

CHAPTER 5 LESSON 1

Objectives: Jingles, Grammar (Introductory Sentences, preposition, object of the preposition, prepositional phrase), Skills (Adding the object of the preposition to the Noun Check and Parts of Speech), and Vocabulary #1.
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**JINGLE TIME**

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

**GRAMMAR TIME**

Put the introductory sentences from the box below on the board. Use these sentences as you go through each new concept covered in your teaching script. For the greatest benefit, students must participate orally with the teacher. (*You might put the introductory sentences on notebook paper if you are doing one-on-one instruction with your students.*)

Chapter 5, Introductory Sentences for Lesson 1

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| 1. _____ Nick sat silently in the seat by the aisle on the crowded plane.
2. _____ The members of the financial committee worked diligently on the new budget.
3. _____ The curious, fat raccoon sniffed along the outside of the fence. |
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TEACHING SCRIPT FOR PREPOSITION, OBJECT OF THE PREPOSITION, AND PREPOSITIONAL PHRASE

We will now begin the really “fun stuff” in English. We are going to start prepositions! The preposition jingles have already told you a lot about prepositions, but now we are going to learn even more. A **preposition** is a joining word. It joins a noun or a pronoun to the rest of the sentence. To know whether a word is a preposition, say the preposition word and ask *What* or *Whom*. If the answer is a noun or pronoun, then the word is a preposition. Prepositions are labeled with a **P**.

An **object of the preposition** is a noun or pronoun after the preposition in a sentence. An object of the preposition is labeled with an **OP**.

It is important for you to know the difference between prepositions and adverbs. Look at Reference 19 on page 15 as I explain how you can tell the difference between prepositions and adverbs.

A word can be a preposition or an adverb, depending on how it is used in a sentence. For example, the word *around* can be an adverb or a preposition. How do you decide if the word *around* is an adverb or a preposition? If *around* is used alone, with no noun after it, it is an adverb. If *around* has a noun after it that answers the question *what* or *whom*, then *around* is a preposition, and the noun after *around* is an object of the preposition. (*Have students follow along as you read and discuss the information in the reference box on the next page.*)

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Reference 19: Knowing the Difference Between Prepositions and Adverbs

Adv

In the sample sentence, *Sam ran around*, the word *around* is an adverb because it does not have a noun after it.

P noun (OP)

In the sample sentence, *Sam ran around the track*, the word *around* is a preposition because it has the noun *track* (the object of the preposition) after it. To find the preposition and object of the preposition in the Question and Answer Flow, say:

around - P (Say: *around - preposition*)
around what? track - OP (Say: *around what? track - object of the preposition*)

Today, we will learn about prepositional phrases. A **prepositional phrase** starts with the preposition and ends with the object of the preposition. It includes any modifiers between the preposition and the object of the preposition. A prepositional phrase adds meaning to a sentence and can be located anywhere in the sentence. Prepositional phrases can modify like adjectives or adverbs. For example, the prepositional phrase (*around the track*) tells where Sam ran. A single word that modifies a verb is called an adverb. A prepositional phrase that modifies a verb is called an adverb phrase or adverbial phrase. Prepositional phrases can also modify like adjectives. (*Students are not required to identify adjective and adverbial phrases in sentences until seventh grade. This is just extra information.*)

Prepositional phrases are identified in the Question and Answer Flow after you say the word *check*. Now, when you say *check*, you are also looking for prepositional phrases in the sentence. If you find a prepositional phrase, you will read the whole prepositional phrase and put parentheses around it. If there is more than one prepositional phrase in a sentence, read all prepositional phrases during this check time. For example, after you classify the sentence, ***Travis drove to town in a truck***, you say “Subject Noun Verb Pattern 1 - Check: (to town) - prepositional phrase; (in a truck) - prepositional phrase.”

I will show you how to classify a preposition and an object of the preposition and how to identify a prepositional phrase by reciting the Question and Answer Flow for Sentence 1. (*Classify Sentence 1.*)

Question and Answer Flow for Sentence 1: Nick sat silently in the seat by the aisle on the crowded plane.

- Who sat silently in the seat by the aisle on the crowded plane? Nick - SN
- What is being said about Nick? Nick sat - V
- Sat how? silently - Adv
- In - P (Preposition)
- In what? seat - OP (Object of the Preposition)

Note: To test whether a word is a preposition, say your preposition and ask “what” or “whom.” If your answer is a noun or pronoun, you will have a preposition. All prepositions will have noun or pronoun objects. (*When the object of the preposition is a person ask “whom” instead of “what.”*)

- The - A
- By - P (Preposition)
- By what? aisle - OP (Object of the Preposition)
- The - A
- On - P (Preposition)
- On what? plane - OP (Object of the Preposition)

- What kind of plane? crowded - Adj
- The - A
- SN V P1 Check
- (In the seat) - Prepositional phrase

Note: Say “in the seat - Prepositional phrase” as you put parentheses around the words. This also teaches your students how to read in phrases, so keep it smooth.

- (By the aisle) - Prepositional phrase
- (On the crowded plane) - Prepositional phrase
- Period, statement, declarative sentence
- Go back to the verb - divide the complete subject from the complete predicate.
- Is there an adverb exception? No.
- Is this sentence in a natural or inverted order? Natural - no change.

Classified Sentence:

SN V Adv P A OP P A OP P A Adj OP
 SN V Nick / sat silently (in the seat) (by the aisle) (on the crowded plane). D
 P1

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I will now classify Sentence 1 again, but this time you classify it with me. I will lead you as we say the questions and answers together. Remember, it is very important that you say the questions with me as well as the answers. (*Classify Sentence 1 again with your students.*)

We will classify Sentences 2 and 3 together to practice the new parts of the Question and Answer Flow. You must say the **questions and answers** with me. By asking and answering the questions together, orally, you will learn everything faster because you see it, hear it, say it, and then do it. Begin.

Question and Answer Flow for Sentence 2: The members of the financial committee worked diligently on the new budget.

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|--|--|
| 1. Who worked diligently on the new budget? members - SN | 12. The - A |
| 2. What is being said about members? members worked - V | 13. SN V P1 Check |
| 3. Worked how? diligently - Adv | 14. (Of the financial committee) - Prepositional phrase |
| 4. On - P (Preposition) | 15. (On the new budget) - Prepositional phrase |
| 5. On what? budget - OP (Object of the preposition) | 16. Period, statement, declarative sentence |
| 6. What kind of budget? new - Adj | 17. Go back to the verb - divide the complete subject from the complete predicate. |
| 7. The - A | 18. Is there an adverb exception? No. |
| 8. Of - P | 19. Is this sentence in a natural or inverted order? |
| 9. Of what? committee - OP | Natural - no change. |
| 10. What kind of committee? financial - Adj | |
| 11. The - A | |

Classified Sentence: A SN P A Adj OP V Adv P A Adj OP
 SN V The members (of the financial committee) / worked diligently (on the new budget). D
 P1

Question and Answer Flow for Sentence 3: The curious, fat raccoon sniffed along the outside of the fence.

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| 1. What sniffed along the outside of the fence? raccoon - SN | 11. The - A |
| 2. What is being said about raccoon? raccoon sniffed - V | 12. SN V P1 Check |
| 3. Along - P | 13. (Along the outside) - Prepositional phrase |
| 4. Along what? outside - OP | 14. (Of the fence) - Prepositional phrase |
| 5. The - A | 15. Period, statement, declarative sentence |
| 6. Of - P | 16. Go back to the verb - divide the complete subject from the complete predicate. |
| 7. Of what? fence - OP | 17. Is there an adverb exception? No. |
| 8. The - A | 18. Is this sentence in a natural or inverted order? |
| 9. What kind of raccoon? fat - Adj | Natural - no change. |
| 10. What kind of raccoon? curious - Adj | |

Classified Sentence: A Adj Adj SN V P A OP P A OP
 SN V The curious, fat raccoon / sniffed (along the outside) (of the fence). D
 P1

CHAPTER 5 LESSON 1 CONTINUED

TEACHING SCRIPT FOR ADDING THE OBJECT OF THE PREPOSITION TO THE NOUN CHECK

We are going to use the sentences we have just classified to do an Oral Skill Builder Check. You have already learned how to do a Noun Check with the subject of the sentence. Today, we are going to add another noun job to the Noun Check. Another job that nouns can do in a sentence is to act as the object of the preposition. Therefore, to find nouns, you will go to the words marked **SN** and **OP** in the classified sentences.

Look at Sentences 1-3 that we have just classified on the board. Remember, we will go to the subject nouns **and** the objects of the prepositions to find nouns. We will circle each noun as we find it.

Look at Sentence 1. You will say, “Number 1: subject noun *Nick*, yes, object of the preposition *seat*, yes; object of the preposition *aisle*, yes; object of the preposition *plane*, yes;” and I will circle each noun as you identify it. *(Have students repeat number 1 with you as you circle each noun identified.)* We will find and circle the nouns in Sentences 2-3 the same way. *(Work through the rest of the sentences, identifying and circling the subject nouns and object-of-the-preposition nouns.)*

Use the same Skill Builder procedures that were taught in previous chapters to have students identify each noun as singular or plural. Ask students to tell which nouns are common and which are proper. Check the vocabulary words used for each sentence. Select the ones your students may not know and do a Vocabulary Check. For each word selected, make sure it is defined, used in a new sentence, and given a synonym and/or an antonym. You might also ask for synonyms and antonyms of several words just to check students’ understanding of different words.

Now that you have finished the Noun Check, the Singular/Plural Check, the Common/Proper Check, and the Vocabulary Check, continue using Sentences 1-3 to do the rest of the Skill Builders from the checklist below. This checklist will always be given to you every time you do an Oral Skill Builder Check.

Teacher’s Notes: You will be given directions for a Skill Builder Check only with the first set of sentences in a chapter. You could do Skill Builder Checks with every set of sentences, but it is usually not necessary. Your time allotment and the needs of your students will influence your decision.

Oral Skill Builder Check	
<p>1. Noun check. (Say the job and then say the noun. Circle each noun.)</p> <p>2. Identify the nouns as singular or plural. (Write S or P above each noun.)</p> <p>3. Identify the nouns as common or proper. (Follow established procedure for oral identification.)</p> <p>4. Do a vocabulary check. (Follow established procedure for oral identification.)</p>	<p>5. Identify the complete subject and the complete predicate. (Underline the complete subject once and the complete predicate twice.)</p> <p>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.)</p>

CHAPTER 5 LESSON 1 CONTINUED**TEACHING SCRIPT FOR ADDING THE PREPOSITION TO THE PARTS OF SPEECH**

Until now, we have had only four parts of speech. Do you remember the names of the four parts of speech we have already learned? (*noun, verb, adjective, and adverb*) Today, we have learned about prepositions. A preposition is also a part of speech; so, we will add it to our list. We do not add the object of the preposition because it is a noun, and nouns are already on our list. Now, you know five of the eight parts of speech. What are the five parts of speech we have studied? (*noun, verb, adjective, adverb, and preposition*)

**VOCABULARY TIME**

Assign Chapter 5, Vocabulary Words #1 on page 7 in the Reference Section for students to define in their Vocabulary notebooks. Tell students they are to use a dictionary or thesaurus to look up the meanings of the vocabulary words. After they write each word and its meaning, students are to write a sentence using the vocabulary word.

Chapter 5, Vocabulary Words #1
(alliance, division, frugal, thrifty)

(End of lesson.)