

LESSON 6

DEVELOPING SENTENCE POWER

TASK A:

Touch Part 1 on your sheet. This is an important rule about sentences.

Touch the rule. I'll read the rule; you follow along. (Read aloud the rule.) Your turn: read the rule. *The predicate is what is said about the subject. What is the predicate? The predicate is what is said about the subject.*

Touch the example. Read the sentence. *The school basketball team won their first game. The school basketball team is the subject of this sentence. Tell me the subject of this sentence. The school basketball team. Won their first game is the predicate. Tell me the predicate of this sentence. Won their first game. Underline the predicate of this sentence. (Check.)*

I'll read the instructions; you follow along. (Read aloud the instructions.)

Touch Item 1. Read the sentence. *A different coach worked with the team. What is the subject of this sentence? A different coach. Circle the subject of this sentence. (Check.) What's the predicate of this sentence? Worked with the team. Underline the predicate of this sentence. (Check.)*

You will complete the rest of the items in Part 1.

TASK B:

Touch Part 2. (Pause.) This is an important rule about sentences.

Touch the rule. Read the rule. A run-on sentence is two or more sentences that have been written as if they were one sentence. What do we call two or more sentences that have been written as if they were one sentence? *Run-on sentences.*

Touch the example. This is an example of a run-on sentence. Read the run-on sentence. *The player was hungry he wanted a hot dog. This run-on sentence should be fixed to make two sentences. Read the two sentences. The player was hungry. He wanted a hot dog.*

TASK C:

Touch Part 3. I'll read the instructions; you follow along. (Read aloud the instructions.)

Touch Item 1. Read the item. *Swimming is very challenging it takes a lot of practice. This run-on sentence can be fixed to make two sentences.*

Tell me two sentences that can be made from this run-on sentence. *Swimming is very challenging. It takes a lot of practice.*

You will complete Item 2.

TASK D:

Touch Part 4. I'll read the instructions; you follow along. (Read aloud the instructions.)

You will complete Part 4.

(Review the answers with the students.)

LESSON 6

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Part 1 SENTENCE POWER

The predicate is what is said about the subject.

Example: The school basketball team won their first game.
The school basketball team = subject
won their first game = predicate

Circle the subject in each sentence. Underline the predicate.

1. A different coach worked with the team.
2. Ten balls were hit during the game.
3. Trevor worked hard to make the team.
4. Kendra wanted to be the catcher.
5. Northside High School had the best team.

Part 2 RUN-ON SENTENCES

A run-on sentence is two or more sentences that have been written as if they were one sentence.

Example: This is a run-on sentence: The player was hungry he wanted a hot dog.

It should have been written this way: The player was hungry. He wanted a hot dog.

Part 3 SENTENCE REPAIR SHOP

Rewrite the following run-on sentences so they are correct.

1. Swimming is very challenging it takes a lot of practice.

2. A car raced past me it was traveling towards the river.

Part 4 SENTENCE COMBINING

Combine this pair of sentences to make one longer sentence.

1. The player was angry.
2. He felt tired.

1 + 2 = _____

LESSON 7

Preparation: Assign each student a partner. Label the partners Partner 1 and Partner 2.

DEVELOPING WORD POWER

TASK A:

You are going to learn some rules about sentence parts. These parts are called the parts of speech. What are these sentence parts called? *The parts of speech.*

Verbs are one part of speech. This is an important rule about words called verbs.

Touch Part 1 on your sheet. I'll read the rule; you follow along. (Read aloud the rule.) Your turn: read the rule. *A word that tells about an action is called a verb. What do we call words that tell about an action? Verbs.*

Touch the example. Run, jumping, and played are all verbs. Tell your partner a verb that tells about an action. Partner 1 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds, call stop. Call on 2-3 students to share their ideas. Accept responses that are verbs that name an action.)

Touch the instructions for Part 1. I'll read the instructions; you follow along. (Read aloud the instructions.)

Touch Item 1. Read the sentence. *Adrian scratched the itchy mosquito bite.* Which word in this sentence is a verb? *Scratched.* Underline the word *scratched*. (Check.)

You will complete the rest of the items in Part 1.

DEVELOPING PARAGRAPH POWER

TASK B:

Touch Part 2. (Pause.) This is an important rule about paragraphs.

Touch the rule. I'll read the rule; you follow along. (Read aloud the rule.) Your turn: read the rule. *A paragraph is a group of sentences that tells about one thing. In a paragraph, it is important that each sentence tells something about the topic sentence. What do we call a group of sentences that tells about one thing? A paragraph.*

Touch the instructions. I'll read the instructions; you follow along. (Read aloud the instructions.)

Touch the first sentence in the paragraph about a lovely day. The first word in a paragraph is usually indented two fingers from the margin or edge of the paper.

The first sentence in this paragraph is the topic sentence. It is underlined. Read the topic sentence. *It was a lovely day.*

Let's read each sentence and decide if it tells about the topic sentence. Read the next sentence. *The sun was shining, and the birds were singing.* Does this sentence tell about a lovely day? Yes. Do not draw a line through this sentence.

Read the next sentence. *I dropped my ice cream cone.* Does this sentence tell about the topic sentence? No. Draw a line through this sentence. (Check. Repeat this process for the remaining sentences.)

TASK C:

Touch Part 3. I'll read the instructions; you follow along. (Read aloud the instructions.)

You will complete Part 3.

(Review the answers with the students.)

LESSON 7

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Part 1 WORD POWER

A word that tells about an action is called a verb.

Example: Run, jumping, played are all verbs.

Underline the verb in each sentence.

1. Adrian scratched the itchy mosquito bite.
2. The brave man saved the swimmer.
3. The doctor wrapped the player's hurt hand.
4. Babies cry.
5. He heard the same words over and over again.

Part 2 PARAGRAPH REPAIR SHOP

A paragraph is a group of sentences that tells about one thing. In a paragraph, it is important that each sentence tells something about the topic sentence.

The topic sentence in this paragraph is underlined. Draw a line through the sentences that do not tell about the topic sentence.

It was a lovely day. The sun was shining, and the birds were singing. I dropped my ice cream cone. The clouds were floating gently in the sky. The flowers seemed very colorful. The bus had a flat tire. The sun glinted off the water in the creek. It felt good to be outside on this lovely day.

Part 3 PARAGRAPH WRITING

Rewrite the paragraph about a lovely day. Omit the sentences that do not tell about the topic sentence. Remember, the first word in a paragraph is usually **indented** two fingers spaces.

LESSON 8

Preparation: Assign each student a partner. Label the partners Partner 1 and Partner 2.

DEVELOPING WORD POWER

TASK A:

Touch Part 1 on your sheet. This is an important rule about present tense verbs.

Touch the rule. I'll read the rule; you follow along. (Read aloud the rule.) **Your turn: read the rule.** Present tense verbs tell about actions that are happening now. **What do we call verbs that tell about actions that are happening now?** Present tense verbs.

Touch the example. Starts, waves and calls are all present tense verbs. Tell your partner a word that is a present tense verb. Partner 2 will take the first turn. Take turns until I tell you to stop. (Circulate to monitor as students talk to their partners. After about 15 seconds, call stop. Call on 2-3 students to share their ideas. Accept responses that are present tense verbs.)

Touch the instructions. I'll read the instructions; you follow along. (Read aloud the instructions.)

Touch Item 1. Read the sentence. Ray (*thinks, holds, watched*) about what his coach tells him. **Which verb fits in this sentence? Thinks. Circle the word thinks.** (Check.)

You will complete the rest of the items in Part 1.

DEVELOPING PARAGRAPH POWER

TASK B:

Touch Part 2. (Check.) This is an important rule about paragraphs.

Touch the rule. Read the rule. A paragraph is a group of sentences that tells about one thing. In a paragraph, it is important that each sentence tells something about the topic sentence. **What do we call a group of sentences that tells about one thing? A paragraph. What does each sentence in a paragraph tell something about? The topic sentence.**

Touch the instructions. I'll read the instructions; you follow along. (Read aloud the instructions.)

Touch the first sentence in the paragraph about kids who do not like to play team sports. The first word of this paragraph is indented.

The first sentence in this paragraph is the topic sentence. It is underlined. Read the topic sentence. *Some kids do not like to play team sports.*

Let's read each sentence and decide if it tells about the topic sentence. Read the next sentence. *They are much happier working on a job by themselves.* Does this sentence tell about kids who do not like to play team sports? Yes. Do not draw a line through this sentence.

Read the next sentence. *An apple is often red.* Does this sentence tell about the topic sentence? No. Draw a line through this sentence. (Check. Repeat this process for the remaining sentences.)

TASK C:

Touch Part 3. I'll read the instructions; you follow along. (Read aloud the instructions.)

You will complete Part 3.

(Review the answers with the students.)

LESSON 8

Name _____

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Part 1 WORD POWER

Present tense verbs tell about actions that are happening now.

Example: Starts, waves, and calls are all present tense verbs.

Circle the present tense verb that fits in each sentence.

1. Ray (thinks, holds, watched) about what his coach tells him.
2. School (has, starts, talked) at 8:25 in the morning.
3. The winner (stared, gets, waves) the prize money.
4. Art (ran, walked, runs) the fastest.

Part 2 PARAGRAPH REPAIR SHOP

A paragraph is a group of sentences that tells about one thing. In a paragraph, it is important that each sentence tells something about the topic sentence.

The topic sentence is underlined. Draw a line through the sentences that do not tell about the topic sentence.

Some kids do not like to play team sports. They are much happier working on a job by themselves. An apple is often red. The hard juicy ones are the best. Reading a book, playing a card game, or skipping stones in a creek are all activities that can be done alone. A dog likes to chase sticks. It will run after sticks until it is tired. If you do not like to play team sports, you may still like to watch others play.

Part 3 PARAGRAPH WRITING

Rewrite the paragraph about team sports. Omit the sentences that do not tell about the topic sentence. Remember, the first word in a paragraph is usually **indented** two fingers spaces. Use a sheet of lined paper if you need more space to write.
