

# 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	• Sandwich cookie for each student plus one extra cookie with the cream filling removed	<i>sentence</i> <i>compound sentence</i>	<ul style="list-style-type: none"> <li>Identify sentences and fragments</li> <li>Correct fragments</li> <li>Identify complete subjects and complete predicates, simple subjects and simple predicates</li> </ul>
2	Types of Sentences	6-7	3-4	2	• Picture that displays a dilemma from your reader or a library book	<i>declarative sentence</i> <i>interrogative sentence</i> <i>imperative sentence</i>	<ul style="list-style-type: none"> <li>Identify nouns and pronouns</li> <li>Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences</li> </ul>
3	Simple Subjects	8-9	5-6	3		<i>exclamatory sentence</i>	<ul style="list-style-type: none"> <li>Change from one sentence type to a different sentence type</li> </ul>
4	Simple Predicates	10-11	7-8	4		<i>complete subject</i>	<ul style="list-style-type: none"> <li>Diagram the simple subject and simple predicate (action verb or linking verb)</li> </ul>
5	Subject of Imperative Sentences	12-13	9-10	5		<i>simple subject</i>	<ul style="list-style-type: none"> <li>Differentiate imperative and declarative sentences ending with a period</li> <li>Distinguish between imperative and exclamatory sentences ending with an exclamation mark</li> </ul>
6	Compounds: Subjects, Predicates, & Sentences	14-15, S75-S77	11-12	6		<i>compound subject</i> <i>complete predicate</i>	<ul style="list-style-type: none"> <li>Diagram imperative, declarative, and exclamatory sentences</li> </ul>
7	Prepositions	16-17, S78	13-14	7	• Pennies	<i>simple predicate</i> <i>compound predicate</i>	<ul style="list-style-type: none"> <li>Identify sentences with a compound subject or a compound predicate</li> <li>Make a compound subject or a compound predicate by combining a pair of sentences using the conjunction <i>and</i> or <i>or</i></li> </ul>
8	Object of the Preposition	18-19, S78	15-16	8		<i>conjunction</i> <i>preposition</i> <i>object of the preposition</i>	<ul style="list-style-type: none"> <li>Make a compound sentence by combining simple sentences and the conjunction <i>and</i>, <i>but</i>, or <i>or</i></li> <li>Diagram compound subjects, compound predicates, and compound sentences</li> </ul>
9	Prepositional Phrases	20-21, S78	17-18	9	• Several kernels of popcorn • Book, can, eraser	<i>prepositional phrase</i>	<ul style="list-style-type: none"> <li>Identify prepositions, objects of the preposition, and prepositional phrases in sentences</li> </ul>
10	Chapter 1 Review	22-23	19-20	10-11	• Two cubes numbered 1-6 for class game • Matzo bread for optional Food Connection		
	Bridge: Growing Grain		21				

## Learning CENTER

### Sentence Hunt

**Materials:** pencil, paper, reading book

**Student Directions:**

1. Work with a partner using your reading book or another book you are both familiar with.

2. Find these types of sentences in your book and write them on paper:

*Interrogative*

*Imperative*

*Declarative*

*Exclamatory*

*Sentence with a prepositional phrase*

*Sentence with a conjunction*

3. Exchange papers and check each other's examples.

## Learning CENTER

### Diagramming

**Materials:** file folder, five index cards, three envelopes

**Preparation:** Draw diagram lines on the file folder for these sentence types: a simple subject and a simple predicate, a compound subject and a simple predicate, and a simple subject and a compound predicate.

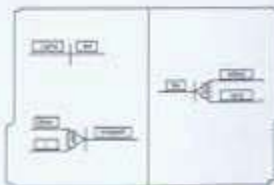
Cut each index card into thirds. Write each subject on one part, each predicate on another part, and each conjunction on the third part. Place the cards for each sentence in a separate envelope.

*Layne ate.*

*Mom and I wrapped.*

*We talked and sang.*

**Student Directions:** Remove the cards from one envelope at a time and place the words on the correct blanks of the proper diagramming frames.





# Theme Information

Have you ever wondered why breakfast cereal is called *cereal*? *Cereal* is another word for *grain*. Grains make up a major portion of a healthful diet. They provide you with fiber, energy-producing carbohydrates, and important nutrients.

Grains are starchy, edible seeds that come in many varieties. The most-consumed grain is wheat.

Rice is the world's second most-eaten grain. In many countries, rice is the main dish at every meal. Most rice is grown in Asia in small rice "paddies," or fields. Since rice needs lots of water to grow, fields are kept flooded during the growing season.

The United States is the largest producer of corn. Corn can be eaten several ways—boiled or grilled on the cob, popped, or ground into meal for cornbread or tortillas. It is also used as animal feed.

Oats are good in cookies, mixed breads, cold cereal, or as oatmeal. Oats began in the wild as a cross between barley and a common weed. The oats you buy are rolled oats, which have been flattened and had their hulls removed.

You may not be as familiar with rye, millet, barley, and sorghum. Millet comes from Africa and India and has a strong taste. Rye is good for making bread and is the toughest grain there is for growth in harsh climates and poor soil. Sorghum and barley are used mainly for animal food. Sorghum has a sweet stalk like sugarcane and can be used to make molasses. Barley grows faster than any other grain and, like rye, can grow in harsh climates and poor soil.

Grains are an important contribution to your diet. Whole grains—grains that have not had their hulls removed—are especially healthful, providing extra roughage, vitamins, and minerals.

**popcorn sentences**

Prepositions

1. Fifi is \_\_\_\_\_ her doghouse.
2. Sam lives \_\_\_\_\_ the street.
3. Anna likes peanut butter \_\_\_\_\_ her banana.
4. Raul lives \_\_\_\_\_ the Gulf Coast.
5. The car is full \_\_\_\_\_ sand.
6. Kobe wrote a letter \_\_\_\_\_ Mr. Velasco.
7. We stayed home \_\_\_\_\_ the storm.
8. Popcorn tastes good \_\_\_\_\_ butter and salt.
9. The cat knocked the food \_\_\_\_\_ the table.
10. We ate dinner \_\_\_\_\_ Grandma's house.

Cover the bulletin board with blue paper. Mount white letters in the shape of popped popcorn or glue popped popcorn kernels to form the title "Popcorn Sentences." Attach a paper popcorn bucket or box, labeled *Prepositions*. Cut out white or yellow paper popcorn kernels and write a preposition on each piece of popcorn; then attach the prepositional popcorn to the board as shown. Write these sentences on sentence strips, omitting the preposition and leaving a space big enough for a piece of prepositional popcorn to be attached.

1. Fifi is \_\_\_\_\_ her doghouse. (*in/on*)
2. Sam lives \_\_\_\_\_ the street. (*across*)
3. Anna likes peanut butter \_\_\_\_\_ her banana. (*on/with*)
4. Raul lives \_\_\_\_\_ the Gulf Coast. (*on/near/by/beside*)
5. The car is full \_\_\_\_\_ sand. (*of*)

6. Kobe wrote a letter \_\_\_\_\_ Mr. Velasco. (*to*)
7. We stayed home \_\_\_\_\_ the storm. (*during*)
8. Popcorn tastes good \_\_\_\_\_ butter and salt. (*with*)
9. The cat knocked the food \_\_\_\_\_ the table. (*off*)
10. We ate dinner \_\_\_\_\_ Grandma's house. (*at/near/by*)



Worktext pages 1–2, 21

## Objectives

- Identify sentences and fragments
- Correct fragments that are missing a subject or a predicate
- Correct fragments that are dependent clauses

## Theme Info.

Discuss the theme. Read aloud the information about grain on page 3. Direct attention to the pictures on Worktext page 21.

## Introduction

Review sentences. Choose several students to give oral sentences as you write them for display.

► What is a sentence? (Answers will vary.)

Remind the students that a sentence is a group of words that expresses a complete thought. Each sentence contains a subject that tells who or what the sentence is about, and it contains a predicate (verb) that tells what the subject is or does. Evaluate each displayed sentence to see whether it expresses a complete thought.

## Teach for Understanding

A Identify and correct sentence fragments.

- What begins a sentence? (a capital letter)
- What ends a sentence? (a punctuation mark)

1. Explain that a group of words may be capitalized and punctuated like a sentence, but if it does not express a complete thought and cannot stand alone, it is a *fragment*.

2. Write these fragments for display:

One of my favorite meals.  
Eats rice with chopsticks.  
Because my father likes fried rice.  
After we ate supper.

- Does each example express a complete thought? (no)
- Explain that a fragment often is missing a subject or a predicate.
- What is missing from the first fragment? Explain. (the predicate. We need to know what one of my favorite meals is.)

A **sentence** is a group of words that expresses a complete thought. It begins with a capital letter and ends with a punctuation mark. Most sentences contain a **subject** and a **predicate**. The complete subject tells who or what the

sentence is about. The predicate tells what something is or does. It contains the verb.

Subject Predicate

*Rice* is a popular grain in our diet.

A **fragment** is a group of words that does not express a complete thought. A fragment often is missing a subject or a predicate. A **dependent clause** is another type of fragment. A dependent clause is a group of words that

has a subject and a predicate but does not express a complete thought. It cannot stand alone as a sentence because it begins with a joining word, such as *although*, *after*, *because*, *before*, *until*, *when*, or *where*.

Sentence  
Fragment (no subject)  
Fragment (dependent clause)

*Rice was used as a food for more than 4,000 years.*  
*Contains vitamins and minerals.*  
*Although rice was brought to America*

## Guided Practice

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

- F* 1. The farmer's crop.  
*S* 2. Farmers grow rice throughout Asia.  
*F* 3. Eats rice for many meals.  
*F* 4. Because rice may have originated in Asia.  
*S* 5. You can boil, bake, or fry rice.  
*F* 6. For two-thirds of the world's population.  
*F* 7. Protein and fiber.  
*S* 8. Rice does not contain any fat.

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

9. The bowl of rice \_\_\_\_\_  
10. \_\_\_\_\_ tasted delicious last night.

- Rewrite the fragment (dependent clause) without the joining word to make it a complete sentence.

11. after the rice was cooked *The rice was cooked.*

English 5, Chapter 1, Lesson 1

1



- What is missing from the second fragment? Explain. (the subject: We need to know who eats rice with chopsticks.)
- Explain that a dependent clause is another type of fragment. A **dependent clause** is a group of words that has a subject and a predicate but does not express a complete thought. It cannot stand alone as a sentence because it begins with a joining word, such as *although*, *after*, *because*, *before*, *until*, *when*, or *where*. Notice that the third and fourth fragments contain a subject and a predicate, but they do not express a complete thought.
- Which word could we erase to make the third fragment into a complete sentence? (Because)
- How can we change the fourth fragment into a complete sentence? (Erase *After*.) (Note: Students could correct the third and fourth fragments by adding an independent clause. This will be taught in Chapter 15. If a student suggests this method of correcting the fragments, allow him to explain what happens because father likes fried rice and what happened after supper. *Because my father likes fried rice, Mother cooks it twice a week. After we ate supper, we cleaned the kitchen.*)
- Identify complete subjects and complete predicates.
  - Explain that the complete subject can be one word or many words. All the words in the subject part of a sentence make up the **complete subject**.

### 3 Independent Practice

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

- F 1. Many different types of rice.
- F 2. For thousands of years.
- S 3. Rice is grown in mud puddles or paddies.
- S 4. The paddy holds water for the rice.
- F 5. Before farmers used special irrigation techniques.
- S 6. Ships brought rice to North America.
- F 7. The gold rush of 1849.
- F 8. Was important to the immigrants.
- F 9. Grew rice in the early 1900s in California.
- S 10. Rice is the world's favorite grain.



rice paddy in Bali, Indonesia

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

- 11. Fried rice \_\_\_\_\_
- 12. My family \_\_\_\_\_
- 13. \_\_\_\_\_ is healthy for our bodies.

Rewrite each fragment (dependent clause) without the joining word to make it a complete sentence.

- 14. Because rice is served in many restaurants. *Rice is served in many restaurants.*
- 15. Although rice can be eaten with chopsticks. *Rice can be eaten with chopsticks.*

### 4 Apply and Write

Do you like to eat rice? What is your favorite kind? Have you ever used chopsticks to eat rice? Write a complete sentence answering one of these questions.

\_\_\_\_\_

\_\_\_\_\_

## Worktext page 1

### Guided Practice

The first page of a grammar lesson usually includes definitions or examples. Discuss the page together, emphasizing the main points. Work through the examples, assisting students who have difficulty.

## Worktext page 2

### Independent Practice

Read and explain the directions for each section on the second page of the lesson. Direct the students to complete the exercises. Share *Extra Information* (optional).

### Apply and Write

Connecting grammar skills to other language arts areas is important. After the *Independent Practice*, there is an application section that allows students to use the grammar skills in a brief writing, speaking, or listening assignment.

Read and discuss the directions for the *Apply and Write* section. Direct students to suggest possible sentences. Allow time to write; then select volunteers to read their sentences aloud.

### ExtraInfo

The Asian countries of China and India grow most of the world's rice. Rice grows best in warm, wet climates. Rice is grown covered with shallow water in low, flat fields or on hills. Farmers make terraces in the hills so that water can collect. These hills look like beautiful green steps as the rice grows.

Direct attention to the third and fourth sentences on the display. Select volunteers to draw one line under the complete subject in each sentence. (*My father; we*)

2. Explain that all the words in the predicate part of a sentence make up the *complete predicate*. A complete predicate contains the verb in the sentence.

Direct volunteers to draw two lines under the complete predicate in each sentence. (*likes fried rice; ate supper*)

3. Direct a volunteer to draw a vertical line between the complete subject and the complete predicate in each sentence.

## ESL

Beginning ESL students often speak and write in fragmented sentences and may need assistance identifying a complete thought in English. Word order is not as important in some languages as it is in English. Be aware that some languages have no punctuation and others, such as Spanish, may use punctuation at the beginning and at the end of a 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 and where to write them in relation to the line. Remind them that writing in English flows from left to right.

## Teacher's Toolkit, page 1

**ESL PRACTICE** Sentences & Paragraphs

Write the group of words in a sentence. Write the group of words in a fragment.

1. Write three sentences.
2. Write three fragments.
3. Write three sentences and three fragments.
4. Write three sentences and three fragments.
5. Write three sentences and three fragments.
6. Write three sentences and three fragments.
7. Write three sentences and three fragments.
8. Write three sentences and three fragments.
9. Write three sentences and three fragments.
10. Write three sentences and three fragments.

Write a complete sentence in a notebook or on a piece of paper.

Write a complete sentence in a notebook or on a piece of paper.

Write a complete sentence in a notebook or on a piece of paper.

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Write a complete sentence in a notebook or on a piece of paper.



Worktext pages 3-4

Objectives

- Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences
- Change from one sentence type to a different sentence type

Materials

- Picture that shows a dilemma (from your reader or library book) such as a trapped animal, mess in the kitchen, natural disaster, mouse in the house, or child breaking a window

Introduction

Speaking

Introduce types of sentences. Show the picture. Guide a discussion about what is happening. Write the students' responses for display. Try to include the four types of sentences from the responses given. You may need to point out things in the picture that are overlooked.

- Are all these sentences alike? (no)
- How are the sentences different? (Answers will vary.)

Point out the differences between the sentences that state facts, ask questions, show emotion, or tell someone to do something. Point out the ending punctuation.

Teach for Understanding

- Identify and punctuate declarative, imperative, interrogative, and exclamatory sentences.

- Write these sentences for display:  
*My brother and I ate oatmeal this morning.  
What are you telling me?*
- What do we call a sentence that gives information? (declarative)
- What do we call a sentence that asks a question? (interrogative)

Write declarative and interrogative for display.

- Write these sentences for display:  
*Get a drink of water.  
How my tongue burns!*
- What is the difference between these two sentences? (The first sentence tells you to do something. The second sentence shows strong feeling. Each sentence has a different punctuation mark.)

A declarative sentence makes a statement that gives information and ends with a period.

*Oats are the third most important grain crop in the United States.*

An interrogative sentence asks a question and ends with a question mark.

*How are most of our oats used?*

An imperative sentence gives a command or makes a request and usually ends with a period. When a command is given with strong feeling, it ends with an exclamation mark.

*Please feed oats to the cows.  
Close the gate before that cow gets out!*

An exclamatory sentence shows strong feeling and ends with an exclamation mark.

*Oh, the hot oatmeal burned my tongue!*

Guided Practice

- Use the code to label each sentence. Add the correct ending punctuation.

- Dec. 1. Oats provide fiber in our diet.
- Imp. 2. Don't forget the oat flour in the recipe.
- Exc. 3. What a cute calf that is!
- Dec. 4. Oats originated in Asia around the time of Christ.
- Int. 5. Do you ever eat oatmeal for breakfast?
- Imp. 6. Help me feed the horses after school.
- Exc. 7. Oh, our stallion is running loose!
- Imp. 8. Catch him before he gets away or!

Dec. = Declarative  
Int. = Interrogative  
Imp. = Imperative  
Exc. = Exclamatory

- Rewrite the declarative sentence as an interrogative sentence. Rewrite the interrogative sentence as a declarative sentence.

- Oats do contain vitamins and fiber. *Do oats contain vitamins and fiber?*
- Are oats good for our bodies? *Oats are good for our bodies.*



English 5, Chapter 1, Lesson 2

- What do we call a sentence that tells you to do something? (imperative)
- What do we call a sentence that shows strong feeling? (exclamatory)
- Select two volunteers to read aloud each sentence.
- Was there a difference between each student's voice as you listened to the two sentences? Explain. (yes: The second sentence showed strong feeling.)
- Write this sentence for display:  
*Don't touch the hot stove!*

Explain that sometimes a command is given with strong feeling and ends with an exclamation mark. Strong commands are classified as imperative sentences since the commands are understood to be for "you."

- Change from one sentence type to a different sentence type.

- Write these sentences for display:  
*Horses eat oats.  
Will chickens eat oats?*
- Point out that most declarative sentences can be changed to interrogative sentences and vice versa. Explain that sometimes you have to add a word or two or delete words when changing sentences (e.g., *Do* is added to write the question *Do horses eat oats?*).
- How can you make the declarative sentence an interrogative sentence? Write the new sentence for display. (*Do horses eat oats?*)





Worktext pages 19–20

Objectives

- Differentiate sentences and fragments
- Divide a sentence between its complete subject and its complete predicate
- Identify the simple subject and simple predicate in a sentence
- Diagram simple subjects and simple predicates
- Identify a sentence as declarative, interrogative, imperative, or exclamatory and add correct ending punctuation
- Identify prepositions and objects of the preposition in sentences
- Expand sentences by adding prepositional phrases

Materials

- Two cubes numbered 1–6
- Matzo bread for optional Food Connection

Note

This lesson reviews concepts presented in Chapter 1 to prepare students for the Chapter 1 Test (optional). Extra Practice pages 10–11, located on the Teacher's Toolkit CD, make an excellent study guide.

Check for Understanding

Chapter 1 Review

1. Write this fragment for display:

*Our brave dad*

- Why is this group of words a fragment? (*It is missing a predicate.*)
- How could we make the fragment into a sentence? (*Answers will vary.*)

2. Write this fragment for display:

*After the storm stopped*

- Why is this group of words a fragment? (*It doesn't express a complete thought; the joining word makes it a dependent clause.*)
- How can we make this fragment into a sentence? (*Remove the word After.*)

Erase *After* and read the new sentence: *The storm stopped.* Choose a volunteer to draw a line between the complete subject and the complete predicate. Underline the simple subject once and the simple predicate (verb) twice.

3. Choose a volunteer to change one of the displayed sentences into a sentence with a compound subject. Write the new sentence for display.

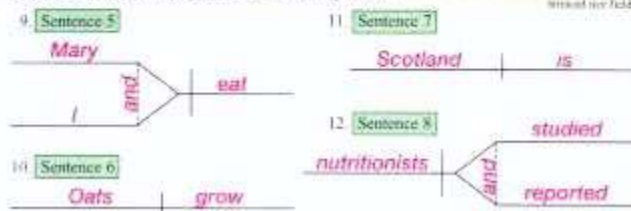
- A. Write **S** if the group of words is a sentence. Write **F** if the group of words is a fragment.

- F 1. Special kind of soil.
- S 2. Rice plants grow in about six months.
- F 3. Needs water to grow.
- F 4. Because it did not rain.

- B. Draw a line between the complete subject and the complete predicate. Underline the simple subject once and the simple predicate twice.

- 5. Mary and I eat oatmeal for breakfast.
- 6. Oats grow well in the soil and climate of Scotland.
- 7. Scotland is famous for its abundance of oats.
- 8. Many nutritionists studied the benefits of oatmeal and reported their findings.

- C. Diagram Sentences 5–8. Write the simple subjects and the simple predicates on the diagrams. Include any conjunctions.



- D. Use the code to label each sentence. Add the correct ending punctuation.

- Dec. 13. I have a horse named Sam.
- Int. 14. Have you ever seen an Arabian horse?
- Imp. 15. Feed the horse some oats.
- Dec. 16. The oats keep him healthy and give him energy.
- Exc. 17. Wow, his coat looks shiny!

**Code**

Dec. = Declarative  
 Int. = Interrogative  
 Imp. = Imperative  
 Exc. = Exclamatory

4. Choose a volunteer to change one of the displayed sentences into a sentence with a compound predicate. Write the new sentence for display.
- Are these sentences simple or compound sentences? (*simple*)
- How could we turn one of these sentences into a compound sentence using the conjunction *but*? Write the compound sentence for display. (*Answers will vary. Example: Our brave dad cooked dinner by himself, but he made a mess in the kitchen.*)
- How many prepositions are in this sentence? What are they? (*2; by, in*)
- What are the objects of the prepositions? Read the prepositional phrases and put parentheses around them. (*himself, kitchen; by himself, in the kitchen*)
5. Play a review game, Race-a-Roni.

- Instruct each student to write a complete sentence on a half sheet of paper and put it into a container. As each student writes a sentence, write these eleven game questions for display and number them as shown.

- 1 Name the complete subject.
- 2 Name the simple subject.
- 3 Name the complete predicate.
- 4 Name the simple predicate.
- 5 Name the action verb or a linking verb?
- 6 Is it an action verb or a linking verb?
- 7 Make a sentence with a compound subject.
- 8 Make a sentence with a compound predicate.
- 9 Make a compound sentence.
- 10 Name a preposition and the object of the preposition.
- 11 Name a prepositional phrase.
- 12 Name a conjunction.

E. Underline the preposition and circle the object of the preposition in each prepositional phrase.

- Popcorn balls are a delicious treat in the winter.
- Let butter, sugar, and syrup simmer together on the stove.
- You can add caramel or peanut butter to your mixture.
- Add popcorn, cover your hands with butter, and shape a popcorn ball.

F. Put parentheses around the prepositional phrase in each sentence.

- The blowing wheat waved (at us).
- The long thin strands looked golden (in the sunlight).
- (After the harvest) some farmers sell their grain.
- Today much harvested grain is stored (in public silos.)



Wheat Farm

G. Add a prepositional phrase to expand each sentence.

- My popcorn fell \_\_\_\_\_.
- My mom mixed the ingredients \_\_\_\_\_.

H. Make a compound sentence by combining each pair of sentences using a comma and the conjunction *and*, *but*, or *or*.

- Mother baked a cake. Aunt Helen made cookies. **Mother baked a cake, but [and] Aunt Helen made cookies.**
- We wanted to plant a garden today. It started to rain. **We wanted to plant a garden today, but it started to rain.**
- My mom made dinner for a sick friend. We delivered the meal. **My mom made dinner for a sick friend, and we delivered the meal.**

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(Note: A teacher working with one student will want to modify the review games in this book so that the student answers the questions orally. A point or small treat may be given for each correct answer.)

- Divide the class into two teams. The first set of players must roll the two numbered cubes. Add the number cubes together. (Note: the lowest number will be 2 [1+1].) Whatever total is rolled on the cubes is the number of the question the student will be asked. The teacher begins by reading a sentence from the container and asking a question from the list. The first player that gives the correct answer earns a point for his team. The team with more points wins.

## Worktext pages 19–20

### Chapter 1 Review

## Food Connection (optional)

### Materials

- Matzo bread (unleavened bread), available in most grocery stores

**Taste unleavened bread.** Explain that the Jewish Passover was a special celebration of God's deliverance of His people from Egypt in the days of Moses. The feast was celebrated regularly on the fourteenth day of the month (March–April) and was followed by six more days of eating unleavened bread. The feast of the Passover always contained unleavened bread, which resembles a thin hard cake.

## ESL

ESL students may need assistance with vocabulary on the worktext pages.

### Teacher's Toolkit, page 10

**CLASS PRACTICE** Chapter 1 Review

1. Write the word in the space provided. Write the number of the question in the space provided.

- Write the word in the space provided. Write the number of the question in the space provided.
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- Write the word in the space provided. Write the number of the question in the space provided.

2. Draw a picture for each word. Write the number of the question in the space provided.

- Write the word in the space provided. Write the number of the question in the space provided.
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### Teacher's Toolkit, page 11

**CLASS PRACTICE** Chapter 1 Review

1. Write the word in the space provided. Write the number of the question in the space provided.

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2. Draw a picture for each word. Write the number of the question in the space provided.

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3. Write the word in the space provided. Write the number of the question in the space provided.

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