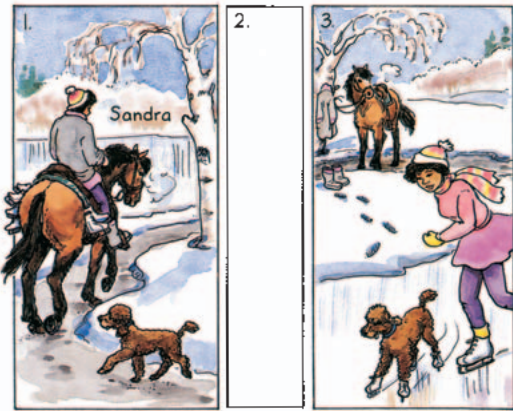
LINED PAPER

EXERCISE 5 Practicing Applying Checking Procedure



1. Turn back to lesson 43 in your textbook and find part D. ✓
These are the pictures you wrote about last time. The instructions said to write a paragraph that tells about what happened in the first picture and what must have happened in the missing picture.
 2. Open your workbook to page 154. ✓
This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: Sandra decided to take her dog ice skating at the pond and she rode her horse to the pond. Her dog followed the horse. When they got to the pond, Sandra climb off her horse and tied the reins to a nearby tree. She took off her coat and boots. Then she put four little skates on her dog. She picked up her dog and carried it through the snow to the ice.
 3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) *WH*.
 - Look at the line with the letters **WH** in the margin. ✓
- Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on a student. Idea: *Sandra put on her ice skates.* For good sentences: *Everybody, say that sentence.*)
4. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished.
(Observe students and give feedback.)
 5. Check your work.
 - On the line with **RO** in the margin, there is a run-on sentence. It says: Sandra decided to take her dog ice skating at the pond and she rode her horse to the pond. You should have fixed up the run-on sentence by putting a period after the word **pond**, crossing out **and**, then making the word **she** begin with a capital **S**. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, the sentence says: When they got to the pond, Sandra climb off her horse and tied the reins to a nearby tree. You should have fixed up **climb** to say **climbed** with an **e-d** ending. Raise your hand if you fixed up that problem.
 - For the line with **WH** in the margin, you should have written a sentence that tells Sandra put on her skates.
 - Raise your hand if you fixed up all the problems.
 - Everybody else, fix up any problems you missed.
 6. I'll read the paragraph again with the problems fixed up. Listen: Sandra decided to take her dog ice skating at the pond. She rode her horse to the pond. Her dog followed the horse. When they got to the pond, Sandra climbed off her horse and tied the reins to a nearby tree. She took off her coat and boots. She put on her ice skates. Then she put four little skates on her dog. She picked up her dog and carried it through the snow to the ice.

EXERCISE 6 Editing and Correcting a Paragraph



1. Find the paragraph you wrote during lesson 43. ✓
 - Keep your textbook open to part D on lesson 43.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)

3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better.
(Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks.
(Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Identify nouns, pronouns and verbs in sentences. (Exercise 2)
- Edit sentences for multiple criteria. (Exercise 3)
- Construct sentences that begin with the part of the predicate that tells when. (Exercise 4)
- Write a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 5)

EXERCISE 1 Feedback on Lesson 44

- (Before handing back students' work from lesson 44, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 44.)
- Praise students:
 - a. who had correct answers for all items in lesson 44 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Parts of Speech

Verbs/Nouns/Pronouns

1. Everybody, open your workbook to lesson 45 and find part A. ✓
 - In each sentence, four words are underlined. One of the words is a noun, one of the words is a verb and one of the words is a pronoun. The fourth underlined word in each sentence is either a noun or a pronoun. Remember how to test words to see if they are nouns: Say **the** and then the word. If you name something that makes sense, the word is a noun.
2. Your turn: Write **N** above each noun, **P** above each pronoun and **V** above each verb. Pencils down when you're finished. (Observe students and give feedback.)
3. Check your work.
 - Sentence 1: He threw it at the wall. What part of speech is **he**? (Signal.) *Pronoun.*
 - What part of speech is **threw**? (Signal.) *Verb.*
4. Raise your hand if you got all the words right. Great job.
 - What part of speech is **it**? (Signal.) *Pronoun.*
 - What part of speech is **wall**? (Signal.) *Noun.*
 - Sentence 2: Tim and Donna were mad at them. What part of speech is **Tim**? (Signal.) *Noun.*
 - What part of speech is **Donna**? (Signal.) *Noun.*
 - What part of speech is **were**? (Signal.) *Verb.*
 - What part of speech is **them**? (Signal.) *Pronoun.*
 - Sentence 3: The dogs and cats ran after me. What part of speech is **dogs**? (Signal.) *Noun.*
 - What part of speech is **cats**? (Signal.) *Noun.*
 - What part of speech is **ran**? (Signal.) *Verb.*
 - What part of speech is **me**? (Signal.) *Pronoun.*
 - Sentence 4: Her arm had a bug on it. What part of speech is **arm**? (Signal.) *Noun.*
 - What part of speech is **had**? (Signal.) *Verb.*
 - What part of speech is **bug**? (Signal.) *Noun.*
 - What part of speech is **it**? (Signal.) *Pronoun.*
4. Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Editing

Consolidation

1. Everybody, find part B in your workbook. ✓

- The number at the end of each item tells how many mistakes are in the item. Some items have sentences that begin with a part that tells when. Remember, if a sentence begins with a part that tells when, there should be a comma just before the subject.
2. Fix up the mistakes in each item. Pencils down when you're finished.
(Observe students and give feedback.)

TEXTBOOK

3. Turn to lesson 45 in your textbook and find part B. It shows the corrected sentences. ✓
- Check your work. Fix up any mistakes you made in part B.
(Observe students and give feedback.)
4. Raise your hand if you made no mistakes. Great job.

LINED PAPER

EXERCISE 4 Sentence Writing

Beginning with Part That Tells When

1. Everybody, take out a sheet of lined paper and write your name and lesson 45 on the top line. Pencils down when you're finished. ✓
- Find part C in your textbook. ✓
- Under each picture is a predicate that tells the main thing James did.
2. Picture 1: brushed his teeth;
Picture 2: combed his hair;
Picture 3: washed his face.
3. You're going to write sentences that begin with the words **after James**.
 - Touch picture 2.
 - Raise your hand when you can say the sentence for picture 2.
 - Here's the sentence for picture 2 that starts with the words **after James**: After James brushed his teeth, he combed his hair.
 - Everybody, say that sentence. (Signal.)
After James brushed his teeth, he combed his hair.
4. Write the numbers **2** and **3** on your lined paper. Don't write number 1. ✓
5. Write the sentence for picture 2. Then write

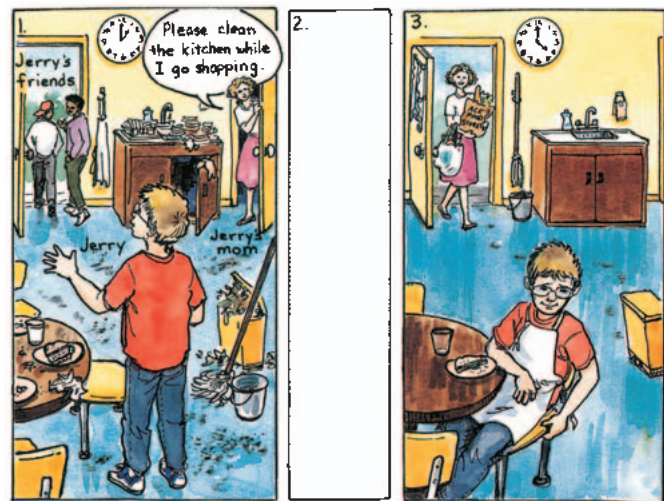
the sentence for picture 3. Don't write a sentence for picture 1. Start each sentence with the words **after James**. Pencils down when you're finished.

(Observe students and give feedback.)

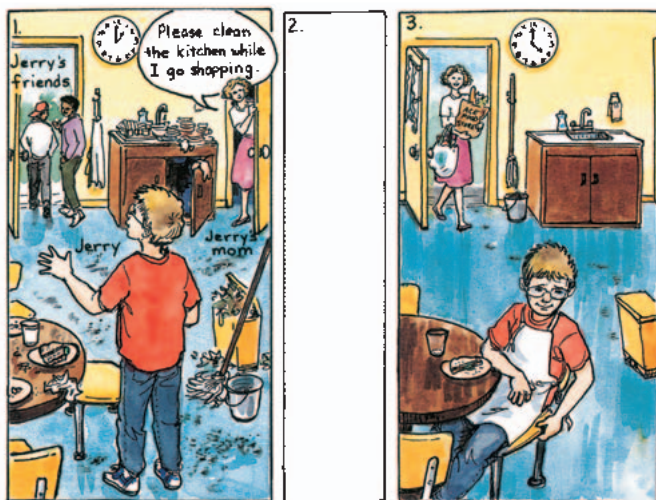
6. Check your work. I'll read what you should have for each sentence. Remember, each sentence begins with a capital.
 - Sentence 2: After James brushed his teeth, comma, he combed his hair, period.
 - Sentence 3: After James combed his hair, comma, he washed his face, period.
7. Raise your hand if you wrote both sentences correctly.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Paragraph Writing

Quotes and Chronology



1. Everybody, pencils down. Find part D in your textbook. ✓
 - You're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture. You'll do something new. You'll write a sentence that tells what someone said.
 - I'll read the words in the vocabulary box: **emptied, kitchen, garbage, apron, wastebasket, sandwich, mopped, groceries.**
 - You'll start your paragraph with the sentence that is already written. I'll read it. Jerry's friends had a big lunch at Jerry's house.



2. You'll write sentences about the first picture. The first picture shows what happened after the boys finished lunch. Raise your hand when you can say a sentence that tells at what time Jerry's friends left his house. (Call on a student. Idea: *Jerry's friends left his house at one o'clock.*)
 - Raise your hand when you can say a sentence that tells about the kitchen. (Call on a student. Idea: *The kitchen was a mess.* For good sentences: *Everybody, say that sentence.*)
 - Look at Jerry's mom. She opened a door. Everybody, what did she say? (Signal.) *Please clean the kitchen while I go shopping.* So you'll write this sentence: Jerry's mom said, "Please clean the kitchen while I go shopping." Everybody, say that sentence. (Signal.) *Jerry's mom said, "Please clean the kitchen while I go shopping."*
 - I'll say sentences that tell about the first picture. Jerry's friends had a big lunch at Jerry's house. They left at one o'clock. The kitchen was a mess. Jerry's mom opened the door. She said, "Please clean the kitchen while I go shopping."
3. Write the first part of your paragraph. Copy the first sentence. Then tell about the first picture. Be sure to write a sentence that tells what Jerry's mom said. Remember to punctuate that sentence correctly. Put your pencil down when you're finished. You have 5 minutes. (Observe students and give feedback.)

4. (After 5 minutes say:) Stop writing. Let's figure out what must have happened in the middle picture. You can figure out what happened in the missing picture by looking at what's different in the first and the last picture. Everything that is different in the last picture gives clues about what must have happened. Some things in the last picture also give you clues about when something happened.
5. Everybody, touch the sink in the first picture and in the last picture. Raise your hand when you can say a sentence or two that tells what Jerry must have done to the dishes. (Call on a student. Idea: *Jerry washed the dishes. He put the dishes away.* For good sentences: *Everybody, say that sentence.*)
 - Everybody, touch the wastebasket in the first picture and in the last picture. ✓ Raise your hand when you can say a sentence that tells what Jerry must have done with the wastebasket. Call on a student. Idea: *Jerry emptied the wastebasket.* For good sentences: *Everybody, say that sentence.*)
6. There are more things in the last picture that give us clues about what Jerry or his mother did.
 - Touch the table in the last picture. ✓ The table is different than in the first picture. In the first picture, we see dirty dishes on the table. In the last picture, the dirty dishes are gone. That gives you several clues about things Jerry must have done.
 - Touch the floor in the last picture. ✓ In the first picture, we see the floor was very dirty. In the last picture, the floor is much cleaner, but there are footprints coming in from outside. That gives you several clues about things Jerry must have done.
 - Touch the grocery bag in the last picture. ✓ That gives you a clue about where Jerry's mother went and what she did.
 - Touch the clock in the last picture. ✓
 - That gives you a clue about how long it might have taken Jerry to clean the kitchen and for his mom to go shopping.

7. Write the rest of your paragraph. Tell what happened in the first picture and the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 10 minutes.

(Observe students and give feedback.)

8. (After 10 minutes, say:) Stop writing. Make 4 check boxes under your paragraph.

- Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. Make sure that you reported on what the people did and said in the first picture. When you're sure that you gave a clear picture of the first picture, put a check in the first box.

(Observe students and give feedback.)

- Check 2 is a new check. It says: Did you correctly punctuate the sentence that tells what somebody said? Find the sentence that tells the exact words somebody said. Make sure that you have quote marks in front of the first word the person said and after the last word. Be sure that the first word is capitalized. When you're sure that sentence is punctuated correctly, put a check in the second box.

(Observe students and give feedback.)

- Check 3 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the third box.

(Observe students and give feedback.)

- Check 4 says: Are all your sentences written correctly? For this check, look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the fourth box.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Identify the nouns, pronouns and verbs in sentences. (Exercise 2)
- **Identify sets of pictures that are consistent with different descriptions.** (Exercise 3)
- **Complete sentences that begin with a 1-word or 2-word part that tells when.** (Exercise 4)
- Edit and revise a paragraph that indicates the chronology of important events implied by two pictures. (Exercise 5 and 6)

EXERCISE 1 Feedback on Lesson 45

- (Hand back students' work from lesson 45.)
- Praise students who had correct answers for all items in lesson 45 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Parts of Speech****Verbs/Nouns/Pronouns**

- Everybody, open your workbook to lesson 46 and find part A. ✓
 - In each sentence, four words are underlined. One of the words is a noun, one of the words is a verb and one of the words is a pronoun. The fourth underlined word in each sentence is either a noun or a pronoun. Remember how to test words to see if they are nouns: Say **the** and then the word. If you name something that makes sense, the word is a noun.
- Your turn: Write **N** above each noun, **P** above each pronoun and **V** above each verb. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Sentence 1: A girl and her dog chased it around the park. What part of speech is **girl**? (Signal.) *Noun.*
 - What part of speech is **dog**? (Signal.) *Noun.*
 - What part of speech is **chased**? (Signal.) *Verb.*
 - What part of speech is **it**? (Signal.) *Pronoun.*
 - Sentence 2: He was between a little desk and a big table. What part of speech is **he**? (Signal.) *Pronoun.*
 - What part of speech is **was**? (Signal.) *Verb.*
 - What part of speech is **desk**? (Signal.) *Noun.*
 - What part of speech is **table**? (Signal.) *Noun.*
 - Sentence 3: Yesterday morning, she ate eggs and toast for breakfast. What part of speech is **she**? (Signal.) *Pronoun.*
 - What part of speech is **ate**? (Signal.) *Verb.*
 - What part of speech is **eggs**? (Signal.) *Noun.*
 - What part of speech is **breakfast**? (Signal.) *Noun.*
 - Sentence 4: In the morning, they took him to see me. What part of speech is **morning**? (Signal.) *Noun.*
 - What part of speech is **they**? (Signal.) *Pronoun.*
 - What part of speech is **took**? (Signal.) *Verb.*
 - What part of speech is **me**? (Signal.) *Pronoun.*
- Raise your hand if you got all the words right. Great job.

- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Description

- Everybody, pencils down.
 - You're going to learn about descriptions. Good descriptions give you a clear picture. Poor descriptions give you an unclear picture.
- Listen to this description: The boy was tall. That tells about a lot of boys. If we wanted to describe only one boy, we'd have to tell more about the boy.
- Everybody, find part B in your workbook. There are three descriptions about the pictures. The first two descriptions don't give a clear picture of only one boy. The third description gives a clear picture of just one boy. We know that the first two descriptions don't give a clear picture of one boy because they tell about more than one boy.
 - Here's description 1: The boy was tall. That description could tell about boy A. It could also tell about some of the other boys. Raise your hand when you know the letters for the other boys description 1 could tell about.
 - Everybody, what are the letters for the other boys? (Signal.) *B and D*.
 - Description 1 is unclear because it could tell about three boys—A, B or D.
- Description 2 is better than 1, but it still tells about more than one boy. Listen: The boy was tall. He wore shorts. Raise your hand when you know the letters for all the boys description 2 could tell about.
 - Everybody, what are all the letters for description 2? (Signal.) *B and D*.
 - Description 2 could tell about two boys—B or D.
- Description 3 is a clear description because it tells about only one boy. Listen: The boy was tall. He wore shorts. He held a bat. Raise your hand when you know the letter for that description.
 - Everybody, which boy does description 3 tell about? (Signal.) *D*.
- Your turn: After each description, write the letters for **all** the pictures that description could tell about. Read each description and write the letters for that description. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Description 1: The boy was tall. Everybody, which pictures could that description tell about? (Signal.) *A, B or D*.
 - Description 2: The boy was tall. He wore shorts. Which pictures could that description tell about? (Signal.) *B or D*.
 - Description 3: The boy was tall. He wore shorts. He held a bat. Which picture could that description tell about? (Signal.) *D*.
- Everybody, which description gives a clear picture of only one boy? (Signal.) *Three*.
- Raise your hand if you wrote the right letters for each description.
 - Everybody else, fix up any mistakes you made in part B.

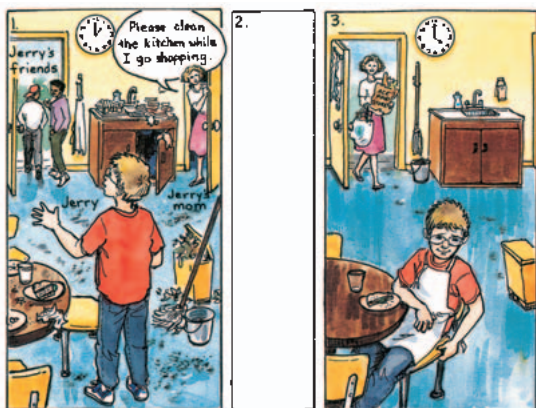
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EXERCISE 4 Part That Tells When

- Everybody, pick up the lined paper from lesson 45. ✓
Turn the lined paper to the other side. Write your name and lesson 46 on the top line. Number your paper 1 through 4. Put your pencils down when you're finished. ✓
 - Open your textbook to lesson 46 and find part C. ✓
 - I'll read what it says. Here are short parts that tell when: **At last, suddenly, next, now**. All these parts tell when. If you write one of these parts at the beginning of the sentence, put a comma after it.
 - Remember, the part that tells when is always part of the predicate. If part of the predicate comes before the subject, you need a comma.
- For each number, you'll write one of the parts that tell when from the list. Pick the part that fits the item.
- Item 1: Rita saved money for a year. Blank, she had enough money to buy a bike. Write the word or words from the list that complete the second sentence. ✓

- You could have written **now** or **at last**. Listen to item 1 with **at last**: Rita saved money for a year. At last, she had enough money to buy a bike. Listen to item 1 with **now**: Rita saved money for a year. Now, she had enough money to buy a bike.
- Item 2: First, Tom got a paintbrush. Blank, he got a can of paint. Write the word that completes the second sentence. ✓
 - Everybody, what word did you write? (Signal.) *Next*.
 - Listen to item 2 with **next**: First, Tom got a paintbrush. Next, he got a can of paint.
 - Item 3: The car was going down the street. Blank, it made a great noise and stopped. Write the word that completes the second sentence. ✓
 - Everybody, what word did you write? (Signal.) *Suddenly*.
 - Listen to item 3 with **suddenly**: The car was going down the street. Suddenly, it made a great noise and stopped.
 - Item 4: Tina put on her hat and coat. Blank, she was ready to go outside. Write the word or words from the list that complete the second sentence.
 - (Call on a student:) What word did you write? (Ideas: *Now* or *At last*.)
 - Listen to item 4 with **now**: Tina put on her hat and coat. Now, she was ready to go outside.
 - Raise your hand if you wrote the correct part for each item.
 - Everybody else, fix up any mistakes. Remember these short parts that tell when. You can write them at the beginning of sentences. You should always put a comma after them.

EXERCISE 5 Practicing Applying Checking Procedure



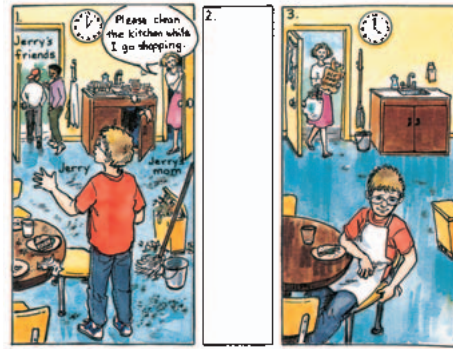
- Turn back to lesson 45 in your textbook and find part D. ✓
These are the pictures you wrote a paragraph about during the last lesson. The instructions said to write a paragraph that tells what the persons did and said in the first picture and what must have happened in the missing picture.
- Open your workbook to page 170. ✓
This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: Jerry's friends had a big lunch at Jerry's house They left at 1 o'clock. The kitchen was a mess. Jerry's mom opened the kitchen door and said, "Please clean the kitchen while I go shopping. She went to the grocery store. Jerry worked hard while she was gone and he carried the dirty dishes from the table to the sink. He cleaned the table. He mopped the floor. He took out the garbage. He finished cleaning at 4 o'clock.
- There is a new letter today. The letter **Q** stands for quote. If you see the letter **Q**, it means that the writer did not correctly punctuate the sentence that tells what a person said.
 - What does the letter **Q** stand for? (Signal.) *Quote*.
 - What letter will be in the margin if the writer did not correctly punctuate the sentence that tells the exact words somebody said? (Signal.) **Q**.
- Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) **WH**.
Look at the line with the letters **WH** in the margin. Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on several students. Idea: *He washed the dishes and put them away.*)

5. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished.

(Observe students and give feedback.)

6. Check your work.
- On the line with **CP** in the margin, there is not a period after the sentence: Jerry's friends had a big lunch at Jerry's house. You should have put a period after the word **house**. Raise your hand if you fixed up that problem.
 - For the line with **Q** in the margin, the student did not put a quotation mark after the last word that the person said. There should be a quotation mark after the word **shopping**. Jerry's mother said comma quote marks capital **P** please clean the kitchen while I go shopping period quote marks. Raise your hand if you fixed up that problem.
 - On the line with **RO** in the margin, there is a run-on sentence. It says: Jerry worked hard while she was gone and he carried the dirty dishes from the table to the sink. You should have fixed up the run-on sentence by putting a period after the word **gone**, crossing out the word **and**, then making the word **he** begin with a capital **H**. Raise your hand if you fixed up that problem.
 - For the line with **WH** in the margin, you should have written a sentence under the paragraph that tells: He washed the dishes and put them away, and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
7. I'll read the paragraph again with the problems fixed up: Jerry's friends had a big lunch at Jerry's house. They left at 1 o'clock. The kitchen was a mess. Jerry's mom opened the kitchen door and said, "Please clean the kitchen while I go shopping." She went to the grocery store. Jerry worked hard while she was gone. He carried the dirty dishes from the table to the sink. He cleaned the table. He washed the dishes and put them away. He mopped the floor. He took out the garbage. He finished cleaning at 4 o'clock.

EXERCISE 6 Editing and Correcting a Paragraph



1. Find the paragraph you wrote during lesson 45. ✓
 - Keep your textbook open to part D on lesson 45. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: Everybody, say that sentence.)
3. You are going to fix up the paragraph you wrote last time.

We have a new letter. The letter **Q**. Remember, the letter **Q** stands for quotation. If you see the letter **Q**, it means that you didn't correctly punctuate the sentence that tells what a person said.

 - Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better.

(Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- **Indicate the subject, the predicate and the part of speech of specific words in sentences.** (Exercise 2)
- **Punctuate sentences that have a series of noun or verb phrases.** (Exercise 3)
- Identify sets of pictures that are consistent with different descriptions. (Exercise 4)
- Write a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 5)

EXERCISE 1 Feedback on Lesson 46

- (Before handing back students' work from lesson 46, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 46.)
- Praise students:
 - a. who had correct answer for all items in lesson 46 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Sentence Analysis

1. Everybody, open your workbook to lesson 47 and find part A. ✓
 - You're going to circle the whole subject in each sentence and underline the whole predicate. Some of the sentences begin with a part that tells when. In these sentences, the subject starts right after the part that tells when. Circle the subject and underline the predicate. Pencils down when you're finished.
(Observe students and give feedback.)
2. Check your work.
 - Sentence 1: Ted and Hilda were on the bank of a stream. What's the subject? (Signal.) *Ted and Hilda.*
 - What's the predicate? (Signal.) *Were on the bank of a stream.*
 - Sentence 2: When the sun came up, Ginger and Tom walked to the barn. What's the subject? (Signal.) *Ginger and Tom.*
 - What's the predicate? (Signal.) *Walked to the barn when the sun came up.*

- Sentence 3: Before school, the little boy looked for them. What's the subject? (Signal.) *The little boy.*
 - What's the predicate? (Signal.) *Looked for them before school.*
 - Sentence 4: She felt tired after the party. What's the subject? (Signal.) *She.*
 - What's the predicate? (Signal.) *Felt tired after the party.*
3. Now you're going to write the part of speech above each underlined word. Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Pencils down when you're finished.
(Observe students and give feedback.)
 4. Check your work.
 - Sentence 1. **Hilda** is a noun. **Were** is a verb. **Bank** is a noun. **Stream** is a noun.
 - Sentence 2. **Sun** is a noun. **Tom** is a noun. **Walked** is a verb. **Barn** is a noun.
 - Sentence 3. **School** is a noun. **Boy** is a noun. **Looked** is a verb. **Them** is a pronoun.
 - Sentence 4. **She** is a pronoun. **Felt** is a verb. **Party** is a noun.
 5. Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Punctuating Sentences

Things in a Series

1. Everybody, pencils down. Find part B in your workbook. ✓
 - Here's the rule about the word **and**: If you remove the word **and**, you must replace it with a comma. The comma shows that something is missing.

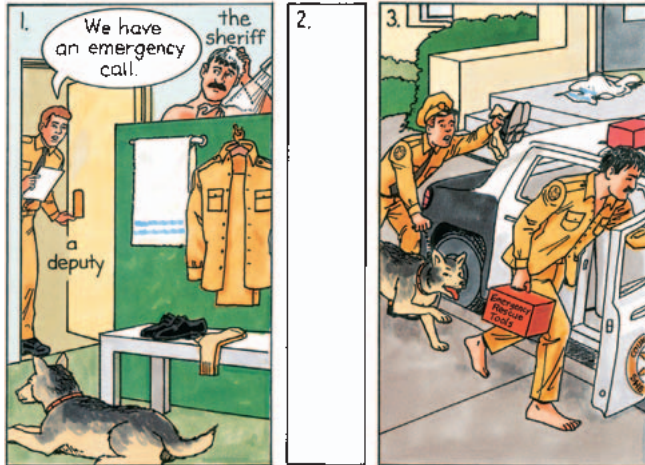
2. I'll read sentence 1. Ann had fun swimming and playing ball and digging in the sand. We don't need all the **ands**.
 - Here's what we want the sentence to say: Ann had fun swimming, playing ball and digging in the sand.
 - Everybody, cross out the underlined **and**. Replace it with a comma. (Observe students and give feedback.)
 - (Call on a student:) Read your fixed-up sentence. Say **comma** where you wrote comma. *Ann had fun swimming, comma, playing ball and digging in the sand.*
3. Sentence 2: Girls and boys and dogs and cats slid down the hill. We don't want so many **ands**.
 - Cross out the underlined **ands**. Replace them with commas. (Observe students and give feedback.)
 - (Call on a student:) Read your fixed-up sentence. Say **comma** where you wrote a comma. *Girls, comma, boys, comma, dogs and cats slid down the hill.*
4. Everybody, fix up sentence 3. Leave the last **and**. Replace the other **ands** with commas. (Observe students and give feedback.)
 - (Call on a student:) Read your fixed-up sentence. Say **comma** where you wrote a comma. *James read a book, comma, wrote two letters, comma, called his uncle and cleaned his room.*
5. Everybody, fix up sentence 4. Leave the last **and**. Replace the other **ands** with commas. (Observe students and give feedback.)
 - (Call on a student:) Read your fixed-up sentence. Say **comma** where you wrote a comma. *A cat, comma, a dog, comma, a pig and a horse ran into the barn.*
6. Raise your hand if you punctuated all the sentences correctly.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Description

1. Everybody, pencils down. Find part C in your workbook. ✓
 - Remember the rule about descriptions: Good descriptions give a clear picture. The good description for these pictures would tell about only one picture. A poor description tells about more than one picture.
2. There are three descriptions about the pictures. The first two descriptions don't give a clear picture of only one tree. I'll read the descriptions.
 - Description 1: The tree was small.
 - Description 2: The tree was small. It had broken branches.
 - Description 3: The tree was small. It had broken branches. It had a heart carved on it.
3. Your turn: After each description, write the letters for all the pictures that description could tell about. Read each description and write the letters for that description. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work.
 - Description 1: The tree was small. Everybody, which pictures could that description tell about? (Signal.) *A, B or C.*
 - Description 2: The tree was small. It had broken branches. Which pictures could that description tell about? (Signal.) *A or B.*
 - Description 3: The tree was small. It had broken branches. It had a heart carved on it. Which picture could that description tell about? (Signal.) *A.*
5. Listen: Which is the best description? (Signal.) *Three.*
 - Which is the worst description? (Signal.) *One.*
 - (Call on a student:) Why is description 1 the worst? (Idea: *It tells about most of the trees.*)
6. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Paragraph Writing

Quotes and Chronology



1. Everybody, pencils down. Find part D in your textbook. ✓
You're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture.
 - I'll read the words in the vocabulary box: **towel, leash, shoes, shower, carried, police dog, open, dried, grabbed.**
 - You'll start your paragraph with the sentence that is already written. I'll read it. The sheriff took a shower at the end of a hard day of work.
2. Raise your hand when you can say sentences that tell what a deputy did and said in the first kitchen. (Call on a student. Idea: *A deputy opened the door to the shower. He said, "We have an emergency call."*)
 - Here are sentences that tell what the deputy did and said.
A deputy opened the door. Everybody, say that sentence. (Signal.) *A deputy opened the door.*
He said, "We have an emergency call."
Everybody, say that sentence. (Signal.) *He said, "We have an emergency call."*
3. Write the first part of your paragraph. Copy the first sentence. Then tell about the first picture. Write sentences that tell what the sheriff did and what the deputy did. Be

sure to write a sentence that tells what the deputy said. Put your pencil down when you're finished. You have 4 minutes. (Observe students and give feedback.)

4. (After 4 minutes say:) Stop writing. Let's figure out what must have happened in the middle picture. You can figure out what must have happened in the missing picture by looking at what's different in the first and the last picture. Everything that is different in the last picture gives clues about what must have happened.
 - Everybody, touch the towel in the first picture and the last picture. ✓
The towel was hanging outside the shower in the first picture. In the last picture, it is on the steps. That gives you a clue about something the sheriff must have done.
 - Everybody, touch the sheriff's uniform in the first picture and in the last picture. ✓
That gives you another clue about something the sheriff must have done.
 - Everybody, touch the sheriff's shoes in the first picture and in the last picture. ✓
That gives you a clue about something the sheriff didn't do and something that deputy must have done.
 - Everybody, touch the dog in the first picture and in the last picture. ✓
That gives you a clue about something else the deputy must have done.
5. Write the rest of your paragraph. Tell what must have happened in the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 10 minutes. (Observe students and give feedback.)
6. (After 10 minutes, say:) Stop writing. Make 4 check boxes under your paragraph.
Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. Make sure that you reported on what the people did and said in the first picture. When you're sure that you gave a clear picture of the first picture, put a check in the first box. (Observe students and give feedback.)

- Check 2 says: Did you correctly punctuate the sentence that tells what somebody said? Find the sentence that tells the exact words somebody said. Make sure that you have quote marks in front of the first word the person said and after the last word. Be sure that the first word is capitalized. When you're sure that sentence is punctuated correctly, put a check in the second box. (Observe students and give feedback.)
- Check 3 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the third box. (Observe students and give feedback.)

- Check 4 says: Are all your sentences written correctly? For this check, look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the fourth box. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Indicate the subject, the predicate and the part of speech of specific words in sentences. (Exercise 2)
- Punctuate sentences that have a series of noun or verb phrases. (Exercise 3)
- Identify sets of pictures that are consistent with different descriptions. (Exercise 4)
- Edit and revise a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 5 and 6)

EXERCISE 1 Feedback on Lesson 47

- (Hand back students' work from lesson 47.)
- Praise students who had correct answers for all items in lesson 47 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Sentence Analysis**

- Everybody, open your workbook to lesson 48 and find part A. ✓
 - You're going to circle the whole subject in each sentence and underline the whole predicate. Some of the sentences begin with a part that tells when. In these sentences, the subject starts right after the part that tells when. Circle the subject and underline the predicate. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Sentence 1: A dog and a cat were next to her. What's the subject? (Signal.) *A dog and a cat.*
 - What's the predicate? (Signal.) *Were next to her.*
 - Sentence 2: After the rain stopped, they went to his house. What's the subject? (Signal.) *They.*
 - What's the predicate? (Signal.) *Went to his house after the rain stopped.*
- Now you're going to write the part of speech above each underlined word. Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Sentence 1. **Dog** is a noun. **Cat** is a noun. **Were** is a verb. **Her** is a pronoun.
 - Sentence 2. **Rain** is a noun. **Stopped** is a verb. **They** is a pronoun. **House** is a noun.
 - Sentence 3. **She** is a pronoun. **Put** is a verb. **Apples** is a noun. **Oranges** is a noun.
 - Sentence 4. **Morning** is a noun. **Mother** is a noun. **Drove** is a verb. **Them** is a pronoun.
- Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Punctuating Sentences

Things in a Series

- Everybody, pencils down. Find part B in your workbook.
 - The word **and** is not underlined in these sentences. In some sentences, the word **and** is right. We can say: Tom and Jerry. We can say: ran and hopped. But we don't want to say: Tom and Jerry and Bill. We don't want to say ran and hopped and skipped.
 - I'll read the instructions: If there are two **ands**, cross out the first **and**. Replace it with a comma. If there is only one **and**, leave it.
- I'll read sentence 1: Tom ate chicken and peas and carrots. Here's how that sentence should sound: Tom ate chicken, peas and carrots.
 - Your turn: Fix up sentence 1. Cross out the first **and**. Replace it with a comma. (Observe students and give feedback.)
 - Here's the fixed-up sentence: Tom ate chicken, comma, peas and carrots.
- Sentence 2: Jane jumped rope and climbed on the bars and walked on her hands. Everybody, does that sentence have too many **ands**? (Signal.) Yes.
 - Fix it up. (Observe students and give feedback.)
 - Here's the fixed-up sentence: Jane jumped rope, comma, climbed on the bars and walked on her hands.
- Sentence 3: Jerry jumped up and ran to the door. Everybody, does that sentence have too many **ands**? (Signal.) No.
 - We don't do anything to that sentence.
- Sentence 4: A book and a pencil and a cup fell off the table. Everybody, does that sentence have too many **ands**? (Signal.) Yes.
 - Fix it up. (Observe students and give feedback.)
 - Here's the fixed-up sentence: A book, comma, a pencil and a cup fell off the table.
- Read the rest of the sentences to yourself. If a sentence has too many **ands**, fix it up. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Sentence 5: Alice opened the door and got into the car and drove to work. Everybody, does that sentence have too many **ands**? (Signal.) Yes.
 - Here's the fixed-up sentence: Alice opened the door, comma, got into the car and drove to work.
 - Sentence 6: James and his sister went home. Everybody, does that sentence have too many **ands**? (Signal.) No.
 - Sentence 7: Jane and Tom and Bill ate lunch under the tree. Everybody, does that sentence have too many **ands**? (Signal.) Yes.
 - Here's the fixed-up sentence: Jane, comma, Tom and Bill ate lunch under the tree.
- Raise your hand if you got all the sentences right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

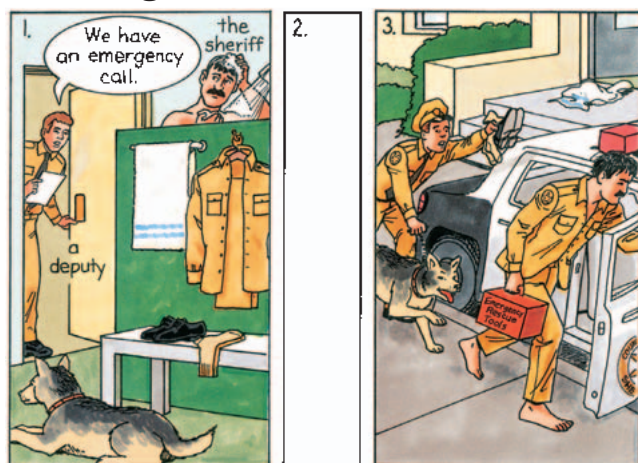
EXERCISE 4 Description

- Everybody, pencils down. Find part C in your workbook. ✓
 - Remember the rule about descriptions: Good descriptions give a clear picture. The good description for these pictures would tell about only one picture. A poor description tells about more than one picture.
- There are three descriptions about the pictures. I'll read the descriptions.
 - Description 1: The house had two trees next to it. It had broken windows.
 - Description 2: The house had two trees next to it. It had broken windows. It had a chimney.
 - Description 3: The house had two trees next to it.
- Your turn: After each description, write the letters for all the pictures that description could tell about. Read each description and write the letters for that description. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Description 1: The house had two trees next to it. It had broken windows. Everybody, which pictures could that description tell about? (Signal.) *B or D*.

- Description 2: The house had two trees next to it. It had broken windows. It had a chimney. Which pictures could that description tell about? (Signal.) *B*.
 - Description 3: The house had two trees next to it. Which pictures could that description tell about? (Signal.) *A, B or D*.
5. Listen: Which is the best description? (Signal.) *Two*.
 - Which is the worst description? (Signal.) *Three*.
 - (Call on a student:) Why is description 3 the worst? (Idea: *It tells about most of the houses.*)
 6. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part C.

LINED PAPER • TEXTBOOK

EXERCISE 5 Practicing Applying Checking Procedure



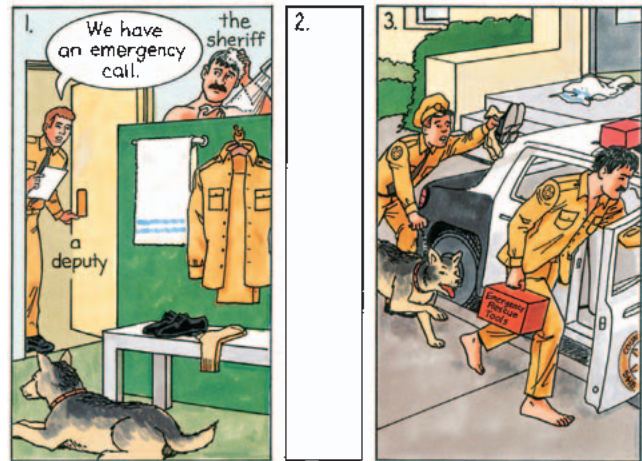
1. Open your textbook to lesson 47 and find part D. ✓
These are the pictures you wrote a paragraph about during the last lesson. The instructions said to write a paragraph that tells what the persons did and said in the first picture and what must have happened in the missing picture.

2. Open your workbook to page 165. ✓
This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: The sheriff took a shower at the end of a hard day of work and a deputy came in to the shower room. The deputy said, "We have an emergency call. The sheriff got ready as fast as he could. He hurried out of the shower and grabbed a towel. He picked up the emergency tool kit and ran outside in his bare feet. He ran towards the police car. His deputy put a leash on the dog. He also grabbed the sheriff's shoes and socks. The deputy and the dog run after the sheriff.
3. Remember the new letter. The letter **Q** stands for quote. If you see the letter **Q**, it means that the writer did not correctly punctuate the sentence that tells what a person said.
 - What does the letter **Q** stand for? (Signal.) *Quote*.
 - What letter will be in the margin if the writer did not correctly punctuate the sentence that tells the exact words somebody said? (Signal.) *Q*.
4. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) *WH*.
Look at the line with the letters **WH**. Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on several students: Idea: *He put on his uniform*. For good sentences: Everybody, say that sentence.)
5. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished.
(Observe students and give feedback.)

6. Check your work.

- On the line with **RO** in the margin, there is a run-on sentence. It says: The sheriff took a shower at the end of a hard day of work and a deputy came in to the shower room. You should have fixed up the run-on sentence by putting a period after the word **work**, crossing out the word **and**, then making the next word begin with a capital. Raise your hand if you fixed up that problem.
 - On the line with **Q** in the margin, there is not a quote mark after the last word the deputy said. You should have put a quote mark after the period following the word **call**. Raise your hand if you fixed up that problem.
 - For the line with **WH** in the margin, you should have written a sentence under the paragraph that tells the sheriff put on his uniform, and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, the sentence says: The deputy and the dog run after the sheriff. You should have crossed out **run** and written **ran**. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
 - Everybody else, fix up any problems you missed.
7. I'll read the paragraph again with the problems fixed up. Listen: The sheriff took a shower at the end of a hard day of work. A deputy came in to the shower room. The deputy said, "We have an emergency call." The sheriff got ready as fast as he could. He hurried out of the shower and grabbed a towel. He put on his uniform. He picked up the emergency tool kit and ran outside in his bare feet. He ran towards the police car. His deputy put a leash on the dog. He also grabbed the sheriff's shoes and socks. The deputy and the dog ran after the sheriff.

EXERCISE 6 Editing and Correcting a Paragraph



1. Find the paragraph you wrote last time. ✓
 - Keep your textbook open to part D on lesson 47.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)
3. You are going to fix up the paragraph you wrote last time.

Remember the new letter. The letter **Q**. The letter **Q** stands for quotation. If you see the letter **Q**, it means that you didn't correctly punctuate the sentence that tells what a person said.

 - Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Punctuate sentences that have a series of noun or verb phrases. (Exercise 2)
- Edit sentences for multiple criteria. (Exercise 3)
- Identify sets of pictures that are consistent with different descriptions. (Exercise 4)
- Write a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 5)

EXERCISE 1 Feedback on Lesson 48

- (Before handing back students' work from lesson 48, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 48.)
- Praise students:
 - a. who had correct answers for all items in lesson 1 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Punctuating Sentences

Things in a Series

1. Everybody, open your workbook to lesson 49 and find part A. ✓
 - The word **and** is not underlined in these sentences. In some sentences, the word **and** is right.
 - I'll read the instructions: If there are two **ands**, cross out the first **and**. Replace it with a comma. If there is only one **and**, leave it.
2. I'll read sentence 1: Jerry got into the car and turned on the engine and drove home. Here's how that sentence should sound: Jerry got into the car, turned on the engine and drove home.
 - Your turn: Fix up sentence 1. Cross out the first **and**. Replace it with a comma. (Observe students and give feedback.)
 - Here's the fixed-up sentence: Jerry got into the car, comma, turned on the engine and drove home.
3. Sentence 2: Mary and Jim and Tom were sick yesterday. Everybody, does that sentence have too many **ands**? (Signal.) Yes.
 - Fix up that sentence. (Observe students and give feedback.)
 - Here's the fixed-up sentence: Mary, comma, Jim and Tom were sick yesterday.
4. Sentence 3: James ate a piece of bread and drank a glass of milk. Everybody, does that sentence have too many **ands**? (Signal.) No.
 - We don't do anything to that sentence.
5. Sentence 4: Bill wore black shoes and a red shirt and brown pants. Everybody, does that sentence have too many **ands**? (Signal.) Yes.
 - Fix it up. (Observe students and give feedback.)
 - Here's the fixed-up sentence: Bill wore black shoes, comma, a red shirt and brown pants.
6. Read the rest of the sentences to yourself. If a sentence has too many **ands**, fix it up. Pencils down when you're finished. (Observe students and give feedback.)
7. Check your work.
 - Sentence 5: A cat and a dog and a pig lived in the barn. Everybody, does that sentence have too many **ands**? (Signal.) Yes.
 - Here's the fixed-up sentence: A cat, comma, a dog and a pig lived in the barn.
 - Sentence 6: My mother and my little sister walked to the store. Everybody, does that sentence have too many **ands**? (Signal.) No.
 - Sentence 7: Walter washed the windows and made his bed and swept the floor. Everybody, does that sentence have too many **ands**? (Signal.) Yes.

- Here's the fixed-up sentence: Walter washed the windows, comma, made his bed and swept the floor.
8. Raise your hand if you got all the sentences right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Editing

Consolidation

1. Everybody, find part B in your workbook. ✓
- The number at the end of each item tells how many mistakes are in the item. Fix up the mistakes in each item. Pencils down when you're finished.
(Observe students and give feedback.)

TEXTBOOK

2. Turn to lesson 49 in your textbook and find part B. It shows the corrected sentences. ✓
- Check your work. Fix up any mistakes.
(Observe students and give feedback.)
3. Raise your hand if you made no mistakes. Great job.

LINED PAPER

EXERCISE 4 Description

1. Everybody, take out a sheet of lined paper and write your name and lesson 49 on the top line. Number your paper 1 through 3. Pencils down when you're finished. ✓
- Find part C in your textbook. ✓
- There are three descriptions for the pictures. Only one of the descriptions is good because only one description gives a clear picture.
2. I'll read each description.
 - Description 1: The house had broken windows. It had a front door.
 - Description 2: The house had broken windows. It had a chimney.
 - Description 3: The house had broken windows. It had a tree next to it.
3. Your turn: Write the letters of all the houses each description could tell about. Read each description carefully and find all the houses it could tell about. Write the letters for each house. Pencils down when you're finished.
(Observe students and give feedback.)

4. Check your work.
 - Description 1: The house had broken windows. It had a front door. Everybody, tell me all the houses that description tells about. (Signal.) *A, C or D.*
 - Description 2: The house had broken windows. It had a chimney. Everybody, tell me all the houses that description tells about. (Signal.) *A.*
 - Description 3: The house had broken windows. It had a tree next to it. Everybody, tell me all the houses that description tells about. (Signal.) *A or C.*
5. One of the descriptions is a good description because it tells about only one house. Circle the number for that description. Circle **1, 2 or 3.** ✓
 - Everybody, what's the number of the good description? (Signal.) *Two.*
 - Yes, description 2 is a good description because it tells about only one of the houses.
6. Raise your hand if you got all the items right. Good work.
 - Everybody else, fix up any mistakes you made.

EXERCISE 5 Paragraph Writing

Quotes and Chronology



1. Everybody, pencils down. Find part D in your textbook. ✓
 - You're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture.
 - I'll read the words in the vocabulary box: **paint, almost, rail, clothes, brushes, bucket.**



- You'll start your paragraph with the sentence that is already written. I'll read it. Jill was almost finished painting the porch rail.
- 2. Raise your hand when you can say sentences that tell what her mother did and said in the first picture. (Call on a student. Idea: *Her mother stood in the doorway. She said, "Get ready for your piano lesson."*)
- Here are sentences that tell what Jill's mother did and said. Jill's mother stood in the doorway. Everybody, say that sentence. (Signal.) *Jill's mother stood in the doorway. She said, "Get ready for your piano lesson."* Everybody, say that sentence. (Signal.) *She said, "Get ready for your piano lesson."*
- 3. Write the first part of your paragraph. Copy the first sentence. Then tell about the first picture. Write sentences that tell what Jill did and what her mother did. Be sure to write a sentence that tells what Jill's mother said. Put your pencil down when you're finished. You have 5 minutes. (Observe students and give feedback.)
- 4. (After 5 minutes say:) Stop writing.
 - Let's figure out what must have happened in the middle picture. You can figure out what must have happened in the missing picture by looking at what's different in the first and the last picture. Everything that is different in the last picture gives clues about what must have happened.
 - Everybody, touch the rail in the first picture and the last picture. ✓
In the first picture, part of the last rail was not painted. In the second picture, the rail was completely painted. That gives you a clue about what Jill must have done first.
 - Everybody, touch the paint brushes in the first and last picture. ✓
That gives you another clue about something Jill must have done.
 - Everybody, touch the rags in the first and last picture. ✓
That gives you another clue about something Jill must have done.
 - Everybody, touch Jill's clothes and what Jill has on her feet in the first picture and in the last picture. ✓
That gives you another clue about something else Jill must have done.
- 5. Write the rest of your paragraph. Tell what must have happened in the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 10 minutes. (Observe students and give feedback.)
- 6. (After 10 minutes, say:) Stop writing. Make 4 check boxes under your paragraph.
 - Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. Make sure that you reported on what the people did and said in the first picture. When you're sure that you gave a clear picture of the first picture, put a check in the first box. (Observe students and give feedback.)
 - Check 2 says: Did you correctly punctuate the sentence that tells what somebody said? Find the sentence that tells the exact words somebody said. Make sure that you have quote marks in front of the first word the person said and after the last word. Be sure that the first word is capitalized. When you're sure that sentence is punctuated correctly, put a check in the second box. (Observe students and give feedback.)

- Check 3 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the third box.
(Observe students and give feedback.)
- Check 4 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell

what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the fourth box.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students should do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Edit and revise a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 2 and 3)
- Rewrite a paragraph so some sentences begin with the part of the predicate that tells when. (Exercise 4)
- Identify sets of pictures that are consistent with different descriptions. (Exercise 5)
- Perform on a mastery test of skills presented in Lessons 41–49. (Exercise 6)

Exercises 7–9 give instructions for marking the test, giving student feedback and providing remedies.

EXERCISE 1 Feedback on Lesson 49

- (Hand back students' work from lesson 49.)
- Praise students who had correct answers for all items in lesson 49 skill exercises.
- Provide feedback on any exercises that were troublesome.

LINED PAPER • TEXTBOOK**EXERCISE 2 Practicing Applying Checking Procedure**

1. Open your textbook to lesson 49 and find part D. ✓

These are the pictures you wrote a paragraph about during the last lesson. The instructions said to write a paragraph that tells what the people did and said in the first picture and what must have happened in the missing picture.

2. Open your workbook to page 172. ✓

This is a paragraph a student wrote about those pictures. The paragraph has some problems. I'll read it. Listen: Jill had almost finished painting the porch rail and her mother came to the door. She said, "get ready for your piano lesson." Jill finish painting the rail and cleaned up her mess. She put the paint brushes in the paint cleaner. She put the lid on the paint. She

also folded the rags. She took off her work boots and went inside. She sat on the piano bench with her mother.

3. Remember the new letter. The letter **Q** stands for quote. If you see the letter **Q**, it means that the writer did not correctly punctuate the sentence that tells what a person said.
 - What does the letter **Q** stand for? (Signal.) *Quote*.
 - What letter will be in the margin if the writer did not correctly punctuate the sentence that tells the exact words somebody said? (Signal.) **Q**.
4. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened. Everybody, what letters will be in the margin if the writer left out a sentence? (Signal.) **WH**.
Look at the line with the letters **WH** in the margin. Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on several students: *Jill changed into a pink dress and white shoes*. For good sentences: *Everybody, say that sentence*.)
5. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished.
(Observe students and give feedback.)

6. Check your work.
 - On the line with **RO** in the margin, there is a run-on sentence. It says: Jane had almost finished painting the porch rail and her mother came to the door. You should have fixed up the run-on sentence by putting a period after the word **rail**, crossing out the word **and**, then making the word **her** begin with a capital **H**. Raise your hand if you fixed up that problem.
 - On the line with **Q** in the margin, there is a problem with the sentence that tells what Jill's mother said. She said, "Get ready for your piano lesson." The first word she said is not capitalized. You should have made the word **get** begin with a capital **G**. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** the margin, the sentence says: Jill finish painting the rail and cleaned up her mess. You should have fixed up **finish** to say **finished** with an **e-d** ending. Raise your hand if you fixed up that problem.
 - For the line with **WH** in the margin, you should have written a sentence under the paragraph that tells what clothes Jill changed into and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
 - Everybody else, fix up any problems you missed.
7. I'll read the paragraph with all the problems fixed up. Listen: Jill had almost finished painting the porch rail. Her mother came to the door. She said, "Get ready for your piano lesson." Jill finished painting the rail and cleaned up her mess. She put the paint brushes in the paint cleaner. She put the lid on the paint. She also folded the rags. She took off her work boots and went inside. She changed into a pink dress and white shoes. She sat on the piano bench with her mother.

EXERCISE 3 Editing and Correcting a Paragraph



1. Find the paragraph you wrote last time. ✓
 - Keep your textbook open to part D on lesson 49. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: Everybody, say that sentence.)
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

EXERCISE 4 Rewriting

Beginning with the Part That Tells When

1. Everybody, pick up the lined paper from lesson 49. ✓
Turn the lined paper to the other side. Write your name and lesson 50 on the top line. ✓
 - Everybody, pencils down. Turn to lesson 50 in your textbook and find part A. ✓
 - You're going to copy this whole paragraph, but you'll rewrite two of the sentences so they begin with the part that tells when. There are more than two sentences that have a part that tells when, but you're going to rewrite only two of them. You can pick any two sentences that have a part that tells when.
2. I'll read the paragraph. Follow along. Mary flew her kite in the morning. A great wind came up suddenly. Mary's kite went high into the clouds. That kite was in the air for three hours.
3. When you rewrite two sentences so they begin with the part that tells when, the paragraph will sound better. You'll see.
 - Write your paragraph. Remember, change two of the sentences so they start with the part that tells when. Punctuate those sentences correctly. Pencils down when you're finished. You have 4 minutes. (Observe students and give feedback.)
4. (After 4 minutes, say:) Stop writing. (Call on several students to read their paragraphs.)
5. Check your work.
 - Listen: Raise your hand if you rewrote this sentence: Mary flew her kite in the morning. ✓
 - Here's what you should have for that sentence: In the morning, comma, Mary flew her kite.
 - Raise your hand if you rewrote this sentence: A great wind came up suddenly. ✓
 - Here's what you should have for that sentence: Suddenly, comma, a great wind came up.
 - Raise your hand if you rewrote this sentence: That kite was in the air for three hours. ✓
 - Here's what you should have for that sentence: For three hours, comma, that kite was in the air.

6. Raise your hand if you rewrote both of your sentences correctly. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 5 Description

1. Skip a line on your paper. Then number your paper 1 through 3. ✓
 - Everybody, pencils down. Find part B in your textbook. ✓
 - There are three descriptions for the pictures. Only one of the descriptions is good because only one description gives a clear picture.
2. I'll read each description.
 - Description 1: The kite had stripes. The kite also had a long tail.
 - Description 2: The kite was big. The kite had a short tail.
 - Description 3: The kite had a short tail. The kite also had stripes.
3. Your turn: Write the letters of all the kites each description could tell about. Read each description carefully and find all the kites it could tell about. Write the letters for each description. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work.
 - Description 1: The kite had stripes. The kite also had a long tail. Everybody, tell me all the kites that description tells about. (Signal.) A or B.
 - Description 2: The kite was big. The kite had a short tail. Everybody, tell me all the kites that description tells about. (Signal.) C or D.
 - Description 3: The kite had a short tail. The kite also had stripes. Everybody, tell me the kite that description tells about. (Signal.) C.
5. One of the descriptions is a good description because it tells about only one kite. Circle the number for that description. Circle 1, 2 or 3. ✓
 - Everybody, what's the number of the good description? (Signal.) Three.
 - Yes, description 3 is a good description because it tells about only one of the kites.
6. Raise your hand if you got all the items right. Good work.
 - Everybody else, fix up any mistakes you made.

EXERCISE 6 Test 6

Parts of Speech

1. The rest of the lesson is a test. You'll do the whole test and then I'll mark it. Open your workbook to lesson 50 and find part A of test 5. ✓
2. Listen: Write **N** above each underlined noun. Write **P** above each underlined pronoun. Write **V** above each underlined verb. Do it. Pencils down when you're finished.

Subject/Predicate

1. Everybody, find part B. ✓
2. I'll read the instructions: For each sentence, circle the subject and underline the whole predicate. Do it. Pencils down when you're finished.

Quotations—Said/Asked

1. Everybody, find part C. ✓
2. I'll read the instructions: For each sentence, fill in the blank with the word **asked** or the word **said**. Then make the correct ending mark. Do it. Pencils down when you're finished.

Beginning with the Part That Tells When

1. Everybody, find part D. ✓
2. I'll read the instructions: Put a comma in each sentence that begins with the part that tells when. Do it. Pencils down when you're finished.
3. (When students finish the test, collect their workbooks.)

EXERCISE 7 Marking the Test

1. (Mark the workbooks before the next scheduled language lesson. Use the *Language Arts Answer Key* to determine acceptable responses for the test.)
2. (Write the number of errors each student made on the test in the test scorebox at the beginning of the test.)

3. (Enter the number of errors each student made on the Summary for Test 5. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)

EXERCISE 8 Feedback on Test 5

1. (Return the students' workbooks after they are marked.)
 - Everybody, open your workbook to lesson 50.
2. The number I wrote in the test scorebox tells how many items you got wrong on the whole test. Raise your hand if I wrote **0, 1 or 2** at the top of your test. **Those are super stars.**
 - Raise your hand if I wrote **3 or 4**. Those are pretty good workers.
 - If I wrote a number that's more than 4, you're going to have to work harder.

EXERCISE 9 Test Remedies

- (Before beginning lesson 51, provide any necessary remedies. Present exercises verbally before having students write the answers. After students complete the exercises specified for a remedy, check their work and give feedback.)

Test Part A

Parts of Speech

If more than 1/4 of the students made 2 or more errors in test part A, present the following exercises:

- (Direct students to part A on page 190 of the student workbook.)
Write **N** above each underlined noun.
Write **P** above each underlined pronoun.
Write **V** above each underlined verb.
- (Direct students to part B on page 190 of the student workbook.)
Write **N** above each underlined noun.
Write **P** above each underlined pronoun.
Write **V** above each underlined verb.

Test Part B

Subject/Predicate

If more than 1/4 of the students made 2 or more errors in test part B, present the following exercises:

- (Direct students to part C on page 190 of the student workbook.)
For each sentence, circle the subject and underline the whole predicate.
- (Direct students to part D on page 191 of the student workbook.)
For each sentence, circle the subject and underline the whole predicate.

Test Part C

Quotations—Said/Asked

If more than 1/4 of the students made any errors in test part C, present the following exercises:

- (Direct students to part E on page 191 of the student workbook.)

For each sentence, fill in the blank with the word **asked** or the word **said**. Then make the correct ending mark.

- (Direct students to part F on page 191 of the student workbook.)

For each sentence, fill in the blank with the word **asked** or the word **said**. Then make the correct ending mark.

Test Part D

Beginning with the Part That Tells When

If more than 1/4 of the students made 2 or more errors in test part D, present the following exercises:

- (Direct students to part G on page 192 of the student workbook.)
Put a comma in each sentence that begins with the part that tells when.
- Direct students to part H on page 192 of the student workbook.)
Put a comma in the sentences that begin with the part that tells when.

Objectives

- **Select the appropriate verb (**was** or **were**) to agree with the subject of the sentence.** (Exercise 1)
- Indicate the subject, the predicate and the part of speech of specific words in sentences. (Exercise 2)
- Punctuate sentences that have a series of noun or verb phrases. (Exercise 3)
- **Write a 2-sentence description that tells about only one of four similar pictures.** (Exercise 4)
- Write a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 5)

WORKBOOK

EXERCISE 1 Verb Agreement

Was/Were

1. Everybody, open your workbook to lesson 51 and find part A. ✓
 - The verb is missing in each sentence. You're going to complete each sentence with the verb **was** or the verb **were**.
 - Here's the rule about using **was** or **were** when you're talking about one or more than one: If the subject of the sentence names only one, you use **was**. If the subject names more than one, you use **were**.
2. What verb do you use if the subject names only one? (Signal.) *Was*.
 - What verb do you use if the subject names more than one? (Signal.) *Were*.
 - (Repeat step 2 until firm.)
3. In each sentence, any words before the blank are the subject. Here are the subjects for the sentences:
 - Sentence 1: those girls.
 - Sentence 2: girls and boys.
 - Sentence 3: a baby.
 - Sentence 4: five dogs.
 - Sentence 5: those three books.
 - Sentence 6: my mother.
 - Sentence 7: he.
 - Sentence 8: they.
4. Touch sentence 1:
 - What's the subject? (Signal.) *Those girls*.
 - Does the subject name one or more than one? (Signal.) *More than one*.
- So what verb goes in the blank? (Signal.) *Were*.
Here's the sentence: Those girls **were** happy.
- Sentence 2. What's the subject? (Signal.) *Girls and boys*.
- Does the subject name one or more than one? (Signal.) *More than one*.
- So what verb goes in the blank? (Signal.) *Were*.
Here's the sentence: Girls and boys **were** hungry.
- Sentence 3: What's the subject? (Signal.) *A baby*.
- Does the subject name one or more than one? (Signal.) *One*.
- So what verb goes in the blank? (Signal.) *Was*.
- Say the sentence with **was**. (Signal.) *A baby was sleepy*.
5. Fill in the blanks with the right verb. Pencils down when you're finished. (Observe students and give feedback.)
6. Check your work.
 - Sentence 1: Those girls **were** happy.
 - Sentence 2: Girls and boys **were** hungry.
 - Sentence 3: A baby **was** sleepy.
 - Sentence 4: Five dogs **were** chasing a cat.
 - Sentence 5: Those three books **were** new.
 - Sentence 6: My mother **was** next to the car.
 - Sentence 7: He **was** at the park.
 - Sentence 8: They **were** late for school.
7. Raise your hand if you got all the verbs right. Great job.

- Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Sentence Analysis

1. Everybody, find part B. ✓
 - You're going to circle the whole subject in each sentence and underline the whole predicate. Some of the sentences begin with a part that tells when. In these sentences, the subject starts right after the part that tells when. Circle the subject and underline the predicate. Pencils down when you're finished.
(Observe students and give feedback.)
2. Check your work.
 - Sentence 1: She had more stickers than James had. What's the subject? (Signal.) *She.*
 - What's the predicate? (Signal.) *Had more stickers than James had.*
 - Sentence 2: Yesterday afternoon, they cleaned their room. What's the subject? (Signal.) *They.*
 - What's the predicate? (Signal.) *Cleaned their room yesterday afternoon.*
 - Sentence 3: When the sun came up, Alice called him. What's the subject? (Signal.) *Alice.*
 - What's the predicate? (Signal.) *Called him when the sun came up.*
 - Sentence 4: My sister gave me a new shirt. What's the subject? (Signal.) *My sister.*
 - What's the predicate? (Signal.) *Gave me a new shirt.*
3. Now you're going to write the part of speech above each underlined word. Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Pencils down when you're finished.
(Observe students and give feedback.)
4. Check your work.
 - Sentence 1. **She** is a pronoun. **Had** is a verb. **Stickers** is a noun.
 - Sentence 2. **Afternoon** is a noun. **They** is a pronoun. **Cleaned** is a verb. **Room** is a noun.
 - Sentence 3. **Sun** is a noun. **Alice** is a noun. **Called** is a verb. **Him** is a pronoun.
 - Sentence 4. **Sister** is a noun. **Gave** is a verb. **Me** is a pronoun.
5. Raise your hand if you got all the words right. Great job.

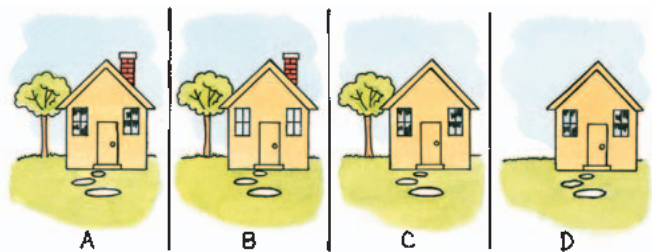
- Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Punctuating Sentences

Things in a Series

1. Everybody, find part C. ✓
Remember the rule for these sentences: If there are two **ands**, cross out the first one and replace it with a comma. If there is only one **and**, leave it.
2. Your turn: Fix up the sentences that have too many **ands**. Pencils down when you are finished.
(Observe students and give feedback.)
3. Check your work.
 - Sentence 1: They bought three apples and six oranges. Everybody, does that sentence have too many **ands**? (Signal.) *No.*
 - So that sentence is all right the way it is.
 - Sentence 2: His sister bought five apples and two oranges and three carrots. Everybody, does that sentence have too many **ands**? (Signal.) *Yes.*
 - Here's the fixed-up sentence: His sister bought five apples, comma, two oranges and three carrots.
 - Sentence 3: Raymond and Ned talked quietly. Everybody, does that sentence have too many **ands**? (Signal.) *No.*
 - Sentence 4: Alice and Julio and Clark talked quietly. Everybody, does that sentence have too many **ands**? (Signal.) *Yes.*
 - Here's the fixed-up sentence: Alice, comma, Julio and Clark talked quietly.
 - Sentence 5: We cleaned our room and ate dinner and did our homework before we went to sleep. Everybody, does that sentence have too many **ands**? (Signal.) *Yes.*
 - Here's the fixed-up sentence: We cleaned our room, comma, ate dinner and did our homework before we went to sleep.
4. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Writing Descriptions

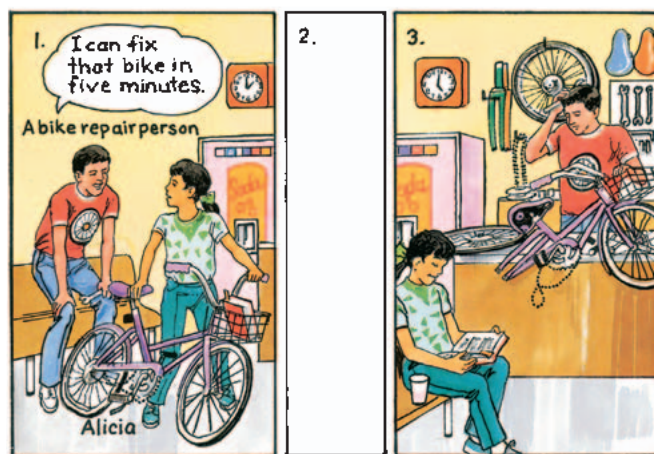


- Everybody, take out a sheet of lined paper and write your name and lesson 51 on the top line. Pencils down when you're finished. ✓
- Open your textbook to lesson 51 and find part D. ✓
- We're going to play a description game.
- Listen: I'll show you how it works. The house I'm going to describe is either house A, B or C. It's not house D. I'm going to make up a description that could tell about any of those houses. My description starts with the words **the house**—but remember, the description tells about house A, B or C.
- Listen: The house had a tree next to it. That description could tell about house A or house B or house C.
- New game: **You're** going to make up a sentence that describes house A, house C or house D. Remember, your sentence can't say anything about letters. It must start with the words **the house**. Raise your hand when you can say a sentence that tells about house A, house C or house D, but not about house B.
- (Call on a student:) Say the sentence for house A, C or D. *The house had broken windows.*
- New game: You're going to make up a sentence that tells about house A or house B. Remember, your description can't tell about house C or house D. Raise your hand when you can say a sentence that tells about house A or house B.
- (Call on a student:) Say the sentence for house A or house B. *The house had a chimney.*
- Your turn to write a description that has two sentences. Listen: First write a sentence that tells about house A, house C or house D.
(Observe students and give feedback.)

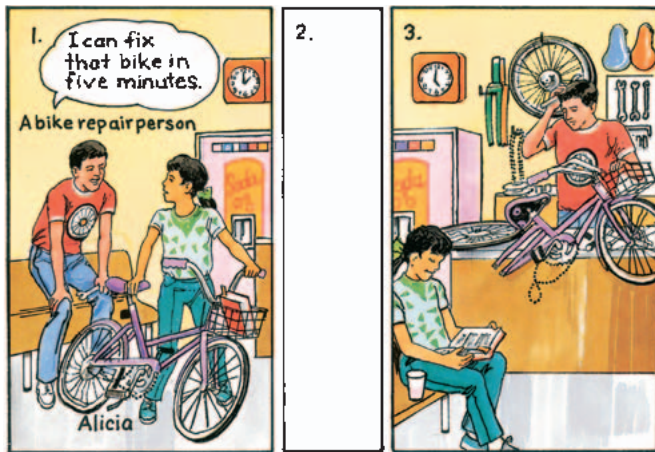
- (Call on a student:) Read your sentence for house A, C or D. *The house had broken windows.*
- Now you're going to write one more sentence so that your **whole** description tells only about house A. Read your first sentence. Then write one more sentence. Begin that sentence with the words **the house**. Look at houses A, C and D and figure out what you can say so your description tells only about house A. Pencils down when you're finished. (Observe students and give feedback.)
 - Your second sentence should say: The house had a chimney. Raise your hand if you got it right.
 - (Call on several students:) Read your whole description for house A. Everybody else, listen and make sure it tells only about house A. (Praise good descriptions such as: *The house had broken windows. The house had a chimney.*)
 - Everybody, raise your hand if your description tells only about house A.
 - Everybody else, fix up your description so it tells only about house A.

EXERCISE 5 Paragraph Writing

Quotes and Chronology



- Everybody, pencils down. Find part E in your textbook. You're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture.



- I'll read the words in the vocabulary box: **chain, wheel, tools, twist, puzzled, o'clock.**
 - You'll start your paragraph with the sentence that is already written. I'll read it. The back wheel of Alicia's bike was badly bent.
2. Then, you'll write sentences about the first picture. Raise your hand when you can say a sentence that tells where Alicia brought her bike. (Call on a student. Idea: *Alicia brought her bike to a repair shop.*)
- The bike repair person looked at the bike and said something. Everybody, what did he say? (Signal.) *I can fix that bike in five minutes.*
 - So you write the sentences: The bike repair person said, "I can fix that bike in five minutes." Everybody, say that sentence. (Signal.) *The bike repair person said, "I can fix that bike in five minutes."*
3. After you write about the first picture, you'll write about what must have happened in the middle picture. You can figure out what must have happened in the missing picture by looking at what's different in the first and the last picture. Everything that is different in the last picture gives clues about what must have happened.

- Everybody, touch the bike in the first and the last picture. ✓
In the first picture the bike is on the floor. In the last picture, the bike is on the counter. In the first picture, the back wheel is on the bike. In the last picture the wheel is not on the bike. It's on the counter. That gives you a clue about some things that the bike repair person must have done.
 - Touch the book in the first and last picture. ✓
That gives you a clue about something Alicia must have done.
 - Touch the clock in the first picture and in the last picture. ✓
That gives you a clue about how long the bike repair person must have worked on the bike.
4. Write the paragraph. Copy the first sentence. Then write about the first picture. Tell what Alicia did and what the bike repair person did and what the bike repair person said. Then write about the important things that must have happened in the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 10 minutes. (Observe students and give feedback.)
5. (After 10 minutes, say:) Stop writing. Make 4 check boxes under your paragraph.
- Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. Make sure that you reported on what the people did and said in the first picture. When you're sure that you gave a clear picture of the first picture, put a check in the first box. (Observe students and give feedback.)
 - Check 2 says: Did you correctly punctuate the sentence that tells what somebody said? Find the sentence that tells the exact words somebody said. Make sure that you have quote marks in front of the first word the person said and after the last word. Be sure that the first word is capitalized. When you're sure that sentence is punctuated correctly, put a check in the second box. (Observe students and give feedback.)

- Check 3 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the third box.
(Observe students and give feedback.)
- Check 4 says: Are all your sentences written correctly? For this check, look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell

what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the fourth box.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Select the appropriate verb (**was** or **were**) to agree with the subject of the sentence. (Exercise 2)
- Indicate the subject, the predicate and the part of speech of specific words in sentences. (Exercise 3)
- **Rewrite sentences that have a series of noun or verb phrases.** (Exercise 4)
- Write a 2-sentence description that tells about only one of four similar pictures. (Exercise 5)
- Edit and revise a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 6 and 7)

EXERCISE 1 Feedback on Lesson 51

- (Hand back students' work from lesson 51.)
- Praise students who had correct answers for all items in lesson 51 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Verb Agreement****Was/Were**

- Everybody, open your workbook to lesson 52 and find part A. ✓
 - The verb is missing in each sentence. You're going to complete each sentence with the verb **was** or the verb **were**.
 - Remember the rule about using **was** or **were**: If the subject of the sentence names only one, you use **was**. If the subject names more than one, you use **were**.
- What verb do you use if the subject names only one? (Signal.) *Was*.
 - What verb do you use if the subject names more than one? (Signal.) *Were*.
 - (Repeat step 2 until firm.)
- In each sentence, any words before the blank are the subject. Here are the subjects for the sentences:

Sentence 1: my father.
Sentence 2: her older brothers.

Sentence 3: they.

Sentence 4: two horses.

Sentence 5: I.

Sentence 6: their dad.

Sentence 7: my mother and father.

- Touch sentence 1.

What's the subject? (Signal.) *My father*.

- Does the subject name one or more than one? (Signal.) *One*.
- So what verb goes in the blank? (Signal.) *Was*.
- Say the sentence with **was**. (Signal.) *My father was sick*.
- Sentence 2. What's the subject? (Signal.) *Her older brothers*.
- Does the subject name one or more than one? (Signal.) *More than one*.
- So what verb goes in the blank? (Signal.) *Were*.
- Say the sentence with **were**. (Signal.) *Her older brothers were behind the car*.
- Sentence 3. What's the subject? (Signal.) *They*.
- Does the subject name one or more than one? (Signal.) *More than one*.
- So what verb goes in the blank? (Signal.) *Were*.
- Say the sentence with **were**. (Signal.) *They were eating dinner*.

5. Fill in the blanks with the right verb. Pencils down when you're finished.
(Observe students and give feedback.)
6. Check your work.
 - Sentence 1: My father **was** sick.
 - Sentence 2: Her older brothers **were** behind the car.
 - Sentence 3: They **were** eating dinner.
 - Sentence 4: Two horses **were** in the barn.
 - Sentence 5: I **was** walking my dog.
 - Sentence 6: Their dad **was** eating lunch.
 - Sentence 7: My mother and father **were** happy.
7. Raise your hand if you got all the verbs right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Sentence Analysis

1. Everybody, find part B. ✓
 - You're going to circle the whole subject in each sentence and underline the whole predicate. Some of the sentences begin with a part that tells when. In these sentences, the subject starts right after the part that tells when. Circle the subject and underline the predicate. Pencils down when you're finished.
(Observe students and give feedback.)
2. Check your work.
 - Sentence 1: Last winter, they went to see their grandmother. What's the subject? (Signal.) *They*.
 - What's the predicate? (Signal.) *Went to see their grandmother last winter.*
 - Sentence 2: It was next to the big bottle. What's the subject? (Signal.) *It*.
 - What's the predicate? (Signal.) *Was next to the big bottle.*
 - Sentence 3: After they ate, she played with the baby. What's the subject? (Signal.) *She*.
 - What's the predicate? (Signal.) *Played with the baby after they ate.*
 - Sentence 4: Linda and James sat near me. What's the subject? (Signal.) *Linda and James*.
 - What's the predicate? (Signal.) *Sat near me.*
3. Now you're going to write the part of speech above each underlined word. Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Raise your hand when you're finished.
(Observe students and give feedback.)

4. Check your work.
 - Sentence 1. **Winter** is a noun. **They** is a pronoun. **Went** is a verb. **Grandmother** is a noun.
 - Sentence 2. **It** is a pronoun. **Was** is a verb. **Bottle** is a noun.
 - Sentence 3: **They** is a pronoun. **She** is a pronoun. **Played** is a verb. **Baby** is a noun.
 - Sentence 4: **Linda** is a noun. **James** is a noun. **Sat** is a verb. **Me** is a pronoun.
5. Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER

EXERCISE 4 Rewriting Sentences

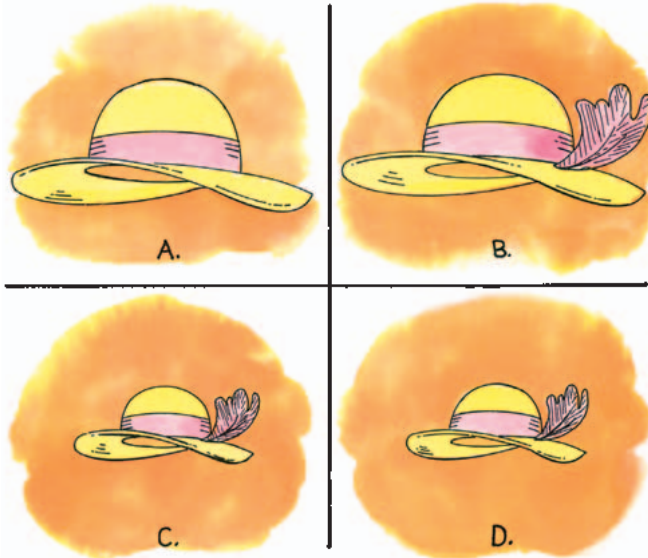
Things in a Series

1. Everybody, pick up the lined paper from lesson 51. ✓
 - Turn the lined paper to the other side. Write your name and lesson 52 on the top line. Then write the number 1 on your paper. Pencils down when you're finished. ✓
 - Find part C in your workbook.
 - Here are sentences with too many **ands**. You're going to **rewrite** each sentence so it has only one **and**. You'll put a comma for each **and** that you leave out.
2. I'll read sentence 1: The boy ran and slipped on the ice and fell down. Here's how you're going to rewrite that sentence: The boy ran, comma, slipped on the ice and fell down.
 - Write that sentence on your paper. Then rewrite the other sentences so they have only one **and**. Pencils down when you are finished.
(Observe students and give feedback.)
3. Check your work. I'll read the fixed-up sentences.
 - Sentence 1: Capital **T**, The boy ran, comma, slipped on the ice and fell down, period.
 - Sentence 2: Capital **J**, John, comma, Mary and Jim went jogging, period. All the names are capitalized.
 - Sentence 3: Capital **T**, They were tired, comma, thirsty and hungry, period.

4. Raise your hand if you made no mistakes. Great job.
- Everybody else, fix up any mistakes you made in part C.

TEXTBOOK

EXERCISE 5 Writing Descriptions



1. Everybody, skip a line on your paper and write the number 1.
 - Open your textbook to lesson 52 and find part D. ✓
 - I'll read the instructions: Write a description that has two sentences. First, write a sentence that tells about hat B, hat C, or hat D. Next, write a sentence that makes your description tell only about hat B. Start your description with the words **the hat**.
2. Everybody, write the first sentence of your description. Remember, the first sentence tells about hat B, hat C or hat D. The sentence starts with the words **the hat**. (Observe students and give feedback.)
 - (Call on several students:) Read your first sentence. (Idea: *The hat had a feather.*)
 - (After each description, ask:) Everybody, does that sentence tell about hat B, C or D?
 - Make sure your first sentence says something like: The hat had a feather. Raise your hand when your first sentence is all right.
3. Now write your second sentence so that your whole description tells only about hat B. Start with the words **the hat**. Pencils down when you are finished. (Observe students and give feedback.)

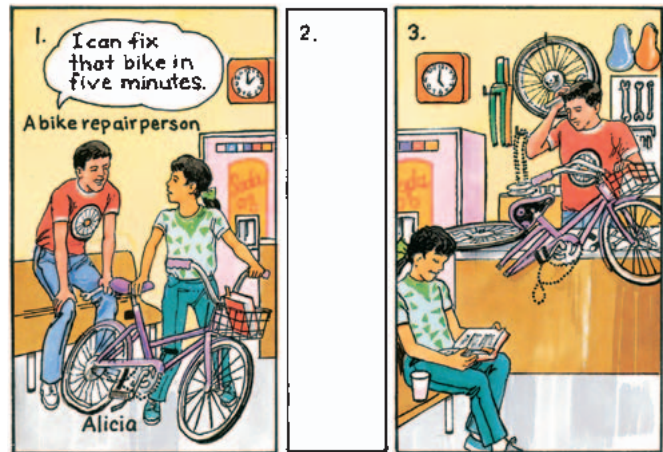
- (Call on several students:) Read your whole description. (Praise descriptions such as: *The hat had a feather. The hat was large.*)
 - (After each description, ask:) Everybody, does that whole description tell only about hat B?
4. Raise your hand if you wrote a description that tells only about hat B.
 - Everybody else, fix up your description so it tells only about hat B.

EXERCISE 6 Practicing Applying Checking Procedure

1. Turn back to lesson 51 in your textbook and find part E. ✓
These are the pictures you wrote a paragraph about during the last lesson.
2. Open your workbook to page 151. ✓
This is a paragraph a student wrote about those pictures. The paragraph tells what the people did and said in the first picture and what must have happened in the missing picture. I'll read it. Listen: The back wheel of Alicia's bike was badly bent. Alicia took her bike to a bike repair shop and the repair person looked at the bent wheel on her bike. "He said I can fix that bike in five minutes." He put the bike on the counter. Alicia sat on a bench. She read a book and drank a soda while she waited. The bike repair person work on the bike for hours. He was not able to figure out how to fix the wheel.
3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened.
Look at the line with the letters **WH**. Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on several students: Idea: *The bike repair person took the back wheel off the bike.* For good sentences:) Everybody, say that sentence.
4. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished. (Observe students and give feedback.)
5. Check your work.

- On the line with **RO** in the margin, there is a run-on sentence. It says: Alicia took her bike to a bike repair shop and the repair person looked at the bent wheel on her bike. You should have fixed up the run-on sentence by putting a period after the word **shop**, crossing out the word **and**, then making the word **the** begin with a capital **T**. Raise your hand if you fixed up that problem.
 - On the line with **Q** in the margin, there is a problem with the sentence that tells what the bike repair person said. He said, "I can fix that bike in five minutes." The first quote mark is in the wrong place and a comma is missing. You should have crossed out the first quote mark and written a comma after **said**, then put a quote mark just before the first word the person said. That word is **I**. Raise your hand if you fixed up that problem.
 - For the line with **WH** in the margin, you should have written a sentence under the paragraph that tells that the bike repair person took the back wheel off the bike and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, the sentence says: The bike repair person work on the bike for hours. You should have fixed up **work** to say **worked** with an **e-d** ending. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
6. I'll read the paragraph with the problems fixed up. Listen: The back wheel of Alicia's bike was badly bent. Alicia took her bike to a bike repair shop. The repair person looked at the bent wheel on her bike. He said, "I can fix that bike in five minutes." He put the bike on the counter. He took off the back wheel. Alicia sat on a bench. She read a book and drank a soda while she waited. The bike repair person worked on the bike for hours. He was not able to figure out how to fix the wheel.

EXERCISE 7 Editing and Correcting a Paragraph



1. Find the paragraph you wrote during lesson 51. ✓
 - Keep your textbook open to part E on lesson 51. Those are the pictures you wrote about during the last lesson. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Select the appropriate verb (**was** or **were**) to agree with the subject of the sentence. (Exercise 2)
- Edit sentences for multiple criteria. (Exercise 3)
- Rewrite sentences that have a series of noun or verb phrases. (Exercise 4)
- **Write a scene-setting description for one of two similar pictures.** (Exercise 5)
- Write a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 6)

EXERCISE 1 Feedback on Lesson 52

- (Before handing back students' work from lesson 52, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 52.)
- Praise students:
 - a. who had correct answers for all items in lesson 52 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Verb Agreement

Was/Were

1. Everybody, open your workbook to lesson 53 and find part A. ✓
2. Remember the rule about using **was** or **were**. If the subject of the sentence names only one, what verb do you use? (Signal.) *Was*.
 - If the subject names more than one, what verb do you use? (Signal.) *Were*.
 - (Repeat step 2 until firm.)
3. Your turn: Write the correct verb in each blank. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work.
 - Sentence 1. What's the subject? (Signal.) *Jenny and John*.
 - Say the whole sentence. (Signal.) *Jenny and John were reading*.
 - Sentence 2. What's the subject? (Signal.) *That pencil*.

- Say the whole sentence. (Signal.) *That pencil was sharp*.
 - Sentence 3. What's the subject? (Signal.) *Five fish*.
 - Say the whole sentence. (Signal.) *Five fish were swimming in the tank*.
 - Sentence 4. What's the subject? (Signal.) *Terry*.
 - Say the whole sentence. (Signal.) *Terry was fishing from the boat*.
 - Sentence 5. What's the subject? (Signal.) *An old woman*.
 - Say the whole sentence. (Signal.) *An old woman was tired*.
 - Sentence 6. What's the subject? (Signal.) *They*.
 - Say the whole sentence. (Signal.) *They were playing football*.
5. Raise your hand if you got all the verbs right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Editing Consolidation

1. Everybody find part B in your workbook. ✓
 - The number at the end of each item tells how many mistakes are in the item. Some items have sentences that begin with a part that tells when. Remember, if a sentence begins with a part that tells when, there should be a comma just before the subject.
2. Fix up the mistakes in each item. Pencils down when you're finished. (Observe students and give feedback.)

TEXTBOOK

3. Turn to lesson 53 in your textbook and find part B. It shows the corrected sentences. ✓

- Check your work. Fix up any mistakes. (Observe students and give feedback.)
4. Raise your hand if you made no mistakes. Great job.

LINED PAPER

EXERCISE 4 Rewriting Sentences

Things in a Series

1. Everybody, take out a sheet of lined paper and write your name and lesson 53 on the top line. Then write the number 1 on your paper. Raise your hand when you're finished. ✓
- Everybody, pencils down. Find part C in your textbook. ✓
- The sentences in part C have too many **ands**. You're going to rewrite each sentence so it has only one **and**. You'll put a comma for each **and** that you leave out.
2. Write each sentence so it has only one **and**. Pencils down when you're finished. (Observe students and give feedback.)
3. Check your work.
 - Sentence 1: Capital **M**, My mother, comma, my father and my brother were sleeping, period.
 - Sentence 2: Capital **W**, We ate cereal, comma, eggs and pancakes for breakfast, period.
 - Sentence 3: Capital **I**, I bought an apple, comma, an orange and a peach, period.
4. Raise your hand if you got all the sentences right. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Writing Descriptions

Setting the Scene

1. Write a description about picture 1. Tell where the girls were and what they were doing.



2. Write a description about picture 2. Tell where the girls were and what they were doing.

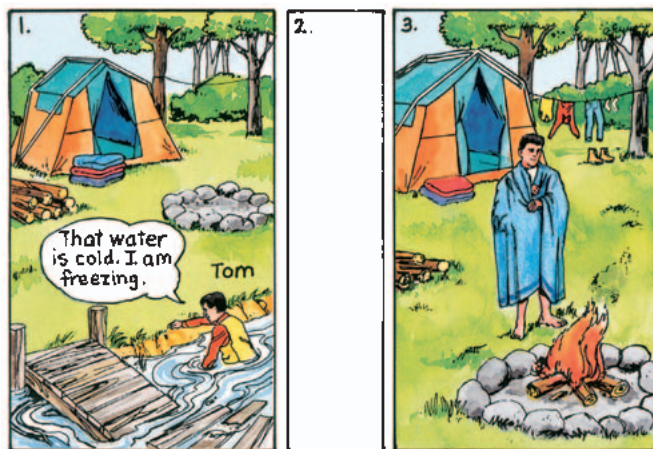


1. Everybody, skip a line on your paper and write the number 1. Pencils down.
 - Find part D in your textbook. ✓
 - You're going to write descriptions that have more than one sentence. Each description will tell where the girls **were** and what they **were doing**. Each description should give a clear picture.
2. Listen. Your first description will tell about picture 1. Look at picture 1 and make sure you don't say anything that could tell about picture 2.
 - Where were the girls in picture 1? (Call on a student. Idea: *On the grass in front of a house.*)
 - What were the girls doing in picture 1? (Call on a student. Idea: *Sitting on the grass and reading books.*)
 - What kind of house was in picture 1? (Call on a student. Idea: *A large house.*)
3. Write your description for picture 1. Tell where the girls **were** and what they **were doing**. Don't tell what they did. You can write as many sentences as you need. Start your description with **three girls**. First tell where they were. Then tell what they were doing. Pencils down when you're finished. (Observe students and give feedback.)
4. I'll read a super description for picture 1. Listen: Three girls were in front of a large house. They were sitting on the grass. They were reading books.
5. Let's listen to some of the descriptions you wrote. Listen carefully and make sure the description tells where the girls **were** and what they **were doing**.
 - (Call on several students to read their descriptions. Praise descriptions that tell where the girls were and what they were doing in picture 1.)
6. Now write a description for picture 2. Tell where the girls were and what they were doing. Don't tell what they did. Write as many sentences as you need. You **can't** start your description with three girls because there aren't three girls in that picture. Pencils down when you're finished with your description. (Observe students and give feedback.)

7. I'll read a super description for picture 2. Listen: Two girls were on the grass next to a small house. They were jumping rope.
8. Let's listen to some of the descriptions you wrote. Listen carefully and make sure the description tells where the girls were and what they were doing.
 - (Call on several students to read their descriptions. Praise descriptions that tell where the girls were and what they were doing in picture 2.)
9. Check your descriptions. Make sure the first sentence tells where the girls were. Make sure the second description tells what the girls were doing.

EXERCISE 6 Paragraph Writing

Quotes and Chronology



1. Everybody, pencils down. Find part E in your textbook. ✓
You're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture.
 - I'll read the words in the vocabulary box: **clothesline, dried, clothes, climb, water, campsite, blanket.**
 - You'll start your paragraph with the sentence that is already written. I'll read it. When the bridge broke, Tom fell into the stream.
 2. Then, you'll write sentences about the first picture. Raise your hand when you can say a sentence that tells what Tom did in that picture. (Call on a student. Idea: *Tom stood up in the water. He walked to the bank of the stream.*)
 - Everybody, what did Tom say? (Signal.) *That water is cold. I am freezing.*
3. After you write about the first picture, you'll write about what must have happened in the middle picture. You can figure out what must have happened in the missing picture by looking at what's different in the first and the last picture. Everything that is different in the last picture gives clues about what must have happened.
 - Everybody, touch the campfire pit in the first picture and the last picture. ✓
That gives you a clue about something that Tom must have done.
 - Touch the blanket in the first and last picture. ✓
That gives you another clue about something Tom must have done.
 - Touch the rope between the trees in the first and last picture. ✓
That gives you another clue about something Tom must have done.
 4. Write the paragraph. Copy the first sentence. Then write about the first picture. Tell what Tom did and said in the first picture. Then write about the important things that must have happened in the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 12 minutes. (Observe students and give feedback.)
 5. (After 12 minutes, say:) Stop writing. Make 4 check boxes under your paragraph.
 - Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. Make sure that you reported on what the people did and said in the first picture. When you're sure that you gave a clear picture of the first picture, put a check in the first box. (Observe students and give feedback.)
 - Check 2 says: Did you correctly punctuate the sentence that tells what somebody said? Find the sentence that tells the exact words somebody said. Make sure that you have quote marks in front of the first word

the person said and after the last word. Be sure that the first word is capitalized. When you're sure that sentence is punctuated correctly, put a check in the second box.

(Observe students and give feedback.)

- Check 3 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the third box.

(Observe students and give feedback.)

- Check 4 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There

should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the fourth box.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Select the appropriate verb (**was** or **were**) to agree with the subject of the sentence (**you**). (Exercise 2)
- Write a scene-setting description for one of two similar pictures. (Exercise 3)
- Edit and revise a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 4 and 5)

EXERCISE 1 Feedback on Lesson 53

- (Hand back students' work from lesson 53.)
- Praise students who had correct answers for all items in lesson 53 skill exercises.
- Provide feedback on any exercises that were troublesome.

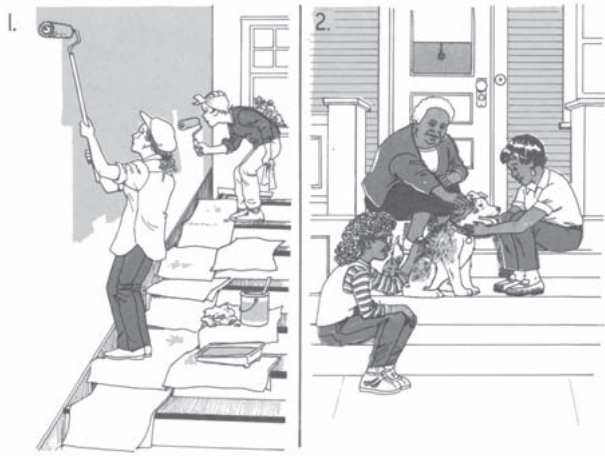
WORKBOOK**EXERCISE 2 Verb Agreement****You**

1. Everybody, open your workbook to lesson 54 and find part A. ✓
- **You** is a pronoun. **You** can be used to refer to one person or more than one person. The verb that goes with **you** is always the verb for more than one person. This is never correct: You **was** sleeping. This is always correct: You **were** sleeping.
2. The subject of sentence 1 is **you**. Say the sentence with the right verb. (Signal.) *You were right.*
- The subject of sentence 2 is **you**. Say the sentence with the right verb. (Signal.) *You were late yesterday.*
3. Your turn: Complete each sentence with the verb **was** or the verb **were**. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work.

- Read sentence 1. (Signal.) *You were right.*
- Read sentence 2. (Signal.) *You were late yesterday.*
- Read sentence 3. (Signal.) *She was sad.*
- Read sentence 4. (Signal.) *You were not home yesterday.*
- Read sentence 5. (Signal.) *He was late.*
- Read sentence 6. (Signal.) *They were sick.*
- Read sentence 7. (Signal.) *His dog was friendly.*
- Read sentence 8. (Signal.) *You were hiding.*
- 5. Raise your hand if you got all the verbs right. Great job.
- Everybody else, fix up any mistakes you made in part A.

LINED PAPER**EXERCISE 3 Writing Descriptions****Setting the Scene**

1. Everybody, pick up the lined paper from lesson 53. ✓
- Turn the lined paper to the other side. Write your name and lesson 54 on the top line. Then write the number 1. Put your pencils down when you're finished. ✓
- Find part B in your workbook.
- You're going to write descriptions that have more than one sentence. Each description will tell where the women were and what they were doing. Each description should give a clear picture.



2. Listen: Your first description will tell about picture 1. Look at picture 1 and make sure you don't say anything that could tell about picture 2.
 - Where were the women in picture 1? (Call on a student. Idea: *On stairs that were inside a house.*)
 - What were the women doing in picture 1? (Call on a student. Idea: *Painting the wall.*)
3. Write your description for picture 1. Tell where the women **were** and what they **were doing**. Don't tell what they did. You can write as many sentences as you need. Start your description with **two women**. First tell where they were. Then tell what they were doing. Pencils down when you're finished. (Observe students and give feedback.)
4. I'll read two super descriptions for picture 1. Here's the first description: Listen: Two women were inside a house. They were standing on the stairs and painting a wall. Here's another description: Two women were on stairs that were inside a house. The women were painting a wall. Let's listen to some of the descriptions you wrote. Listen carefully and make sure the description tells where the two women **were** and what they **were doing**.
 - (Call on several students to read their descriptions. Praise descriptions that tell where the women were and what they were doing in picture 1.)
5. Now write a description for picture 2. Tell where the women were and what they were doing. You can't start your description with two women because there are more than two women in picture 2. Write as many

sentences as you need. Pencils down when you're finished.

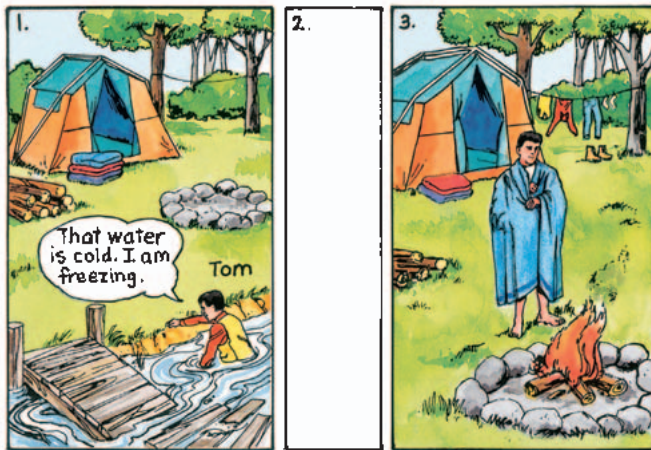
(Observe students and give feedback.)

6. I'll read two super descriptions for picture 2. Here's the first description: Listen: Three women were outside a house. They were sitting on the front steps and petting a dog. Here's another description: Three women were on the front steps of a house. They were sitting and petting a dog.
7. Let's listen to some of the descriptions you wrote. Listen carefully and make sure the description tells where the women were and what they were doing.
 - (Call on several students to read their descriptions. Praise descriptions that tell where the women were and what they were doing in picture 2.)
8. Check your descriptions. Make sure the first sentence tells where the women were. Make sure the second description tells what the women were doing.

TEXTBOOK

EXERCISE 4 Practicing Applying Checking Procedure

1. Turn back to lesson 53 in your textbook and find part E. ✓
These are the pictures you wrote a paragraph about during the last lesson.
2. Open your workbook to page 168. ✓
This is a paragraph a student wrote about those pictures. The paragraph should tell about what the people did and said in the first picture and what must have happened in the missing picture. There are some problems. I'll read the paragraph. Listen: When the bridge broke, Tom fell into the stream. He stood up in the water. He said, "That water is cold." I am freezing." He climbed out of the stream he carried several logs to a campfire pit and built a fire. He took off his wet clothes and boots. He took a blanket from his tent and put it over him. He walk over to the fire to get warm.
3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened.



- Look at the line with the letters **WH** in the margin. ✓
- Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on a student. Idea: *He hung the wet clothes on a rope tied between two trees.* For good sentences: *Everybody, say that sentence.*)
- 4. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished. (Observe students and give feedback.)
- 5. Check your work.
 - On the line with **Q** in the margin, there is a problem with how the writer punctuated the sentences that tell what Tom said. Tom said two sentences. That water is cold. I am freezing. The writer put a quote mark at the end of each sentence. You should have crossed out the quote mark at the end of the first sentence after the word **cold**. You just put a quote mark in front of the first word the person said and after the last word the person said. Raise your hand if you fixed up that problem.
 - On the line with **CP** in the margin, there is not a period after the sentence that says: He climbed out of the stream. You should have put a period after **stream** and capitalized the **h** in the word **he** following the period. Raise your hand if you fixed up that problem.
 - For the line with **WH** in the margin, you should have written a sentence under the paragraph that tells that Tom hung his wet clothes on a rope tied between two trees, and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.

- On the line with **D-I-D** in the margin, the sentence does not tell what Tom did. You should have fixed up **walk** to say **walked**.
- Raise your hand if you fixed up all the problems.
- Everybody else, fix up any problems you missed.
- I'll read the paragraph with the problems fixed up. Listen: When the bridge broke, Tom fell into the stream. He stood up in the water. He said, "That water is cold. I am freezing." He climbed out of the stream. He carried several logs to a campfire pit and built a fire. He took off his wet clothes and boots. He hung them on a rope that was tied between two trees. He took a blanket from his tent and put it over him. He walked over to the fire to get warm.

EXERCISE 5 Editing and Correcting a Paragraph

1. Find the paragraph you wrote during lesson 53. ✓
 - Keep your textbook open to part E on lesson 53.
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say: *Everybody, say that sentence.*)
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Apply capitalization rules for names of people, days of the week and months of the year. (Exercise 2)
- Write sentences that have a series of noun phrases. (Exercise 3)
- Write a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 4)

EXERCISE 1 Feedback on Lesson 54

- (Before handing back students' work from lesson 54, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 54.)
- Praise students:
 - a. who had correct answers for all items in lesson 54 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

TEXTBOOK

EXERCISE 2 Capitalizing

Days, Months, Names

1. All parts of today's lesson are in the textbook. Everybody, open your textbook to lesson 55 and find part A. ✓
 - This page gives you some new rules about capitalizing nouns. I'll read, you follow along. Some nouns are always capitalized no matter where they appear in sentences.
 - **A person's name** is always capitalized. You already know that rule.
 - **Days of the week** are always capitalized. That's a new rule.
 - **Months of the year** are always capitalized. That's another new rule.
2. Touch the words below the rules. All these words are capitalized. Each word is either a **day of the week**, a **month of the year** or a **person's name**.
 - You're going to tell me why each word is capitalized.

3. Item 1: January. My turn to tell why **January** is always capitalized: It's a month of the year.
 - Item 2: Tuesday. Your turn: Why is **Tuesday** always capitalized? (Signal.) *It's a day of the week.*
 - Item 3: Sunday. Why is **Sunday** always capitalized? (Signal.) *It's a day of the week.*
 - Item 4: September. Why is **September** always capitalized? (Call on a student.) *It's a month of the year.*
 - Item 5: Carlos. Why is **Carlos** always capitalized? (Call on a student.) *It's a person's name.*
 - (Repeat step 3 until firm.)
4. Remember, all these words are nouns.

LINED PAPER

Rule Application

1. Everybody, take out a sheet of lined paper and write your name and lesson 55 on the top line. Number your paper 1 through 6. Raise your hand when you're finished. ✓
 - Everybody, find part B in your textbook.
 - I'll read the instructions: For each noun, write **day, month** or **name**. **Day, month** or **name** tells why each word is capitalized. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work. I'll say the nouns. You say what you wrote.
 - Item 1: Bill Lee. (Signal.) *Name.*
 - Item 2: Thursday. (Signal.) *Day.*
 - Item 3: December. (Signal.) *Month.*
 - Item 4: February. (Signal.) *Month.*
 - Item 5: Saturday. (Signal.) *Day.*
 - Item 6: James. (Signal.) *Name.*

3. Raise your hand if you got all the items right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 3 Writing Sentences

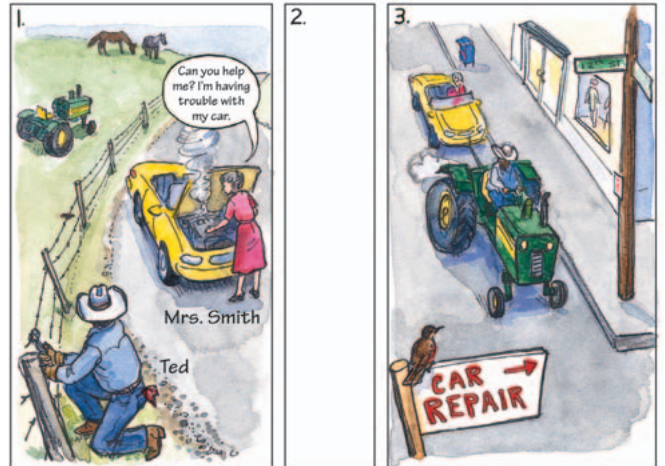
Things in a Series

1. Everybody, skip a line on your paper and write the number 1. ✓
 - Everybody, find part C in your textbook.
 - You're going to write sentences that need a comma because you'll leave out the word **and**.
2. I'll read item 1: Make up a sentence that tells the things the man painted.
 - (Call on a student:) Name the three things the man painted in picture 1. (Idea: *A table, a chair and a door.*)
 - Everybody, write your sentence for picture 1. Start with the words **the man painted**. Pencils down when you're finished. (Observe students and give feedback.)
 - (Call on several students to read their sentence. Praise sentences that name all three items and have the word **and** only before the last item.)
3. I'll read item 2: Make up a sentence that tells what the woman wore.
 - (Call on a student:) Name the three things the woman wore. (Idea: *Sandals, a bathing suit and a hat.*)
 - Everybody, write your sentence for picture 2. Pencils down when you're finished. (Observe students and give feedback.)
 - (Call on several students to read their sentence. Praise sentences that name all three items and have the word **and** only before the last item.)
4. I'll read item 3: Make up a sentence that tells the things the man carried.
 - (Call on a student:) Name the three things the man carried. (Idea: *A saw, a hammer and a bag of nails.*)
 - Everybody, write your sentence for picture 3. Pencils down when you're finished. (Observe students and give feedback.)
 - (Call on several students to read their sentence. Praise sentences that name all three items and have the word **and** only before the last item.)

5. Check your sentences. Make sure you have a comma where the word **and** could have gone.
6. Raise your hand if you got all the items right. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Paragraph Writing

Quotes and Chronology



1. Everybody, pencils down. Find part D in your textbook. ✓
 - You're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture. I'll read the words in the vocabulary box: **tractor, engine, attach**.
 - You'll start your paragraph with the sentence that is already written. I'll read it. Ted was repairing a fence when he heard a car making funny noises.
2. Then, you'll write sentences about the first picture. Look at the first picture. Mrs. Smith was standing by her car. Smoke was coming out of the engine.
 - Everybody, what did Mrs. Smith say? (Signal.) *Can you help me? I'm having trouble with my car.*
 - So you write: Mrs. Smith said, "Can you help me? I'm having trouble with my car." Everybody, say that. (Signal.) Mrs. Smith said, "Can you help me? I'm having trouble with my car."
3. After you write about the first picture, you'll write about what must have happened in the middle picture. Everything that is different in the last picture gives clues about what must have happened.

- Everybody, touch the hood of the car in the first picture and the last picture. ✓
In the first picture, the hood is up and smoke is coming from the engine. In the last picture, the hood is down and no smoke is coming from the engine. That gives you a clue about something that must have happened.
 - Touch the tractor in the first and the last picture. ✓
In the first picture, the tractor is in the field. In the last picture, the tractor is pulling the car.
That gives you a clue about what Ted did.
 - Touch Mrs. Smith in the first and last picture. ✓
In the first picture, she's standing in front of the car. In the last picture, she's sitting in the car.
That gives you another clue about other things that must have happened.
4. Write the paragraph. Copy the first sentence. Then write about the first picture. Tell what Ted and what Mrs. Smith did in the first picture. Tell what Mrs. Smith said. Then write about the important things that must have happened in the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 12 minutes.
(Observe students and give feedback.)
5. (After 12 minutes, say:) Stop writing. Make 4 check boxes under your paragraph.
- Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. Make sure that you reported on what the people did and said in the first picture. When you're sure that you gave a clear picture of the first picture, put a check in the first box.
(Observe students and give feedback.)

- Check 2 says: Did you correctly punctuate the sentence that tells what somebody said? Find the sentence that tells the exact words somebody said. Make sure that you have quote marks in front of the first word the person said and after the last word. Be sure that the first word is capitalized. When you're sure that sentence is punctuated correctly, put a check in the second box.
(Observe students and give feedback.)
- Check 3 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the third box.
(Observe students and give feedback.)
- Check 4 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the fourth box.
(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students should do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Indicate the subject, the predicate and the part of speech of specific words in sentences. (Exercise 2)
- Apply capitalization rules for names of people, days of the week and months of the year. (Exercise 3)
- Write sentences that have a series of noun phrases. (Exercise 4)
- Edit and revise a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 5 and 6)

EXERCISE 1 Feedback on Lesson 55

- (Hand back students' work from lesson 55.)
- Praise students who had correct answers for all items in lesson 55 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Sentence Analysis**

- Everybody, open your workbook to lesson 56 and find part A. ✓
 - You're going to circle the whole subject in each sentence and underline the whole predicate. Some of the sentences begin with a part that tells when. In these sentences, the subject starts right after the part that tells when. Circle the subject and underline the predicate. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Sentence 1: Suddenly, a big wind knocked him off the chair. What's the subject? (Signal.) *A big wind.*
 - What's the predicate? (Signal.) *Knocked him off the chair suddenly.*
 - Sentence 2: He put a cow and a pig in the old red barn. What's the subject? (Signal.) *He.*
 - What's the predicate? (Signal.) *Put a cow and a pig in the old red barn.*
 - Sentence 3: After lunch, my mother took me to the swimming pool. What's the subject? (Signal.) *My mother.*
 - What's the predicate? (Signal.) *Took me to the swimming pool after lunch.*
 - Sentence 4: A snowball landed next to her. What's the subject? (Signal.) *A snowball.*
 - What's the predicate? (Signal.) *Landed next to her.*
- Now you're going to write the part of speech above each underlined word. Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - Sentence 1. **Wind** is a noun. **Knocked** is a verb. **Him** is a pronoun. **Chair** is a noun.
 - Sentence 2. **Put** is a verb. **Cow** is a noun. **Pig** is a noun. **Barn** is a noun.
 - Sentence 3. **Lunch** is a noun. **Mother** is a noun. **Me** is a pronoun. **Pool** is a noun.
 - Sentence 4. **Snowball** is a noun. **Landed** is a verb. **Her** is a pronoun.
- Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Capitalization

Days, Months, Names

- Everybody, pencils down. Find part B. ✓
 - You know rules about words that are always capitalized no matter where they appear in sentences.
A person's name is always capitalized.
Days of the week are always capitalized.
Months of the year are always capitalized.
- I'll read the instructions: For each noun, write **day, month** or **name**. **Day, month** or **name** tells why each word is capitalized. Do it now. Pencils down when you're finished.
(Observe students and give feedback.)
- Check your work. I'll say the nouns. You say what you wrote.
 - Item 1: Jay Turner. (Signal.) *Name*.
 - Item 2: October. (Signal.) *Month*.
 - Item 3: Wednesday. (Signal.) *Day*.
 - Item 4: Friday. (Signal.) *Day*.
 - Item 5: David. (Signal.) *Name*.
 - Item 6: December. (Signal.) *Month*.
- Raise your hand if you got all the items right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER

EXERCISE 4 Writing Sentences

Things in a Series

- Everybody, pick up the lined paper from lesson 55. ✓
 - Turn the lined paper to the other side. Write your name and lesson 56 on the top line. Then write the number 1. Pencils down when you're finished. ✓
 - Find part C in your workbook.
 - You're going to write sentences that need a comma because you'll leave out the word **and**.
- I'll read item 1: Make up a sentence that tells who went into the store.
 - (Call on a student:) Name the three people who went into the store in picture 1. (Idea: *Ted, Doris and Kim*.)
 - Yes, Ted, Doris and Kim went into the store. Everybody, write your sentence for picture 1.

- (Observe students and give feedback.)
- (Call on several students to read their sentence. Praise sentences that name all three people and have the word **and** only before the last person.)
 - I'll read item 2: Make up a sentence that tells which animals stood on a diving board.
 - (Call on a student:) Name the three animals that stood on the diving board. (Idea: *A dog, a cat and a goat*.)
 - Everybody, write your sentence for picture 2.
(Observe students and give feedback.)
 - (Call on several students to read their sentence. Praise sentences that name all three animals and have the word **and** only before the last animal.)
 - I'll read item 3: Make up a sentence that tells the things the woman juggled.
 - (Call on a student:) Name the three things the woman juggled. (Idea: *A bottle, a can and a ball*.)
 - Everybody, write your sentence for picture 3.
(Observe students and give feedback.)
 - (Call on several students to read their sentence. Praise sentences that name all three items and have the word **and** only before the last object.)
 - Check your sentences. Make sure you have a comma where the word **and** could have gone.
 - Raise your hand if you got all the items right. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Practicing Applying Checking Procedure

- Turn back to lesson 55 in your textbook and find part D. ✓
These are the pictures you wrote a paragraph about during the last lesson.
- Open your workbook to page 174. ✓
This is a paragraph a student wrote about those pictures. The paragraph tells about what the people did and said in the first picture and what must have happened in the missing picture. The paragraph has

some problems. I'll read it. Listen: Ted was repairing a fence when he heard a car making funny noises. Mrs. Smith stood next to the car. Smoke was coming from the engine. Mrs. Smith said "Can you help me? I'm having trouble with my car." Ted tried to help he lifted up the hood. He made the engine stop smoking but could not get the car to start. Mrs. Smith steered the car as Ted pulled the car with his tractor.

3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened.

- Look at the line with the letters **WH**. ✓
- Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on a student. Idea: *He tied one end of a rope to the front of the car and the other end to a tractor.* For good sentences:) Everybody, say that sentence.

4. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished.

(Observe students and give feedback. For good sentences:) Everybody, say that sentence.

5. Check your work.

- On the line with **Q** in the margin, there is a problem with how the writer punctuated the sentence that tells what Mrs. Smith said. There should be a comma after the word **said**. Raise your hand if you fixed up that problem.
- On the line with **CP** in the margin, there is not a period after the sentence: Ted tried to help. You should have put a period after the word **help** and made the **h** in **he** a capital **H**. Raise your hand if you fixed up that problem.
- For the line with **WH** in the margin, you should have written a sentence that tells Ted tied a rope to the front end of the car and to the back end of the tractor. Raise your hand if you fixed up that problem.

6. I'll read the paragraph with the problems fixed up. Listen: Ted was repairing a fence when he heard a car making funny noises. Mrs. Smith stood next to the car. Smoke was coming from the engine. Mrs. Smith said, "Can you help me? I'm having trouble with my car." Ted tried to help. He lifted up the hood. He made the engine stop smoking but could not get the car to start. He rode his tractor over to the car. He tied one end of a rope to the front end of the car and the other end of the rope to the tractor. Mrs. Smith steered the car as Ted pulled the car with his tractor.

- Raise your hand if you fixed up all the problems.
- Everybody else, fix up any problems you missed.

EXERCISE 6 Editing and Correcting a Paragraph

1. Find the paragraph you wrote during lesson 55. ✓
 - Keep your textbook open to part E on lesson 55. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better.
(Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Match pronouns (**I, me, we, us**) with appropriate referents. (Exercise 2)
- Indicate the subject, the predicate and the part of speech of specific words in sentences. (Exercise 3)
- **Write sentences that have a series of verb phrases.** (Exercise 4)
- Write a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 5)

EXERCISE 1 Feedback on Lesson 56

- (Before handing back students' work from lesson 56, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 56.)
- Praise students:
 - a. who had correct answers for all items in lesson 56 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Parts of Speech

I, Me, We, Us

1. Everybody, open your workbook to lesson 57 and find part A. ✓
 - The middle column shows names. The other columns show some new pronouns. These are pronouns that people use when they talk about themselves.
2. The first pronoun is **I**. When some of the people in the middle column talk, they can say **I**.
 - The first names are **Sue and Alice**. Sue and Alice can't say **I** when they talk about Sue and Alice. They would say **we**: "**We** are happy."
 - The next name in the column is **Mrs. Jones**. Mrs. Jones could say **I**. She might say, "**I** am going to the store."
 - There are two other names in the middle column that could say **I**. Raise your hand when you know which names those are.
3. The next pronoun is **me**. Some of the names in the middle column could say **me**. Those are the same names that could say **I**.
 - The first names are **Sue and Alice**. Sue and Alice couldn't say **me**. They would say **us** or **we**.
 - The next name is **Mrs. Jones**. Mrs. Jones could say **me**. She might say, "Give it to **me**."
 - Two more names in the middle column could say **me**. Draw lines from all the names that could say **me** to the pronoun **me**. (Observe students and give feedback.)
4. The next pronoun is **we**. Your turn: Draw lines from all the names in the middle column that could say **we**. (Observe students and give feedback.)
 - Everybody, read the first names that could say **we**. (Signal.) *Sue and Alice*.
 - Read the next names that could say **we**. (Signal.) *Tom and Jill*.
 - Read the last names that could say **we**. (Signal.) *Ted, Ned and Fred*.
5. The last pronoun is **us**. Those are the same names that could say **we**. Your turn: Draw lines from all the names in the first column that could say **us**. (Observe students and give feedback.)

- (Call on a student:) Read the names that could say **us**. *Sue and Alice; Tom and Jill; Ted, Ned and Fred.*
6. Raise your hand if you got everything right. Great job.
 - Everybody else, fix up any mistakes you made in part A.
 7. Remember, **I**, **me**, **we** and **us** are pronouns people use when they talk about themselves. When you use the pronoun **I**, you always capitalize it. Raise your hand if you already knew that rule about **I**.

EXERCISE 3 Sentence Analysis

1. Everybody, find part B in your workbook. ✓ You're going to circle the whole subject in each sentence and underline the whole predicate. Some of the sentences begin with a part that tells when. In these sentences, the subject starts right after the part that tells when.
 - Circle the subject and underline the predicate. Pencils down when you're finished.
(Observe students and give feedback.)
2. Check your work.
 - Sentence 1: After the rain stopped, we walked to school. What's the subject? (Signal.) *We*.
 - What's the predicate? (Signal.) *Walked to school after the rain stopped.*
 - Sentence 2: Last night, I helped him do his homework. What's the subject? (Signal.) *I*.
 - What's the predicate? (Signal.) *Helped him do his homework last night.*
 - Sentence 3: The airplane took her to Texas. What's the subject? (Signal.) *The airplane.*
 - What's the predicate? (Signal.) *Took her to Texas.*
 - Sentence 4: She taught me how to fix bikes. What's the subject? (Signal.) *She*.
 - What's the predicate? (Signal.) *Taught me how to fix bikes.*
3. Now you're going to write the part of speech above each underlined word. Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Pencils down when you're finished.
(Observe students and give feedback.)
4. Check your work.

- Sentence 1. **Rain** is a noun. **We** is a pronoun. **Walked** is a verb. **School** is a noun.
 - Sentence 2. **I** is a pronoun. **Helped** is a verb. **Him** is a pronoun. **Homework** is a noun.
 - Sentence 3. **Airplane** is a noun. **Took** is a verb. **Her** is a pronoun. **Texas** is a noun.
 - Sentence 4. **She** is a pronoun. **Taught** is a verb. **Me** is a pronoun. **Bikes** is a noun.
5. Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER • TEXTBOOK

EXERCISE 4 Sentence Writing

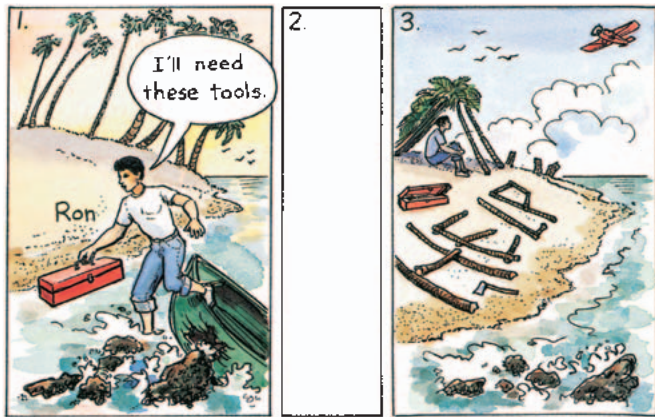
Actions in a Series

1. Everybody, take out a sheet of lined paper and write your name and lesson 57 on the top line. Then write the number 1. Pencils down when you're finished. ✓
 - Open your textbook to lesson 57 and find part C. ✓
 - You're going to write sentences that tell the three things each character did. Each sentence will have a comma after the first thing the character **did**.
2. Touch the pictures for sentence 1. Everybody, who did things in item 1? (Signal.) *Rosa*.
 - What are the three things Rosa did? (Signal.) *Hung up the phone, put on her coat and went outside.*
 - So here's the sentence for item 1: Rosa hung up the phone, put on her coat and went outside. Listen again: Rosa hung up the phone, put on her coat and went outside.
 - Write sentence 1. Remember the comma. (Observe students and give feedback.)
 - Read your sentence. (Signal.) *Rosa hung up the phone, put on her coat and went outside.*
 - Everybody, check your sentence to make sure you have a comma after **hung up the phone**.
3. Touch the pictures for sentence 2. Everybody, who did things in these pictures? (Signal.) *Jason*.

- What are the three things he did? (Call on a student. Idea: *Picked up a dog, put the dog in the tub and turned on the water.*)
 - Write sentence 2. Start with **Jason** and tell the three things he did. Remember the comma.
(Observe students and give feedback.)
 - Check your sentence. Your sentence should say something like this: Jason picked up a dog, put the dog in the tub and turned on the water. You should have a comma after the first thing he did. Raise your hand if you got it right.
4. Raise your hand if you wrote both sentences correctly.
- Everybody else, fix up any mistakes.

EXERCISE 5 Paragraph Writing

Quotes and Chronology



1. Everybody, pencils down. Find part D in your textbook. ✓
You're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture.
 - I'll read the words in the vocabulary box: **ax, carried, built, toolbox, chopped, dragged, sign, shelter.**
 - You'll start your paragraph with the sentence that is already written. I'll read it. Ron's boat sank near a desert island.
2. Then, you'll write sentences about the first picture. Raise your hand when you can say sentences that tell what Ron did in that picture. (Call on several students. Idea: *Ron walked out of the boat. He carried a toolbox. He walked toward the island.* For good sentences:) **Everybody, say that sentence.**

- Everybody, what did Ron say? (Signal.) *I'll need these tools.*
3. After you write about the first picture, you'll write about what must have happened in the middle picture. Everything that is different in the last picture gives clues about what must have happened.
 - Touch the help sign on the beach in the last picture. It looks like the sign is made from the trees that were on the island.
 - Touch the toolbox in the first and last picture. ✓
 - In the last picture, the toolbox is open. We can see an ax on the beach. That gives us a clue about how Ron made the sign.
 - Touch the shelter Ron is sitting under in the last picture. That gives us a clue to something else Ron must have done.
 4. Write the paragraph. Copy the first sentence. Then write about the first picture. Tell what Ron did and said in the first picture. Then write about the important things that must have happened in the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 12 minutes. (Observe students and give feedback.)
 5. (After 12 minutes, say:) **Stop writing.** Make 4 check boxes under your paragraph.
 - Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. Make sure that you reported on what the people did and said in the first picture. When you're sure that you gave a clear picture of the first picture, put a check in the first box. (Observe students and give feedback.)
 - Check 2 says: Did you correctly punctuate the sentence that tells what somebody said? Find the sentence that tells the exact words somebody said. Make sure that you have quote marks in front of the first word the person said and after the last word. Be sure that the first word is capitalized. When you're sure that sentence is punctuated correctly, put a check in the second box. (Observe students and give feedback.)

- Check 3 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the third box.
(Observe students and give feedback.)
- Check 4 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell

what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the fourth box.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs.
Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students should do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Match pronouns (**I, me, we, us**) with appropriate referents. (Exercise 2)
- Edit sentences for multiple criteria (including **was/were** and capitalizing proper nouns). (Exercise 3)
- Write a sentence that has a series of verb phrases. (Exercise 4)
- Edit and revise a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 5 and 6)

EXERCISE 1 Feedback on Lesson 57

- (Hand back students' work from lesson 57.)
- Praise students who had correct answers for all items in lesson 57 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Parts of Speech****I, Me, We, Us**

- Everybody, open your workbook to lesson 58 and find part A. ✓
 - The middle column shows names. The other columns show some pronouns. These are pronouns that people use when they talk about themselves.
- The first pronoun is **I**. When some of the people in the middle column talk, they can say **I**.
 - The first name in the middle is **Mr. Alvarez**. Mr. Alvarez could say **I**. He might say, "I am going to work."
 - There are two other names in the middle column that could say **I**. Raise your hand when you know which names those are.
 - Everybody, what's the next name that could say **I**? (Signal.) *Jason*.
 - Everybody, what's the last name that could say **I**? (Signal.) *Debbie*.
- Draw lines from the names that could say **I** to the pronoun **I**. (Observe students and give feedback.)
- The next pronoun is **me**. Some of the names in the middle column could say **me**. Those are the same names that could say **I**.
 - Draw lines from all the names that could say **me** to the pronoun **me**. (Observe students and give feedback.)
 - (Call on a student:) Read the three names in the middle column that could say **me**. *Mr. Alvarez, Jason and Debbie*.
- The next pronoun is **we**. Your turn: Draw lines from all the names in the middle column that could say **we**. (Observe students and give feedback.)
 - Everybody, read the first names that could say **we**. (Signal.) *Alice and Jane*.
 - Read the next names that could say **we**. (Signal.) *Bryan, Tim and Robin*.
 - Read the last names that could say **we**. (Signal.) *Chris and James*.
- The last pronoun is **us**. Those are the same names that could say **we**. Your turn: Draw lines from all the names in the middle column that could say **us**. (Observe students and give feedback.)
 - (Call on a student:) Read the names that could say **us**. *Alice and Jane; Bryan, Tim and Robin; Chris and James*.

6. Raise your hand if you got everything right.
 - Everybody else, fix up any mistakes you made in part A.
7. Remember, **I**, **me**, **we** and **us** are pronouns people use when they talk about themselves. The word **I** is always capitalized.

EXERCISE 3 Editing Sentences

Consolidation

1. Everybody, find part B in your workbook. ✓
The number at the end of each item tells how many mistakes are in the item. There are lots of mistakes in these items. Remember the rules about capitalizing: People's names are capitalized. So are days of the week and months of the year. Also, remember the rule about the verbs **was** and **were**: If the subject names one thing, use the verb **was**. If the subject names more than one thing, use **were**. Also use **were** if the subject is you.
2. Fix up the mistakes in each item. Pencils down when you're finished.
(Observe students and give feedback.)

TEXTBOOK

3. Turn to lesson 58 in your textbook and find part B. It shows the corrected sentences.
 - Check your work. Fix up any mistakes.
(Observe students and give feedback.)
4. Raise your hand if you made no mistakes. Great job.

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EXERCISE 4 Writing Sentences

Actions in a Series

1. Everybody, pick up the lined paper from lesson 57. ✓
 - Turn the lined paper to the other side. Write your name and lesson 58 on the top line. Then write the number 1.
 - Find part C in your textbook. ✓
 - You're going to write a sentence for the row of pictures. Your sentence will start by naming a person. Then the sentence will tell three things the person did. Remember the comma after you tell the first thing the person did.

2. Touch the pictures for your sentence. Who did things in these pictures? (Signal.) A *janitor*.
 - Write your sentence. Pencils down when you're finished.
(Observe students and give feedback.)
3. (Call on several students to read their sentence. Praise sentences such as: *A janitor washed the chalkboard, put the chair on the desk and swept the floor.*)
 - Check your sentence. Make sure you have a comma after the first thing the janitor did.
4. Raise your hand if you got your sentence right. Great job.
 - Everybody else, fix up any mistakes you made in part C.

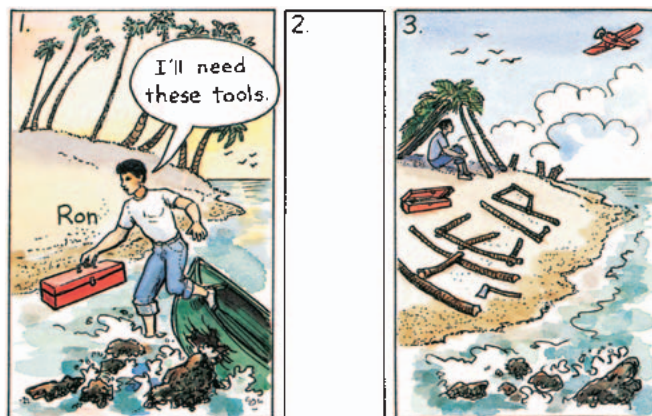
EXERCISE 5 Practicing Applying Checking Procedure

1. Turn back to lesson 57 in your textbook and find part D. ✓
These are the pictures you wrote a paragraph about during the last lesson.
2. Open your workbook to page 157. ✓
This is a paragraph a student wrote about those pictures. The paragraph should tell about what the people did and said in the first picture and what must have happened in the missing picture. The paragraph has some problems. I'll read it. Listen: Ron's boat sank near a desert island. Ron picked up his toolbox from the boat and stepped into the water. He said, "I'll need these tools". He walked through the water to the beach. He opened up the toolbox and took out an ax. He used the tree trunks to spell the word help on the beach. He also used the tree trunks and some leaves to build a shelter and he sat and waited for help.
3. Before you fix up the paragraph, let's work together on fixing up problems in which the writer did not give a clear picture of what happened.
 - Look at the line with the letters **WH**. ✓

- Read the paragraph. Raise your hand when you can say a sentence that tells an important thing that happened that is not in the paragraph. (Call on a student. Idea: *He chopped down three of the trees. He cut the tree trunks into smaller pieces.* For good sentences:) *Everybody, say that sentence.*
4. Fix up the paragraph so that there are not any problems with a check. Put your pencil down when you're finished. (Observe students and give feedback.)
 5. Check your work.
 - On the line with **CP** in the margin, there is not a period after the sentence: Ron picked up his toolbox from the boat and stepped into the water. You should have put a period after the word **water**. Raise your hand if you fixed up that problem.
 - On the line with **Q** in the margin, there is a problem with the sentence that tells what Ron said. The quote mark should come after the period. Raise your hand if you fixed up that problem.
 - For the line with **WH** in the margin, you should have written a sentence under the paragraph that tells that he chopped down several trees, and made an arrow to show where that sentence goes in the paragraph. Raise your hand if you fixed up that problem.
 - On the line with **RO** in the margin, there is a run-on sentence. It says: He also used the tree trunks and some leaves to build a shelter and he sat and waited for help. You should have fixed up the run-on sentence by putting a period after the word **shelter**, crossing out the word **and**, then making the **h** in **he** a capital **H**. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.
 6. I'll read the paragraph with the problems fixed up. Listen: Ron's boat sank near a desert island. Ron picked up his toolbox from the boat and stepped into the water. He said, "I'll need these tools." He walked through the water to the beach. He opened up the toolbox and took out an ax. He chopped down several trees. He used the

tree trunks to spell the word help on the beach. He also used the tree trunks and some leaves to build a shelter. He sat and waited for help.

EXERCISE 6 Editing and Correcting a Paragraph



1. Find the paragraph you wrote during lesson 57. ✓
- Keep your textbook open to part D on lesson 57. ✓
2. I'm going to call on several students who wrote a good paragraph to read their paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) *Everybody, say that sentence.*
3. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their paragraph. Raise your hand if you feel that your paragraph meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 2)
- Edit sentences for multiple criteria. (Exercise 3)
- Write a sentence that has a series of verb phrases. (Exercise 4)
- Write a paragraph that a) infers the chronology of important events implied by two pictures and b) includes a direct quote in the first picture. (Exercise 5)

EXERCISE 1 Feedback on Lesson 58

- (Before handing back students' work from lesson 58, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 58.)
- Praise students:
 - a. who had correct answers for all items in lesson 58 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Sentence Analysis

1. Everybody, open your workbook to lesson 59 and find part A. ✓
 - You're going to circle the whole subject in each sentence and underline the whole predicate. Some of the sentences begin with a part that tells when. In these sentences, the subject starts right after the part that tells when.
 - Circle the subject and underline the predicate. Pencils down when you're finished.
(Observe students and give feedback.)
2. Check your work.
 - Sentence 1: At last, my brother and I finished our homework. What's the subject? (Signal.) *My brother and I.*
 - What's the predicate? (Signal.) *Finished our homework at last.*
 - Sentence 2: Yesterday, we helped Mary fix her car. What's the subject? (Signal.) *We.*
 - What's the predicate? (Signal.) *Helped Mary fix her car yesterday.*

- Sentence 3: Alice and her sister were not with me. What's the subject? (Signal.) *Alice and her sister.*
 - What's the predicate? (Signal.) *Were not with me.*
 - Sentence 4: Her car had a racing stripe. What's the subject? (Signal.) *Her car.*
 - What's the predicate? (Signal.) *Had a racing stripe.*
3. Now you're going to write the part of speech above each underlined word. Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Pencils down when you're finished.
(Observe students and give feedback.)
 4. Check your work.
 - Sentence 1. **Brother** is a noun. **I** is a pronoun. **Finished** is a verb. **Homework** is a noun.
 - Sentence 2. **We** is a pronoun. **Helped** is a verb. **Mary** is a noun. **Car** is a noun.
 - Sentence 3. **Alice** is a noun. **Sister** is a noun. **Were** is a verb. **Me** is a pronoun.
 - Sentence 4. **Car** is a noun. **Had** is a verb. **Stripe** is a noun.
 5. Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Editing Sentences

Consolidation

1. Everybody, find part B in your workbook. ✓
 - The number at the end of each item tells how many mistakes are in the item. There are lots of mistakes in these items.

- Remember the rules about capitalizing: People's names are capitalized. So are days of the week and months of the year. Also, remember the rule about the verbs **was** and **were**: If the subject names one thing, use the verb **was**. If the subject names more than one thing, use **were**. Also use **were** if the subject is **you**.
- Fix up the mistakes in each item. Pencils down when you're finished.
(Observe students and give feedback.)

TEXTBOOK

- Turn to lesson 59 in your textbook and find part B. It shows the corrected sentences. ✓
 - Check your work. Fix up any mistakes.
(Observe students and give feedback.)
- Raise your hand if you made no mistakes. Great job.

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EXERCISE 4 Sentence Writing

Actions in a Series

- Everybody, take out a sheet of lined paper and write your name and lesson 59 on the top line. Then write the number 1. Pencils down when you're finished. ✓
 - Find part C in your textbook. ✓
 - You're going to write a sentence for the row of pictures. Your sentence will start by naming two people. Then the sentence will tell three things the people did. Remember the comma after you tell the first thing the people did.
- Touch the pictures for your sentence. Who did things in these pictures? (Signal.) *Ann and Sue*.
 - Write your sentence. Raise your hand when you're finished.
(Observe students and give feedback.)
- (Call on several students to read their sentence. Praise sentences such as: *Ann and Sue rode bicycles, jumped rope and climbed a tree*.)
 - Check your sentence. Make sure you have a comma after the first thing Ann and Sue did.
- Raise your hand if you got your sentence right. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Paragraph Writing

Quotes and Chronology

- Everybody, pencils down.
Today, we are going to do something different. You're going to write a paragraph about one of the pictures you wrote about before. You can pick any picture between lesson 43 and lesson 57 in your textbook.
- Everybody, find a page with pictures you want to write a paragraph about again. Make sure it is a page that tells what somebody said in the first picture. Raise your hand when you found a page.
(Observe and give feedback.)
 - (Call on several students to tell the pictures they selected and to tell why they selected those pictures.)
- You'll write a paragraph that tells about the pictures you selected. You'll write about the first picture and the missing picture. You won't write about the last picture. You'll start your paragraph with the sentence that is already written. Then, you'll write sentences about the first picture. You'll tell what the people did and said. After you write about the first picture, you'll write about what must have happened in the middle picture.
Write the paragraph. You have 12 minutes.
(Observe students and give feedback.)
- (After 12 minutes, say:) Stop writing. Make 4 check boxes under your paragraph.
 - Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. Make sure that you reported on what the people did and said in the first picture. When you're sure that you gave a clear picture of the first picture, put a check in the first box.
(Observe students and give feedback.)
 - Check 2 says: Did you correctly punctuate the sentence that tells what somebody said? Find the sentence that tells the exact words somebody said. Make sure that you have quote marks in front of the first word the person said and after the last word. Be sure that the first word is capitalized. When you're sure that sentence is punctuated correctly, put a check in the second box.
(Observe students and give feedback.)

- Check 3 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the third box.
(Observe students and give feedback.)
- Check 4 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell

what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the fourth box.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs.
Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 2)
- Write sentences that have a series of noun phrases. (Exercise 3)
- Perform on a mastery test of paragraph-writing skills presented in lessons 51–60. (Exercise 4)
- Edit a paragraph that infers the chronology of important events implied by two pictures and includes a direct quote. (Exercise 5)
- **Exercises 6–8 give instructions for marking the test, giving student feedback and providing remedies.**

EXERCISE 1 Feedback on Lesson 59

- (Hand back students' work from lesson 59.)
- Praise students who had correct answers for all items in lesson 59 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Sentence Analysis

1. Everybody, open your workbook to lesson 60 and find part A. ✓
 - You're going to circle the whole subject in each sentence and underline the whole predicate. Some of the sentences begin with a part that tells when. In these sentences, the subject starts right after the part that tells when.
 - Circle the subject and underline the predicate. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work.
 - Sentence 1: After the rain stopped, Alice and I walked home. What's the subject? (Signal.) *Alice and I.*
 - What's the predicate? (Signal.) *Walked home after the rain stopped.*

- Sentence 2: We played basketball with a tall man. What's the subject? (Signal.) *We.*
 - What's the predicate? (Signal.) *Played basketball with a tall man.*
 - Sentence 3: My friend was next to me. What's the subject? (Signal.) *My friend.*
 - What's the predicate? (Signal.) *Was next to me.*
 - Sentence 4: After we ate lunch, Bob showed us how to fly kites. What's the subject? (Signal.) *Bob.*
 - What's the predicate? (Signal.) *Showed us how to fly kites after we ate lunch.*
3. Now you're going to write the part of speech above each underlined word. Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Pencils down when you're finished. (Observe students and give feedback.)
 4. Check your work.
 - Sentence 1. **Rain** is a noun. **I** is a pronoun. **Walked** is a verb.
 - Sentence 2. **We** is a pronoun. **Played** is a verb. **Basketball** is a noun. **Man** is a noun.
 - Sentence 3. **Friend** is a noun. **Was** is a verb. **Me** is a pronoun.
 - Sentence 4. **Ate** is a verb. **Bob** is a noun. **Us** is a pronoun. **Kites** is a noun.
 5. Raise your hand if you got all the words right. Great job.

- Everybody else, fix up any mistakes you made in part A.

LINED PAPER

EXERCISE 3 Sentence Writing

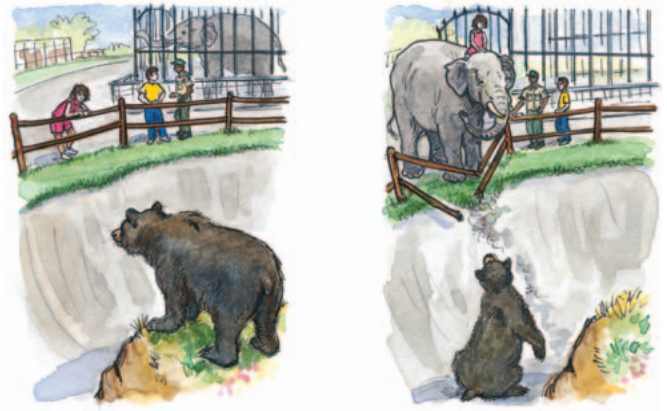
Things in a Series

1. Everybody, pick up the lined paper from lesson 59. ✓
- Turn the lined paper to the other side. Write your name and lesson 60 on the top line. Then write the number 1. Pencils down when you're finished. ✓
- Find part B in your workbook. ✓
- You're going to write sentences that need a comma because you'll leave out the word **and**.
2. I'll read item 1: Make up a sentence that tells who chased the squirrel.
 - Everybody, write your sentence for picture 1.
(Observe students and give feedback.)
 - (Call on several students to read their sentence. Praise sentences that name all three dogs and have the word **and** only before the last animal such as: *A poodle, a boxer and a collie chased the squirrel.*)
3. I'll read item 2: Make up a sentence that tells what Raymond was holding.
 - Everybody, write your sentence for picture 2.
(Observe students and give feedback.)
 - (Call on several students to read their sentence. Praise sentences that name all three objects and have the word **and** only before the last object such as: *Raymond was holding a saw, a hammer and an ax.*)
4. Check your sentences. Make sure you have a comma where the word **and** could have gone.
5. Raise your hand if you got both items right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

TEXTBOOK

EXERCISE 4 Test 6

Paragraph Writing



1. Everybody, pencils down. Find Test 6 in your textbook. It's on the next page. ✓
 - For today's test, you're going to write a paragraph that tells about the first picture and the missing picture. You won't write about the last picture.
 - I'll read the words in the vocabulary box: **bear, elephant's trunk, cage, climbed, fence, lifted.**
 - You'll start your paragraph with the sentence that is already written. I'll read it. Bob talked to the zookeeper while his sister Leslie leaned against the fence and looked at the bears.

2. Then, you'll write sentences about the first picture. You'll tell what happened. You'll tell what Leslie said.
3. After you write about the first picture, you'll write about what must have happened in the middle picture. You can figure out what must have happened in the missing picture by looking at what's different in the first and the last picture. Everything that is different in the last picture gives clues about what must have happened.
 - Touch the door to the elephant's cage in the first picture and last picture. ✓
 - We can see the door to the cage is closed in the first picture. In the second picture, it's open. That gives us a clue about what the zookeeper did first.
 - Touch the zookeeper in the first picture and the last picture. ✓
 - Touch Leslie in the first picture and the last picture. ✓

There are good clues about how the zookeeper rescued Leslie.
4. Write the paragraph. Copy the first sentence. Then write about the first picture. Tell what happened. Tell what Leslie said in the first picture. Then write about the important things that must have happened in the missing picture. Remember, don't tell about the last picture. Put your pencil down when you're finished. You have 12 minutes.
(Observe students and give feedback.)
5. (After 12 minutes, say:) Stop writing. Make 4 check boxes under your paragraph.
 - Check 1 says: Did you give a clear picture of what happened in the first picture? Read your paragraph. Make sure that you reported on what the people did and said in the first picture. When you're sure that you gave a clear picture of the first picture, put a check in the first box.
(Observe students and give feedback.)
 - Check 2 says: Did you correctly punctuate the sentence that tells what somebody said? Find the sentence that tells the exact words somebody said. Make sure that you have quote marks in front of the first word the person said and after the last word. Be sure that the first word is capitalized. When you're sure that sentence is punctuated correctly, put a check in the second box.
(Observe students and give feedback.)

- Check 3 says: Did you give a clear picture of what must have happened in the middle picture? Read your paragraph. If you left out an important sentence, write that sentence under your paragraph and make a mark in your paragraph to show where that sentence should go. When you're sure that you gave a clear picture of what must have happened in the middle picture, put a check in the third box.
(Observe students and give feedback.)
- Check 4 says: Are all your sentences written correctly? For this check, you look at how your sentences are written. There should be no run-on sentences. There should be no sentences without a capital and a period. Also, all sentences should tell what somebody did. Read your paragraph and pay attention to the sentences. Fix up any mistakes. When you're sure all your sentences are written correctly, put a check in the fourth.
(Observe students and give feedback.)

EXERCISE 5 Editing and Correcting a Paragraph

1. Find the paragraph you wrote in lesson 59. ✓
2. Last time, you wrote about something you had written about before. Fix up any problems in your paragraph. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your paragraph and see if you can make it better.
(Observe students and give feedback.)
3. I'm going to call on several students to read the paragraphs. First, you'll tell the page in your textbook on which we can find the pictures you wrote about. Then you'll read your story.
(Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.

Note:

- Collect the students' workbooks and lined papers.

EXERCISE 6 Marking the Test Paragraph

1. (Mark the students' paragraphs before the next scheduled language lesson.)
2. (Mark each paper for the following criteria. Write the appropriate code next to each mistake.)
 - Sentences that do not begin with a capital and end with a period. (C.P.)
 - Sentences that are run-ons. (R.O.)
 - Names (Mrs. Brown, Lisa, etc.) that are not capitalized. (Na.)
 - Possessive nouns (Billy's knees) that do not have an apostrophe. (')
 - Omission of important sentences about what must have happened in the middle picture. (W.H.)
 - Sentences that don't tell what somebody or something did. (DID)
 - Sentences that tell what somebody said that are not punctuated correctly. (Q)
3. (Mark each error on the students' papers. Write the number of errors at the top of the paper.)
4. (Enter the number of errors each student made on the Summary for Test 6. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)

- (Optional: Enter the type of errors students made on the Optional Summary Sheet for Test 6 which appears after the Reproducible Summary Sheets in the *Language Arts Teacher's Guide*.)

EXERCISE 7 Feedback on Test 6

1. (Return the students' papers after they are marked.)
2. **The number I wrote on your paper tells how many mistakes you made on the test. Raise your hand if I wrote 0, 1 or 2 at the top of your test. Those are super stars.**
 - Raise your hand if I wrote 3 or 4. Those are pretty good workers.
 - If I wrote a number that's more than 4, you're going to have to work harder.

EXERCISE 8 Test Remedies

- (Before presenting lesson 61, provide remedy, if necessary.)

(If more than 1/4 of the students made more than 4 errors on their paragraph, repeat paragraph-writing exercises from lessons 51, 53 and 55.)

Objectives

- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 1)
- **Identify the noun and each adjective in sentence subjects.** (Exercise 2)
- **Locate and fix up unclear pronouns in a passage.** (Exercise 3)
- **Write a 2-paragraph story that infers and reports.** (Exercise 4)

WORKBOOK

EXERCISE 1 Sentence Analysis

- Everybody, open your workbook to lesson 61 and find part A. ✓
 - You're going to circle the whole subject in each sentence and underline the whole predicate. Do it. Pencils down when you're finished.
(Observe students and give feedback.)
- Check your work.
 - Sentence 1: Last night, we ate dinner in a restaurant. What's the subject? (Signal.) *We.*
 - What's the predicate? (Signal.) *Ate dinner in a restaurant last night.*
 - Sentence 2: Her big sister was not with them. What's the subject? (Signal.) *Her big sister.*
 - What's the predicate? (Signal.) *Was not with them.*
 - Sentence 3: I called her this morning. What's the subject? (Signal.) *I.*
 - What's the predicate? (Signal.) *Called her this morning.*
 - Sentence 4: When the rain stopped, Liz and Alex walked home. What's the subject? (Signal.) *Liz and Alex.*
 - What's the predicate? (Signal.) *Walked home when the rain stopped.*
- Now you're going to write the part of speech above each underlined word. Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Pencils down when you're finished.
(Observe students and give feedback.)
- Check your work.
 - Sentence 1. **We** is a pronoun. **Ate** is a verb. **Restaurant** is a noun.

- Sentence 2. **Sister** is a noun. **Was** is a verb. **Them** is a pronoun.
 - Sentence 3. **I** is a pronoun. **Called** is a verb. **Her** is a pronoun. **Morning** is a noun.
 - Sentence 4. **Rain** is a noun. **Alex** is a noun. **Walked** is a verb.
- Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 2 Subject

Nouns/Adjectives

- Everybody, pencils down. Find part B. ✓
 - The subject of each sentence is circled. An **N** is written above the noun in each subject.
You're going to learn about a new part of speech: **adjectives**.
 - Here's the rule for these sentences: Any word that comes before the noun in the subject is an adjective. Once more: Any word that comes before the noun in the subject is an adjective.
- Sentence 1: A little puppy is barking. What's the whole subject? (Signal.) *A little puppy.*
Yes, a little puppy.
 - What's the noun? (Signal.) *Puppy.*
 - Both the words that come before **puppy** are adjectives. What's the first adjective? (Signal.) *A.*
 - What's the next adjective? (Signal.) *Little.*
 - (Repeat step 2 until firm.)

3. Sentence 2: Nine boys ate lunch. What's the whole subject? (Signal.) *Nine boys*.
 - What's the noun? (Signal.) *Boys*.
 - How many adjectives are before the noun? (Signal.) *One*.
 - Yes, one. What is it? (Signal.) *Nine*.
 - (Repeat step 3 until firm.)
4. Sentence 3: A beautiful red kite flew in the air. What's the whole subject? (Signal.) *A beautiful red kite*.
 - What's the noun? (Signal.) *Kite*.
 - How many adjectives are before the noun? (Signal.) *Three*.
 - What's the first adjective? (Signal.) *A*.
 - What's the next adjective? (Signal.) *Beautiful*.
 - What's the last adjective? (Signal.) *Red*.
 - (Repeat step 4 until firm.)

Rule Application

1. Everybody, find part C. ✓
For these sentences, the subject is not circled.
2. I'll read sentence 1: An old tree grew next to the house. What's the subject? (Signal.) *An old tree*.
Yes, an old tree.
 - What's the noun? (Signal.) *Tree*.
 - How many adjectives are before the noun? (Signal.) *Two*.
 - What's the first adjective? (Signal.) *An*.
 - What's the next adjective? (Signal.) *Old*.
 - (Repeat step 2 until firm.)
3. Sentence 2: That farmer had big hands. What's the subject? (Signal.) *That farmer*.
 - What's the noun? (Signal.) *Farmer*.
 - How many adjectives are before the noun? (Signal.) *One*.
 - What's the adjective? (Signal.) *That*.
 - (Repeat step 3 until firm.)
4. Sentence 3: Six little black cats ran in front of me. What's the subject? (Signal.) *Six little black cats*.
 - What's the noun? (Signal.) *Cats*.
 - How many adjectives are before the noun? (Signal.) *Three*.
 - What's the first adjective? (Signal.) *Six*.
 - What's the next adjective? (Signal.) *Little*.
 - What's the last adjective? (Signal.) *Black*.
 - (Repeat step 4 until firm.)
5. Sentence 4: Small clouds moved across the sky. What's the subject? (Signal.) *Small clouds*.

- What's the noun? (Signal.) *Clouds*.
 - How many adjectives are before the noun? (Signal.) *One*.
 - What's the adjective? (Signal.) *Small*.
 - (Repeat step 5 until firm.)
6. For each sentence, circle the subject. Write **N** above the noun in the subject. Write **A** above each adjective in the subject. Do it now. Pencils down when you're finished. (Observe students and give feedback.)
 7. Check your work.
 - Sentence 1. What's the subject? (Signal.) *An old tree*.
 - What's the noun? (Signal.) *Tree*.
 - What's the first adjective? (Signal.) *An*.
 - What's the next adjective? (Signal.) *Old*.
 - Sentence 2. What's the subject? (Signal.) *That farmer*.
 - What's the noun? (Signal.) *Farmer*.
 - What's the adjective? (Signal.) *That*.
 - Sentence 3. What's the subject? (Signal.) *Six little black cats*.
 - What's the noun? (Signal.) *Cats*.
 - What's the first adjective? (Signal.) *Six*.
 - What's the next adjective? (Signal.) *Little*.
 - What's the last adjective? (Signal.) *Black*.
 - Sentence 4. What's the subject? (Signal.) *Small clouds*.
 - What's the noun? (Signal.) *Clouds*.
 - What's the adjective? (Signal.) *Small*.
 - Sentence 5. What's the subject? (Signal.) *Those happy boys*.
 - What's the noun? (Signal.) *Boys*.
 - What's the first adjective? (Signal.) *Those*.
 - What's the next adjective? (Signal.) *Happy*.
 - Sentence 6. What's the subject? (Signal.) *The dog*.
 - What's the noun? (Signal.) *Dog*.
 - What's the adjective? (Signal.) *The*.
 8. Raise your hand if you got everything right. Good work.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 3 Editing: Pronoun Clarity—He, She, It, They



1. Find part D in your workbook. ✓
2. I'll read the instructions: Fix up the four unclear words in this passage.
3. The words **he**, **she**, **her** and **him** are clear if we know the person the word refers to.

EXERCISE 4 Paragraph Writing

Two paragraphs



- The word **it** is clear if we know the thing the word refers to. The word **they** is clear if we know the group the word refers to.
4. This passage has four unclear words. You have to cross out the unclear words and write the name of the person or things.
 5. I'll read. You look at the pictures.
 - First sentence. One day, Tom and his dog went to the park with a Frisbee.
 - Next sentence: The dog loved to play with the Frisbee and wagged its tail as they went to the park.

The word **they** is clear in the sentence I just read. We know the word **they** refers to Tom and his dog.

 - Next sentence: As Tom and his dog played, they came out of the woods to watch. Is there an unclear word in that sentence? (Signal.) Yes.
 - What's the unclear word? (Signal.) *They*. Who came out to watch? (Signal.) *Two bear cubs*.

Cross out **they** and write **two bear cubs**. ✓
 6. Read the rest of the passage. Look at the pictures. If the word **he**, **she**, **it** or **they** is unclear, cross out the word. Write the name of the person or things. Remember, there are four unclear words altogether.
 7. Check your work.

One day, Tom and his dog went to the park with a Frisbee. The dog loved to play with the Frisbee and wagged its tail as they went to the park. As Tom and his dog played,—cross out **they**—**two bear cubs** came out of the woods to watch.

Tom was pretending he was a star baseball player. He threw the Frisbee as hard as he could. It went over the dog's head and landed in the field. Tom and his dog ran after the Frisbee.—Cross out **It**—**A bear cub** grabbed the Frisbee.

As the dog barked at the bear cubs,—cross out **she**—**the mother bear** came out from behind the trees. When Tom saw the mother bear, he grabbed—cross out **it**—**his dog** and climbed up a tree.
 8. Raise your hand if you got everything right. Good work.
 - Everybody else, fix up any mistakes you made in part D.

1. Everybody, take out a sheet of lined paper and write your name and lesson 61 on the top line. Pencils down when you're finished. ✓
 - Open your textbook to lesson 61 and find part E. ✓
 - You're going to write two paragraphs. Your first paragraph will tell about the first picture. Your second paragraph will tell about the missing picture and the last picture.
2. I'll read the words in the vocabulary box; **beach, ocean, bike, change, clothes, suit, uniform, swimming**.
3. Touch the first picture.
 - You'll start your first paragraph so it gives the reader a picture of Dave. You'll tell where he was working and what he was doing.
 - Raise your hand when you can say a sentence that tells where Dave was working. (Call on a student. Idea: *Dave was working in an auto repair shop.*)
 - Raise your hand when you can say a sentence that tells what he was doing. (Call on a student. Idea: *He was changing a tire.*)
 - You'll write a sentence that tells what he said. You'll start with the words that are already written: "After work, I ..." The last picture shows what he did after work. Raise your hand when you can say the sentence he's saying.
 - (Call on several students. Praise sentences such as: *After work, I will go the beach or After work, I will go to the ocean with my dog.*)

- Here's what you could write for your first paragraph. Listen: Dave was working in an auto repair shop. He and another worker were fixing the front tire of a car. Dave said, "After work, I am going to take my dog and go the beach."
4. Write your paragraph about the first picture. You can use the sentences I said or make up your own sentences. Tell where Dave was working and what he was doing. Then tell what he said. You have 5 minutes. Pencils down when you are finished. (Observe students and give feedback.)
 - (After 5 minutes, say:) Stop writing.
 5. In the second paragraph, you'll tell what happened in the missing picture and the last picture.
 - If we look at the first picture and the last picture, we can see clues to tell some of the things that must have happened in the missing picture.
 - Touch the bike in the first picture and the last picture. ✓
 - Raise your hand when you can say sentences that tell how Dave and his dog got to the beach. (Call on several students. Idea: *Dave rode his bicycle to the beach. His dog ran next to the bike.* For good sentences:) Everybody, say that sentence.
 - Raise your hand when you can say sentences that tell what Dave did when he got to the beach. (Call on several students. Idea: *Dave changed into his swim suit. He put his uniform and shoes next to his bike. He took the leash off his dog. Dave and his dog ran into the water.* For good sentences:) Everybody, say that sentence.
 6. After you write about what must have happened in the missing picture, you'll write sentences about the last picture. You'll tell what Dave and his dog did and what Dave said.
 - Raise your hand when you can say a sentence that tells what Dave said in the last picture. Start with the words that are already written: "I love..." (Call on several students. For good sentences:) Everybody, say that sentence.
 7. Write your second paragraph. Start on the next line and indent. Remember, tell about

the missing picture and the last picture. Tell what Dave said in the last picture. You have 8 minutes. Pencils down when you're finished.

(Observe students and give feedback.)

8. (After 8 minutes, say:) Stop writing. Make 3 check boxes under your paragraph. ✓
 - Check 1 says: Does your first paragraph give a clear picture of what happened in the first picture? Read your first paragraph. Make sure you have sentences that tell where Dave was and what he was doing. Make sure you have a sentence that tells what he said. When you're sure that your paragraph gives a clear picture of what happened in the first picture, put a check in box 1. (Observe students and give feedback.)
 - Check 2 says: Does your second paragraph give a clear picture of what happened in the middle picture and the last picture? Read your second paragraph. Make sure you told all the important things that must have happened in the missing picture. Make sure you ended your paragraph by telling what Dave and his dog did in the last picture and what Dave said. When you're sure that you gave a clear picture of what must have happened in the missing picture and the last picture, put a check in the second box. (Observe students and give feedback.)
 - Check 3 says: Are all your sentences written correctly? Read both paragraphs. Fix up any mistakes. When you're sure that all the sentences are written correctly, put a check in the third box. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

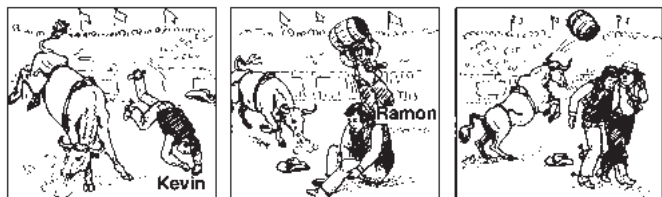
- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students can do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- Identify the noun and each adjective in sentence subjects. (Exercise 3)
- Indicate whether various sentences are relevant to a given question. (Exercise 4)
- Locate and fix up unclear pronouns in a passage. (Exercise 2)
- **Edit a 2-paragraph story that infers and reports.** (Exercise 5 and 6)

EXERCISE 1 Feedback On Lesson 61

- (Hand back students' work from lesson 61.)
- Praise students who had correct answers for all items in lesson 61 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Editing Pronoun Clarity—He, It**

1. Everybody, open your workbook to lesson 62 and find part A. ✓
2. I'll read the instructions: Fix up the four unclear words.
3. The word **he** is clear if we know the person the word refers to. The word **it** is clear if we know the thing the word refers to.
4. This passage has four unclear words. You have to cross out the unclear words and write the name of the person or thing.
5. I'll read. You look at the pictures.
 - First sentence: Ramon and Kevin worked at a rodeo.
 - Next sentence: Kevin was a cowboy who rode bulls.
 - Next sentence: He was a rodeo clown who helped cowboys.
He is an unclear word in that sentence. Who was the rodeo clown? (Signal.)
Ramon.
Cross out **he** and write **Ramon**.
6. Read the rest of the passage. Look at the pictures. If the word **he** or **it** is unclear, cross out the word and write the name of the person or thing. There are four unclear words altogether. (Observe students and give feedback.)
7. Check your work.
Ramon and Kevin worked at a rodeo. Kevin was a cowboy who rode bulls. —
Cross out **He—Ramon** was a rodeo clown who helped cowboys.
One day,—cross out **he—Kevin** tried to ride a fierce bull. He held on tightly as the bull jumped up and down. Suddenly, the bull turned sharply and threw Kevin to the ground. As Kevin sat on the ground holding his leg,—cross out **he—Ramon** ran into the rodeo arena holding—cross out **it—a barrel** over his head. Ramon put the barrel down on the ground and began to yell at the bull. The bull turned and ran toward

the barrel. While Ramon helped Kevin walk away, the bull hit the barrel with its horns. Ramon had once again helped a cowboy who was in danger.

8. Raise your hand if you fixed up all the problems. Good job. Everybody else, fix up any unclear words you missed.

TEXTBOOK

EXERCISE 3 Subject

Nouns/Adjectives

1. Everybody, open your textbook to lesson 62 and find part B. ✓
 - You've learned about a new part of speech—adjectives. I'll read what it says about adjectives in the rule box. Follow along.
 - Sentences that have a noun in the subject may have **adjectives** in the subject. Words that come before the noun are adjectives. These words tell about the noun. They tell **what kind** or **how many**.
 - Here are adjectives that tell **what kind**: **old** dog, **small** dog, **mean** dog, **nice** dog.
 - Here are adjectives that tell **how many**: **a** dog, **one** dog, **each** dog, **some** dogs.
2. Sentence 1: These red apples taste great. What's the subject? (Signal.) *These red apples*.
 - What's the noun? (Signal.) *Apples*.
 - How many adjectives are before the noun? (Signal.) *Two*.
 - What's the first adjective? (Signal.) *These*.
 - What's the next adjective? (Signal.) *Red*.
 - (Repeat step 2 until firm.)
3. Sentence 2: My older brother is sick. What's the subject? (Signal.) *My older brother*.
 - What's the noun? (Signal.) *Brother*.
 - How many adjectives are before the noun? (Signal.) *Two*.
 - What's the first adjective? (Signal.) *My*.
 - What's the next adjective? (Signal.) *Older*.
 - (Repeat step 3 until firm.)
4. Sentence 3: The pennies landed on the ground. What's the subject? (Signal.) *The pennies*.
 - What's the noun? (Signal.) *Pennies*.
 - How many adjectives are before the noun? (Signal.) *One*.

- What's the adjective? (Signal.) *The*.
 - (Repeat step 4 until firm.)
5. Sentence 4: Flies were buzzing around the food. What's the subject? (Signal.) *Flies*.
 - What's the noun? (Signal.) *Flies*.
 - How many adjectives are before the noun? (Signal.) *None*.
 - Right, none. If there are no words before the noun, there are no adjectives before the noun.
 - (Repeat step 5 until firm.)

LINED PAPER

Rule Application

1. Everybody, pick up the lined paper from lesson 61. ✓

Turn the lined paper to the other side. Write your name and lesson 62 on the top line. ✓

Number your paper 1 through 4.
- Everybody, find part C in your textbook. For each sentence, copy the subject. Write **N** above the noun. Write **A** above each adjective. Do it now. Remember, copy just the subject. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work.
 - Sentence 1. What's the subject? (Signal.) *Our teacher*.
 - What's the noun? (Signal.) *Teacher*.
 - What's the adjective. (Signal.) *Our*.
 - Sentence 2. What's the subject? (Signal.) *A man*.
 - What's the noun? (Signal.) *Man*.
 - What's the adjective? (Signal.) *A*.
 - Sentence 3. What's the subject? (Signal.) *Nine red bugs*.
 - What's the noun? (Signal.) *Bugs*.
 - What's the first adjective? (Signal.) *Nine*.
 - What's the next adjective? (Signal.) *Red*.
 - Sentence 4. What's the subject? (Signal.) *My younger sister*.
 - What's the noun? (Signal.) *Sister*.
 - What's the first adjective? (Signal.) *My*.
 - What's the next adjective? (Signal.) *Younger*.
3. Raise your hand if you wrote **A** over all the adjectives. Great job.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 4 Relevant to Question

1. Skip a line on your paper. Then number your paper 1 through 5. Pencils down when you're finished. ✓
 - Everybody, find part D in your textbook. ✓
 - I'll read the question in the box: **Why didn't Mary cook hamburgers?** Everybody, say that question. (Signal.) *Why didn't Mary cook hamburgers?*
2. Only some of the facts help answer the question: Why didn't Mary cook hamburgers?
 - Fact 1: She didn't have any hamburger buns. Does that fact help answer the question? (Signal.) *Yes.*
3. Facts that help answer the question are **relevant** to the question. What do we call facts that help answer the question? (Signal.) *Relevant.*
4. Get ready to tell me if each fact is relevant to the question. Why didn't Mary cook hamburgers?
 - Fact 1: She didn't have any hamburger buns. Is that fact relevant to the question? (Signal.) *Yes.*
 - Yes, the fact is relevant because it helps answer the question.
 - Fact 2: Everybody in her family loved hamburgers. Is that fact relevant to the question? (Signal.) *No.*
 - Right, it's not relevant because it doesn't help answer the question.
5. I'll read the instructions for part D: Write **R** for each fact that is relevant. Write **No** for each fact that is not relevant. Do that now. Pencils down when you're finished. (Observe students and give feedback.)
6. Check your work. I'll read each fact. Tell me what you wrote.
 - Fact 1: She didn't have any hamburger buns. What did you write? (Signal.) *R.*
 - It's relevant.
 - Fact 2: Everybody in her family loved hamburgers. What did you write? (Signal.) *No.*
 - It's not relevant.
 - Fact 3: She told everybody that she would fix hamburgers. What did you write? (Signal.) *No.*

- It's not relevant.
 - Fact 4: She didn't have time to go to the store and buy hamburger buns. What did you write? (Signal.) *R.*
 - It's relevant.
 - Fact 5: She had lots of hamburger meat. What did you write? (Signal.) *No.*
 - It's not relevant.
7. Raise your hand if you made no mistakes in part C. Great job. Everybody else, fix up any items you missed.

EXERCISE 5 Practicing Applying Checking Procedure

1. Turn back to lesson 61 in your textbook and find part E. ✓

These are the pictures you wrote a passage about last time. The instructions said to write two paragraphs. The first paragraph should tell about what happened in the first picture. The second paragraph should tell about the missing picture and the last picture.
2. Open your workbook to page 155. This is a passage a student wrote about those pictures. The passage has some problems. I'll read it. Listen: Dave was working at an auto repair shop he was changing a wheel. He told the woman he was working with, "After work, I am going to the beach and cool off." When Dave finished work, he rode to the beach on his bike. His dog ran next to the bike. When he got to the beach, Dave changed into his swim suit. He put his uniform and shoes next to his bike. He took the leash off his dog and ran through the sand into the water. His dog follow him. They went swimming. As Dave and his dog ran through the water, Dave said, "I love to go swimming on a hot day."
3. There is a new letter for this lesson. The letter **P** stands for **new paragraph**. Everybody, what does the letter **P** stand for? (Signal.) *New paragraph.*
 - If you see the letter **P** in the margin, it means that you didn't indent to begin a new paragraph. What does it mean if you

see the letter **P** in the margin? (Call on a student. Idea: *The line is not indented to show that a new paragraph begins.*)

- If you see the letter **P** in the margin, read the sentences and make a **P** with a circle around it to show where the next paragraph should begin. What will you do if you see the letter **P** in the margin? (Call on a student. Idea: *Write a **P** with a circle around it in front of the sentence that should begin the next paragraph.*)
4. Fix up the paragraph so that it meets all the checks. Put your pencil down when you're finished.
(Observe students and give feedback.)
 5. Check your work.
 - On the line with **CP** in the margin, there is not a period after the sentence: Dave was working at an auto repair shop. You should have put a period after the word **shop** and made the **h** in **he** a capital **H**. Raise your hand if you fixed up that problem.
 - On the line with **P** in the margin, you should have written a **P** with a circle around it in front of the sentence that says: When Dave finished work, he rode to the beach on his bike. That sentence is the first sentence that tells what must have happened in the middle picture. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, the sentence says: His dog follow him. You should have fixed up **follow** to say **followed**. Raise your hand if you fixed up that problem.
 - On the line with **Q** in the margin, you should have put a quote mark after the period following the word **day**. That is the last word Dave said.
 - Raise your hand if you fixed up all the problems.
Everybody else, fix up any mistakes you missed.
 6. I'll read the passage again with the problems fixed up. Listen: Dave was working at an auto repair shop. He was changing a wheel. He told the woman he was working with, "After work, I am going to the beach and cool off."
New paragraph. When Dave finished work, he rode to the beach on his bike. His dog ran next to the bike. When he got to the

beach, Dave changed into his swimsuit. He put his uniform and shoes next to his bike. He took the leash off his dog and ran through the sand into the water. His dog followed him. They went swimming. As Dave and his dog ran through the water, Dave said, "I love to go swimming on a hot day."

EXERCISE 6 Editing And Correcting A Passage

1. Find the passage you wrote on your lined paper during lesson 61. ✓
 - Keep your textbook open to part E on lesson 61.
 - The directions said to write two paragraphs. In the first paragraph, you should have told about the first picture. In the second paragraph, you should have told about the missing picture and the last picture. Each paragraph should have a sentence that tells what Dave said.
2. I'm going to call on several students who wrote a good passage to read their passage. When you read, say **new paragraph** when you start your second paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) Everybody, say that sentence.
3. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better.
(Observe students and give feedback.)
4. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good paragraphs.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Indicate the noun and each adjective in sentence subjects. (Exercise 3)
- **Indicate whether sentences in a passage are relevant to a given topic.** (Exercise 4)
- Locate and fix up unclear pronouns in a passage. (Exercise 2)
- Write a 2-paragraph story that infers and reports. (Exercise 5)

EXERCISE 1 Feedback On Lesson 62

(Before handing back students' work from lesson 62, read one or two well-written paragraphs that meet all the checks.)

- (Hand back students' work from lesson 62.)
- Praise students:
 - a. who had correct answers for all items in lesson 62 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Editing: Pronoun Clarity—*It, They*



1. Open your workbook to lesson 63 and find part A. ✓
2. I'll read the instructions: Fix up the three unclear words in this passage.
3. Remember the word **it** is clear if we know the thing the word refers to.
The word **they** is clear if we know the group the word refers to.
4. Read the passage carefully. Look at the pictures as you read. When you find an unclear word, cross it out and write the name of the thing or group. Remember, there are three unclear words.
(Observe students and give feedback.)
5. Check your work.
Raymond loved to throw rocks. While Raymond was walking through the woods one day, he picked up some rocks and

started throwing them at a tree. One rock missed the tree and hit—cross out **it**—**a beehive**. Cross out **they**—**The bees** were very mad. They flew out of the hive and headed straight toward Raymond. He ran away as quickly as he could. Just before the bees reached Raymond, he jumped into—cross out **it**—**the pond**. He stayed in the pond until the bees returned to their nest.

6. Raise your hand if you fixed up all the unclear words. Good job.
Everybody else, fix up any mistakes you made.

LINED PAPER • TEXTBOOK

EXERCISE 3 Subject

Nouns/Adjectives

1. Everybody, take out a sheet of lined paper and write your name and lesson 63 on the top line. ✓
Number your paper 1 through 6. ✓
 - Open your textbook to lesson 63 and find part B. ✓
 - For each sentence, copy the subject. Write **N** above the noun. Write **A** above each adjective. Raise your hand when you're finished.
(Observe students and give feedback.)
2. Check your work.
 - Sentence 1. What's the subject? (Signal.)
Seven little bugs.
 - What's the noun? (Signal.) *Bugs.*
 - What's the first adjective? (Signal.) *Seven.*
 - What's the next adjective? (Signal.) *Little.*
 - Sentence 2. What's the subject? (Signal.)
Her best friend.
 - What's the noun? (Signal.) *Friend.*
 - What's the first adjective? (Signal.) *Her.*
 - What's the next adjective? (Signal.) *Best.*

- Sentence 3. What's the subject? (Signal.) *Dogs*.
 - What's the noun? (Signal.) *Dogs*.
There are no adjectives in that subject.
 - Sentence 4. What's the subject? (Signal.) *An airplane*.
 - What's the noun? (Signal.) *Airplane*.
 - What's the adjective? (Signal.) *An*.
 - Sentence 5. What's the subject? (Signal.) *Their mother*.
 - What's the noun? (Signal.) *Mother*.
 - What's the adjective? (Signal.) *Their*.
 - Sentence 6. What's the subject? (Signal.) *His blue pants*.
 - What's the noun? (Signal.) *Pants*.
 - What's the first adjective? (Signal.) *His*.
 - What's the next adjective? (Signal.) *Blue*.
3. Raise your hand if you wrote **A** over all the adjectives. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 4 Relevant To Topic

1. Everybody, find part C in your textbook. ✓
You've learned about facts that are relevant to a question. Sometimes the title of a passage is a question. If the title is a question, it tells the main thing the passage is about.
 - Everybody, what's the title of the passage in part C? (Signal.) *Why are doors important?*
2. Listen: If sentences are relevant to the title, they help answer the question: Why are doors important? If sentences are **not** relevant, they do **not** help answer the question: Why are doors important?
3. I'll read sentence A: Doors keep the cold out of houses in the winter. Everybody, is that sentence relevant to the question: Why are doors important? (Signal.) *Yes*.
 - Yes, the sentence tells why doors are important.
 - Sentence B: Heaters are also important for keeping houses warm. Everybody, is that sentence relevant to the question: Why are doors important? (Signal.) *No*.
 - It's not relevant to the question.

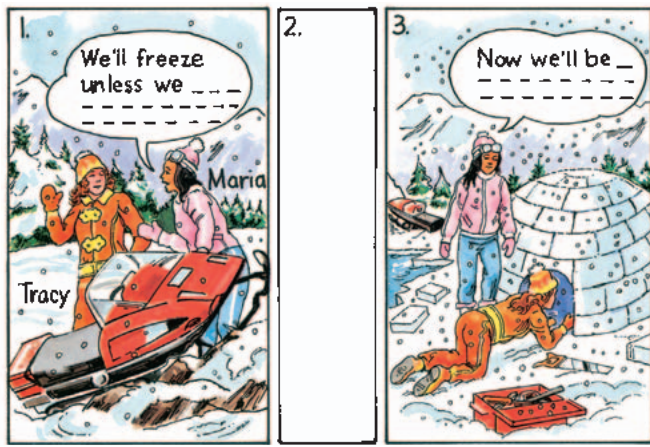
4. Your turn. There is a circled letter in front of each sentence. Skip a line on your paper. Then write the letters of the sentences that are not relevant to the question: Why are doors important? Don't write the letter of any sentence that is relevant—just the sentences that are not relevant. Pencils down when you're finished. (Observe students and give feedback.)
5. Check your work. (Call on a student.)
Read the letter of each sentence that is **not** relevant to the question. *B and D*.
 - I'll read the sentences that are **not** relevant to the question: Heaters are also important for keeping houses warm. Some doors have fancy doorknobs.
 - Those sentences are **not** relevant because they don't answer the question: Why are doors important?
6. Raise your hand if you wrote all the right letters. Good work.
 - Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Passage Writing

Two Paragraphs



1. Find part D in your textbook. ✓
 - You're going to write two paragraphs. Your first paragraph will tell about what happened just before the first picture and what happened in the first picture. Your second paragraph will tell about the missing picture and the last picture.
2. I'll read the words in the vocabulary box: **igloo, crashed, crawl, covered, built, snowmobile, saw, frozen, lake, women**.



3. Touch the first picture. ✓

- Your first paragraph will tell what happened just before the first picture and what happened in the first picture.
- You'll begin your paragraph by telling where the girls were and what they were doing. Your first sentence might say: *Maria and Tracy were riding their snowmobile near a frozen lake. Everybody, say that sentence. (Signal.) Maria and Tracy were riding their snowmobile near a frozen lake.*
- Touch the snowmobile in the first picture. ✓
- We can see that the girls have a problem. Raise your hand when you can say sentences that tell how the snowmobile got banged up. (Call on several students. Idea: *The snowmobile crashed into rocks that were covered with snow. For good sentences: Everybody, say that sentence.*)
- So you could start out your first paragraph by saying that Maria and Tracy were driving their snowmobile near a frozen lake. It was snowing. They couldn't see well. Their snowmobile crashed into a rock. Then you'll tell what they did in the first picture and what Maria said.
- Raise your hand when you say the sentence that tells what Maria said. (Call on several students. Ideas: *Maria said, "We'll freeze unless we can keep warm" or "We better build an igloo to keep warm."* For good sentences: *Everybody, say that sentence.*)

- Write your first paragraph. Tell where the girls were and what they were doing. Tell what happened just before the first picture. Then tell about the first picture. Be sure to tell what Maria said. You have 6 minutes. Pencils down when you're finished. (Observe students and give feedback.)
 - (After 6 minutes, say:) Stop writing.
- Your second paragraph will tell what must have happened in the missing picture and what happened in the last picture.
 - If we look at the last picture, we can see clues to tell some of the things that must have happened in the missing picture.
 - Touch the frozen pond in the last picture. We can see in the last picture that part of the frozen pond is no longer covered with ice.
 - Touch the toolkit in the first picture and the last picture. In the first picture, the toolkit is on the snowmobile. In the last picture the toolkit is lying on the snow. One of the tools has been taken out of the toolkit.
 - You'll tell all the important things that must have happened in the missing picture. Then you'll tell what the girls did in the last picture and what Maria said.
 - Raise your hand when you can say a sentence that tells what Maria said in the last picture. Start with the words that are already written: "We'll be..." (Call on several students. Idea: *Maria said, "We'll be a lot warmer when we get inside."* For good sentences: *Everybody, say that sentence.*)
- Write your second paragraph. Start on the next line and indent. Remember, tell about the missing picture and the last picture. Tell what Maria said in the last picture. You have 8 minutes. Pencils down when you're finished. (Observe students and give feedback.)

7. (After 8 minutes, say:) Stop writing. Make 3 check boxes under your paragraph. ✓
- Check 1 says: Does your first paragraph give a clear picture of what happened before the first picture and in the first picture? Read your paragraph. Make sure you have sentences that tell where the girls were and what happened before the first picture. Make sure you have a sentence that tells what the girls did in the first picture and a sentence that tells what Maria said. When you're sure that you gave a clear picture of what happened in the first picture, put a check in the first box. (Observe students and give feedback.)
 - Check 2 says: Does your second paragraph give a clear picture of what happened in the middle picture and the last picture? Read your paragraph. Make sure you told all the important things that must have happened in the missing picture. You should have sentences that tell about getting out the tools, cutting the blocks of ice and building the igloo. Make sure you

ended your paragraph by telling what the girls did in the last picture and what Maria said. When you're sure that you gave a clear picture of what must have happened in the missing picture and the last picture, put a check in the second box.

(Observe students and give feedback.)

- Check 3 says: Are all your sentences written correctly? Read both paragraphs. Fix up any mistakes. When you're sure that all the sentences are written correctly, put a check in the third box.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students should do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- **Identify nouns and adjectives in sentences.** (Exercise 2)
- Edit sentences for multiple criteria. (Exercise 3)
- Indicate whether sentences in a passage are relevant to a given topic. (Exercise 4)
- Edit a 2-paragraph story that infers and reports. (Exercise 5 and 6)

EXERCISE 1 Feedback On Lesson 63

- (Hand back students' work from lesson 63.)
- Praise students who had correct answers for all items in lesson 63 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Parts Of Speech****Nouns/Adjectives**

1. You've learned about adjectives. Words that come before nouns are adjectives. Adjectives tell **what kind** or **how many**.
 - Here's a noun: **shoes**. Here's that noun with an adjective that tells what kind of shoes: **big shoes**. Here's that noun with a different adjective: **new shoes**.
2. Your turn: Say **shoes** with a different adjective that tells **what kind**. (Call on several students. Praise responses such as: *Old shoes, small shoes, dirty shoes, blue shoes, and so on.*)
3. Other adjectives tell **how many**. Here's the noun **shoes** with an adjective that tells **how many**: **two shoes**.
 - Your turn: Say **shoes** with a different adjective that tells **how many**. (Call on several students. Praise responses such as: *Six shoes, many shoes, ten shoes, some shoes, and so on.*)
4. Words like **a** or **the** are adjectives because they tell **how many**. **A shoe is one shoe; the shoe is one shoe**. Remember, an adjective tells **what kind** of noun or **how many**.
 5. Everybody, open your workbook to lesson 64 and find part A. ✓
 - Each sentence in part A has two nouns. Find the two nouns in each sentence and write **N** above them. Pencils down when you're finished. (Observe students and give feedback.)
 6. Check your work.
 - Sentence 1: His brother bought a new hat. What's the first noun? (Signal.) *Brother*.
 - What's the other noun? (Signal.) *Hat*.
 - Sentence 2: My sister baked a yellow cake. What's the first noun? (Signal.) *Sister*.
 - What's the other noun? (Signal.) *Cake*.
 - Sentence 3: Five red ants climbed the kitchen wall. What's the first noun? (Signal.) *Ants*.
 - What's the other noun? (Signal.) *Wall*.
 - Sentence 4: An old red cup fell off the big table. What's the first noun? (Signal.) *Cup*.
 - What's the other noun? (Signal.) *Table*.
 7. Now you're going to write **A** above the adjectives in each sentence. Remember, the adjectives come before the noun. But don't get fooled about the nouns in the predicate. The words that are adjectives tell **what kind** or **how many**. The verb is **not** an adjective. Write **A** above each adjective in sentence 1. Pencils down when you're finished. (Observe students and give feedback.)

- Check sentence 1. The first noun is **brother**. Say the adjective that goes with that noun. (Signal.) *His*.
 - The next noun is **hat**. Say the adjectives that go with that noun. (Signal.) *A, new*.
8. Your turn: Do the rest of part A. Write **A** above each adjective. Don't get fooled. Pencils down when you're finished. (Observe students and give feedback.)
9. Check your work.
- Sentence 2: My sister baked a yellow cake. The first noun is **sister**. Say the adjective that goes with that noun. (Signal.) *My*.
 - The next noun is **cake**. Say the adjectives that go with that noun. (Signal.) *A, yellow*. Yes, **a yellow** tells about the cake she baked.
 - Sentence 3: Five ants climbed the kitchen wall. The first noun is **ants**. Say the adjectives that go with that noun. (Signal.) *Five, red*.
 - The next noun is **wall**. Say the adjectives that go with that noun. (Signal.) *The, kitchen*.
 - Sentence 4: An old red cup fell off the big table. The first noun is **cup**. Say the adjectives that go with that noun. (Signal.) *An, old, red*.
 - The next noun is **table**. Say the adjectives that go with that noun. (Signal.) *The, big*.
10. Raise your hand if you got everything right. Good for you.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Editing

Consolidation

1. Everybody, find part B in your workbook. ✓
The number at the end of each item tells how many mistakes are in the item. There are lots of mistakes in these items. Remember the rules about capitalizing: Names of persons are capitalized. So are days of the week and months of the year. Also, remember the rule about using a comma if the word **and** is left out of a sentence.
2. Fix up the mistakes in each item. Pencils down when you're finished. (Observe students and give feedback.)

TEXTBOOK

3. Turn to lesson 64 in your textbook and find part B. It shows the corrected sentences.
 - Check your work. Fix up any mistakes. (Observe students and give feedback.)
4. Raise your hand if you made no mistakes. Great job.

LINED PAPER

EXERCISE 4 Relevant To Topic

1. Everybody, pick up the lined paper from lesson 63. ✓
Turn the lined paper to the other side. Write your name and lesson 64 on the top line. Pencils down when you're finished. ✓
 - Find part C in your textbook. ✓
 - You've learned about facts that are relevant to a question. Sometimes the title of a passage is a question. If the title is a question, it tells the main thing the passage is about.
 - Everybody, what's the title of the passage in part C? (Signal.) *Why do people like dogs?*
2. Listen: If sentences are relevant to the title, they help answer the question: Why do people like dogs? If sentences are **not** relevant, they do **not** help answer the question: Why do people like dogs?
3. Your turn: There is a circled letter in front of each sentence. Write the letters of the sentences that are **not** relevant to the question: Why do people like dogs? Don't write the letter of any sentence that is relevant—just the sentences that are **not** relevant. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work.
 - Read the letter of each sentence that is **not** relevant to the question. (Call on a student.) *B, C and F*.
 - I'll read the sentences that are **not** relevant to the question: Some people like cats. Dogs can make a house very dirty. Some dogs run into the street to chase cars.
 - Those sentences are **not** relevant because they don't answer the question: Why do people like dogs?
5. Raise your hand if you wrote all the right letters. Good for you.

- Everybody else, fix up any mistakes you made in part C.

EXERCISE 5 Practicing Applying Checking Procedure

1. Turn back to lesson 63 in your textbook and find part D. ✓

These are the pictures you wrote a passage about last time. The instructions said to write two paragraphs. The first paragraph should tell about what happened in the first picture. The second paragraph should tell about the missing picture and the last picture.

2. Open your workbook to page 175. This is a passage a student wrote about those pictures. The passage has some problems. I'll read it. Listen: Tracy and Maria rode their snowmobile near a frozen lake. Nobody lived near this lake and the snowmobile hit a large rock that was covered with snow. The snowmobile was damaged and couldn't run. Maria said, "We'll freeze unless we get out of the cold." The girls decided to build an igloo. They took the toolkit from the snowmobile. They stacked up the blocks of ice to make an igloo. When they were finished, it was snowing. As Tracy started to crawl inside the igloo, Maria said, "we'll be a lot warmer when we get inside."
3. Remember the new letter. Everybody, what does the letter **P** stand for in the margin? (Signal.) *New paragraph.*
 - Remember, if you see the letter **P** in the margin, it means that you didn't indent to begin a new paragraph. What does it mean if you see the letter **P** in the margin of your paper? (Call on a student. Idea: *The line is not indented to show that a new paragraph begins.*)
 - If you see the letter **P** on your paper, make a **P** with a circle around it to show where a new paragraph begins.
4. Fix up the passage so that it meets all the checks. Put your pencil down when you're finished. (Observe students and give feedback.)
5. Check your work.

- On the line with **RO** in the margin, there is a run-on sentence: Nobody lived near this lake and the snowmobile hit a large rock that was covered with snow. You should have put a period after **lake**, crossed out **and**, then made the **t** in **the** a capital **T**. Raise your hand if you fixed up that problem.
 - For the line with **P** in the margin, you should have written the letter **P** with a circle around it in front of the sentence that says: **The girls decided to build an igloo.** That sentence is the first sentence that tells what must have happened in the middle picture. Raise your hand if you fixed up that problem.
 - On the line with **WH** in the margin, there is an important detail missing. Raise your hand when you can say the sentence that tells something important that happened that is not in the passage. (Call on several students. Idea: *The girls took the saw from the tool case and used the saw to cut blocks of ice.*) You should have written the sentence under the passage and made an arrow to show where it goes. Raise your hand if you fixed up that problem.
 - On the line with **Q** in the margin, you should have fixed up the sentence that tells what Maria said so that the first word she said, **we'll**, begins with a capital letter.
 - Raise your hand if you fixed up all the problems.
6. I'll read the passage again with the problems fixed up. Listen: Tracy and Maria rode their snowmobile near a frozen lake. Nobody lived near this lake. The snowmobile hit a large rock that was covered with snow. The snowmobile was damaged and couldn't run. Maria said, "We'll freeze unless we get out of the cold." *New paragraph:* The girls decided to build an igloo. They took the toolkit from the snowmobile and pulled out a saw. They used the saw to cut blocks of ice from the lake. They stacked up the blocks of ice to make an igloo. When they were finished, it was snowing. As Tracy started to crawl inside the igloo, Maria said, "We'll be a lot warmer when we get inside."

EXERCISE 6 Editing And Correcting A Passage



1. Find the passage you wrote on your lined paper during lesson 63. ✓
 - Keep your textbook open to part D on lesson 63. ✓
 - The directions said to write two paragraphs. In the first paragraph, you should have told what happened just before the first picture and what happened in the first picture. In the second paragraph, you should have told about the missing picture and the last picture. Each paragraph should have a sentence that tells what Maria said.
2. I'm going to call on several students who wrote a good passage to read their passage.
When you read, say **new paragraph** when you start your second paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their passage. For sentences that are very good, say:)
Everybody, say that sentence.

3. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better.
(Observe students and give feedback.)
4. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good passages.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Identify nouns and adjectives in sentences. (Exercise 2)
- Indicate whether sentences in a passage are relevant to a given topic. (Exercise 3)
- Locate and fix up unclear pronouns in a passage. (Exercise 4)
- Write a 2-paragraph story that infers and reports. (Exercise 5)

EXERCISE 1 Feedback On Lesson 64

- (Before handing back students' work from lesson 64, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 64.)
- Praise students :
 - a. who had correct answers for all items in lesson 64 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Parts Of Speech

Nouns/Adjectives

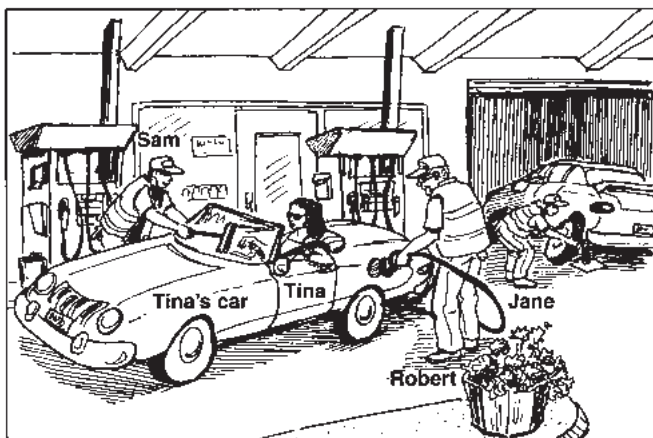
1. You've learned about words that come before a noun and tell **what kind** or **how many**.
 - What part of speech are those words? (Signal.) *Adjectives*.
 2. Here's a noun: **man**. Here's that noun with an adjective that tells what kind of man: **big man**. Here's that noun with a different adjective: **old man**.
 - Your turn: Say **man** with a different adjective that tells **what kind**. (Call on several students. Praise responses such as: *fat man, skinny man, tall man, short man*.)
 3. Here's the noun with an adjective that tells how many: **a man**.
 - Your turn: Say **man** with a different adjective that tells **how many**. (Call on several students. Praise responses such as: *One man, the man*.)
 4. Everybody, open your workbook to lesson 65 and find part A. ✓
 - Each sentence has two nouns. Write **N** above both nouns in each sentence. Then write **A** above all the adjectives in the sentence. Remember, write **N** above both nouns. Write **A** above each adjective. Pencils down when you're finished. (Observe students and give feedback.)
5. Check your work.
 - Sentence 1: One man held a big net. The two nouns are **man** and **net**.
 - The first noun in that sentence is **man**. Say the adjective that goes with that noun. (Signal.) *One*.
 - The next noun in sentence 1 is **net**. Say the adjectives that go with that noun. (Signal.) *A, big*.
 - Sentence 2: Her children bought ten cookies. The two nouns are **children** and **cookies**.
 - The first noun in that sentence is **children**. Say the adjective that goes with that noun. (Signal.) *Her*.
 - The next noun in sentence 2 is **cookies**. Say the adjective that goes with that noun. (Signal.) *Ten*.
 - Sentence 3: The gray squirrel climbed a tall tree. The two nouns are **squirrel** and **tree**.
 - The first noun in that sentence is **squirrel**. Say the adjectives that go with that noun. (Signal.) *The, gray*.
 - The next noun in sentence 3 is **tree**. Say the adjectives that go with that noun. (Signal.) *A, tall*.
 - Sentence 4: Two children washed their little dog. The two nouns are **children** and **dog**.
 - The first noun in that sentence is **children**. Say the adjective that goes with that noun. (Signal.) *Two*.
 - The next noun in sentence 4 is **dog**. Say the adjectives that go with that noun. (Signal.) *Their, little*.

- Raise your hand if you got all the parts of speech right. Good for you.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Relevant To Topic

- Everybody, find part B in your workbook. ✓
 - I'll read the instructions: Cross out the letters of the sentences that are **not** relevant to the question.
 - Everybody, what's the question? (Signal.)
How is wood used?
- Read the passage to yourself. Cross out the letter of any sentence that is **not** relevant to the question: How is wood used? Pencils down when you're finished. (Observe students and give feedback.)
- Check your work.
 - (Call on a student.) Read the letter of each sentence that is **not** relevant to the question. *D, F, G and J.*
 - I'll read the sentences that are **not** relevant to the question: How is wood used? Other houses are made of brick. Some houses have floors made of concrete. Concrete floors may crack when the house gets old. Other chairs are made of metal or plastic.
 - Those sentences are **not** relevant because they don't answer the question: How is wood used?
- Raise your hand if you made no mistakes. Good work.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Editing: Pronoun Clarity—He, She



- Find part C in your workbook. ✓
- I'll read the instructions to you: Fix up the three unclear words in this passage.

- Read the passage carefully. Look at the pictures as you read. Find the three unclear words. Cross them out, then write the person's name. (Observe students and give feedback.)
- Check your work.

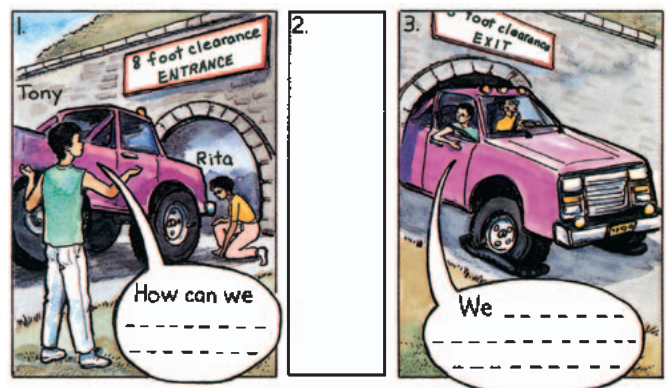
Early one morning, Tina drove her car to the garage where Robert, Sam and Jane worked. After Tina parked her car in front of the gas pumps,—cross out **he**—**Robert** walked to the back of the car and opened the gas tank cover. As Robert put gas in the car, cross out **he**—**Sam** cleaned the front windows. Cross out **she**—**Jane** bent down and took a tire off a car while the men worked on Tina's car.
- Raise your hand if you made no mistakes. Good work.

Everybody else, fix up any mistakes you made.

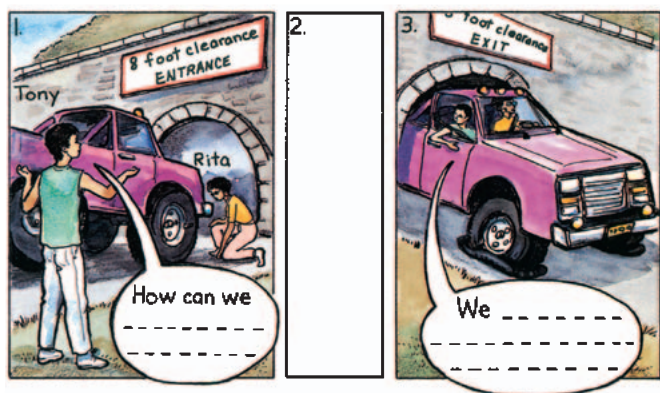
LINED PAPER • TEXTBOOK

EXERCISE 5 Passage Writing

Two Paragraphs



- Everybody, take out a sheet of lined paper and write your name and lesson 65 on the top line. Pencils down when you're finished. ✓
 - Open your textbook to lesson 65 and find part D. ✓
 - You're going to write two paragraphs. Your first paragraph will tell about what happened just before the first picture and what happened in the first picture. Your second paragraph will tell about the missing picture and the last picture.
- I'll read the words in the vocabulary box: **tires, too tall, air, stopped, tunnel, their truck, drove, couldn't, through.**
- Touch the first picture. ✓



- You'll start your first paragraph so it gives the reader a clear picture of what happened. You'll tell where Tony and Rita were when they stopped their truck. Your first sentences might say: Tony and Rita were driving down the road in their truck when they came to a tunnel.
- Raise your hand when you can say a sentence that tells why they stopped the truck. (Call on a student. Idea: *The truck was too tall to get through the tunnel.* For good sentences:) Everybody, say that sentence.
- So you could start out by saying that Tony and Rita were driving down the road in their truck when they came to a tunnel. They stopped in front of the tunnel. The truck was too tall to get through the tunnel.
- Listen: In the picture, Tony and Rita are not in the truck, so they must have gotten out of the truck. Raise your hand when you can say a sentence that tells what Rita did after she got out of the truck. (Call on several students. Idea: *Rita looked at the front tires.* For good sentences:) Everybody, say that sentence.
- Tony walked behind the truck and looked at the tunnel. Raise your hand when you can say a sentence that tells what Tony said in the first picture. Start your sentence: Tony asked, "How can we...." (Call on several students. Idea: *Tony asked, "How can we get through this tunnel."*)

- Write your paragraph about the first picture. Tell what happened before the first picture. Start by telling where Tony and Rita were. Then tell what Rita and Tony did in the first picture. Remember to tell what Tony said. You have 6 minutes. Pencils down when you are finished. (Observe students and give feedback.)
- (After 6 minutes, say:) Stop writing. Pencils down.
- Your second paragraph will tell what happened in the missing picture and the last picture. If you look carefully at the truck in the last picture, you can figure out what they must have done to make the truck low enough to get through the tunnel. Tony is saying something in the last picture. Raise your hand when you can say the sentence that Tony said. Start with the words, Tony said. (Call on several students. Idea: *Tony said, "We made it through the tunnel."* For good sentences:) Everybody say that sentence.
- Write your second paragraph. Start on the next line and indent. Remember, tell about the missing picture and the last picture. Tell what they must have done to get through the tunnel. Remember to tell what Tony said in the last picture. You have 8 minutes. Pencils down when you're finished. (Observe students and give feedback.)
- (After 8 minutes, say:) Stop writing. Make 3 check boxes under your passage.
 - Check 1 says: Does your first paragraph give a clear picture of what happened before the first picture and in the first picture? Read your paragraph. Make sure you have sentences that tell where Tony and Rita were and what happened. Make sure you have a sentence that tells what Tony said. When you're sure that you gave a clear picture of what happened in the first picture, put a check in box 1. (Observe students and give feedback.)

- Check 2 says: Does your second paragraph give a clear picture of what happened in the missing picture and the last picture? Your paragraph should tell what they did to get through the tunnel. The paragraph should also report on what happened in the last picture. It should tell what they did and what Tony said. Read your second paragraph. When you're sure that you gave a clear picture of what must have happened in the missing picture and the last picture, put a check in the second box.

(Observe students and give feedback.)

- Check 3 says: Are all your sentences written correctly? Read both paragraphs. Fix up any mistakes. When you're sure that all the sentences are written correctly, put a check in the third box.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)
- Students should do the textbook exercises for this lesson on the back side of the lined paper from the previous lesson.

Objectives

- **Complete a subject by writing adjectives in front of given nouns.** (Exercise 2)
- Indicate the subject, the predicate and the part of speech for specific words in sentences. (Exercise 3)
- **Edit a passage to ensure that 1 and 2-sentence direct quotations are punctuated correctly.** (Exercise 4)
- Edit a 2-paragraph story that infers and reports. (Exercise 5 and 6)

EXERCISE 1 Feedback On Lesson 65

- (Hand back students' work from lesson 65.)
- Praise students who had correct answers for all items in lesson 65 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Subject****Adjectives/Nouns**

1. Everybody, open your workbook to lesson 66 and find part A. ✓
 - These are supposed to be subjects of sentences, but the adjectives are missing. Only the nouns are shown. You're going to write adjectives to make up complete subjects.
2. Touch item 1.
The noun is **rabbit**. You could write something like: **a little** rabbit or **that** rabbit.
3. Your turn: Write adjectives that make each subject complete. Remember, you can write adjectives that tell what kind or how many. You can write one or two adjectives for each item. Pencils down when you're finished.
(Observe students and give feedback.)
4. Check your work.

- **Item 1. The noun is rabbit.**
(Call on several students.) Read the subject that you made up.
(Praise appropriate responses.)
 - **Item 2. The noun is men.**
(Call on several students.) Read the subject that you made up.
(Praise appropriate responses.)
 - **Item 3. The noun is cup.**
(Call on several students.) Read the subject that you made up.
(Praise appropriate responses.)
 - **Item 4. The noun is monster.**
(Call on several students.) Read the subject that you made up.
(Praise appropriate responses.)
5. Your turn: Write **N** above the noun in each of your subjects. Write **A** above each adjective. Pencils down when you're finished.
(Observe students and give feedback.)
 6. I'll check your work later.

EXERCISE 3 Sentence Analysis

1. Everybody, find part B in your workbook. ✓
You're going to circle the whole subject in each sentence and underline the whole predicate. Do it. Pencils down when you're finished.
(Observe students and give feedback.)
2. Check your work.
 - **Sentence 1: Suddenly, he jumped out of bed. What's the subject? (Signal.) He.**

- What's the predicate? (Signal.) *Jumped out of bed suddenly.*
 - Sentence 2: Nine men helped me fix my car. What's the subject? (Signal.) *Nine men.*
 - What's the predicate? (Signal.) *Helped me fix my car.*
 - Sentence 3: Dan and his sister were with us. What's the subject? (Signal.) *Dan and his sister.*
 - What's the predicate? (Signal.) *Were with us.*
 - Sentence 4: After we ate, my mother was tired. What's the subject? (Signal.) *My mother.*
 - What's the predicate? (Signal.) *Was tired after we ate.*
3. Now you're going to write the part of speech above each underlined word. Write **N** above each noun. Write **P** above each pronoun. Write **V** above each verb. Do it. Pencils down when you're finished. (Observe students and give feedback.)
 4. Check your work.
 - Sentence 1. **He** is a pronoun. **Jumped** is a verb. **Bed** is a noun.
 - Sentence 2. **Men** is a noun. **Helped** is a verb. **Me** is a pronoun. **Car** is a noun.
 - Sentence 3. **Dan** is a noun. **Sister** is a noun. **Were** is a verb. **Us** is a pronoun.
 - Sentence 4. **We** is a pronoun. **Ate** is a verb. **Mother** is a noun.
 5. Raise your hand if you got all the words right. Great job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4

<i>James did not do his homework last</i>
<i>night. He said my teacher won't care. She</i>
<i>likes me.</i>
<i>James was wrong. His teacher did care.</i>
<i>She said you will stay in from recess to</i>
<i>finish your work.</i>
<i>James was not happy during recess. He</i>
<i>said tonight I will finish my homework</i>
<i>before I watch TV I don't like missing</i>
<i>recess.</i>

1. Find part C in your workbook. ✓

2. The writer forgot to punctuate the sentences that tell the exact words people said. You have to put in the missing quote marks, capitals and commas.
3. I'll read the first paragraph. James did not do his homework last night. He said, My teacher won't care. She likes me.
4. (Call on a student.) What are the exact words he said? (My teacher won't care. She likes me.)
5. He said two sentences. (Call on a student.) Tell me how to punctuate those sentences. (Put a comma after **said**. Make a capital **M** in **my**. Put quote marks in front of **my** and after **me**.)
6. Everybody, fix up those sentences, then read the passage. Fix up the sentences that tell the exact words people said. (Observe students and give feedback.)
7. Check your work. James did not do his homework last night. He said, comma quote marks capital **M**, My teacher won't care. She likes me, **period quote marks**. James was wrong. His teacher did care. She said, **comma quote marks capital Y**, You will stay in from recess to finish your work, **period quote marks**. James was not happy during recess. He said, **comma quote marks**, I will finish my homework tonight before I watch television, **period**. I don't like missing recess, **period quote marks**.

TEXTBOOK

EXERCISE 5 Practicing Applying Checking Procedure

1. Open your textbook to lesson 65 and find part D. ✓
These are the pictures you wrote a passage about last time. The instructions said to write two paragraphs. The first paragraph should tell about what happened in the first picture. The second paragraph should tell about the missing picture and the last picture.

2. Open your workbook to page 159. ✓
This is a passage a student wrote about those pictures. The passage has some problems. I'll read it. Listen: Tony and Rita were driving down the road in their truck when they came to a tunnel. The truck was too tall to get through the tunnel and Tony and Rita got out of the truck. Tony look at the tunnel. He said, "How can we get through this tunnel?" Rita bent down next to the front tire.
New paragraph: As Rita looked at the front tire, she got an idea. She told Tony that if they let some air out of the tires, the truck could be low enough to make it through the tunnel. They let air out of all the tires. Then, they drove slowly through the tunnel the top of the truck was just low enough to get through the tunnel.
3. Fix up the passage so that it meets all the checks. Put your pencil down when you're finished.
(Observe students and give feedback.)
4. Check your work.
 - On the line with **RO** in the margin, there is a run-on sentence. Listen: The truck was too tall to get through the tunnel and Tony and Rita got out of the truck. You should have put a period after **tunnel** and crossed out **and**. Raise your hand if you fixed up that problem.
 - On the line with **D-I-D** in the margin, you should have fixed up **look** so it says **looked**. Raise your hand if you fixed up that problem.
 - On the line with **CP** in the margin, there should be a period after **tunnel**. The next word should begin with a capital **T**. Raise your hand if you fixed up that problem.
 - On the line with **WH** in the margin, there is an important thing left out. The writer didn't tell what Tony said. Raise your hand when you can say a sentence that Tony said.
(Call on several students. Idea: *Tony said, "We made it through the tunnel. I hope that our tires are still good."*)
 - You should have written the sentence under the passage and made an arrow to show where it goes. Raise your hand if you fixed up that problem.
 - Raise your hand if you fixed up all the problems.

5. I'll read the paragraph again with the problems fixed up. Listen: Tony and Rita were driving down the road in their truck when they came to a tunnel. The truck was too tall to get through the tunnel. Tony and Rita got out of the truck. Tony looked at the tunnel. He said, "How can we get through this tunnel?" Rita bent down next to the front tire.
New paragraph: As Rita looked at the front tire, she got an idea. She told Tony that if they let some air out of the tires, the truck could be low enough to make it through the tunnel. They let air out of all the tires. Then, they drove slowly through the tunnel. The top of the truck was just low enough to get through the tunnel. As the truck came out of the tunnel, Tony said, "We made it through the tunnel. I hope that our tires are still good."

EXERCISE 6 Editing And Correcting A Passage

1. Find the passage you wrote on your lined paper during lesson 65. ✓
 - Keep your textbook open to part D on lesson 65.
 - The directions said to write two paragraphs. In the first paragraph, you should have told what happened just before the first paragraph and what happened in the first picture. In the second paragraph, you should have told about the missing picture and the last picture. Each paragraph should have a sentence that tells what Tony said.
2. I'm going to call on several students who wrote a good passage to read their passage.
When you read, say **new paragraph** when you start your second paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their passage. For sentences that are very good, say:)
Everybody, say that sentence.

3. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better.
(Observe students and give feedback.)
4. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good passages.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Apply capitalization rules for names of persons or places. (Exercise 2)
- Indicate whether sentences in a passage are relevant to a given topic. (Exercise 3)
- Identify nouns and adjectives in sentences. (Exercise 4)
- Write a 2-paragraph story that includes sentences that begin with a part of the predicate that tells when. (Exercise 5)

EXERCISE 1 Feedback On Lesson 66

- (Before handing back students' work from lesson 66, read one or two well-edited paragraphs that meet all the checks.
- (Hand back students' work from lesson 66.)
- Praise students:
 - a. who had correct answers for all items in lesson 66 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

EXERCISE 2 Capitalization

Persons and Places

1. You've learned that nouns name persons, places or things. Some nouns are always capitalized. Here's a rule about the names of persons or places: If the noun is the name of **one** person or **one** place, all parts of the name are capitalized.
2. **Sally** is capitalized because that name is supposed to name one person.
 - Listen: Miss Sally Brown. All parts are capitalized, because that is the name of one person.
 - Listen: the street. Nothing is capitalized, because **the street** could tell us about a lot of different places.
 - Listen: Elm Street. All parts are capitalized, because that is the name of one place.

3. Listen: that park. Is anything capitalized? (Signal.) No.
 - Listen: Stanley Park. Is anything capitalized? (Signal.) Yes.
 - Yes, both parts of the name are capitalized.
 - Listen: Atlantic Ocean. Is anything capitalized? (Signal.) Yes.
 - Yes, both parts of the name are capitalized.
 - Listen: that store. Is anything capitalized? (Signal.) No.
 - Listen: Ace Grocery Store. Is anything capitalized? (Signal.) Yes.
 - Yes, all parts of the name are capitalized.
 - Listen: my doctor. Is anything capitalized? (Signal.) No.
 - Listen: Doctor Jones. Is anything capitalized? (Signal.) Yes.
 - Listen: Uncle Jake. Is anything capitalized? (Signal.) Yes.
 - Yes, both parts of the name are capitalized.
 - (Repeat step 3 until firm.)
4. Listen: Chicago, Illinois. Is anything capitalized? (Signal.) Yes.
 - Chicago, Illinois is the name of one place, so both parts of the name are capitalized.
 - Listen: (name students' city and state or province). Is anything capitalized? (Signal.) Yes.
 - That's the name of one place, so both parts are capitalized.

WORKBOOK

Rule Application

1. Everybody, open your workbook to lesson 67 and find part A. ✓
 - Some of the items are names of one person or one place. You're going to make the first letter of all parts of those names capital letters. If the item is not the name of one person or one place, you won't capitalize anything.

2. I'll read the items. Follow along.
 - Item 1: that boy.
 - Item 2: Tom.
 - Item 3: Mrs. Robert Brown.
 - Item 4: my teacher.
 - Item 5: Lincoln Street.
 - Item 6: a repair shop.
 - Item 7: Johnson Repair Shop.
 - Item 8: Chicago, Illinois.
 - Item 9: Mississippi River.
 - Item 10: my store.
 - Item 11: Jolly Time Toy Store.
 - Item 12: that river.
3. Your turn: Capitalize all parts of any item that names one person or one place. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work. I'll read each item. You say **capitalized** or **not capitalized**.
 - Item 1: that boy. (Signal.) *Not capitalized.*
 - Item 2: Tom. (Signal.) *Capitalized.*
 - Item 3: Mrs. Robert Brown. (Signal.) *Capitalized.*
 - Item 4: my teacher. (Signal.) *Not capitalized.*
 - Item 5: Lincoln Street. (Signal.) *Capitalized.*
 - Item 6: a repair shop. (Signal.) *Not capitalized.*
 - Item 7: Johnson Repair Shop. (Signal.) *Capitalized.*
 - Item 8: Chicago, Illinois. (Signal.) *Capitalized.*
 - Item 9: Mississippi River. (Signal.) *Capitalized.*
 - Item 10: my store. (Signal.) *Not capitalized.*
 - Item 11: Jolly Time Toy Store. (Signal.) *Capitalized.*
 - Item 12: that river. (Signal.) *Not capitalized.*
5. Raise your hand if you got all the items right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Relevant To Topic

1. Everybody, find part B in your workbook. ✓ You've learned about facts that are relevant to a question. Sometimes the title of a passage is a question. If the title is a question, it tells the main thing the passage is about.

- Everybody, read the title of the passage in part B. (Signal.) *What did Bob and Sally do when they saw a burning house?*
2. Listen: If sentences are relevant to the title, they help answer the question: What did Bob and Sally do when they saw a burning house? If sentences are **not** relevant, they do **not** help answer the question.
 3. Your turn: There is a circled letter in front of each sentence. Cross out the letters of the sentences that are **not** relevant to the question. Pencils down when you're finished. (Observe students and give feedback.)
 4. Check your work.
 - (Call on a student.) Read the letter of each sentence that is **not** relevant to the question. Idea: *C and F.*
 - I'll read the sentences that are **not** relevant to the question: Bob and Sally worked in the same factory. That night, Bob and Sally watched television.
 - Those sentences are **not** relevant because they don't answer the question: What did Bob and Sally do when they saw a burning house?
 5. Raise your hand if you wrote all the right letters. Good for you.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Parts Of Speech

Nouns/Adjectives

1. Everybody, find part C in your workbook. ✓ Some sentences have one noun. Some sentences have more than one noun.
 - I'll read the instructions: Write **N** above each noun. Write **A** above each adjective. If no adjective goes with the noun, just put **N** above the noun. Do the sentences now. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work.
 - Sentence 1. Everybody, what's the first noun? (Signal.) *Clowns.*
 - Say the adjectives that go with that noun. (Signal.) *Three, sad.*
 - What's the next noun? (Signal.) *Bicycle.*
 - Say the adjectives that go with that noun. (Signal.) *A, tiny.*

- Sentence 2. What's the first noun? (Signal.) *Kathy*.
 - There is no adjective for that noun.
 - What's the next noun? (Signal.) *Couch*.
 - Say the adjective that goes with that noun. (Signal.) *The*.
 - Sentence 3. What's the first noun? (Signal.) *Kite*.
 - Say the adjectives that go with that noun. (Signal.) *A, striped*.
 - What's the next noun? (Signal.) *Tree*.
 - Say the adjective that goes with that noun. (Signal.) *The*.
 - Sentence 4. What's the first noun? (Signal.) *Cow*.
 - Say the adjective that goes with that noun. (Signal.) *A*.
 - What's the next noun? (Signal.) *Grass*.
 - There is no adjective for that noun.
3. Raise your hand if you got everything right. Good job.
 - Everybody else, fix up any mistakes you made in part C.

- Open your textbook to lesson 67 and find part D. ✓
 - You've already written a paragraph that tells about these pictures. But this time you're going to write two paragraphs, and you'll write some sentences that begin with a part that tells when.
2. Check 3 is a new check. It says: Did you write at least two sentences that begin with a part that tells when?
 - There are new letters for Check 3 that tell about problems.
 3. The letters **C-O-M** stand for comma. Everybody, what do the letters **C-O-M** stand for? (Signal.) *Comma*.
 - If you see the letters **C-O-M** in the margin, it means that there is a problem with a comma. A sentence might be missing a comma. There might be a comma when a comma is not needed. What does it mean when you see the letters **C-O-M**? (Call on a student. Idea: *There is a problem with a comma. The sentence might be missing a comma. There might be a comma when a comma is not needed.*)

4. The letter **W** stand for sentences that begin with a part that tells when. Everybody, what does the letter **W** stand for? (Signal.) *Sentences that begin with a part that tells when*.
 - If you see the letter **W** with the number 1 next to it, that means the passage needs one more sentence that begins with a part that tells when. What does it mean if you see the letter **W** with the number 1 next to it? (Call on a student. Idea: *The passage needs one more sentence that begins with a part that tells when.*)
 - If you see **W** with the number 2 next to it, that means the passage needs two more sentences that begin with a part that tells when. What does it mean if you see the letter **W** with the number 2 next to it? (Call on a student. Idea: *The passage needs two more sentences that begin with a part that tells when.*)

LINED PAPER • TEXTBOOK

EXERCISE 5 Passage Writing

Two Paragraphs



1. Everybody, take out a sheet of lined paper and write your name and lesson 67 on the top line. Pencils down when you're finished. ✓



5. You'll start your paragraph by telling where Carlos and Henry were and what they were doing before the first picture. You can also say what they planned to do. You might start by writing: Henry and Carlos were sleeping in their bedroom. They were going to go fishing. They set the alarm clock for six in the morning.
6. When you write your first paragraph, write at least one sentence that begins with a part that tells when.
 - Here are some sentences that begin with a part that tells when. Before they went to sleep, they set the alarm clock for six o'clock. Everybody, say that sentence. (Signal.) *Before they went to sleep, they set the alarm clock for six o'clock.*
 - At six o'clock, the alarm clock rang. Everybody, say that sentence. (Signal.) *At six o'clock, the alarm clock rang.*
 - When the alarm clock rang, they got out of bed. Everybody, say that sentence. (Signal.) *When the alarm clock rang, they got out of bed.*
 - All of those sentences begin with a part that tells when and tell what happened.
 - Look at the first picture. Raise your hand when you can say a sentence that begins with a part that tells when. (Call on several students. Praise reasonable sentences.)
7. Henry said something in the first picture. Raise your hand when you can say the sentence that Henry said. (Call on several students. Idea: *I hope we can catch some fish today or I hope the weather is good today.* For good sentences:) Everybody, say that sentence.
8. Write your first paragraph. Tell what happened before the first picture. Start out by telling where the boys were and what they were doing before the alarm clock rang. You can also tell what they planned to do. Then tell what happened in the first picture. Be sure to write a sentence that tells what Henry said and to write at least one sentence that begins with a part that tells when. Remember how to punctuate that sentence. Pencils down when you've written your first paragraph. (Observe students and give feedback.)
9. (After 6 minutes say:) Stop writing. Pencils down.
10. In your second paragraph, you'll write about the missing picture and the last picture. You'll write at least one more sentence that begins with a part that tells when.
 - You can write a sentence that starts out this way: After they got dressed: Raise your hand when you can say a sentence that begins with: after they got dressed. (Call on several students. Idea: *After they got dressed, they went outside.* For good sentences:) Everybody say that sentence.
 - You can write a sentence that starts: When they got to the lake. Raise your hand when you can say a sentence that begins with: when they got to the lake. (Call on several students. Idea: *When they got to the lake, they took the boat off the trailer.* For good sentences:) Everybody say that sentence. There are lots of sentences that can begin with a part that tells when.
11. You'll write a sentence that tells what Carlos said in the last picture. Raise your hand when you can say a sentence that tells what Carlos said. (Call on several students. Idea: *Carlos said, "We're going to catch lots of fish today."* or *Carlos said, "We're going to be lucky today."* For good sentences:) Everybody say that sentence.
12. Write your second paragraph. Tell what happened in the missing picture and the last picture. Remember, write at least one sentence that begins with a part that tells when. Pencils down when you're finished. You have 8 minutes. (Observe students and give feedback.)

13. (After 8 minutes, say:) Stop writing. Make 3 check boxes under your paragraph. ✓
- Check 1 says: Does your first paragraph give a clear picture of what happened before the first picture and in the first picture? Read your paragraph. Make sure you have sentences that tell where the boys were and what happened. Make sure you have a sentence that tells what Henry said. When you're sure that you gave a clear picture of what happened in the first picture, put a check in the first box. (Observe students and give feedback.)
 - Check 2 says: Does your second paragraph give a clear picture of what happened in the missing picture and the last picture? Read your second paragraph. Make sure you told all the important things that must have happened in the missing picture. Make sure that you told what happened in the last picture and that you have a sentence that tells what Carlos said. When you're sure that you gave a clear picture of what must have happened in the missing picture and the last picture, put a check in the second box. (Observe students and give feedback.)
 - Check 3 says: Did you write at least two sentences that begin with a part that tells when? Find those sentences in your paragraphs and make sure that they are punctuated correctly. If you don't have two sentences that begin with a part that tells when, write a sentence that begins with a part that tells when under your paragraph, and make an arrow to show where it goes. When you're sure that your passage has at least two sentences that begin with a part that tells when, make a check in the third box. (Observe students and give feedback.)

- Starting today, there won't be a check to make sure that all your sentences are written correctly. But, before you hand in your paper, always read it over and be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your paragraph. Fix up any sentences that are not written correctly. (Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the *Language Arts Teacher's Guide* for instructions on providing feedback.)

Objectives

- Apply capitalization rules for names of persons or places. (Exercise 2)
- Identify nouns and adjectives in sentences. (Exercise 3)
- **Edit a passage to ensure that sentences that begin with a part that tells when are properly punctuated.** (Exercise 4)
- Edit a 2-paragraph story that includes sentences that begin with a part of the predicate that tells when. (Exercise 5 and 6)

EXERCISE 1 Feedback On Lesson 67

- (Hand back students' work from lesson 67.)
- Praise students who had correct answers for all items in lesson 67 skill exercises.
- Provide feedback on any exercises that were troublesome.

WORKBOOK**EXERCISE 2 Capitalization****Persons and Places**

1. You've learned a rule about nouns that are always capitalized. If the noun is supposed to name **one** person or **one** place, all parts of the name are capitalized.
 2. I'll say some things. You'll say **capitalized** or **not capitalized**.
 3. Listen: Mrs. Smith. (Signal.) *Capitalized*.
 - Listen: my little sister. (Signal.) *Not capitalized*.
 - Listen: Snake River. (Signal.) *Capitalized*.
 - Listen: Yellowstone National Park. (Signal.) *Capitalized*.
 - Listen: Los Angeles, California. (Signal.) *Capitalized*.
 - Listen: our city. (Signal.) *Not capitalized*.
 - Listen: Miss Barbara Tucker. (Signal.) *Capitalized*.
 - Listen: Empire State Building. (Signal.) *Capitalized*.
 - Listen: that huge building. (Signal.) *Not capitalized*.
- (Repeat step 3 until firm.)

Rule Application

1. Everybody, open your workbook to lesson 68 and find part A. ✓
 - You're going to capitalize all parts of the items that name one person or one place. You won't do anything to the other items.
2. I'll read the items. Follow along.
 - Item 1: Uncle Jake.
 - Item 2: the street.
 - Item 3: San Francisco.
 - Item 4: Kennedy High School.
 - Item 5: our uncle.
 - Item 6: Ace Toy Factory.
 - Item 7: United States.
 - Item 8: the mail carrier.
 - Item 9: Pacific Ocean.
 - Item 10: a big country.
 - Item 11: Japan.
 - Item 12: Adams Street.
3. Your turn: Capitalize all parts of any item that names one person or one place. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work. I'll read each item. You say **capitalized** or **not capitalized**.
 - Item 1: Uncle Jake. (Signal.) *Capitalized*.
 - Item 2: the street. (Signal.) *Not capitalized*.
 - Item 3: San Francisco. (Signal.) *Capitalized*.
 - Item 4: Kennedy High School. (Signal.) *Capitalized*.
 - Item 5: our uncle. (Signal.) *Not capitalized*.
 - Item 6: Ace Toy Factory. (Signal.) *Capitalized*.
 - Item 7: United States. (Signal.) *Capitalized*.

- Item 8: the mail carrier. (Signal.) *Not capitalized.*
 - Item 9: Pacific Ocean. (Signal.) *Capitalized.*
 - Item 10: a big country. (Signal.) *Not capitalized.*
 - Item 11: Japan. (Signal.) *Capitalized.*
 - Item 12: Adams Street. (Signal.) *Capitalized.*
5. Raise your hand if you got all the items right. Great job.
- Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Parts Of Speech

Nouns/Adjectives

1. Everybody, find part B in your workbook. ✓
Some sentences have one noun. Some sentences have more than one noun.
 - I'll read the instructions: Write **N** above each noun. Write **A** above each adjective. If no adjective goes with the noun, just put **N** above the noun. Do the sentences now. Pencils down when you're finished. (Observe students and give feedback.)
2. Check your work.
 - Sentence 1. Everybody, what's the first noun? (Signal.) *Bear.*
 - Say the adjective that goes with that noun. (Signal.) *His.*
 - What's the next noun? (Signal.) *Balls.*
 - Say the adjective that goes with that noun. (Signal.) *Three.*
 - Sentence 2. What's the first noun? (Signal.) *Boy.*
 - Say the adjectives that go with that noun. (Signal.) *A, sick.*
 - What's the next noun? (Signal.) *Wheelchair.*
 - Say the adjective that goes with that noun. (Signal.) *A.*
 - Sentence 3. What's the first noun? (Signal.) *Al.*
There is no adjective for that noun.
 - What's the next noun? (Signal.) *Apples.*
 - Say the adjective that goes with that noun. (Signal.) *Two.*
 - Sentence 4. What's the first noun? (Signal.) *Woman.*
 - Say the adjective that goes with that noun. (Signal.) *That.*
 - What's the next noun? (Signal.) *Purse.*
 - Say the adjectives that go with that noun.

(Signal.) *A, small, red.*

- Sentence 5. What's the first noun? (Signal.) *People.*
 - Say the adjective that goes with that noun. (Signal.) *Three.*
 - What's the next noun? (Signal.) *Car.*
 - Say the adjectives that go with that noun. (Signal.) *That, old, red.*
3. Raise your hand if you got everything right. Good job.
- Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Editing Sentences That Begin By Telling When

1. Find part C in your workbook. ✓
2. I'll read the instructions: Put the missing comma into each sentence that begins with a part that tells when.
3. Six sentences in this passage begin with a part that tells when.
4. First sentence: As Wendy drove home from work, she thought of the banana pie that was in the refrigerator.
Does that sentence begin with a part that tells when? (Signal.) *Yes.*
Say the part that tells when. (Signal.) *As Wendy drove home from work.*
Put in the comma. ✓
5. Next sentence: Wendy was very hungry because she had not eaten lunch.
Does that sentence begin with a part that tells when? (Signal.) *No.*
6. Next sentence: After she parked her car, she ran into the kitchen and opened the refrigerator.
Does that sentence begin with a part that tells when? (Signal.) *Yes.*
Say the part that tells when. (Signal.) *After she parked her car.*
Put in the comma. ✓
7. Read the rest of the passage. Put a comma into each sentence that begins with a part that tells when. There are six sentences that begin with a part that tells when. (Observe students and give feedback.)

8. Check your work.
As Wendy drove home from work comma, she thought of the banana pie that was in the refrigerator. Wendy was very hungry because she had not eaten lunch. After she parked her car comma, she ran into the kitchen and opened the refrigerator. Wendy could not believe her eyes. The refrigerator was empty. The banana pie was gone. Everything was gone. While Wendy was looking at the empty refrigerator comma, her brother walked into the kitchen. He looked nervous. After a few seconds comma, he walked up to his sister and said, "I'm sorry. I had some friends over for lunch and we ate all the food. Wait here. I'll be right back." Wendy sat down and waited. After a few minutes comma, her brother walked into the kitchen. He was carrying a bag filled with groceries. While Wendy took a nap comma, her brother cooked dinner. The dessert was a huge banana pie.

TEXTBOOK

EXERCISE 5 Practicing Applying Checking Procedure

- Open your textbook to lesson 67 and find part D. ✓
These are the pictures you wrote a passage about last time.
- Open your workbook to page 166.
This is a passage a student wrote about those pictures. The passage has some problems. I'll read it. Henry and Carlos decided to go fishing. They set their alarm clock before they went to sleep. The boys got up when the alarm clock went off. Carlos turned off the alarm clock.
New paragraph: Henry and Carlos got out of bed and got dressed. They walked outside to their truck. They put the boat on the trailer. They drove the truck to the lake. When they arrived at the lake they took the boat off the trailer and put it in the water. Both boys put on their life jackets. Carlos carried the oars into the boat and climbed onto the front seat. Henry sat in the back seat with the fishing pole. Carlos rowed to the middle of the lake. He said, "We're going to be lucky today. I bet we catch ten fish."
- There are new letters that tell about problems. The letters **C-O-M** stand for comma. Everybody, what do the letters **C-O-M** stand for? (Signal.) *Comma.*
 - If you see the letters **C-O-M** in the margin, it means that there is a problem with a comma. The sentence might be missing a comma. There might be a comma when a comma is not needed. What does it mean when you see the letters **C-O-M**? (Call on a student. Idea: *There is a problem with a comma. The sentence might be missing a comma. There might be a comma when a comma is not needed.*)
- Touch the letters **C-O-M** in the margin. ✓
Fix up the problem on that line. Raise your hand when you're finished.
 - Tell me about the problem and how you fixed it up. (Call on a student. Idea: *The sentence began with a part that tells when. Here's that part: When they arrive at the lake. There was not a comma after the part that tells when.*)
Fix up the sentence by putting a comma after the word **lake**. ✓
- The letter **W** stands for sentences that begin with a part that tells when. Everybody, what does the letter **W** stand for? (Signal.) *Sentences that begin with a part that tells when.*
 - If you see the letter **W** and number **1** in the margin under the passage, that means the passage needs one more sentence that begins with a part that tells when. What does it mean if you see the letter **W** with the number **1** next to it? (Call on a student. Idea: *The passage needs one more sentence that begins with a part that tells when.*)
 - If you see **W** and the number **2** in the margin, that means that the passage needs two more sentences that begin with a part that tells when. What does it mean if you see the letter **W** with the number **2** next to it? (Call on a student. Idea: *The passage needs two more sentences that begin with a part that tells when.*)

6. Touch the letter **W** followed by the number **1** in the margin at the bottom of the passage. ✓
This tells us that the passage needs one more sentence that begins with a part that tells when.
- Look at the first paragraph. Raise your hand if you can say one of the sentences in the first paragraph so that it begins with a part that tells when. (Call on several students to say a sentence that begins with a part that tells when and to tell what sentence that new sentence will replace. Idea: *Before they went to sleep, they set the alarm clock for six in the morning. When the alarm clock went off, the boys got up.*)
7. Write a sentence that begins with a part that tells when under the passage. Make an arrow to show where the sentence goes. If the sentence you wrote replaces a sentence in the passage, cross out that sentence.
(Observe students and give feedback.)
8. (Call on several students to read the sentences they wrote and tell if they crossed out any sentences.)

- The directions said to write two paragraphs. In the first paragraph, you should have told what happened just before the first paragraph and what happened in the first picture. In the second paragraph, you should have told about the missing picture and the last picture. Each paragraph should have a sentence that tells what one of the boys said. There should be at least two sentences that begin with a part that tells when.
2. I'm going to call on several students who wrote a good passage to read their passage.
When you read, say **new paragraph** when you start your second paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their passage. For sentences that are very good, say:) Everybody, say that sentence.
 3. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better.
(Observe students and give feedback.)
 4. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good passages.)

EXERCISE 6 Editing And Correcting A Passage



1. Find the passage you wrote on your lined paper during lesson 67. ✓
- Keep your textbook open to part D on lesson 67. Those are the pictures you wrote about during that lesson. ✓

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

Objectives

- Apply capitalization rules for names of persons or places. (Exercise 2)
- Identify the subject, the predicate and the part of speech (including **adjectives**) for specific words in sentences. (Exercise 3)
- Edit a passage to ensure that 1-and 2-sentence direct quotations are punctuated correctly. (Exercise 4)
- Write a 2-paragraph story that includes sentences that begin with a part of the predicate that tells when. (Exercise 5)

EXERCISE 1 Feedback On Lesson 68

- (Before handing back students' work from lesson 68, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 68.)
- Praise students:
 - a. who had correct answers for all items in lesson 1 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

WORKBOOK

EXERCISE 2 Capitalization

Persons and Places

1. Everybody, open your workbook to lesson 69 and find part A. ✓
 - You're going to capitalize all parts of the items that name one person or one place. You won't do anything to the other items.
2. I'll read the items. You follow along.
 - Item 1: Ruth Garcia.
 - Item 2: a doctor.
 - Item 3: a big building.
 - Item 4: Fairview Hospital.
 - Item 5: Don's Supermarket.
 - Item 6: Dr. Brown.
 - Item 7: that avenue.
 - Item 8: Salt Lake City.
 - Item 9: Mr. Jordan.
 - Item 10: his street.
 - Item 11: Florida.
 - Item 12: Spring Avenue.

3. Your turn: Capitalize all parts of any item that is the name of one person or one place. Pencils down when you're finished. (Observe students and give feedback.)
4. Check your work. I'll read each item. You say **capitalized** or **not capitalized**.
 - Item 1: Ruth Garcia. (Signal.) *Capitalized*.
 - Item 2: a doctor. (Signal.) *Not capitalized*.
 - Item 3: a big building. (Signal.) *Not capitalized*.
 - Item 4: Fairview Hospital. (Signal.) *Capitalized*.
 - Item 5: Don's Supermarket. (Signal.) *Capitalized*.
 - Item 6: Dr. Brown. (Signal.) *Capitalized*.
 - Item 7: that avenue. (Signal.) *Not capitalized*.
 - Item 8: Salt Lake City. (Signal.) *Capitalized*.
 - Item 9: Mr. Jordan. (Signal.) *Capitalized*.
 - Item 10: his street. (Signal.) *Not capitalized*.
 - Item 11: Florida. (Signal.) *Capitalized*.
 - Item 12: Spring Avenue. (Signal.) *Capitalized*.
5. Raise your hand if you got all the items right. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Sentence Analysis

Adjectives

1. Everybody, find part B in your workbook. ✓ You're going to identify the parts of speech for the underlined words in each sentence. Almost all the words are underlined.

- Here's how to do it: First, circle the subject of each sentence. That will help you find the noun in the subject. It will also help you see where the verb is. Do it. Circle the subject of each sentence. Raise your hand when you're finished.

(Observe students and give feedback.)

- I'll read the subjects.
Sentence 1. Seven men.
Sentence 2. Two little children.
Sentence 3. James.
Sentence 4. An old woman.
- Now you can see which words are the verbs. Remember, verbs are usually the first words of the predicate. Write **V** above any verb. Write **N** above the noun in each **subject**. Pencils down when you've marked the nouns in the subjects and the verbs.

(Observe students and give feedback.)

- Check your work.
 - Sentence 1. The noun in the subject is **men**; the verb is **went**.
 - Sentence 2. The noun in the subject is **children**; the verb is **stood**.
 - Sentence 3. The noun in the subject is **James**; the verb is **was wearing**.
 - Sentence 4. The noun in the subject is **woman**; the verb is **gave**.
- Now write **N** above the noun in each **predicate**. Then write **A** above each adjective in the sentences. The adjectives may be in the subject or in the predicate. Remember, adjectives come before nouns and tell about nouns. Pencils down when you're finished.

(Observe students and give feedback.)

- Check your work. I'll tell you what part of speech each underlined word is.
 - Sentence 1. **Seven** is an adjective; **men** is a noun; **went** is the verb; **a** is an adjective; **big** is an adjective; and **party** is a noun.
 - Sentence 2. **Two** is an adjective; **little** is an adjective; **children** is a noun; **stood** is the verb; **deep** is an adjective; and **snow** is a noun.

- Sentence 3. **James** is a noun; **was wearing** is the verb; **striped** is an adjective; and **shorts** is a noun.
 - Sentence 4. **An** is an adjective; **old** is an adjective; **woman** is a noun; **gave** is the verb; **a** is an adjective; and **dollar** is a noun.
- Raise your hand if you got everything right. Good job.
 - Everybody else, fix up any mistakes you made in part B.

EXERCISE 4 Editing: Quotations

	<i>David walked up to his sister. He said I</i>
	<i>have a problem. My bike won't work.</i>
	<i>She said I will help you fix it. They worked</i>
	<i>for two hours. After they finished, the bike</i>
	<i>worked as well as ever.</i>
	<i>David said Thanks a lot. I really am happy</i>
	<i>that you are my sister.</i>

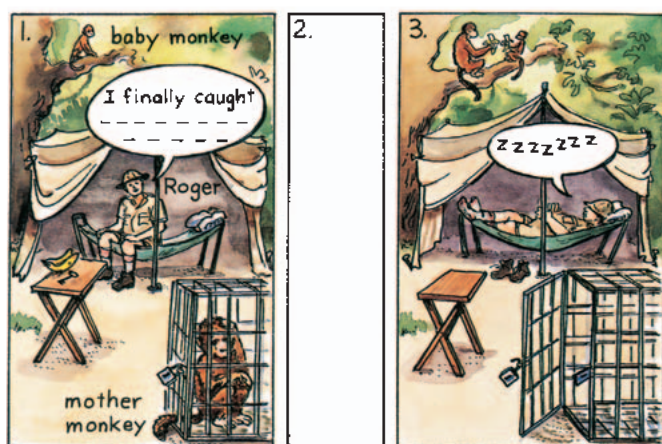
- Find part C in your workbook. ✓
- The writer forgot to punctuate the sentences that tell the exact words somebody said. You have to put in the missing quote marks, capitals and commas.
- I'll read the first paragraph:
David walked up to his sister. He said, I have a problem. My bike won't work.
- (Call on a student.) What are the exact words David said? (*I have a problem. My bike won't work.*)
- He said two sentences.
(Call on a student.) Tell me how to punctuate those sentences. (*Put a comma after **said**. Put quote marks in front of **I** and after **work**.*)
- Fix up those sentences, then read the rest of the passage. Fix up the sentences that tell the exact words people said.
(Observe students and give feedback.)

- Check your work.
David walked up to his sister. He said, comma quote marks, I have a problem. My bike won't work, period quote marks. She said, comma quote marks, I will help you fix it, period quote marks. They worked for two hours. After they finished, the bike worked as well as ever.
David said, comma quote marks, Thanks a lot. I really am happy that you are my sister, period quote marks.

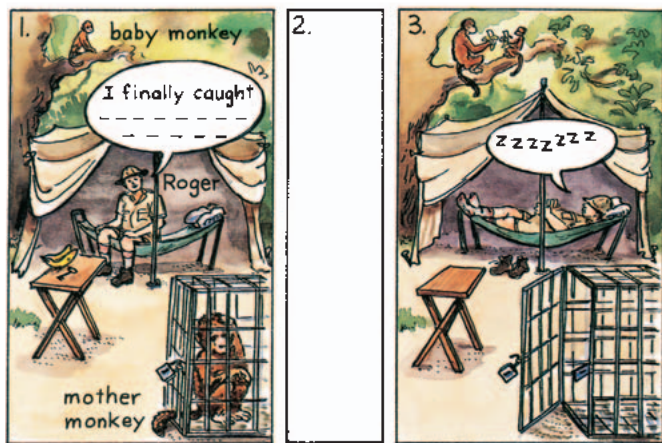
LINED PAPER • TEXTBOOK

EXERCISE 5 Passage Writing

Two paragraphs



- Everybody, take out a sheet of lined paper and write your name and lesson 69 on the top line. Pencils down when you're finished. ✓
 - Open your textbook to lesson 69 and find part D. ✓
 - You've already written a paragraph that tells about these pictures. But this time you're going to write two paragraphs about these pictures and you'll write some sentences that begin with a part that tells when.
- Remember, check 3 is a new check. It says: Did you write at least two sentences that begin with a part that tells when?
 - There are new letters for check 3 that tell about problems.
 - The letters **C-O-M** stand for comma. Everybody, what do the letters **C-O-M** stand for? (Signal.) *Comma.*
- If you see the letters **C-O-M** in the margin, it means that there is a problem with a comma. A sentence might be missing a comma. There might be a comma when a comma is not needed. What does it mean when you see the letters **C-O-M**? (Call on a student. Idea: *There is a problem with a comma. The sentence might be missing a comma. There might be a comma when a comma is not needed.*)
- The letter **W** stands for sentences that begin with a part that tells when. Everybody, what does the letter **W** stand for? (Signal.) *Sentences that begin with a part that tells when.*
- If you see the letter **W** with the number **1** next to it, that means the passage needs one more sentence that begins with a part that tells when. What does it mean if you see the letter **W** with the number **1** next to it? (Call on a student. Idea: *The passage needs one more sentence that begins with a part that tells when.*)
- If you see **W** with the number **2** next to it, that means that the passage needs two more sentences that begin with a part that tells when. What does it mean if you see the letter **W** with the number **2** next to it? (Call on a student. Idea: *The passage needs two more sentences that begin with a part that tells when.*)
- Look at the first picture. Raise your hand when you can say a sentence about the first picture that begins with a part that tells when. (Call on several students. Idea: *After Roger got back to his camp, he put the mother monkey in a cage. After Roger locked the cage, he put the key on a table. When the baby monkey saw what happened to his mother, the baby climbed up the branch of a tree.*)
 - Here are some sentences that begin with a part that tells when.
 - After Roger got back to his camp, he put the mother monkey in a cage. Everybody, say that sentence. (Signal.) *After Roger got back to his camp, he put the mother monkey in a cage.*
 - After Roger locked the cage, he put the key on a table. Everybody, say that sentence. (Signal.) *After Roger locked the cage, he put the key on a table.*



- Before Roger went to sleep, he took off his boots. Everybody, say that sentence. (Signal.) *Before Roger went to sleep, he took off his boots.*
 - All of those sentences begin with a part that tells when and tell an important thing that happened.
5. Roger said something in the first picture. Raise your hand when you can say the sentence that Roger said. (Call on several students. Idea: Roger said, "I finally caught that monkey." For good sentences:) Everybody, say that sentence.
 6. When you write your first paragraph, tell where Roger was and what he was doing. You can say: Roger was in the jungle. He was trying to capture some monkeys. Then, tell what happened before the first picture and what happened in the first picture. Remember to write at least one sentence that begins with a part that tells when. Write your first paragraph. Pencils down when you've written your first paragraph. You have 6 minutes. (Observe students and give feedback.)
 7. (After 6 minutes say:) Stop writing. Pencils down.
 - In your second paragraph, you'll write about the missing picture and the last picture. You'll write at least one more sentence that begins with a part that tells when.
 - You can write a sentence that starts out this way: When Roger fell asleep. Raise your hand when you can say a sentence that begins when Roger fell asleep. (Call on several students. Idea: *When Roger fell asleep, the baby monkey climbed down the tree.* For good sentences:) Everybody say that sentence.

- You can write a sentence that starts out this way: After the baby monkey unlocked the cage. Raise your hand when you can say a sentence that starts out: After the baby monkey unlocked the cage. (Call on several students. Idea: *After the baby monkey unlocked the cage, the mother monkey walked out of the cage.* For good sentences:) Everybody say that sentence.
 - There are lots of sentences that can begin with a part that tells when.
8. In the last picture, Roger is saying a bunch of Z's. What do you think those z's stand for? (Call on a student. Idea: *The noise he made when he snored.*)
 - Roger is snoring away in the last picture. You can write what he's saying in your paragraph if you wish.
 9. Write your second paragraph. Tell what happened in the missing picture and the last picture. Remember, write at least one sentence that begins with a part that tells when. You have 8 minutes. (Observe students and give feedback.)
 10. (After 8 minutes, say:) Stop writing. Make 3 check boxes under your paragraph. ✓
 - Check 1 says: Does your first paragraph give a clear picture of what happened before the first picture and in the first picture? Read your paragraph. Make sure you have sentences that tell where Roger was and what happened. Make sure you have a sentence that tells what Roger said. When you're sure that you gave a clear picture of what happened in the first picture, put a check in box 1. (Observe students and give feedback.)
 - Check 2 says: Does your second paragraph give a clear picture of what happened in the missing picture and the last picture? Read your second paragraph. Make sure your paragraph tells all the important things that must have happened in the missing picture. It should tell what Roger did after he put the monkey in the cage and how the monkey got out of the cage. Then it should tell what happened in the last picture. When you're sure that you gave a clear picture of what must have happened in the missing picture and the last picture, put a check in the second box. (Observe students and give feedback.)

- Check 3 says: Did you write at least two sentences that begin with a part that tells when? Find those sentences in your paragraphs and make sure that they are punctuated correctly. If you don't have two sentences that begin with a part that tells when, write a sentence that begins with a part that tells when under your paragraph, and make an arrow to show where it goes. When you're sure that your passage has at least two sentences that begin with a part that tells when, make a check in the third box.

(Observe students and give feedback.)

- There isn't a check to make sure that all your sentences are written correctly. But, before you hand in your paper, always read it over and be sure that all sentences are punctuated correctly and that you used the correct verb in each sentence. Read your passage. Fix up any sentences that are not written correctly.

(Observe students and give feedback.)

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.

Note:

- During this lesson, students will edit and fix up the paragraph they wrote during the previous lesson. Prior to this lesson, read and provide written feedback on the paragraphs. (See directions in the Teacher’s Guide for instructions on providing feedback.)

Objectives

- Perform on a mastery test of skills presented in or before lessons 61–69. (Exercise 2)
- Edit a 2-paragraph story that includes sentences that begin with a part of the predicate that tells when. (Exercise 3 and 4)
- Exercises 5–6 give instructions for marking the test, giving student feedback and providing remedies.

EXERCISE 1 Feedback On Lesson 69

- (Hand back students’ work from lesson 69.)
- Praise students who had correct answers for all items in lesson 69 skill exercises.
- Provide feedback on any exercises that were troublesome.

EXERCISE 2 Test

Parts of Speech

1. Everybody, open your workbook to lesson 70 and find part A of Test 7. ✓
2. I’ll read the instructions: Write **V** above each verb. Write **N** above each noun. Write **A** above each adjective. Do it. Pencils down when you’re finished. (Observe students.)

Punctuation—Series

1. Everybody, find part B. ✓
2. I’ll read the instructions: Fix up each sentence so it is punctuated correctly. Do it. Pencils down when you’re finished. (Observe students.)

Capitalization

1. Everybody, find part C. ✓
2. I’ll read the instructions: Capitalize all parts of any item that names one person or one place. Do it. Pencils down when you’re finished. (Observe students.)

Verb Agreement

1. Everybody, find part D. ✓

2. I’ll read the instructions: Fill in each blank with the verb **was** or **were**. Do it. Raise your hand when you’re finished. (Observe students.)

TEXTBOOK

EXERCISE 3 Practicing Applying Checking Procedure

1. Open your textbook to lesson 69 and find part D. ✓
These are the pictures you wrote a passage about last time.
2. Open your workbook to page 152. This is a passage a student wrote about those pictures. The passage has some problems. I’ll read it. Listen: Roger was looking for monkeys in the jungle. He caught a mother monkey. After he brought the monkey to his campsite he locked it in a cage. He put the key to the cage on a table. He walked over to his cot and sat down. He said, “I finally caught that monkey. I’ll take her back to the zoo.” A baby monkey sat on a branch and watched what was happening
New paragraph. Roger took off his boots and laid down on the cot in his tent. The baby monkey climbed down the tree when Roger went to sleep. The baby monkey walked quietly to the table as Roger slept. The baby monkey took the key and opened the lock on the cage. The mother monkey walked out of the cage door after the baby

monkey unlocked the cage. The monkeys grabbed some bananas from the table and climbed back up the tree. Roger continued to sleep as the happy monkeys ate the bananas.

3. Remember the new letter that tells about problems. The letters **C-O-M** stand for comma. Everybody, what do the letters **C-O-M** stand for? (Signal.) *Comma.*
 - If you see the letters **C-O-M** in the margin, it means that there is a problem with a comma. The sentence might be missing a comma. There might be a comma when a comma is not needed. What does it mean when you see the letters **C-O-M**? (Call on a student. Idea: *There is a problem with a comma. The sentence might be missing a comma. There might be a comma when a comma is not needed.*)
4. Touch the letters **C-O-M** in the margin. ✓
Fix up the problem on that line. Raise your hand when you're finished.
 - Tell me about the problem and how you fixed it up. (Call on a student. Idea: *The sentence began with a part that tells when, but there was not a comma after the part that tells when. Fix it up by putting a comma after the word campsite.*)
 - Raise your hand if you fixed up that problem.
5. The letter **W** stands for sentences that begin with a part that tells when. Everybody, what does the letter **W** stand for? (Signal.) *Sentences that begin with a part that tells when.*
 - If you see the letter **W** and the number **1** in the margin under the passage, that means the passage needs one more sentence that begins with a part that tells when. What does it mean if you see the letter **W** with the number **1** next to it? (Call on a student. Idea: *The passage needs one more sentence that begins with a part that tells when.*)
 - If you see **W** with the number **2** next to it in the margin, that means that the passage needs two more sentences that begin with a part that tells when. What does it mean if you see the letter **W** with the number **2** next to it? (Call on a student. Idea: *The passage needs two more sentences that begin with a part that tells when.*)

6. Touch the letter **W** followed by the number **1** in the margin at the bottom of the passage. ✓
This tells us that the passage needs one more sentence that begins with a part that tells when.
 - Look at the second paragraph. Read the paragraph. Raise your hand if you can say one of the sentences in the second paragraph so that it begins with a part that tells when. (Call on several students to say a sentence that begins with a part that tells when and to tell what sentence that new sentence will replace. Idea: *When Roger went to sleep, the baby monkey climbed down the tree; As Roger slept, the baby monkey walked quietly over to the table; After the baby monkey unlocked the cage, the mother monkey walked out of the cage.*)
7. Write a sentence that begins with a part that tells when under the passage. Make an arrow to show where the sentence goes. If the sentence you wrote replaces a sentence in the passage, cross out that sentence.
(Observe students and give feedback.)
8. (Call on several students to read the sentences they wrote and tell if they crossed out any sentences.)

EXERCISE 4 Editing And Correcting A Passage

1. Find the passage you wrote on your lined paper during lesson 69. ✓
 - Keep your textbook open to part D on lesson 69. ✓
 - The directions said to write two paragraphs. In the first paragraph, you should have told what happened just before the first paragraph and what happened in the first picture. In the second paragraph, you should have told about the missing picture and the last picture. Your first paragraph should have a sentence that tells what Roger said. There should be at least two sentences that begin with a part that tells when.

2. I'm going to call on several students who wrote a good passage to read their passage. When you read, say **new paragraph** when you start your second paragraph. Raise your hand if there are no letters written in the margin of your paper. (Call on several students to read their paragraph. For sentences that are very good, say:) *Everybody, say that sentence.*
3. Fix up any problems in your passage. If you can't figure out a problem your paper has, raise your hand. If there are no problems with checks, read over your passage and see if you can make it better. (Observe students and give feedback.)
4. I'll call on some more students to read their passage. Raise your hand if you feel that your passage meets all the checks. (Call on several students. Praise good passages.)

Note:

- Collect the students' workbooks and lined papers.
- Check the students' paragraphs to make sure students corrected errors. Where appropriate, write brief comments.

EXERCISE 5 Marking The Test

1. (Mark the workbooks before the next scheduled language lesson. Use the *Language Arts Workbook Answer Key* to determine acceptable responses for the test.)
2. (Write the number of errors each student made on the test in the test scorebox at the beginning of the test.)
3. (Enter the number of errors each student made on the Summary for Test 7. Reproducible Summary Sheets are at the back of the *Language Arts Teacher's Guide*.)

EXERCISE 6 Feedback On Test 7

1. (Return the students' workbooks after they are marked.)
 - *Everybody, open your workbook to lesson 70.*

2. The number I wrote in the test scorebox tells how many items you got wrong on the whole test. Raise your hand if I wrote **0, 1** or **2** at the top of your test. Those are super stars.
 - Raise your hand if I wrote **3** or **4**. Those are pretty good workers.
 - If I wrote a number that's more than 4, you're going to have to work harder.

EXERCISE 7 Test Remedies

- (Before beginning lesson 71, provide any necessary remedies. Present the exercises verbally before having students write the answers. After students complete the exercises specified for a remedy, check their work and give feedback.)

Test Part A

Parts of Speech

If more than 1/4 of the students made 2 or more errors in test part A, present the following exercises:

- (Direct students to part A on page 193 of the student workbook.)
Write V above each verb. Write N above each noun. Write A above each adjective.
- (Direct students to part B on page 193 of the student workbook.)
Write V above each verb. Write N above each noun. Write A above each adjective.

Test Part B

Punctuation—Series

If more than 1/4 of the students made any errors in test part B, present the following exercises:

- (Direct students to part C on page 193 of the student workbook.)
Fix up each sentence so it is punctuated correctly.
- (Direct students to part D on page 193 of the student workbook.)
Fix up each sentence so it is punctuated correctly.

Test Part C

Capitalization

If more than 1/4 of the students made 2 or more errors in test part C, present the following exercises:

- (Direct students to part E on page 194 of the student workbook.)
Capitalize all parts of any item that names one person or one place.
- (Direct students to part F on page 194 of the student workbook.)
Capitalize all parts of any item that names one person or one place.

Test Part D

Verb Agreement

If more than 1/4 of the students made 2 or more errors in test part D, present the following exercises:

- (Direct students to part G on page 194 of the student workbook.)
Fill in each blank with the verb **was** or **were**.
- (Direct students to part H on page 195 of the student workbook.)
Fill in each blank with the verb **was** or **were**.

**Grade 3
Language
Arts
Curriculum
Map**

	Phonics/ Vocabulary	Comprehension	Grammar/ Usage/ Mechanics	Writing/ Composition/ Speaking	Study Skills
Lesson 1		Main idea: 1 Inference: 1	Verbs to past tense: 2 Irregular past tense: 3 Sentence subject: 4 Subject pronoun: 5 Capitalization: 6 End punctuation: 6	Copy sentences: 6	
Lesson 2		Main idea: 1, 4 Inference: 1	Sentence subject: 2 Subject pronouns: 3 Verbs to past tense: 5 Capitalization: 6 End punctuation: 6	Copy a paragraph: 6	
Lesson 3		Main idea: 5	Subject pronouns: 1, 2 Verbs to past tense: 4 Capitalization: 7 End punctuation: 7	Edit sentences beginning with and: 3 Write main idea sentences: 6 Copy a paragraph: 7	
Lesson 4		Main ideas in sequence: 6	Subject pronouns: 1, 3 Verb to past tense: 4, 5	Edit sentences beginning with and: 2 Write a paragraph in sequence: 7	
Lesson 5		Main ideas in sequence: 6	Sentence subject: 1 Capitalization: 1, 6, 7 End punctuation: 1, 6, 7 Verb to past tense: 3, 4, 6 Subject pronouns: 5	Edit sentences: 1 Edit run-on sentences: 2 Revise paragraph for sequence: 6, 7	
Lesson 6		Main ideas in sequence: 6	Capitalization: 1 End punctuation: 1 Verb to past tense: 4 Subject/predicate: 5	Edit sentences: 1, 2 Edit run-on sentences: 3 Write a paragraph in sequence: 7	
Lesson 7		Main ideas: 6	Capitalization: 1, 6, 7 End punctuation: 1, 6, 7 Subject pronouns: 2 Verb to past tense: 4 Subject/predicate: 5	Edit sentences: 1, 6 Edit run-on sentences: 3 Edit paragraph: 7	
Lesson 8		Main ideas in sequence: 6	Capitalization: 1, 2, 3 End punctuation: 1, 2 Subject pronouns: 4 Subject/predicate: 5	Edit run-on sentences: 1 Edit sentences: 2 Edit sentences beginning with and: 3 Write a paragraph in sequence: 7	
Lesson 9			Subject pronouns: 2 Capitalization: 2, 3, 4, 7 End punctuation: 3 Proper names: 4 Verb to past tense: 5 Subject/predicate: 6	Edit run-on sentences: 1 Edit sentences: 3 Edit paragraphs: 7, 8	
Lesson 10			Capitalization: 1, 4 Identify verbs: 2 Subject pronouns: 3, 4 Verb to past tense: 4 Subject/predicate: 4	Edit run-on sentences: 1	
Lesson 11		Main ideas in sequence: 6	Pronoun referents: 1 Capitalization: 2, 5 Subject/predicate: 3, 4 Identify verbs: 3, 4 End punctuation: 5	Edit run-on sentences: 2 Edit a paragraph: 5 Write a paragraph in sequence: 7	
Lesson 12		Main ideas in sequence: 6	Subject/predicate: 2 Identify verbs: 2 Capitalization: 3, 6 Irregular verbs: 4 Pronoun referents: 5	Edit run-on sentences: 3 Edit a paragraph: 6, 7	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 13		Main ideas in sequence: 5	Subject/predicate: 2 Identify verbs: 2 Capitalization: 3 Pronoun referents: 4	Edit run-on sentences: 3 Write a paragraph in sequence: 6	
Lesson 14		Compare/contrast: 5	Capitalization: 2 Identify verbs: 3 Possessives: 3 Apostrophes: 3	Edit run-on sentences: 2 Edit a paragraph: 6	
Lesson 15		Main ideas in sequence: 6	Capitalization: 2 Identify verbs: 3 Possessives: 4 Apostrophes: 4 Compound predicates: 5	Edit run-on sentences: 2 Write a paragraph in sequence: 7	
Lesson 16		Compare/contrast: 2	Identify verbs: 3 Compound predicates: 4 Possessives: 5 Apostrophes: 5 Capitalization: 6	Edit run-on sentences: 4 Edit a paragraph: 6, 7	
Lesson 17		Infer missing action in picture sequence: 4 Main ideas in sequence: 6	Compound predicates: 2 Possessives: 3 Apostrophes: 3 Identify verbs: 5	Edit run-on sentences: 2 Write a paragraph in sequence: 4, 7 Edit a paragraph: 7	
Lesson 18		Infer missing action in picture sequence: 4	Capitalization: 2, 6 Possessives: 3 Apostrophes: 3 Identify verbs: 5	Edit run-on sentences: 2 Edit a paragraph: 6, 7	
Lesson 19		Infer missing action in picture sequence: 2 Main ideas in sequence: 5	Identify verbs: 3 Possessives: 4 Apostrophes: 4	Write a paragraph in sequence: 2, 6 Write sentences with possessives: 4	
Lesson 20			Capitalization: 2 Identify verbs: 4 Possessives: 4 Apostrophes: 4 Pronoun referents: 4	Editing a paragraph: 2, 3 Editing run-on sentences: 4	
Lesson 21		Infer missing action in picture sequence: 5	Pronoun referents: 2 Verbs: 3 Possessives: 4 Apostrophes: 4	Write a paragraph in sequence: 5	
Lesson 22		Infer missing action in picture sequence: 5	Pronoun referents: 2 Possessives: 3 Plural nouns: 3 Verbs: 4 Capitalization: 5	Edit a paragraph: 6	
Lesson 23		Infer missing action in picture sequence: 6	Pronoun referents: 2 Possessives: 3 Plural nouns: 3 Verbs: 4 Punctuate quotations: 5 Capitalization in quotes: 5	Write a paragraph in sequence: 6	
Lesson 24			Pronoun referents: 2, 3 Subject pronouns: 3 Verbs: 4 Punctuate quotations: 5 Capitalization: 6	Edit a paragraph: 6, 7	
Lesson 25		Infer missing action in picture sequence: 6	Subject pronouns: 2 Pronoun referents: 3 Punctuate quotations: 5	Edit sentences: 4 Write a paragraph in sequence: 6	
Lesson 26		Infer missing action in picture sequence: 6	Subject pronouns: 2 Pronoun referents: 3 Punctuate quotations: 5	Edit sentences: 4 Edit a paragraph: 6, 7	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 27		Infer missing action in picture sequence: 6	Subject pronouns: 2 Pronoun referents: 3 Verbs: 4 Punctuate quotations: 5	Write a paragraph in sequence: 6	
Lesson 28		Infer missing action in picture sequence: 6	Pronoun referents: 2 Predicate pronouns: 2 Predicates: 3 Verbs: 4 Pronouns: 4 Punctuate quotations: 5	Edit a paragraph: 6, 7	
Lesson 29		Infer missing action in picture sequence: 6	Predicate pronouns: 2 Predicates: 3 Verbs: 4 Pronouns: 4 Punctuate quotations with questions: 5	Write a paragraph in sequence: 6	
Lesson 30			Pronoun referents: 4 Pronouns: 4 Possessives: 4 Subject/predicate: 5 Punctuate quotations: 6	Edit a paragraph: 2, 3	
Lesson 31		Infer missing action in picture sequence: 4	Predicates: 1 When: 1 Verbs: 2 Pronouns: 2	Write a paragraph with quotes: 3 Write a paragraph in sequence: 4	
Lesson 32			Subjects/predicates: 2 When: 2	Edit sentences: 3 Write a paragraph with quotes: 4 Edit a paragraph: 5, 6	
Lesson 33		Infer missing action in picture sequence: 6	Subjects/predicates: 2 When: 2 Pronoun referents: 3 Verbs: 4 Pronouns: 4 Nouns: 5	Write a paragraph in sequence: 6	
Lesson 34		Infer missing action in picture sequence: 7, 8	When: 2 Commas: 2 Pronoun referents: 3 Verbs: 5 Pronouns: 5 Nouns: 6	Edit sentences: 4 Edit a paragraph: 7, 8	
Lesson 35		Infer missing action in picture sequence: 6	Nouns: 2 Noun/pronoun referents: 3 When: 4 Commas: 4 Punctuate quotations: 5	Write a paragraph in sequence: 6	
Lesson 36		Infer missing action in picture sequence: 6	Noun/pronoun referents: 2 Nouns: 3 Subject pronouns: 3 Punctuate quotations: 4 When: 5 Commas: 5	Sentences that begin with when: 5 Edit a paragraph: 6, 7	
Lesson 37		Infer missing action in picture sequence: 6	Nouns: 2 Subject pronouns: 2 Verbs: 4 Pronouns: 4	Edit sentences: 3 Sentences that begin with when: 5 Write a paragraph in sequence: 6	
Lesson 38		Infer missing action in picture sequence: 6	Nouns: 2 Verbs: 2 Pronouns: 2 Questions/question marks: 3	Edit sentences: 4 Sentences that begin with when: 5 Edit a paragraph: 6, 7	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 39		Infer missing action in picture sequence: 6	When: 2 Commas: 2 Questions/question marks: 3 Verbs: 4 Nouns: 4 Pronouns: 4	Sentences that begin with when: 5 Write a paragraph in sequence: 6	
Lesson 40		Infer missing action in picture sequence: 3	Parts of speech: 3 When: 3 Quotes:	Edit a paragraph: 2 Edit sentences: 3 Write a paragraph in sequence: 3	
Lesson 41		Sequence: 4	When: 1 Commas: 1 Punctuate quotations: 2 Nouns: 3	Edit sentences: 1 Write a paragraph in sequence: 4	
Lesson 42			Parts of speech: 2 Nouns: 3 Punctuate quotations: 4 When: 5 Commas: 5	Sentences: 5 Edit sentences: 6, 7 Revise sentences: 6, 7	
Lesson 43		Infer: 5 Sequence: 5	Parts of speech: 2 Punctuate quotations: 3 When: 4	Revise sentences: 4 Write a paragraph in sequence: 5	
Lesson 44		Infer: 5 Sequence: 5	Quotations: 2 Parts of speech: 3 Punctuation: 4 Capitalization: 4	Edit a paragraph with quotations: 2 Edit sentences and fragments: 4 Edit a paragraph: 5, 6 Revise a paragraph: 5, 6	
Lesson 45			Parts of speech: 2 Commas: 3	Edit sentences: 3 Sentences that begin with when: 4 Write a paragraph in sequence: 5 Write a paragraph with quotes: 5	
Lesson 46		Match pictures/descriptions: 3	Parts of speech: 2	Sentences that begin with when: 4 Edit and revise a paragraph: 5, 6	
Lesson 47		Match pictures/descriptions: 4	Subjects/predicates: 2 Parts of speech: 2 Commas in a series: 3	Write a paragraph in sequence: 5 Write a paragraph with quotes: 5	
Lesson 48		Match pictures/descriptions: 4	Subjects/predicates: 2 Parts of speech: 2 Commas in a series: 3	Edit and revise a paragraph: 5, 6	
Lesson 49		Match pictures/descriptions: 4	Commas in a series: 2	Edit sentences: 3 Write a paragraph in sequence: 5 Write a paragraph with quotes: 5	
Lesson 50		Match pictures/descriptions: 5	Parts of speech: 6 Subject/predicate: 6 Punctuate quotations: 6 When: 6	Edit and revise a paragraph: 2, 3 Revise a paragraph with when: 4	
Lesson 51			Verb agreement: 1 Subjects/predicates: 2 Parts of speech: 2 Commas in a series: 3	Write a 2-sentence description: 4 Write a paragraph in sequence: 5 Write a paragraph with quotes: 5	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 52			Verb agreement: 2 Subjects/ predicates: 3 Parts of speech: 3 Commas in a series: 4	Write a 2-sentence description: 5 Edit and revise a paragraph: 6, 7	
Lesson 53		Setting: 5	Verb agreement: 2 Commas in a series: 4	Edit sentences: 3 Write descriptions: 5 Write a paragraph in sequence: 6 Write a paragraph with quotes: 6	
Lesson 54		Setting: 3	Verb agreement with you: 2	Write a description: 3 Edit and revise a paragraph: 4, 5	
Lesson 55			Capitalize proper nouns: 2 Commas in a series: 3	Write sentences with series: 3 Write a paragraph in sequence: 4 Write a paragraph with quotes: 4	
Lesson 56			Subjects/ predicates: 2 Parts of speech: 2 Capitalize proper nouns: 3 Commas in a series: 4	Write sentences with series: 4 Edit and revise a paragraph: 5, 6	
Lesson 57			Pronoun referents: 2 Subjects/ predicates: 3 Parts of speech: 3 Commas in a series: 4	Write sentences with series: 4 Write a paragraph in sequence: 5 Write a paragraph with quotes: 5	
Lesson 58			Pronoun referents: 2 Verb agreement: 3 Capitalize proper nouns: 3 Commas in a series: 4	Edit sentences: 3 Write sentences with series: 4 Edit and revise a paragraph: 5, 6	
Lesson 59			Subjects/ predicates: 2 Parts of speech: 2 Commas in a series: 4	Edit sentences: 3 Write sentences with series: 4 Edit a paragraph: 5	
Lesson 60			Subjects/ predicates: 2 Parts of speech: 2 Commas in a series: 3	Write sentences with series: 3 Write a paragraph in sequence: 4 Write a paragraph with quotes: 4 Edit a paragraph: 5	
Lesson 61		Infer missing action in picture sequence: 4	Subjects/ predicates: 1 Parts of speech: 1 Nouns/adjectives: 2 Pronoun referents: 3	Write 2-paragraph sequence story: 4	
Lesson 62		Relevant to question: 4	Pronoun referents: 2 Nouns/adjectives: 3	Edit sentences for pronoun clarity: 2 Edit 2-paragraph story: 5, 6	
Lesson 63		Relevant to topic: 4 Infer missing action in picture sequence: 5	Pronoun referents: 2 Nouns/adjectives: 3	Write 2-paragraph sequence story: 5	
Lesson 64		Relevant to topic: 4	Nouns/adjectives: 2	Edit sentences: 3 Edit 2-paragraph story: 5, 6	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 65		Relevant to topic: 3 Infer missing action in picture sequence: 5	Nouns/adjectives: 2 Pronoun referents: 4	Write 2-paragraph sequence story: 5	
Lesson 66			Adjectives/nouns: 2 Subjects/predicates: 3 Parts of speech: 3 Punctuate quotations: 4	Edit quotations: 4 Edit 2-paragraph story: 5, 6	
Lesson 67		Relevant to topic: 3	Capitalize proper nouns: 2 Nouns/adjectives: 4	Write 2-paragraph story: 5	
Lesson 68			Capitalize proper nouns: 2 Nouns/adjectives: 3 Commas: 5	Edit sentences: 4 Edit 2-paragraph story: 5, 6	
Lesson 69			Capitalize proper nouns: 2 Subjects/predicates: 3 Parts of speech: 3 Punctuate quotations: 4 Commas: 5	Edit quotations: 4 Write 2-paragraph story: 5	
Lesson 70			Parts of speech: 2 Commas in a series: 2 Capitalize proper nouns: 2 Verb agreement: 2	Edit 2-paragraph story: 3, 4	
Lesson 71			Subjects/predicates: 3 Parts of speech: 3 Commas: 4	Write sentences from question/answer: 2 Edit sentences using commas: 4 Write 2-paragraph story: 5	
Lesson 72			Subjects/predicates: 3 Parts of speech: 3 Commas: 4, 5	Write sentences from question/answer: 2 Edit sentences with clauses: 4 Edit 2-paragraph story: 5, 6	
Lesson 73		Setting: 5	Subjects/predicates: 3 Parts of speech: 3 Progressive verbs: 5	Write sentences from question/answer: 2 Edit sentences with clauses: 4 Write progressive tense paragraph: 5	
Lesson 74		Setting: 5, 6	Subjects/predicates: 2 Parts of speech: 2 Progressive verbs: 5, 6	Edit sentences: 3 Edit sentences with clauses: 4 Edit progressive tense paragraph: 5, 6	
Lesson 75		Setting: 5	Sentence/sentence fragment: 2 Subjects/predicates: 3 Parts of speech: 3 Progressive verbs: 5	Revise sentences: 4 Write progressive tense paragraph: 5	
Lesson 76		Main idea: 3	Sentence/sentence fragments: 2 Pronoun referents: 4 Progressive verbs: 5, 6	Topic sentence: 3 Edit for pronoun referents: 4 Edit progressive tense paragraph: 5, 6	
Lesson 77		Setting: 5	Subjects/predicates: 3 Parts of speech: 3 Progressive verbs: 5	Topic sentences: 2 Revise sentences: 4 Write progressive tense paragraph: 5	

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 78			Progressive verbs: 5, 6	Topic sentences: 2 Edit sentences: 3 Revise sentences: 4 Edit progressive tense paragraph: 5, 6	
Lesson 79		Setting: 5	Sentence/sentence fragments: 2 Subjects/predicates: 3 Parts of speech: 3 Progressive verbs: 5	Revise sentences: 4 Write a progressive tense paragraph: 5	
Lesson 80			Subjects/predicates: 2 Parts of speech: 2 Pronoun referents: 3 Progressive verbs: 4, 5	Edit sentences: 2 Edit for pronoun referents: 3 Edit progressive tense paragraph: 4, 5	
Lesson 81		Main ideas: 3 Setting: 4	Commas in dates: 2	Main idea paragraph with details: 3 Write a 2-paragraph story: 4	Table of contents: 1
Lesson 82		Main ideas: 5 Setting: 6	Commas in dates: 3	Main idea paragraph with details: 5 Edit a 2-paragraph story: 6	Table of contents: 2 Alphabetizing: 4
Lesson 83		Main ideas: 5 Setting: 5	Commas in addresses: 3	Write a 2-paragraph story: 5	Table of contents: 2 Alphabetizing: 4
Lesson 84	Prefix dis-: 6	Main ideas: 3 Setting: 7	Commas in addresses: 4	Main idea paragraph with details: 3 Edit a 2-paragraph story: 7	Table of contents: 2 Alphabetizing: 5
Lesson 85	Prefix dis-: 2 Prefix re-: 2	Setting: 5 Events: 5	Subject-verb agreement: 3	Write a 3-paragraph story: 5	Alphabetizing: 4
Lesson 86	Prefix dis-: 3 Prefix re-: 3	Setting: 5 Events: 5	Subject-verb agreement: 2	Edit a 3-paragraph story: 5	Alphabetizing: 4
Lesson 87	Prefix dis-: 3 Prefix re-: 3	Setting: 5 Events: 5	Subject-verb agreement: 4	Write a 3-paragraph story: 5	Table of contents: 2
Lesson 88	Prefix un-: 4 Prefix dis-: 4 Prefix re-: 4	Main ideas: 5 Setting: 6 Events: 6	Subject-verb agreement: 2	Edit a 3-paragraph story: 6	Alphabetizing: 3
Lesson 89	Prefix re-: 4 Prefix dis-: 4 Prefix un-: 4	Setting: 6 Events: 6	Subject-verb agreement: 2	Write a 3-paragraph story: 6	Table of contents: 3 Alphabetizing: 5
Lesson 90	Suffix -less: 3, 4 Prefix re-: 3, 4 Prefix dis-: 3, 4 Prefix un-: 3, 4	Setting: 5 Events: 5	Commas in dates: 4 Commas in addresses: 4	Edit a 3-paragraph story: 5	Alphabetizing: 2 Table of contents: 4
Lesson 91	Suffix -less: 2 Prefix re-: 2 Prefix dis-: 2 Prefix un-: 2	Dialogue: 4		Write paragraphs with dialogue: 4	Table of contents: 1 Alphabetizing: 3
Lesson 92	Suffix -ful: 5 Suffix -less: 5	Dialogue: 6	Subject-verb agreement: 4	Edit paragraphs with dialogue: 6	Index: 2 Alphabetizing: 3
Lesson 93	Prefix re-: 4 Prefixes dis: 4 Prefix un-: 4 Suffix -less: 4 Suffix -ful: 4	Dialogue: 5		Write paragraphs with dialogue: 5	Index: 2 Alphabetizing: 3
Lesson 94	Suffix -ness: 5		Subject-verb agreement: 3	Edit paragraphs with dialogue: 6	Index: 2 Alphabetizing: 4
Lesson 95	Prefixes: 4 Suffixes: 4	Dialogue: 5	Subject-verb agreement: 3	Write paragraphs with dialogue: 5	Index: 2
Lesson 96	Prefixes: 5 Suffixes: 5 Suffix -er: 5		Plural nouns: 2 Comparative/superlative adjectives: 2	Edit paragraphs with dialogue: 6	Index: 3 Alphabetizing: 4

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 97	Prefixes: 4 Suffixes: 4		Plural nouns: 2 Comparative/ superlative adjectives: 2	Write an ending to a story: 5	Alphabetizing: 3
Lesson 98	Prefix super-: 3			Edit and revise an ending to a story: 5	Alphabetizing: 2 Index: 4
Lesson 99	Prefixes: 3 Suffixes: 3			Write an ending to a story: 5	Alphabetizing: 2 Index: 4
Lesson 100		Setting: 2 Events: 2 Dialogue: 3		Edit a 3-paragraph story: 2 Write paragraphs with dialogue: 3	
Lesson 101	Idioms: 2	Main ideas and details: 3 Story elements: 5		Write a main idea/details paragraph: 3 Write a multi-paragraph story: 5	Alphabetizing: 4
Lesson 102	Idioms: 3	Main ideas: 4		Revise/edit a multi-paragraph story: 4	Outlines: 2
Lesson 103	Prefix super-: 4	Main ideas: 3 Story elements: 5		Write a multi-paragraph story: 5	Alphabetizing: 2 Outlines: 3
Lesson 104	Prefixes: 4 Suffixes: 4	Main ideas: 2 Story elements: 5		Revise/edit a multi-paragraph story: 5	Outlines: 2 Alphabetizing: 3
Lesson 105	Prefix mis-: 4	Main ideas: 3 Story elements: 5		Write a multi-paragraph story: 5	Alphabetizing: 2 Outlines: 3
Lesson 106	Prefixes: 4 Suffixes: 4	Main ideas and details: 3 Story elements: 5		Write a main idea/details paragraph: 3 Revise/edit a multi-paragraph story: 5	Alphabetizing: 2
Lesson 107	Suffix -ly: 4	Main ideas and details: 3	Capitalize/punctuate a letter: 5	Write a main idea/details paragraph: 3 Write a letter: 5	Alphabetizing: 2
Lesson 108	Prefixes: 4 Suffixes: 4	Main ideas and details: 3	Capitalize/punctuate a letter: 5	Write a main idea/details paragraph: 3 Revise/edit a letter: 5	Guide words: 2
Lesson 109	Prefixes: 4 Suffixes: 4	Main ideas and details: 3	Capitalize/punctuate a letter: 5	Write a main idea/details paragraph: 3 Write a letter of complaint: 5	Guide words: 2
Lesson 110	Prefixes: 2 Suffixes: 2	Point of view: 3	Subject-verb agreement: 2 Capitalize/punctuate a letter: 4	Write sentences using point of view: 3 Revise and edit a letter of complaint: 4	Alphabetizing: 2
Lesson 111	Prefixes: 4 Suffixes: 4	Point of view: 2	Capitalize/punctuate a letter: 5	Write sentences using point of view: 2 Write a letter of complaint: 5	Glossary: 3 Guide words: 3
Lesson 112	Prefixes: 4 Suffixes: 4		Capitalize/punctuate a letter: 5	Revise and edit a letter of complaint: 5	Note taking: 2 Guide words: 3
Lesson 113			Capitalize/punctuate a letter: 4	Write a response to a letter of complaint: 4	Note taking: 2 Guide words: 3
Lesson 114		Point of view: 3 Fact/opinion: 4	Capitalize/punctuate a letter: 5	Write sentences using point of view: 3 Revise and edit a response to a letter of complaint: 5	Guide words: 2
Lesson 115	Dictionary definitions: 2 Rhyming words: 4	Fact/opinion: 3		Write a rhyming poem: 4	Dictionary: 2 Guide words: 2 Definitions: 2
Lesson 116	Dictionary definitions: 4 Rhyming words: 5	Point of view: 2		Write sentences using point of view: 2 Write a rhyming poem: 5	Outlines: 3 Dictionary: 4 Definitions: 4
Lesson 117	Dictionary definitions: 3 Rhyming words: 4			Write a rhyming poem: 4	Outlines: 2 Dictionary: 3 Definitions: 3

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 118	Dictionary definitions: 3			Write a multi-paragraph report: 5	Outlines: 2 Dictionary: 3 Definitions: 3 Glossary: 4 Guide words: 4
Lesson 119	Dictionary definitions: 3	Main ideas and details: 2		Write a main idea/details paragraph: 2 Revise and edit a multi-paragraph report: 5	Dictionary: 3 Definitions: 3 Glossary: 4 Guide words: 4
Lesson 120	Dictionary definitions: 3			Write a multi-paragraph story: 4	Table of contents: 2 Index: 2 Glossary: 2 Dictionary: 3 Definitions: 3
Lesson 121	Root words: 1 Prefixes: 1 Suffixes: 1	Point of view: 3		Write sentences using point of view: 3 Write a multi-paragraph report: 4	Table of contents: 2 Index: 2 Glossary: 2
Lesson 122	Root words: 2 Prefixes: 2 Suffixes: 2 Dictionary definitions: 4			Revise and edit a multi-paragraph report: 5	Table of contents: 3 Index: 3 Glossary: 3 Dictionary: 4 Definitions: 4
Lesson 123	Root words: 2 Prefixes: 2 Suffixes: 2			Write a multi-paragraph narrative: 5	Table of contents: 3 Index: 3 Glossary: 3, 4 Guide words: 4
Lesson 124	Root words: 2 Prefixes: 2 Suffixes: 2 Similes: 4	Characterization: 4		Revise and edit a multi-paragraph narrative: 5	Table of contents: 3 Index: 3 Glossary: 3
Lesson 125	Similes: 2 Root words: 3 Prefixes: 3 Suffixes: 3	Characterization: 2		Write a multi-paragraph report: 5	Dictionary: 4 Definitions: 4
Lesson 126	Metaphors: 2 Context clues: 3 Root words: 4 Prefixes: 4 Suffixes: 4	Characterization: 2		Revise and edit a multi-paragraph report: 5	
Lesson 127	Similes: 2 Metaphors: 2 Context clues: 3			Write a multi-paragraph narrative: 5	Dictionary: 4 Definitions: 4
Lesson 128	Similes: 2 Metaphors: 2 Context clues: 3 Homonyms: 4			Revise and edit a multi-paragraph narrative: 5	Dictionary: 4 Definitions: 4 Homonyms: 4
Lesson 129	Homonyms: 3			Write a multi-paragraph narrative: 4	Dictionary: 2 Pronunciation: 2 Definitions: 2 Homonyms: 3
Lesson 130				Revise and edit a multi-paragraph narrative: 4	Dictionary: 2
Lesson 131	Homonyms: 4	Alliteration: 2		Write a multi-paragraph narrative: 5	Encyclopedias: 3 Index: 3 Dictionary: 4 Homonyms: 4
Lesson 132	Similes: 4	Alliteration: 3		Revise and edit a multi-paragraph narrative: 4	Encyclopedias: 2
Lesson 133	Compound words: 3			Write a multi-paragraph narrative: 5	Atlas: 2 Table of contents: 4 Index: 4 Glossary: 4

	Vocabulary	Comprehension	Grammar	Composition	Study Skills
Lesson 134	Compound words: 2	Point of view: 4		Write a paragraph using point of view: 4 Revise and edit a multi-paragraph narrative: 5	Dictionary: 3 Encyclopedia: 3 Atlas: 3
Lesson 135	Compound words: 2			Write a multi-paragraph narrative: 5	Dictionary: 3 Encyclopedia: 3 Atlas: 3 Table of contents: 4 Index: 4 Glossary: 4