

Prelesson 5

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 simple past-tense verbs. (Exercise 4)
- Replace the subject of a sentence with a pronoun (*he, she, it* or *they*). (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)

► EXERCISE 1 Editing: Putting in Capitals and Periods

1. Open your workbook to Prelesson 5. Find part A. ✓
2. I'll read the instructions: Put in the capitals and periods. Underline 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.*
Underline **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.*
Underline **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. Underline the part of the sentence that names. Put a period at the end of each sentence. Begin each sentence with a capital.
(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. 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.) *Roiled 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.*

► 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 arrived at 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.) *Arrived at 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 arrived at 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.

EXERCISE 3 Changing Progressive to Simple 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. ✓
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.*

EXERCISE 4 Editing: Progressive to Simple Past

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. ✓
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.*)

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.*

EXERCISE 6 Saying Sentences that Report

1. Find part F in your workbook.
2. The pictures in part F show what happened in the park. You're going to say sentences that report on what happened. Remember, when you report you can only tell what the picture shows.
1. Touch number 1. Name that animal.
(Signal.) *A little bird.*
Get ready to say a sentence that reports on what a little bird did.
(Call on several students. Praise sentences such as: *A little bird fell out of its nest.*)
4. Touch number 2. Name that person.
(Signal.) *James.*
Get ready to say a sentence that reports on what James did.
(Call on several students. Praise sentences such as: *James picked up the bird.*)
5. Touch number 3. Name that person.
(Signal.) *His sister.*
Get ready to say a sentence that reports on what his sister did.
(Call on several students. Praise sentences such as: *His sister climbed up the tree.*)
6. Touch number 4. Name that person.
(Signal.) *James.*
Get ready to say a sentence that reports on what James did.
(Call on several students. Praise sentences such as: *James handed the bird to his sister.*)
7. Touch number 5. This sentence will tell about his sister. What word will we use to name his sister? (Signal.) *She.*
Get ready to say a sentence that reports on what she did.
(Call on a student. Praise sentences such as: *She put the bird back in its nest.*)

8. I'll say a story that reports on what happened. Listen:

A little bird fell out of its nest. James picked up the little bird. His sister climbed up a tree. James handed the bird to his sister. She put the bird back in its nest.



EXERCISE 7 Writing a Paragraph

1. Take out a sheet of lined paper. Write your name and today's date, then write **Part F**. ✓
2. You're going to write a paragraph that reports on what happened.
3. Touch the words in the vocabulary box as I read them: bird, helped, fell, its nest, ground, climbed, tree, branch. Be sure to spell those words correctly if you use them in your paragraph.
4. After you write your paragraph, you'll check it. I'll read the checks.

Check 1: Does each sentence begin with a capital and end with a period?

Check 2: Does each sentence tell what a person or thing did, not what a person or thing was doing?

Check 3: Does each sentence first name, then report on the main thing a person or thing did?

Check 4: Did you indent the first line and start all the other lines at the margin?

5. Your paragraph will have at least five sentences. You'll write a sentence that reports on the main thing each numbered person or thing did, starting with number 1. Write your paragraph. Be sure to indent. You have 10 minutes. (Observe students and give feedback.)
6. (After 9 minutes, say:) You have one minute to go.
7. (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 I call on you, read your paragraph. Pause after each sentence. Listen carefully to the person reading and see if the paragraph meets all the checks.
8. (Call on at least four students to read their paragraph. After a good sentence, praise the student who is reading.)

FOR PARAGRAPHS WITH PROBLEMS:

1. (For paragraphs that met at least one check, say to the class:) Who can tell me something good about that paragraph? (Call on a student. Praise responses that refer to one or more of the checks.)
 2. (If the paragraph has a problem, say:) The paragraph has a problem with check _____. I'll read the part with the problem. Raise your hand if you can tell me how to fix the passage. (Read the part with the problem to the group. Then call on a student to tell about the problem.)
 3. (If nobody identifies the problem, call attention to the problem and tell how the paragraph could be fixed.)
9. I'll lead you through checking your paragraph. Make four check boxes under your paragraph. ✓

10. Check 1 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 box 1. (Observe students and give feedback.)
11. Check 2 says: Does each sentence tell what a person or thing did, not what a person or thing was doing? Read over your paragraph. Fix up any sentences that don't tell what somebody did. Then make a check in box 2. (Observe students and give feedback.)
12. Check 3 says: Does each sentence first name, then report on the main thing a person or thing did? Read your paragraph again. Make sure that each sentence tells what the picture shows. When you're sure all your sentences report, put a check in box 3. (Observe students and give feedback.)
13. Check 4 says: 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 4. If you didn't indent the first line and start all the other lines at the margin, fix up your paragraph. Then make a check in box 4. (Observe students and give feedback.)

