

CHAPTER 4 LESSON 3

Objectives: Jingles, Grammar (Practice Sentences), Skills (Oral Skill Builder Check, add a vocabulary check to Skill Builder, Expanded Practice Sentence), Practice Exercise.



JINGLE TIME

Have students turn to the Jingle Section in their books. The teacher will lead the students in reciting the previously-taught jingles.



GRAMMAR TIME

First-Year Option: Put the Practice Sentences from the box below on the board or notebook paper. Use these sentences as you practice the concepts that have been taught. For the greatest benefit, students must participate orally with the teacher. **Second-Year Option:** Have students classify the Practice Sentences independently on notebook paper. Check students' sentences with the answers provided below. (*If you have the CDs for Practice Sentences, have students check their sentences with the CDs.*)

Chapter 4, Practice Sentences for Lesson 3

1. _____ The ancient clanking car chugged noisily away.
2. _____ Finally, the very tired little baby rested quietly.
3. _____ The weary, thirsty riders dismounted slowly today.

TEACHING SCRIPT FOR PRACTICING PATTERN 1 SENTENCES

We will classify three different sentences to practice grammar as we recite the Question and Answer Flows. We will classify the sentences together. Begin. (*You might have students write the labels above the sentences at this time.*)

Teacher's Notes: Make sure students say the **questions** and **answers** orally for each sentence. Be sure to lead them so they will say the Question and Answer Flows correctly.

Question and Answer Flow for Sentence 1: The ancient clanking car chugged noisily away.

- | | |
|--|--|
| 1. What chugged noisily away? car - SN | 7. The - A |
| 2. What is being said about car? car chugged - V | 8. SN V P1 Check |
| 3. Chugged how? noisily - Adv | 9. Period, statement, declarative sentence |
| 4. Chugged where? away - Adv | 10. Go back to the verb - divide the complete subject from the complete predicate. |
| 5. What kind of car? clanking - Adj | |
| 6. What kind of car? ancient - Adj | |

Classified Sentence:

A
Adj
Adj
SN
V
Adv
Adv
SN
V
P1
The ancient clanking car / chugged noisily away. D

CHAPTER 4 LESSON 3 CONTINUED

Question and Answer Flow for Sentence 2: Finally, the very tired little baby rested quietly.

1. Who rested quietly? baby - SN
2. What is being said about baby? baby rested - V
3. Rested how? quietly - Adv
4. What kind of baby? little - Adj
5. What kind of baby? tired - Adj
6. How tired? very - Adv
7. The - A
8. Rested when? finally - Adv
9. SN V P1 Check
10. Period, statement, declarative sentence
11. Go back to the verb - divide the complete subject from the complete predicate.
12. This sentence has predicate words in the complete subject. Underline the adverb at the beginning of the sentence twice.

Classified Sentence:

Adv
A
Adv
Adj
Adj
SN
V
Adv

SN V Finally, the very tired little baby / rested quietly. D
 P1

Question and Answer Flow for Sentence 3: The weary, thirsty riders dismounted slowly today.

1. Who dismounted slowly today? riders - SN
2. What is being said about riders? riders dismounted - V
3. Dismounted how? slowly - Adv
4. Dismounted when? today - Adv
5. What kind of riders? thirsty - Adj
6. What kind of riders? weary - Adj
7. The - A
8. SN V P1 Check
9. Period, statement, declarative sentence
10. Go back to the verb - divide the complete subject from the complete predicate.

Classified Sentence:

A
Adj
Adj
SN
V
Adv
Adv

SN V The weary, thirsty riders / dismounted slowly today. D
 P1



SKILL TIME

TEACHING SCRIPT FOR ADDING A VOCABULARY CHECK TO SKILL BUILDER TIME

We will use the three sentences that we just classified to learn a new Skill Builder. We will add a Vocabulary Check to the Oral Skill Builder Check time. The Vocabulary Check will give me an opportunity to expand your vocabulary. I will select different words from the three sentences that we classify together for a Vocabulary Check. We will define the words, use them in new sentences, and name synonyms and antonyms for them.

CHAPTER 4 LESSON 3 CONTINUED

TEACHER INSTRUCTIONS

Look over the words in the classified sentences. Select any words you think your students may not understand or words for which you want students to develop a broader understanding. Use the guidelines below for a Vocabulary Check. *(For some words, you might use all the guidelines presented for a Vocabulary Check. For the reinforcement of other words, you might ask only for synonyms and antonyms. Talk about how synonym and antonym changes can affect the meaning of the original sentence. Tell your students that synonyms and antonyms are powerful writing tools, and they must learn to use them well. It is very important that each student has a thesaurus of his/her own.)*

Guidelines for a Vocabulary Check

1. Give a definition for the word.
2. Use the word correctly in a sentence.
3. Think of a synonym for the word.
4. Think of an antonym for the word.

TEACHER INSTRUCTIONS

Use Sentences 1-3 that you just classified with your students to do an Oral Skill Builder Check. Use the guidelines below.

Oral Skill Builder Check	
1. Noun check. (Say the job and then say the noun. Circle each noun.) 2. Identify the nouns as singular or plural. (Write S or P above each noun.) 3. Identify the nouns as common or proper. (Follow established procedure for oral identification.) 4. Do a vocabulary check. (Follow established procedure for oral identification.)	5. Identify the complete subject and the complete predicate. (Underline the complete subject once and the complete predicate twice.) 6. Identify the simple subject and simple predicate. (Underline the simple subject once and the simple predicate twice. Bold, or highlight, the lines to distinguish them from the complete subject and complete predicate.)

Teacher's Notes: A Vocabulary Check is an excellent way to enrich your students' writing vocabulary. There will be times when you may just ask for a synonym and an antonym for different words. This will give students a better command of the options they have when making word choices as they write sentences. Remind students of the power of words and give them plenty of practice as you utilize the three sentences they have classified. Again, it is very important that each student has a thesaurus of his/her own.

CHAPTER 4 LESSON 3 CONTINUED

TEACHING SCRIPT FOR AN EXPANDED PRACTICE SENTENCE

Put these labels on the board: A Adj Adj SN V Adv Adv
--

In the previous lesson, I guided you through the process of writing a Practice Sentence and an Improved Sentence for the first time. Today, I am going to guide you through the same process again, but this time you will write an expanded sentence by adding a few more sentence labels. Look at the new sentence labels on the board: **A Adj Adj SN V Adv Adv**.

Get out a sheet of notebook paper and write the title *Practice Sentence* on the top line. Copy the labels on the board across the page: **A Adj Adj SN V Adv Adv**. Make sure you leave plenty of room for the words that you will write under the labels.

I will guide you through the process of writing a sentence using a given set of labels again. I will lead you each time we cover a new concept in Pattern 1. Writing a sentence using English labels is total sentence control. It is very easy if you know how, but it is also something very few people can do without training.

1. Go to the **SN** label for the subject noun. Think of a noun that you want to use as your subject. Write the noun you have chosen on the line *under* the **SN** label.
2. Go to the **V** label for the verb. Think of a verb that tells what your subject does. Make sure that your verb makes sense with the subject noun. Write the verb you have chosen on the line *under* the **V** label.
3. Go to the **Adv** label for the adverb. Go to the verb in your sentence and ask an adverb question. What are the adverb questions? (*How, When, Where*) Choose one adverb question to ask and write your adverb answer *under* the first **Adv** label.
4. Go to the **Adv** label for another adverb. Go to the verb again and ask another adverb question. You can use the same adverb question, or you can use a different adverb question. Write another adverb *under* the second **Adv** label.
5. Go to the **Adj** label for the adjective. Go to the subject noun of your sentence and ask an adjective question. What are the adjective questions? (*What kind, Which one, How many*) Choose one adjective question to ask and write your adjective answer *under* the **Adj** label next to the subject noun. Always check to make sure your answers are making sense in the sentence.
6. Go to the next **Adj** label for another adjective. Go to the subject noun again and ask another adjective question. You can use the same adjective question, or you can use a different adjective question. Write another adjective *under* the second **Adj** label.
7. Go to the **A** label for the article adjective. What are the three article adjectives? (*a, an, and the*) Choose the article adjective that makes the best sense in your sentence. Write the article adjective you have chosen *under* the **A** label.

CHAPTER 4 LESSON 3 CONTINUED

8. Finally, check your Practice Sentence to make sure it has the necessary parts to be a complete sentence. What are the five parts of a complete sentence? (*subject, verb, complete sense, capital letter, and an end mark*) Does your Practice Sentence have the five parts of a complete sentence? (*Allow time for students to read over their sentences and to make the necessary corrections.*)
9. Under your Practice Sentence, write the title *Improved Sentence* on another line. To improve your Practice Sentence, you will make two synonym changes, one antonym change, and your choice of a complete word change or another synonym or antonym change.

Since it is harder to find words that can be changed to an antonym, it is usually wise to go through your sentence to find an antonym change first. Then, look through your sentence again to find words that can be improved with synonyms. Finally, make a decision about whether your last change will be a complete word change, a synonym change, or an antonym change.

I will give you time to write your Improved Sentence. (*Always encourage students to use a thesaurus, synonym-antonym book, or a dictionary to help them develop an interesting and improved writing vocabulary. After students have finished, check and discuss students' Practice and Improved Sentences.*)



PRACTICE TIME

Have students turn to page 68 in the Practice Section of their book and find Chapter 4, Lesson 3, Practice. Go over the directions to make sure they understand what to do. Check and discuss the Practice after students have finished. (*Chapter 4, Lesson 3, Practice key is given below.*)

Chapter 4, Lesson 3, Practice: Put this 3-part assignment on notebook paper: (1) Write the four parts of speech that you have studied so far (in any order). (2) Write out the Question and Answer Flow in exact order for the sentence listed below. (3) Classify the sentence.			
1. noun	2. verb	3. adjective	4. adverb
Practice Sentence: Yesterday, the new youth minister preached fervently.			
Question and Answer Flow Key for Practice Sentence: Yesterday, the new youth minister preached fervently.			
1. Who preached fervently? minister - SN	8. SN V P1 Check		
2. What is being said about minister? minister preached - V	9. Period, statement, declarative sentence		
3. Preached how? fervently - Adv	10. Go back to the verb - divide the complete subject from the complete predicate.		
4. What kind of minister? youth - Adj	11. This sentence has predicate words in the complete subject. Underline the adverb at the beginning of the sentence twice.		
5. What kind of minister? new - Adj			
6. The - A			
7. Preached when? yesterday - Adv			
Classified Sentence:	Adv A Adj Adj SN V Adv		
SN V	<u>Yesterday</u> , the new youth minister / preached fervently. D		
P1			

(End of lesson.)