Lesson 13

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.) 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.)
Lesson 13

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.

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.)
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.
   - 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.
   - 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.
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.) 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.

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**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.) Obtain.
5. (Call on a student to read item 4.) Six shoppers are blank ten socks.
   • Everybody, what word goes in the blank? (Signal.) Obtain.
6. (Call on a student to read item 5.) Ten socks were blank by six shoppers.
   • Everybody, what word goes in the blank? (Signal.) Obtain.
7. You’ll do the items later.

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**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. (Ideas: Mrs. Yee gave birth to twin boys. The twins looked alike.)
Lesson 13

- (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 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.)

Workbook page 34

Lesson 13

Workbook page 35

Lesson 13

Workbook page 36

Lesson 13

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Lesson 13

Fill in each blank.

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

Workbook page 36

Workbook page 37

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?

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.

END OF LESSON 13