

LESSON 14

Preparation:

The Sentence Checker (BLM 5A).
Photocopy enough copies of BLM 5B so each student will have 1 copy of the Sentence Checker and Proofreading Checklist.
"Paragraph" chart from Lesson 5.

Task A: (Picture It)

Exercise 1: (Listening)

Open your workbook to Lesson 14. (Check.) It's time for "Picture It." "Picture It" is a time for you to learn true things about the world. I'll read you a paragraph that tells facts about a picture.

When a paragraph tells the reader information that is true, we say the paragraph is non-fiction. What do we call a paragraph that tells the reader information that is true? (Signal.) *Non-fiction.*

Touch the picture in the top right corner. (Check.) This is a picture of the Statue of Liberty. Listen carefully while I read you a non-fiction paragraph that will tell you about this enormous statue. (Read the paragraph aloud to the students, pausing briefly after each sentence.)

Did you know that the Statue of Liberty was a gift from France to honor 100 years of American independence? Unfortunately, only one 30-foot arm arrived by July 4, 1876. The arm was put on display in Philadelphia. It took 10 more years for the French to complete the Statue of Liberty. The completed statue was much too big to ship from France, so it had to be taken apart, and shipped in 214 wooden crates. More than 100 years later, this gift from France remains one of the most famous symbols of American independence and liberty.

Exercise 2: (Recalling Information)

This time, I'll read the paragraph one sentence at a time. After each sentence, I'll ask you a question. Listen: Did you know that the Statue of Liberty was a gift from France to honor 100 years of American independence? (Pause.) Why did France

make a gift of the Statue of Liberty to the United States? (Signal.) *To honor 100 years of American independence.*

Listen: Unfortunately, only one 30-foot arm arrived by July 4, 1876. (Pause.) What part of the statue arrived in time for the celebration of the United States' 100th birthday? (Signal.) *One 30-foot arm. A 30 foot arm would be about as long as a city bus.*

Listen: The arm was put on display in Philadelphia. (Pause.) Where was the arm displayed? (Signal.) *In Philadelphia.*

Listen: It took 10 more years for the French to complete the Statue of Liberty. (Pause.) How much longer did it take the French to complete the Statue of Liberty? (Signal.) *10 years.*

Listen: The completed statue was much too big to ship from France, so it had to be taken apart, and shipped in 214 wooden crates. (Pause.) How many crates were needed to ship the Statue of Liberty from France to the United States? (Signal.) *214.*

Listen: More than 100 years later, this gift from France remains one of the most famous symbols of American independence and liberty. (Pause.) A symbol is something that stands for an idea. What's a symbol? (Signal.) *Something that stands for an idea. What two ideas does the Statue of Liberty stand for? (Signal.) Independence and liberty. Independence and liberty mean freedom. What do independence and liberty mean? (Signal.) Freedom.*

Good job! Now, you know some facts about a very famous statue.

Task B: (Usage)

Exercise 1: (Game)

Let's get ready to play the game "Climb to the Top." First, you need to learn some more about contractions. A contraction is a short way of saying two words. What's a contraction? (Signal.) *A short way of saying two words.*

My turn: the short way of saying "I have" is "I've." What's the contraction of "I have?"

(Signal.) *I've.*

My turn: the short way of saying "you have" is "you've." What's the contraction of "you have?" (Signal.) *You've.*

My turn: (Pause.) **the short way of saying "could not" is "couldn't." What's the contraction of "could not?"** (Signal.) *Couldn't.*

Now, you're ready to play the game. (Draw a simple sketch of a ladder with 12 rungs on the board.)

I'll say two words. You'll say the contraction. If I say "could not," you'll say "couldn't." What will you say if I say "could not?" (Signal.) *Couldn't.* **You'll say "couldn't" because "couldn't" is the contraction of "could not."**

Each time you say a correct contraction, I'll draw a check mark on that step of the ladder. If you climb to the top step of the ladder, you win the game.

Ready? I have. (Signal.) *I've.* (If the children answer correctly, put a check mark on the first step of the ladder, and say:) **"I've" is the contraction of "I have." You've won the first step of the ladder.** (Continue process until the children reach the top of the ladder. If the children answer incorrectly, tell them the correct answer, and repeat the item later in the game.)

(Repeat process for "do not" (don't), "you have" (you've), "should not" (shouldn't), "they are" (they're), "cannot" (can't), "will not" (won't), "is not" (isn't), "are not" (aren't), "would not" (wouldn't), "you are" (you're), and "could not" (couldn't).)

You've reached the top of the ladder! You're winners, because you climbed to the top of the ladder.

Exercise 2: (Workbook)

When you write a contraction, you use a mark called an apostrophe to show where letters have been left out.

(Write "they are" on the board.) **The contraction of "they are" is "they're." I cross out the letter "a," and write an apostrophe in its place.** (Demonstrate. Cross out "a," then, write

"they're." Repeat process for "you are" and "should not.")

Touch Part 1 in your workbook. I'll read the instructions. You touch under the words with your finger. Write the contraction for each item. What will you do? (Signal.) *Write the contraction for each item.*

Touch Item 1. Read Item 1. (Signal.) *I have.* **What letters would you leave out to make the contraction for "I have?"** (Signal.) *H-a.* **Cross out "h-a." (Check.) Write the contraction for "I have" on the line.**

(Write "I've" on the board while spelling it aloud.) **Put a check mark if your contraction looks like the one on the board. If it doesn't look like the one on the board, fix it.**

(Repeat process for the remaining items.)

Task C: (Abbreviations)

Exercise 1: (Editing for Abbreviations)

(Write on the board:
mrs Smith saw dr Gray talking to mr Nunn on Weaver rd)

(Point to "mrs, dr, mr," and "rd.") **Listen: when missus, doctor, mister, and road are written this way, they're called abbreviations. What are missus, doctor, mister, and road called when they are written this way?** (Signal.) *Abbreviations.*

An abbreviation is a short form of a word. What's an abbreviation? (Signal.) *A short form of a word.* **Most abbreviations start with a capital letter. How do most abbreviations start?** (Signal.) *With a capital letter.* **Most abbreviations end with a period. How do most abbreviations end?** (Signal.) *With a period.*

(Point to the sentence on the board.) **Let's edit this sentence. My turn: I'll read the sentence.** (Touch under the words as you read the sentence aloud.) **Mrs Smith saw dr Gray talking to mr Nunn on Weaver rd. Your turn: read the sentence.** (Signal.) *Mrs Smith saw dr Gray talking to mr Nunn on Weaver rd.*

What's the first abbreviation in this sentence? (Call on a student.) *Mrs.* **How do we**

edit "mrs" in this sentence? (Call on a student.) Idea: *Mrs needs to start with a capital letter, and end with a period.* (Put in the proofreading marks for "needs a capital letter" and "needs a period.")

(Repeat editing process until the sentence is correct.)

Exercise 2: (Workbook)

Touch Part 2 in your workbook. (Check.) **I'll read the instructions. You touch under the words with your finger. Edit this sentence, using proofreading marks. Write the sentence correctly on the lines below.**

What are you going to do first? (Signal.) *Edit this sentence, using proofreading marks.* **What are you going to do next?** (Signal.) *Write the sentence correctly on the lines below.*

Touch the sentence. My turn: I'll read the sentence. I saw peter carter and mr roy looking at the old car that is on Melville st . Your turn: read the sentence. (Signal.) *I saw peter carter and mr roy looking at the car that is on Melville st.*

Let's edit the sentence. What's the first thing that needs editing in this sentence? (Call on a student.) Idea: *Peter needs to start with a capital letter.* **Why does "peter" need to start with a capital letter?** (Call on a student.) Idea: *It's a person's first name.* **Put in the proofreading mark for "needs a capital letter."** (Check.)

(Repeat editing process until the sentence is correct.)

Now, write the sentence correctly on the lines. (Check.)

Task D: (Writing Contractions)

Exercise 1: (Learning about Contractions)

(Write on the board:
Homer doesn't live here.)

(Touch under the words as you read the sentence aloud.) **Homer doesn't live here. Everybody, read the sentence aloud.** (Touch under the words as the students read the sentence aloud.) *Homer doesn't live here.*

(Point to "doesn't.") **Listen:** (Pause.) **"doesn't" is the short way of saying "does not."** **"Doesn't" is called a contraction. Everybody, what is "doesn't" called?** (Signal.) *A contraction. We put an apostrophe in the place of the missing letter. Everybody, what do we put in the place of the missing letter?* (Signal.) *An apostrophe.*

Exercise 2: (Writing Contractions in Sentences)

(Write on the board:
1. Karla does not think that it is Monday.
2. Manny is the boy who does not like to play soccer.)

(Point to the sentences on the board.) **Let's write contractions in these sentences. My turn: I'll read the first sentence.** (Touch under the words as you read the sentence aloud.) **Karla does not think that it is Monday. Your turn: read the first sentence.** (Touch under the words as the students read the sentence aloud.) *Karla does not think that it is Monday.*

What is the contraction for "does not?" (Signal.) *Doesn't. Here is how we spell doesn't: d-o-e-s-n-apostrophe-t. Everybody, spell "doesn't."* (Signal.) *D-o-e-s-n-apostrophe-t. What letter was replaced by the apostrophe?* (Call on a student.) *The "o" in not.* (Edit the sentence by drawing a line through "does not," and writing "doesn't" above it.)

(Repeat process for Item 2.)

Exercise 3: (Workbook)

Today, we'll work together to write contractions and edit sentences.

Touch Part 3 in your workbook. (Check.) **I'll read the instructions. You touch under the words with your finger. Change does not to a contraction. Edit each sentence, using proofreading marks. Write the sentence correctly on the line. What will you do first?** (Signal.) *Change does not to a contraction.* **What will you do next?** (Signal.) *Edit each sentence, using proofreading marks. What will you do last?* (Signal.) *Write the sentence correctly on the line.* **Touch Item 1.** (Check.) **I'll read Item 1. You touch under the words with your finger. Mike does not see very well. Your turn: read Item**

1. (Signal.) *Mike does not see very well.*

How do we change "does not" to a contraction? (Call on a student.) Idea: *Cross out the "o" in not and put in an apostrophe to make the word, doesn't. We spell doesn't: d-o-e-s-n-apostrophe-t. Everybody, spell "doesn't."* (Signal.) *D-o-e-s-n-apostrophe-t.* **Draw a line through the words, "does not." Write the contraction, "doesn't," above the words that you crossed out.** (Check.)

Now, let's finish editing the sentence. Touch the first word of the sentence. What's the next thing that needs editing in this sentence? (Call on a student.) Idea: *Mike needs to start with a capital letter. Why does "mike" need to start with a capital letter?* (Call on a student.) Ideas: *It's the first word of a sentence. It's a person's first name. Put in the proofreading mark for "needs a capital letter."* (Check.)

(Repeat editing process until the sentence is correct.)

Write the sentence correctly on the line.

(Repeat process for the remaining items.)

Task E: (Workbook)

Exercise 1: (Independent Activity)

Touch Part 4 in your workbook. (Check.) **I'll read the instructions. You touch under the words with your finger. Change that is and does not to contractions. Edit each sentence, using proofreading marks. Write each sentence correctly on the lines.**

What will you do first? (Signal.) *Change that is and does not to contractions. What will you do next?* (Signal.) *Edit each sentence, using proofreading marks. What will you do last?* (Signal.) *Write each sentence correctly on the lines.*

You'll complete Part 4 on your own. Be careful when you edit, there are spelling mistakes.

Task F: (Paragraph Writing)

Exercise 1: (Hooks)

A hook is a sentence or a group of sentences at the beginning of a paragraph. What is a hook? (Signal.) *A sentence or group of sentences at the beginning of a paragraph. A hook does 3 things.* (Put up one finger.) **It grabs the reader's attention.** (Put up two fingers.) **It pulls the reader into the writing.** (Put up three fingers.) **It gives the reader a hint about what the paragraph will be about.**

What does a hook do? (Call on individual students.) Ideas: *It grabs the reader's attention. It pulls the reader into the writing. It gives the reader a hint about what the paragraph will be about.*

(Read the following hook to the students:) **Do you think you would be brave enough to dive off a 30-foot diving board? This hook is an interrogative sentence. What is this hook?** (Signal.) *An interrogative sentence. Does it grab the reader's attention?* (Signal.) *Yes. Does it pull the reader into the writing?* (Signal.) *Yes. How does it pull the reader into the writing?* (Call on a student.) Ideas: *You want to know the answer. You want to know if the author would be brave enough. Does it give the reader a hint about what the paragraph will be about?* (Signal.) *Yes. What do you think this piece of writing will be about?* (Call on a student.) Idea: *Diving off of a 30-foot diving board.*

(Read the following hook to the students:) **Wow, 30 feet to the water is a long, long distance! This hook is an exclamatory sentence. What's this hook?** (Signal.) *An exclamatory sentence. Does it grab the reader's attention?* (Signal.) *Yes. Does it pull the reader into the writing?* (Signal.) *Yes. How does it pull the reader into the writing?* (Call on a student.) Ideas: *You want to know why a person is thinking about diving 30 feet. You want to know if the picture you imagined is accurate. You're curious and want to find out more. Does it give the reader a hint about what the paragraph will be about?* (Signal.) *Yes. What do you think this paragraph will be about?* (Call on a student.) Ideas: *Trying out the 30-foot diving board, taking diving lessons.*

Exercise 2: (Remembering About Paragraphs)

(Display the chart titled "Paragraph." Point to the

word, "Paragraph.") **Today, you'll write a paragraph. What's a paragraph?** (Signal.) *A paragraph is a group of sentences that tell about the same thing.*

(Point to the words, "topic sentence," on the chart.) **What's often the first sentence in a paragraph?** (Signal.) *The topic sentence. What does the topic sentence do?* (Signal.) *Tells what the paragraph is about.*

(Point to the words, "detail sentences," on the chart paper.) **The next sentences in a paragraph are the detail sentences. What do detail sentences do?** (Signal.) *They tell more about the topic sentence.*

(Point to the words, "closing sentence," on the chart.) **What do we call the last sentence in a paragraph?** (Signal.) *The closing sentence. What does the closing sentence do?* (Signal.) *It brings the paragraph to a satisfying end.*

(Point to the word, "hook," on the chart.) **Sometimes, writers start their paragraphs with a hook. What is a hook?** (Call on a student.) *Idea: A sentence or a group of sentences at the beginning of a paragraph. What does a hook do?* (Call on individual students.) *Ideas: It grabs the reader's attention. It pulls the reader into the writing. It gives the reader a hint about what the paragraph will be about.*

(Write on the board:
Once, it rained all day.)

My turn: I'll read the sentence. Once, it rained all day. Your turn: read the sentence. (Signal.) *Once, it rained all day.*

This sentence is the topic sentence for the paragraph you'll write. Today, the topic sentence will be the second sentence in your paragraph. Everybody, read the second sentence you'll write today. (Signal.) *Once, it rained all day.*

(Point to the word, "hook" on the "Paragraph" chart.) **Today, the first sentence in your paragraph will be a hook. Raise your hand if you can tell us an interrogative sentence that could be a hook.** (Call on individual students. Record appropriate responses on the board. If students suggest sentences that are not interrogative sentences, change them into

interrogative sentences, and then, write them on the board.) *Idea: Do you like rainy days?*

Raise your hand if you can tell us an exclamatory sentence that could be a hook. (Call on individual students. Record appropriate responses on the board. If students suggest sentences that are not exclamatory sentences, change them into exclamatory sentences, and then, write them on the board.) *Idea: Wow, I didn't think the rain would ever stop!*

The detail sentences in this paragraph must tell about the same thing as the topic sentence. So, all the sentences in this paragraph must tell about once, when it rained all day. What must all the sentences in this paragraph tell about? (Call on a student.) *Idea: Once, when it rained all day.*

The five senses are seeing, hearing, smelling, tasting, and touching. Think about the five senses. (Pause.) **What might you see on a day when the rain never stopped?** (Call on individual students.) *Ideas: The sky was dark grey. The water was running down the road. There was a big puddle in my front yard.*

(Repeat process for the remaining four senses: hearing, smelling, tasting, and touching.)

Exercise 3: (Setting Up a Notebook Page)

(Pass the notebooks out to the students. Follow the procedure, for setting up a notebook page, that was used in Lesson 5, Task F, Exercise 2.)

Exercise 4: (Drafting the Paragraph)

When you write your hook sentence into your notebook, you must indent first. Write your hook sentence into your notebook. You may choose an interrogative sentence or an exclamatory sentence from the list on the board, or you may think of your own interrogative or exclamatory sentence. (Allow sufficient time for the students to write. Check that the students have indented, and that the sentence is written correctly. As you circulate, make sure that each student has written a question hook or an exclamatory hook that is a complete sentence. If the hook is not a complete sentence, assist the student in writing it as a complete sentence. Call on individual students to read their hook sentence aloud.)

After the hook sentence, write your topic

sentence. (Allow time for the students to write. Check that the sentence is written correctly.)

After your topic sentence, write a detail sentence that tells about one of your five senses on this rainy day. (Allow time for the students to write. Help the students with spelling by writing requested words on the board. Circulate among the students, giving feedback and assistance. As the students finish writing, ask individuals to read their sentences aloud to class.)

(Repeat process until the students have 5 detail sentences, one for each sense.)

Now, you're ready to write your closing sentence. Remember, a closing sentence brings your paragraph to a satisfying end. Today, your closing sentence will tell how you felt on this rainy day. What's your closing sentence about today? (Signal.) *How I felt on this rainy day. Write the closing sentence for your paragraph.* (Allow time for the students to write. Help the students with spelling by writing requested words on the board.)

Exercise 5: (Revising)

(Give each student a copy of the Sentence Checker and Proofreading Checklist.) **You'll use the Sentence Checker to help you check for proper sentences in this paragraph. What's a proper sentence?** (Signal.) *A sentence that has both a subject and a predicate.*

You will only use the Sentence Checker to check the declarative sentences that you wrote. For what kind of sentences will use the Sentence Checker? (Signal.) *For declarative sentences.*

(Call on individual students to read their hook sentence aloud. Choose students who started their paragraphs with a question, and those who started their paragraphs with an exclamatory sentence.) **Are the hook sentences that you wrote declarative sentences?** (Signal.) *No.*

The hook sentences that you wrote are interrogative or exclamatory sentences, so you will not use the Sentence Checker to check these sentences. I've already helped each of you write your first sentence as an

interrogative or exclamatory sentence.

Read the first declarative sentence in your paragraph to yourself. (Pause.) **Think about if it has a subject.** (Pause.) **If yes, put a check mark by "a subject" in the Sentence Checker. If no, add a subject to your sentence, then, put a check mark by "a subject" in the Sentence Checker.** (Allow time for the students to edit their first declarative sentence. Help the students edit to make complete sentences.)

Read your first declarative sentence to yourself again. (Pause.) **Think about if it has a predicate.** (Pause.) **If yes, put a check mark by "a predicate" in the Sentence Checker. If no, add a predicate to your sentence, then, put a check mark by "a predicate" in the Sentence Checker.** (Allow time for the students to edit their first sentence. Help the students edit to make complete sentences. Ask individuals to share their sentences.)

Does your first declarative sentence start with a capital letter? If yes, put a check mark by "starts with a capital letter" in the Sentence Checker. If no, use the proofreading mark for "needs a capital letter," then, put a check mark by "starts with a capital letter" in the Sentence Checker. (Check.)

Does your first declarative sentence have an end mark? If yes, put a check mark by "has an end mark" in the Sentence Checker. If no, use the correct proofreading mark for the end mark you need, then, put a check mark by "has an end mark" in the Sentence Checker. (Check.)

Use the Sentence Checker for each of your declarative sentences. (Allow time for the students to edit their sentences. Help the students edit to make complete sentences.)

Exercise 6: (Proofreading)

Touch the box beside the Sentence Checker. You'll use this Proofreading Checklist to help you remember to check your paragraph for the things we have learned. The first item on the Proofreading Checklist asks if you remembered to check your paragraph for indenting. We checked the paragraph together, so put a check mark in the box. (Check.)

The second item on the Proofreading Checklist asks if you used the Sentence Checker to check for proper sentences in your paragraph. We checked each sentence together, so put a check mark in the box. (Check.)

The third item on the Proofreading Checklist asks if you used the Sentence Checker to check for capital letters at the beginning of your sentences. We checked each sentence together, so put a check mark in the box. (Check.)

The fourth item on the Proofreading Checklist asks if you used the Sentence Checker to check the end marks of your sentences. We checked each sentence together, so put a check mark in the box. (Check.)

Look at each of the sentences you wrote. Now, you'll check your sentences for correct spelling. What's the trick writers use to check their spelling? (Call on a student.) *Idea: They start at the last word, and touch each word to make sure that it is spelled correctly.*

Check the spelling in your paragraph. You may raise your hand if you are not sure how to spell a word, and I will help you. (Circulate among the students, offering assistance where required. Have the students change spelling errors to correct spelling.) **When you have checked the spelling of all of the words in your paragraph, you may put a check mark in the box.** (Check.)

Exercise 7: (Presenting)

(Assign each student a partner.) **You'll read your paragraph aloud to your partner.** (Each student should have a turn reading his or her paragraph aloud to a partner.)

Task G: (Homework)

Homework is very important because it helps you remember the skills you learn each day in class.

(Pass out the homework sheets.) **Touch Part 1.** (Check.) **Touch under the words of the instructions while I read them aloud. Share with someone what you remember about the picture of the Statue of Liberty.** (Pause.) **What**

will you do in Part 1? (Call on a student.) *Share what I remember about the picture of the Statue of Liberty.*

Touch Part 2. (Check.) **Touch under the words of the instructions while I read them aloud. Change does not to a contraction. Edit each sentence, using proofreading marks. Write each sentence correctly on the line.** (Pause.) **What will you do first in Part 2?** (Call on a student.) *Change does not to a contraction.* **What will you do next?** (Call on a student.) *Edit each sentence, using proofreading marks.* **What will you do last?** (Call on a student.) *Write each sentence correctly on the line.*

(Completed homework may be marked with the class, or you may wish to collect the sheets, and mark them yourself. Have the students correct errors.)

BLM 5A

Sentence Checker

A sentence has:

	1	2	3	4	5	6	7	8	9	10
a subject										
a predicate										

A sentence:

	1	2	3	4	5	6	7	8	9	10
starts with a capital										
has an end mark										

BLM 5B

Sentence Checker	1	2	3	4	5	6	7	8	9	10
A sentence has:										
a subject										
a predicate										
A sentence:										
starts with a capital										
has an end mark										

Proofreading Checklist	
<i>Did you check for</i>	
Indenting	<input type="checkbox"/>
Proper sentences	<input type="checkbox"/>
Capital letters	<input type="checkbox"/>
. ? !	<input type="checkbox"/>
Spelling	<input type="checkbox"/>

Sentence Checker	1	2	3	4	5	6	7	8	9	10
A sentence has:										
a subject										
a predicate										
A sentence:										
starts with a capital										
has an end mark										

Proofreading Checklist	
<i>Did you check for</i>	
Indenting	<input type="checkbox"/>
Proper sentences	<input type="checkbox"/>
Capital letters	<input type="checkbox"/>
. ? !	<input type="checkbox"/>
Spelling	<input type="checkbox"/>

Sentence Checker	1	2	3	4	5	6	7	8	9	10
A sentence has:										
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Proofreading Checklist	
<i>Did you check for</i>	
Indenting	<input type="checkbox"/>
Proper sentences	<input type="checkbox"/>
Capital letters	<input type="checkbox"/>
. ? !	<input type="checkbox"/>
Spelling	<input type="checkbox"/>

Lesson 14



Part 1 Write the contraction for each item.

- | | | | |
|--------------|-------|-------------|-------|
| 1. I have | _____ | 4. are not | _____ |
| 2. would not | _____ | 5. you are | _____ |
| 3. could not | _____ | 6. you have | _____ |

Part 2 Edit this sentence, using proofreading marks. Write the sentence correctly on the lines below.

1. I saw peter carter and mr roy looking at the old car
that is on Melville st

Part 3 Change does not to a contraction. Edit each sentence, using proofreading marks. Write the sentence correctly on the line.

1. mike does not see very well

2. the weather does not look good

3. amy is the girl who does not like apples

Part 4 Change that is and does not to contraction. Edit each sentence, using proofreading marks.
Write the sentence correctly on the line.

1. that is why paul does not want to plae with len

2. that is the truk that does not have a gud horn

3. I know that is not my book becuz it does not have my
name in it

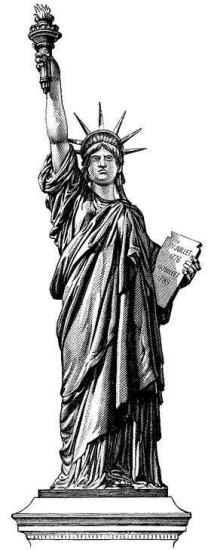
Name _____

Lesson 14 HOMEWORK

Parents: Please read the instructions for each part to your child. Have your child complete the items.

Part 1 Share with someone what you remember about the picture of the Statue of Liberty.

Part 2 Change does not to a contraction. Edit each sentence, using proofreading marks. Write each sentence correctly on the line.



1. frank does not want to sing for mr greer

2. it seems that lara does not like mrs thrips

3. who does not eat ice cream

4. mr weeks does not drive a car

5. he does not run when he is on Tate ave

6. Pat does not play with the kids on Webster st
