

Lesson 36

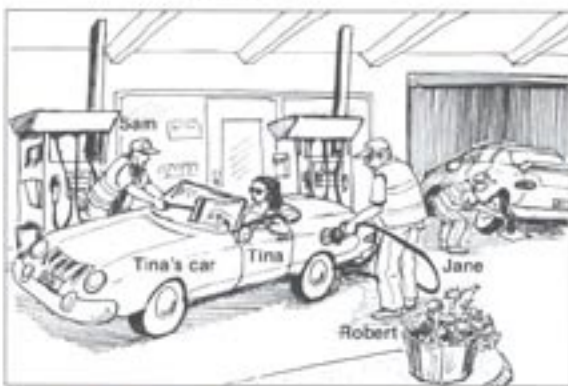
Objectives

- Punctuate compound sentences joined by *but*. (Exercise 1)
- Locate and fix up unclear pronouns in a passage (*he, she*). (Exercise 2)
- **Locate and punctuate sentences that begin with a part of the predicate.** (Exercise 3)
- Punctuate separated direct quotations. (Exercise 4)
- Rewrite sentences to begin with the part that tells where. (Exercise 5)
- Write a multi-paragraph passage that tells what speakers said and did in an illustration. (Exercise 6)

EXERCISE 1 Sentences with the Word *But*

1. Open your workbook to Lesson 36.
Find part A. ✓
2. These are sentences combined with the word **but**. To punctuate sentences combined with the word **but**, you put a comma before the word **but**. Once more: You put a comma before the word **but**.
3. I'll read sentence 1: Anita wanted to go to the show, but all the tickets had been sold.
Where does the comma go? (Signal.)
Before the word but.
Put the comma in the sentence. ✓
4. Fix up the rest of the sentences.
Remember, the comma goes before the word **but**.
(Observe students and give feedback.)
5. Check your work.
Sentence 1: Anita wanted to go to the show comma, but all the tickets had been sold.
Sentence 2: David went to bed early comma, but he did not fall asleep until midnight.
Sentence 3: Rosa made 10 dollars washing cars comma, but she still didn't have enough money to buy the guitar she wanted.
Sentence 4: We wanted to go swimming comma, but the water was too cold.
Sentence 5: They tried to call home comma, but the line was busy.

EXERCISE 2 Editing: Pronoun Clarity—*He, She*



1. Find part B.
2. I'll read the instructions: Fix up the three unclear words in this passage.
3. Read the passage carefully. Look at the picture as you read. Find the three unclear words. Cross them out, then write the person's name.
(Observe students and give feedback.)
4. 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.

► **EXERCISE 3** Editing Sentences that Begin with a Part of the Predicate

1. Find part C.
2. Four sentences in part C need a comma because they begin with **if, unless** or **although**.
3. If a sentence first names and then tells more, you don't need a comma in the sentence.
If the sentence begins with **if, unless** or **although**, you put a comma after that part.
4. I'll read sentence 1: They will come with us unless it rains.
Does that sentence first name somebody, then tell more? (Signal.) **Yes**.
Yes, it starts with **they** and tells what **they** will do.
The sentence first names somebody, then tells more. So, does the sentence need a comma? (Signal.) **No**.
The sentence doesn't need a comma.
5. Sentence 2: Although the sky was cloudy, we decided to go to the beach.
Does that sentence first name somebody, then tell more? (Signal.) **No**.
6. The sentence begins with **although**. So, does the sentence need a comma?
(Signal.) **Yes**.
Fix up the sentence. Put the comma after the part that begins with **although**. ✓
7. Sentence 3: The girls talked a lot as they prepared for the picnic.
Does that sentence first name somebody, then tell more? (Signal.) **Yes**.
Yes, it names the girls and tells more.
So, does the sentence need a comma?
(Signal.) **No**.
It doesn't need a comma.
8. Remember, if a sentence first names and then tells more, the sentence does not need a comma.
If the sentence begins with **if, unless** or **although**, the sentence needs a comma.
Three more sentences in part C need commas. Fix up those sentences.
(Observe students and give feedback.)
9. Check your work.
Sentence 1: They will come with us unless it rains. No comma.
Sentence 2: Although the sky was cloudy, we decided to go to the beach.
Sentence 3: The girls talked a lot as they prepared for the picnic. No comma.
Sentence 4: If Marcus gets this word right, he will be the class spelling champion.
Sentence 5: Unless the other team scores five points, our team will win the game.
Sentence 6: The little horse jumped up when it saw the carrot. No comma.
Sentence 7: We will be late if the bus doesn't come soon. No comma.
Sentence 8: If you see my brother, tell him to be home by eight o'clock.

EXERCISE 4 Separated Quotations

1. Find part D.
2. In each item, a person says two things. Put in the missing punctuation marks.
(Observe students and give feedback.)
3. Check your work.
Item 1: Quote marks Can I stay up late, question mark quote marks, Tony asked his mother. Quote marks My favorite show is on television, period quote marks.
Item 2: Quote marks Where have you been, question mark quote marks, the teacher said to Josh. Quote marks The class started 10 minutes ago, period quote marks.
Item 3: Quote marks I am not feeling well, comma quote marks, Tom said to his mom. Quote marks Can we go home now, question mark quote marks.

Item 4: Quote marks I will win, comma quote marks, Serena said. Quote marks I am the greatest, period quote marks.

EXERCISE 5 Writing Sentences that Begin by Telling Where

1. Take out a sheet of lined paper. Write your name and today's date. ✓
2. Write **Part E** on your paper.
3. Find part E in your workbook.
4. You're going to write each sentence so it begins with the part that tells where.
5. Sentence 1: Two boys were eating in the big room.
Say the sentence so it begins with the part that tells where. (Signal.) *In the big room, two boys were eating.*
6. Sentence 2: My friends were playing cards on the porch.
Say the sentence so it begins with the part that tells where. (Signal.) *On the porch, my friends were playing cards.*
7. Sentence 3: The water was very cold near the rocks.
Say the sentence so that it begins with the part that tells where. (Signal.) *Near the rocks, the water was very cold.*
8. Write each sentence in part E so it begins with words that tell where. Put a comma after those words. Remember, begin each sentence with a capital.
(Observe students and give feedback.)
9. Check your work.
Sentence 1: Capital **I**, In the big room comma, two boys were eating, period.
Sentence 2: Capital **O**, On the porch comma, my friends were playing cards, period.
Sentence 3: Capital **N**, Near the rocks comma, the water was very cold, period.

EXERCISE 6 Writing a New Paragraph When a New Person Talks



1. Write **Part F** on your paper.
2. You're going to write a story that tells what happened.
3. The picture in part F shows people doing things and talking. You're going to write a story that reports on what they did and what they said.
4. The first sentence for your story is written above the picture. Read that sentence. (Signal.) *Mike and James looked at the robot they had just assembled.*
5. Read the exact words that Mike said. (Signal.) *I told you to be careful when you put the wires together.*
Read the exact words that James said. (Signal.) *This is a disaster.*
Read the exact words that the robot said. (Signal.) *I must destroy. I must destroy.*
Remember, each time somebody new starts to talk, you must start a new paragraph.
How many paragraphs will your story have? (Signal.) *Three.*
Yes, you'll have at least three paragraphs.
6. Touch the words in the vocabulary box as I read them: wrecked, haywire, fishbowl, scared, television, overturned.
Be sure to spell those words correctly if you use them.

7. I'll read the checks:
 - Check 1:** Is each sentence punctuated correctly?
 - Check 2:** Did you begin at least one sentence with a part that tells when?
 - Check 3:** Are there any unclear words in your paragraphs?
 - Check 4:** Did you start a new paragraph when another speaker started talking?
Check 4 is the **bonus check**. Remember, you can have one speaker talk in a paragraph. When another speaker starts talking, you must begin a new paragraph.
8. Write your story.
(Observe students and give feedback.)
9. (After 9 minutes, say:) You have one minute to go.
10. (After 10 minutes, say:) Stop writing. If you're not finished, you can finish later. I'm going to call on some students to read their passage. When you are reading, say **new paragraph** each time you start a new paragraph.
11. (Call on at least four students to read their passage. After a good sentence, praise the student who is reading.)

FOR PASSAGES WITH PROBLEMS:

1. (For paragraphs that met at least one check, say to the class:) Who can tell me something good about that passage?
(Call on a student. Praise responses that refer to one or more of the checks.)
2. (If the passage has a problem, say:) The passage has a problem with check _____. I'll read the part with the problem. If you can tell me about the problem, you will earn **2 bonus points**.
(Read the part with the problem to the group. Then call on a student to tell about the problem. The first student to answer correctly earns **2 bonus points**.)
3. (If nobody identifies the problem, call attention to the problem and tell how the passage could be fixed.)

12. I'll go over the checks with you, then you'll check your work on your own.
Check 1 says: Is each sentence punctuated correctly?
Check 2 says: Did you begin at least one sentence with a part that tells when?
Check 3 says: Are there any unclear words in your paragraphs?
Check 4 says: Did you start a new paragraph when another speaker started talking?
Check 4 is the **bonus check**. You'll get **5 bonus points** if your paragraphs meet the new check.
13. Read your paragraphs over for those checks.
(Observe students and give feedback.)



Mark students' work and award points.