GROUP WORK

EXERCISE 1

DEFINITIONS

1. Complete each sentence by saying **select**, **selected**, or **selecting**.
2. Listen. The man will **blank** a shirt. What word? (Signal.) *Select.*
- Say the sentence. (Signal.) *The man will select a shirt.*
3. Listen. The man has **blank** a shirt. What word? (Signal.) *Selected.*
- Say the sentence. (Signal.) *The man has selected a shirt.*
4. Listen. The man has to **blank** a shirt. What word? (Signal.) *Select.*
- Say the sentence. (Signal.) *The man has to select a shirt.*
5. Listen. You must **blank** a shirt. What word? (Signal.) *Select.*
- Say the sentence. (Signal.) *You must select a shirt.*
6. Listen. They are **blank** a shirt. What word? (Signal.) *Selecting.*
- Say the sentence. (Signal.) *They are selecting a shirt.*
7. Listen. They are not **blank** a shirt. What word? (Signal.) *Selecting.*
- Say the sentence. (Signal.) *They are not selecting a shirt.*
8. (Repeat steps 2–7 until firm.)

EXERCISE 2

NEW **ANALOGIES**

1. **Analogies** tell how things are the same.
2. Listen to this analogy: A **bird** is to **flying** as a **fish** is to **swimming**.
- Listen to the first part. A **bird** is to **flying**.
- Say that part. (Signal.) *A bird is to flying.* (Repeat until firm.)
3. Listen to both parts. A **bird** is to **flying** as a **fish** is to **swimming**.
- Say the whole analogy with me. (Signal. Respond with the students.) *A bird is to flying as a fish is to swimming.* (Repeat until firm.)
4. All by yourselves. Say the whole analogy. (Signal.) *A bird is to flying as a fish is to swimming.* (Repeat until firm.)
5. That analogy tells one way that a bird and a fish are the same.
- Everybody, what class are a bird and a fish in? (Signal.) *Animals.*
- Yes, animals.
6. The analogy tells something about each animal.
- Listen. A **bird** is to **flying** as a **fish** is to **swimming**.
- Flying is how a bird **moves**. Swimming is how a fish **moves**. So the analogy tells how each animal **moves**.
- What does the analogy tell? (Signal.) *How each animal moves.* (Repeat until firm.)
7. Get ready to tell how some other animals **move**.
8. A **bird** is to **flying** as a **fish** is to **swimming** as a **frog** is to . . . (Pause.) Get ready. (Signal.) *Hopping.*
- As a **horse** is to . . . (Pause.) Get ready. (Signal.) *Running.*
- (Repeat step 8 until firm.)

> **Individual test**
> (Repeat step 8 with individual students.)

EXERCISE 3
CLASSIFICATION

1. Name some things that are in the class of **clothing.** (Call on a student. Accept reasonable responses.)
- Name some things that are in the class of **buildings.** (Call on a student. Accept reasonable responses.)
- Name some things that are in the class of **living things.** (Call on a student. Accept reasonable responses.)
2. Tell me if the thing I name is in the class of **clothing, buildings,** or **living things.**
- Garage. (Pause.) What class? (Signal.) *Buildings.*
- Flower. (Pause.) What class? (Signal.) *Living things.*
- Shed. (Pause.) What class? (Signal.) *Buildings.*
- Socks. (Pause.) What class? (Signal.) *Clothing.*
- Shoe. (Pause.) What class? (Signal.) *Clothing.*
- Apartment. (Pause.) What class? (Signal.) *Buildings.*
- Alligator. (Pause.) What class? (Signal.) *Living things.*
- Cap. (Pause.) What class? (Signal.) *Clothing.*
- Tree. (Pause.) What class? (Signal.) *Living things.*

EXERCISE 4
INFERENCE

1. Get ready to answer questions about a sentence.
- Listen. **Nearly all words have a consonant.**
- Say that sentence. (Signal.) *Nearly all words have a consonant.* (Repeat until firm.)
2. How many words have a consonant? (Signal.) *Nearly all.*
- Do all words have a vowel? (Signal.) *Maybe.*

- Do only a few words not have a consonant? (Signal.) *Yes.*
- Do all words have a consonant? (Signal.) *No.*
- What do nearly all words have? (Signal.) *A consonant.*
- What things have a consonant? (Signal.) *Nearly all words.*
- (Repeat step 2 until firm.)

> **Individual test**
> (Repeat step 2 with individual students.)

EXERCISE 5
NEW DEFINITIONS

1. What word means **guard?** (Signal.) *Protect.*
- What part of speech is **protect?** (Signal.) *A verb.*
- What's the noun that comes from **protect?** (Signal.) *Protection.*
- (Repeat step 1 until firm.)
2. I'll say some sentences. Then I'll ask you the part of speech for one of the words.
- Listen. He wanted more **protection** from the angry mob.
- What part of speech is **protection?** (Signal.) *Noun.*
- Listen. The rubber suit **protected** her from the cold water.
- What part of speech is **protected?** (Signal.) *Verb.*
- Listen. Helmets **protect** the players' heads.
- What part of speech is **protect?** (Signal.) *Verb.*
- Listen. The goggles were good **protection** for his eyes.
- What part of speech is **protection?** (Signal.) *Noun.*
- (Repeat step 2 until firm.)

> **Individual test**
> (Repeat step 2 with individual students.)

Lesson 13 **89**

WORKBOOK EXERCISES

> **Note:** Pass out the Workbooks. 📖

---------------- EXERCISE 6 ----------------

NEW DEDUCTIONS

1. Open your Workbook to Lesson 13 and find part A. ✓
• I'll read the instructions. Complete the deductions.
2. (Call on a student to read item 1.) *Every person has a skull. John is a person.*
• Everybody, complete that deduction. (Signal.) *So, John has a skull.*
3. (Call on a student to read item 2.) *Some animals have bones. Snakes are animals.*
• Everybody, complete that deduction. (Signal.) *So, maybe snakes have bones.*
4. You'll do the items later.

---------------- EXERCISE 7 ----------------

NEW PARTS OF SPEECH

Task A

1. What part of speech names people, places, or things? (Signal.) *Noun.*
• What part of speech tells the action that things do? (Signal.) *Verb.*
• What part of speech are the words **is, was,** and **have?** (Signal.) *Verb.*
2. The next part of speech is **adjectives.**
• Here's a rule about adjectives: Any words that come before a noun and tell about the noun are called **adjectives.** Adjectives tell **how many** or **what kind** of noun.
• What are words that come before a noun and tell about the noun? (Signal.) *Adjectives.*
3. The word **cat** is a noun.
• Listen. **The cat.**
• The word **the** is an adjective because it comes before the noun and tells about the noun.
4. Listen. **That cat.**
• What's the adjective? (Signal.) *That.*

5. Listen. **That fat cat.** There are two adjectives.
• What's the first adjective? (Signal.) *That.*
• What's the second adjective? (Signal.) *Fat.*
6. Listen. **Five cats.**
• What's the adjective? (Signal.) *Five.*
7. Listen. **Five mean cats.**
• What's the first adjective? (Signal.) *Five.*
• What's the second adjective? (Signal.) *Mean.*

Task B

1. Find part B. ✓
• The nouns are underlined in each sentence.
2. Sentence 1. **Six cats played.**
• What's the noun? (Signal.) *Cats.*
• What's the adjective? (Signal.) *Six.*
3. Sentence 2. **That dog jumped.**
• What's the noun? (Signal.) *Dog.*
• What's the adjective? (Signal.) *That.*
4. Sentence 3. **That big dog jumped.**
• What's the noun? (Signal.) *Dog.*
• What's the first adjective? (Signal.) *That.*
• What's the next adjective? (Signal.) *Big.*
5. Sentence 4. **A big dog jumped.**
• What's the noun? (Signal.) *Dog.*
• What's the first adjective? (Signal.) *A.*
• What's the next adjective? (Signal.) *Big.*
6. (Repeat steps 2–5 until firm.)
7. Sentence 5. **An old black cat ran.**
• What's the noun? (Signal.) *Cat.*
• What's the first adjective? (Signal.) *An.*
• What's the next adjective? (Signal.) *Old.*
• What's the next adjective? (Signal.) *Black.*
8. Sentence 6. **Ten sheep slept.**
• What's the noun? (Signal.) *Sheep.*
• What's the adjective? (Signal.) *Ten.*
9. Sentence 7. **Six men sat.**
• What's the noun? (Signal.) *Men.*
• What's the adjective? (Signal.) *Six.*
10. Sentence 8. **A red truck crashed.**
• What's the noun? (Signal.) *Truck.*
• What's the first adjective? (Signal.) *A.*
• What's the next adjective? (Signal.) *Red.*
11. (Repeat steps 7–10 until firm.)

12. I'll read the instructions for part B. **Draw a line over each adjective.**
- Do the items now. ✓

Task C

1. Let's check your work. Put an **X** next to any item you missed.
2. Read sentence 1. (Call on a student.) *Six cats played.*
- What did you draw a line over? *Six.*
3. (Repeat step 2 for sentences 2–8.)

---

2. That dog jumped.
3. That big dog jumped.
4. A big dog jumped.
5. An old black cat ran.
6. Ten sheep slept.
7. Six men sat.
8. A red truck crashed.

======== **EXERCISE 8** ========

FOLLOWING DIRECTIONS

1. Find part C. ✓
- I'll read the instructions. **Fill in each blank. Then do what the sentence tells you to do.**
2. Everybody, touch the first blank. ✓
- What word is under that blank? (Signal.) *Glaf.*
- Find **glaf** in the list. ✓
- What does **glaf** mean? (Signal.) *Write.*
- So write the word **write** in the blank above **glaf.** ✓
3. You'll fill in the rest of the blanks later. Be sure to do what the sentence tells you to do.

======== **EXERCISE 9** ========

DEFINITIONS

1. Find part D. ✓
- (Call on a student to read the instructions.) *Write a word that comes from obtain in each blank.*
2. (Call on a student to read item 1.) *The robber will blank a robe for his back.*
- Everybody, what word goes in the blank? (Signal.) *Obtain.*

3. (Call on a student to read item 2.) *The ram wants to blank some oats to eat.*
- Everybody, what word goes in the blank? (Signal.) *Obtain.*
4. (Call on a student to read item 3.) *The man has blank a pig for a pet.*
- Everybody, what word goes in the blank? (Signal.) *Obtained.*
5. (Call on a student to read item 4.) *Six shoppers are blank ten socks.*
- Everybody, what word goes in the blank? (Signal.) *Obtaining.*
6. (Call on a student to read item 5.) *Ten socks were blank by six shoppers.*
- Everybody, what word goes in the blank? (Signal.) *Obtained.*
7. You'll do the items later.

======== **EXERCISE 10** ========

WRITING STORIES

1. Find part I.

- You're going to write a story about this picture of Mrs. Yee and her twin babies.
- Your story will tell what happened **before** the picture, what happened **in** the picture, and what happened **after** the picture.
2. (Call on individual students.) Tell me what could have happened **before** the picture. (**Ideas:** *Mrs. Yee gave birth to twin boys. The twins looked alike.*)

Lesson 13 **91**

- (Call on individual students.) Tell me what happened **in** the picture. Make sure you tell what **happened**, not what is **happening**. (Ideas: *Mrs. Yee held both twins in her arms. One twin was calm and happy. The other twin was unhappy, so he cried*.)
- (Call on individual students.) Tell me what could have happened **after** the picture. (Ideas: *Mrs. Yee cuddled the twins. Soon, the unhappy twin stopped crying, but then the other twin got unhappy. So he started crying. Mrs. Yee had a hard time keeping both twins happy at once*.)
3. The word box shows some of the words you might use when you write your story.
- Touch the words as I read them: **birth**, **babies**, **twins**, **happy**, **crying**.
- Remember, if you use any of those words, spell them correctly.
- You'll write your story later. Make sure that each sentence begins with a capital letter and ends with a period.

─────── **EXERCISE 11** ───────

WORKBOOK AND WORKCHECK

1. (Award points for Group Work.)
2. Do the rest of the Workbook lesson now. Remember to write your story. (Observe students and give feedback.)
3. Get ready to check the your answers. ✓
- Put an X next to any item you missed.
- (Call on individual students to read each item and its answer. Do not have students read their stories.)
4. (After all the answers have been read, have students record their Workbook points.)
5. (Award bonus points.)
6. (Have students total their points and enter the total on the Point Summary Chart.)
7. (Collect the Workbooks. Mark the stories using this code: **W** for improper wording; **UC** for unclear sentences; **X** for inaccurate sentences.)

Lesson 13   ERRORS G W B T   **Workbook page 34**

A Complete the deductions.

1. Every person has a skull.
John is a person.
So, John has a skull.

2. Some animals have bones.
Snakes are animals.
So, maybe snakes have bones.

3. Insects do not have spines.
Antelopes are mammals.
So, nothing.

4. John has every kind of bone.
Ribs are bones.
So, John has ribs.

B Draw a line over each adjective.

1. Six cats played.
2. That dog jumped.
3. That big dog jumped.
4. A big dog jumped.
5. An old black cat ran.
6. Ten sheep slept.
7. Six men sat.
8. A red truck crashed.

C Fill in each blank. Then do what the sentence tells you to do.

Write   the   word
glaf   ag   preb
man   on   the
rop   k   wid
line
hux

ag—the
glaf—Write
hux—line   Idea: man
k—on
preb—word
rop—man
wid—the

D Write a word that comes from **obtain** in each blank.

1. The robber will ___ obtain ___ a robe for his back.
2. The ram wants to ___ obtain ___ some oats to eat.
3. The man has ___ obtained ___ a pig for a pet.
4. Six shoppers are ___ obtaining ___ ten socks.
5. Ten socks were ___ obtained ___ by six shoppers.

Workbook page 35   **Lesson 13**

E Circle the verbs. Underline the nouns.

1. His mom constructed a shed.
2. His mom has constructed that shed.
3. Six men will obtain ten socks.
4. The shoppers will be shopping for hats.
5. A man was mopping with a mop.
6. Three men are mopping _oors with mops.
7. A metal ship is rocking in the deep pond.
8. That shop has sold hats and socks.

F Write the letter of the fact that explains why each thing happened.

A. Lester plays baseball.
B. Hector plays football.

1. He catches y balls.   A
2. He catches passes.   B
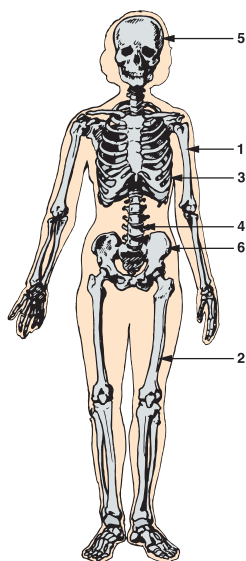3. He scores touchdowns.   B
4. He hits home runs.   A

G Read the sentence and answer the questions.

If it is an insect, it does not have bones.

1. What happens if it is an insect?
Idea: It does not have bones.

2. What do insects not have?
Bones

3. Do insects have ribs?
No

4. Does a bee have bones?
No

5. What does not have bones?
Idea: An insect

Workbook page 36

H Fill in each blank.

5
1
3
4
6
2

1. humerus
2. femur
3. ribs
4. spine
5. skull
6. pelvis

I Write a story about this picture of Mrs. Yee and her twin babies. Your story should tell what happened **before** the picture, what happened **in** the picture, and what happened **after** the picture.

| birth | babies | twins | happy | crying |

(Answers will vary. Possible answer:)
   Mrs. Yee gave birth to twin boys. The twins looked alike.
   Mrs. Yee held both twins in her arms. One twin was calm and happy. The other twin was unhappy, so he cried.
   Mrs. Yee cuddled the twins. Soon, the unhappy twin stopped crying, but then the other twin got unhappy. So he started crying. Mrs. Yee had a hard time keeping both twins happy at once.

• **Does each sentence start with a capital letter?**
• **Does each sentence end with a period?**

END OF LESSON 13

Lesson 13   **93**