

Chapter 1

Sentences

| Lesson | Topic | TE Pages | Worktext | Teacher's Toolkit CD | Materials to Gather | Vocabulary | Objectives |
|--------|--|----------|----------|----------------------|--|--|---|
| 1 | Sentences & Fragments | 4-5 | 1-2 | 1 | • Two sentence strips | <i>sentence</i> <i>fragment</i> | <ul style="list-style-type: none"> Distinguish between complete sentences and fragments Write complete sentences |
| 2 | Subjects & Predicates | 6-7 | 3-4 | 2 | • Five index cards | <i>subject part</i> <i>predicate</i> | <ul style="list-style-type: none"> Identify subject and predicate parts of a sentence |
| 3 | Telling Sentences & Questions | 8-9 | 5-6 | 3 | | <i>telling sentence</i> | <ul style="list-style-type: none"> Punctuate sentences with periods, question marks, or exclamation points |
| 4 | Commands & Exclamations | 10-11 | 7-8 | 4 | | <i>declarative sentence</i> | <ul style="list-style-type: none"> Distinguish between telling sentences, commands, questions, and exclamations |
| 5 | Four Types of Sentences | 12-13 | 9-10 | 5 | • Six sentence strips • Four paper clips or some Plasti-Tak | <i>question</i> <i>interrogative sentence</i> | <ul style="list-style-type: none"> Use proofreading marks to correct capitalization and punctuation errors Rewrite run-on sentences as complete sentences |
| 6 | Combining Subjects & Predicates | 14-15 | 11-12 | 6 | • Four sentence strips | <i>command</i> <i>imperative sentence</i> | <ul style="list-style-type: none"> Combine sentences having the same subject part or predicate, using <i>and</i> or <i>or</i> Combine two simple sentences using a comma and <i>or</i>, <i>and</i>, or <i>but</i> |
| 7 | Compound Sentences | 16-17 | 13-14 | 7 | • Four sentence strips | <i>exclamation</i> <i>exclamatory sentence</i> | <ul style="list-style-type: none"> Write compound sentences with correct capitalization and punctuation |
| 8 | Run-on Sentences | 18-19 | 15-16 | 8 | | <i>compound sentence</i> | <ul style="list-style-type: none"> Differentiate between fact and opinion |
| 9 | Language Link: (Study Skills) Fact & Opinion | 20-21 | 17-18 | 9 | | <i>run-on</i> <i>simple sentence</i> <i>fact</i> <i>opinion</i> | |
| 10 | Chapter 1 Review | 22-23 | 19-20 | 10-11 | • Items for optional Food Connection | | |
| | Chapter 1 Bridge: Producing Meat | | 21 | | | | |

Learning CENTER

Rewriting Sentences

Materials: pictures from magazines or books, paper, and pencils

Student Directions:

- Find a partner.
- Select a picture to look at.
- Write one sentence about the picture.
- Draw a line between the subject part and the action part.
- Tell your partner to change the action part and rewrite the sentence.
- Tell your partner to change the subject part and rewrite the first sentence.
- Switch jobs and repeat the activity. Allow your partner to write the first sentence and then you rewrite it.

Learning CENTER

Matching

Materials: twelve index cards, three resealable sandwich bags

Preparation: Write a different type of sentence on four of the index cards, omitting the ending punctuation mark (e.g., *Go feed the chickens; Did you milk the cow; Pigs wallow in mud to keep cool; I forgot to close the barn door*). Place the sentence cards in a bag labeled *Sentences*. Label four cards: *telling sentence*, *question*, *command*, and *exclamation*. Place these cards in a bag labeled *Sentence Types*. Label the remaining cards: *period*, *question mark*, *period*, and *exclamation point*. Place these cards in a bag labeled *Punctuation Marks*.

Student Directions:

- Take the cards out of the *Sentences* bag. Read one of the sentences.
- Take the cards out of the bag labeled *Punctuation Marks*. Find the punctuation mark that needs to be added to the end of your sentence.
- Take the cards out of the bag labeled *Sentence Types*. Find the sentence type name that matches your sentence.
- Repeat the activity until you have found all of the matches. Place the cards back into the appropriate bags.



Theme Information

When God spoke to Noah in Genesis 9:1-3, He expanded the food supply to include meat as well as vegetables. The meat group is a God-given food source for our nutritional needs and physical growth. The meats that we eat are raised on ranches and farms around the country. All kinds of meat are eaten—including exotic meats like frog legs, emu, and buffalo!

Beef, mutton, pork, chicken, and even fish are raised commercially or on small farms. The way we get meat has changed over the years. Farmers used to raise cows, sheep, pigs, and chickens for meat and "cure" the meat themselves. One way of "curing" meat, or preserving it, is to smoke it. Farmers would put the meat in a "smokehouse" and burn logs which gave off smoke that flavored the meat. The smoke also dried out the meat so that it would last through the winter. Farmers rubbed the meat with salt as extra protection to keep it

from spoiling. Today, huge farms raise sheep, cows, pigs, and chickens for meat and sell it to grocery stores. Because we can refrigerate meat, it is available fresh anytime.

Since meat can spoil if it is not carefully handled, the USDA, or United States Department of Agriculture, keeps an eye on the meat that you buy in stores in the United States to make sure it is safe to eat. The next time your mom buys meat, notice the USDA inspection label that reads "USDA Approved."

As a growing young person, you need to eat meat. It contains protein, which helps you build muscles and grow tall. Chicken and fish are especially good for you because they contain less fat than beef and pork. Take good care of the body God has given you by eating a balanced diet that includes meat as well as grains and vegetables.



Attach green background for grass and blue background for sky. Attach chicks made of yellow paper (covered with yellow feathers [optional]) to the board. Add the title "Find Mother Hen" to the top of the board. Write each of the following sentences on a sentence strip and attach it to a chick:

- | | |
|--|--|
| <i>Chase the chickens out of the garden.</i> | <i>Chickens eat meal.</i> |
| <i>Clean the chicken coop.</i> | <i>A rooster is a male chicken.</i> |
| <i>Gather the eggs.</i> | <i>Dad sold the eggs.</i> |
| <i>Where is the mother hen?</i> | <i>Look out for the hawk!</i> |
| <i>Did you feed the chickens?</i> | <i>There's a snake in the yard!</i> |
| <i>Can chickens fly?</i> | <i>The fox is robbing the hen house!</i> |

Write each of the following words on a sentence strip and attach it to a hen:

- | | |
|-------------------|--------------|
| Commands | Questions |
| Telling Sentences | Exclamations |

Tell the students to help each chick find his mother hen by reading the sentences, deciding which type of sentence it is, and placing the chick next to the appropriate mother hen.

Lesson 1

Worktext pages 1-2

Objectives

- Distinguish between fragments and complete sentences
- Add beginning capitalization and ending punctuation to a complete sentence
- Write a complete sentence

Materials

- Two sentence strips

Write each of the following sentences on a separate sentence strip:

The students learn about sentences.

Cattle ranchers raise cows.

Cut apart each of the words on the sentence strips, leaving the punctuation with the last word.

Theme Info.

Discuss the theme. Read aloud the theme information on page 3 about animals raised on farms to provide us with food. Direct the students' attention to the pictures on Worktext page 21.

Introduction

Listening

Discuss synonyms. Read aloud the following paragraph.

Aunt Lil carefully picked up the fragment of glass from the table. Then she glued the small section of glass carefully onto the vase. She placed the vase on the high shelf in the dining room. With the broken part turned toward the wall, no one would be able to see that a piece was missing from the vase.

- Who was the paragraph about? (*Aunt Lil*)
- What did Aunt Lil do? Why? (*She glued the broken piece of glass back on the vase and set it on a high shelf. She turned the broken part of the vase toward the wall so nobody could see it.*)

Remind the students that **synonyms are words that have similar meanings**. Reread the paragraph to the students, telling them to listen for synonyms of the word *piece*.

- What words in the paragraph are synonyms of the word *piece*? (*fragment, section, and part*)

Sentences & Fragments

A **sentence** is a group of words that gives a complete thought. It always begins with a capital letter and ends with a punctuation mark.

Cattle ranchers raise cows.

- The sentence tells who raises cows.
- It tells what cattle ranchers do.
- It gives a complete thought.
- The sentence begins with a capital letter and ends with a period.

Eats grass.

- This group of words doesn't tell who or what eats grass.
- It doesn't give a complete thought.
- It begins with a capital letter and ends with a period, but it is not a sentence. It is a fragment.

The cow.

- This group of words doesn't tell what the cow does.
- It doesn't give a complete thought.
- It begins with a capital letter and ends with a period, but it is not a sentence. It is a fragment.



Guided Practice

Write **S** if the group of words is a complete sentence. Write **F** if the group of words is a fragment.

- F 1. Steak and hamburgers. S 3. They feed on grass and hay.
- S 2. Cows produce milk. F 4. The ranchers.

Read each group of words. Write the group that is a sentence. Use a capital letter and period where needed.

5. drink about twenty gallons cows drink a lot of water every day

Cows drink a lot of water every day.

English 3, Chapter 1, Lesson 1

Teach for Understanding

Distinguish between a complete sentence and a fragment.

1. Display the parts of the first sentence strip in a mixed-up order.
 2. Explain to the students that you brought a sentence to share with them but that the words are mixed up. Invite the students to help you unscramble the sentence.
 3. Call on a volunteer to read aloud the sentence when it is put in its proper order.
- Did you see any clues that helped you figure out the correct order of the words? (*Answers will vary, but should include the capital letter beginning the first word and the period following the last word.*)

include the capital letter beginning the first word and the period following the last word.)

4. Remind the students that sentences must always begin with a capital letter and end with a punctuation mark.

5. Remove the subject part of the sentence (*The students*).

- Would the sentence make sense with only the subject part? (*no*)

Write the word *fragment* on the board. Explain that we call this group of words a **fragment** because it is only a part of a sentence.

6. Replace the subject part and remove the predicate (*learn about sentences*).

- Would the sentence make sense with just the predicate? (*no*)

Sentences & Fragments

Independent Practice

Write **S** if the group of words is a sentence.
Write **F** if the group of words is a fragment.

- S** 1. The cream is useful.
- F** 2. Butter, cheese, and yogurt.
- S** 3. Ice cream is a dairy product.
- F** 4. A dairy farm.
- S** 5. I like to eat steak.
- S** 6. Hamburgers are good.



Read each group of words.
Write the group that is a sentence.
Use capital letters and periods where needed.

7. eat in the feedlot cattle graze in the pasture

Cattle graze in the pasture.

8. dairy cows give milk some adult cows

Dairy cows give milk.

9. is chewing its cud a bull weighs almost one ton

A bull weighs almost one ton.

10. grass, grain, and hay a calf is a young cow

A calf is a young cow.

Apply and Write

Write a sentence about a cow.
Remember to use a capital letter and correct ending punctuation.

7. Point out that a **sentence** is a group of words that expresses a complete thought. This group of words is only part of a sentence and is called a **fragment**.

8. Repeat this activity with the words of the second sentence strip.
9. Read the following sentences aloud, telling the students to raise their hands if the group of words is a sentence. Tell them to keep their hands on their desks if the group of words is a fragment.

Visiting the farm (**fragment**)
The lambs are cute. (**sentence**)
The farmer milked the cow. (**sentence**)
Swished her tail (**fragment**)
The milk was warm. (**sentence**)

Add beginning capitalization and ending punctuation to a complete sentence.

- Write *the cow cuts grass* on the board.
 - Does this group of words express a complete thought? (**yes**)
 - What is wrong with this sentence? (**missing capitalization and end mark**)
- Capitalize the first word and add a period at the end of the sentence.
 - In this sentence, what does the capital letter tell us? (**where the sentence begins**)
 - What does the period tell us? (**where the sentence ends**)

Write a complete sentence.

- Invite the students to give you sentences about farms. Write their suggestions on the board.

- As a class, examine each group of words on the board to see whether it expresses a complete thought. Remind the students again about the importance of the beginning capital letter and the ending punctuation mark.

Worktext page 1

Guided Practice

Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

Worktext page 2

Independent Practice

Read and explain the directions for each section. Direct the students to complete the exercises.

Apply and Write

- Read the directions to the students.
- Allow time for each student to write his sentence.
- Allow the students to share their sentences with the class.

ESL

Beginning ESL students speak and write in fragments and may need assistance identifying a complete thought in English. Be aware that some languages have no punctuation and that others, such as Spanish, may use punctuation at the beginning and end of the sentence. Capital letters are not used at the beginning of sentences in some languages. When instructing students to construct their own sentences, be sure that ESL students know how to form English alphabet letters, where to write them in relation to the line, and that writing in English flows from left to right.

Teacher's Toolkit, page 1

ESL WORKSHEET Sentences & Fragments

Write the group of words in a complete sentence.

Write the group of words in a complete sentence.

1. A cow cuts grass.
2. The farmer.
3. No sheep on the farm.
4. The cow should be fed.
5. The cow was warm.
6. A cow is healthy.
7. I could not find the cow with a horse.
8. I could not find the cow with a horse.
9. The cow was warm.
10. The cow was warm.
11. The cow was warm.
12. The cow was warm.
13. The cow was warm.
14. The cow was warm.
15. The cow was warm.
16. The cow was warm.
17. The cow was warm.
18. The cow was warm.
19. The cow was warm.
20. The cow was warm.

Write a complete sentence.

1. Invite the students to give you sentences about farms. Write their suggestions on the board.

> Worktext pages 3–4

Objectives

- Identify subject and predicate parts
- Divide sentences between the subject and the predicate parts
- Write complete sentences

Materials

- Five index cards

Write each of the following words on a separate index card: *eat, skip, chop, smile, swim*.

Introduction

Speaking

Direct an acting activity. Call on a volunteer to come to the front of the room. Show the student one of the index cards. Direct the student to act out the action printed on the card without using words.

► What action did (insert student's name) do?

Encourage the students to guess what action was acted out. Direct the student who guesses the action correctly to give two sentences about it. One sentence should describe the action that the student did (e.g., *Johnny chopped down a tree* or *Susie smiled at me*). The second sentence should describe the student himself (e.g., *Johnny is strong* or *Susie is happy*). Write both sentences for display. Repeat the activity with the other action words, writing each pair of sentences given for display.

Teach for Understanding

A Explain the two parts of a sentence.

Tell the students that every sentence is made of two parts. One part tells who or what the sentence is about. This part is called the *subject*. Write *subject* on the board. The other part tells what the subject is or does. This part is called the *predicate*. Write *predicate* on the board. Leave *subject* and *predicate* on the board for Part B of this lesson.

B Divide sentences between subjects and predicates.

1. Draw a vertical line to separate the subject part and the predicate in the sentences on display.

Every sentence has two parts.

Many people | enjoy the taste of pork.

The **subject part** tells who or what the sentence is about. The subject part can be one word or a group of words.

The **predicate part** tells what the subject does or is. The predicate can be one word or a group of words.

Guided Practice

► Draw a line between the subject part and the predicate in each sentence.

1. Farmer Farr raises pigs for food.
2. His pigs are large.
3. Mr. Farr keeps his pigs in pens.
4. Workers clean the pens daily.
5. He gives his pigs vitamins and minerals.
6. Healthy pigs grow quickly.

► Underline the subject part of the sentence.

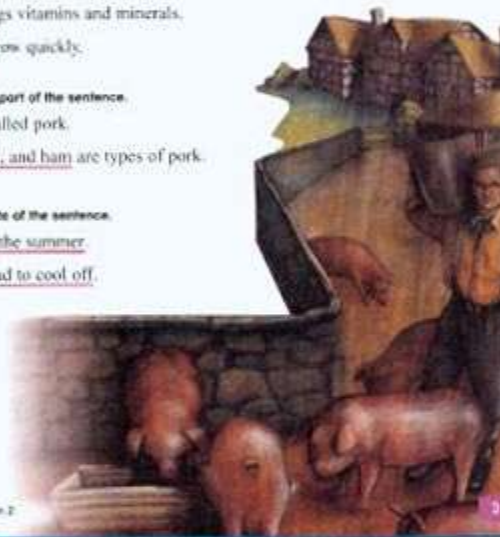
7. Pig's meat is called pork.
8. Bacon, sausage, and ham are types of pork.

► Underline the predicate of the sentence.

9. Pigs get hot in the summer.
10. They roll in mud to cool off.

© 2009 Edmentum - All rights reserved.

English 3, Chapter 1, Lesson 2



2. Point out that the subject part is the first part of the sentence, and the predicate is the last part.
3. Point out that the verb signals the beginning of the predicate.



Subjects & Predicates

Name _____

Independent Practice

Draw a line between the subject part and the predicate of each sentence.

- Jesus|told of a selfish son.
- The son|asked his father for money.
- He|moved to another country.
- His brother|stayed with their father.

Underline the subject part of each sentence.

- The selfish son wasted his money.
- He spent the money on fun and friends.
- The money was gone.
- He found a job feeding hogs.

Underline the predicate of each sentence.

- The selfish son felt guilty.
- He returned home.
- His father forgave him.
- This story teaches about God's love and forgiveness.

Write a subject or predicate to complete each sentence. *Answers will vary.*

- The farmer _____
- _____ takes his pigs to market.

Apply and Write

Write a sentence about a pig. Be sure to include a subject part and a predicate.

Did you remember to begin with a capital letter and end with a punctuation mark?



English 3, Chapter 1, Lesson 2

Worktext page 3

Guided Practice

Share *Extra Information* (optional). Discuss the page together, emphasizing the main points of the lesson. Work through the examples on the page.

Worktext page 4

Independent Practice

Read and explain the directions for each section. Direct the students to complete the exercises.

Apply and Write

- Read the directions to the students [BATS: 5a Love, 6e Forgiveness].
- Give each student time to write his sentence.
- Allow volunteers to read their sentences aloud.

ESL

Word order is not as important in some languages as it is in English. ESL students need to understand that the subject precedes the verb in most sentences. In Spanish and some other languages, the subject is understood because of the verb tense used. ESL students need to be aware that in English the subject is always present in the sentence unless it is a command. Using two sentence strips, write *subject = who or what* and *predicate = action*.

ExtraInfo

Because pigs eat feed made mostly of corn, most pigs in the United States are raised on farms in corn-growing regions. Pigs, also called hogs or swine, eat about 20 percent of the corn grown in the United States. Pigs have many different uses. People eat their meat, called pork, in the form of pork chops, ham, bacon, sausage, spare ribs, and loin roasts. People also use hogs to make products such as leather, brush bristles, soap, candles, glue, fertilizer, animal feed, and medicine.

Teacher's Toolkit, page 2

ESL Parts of a Sentence

1. The subject (S) is who or what.

2. The predicate (P) is what the subject does.

3. An object (O) is what the subject acts upon.

4. The verb (V) is the action.

5. The subject (S) is who or what.

6. The predicate (P) is what the subject does.

7. The object (O) is what the subject acts upon.

8. The verb (V) is the action.

9. The subject (S) is who or what.

10. The predicate (P) is what the subject does.

11. The object (O) is what the subject acts upon.

12. The verb (V) is the action.

13. The subject (S) is who or what.

14. The predicate (P) is what the subject does.

15. The object (O) is what the subject acts upon.

16. The verb (V) is the action.

17. The subject (S) is who or what.

18. The predicate (P) is what the subject does.

19. The object (O) is what the subject acts upon.

20. The verb (V) is the action.

21. The subject (S) is who or what.

22. The predicate (P) is what the subject does.

23. The object (O) is what the subject acts upon.

24. The verb (V) is the action.

25. The subject (S) is who or what.

26. The predicate (P) is what the subject does.

27. The object (O) is what the subject acts upon.

28. The verb (V) is the action.

29. The subject (S) is who or what.

30. The predicate (P) is what the subject does.

31. The object (O) is what the subject acts upon.

32. The verb (V) is the action.

33. The subject (S) is who or what.

34. The predicate (P) is what the subject does.

35. The object (O) is what the subject acts upon.

36. The verb (V) is the action.

37. The subject (S) is who or what.

38. The predicate (P) is what the subject does.

39. The object (O) is what the subject acts upon.

40. The verb (V) is the action.

41. The subject (S) is who or what.

42. The predicate (P) is what the subject does.

43. The object (O) is what the subject acts upon.

44. The verb (V) is the action.

45. The subject (S) is who or what.

46. The predicate (P) is what the subject does.

47. The object (O) is what the subject acts upon.

48. The verb (V) is the action.

49. The subject (S) is who or what.

50. The predicate (P) is what the subject does.

51. The object (O) is what the subject acts upon.

52. The verb (V) is the action.

53. The subject (S) is who or what.

54. The predicate (P) is what the subject does.

55. The object (O) is what the subject acts upon.

56. The verb (V) is the action.

57. The subject (S) is who or what.

58. The predicate (P) is what the subject does.

59. The object (O) is what the subject acts upon.

60. The verb (V) is the action.

61. The subject (S) is who or what.

62. The predicate (P) is what the subject does.

63. The object (O) is what the subject acts upon.

64. The verb (V) is the action.

65. The subject (S) is who or what.

66. The predicate (P) is what the subject does.

67. The object (O) is what the subject acts upon.

68. The verb (V) is the action.

69. The subject (S) is who or what.

70. The predicate (P) is what the subject does.

71. The object (O) is what the subject acts upon.

72. The verb (V) is the action.

73. The subject (S) is who or what.

74. The predicate (P) is what the subject does.

75. The object (O) is what the subject acts upon.

76. The verb (V) is the action.

77. The subject (S) is who or what.

78. The predicate (P) is what the subject does.

79. The object (O) is what the subject acts upon.

80. The verb (V) is the action.

81. The subject (S) is who or what.

82. The predicate (P) is what the subject does.

83. The object (O) is what the subject acts upon.

84. The verb (V) is the action.

85. The subject (S) is who or what.

86. The predicate (P) is what the subject does.

87. The object (O) is what the subject acts upon.

88. The verb (V) is the action.

89. The subject (S) is who or what.

90. The predicate (P) is what the subject does.

91. The object (O) is what the subject acts upon.

92. The verb (V) is the action.

93. The subject (S) is who or what.

94. The predicate (P) is what the subject does.

95. The object (O) is what the subject acts upon.

96. The verb (V) is the action.

97. The subject (S) is who or what.

98. The predicate (P) is what the subject does.

99. The object (O) is what the subject acts upon.

100. The verb (V) is the action.

