

Objectives

- Discriminate between run-on sentences and sentences that name two actions. (Exercise 2)
- Construct sentences with possessive words. (Exercise 3)
- **Write a paragraph that infers what must have happened in a missing picture.** (Exercise 4)
- **Identify the verbs in sentences that have 1-word verbs and in sentences that have 2-word verbs.** (Exercise 5)
- Say sentences that report on the important events in each picture in an action sequence of pictures. (Exercise 6)
- Construct a paragraph that reports on an action sequence of pictures. (Exercise 7)

WORKBOOK

EXERCISE 1 Feedback on Lesson 16

- (Before handing back student's work from lesson 16, read one or two well-written paragraphs that meet all the checks.)
- (Hand back students' work from lesson 16.)
- Praise students
 - a. who had correct answers for all items in lesson 16 skill exercises, and
 - b. whose edited paragraph meets all the checks.
- Provide feedback on any exercises that were troublesome.

EXERCISE 2 Editing

Run-On Sentences

1. Everybody, open your workbook to lesson 17 and find part A. ✓
 - Not all sentences that have the word **and** are run-ons. Remember the rule: Run-ons have more than one subject, so you can make more than one sentence out of the words. If you can't make more than one sentence out of the words, it's not a run-on.
2. Item 1: Melissa fed her dog and she went inside to change her shoes. Circle **Melissa**. Then see if the item has another subject. Raise your hand when you know.
 - Everybody, does that item have more than one subject? (Signal.) Yes.
 - So it's a run-on. Fix it up. Raise your hand when you're finished.

- Check your work. Everybody, read the first sentence in item 1. (Signal.) *Melissa fed her dog.*
 - Read the second sentence in item 1. (Signal.) *She went inside to change her shoes.*
3. Item 2: Ann loved horses and her big brother wanted a horse for his birthday. Circle **Ann**. Then see if the item has another subject. Raise your hand when you know.
 - Everybody, does that item have more than one subject? (Signal.) Yes.
 - So it's a run-on. Fix it up.
 - Check your work. Everybody, read the first sentence in item 2. (Signal.) *Ann loved horses.*
 - Read the second sentence in item 2. (Signal.) *Her big brother wanted a horse for his birthday.*
 4. Item 3: The children went to the farm and played with the animals. Circle **the children**. Then see if the item has another subject. Raise your hand when you know.
 - Everybody, does that item have more than one subject? (Signal.) No.
 - So it's not a run-on. What's the subject of that sentence? (Signal.) *The children.*
 - What's the predicate? (Signal.) *Went to the farm and played with the animals.*

5. Your turn: Fix up the rest of the items in part A. Circle the first subject. Then see if there is another subject. If there is another subject, the item is a run-on. Fix it up. If there is only one subject, the item is not a run-on. It's just a sentence that tells about two things somebody did. Pencils down when you're finished.
(Observe students and give feedback.)
6. Check your work.
 - Item 4: My brother swept the floor and washed the dishes. What did you circle? (Signal.) *My brother.*
 - Is item 4 a run-on? (Signal.) *No.*
 - Item 5: A man and a woman watched TV and he had a sore arm. What did you circle? (Signal.) *A man and a woman.*
 - Is item 5 a run-on? (Signal.) *Yes.*
 - Read the first fixed-up sentence. (Signal.) *A man and a woman watched TV.*
 - Read the second fixed-up sentence. (Signal.) *He had a sore arm.*
 - Item 6: Ron went to the park and fed the birds. What did you circle? (Signal.) *Ron.*
 - Is item 6 a run-on? (Signal.) *No.*
7. Raise your hand if you fixed up all the run-ons. Great job.
 - Everybody else, fix up any mistakes you made in part A.

EXERCISE 3 Possessive

Apostrophe + S

1. Everybody, pencils down. Find part B. ✓
 - You're going to complete sentences that tell about something that belongs to something else.
2. Touch item 1.
The pencil belonged to a girl. The pencil was yellow. Listen to the first sentence again: The pencil belonged to **a girl**. Who did the pencil belong to? (Signal.) *A girl.*
 - So what do we write for the pencil belonged to a girl? (Signal.) *A girl's pencil.*
 - Spell **girl's**. (Signal.) *G-i-r-l-apostrophe-s.*
3. Touch item 2.
The nest belonged to that bird. The nest had eggs in it. Who did that nest belong to? (Signal.) *That bird.*
 - So what do we write **for the nest belonged to that bird?** (Signal.) *That bird's nest.*

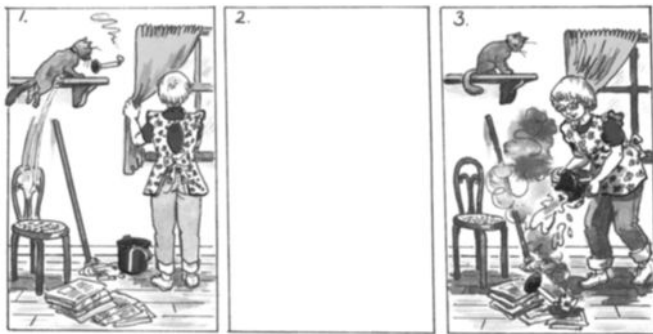
- Spell **bird's**. (Signal.) *B-i-r-d-apostrophe-s.*
4. Touch item 3.
The glasses belonged to my friend. The glasses were broken. Who did the glasses belong to? (Signal.) *My friend.*
 - So what do we write? (Signal.) *My friend's glasses.*
 5. Complete the items in part B. Just rewrite the first sentence for each item and you'll complete the new sentence. Pencils down when you're finished.
(Observe students and give feedback.)
 6. Let's check your work.
 - Item 1: The pencil belonged to a girl. The pencil was yellow. Read the sentence you completed. (Signal.) *A girl's pencil was yellow.*
 - Item 2: The nest belonged to that bird. The nest had eggs in it. Read the sentence you completed. (Signal.) *That bird's nest had eggs in it.*
 - Item 3: The glasses belonged to my friend. The glasses were broken. Read the sentence you completed. (Signal.) *My friend's glasses were broken.*
 - Item 4: The bottle belonged to her baby. The bottle had milk in it. Read the sentence you completed. (Signal.) *Her baby's bottle had milk in it.*
 7. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part B.

LINED PAPER • TEXTBOOK

EXERCISE 4 Inference

Missing Picture

1. Everybody, take out a sheet of lined paper and write your name and lesson 17 on the top line. Pencils down when you're finished. ✓
 - Find part C in your workbook.
 - You've **reported** on what pictures show, but you can't always report. Sometimes you have to be smart and figure out what must have happened. The pictures in part C are supposed to show what happened first and next and next, but the middle picture is missing.



2. Let's see if you can figure out what must have happened in the middle picture by comparing picture 1 and picture 3.
 - Touch the candle in picture 1. Who can tell about the candle in picture 1? (Call on a student. Idea: *The candle is falling from the shelf.*)
 - Touch the candle in picture 3. Where is the candle in picture 3? (Call on a student. Idea: *The candle is on the newspapers.*)
 - Touch the newspapers in picture 1 and in picture 3. What is different about the newspapers in picture 1 and picture 3? (Call on a student: *In picture 3, the newspapers are burning.*)
 - Why did the newspapers start to burn? (Call on a student. Idea: *The burning candle fell on the newspapers.*)
 - Touch the bucket in picture 1 and in picture 3. What is different about the bucket in picture 1 and picture 3? (Call on a student. Idea: *In picture 1, the bucket is on the floor. In picture 3, the woman is holding the bucket.*)
 - What did the woman do in the middle picture? (Call on a student. Idea: *The woman picked up a bucket.*)
3. Here's the first part of the story: A woman was looking out the window. Her cat jumped onto a shelf. The cat knocked over a burning candle that was on the shelf.
4. Now, you'll tell me what must have happened in the middle picture. You'll tell about the candle, the newspapers and the woman.
 - Raise your hand when you can say a sentence that tells what the candle must have done in the missing picture. (Call on several students. Praise sentences such as: *The candle fell on a pile of newspapers.* For each good sentence: **Everybody, say that sentence.**)

5. Raise your hand when you can say a sentence that tells what the newspapers must have done in the missing picture. (Call on several students. Praise sentences such as: *The newspapers started to burn.* For each good sentence: **Everybody, say that sentence.**)
6. Now make up a sentence that tells what the woman must have done in the middle picture. Be careful. Don't tell what she did in the last picture. Tell what she must have done in the middle picture. (Call on several students. Praise sentences such as: *The woman picked up a bucket of water.* For each good sentence: **Everybody, say that sentence.**)
7. I'll read a paragraph that tells what happened in the missing picture: The candle fell onto a pile of newspapers on the floor. The newspapers started to burn. The woman picked up a bucket of water.
8. I'll say those sentences again.
 - The candle fell onto a pile of newspapers on the floor. Say that sentence. (Signal.) *The candle fell onto a pile of newspapers.*
 - The newspapers started to burn. Say that sentence. (Signal.) *The newspapers started to burn.*
 - The woman picked up a bucket of water. Say that sentence. (Signal.) *The woman picked up a bucket of water.*
9. I'll read the words in the vocabulary box: **bucket, fell, burn.**
10. Your turn: Write a paragraph. Write sentences that tell what must have happened in the middle picture. Tell about the candle, the newspapers and the woman. Pencils down when you're finished. (Observe students and give feedback.)
11. I'll call on different students to read their paragraph.
 - (Call on several students. Praise sentences such as: *The candle landed on the newspapers. The newspapers started to burn. The woman picked up a bucket of water.*)

12. Let's see if you did a good job of giving a clear picture of what must have happened in the middle picture. Open your textbook to lesson 17 and find part C. ✓
 - It shows the middle picture. Look at the candle in that picture. (Call on a student:) Where is it? *On the newspapers.*
 - (Call on a student:) What started burning in that picture? *The newspapers.*
 - (Call on a student:) What did the woman do? (Idea: *She picked up a bucket of water.*)
13. Raise your hand if your paragraph gave a clear picture of what must have happened in the middle picture.
 - You are really good at figuring things out.

EXERCISE 5 Two-word Verbs

1. Skip a line on your paper. Then number your paper 1 through 6. Pencils down when you're finished. ✓
 - Find part D in your textbook.
 - Some of the sentences have a one-word verb and some of the sentences have a two-word verb. Remember, the verb comes right after the subject.
2. Sentence 1: The boys rode their bikes. What's the subject? (Signal.) *The boys.*
 - Listen: What's the verb? (Signal.) *Rode.*
 - Sentence 2: Her mother was singing to herself. What's the subject? (Signal.) *Her mother.*
 - What's the verb? (Signal.) *Was singing.*
 - Sentence 3: I slipped on the ice. What's the subject? (Signal.) *I.*
 - What's the verb? (Signal.) *Slipped.*
 - Sentence 4: She was eating in her room. What's the subject? (Signal.) *She.*
 - What's the verb? (Signal.) *Was eating.*
 - Sentence 5: They sat on a bench. What's the subject? (Signal.) *They.*
 - What's the verb? (Signal.) *Sat.*
 - (Repeat step 2 until firm.)
 - 3. Your turn: Write the **verb** for each sentence. If the verb has two words, write both words. Pencils down when you're finished. (Observe students and give feedback.)

4. Check your work.
 - Sentence 1: The boys rode their bikes. What's the verb? (Signal.) *Rode.*
 - Sentence 2: Her mother was singing to herself. What's the verb? (Signal.) *Was singing.*
 - Sentence 3: I slipped on the ice. What's the verb? (Signal.) *Slipped.*
 - Sentence 4: She was eating in her room. What's the verb? (Signal.) *Was eating.*
 - Sentence 5: They sat on a bench. What's the verb? (Signal.) *Sat.*
 - Sentence 6: My brother and sister played in the park. What's the verb? (Signal.) *Played.*
5. Raise your hand if you made no mistakes. Great job.
 - Everybody else, fix up any mistakes you made in part D.

EXERCISE 6 Preparing to Write a Paragraph



1. Everybody, pencils down. Find part E in your textbook. I'll read the instructions: Write a paragraph that reports on what happened. The persons and things in these pictures are not numbered. Before you write, we'll say sentences that report on the important things that happened.



2. Everybody, touch picture 1.
 - Raise your hand when you can say a sentence that reports on the main thing the gorilla did in that picture. (Call on several students. Praise sentences such as: *A gorilla walked out of its cage.* For each good sentence: *Everybody, say that sentence.*)
3. Everybody, touch picture 2.
 - Several important things happened in that picture. Raise your hand when you can say a sentence that reports on what the zookeeper did in that picture. (Call on several students. Praise sentences such as: *The zookeeper made a trail of bananas that led to the cage.* For each good sentence: *Everybody, say that sentence.*)
 - Raise your hand when you can say a sentence that reports on the main thing the gorilla did in that picture. (Call on several students. Praise sentences such as: *The gorilla picked up the bananas and walked towards the cage.* For each good sentence: *Everybody, say that sentence.*)
4. Everybody, touch picture 3.
 - Raise your hand when you can say a sentence that reports on the main thing the gorilla did in that picture. (Call on several students. Praise sentences such as: *The gorilla walked into the cage.* For each good sentence: *Everybody, say that sentence.*)
 - Raise your hand when you can say a sentence that reports on the main thing the zookeeper did in that picture. (Call on several students. Praise sentences such as: *The zookeeper closed the gate behind the gorilla.* For each good sentence: *Everybody, say that sentence.*)
5. I'll read a passage that reports on what happened: A gorilla escaped from its cage. The zookeeper made a trail of bananas that led to the cage. The gorilla picked up the bananas. The gorilla walked into the cage. The zookeeper closed the gate behind the gorilla.

EXERCISE 7 Writing a Paragraph— No Numbers

1. You're going to write a paragraph that reports on what happened in these pictures.
2. Touch the words in the vocabulary box as I read them: **gorilla, walked, bananas, trail, cage, picked, escaped, followed, zookeeper.** Be sure to spell those words correctly if you use them in your paragraph.
3. After you write your paragraph, you'll check it. Remember the new checks:
 - Check 1 says: Did you give a clear picture of what happened? That means that you have a sentence for each important thing that happened, and the sentences are written to give a clear picture of what happened.
 - Check 2 says: Did you fix up any run-on sentences? That means there are no run-on sentences in your paragraph.
4. Write your paragraph. For each picture, write sentences that report on the important things that happened. Name a person or thing, then tell what the person or thing did. You can use the sentences we just said or you can use other sentences. You have 8 minutes. (Observe students and give feedback.)
5. (After 8 minutes, say:) Stop writing. You'll check what you have written so far. Make 4 check boxes under your paragraph.

Check 1 says: Did you give a clear picture of what happened? Read your paragraph carefully. If you left out an important sentence, write it below your paragraph and make an arrow to show where that sentence should go. Read over your paragraph for check 1. When you are sure it gives a clear picture, put a check in box 1. (Observe students and give feedback.)
6. Check 2 says: Did you fix up any run-on sentences? Read your paragraph over again. Fix up any run-on sentences. When you're sure there are no run-on sentences, put a check in box 2. (Observe students and give feedback.)

7. Read your paragraph over for check 3 and fix up any problems. When you're sure that every sentence begins with a capital and ends with a period, put a check in the third box. (Observe students and give feedback.)
 - Read your paragraph over for check 4 and fix up any problems. When you're sure that each sentence tells what somebody did, make a check in the fourth box. (Observe students and give feedback.)
8. I'll read over your paragraphs before the next lesson. For any problems with a check, I'll write letters in the margin.
 - What letters will I write if your paragraph does not give a clear picture of what happened? (Signal.) *WH*.
 - What letters will I write if your paragraph has a run-on sentence? (Signal.) *RO*.
 - What letters will I write if a sentence does not begin with a capital or end with a period? (Signal.) *CP*.

- What letters will I write if a sentence does not tell what somebody did? (Signal.) *D-I-D*.
- During the next lesson, you'll fix up any errors. I'll have several students who did not have any problems with checks read their paragraph.

Note:

- Collect the students' workbooks and lined papers.
- Check the skill exercises in the workbook and on the lined paper. Mark any items that were not corrected. Where appropriate, write brief comments.
- Check the students' paragraphs. Write letters in the margin for any sentence that does not satisfy a check. See the *Language Arts Teacher's Guide* for information on how to respond to other problems, such as spelling and grammar errors.