

Lesson 11

Part A

Instructions: Each sentence begins with a part that tells when. Put in the comma after the part that tells when.

1. When Juan began to sing everybody clapped.
2. Before the man went to sleep he brushed his teeth.
3. During the first six minutes nobody said a word.
4. After the show ended we went to the ice cream store.
5. By the end of the week we had 10 dollars.
6. As the sky grew darker the birds started to chirp.

Part B

1. Martha played catch with Rosa.

Martha
She stood near the fence.

2. Martha played catch with Marcus.

Martha
She stood near the fence.

3. Tom met Jim at the bus stop.

Tom
He had been downtown all day.

4. Jill waved to Trina.

Jill
She was sitting in the car.

5. Ann dropped a bottle on Tom.

Ann
She felt terrible.

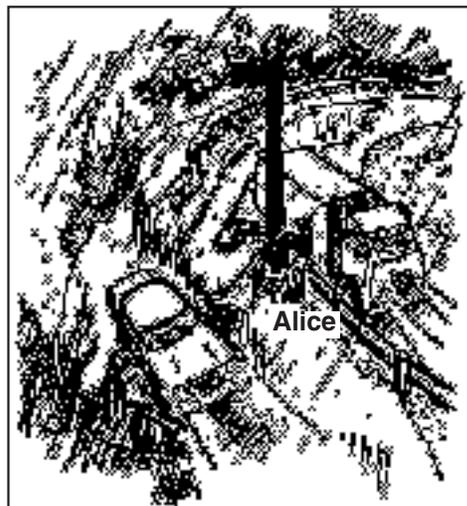
Part C

Instructions: Punctuate each sentence. Make sure you follow these rules:

1. Put a comma after the word *said*.
2. Capitalize the first word the person said.
3. Put an ending mark at the end of the sentence.
4. Put quote marks around the exact words the person said.

1.	<i>She said my team scored 50</i>
	<i>points</i>
2.	<i>The man on the bench said</i>
	<i>is it time to go</i>
3.	<i>Her brother said I made</i>
	<i>hamburgers for dinner</i>
4.	<i>Marcus said when will it stop</i>
	<i>raining</i>

Part D



Tim was driving his car on an icy mountain road. Rain was falling. Tim saw a huge sheet of ice on the road. He tried to stop his car. _____ ① _____ Tim had trouble getting out of the car.

Alice drove her truck on the same road. She saw Tim's car and stopped her truck. She grabbed a rope as she jumped out of the truck. She tied one end of the rope to a tree. _____ ② _____ Tim held on to the rope as he climbed up the side of the mountain.

Part E

A truck was carrying two lions to the zoo.



The police officer knew this was a dangerous situation.



crashed pole opened hole street swerved avoid
 cage butcher chased steak piece closed

- Check 1:** Is each sentence punctuated correctly?
- ★ **Check 2:** Did you tell all the important things that must have happened?
- Check 3:** Did you end the first paragraph by telling what the first picture shows?
- Check 4:** Did you indent the first word of each paragraph and begin each paragraph with the right sentence?

	Passage				★	
Workbook	Check 1	Check 2	Check 3	Check 4	Bonus	Total

Lesson 11

Objectives

- Punctuate sentences that begin with the part of the predicate that tells when. (Exercise 1)
- Apply pronoun clarity rules to determine whether a sentence can begin with a pronoun (*he* or *she*). (Exercise 2)
- Punctuate sentences for omitted quotation marks and related punctuation. (Exercise 3)
- Indicate the missing details in a passage about a sequence of pictures. (Exercise 4)
- Write a 2-paragraph story that infers and reports. (Exercise 5)

► EXERCISE 1 Editing Sentences that Begin by Telling When

1. Open your workbook to Lesson 11. Find part A. ✓
2. These sentences all begin with a part that tells when.
3. I'll read the first four sentences. You'll tell me the part that tells when.
4. Sentence 1: When Juan began to sing everybody clapped.
Say the part that tells when. (Signal.)
When Juan began to sing.
5. Sentence 2: Before the man went to sleep he brushed his teeth.
Say the part that tells when. (Signal.)
Before the man went to sleep.
6. Sentence 3: During the first six minutes nobody said a word.
Say the part that tells when. (Signal.)
During the first six minutes.
7. Sentence 4: After the show ended we went to the ice cream store.
Say the part that tells when. (Signal.) *After the show ended.*
8. (Repeat steps 4–7 until firm.)
9. Each sentence in part A begins with a part that tells when. Put in the comma after the part that tells when. The comma tells that a part of the sentence is out of its regular place.
(Observe students and give feedback.)

10. Check your work.
Sentence 1: When Juan began to sing comma, everybody clapped.
Sentence 2: Before the man went to sleep comma, he brushed his teeth.
Sentence 3: During the first six minutes comma, nobody said a word.
Sentence 4: After the show ended comma, we went to the ice cream store.
Sentence 5: By the end of the week comma, we had 10 dollars.
Sentence 6: As the sky grew darker comma, the birds started to chirp.

► EXERCISE 2 Pronoun Clarity: *He, She*

1. Find part B in your workbook.
2. You have to be very careful when you use the word **he** or **she**.
3. Listen to these sentences: Bill and Jim went to the beach. He got a sunburn. We don't know if the word **he** refers to Bill or Jim.
4. Here are rules for using **he** and **she**:
If there are two men in a sentence, you **can't** begin the next sentence with **he**.
If there are two women in a sentence, you **can't** begin the next sentence with **she**.
5. I'll read the first sentence in item 1: Martha played catch with Rosa. There are two women in that sentence, Martha and Rosa. So the next sentence can't begin with **she**. It must begin with **Martha**.
Cross out **she** at the beginning of the next sentence. ✓

6. (Call on a student.) Read both sentences in item 1. (*Martha played catch with Rosa. Martha stood near the fence.*)
7. I'll read the first sentence in item 2: *Martha played catch with Marcus.* How many women are in the first sentence? (Signal.) *One.* So the next sentence can begin with **she**. Cross out **Martha** at the beginning of the next sentence. ✓
8. (Call on a student.) Read both sentences in item 2. (*Martha played catch with Marcus. She stood near the fence.*)
9. I'll read the first sentence in item 3: *Tom met Jim at the bus stop.* How many men are in the first sentence? (Signal.) *Two.* Can we begin the next sentence with **he**? (Signal.) *No.*
10. (Call on a student.) Why not? (Idea: *There are two men in the first sentence.*) Everybody, cross out **he** at the beginning of the next sentence. ✓
11. (Call on a student.) Read both sentences for item 3. (*Tom met Jim at the bus stop. Tom had been downtown all day.*)
12. I'll read the first sentence in item 4: *Jill waved to Trina.* How many women are in the first sentence? (Signal.) *Two.* So can we begin the next sentence with **she**? (Signal.) *No.*
13. (Call on a student.) Why not? (Idea: *There are two women in the first sentence.*) Everybody, cross out **she** at the beginning of the next sentence. ✓
14. (Call on a student.) Read the two sentences in item 4. (*Jill waved to Trina. Jill was sitting in the car.*)
15. I'll read the first sentence in item 5: *Ann dropped a bottle on Tom.* Everybody, can the next sentence begin with **she**? (Signal.) *Yes.*

16. Fix up the last sentence in item 5. ✓ (Call on a student.) Read both sentences in item 5. (*Ann dropped a bottle on Tom. She felt terrible.*)

EXERCISE 3 Editing Quotations

1.	<i>She said my team scored 50</i>
	<i>points</i>
2.	<i>The man on the bench said</i>
	<i>is it time to go</i>
3.	<i>Her brother said I made</i>
	<i>hamburgers for dinner</i>
4.	<i>Marcus said when will it stop</i>
	<i>raining</i>

1. Find part C in your workbook.
2. I'll read the instructions: Punctuate each sentence. Make sure you follow these rules:
 1. Put a comma after the word **said**.
 2. Capitalize the first word the person said.
 3. Put an ending mark at the end of the sentence.
 4. Put quote marks around the exact words the person said.
3. Fix up the sentences. (Observe students and give feedback.)
4. Check your work.

Sentence 1: She said, comma quote marks capital **M**, My team scored 50 points, period quote marks.

Sentence 2: The man on the bench said, comma quote marks capital **I**, Is it time to go, question mark quote marks.

Sentence 3: Her brother said, comma quote marks capital **I**, I made hamburgers for dinner, period quote marks.

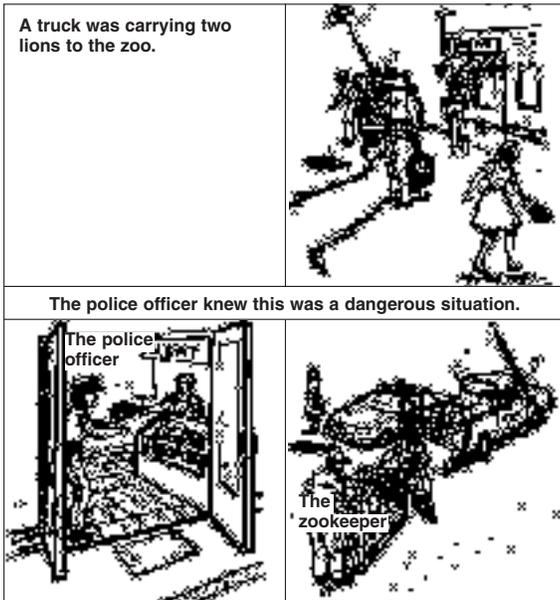
Sentence 4: Marcus said, comma quote marks capital **W**, When will it stop raining, question mark quote marks.

EXERCISE 4 Missing Sentences



- Take out a sheet of lined paper. Write your name and today's date. ✓
- Write **Part D** on your paper. Write number **1**. Skip two lines and write number **2**.
- Find part D in your workbook.
- Here are two paragraphs that tell about the pictures. There are numbers in the paragraphs. These numbers mark the places where important sentences are missing.
- Touch number 1 in the passage. ✓
The space after number 1 shows where a missing sentence goes.
- I'll read the first part of the story. I'll read past number 1.
Tim was driving his car on an icy mountain road. Rain was falling. Tim saw a huge sheet of ice on the road. He tried to stop his car. Blank. Tim had trouble getting out of the car.
- The paragraph doesn't tell why Tim had trouble getting out of his car.
If we look at the picture, we can figure out what must have happened after Tim tried to stop his car.
Make up a sentence that tells what happened. You don't have to name Tim in that sentence, just tell what happened.
(Call on two students. Praise sentences that express the idea: *His car skidded off the side of the road onto a cliff.*)
- Here's the paragraph with the missing detail in the blank:
Tim was driving his car on an icy mountain road. Rain was falling. Tim saw a huge sheet of ice on the road. He tried to stop his car. **The car skidded off the road onto the edge of a cliff.** Tim had trouble getting out of the car.
- Touch number 2 in the passage. I'll read past number 2. You figure out the missing sentence.
Alice drove her truck on the same road. She saw Tim's car and stopped her truck. She grabbed a rope as she jumped out of the truck. She tied one end of the rope to a tree. Blank. Tim held on to the rope as he climbed up the side of the mountain.
- The paragraph doesn't tell what Alice did to help Tim climb up the side of the mountain.
If we look at the second picture, we can figure out what must have happened. Make up a sentence or two that tells what Alice did.
(Call on two students. Praise sentences that express the idea: *She threw one end of the rope to Tim.*)
- Here's the paragraph with the missing detail in the blank:
Alice drove her truck on the same road. She saw Tim's car and stopped her truck. She grabbed a rope as she jumped out of the truck. She tied one end of the rope to a tree. **She threw the other end of the rope to Tim.** Tim held on to the rope as he climbed up the side of the mountain.
- On your paper, write the missing sentences for the passage. Write what's missing for 1 and for 2. Check your sentences by reading the passage and seeing if your sentences explain why. You have 5 minutes.
- (After 5 minutes, call on several students to read the passage with their missing sentences.)

EXERCISE 5 Writing Two Paragraphs



1. Skip a line. Write **Part E** on your paper.
2. Find part E in your workbook.
3. You're going to write two paragraphs. The first paragraph will tell how a lion escaped. The second paragraph will tell how the police officer and the zookeeper got the lion back into its cage.
4. Touch the words in the vocabulary box as I read them: crashed, pole, opened, hole, street, swerved, avoid, cage, butcher, chased, steak, piece, closed.
5. I'll read the checks:
 - Check 1:** Is each sentence punctuated correctly?
 - Check 2:** Did you tell all the important things that must have happened?
The **bonus check** for this lesson is check 2.
 - Check 3:** Did you end the first paragraph by telling what the first picture shows?
 - Check 4:** Did you indent the first word of each paragraph and begin each paragraph with the right sentence?

6. You'll start the first paragraph with the sentence in front of the first picture. That sentence says: A truck was carrying two lions to the zoo.
Touch that sentence. ✓
7. The first paragraph will tell how the lion escaped.
Look at the first picture. Tell me the important things that must have happened.
(Call on several students. Praise sentences such as: *The zookeeper tried to miss a hole in the street. The truck crashed into a pole. A cage fell from the truck. The cage door opened. The lion walked out of the cage.*)
8. Write your first paragraph.
Start with this sentence: A truck was carrying two lions to the zoo. Remember, the first picture shows the last things you'll tell about in that paragraph. Start writing. You have 5 minutes.
(Observe students and give feedback.)
9. (After 5 minutes, say:) Raise your hand if you have finished your first paragraph.
10. I'm going to call on several students to read their first paragraph. Listen carefully. Raise your hand if the paragraph tells about anything that happened after the first picture.
(Call on several students to read their paragraph. Praise students' paragraphs for telling about the events that must have happened before the first picture and things shown in that picture.)
11. There are two pictures for your second paragraph. Touch those two pictures. ✓
12. The sentence above those pictures is the first sentence for the second paragraph. The police officer knew this was a dangerous situation.

13. Look at the bottom pictures. Make up sentences that tell what must have happened to get the lion back into its cage.
(Call on several students. Praise sentences such as: *The police officer ran into a meat market. The butcher threw a steak to the police officer. The police officer ran to the cage and put the steak just outside the cage. The lion walked into the cage toward the steak.*)
14. Now look at the last picture and tell how the story ended. Don't tell anything that happened after the last picture.
(Call on several students. Praise sentences such as: *The lion walked into the cage. The zookeeper closed the cage door.*)
15. Touch the sentence that will begin your second paragraph. Read that sentence.
(Signal.) *The police officer knew this was a dangerous situation.*
16. Write your second paragraph. Be sure to indent.
(Observe students and give feedback.)
17. (After 4 minutes, say:) You have one minute to go.
18. (After 5 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 both of your paragraphs. Say **new paragraph** when you start your second paragraph. Listen carefully to the person reading and see if the paragraphs meet all the checks.
19. (Call on at least four students to read their paragraphs. 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 response 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 paragraph could be fixed.)
20. Make four check boxes under your last paragraph. ✓
 21. Check 1 says: Is each sentence punctuated correctly?
Read your paragraphs for check 1. When the paragraphs meet check 1, put a mark in box 1.
(Observe students and give feedback.)
 22. Check 2 says: Did you tell all the important things that must have happened?
Read your paragraphs for check 2. When the paragraphs meet check 2, put a mark in box 2.
Check 2 is the **bonus check** today.
(Observe students and give feedback.)
 23. Now you're going to check your paragraphs for checks 3 and 4.
Check 3 says: Did you end the first paragraph by telling what the first picture shows?
Check 4 says: Did you indent the first word of each paragraph and begin each paragraph with the right sentence?
Read your paragraphs for checks 3 and 4. When they meet those checks, put check marks in boxes 3 and 4.
(Observe students and give feedback.)