Lesson Objectives

1. State the two basic parts of a sentence—Subject and Predicate (Exercise 1)
2. Find the Subject and Predicate in example sentences (Exercise 2)
3. Combine sentences to make subjects and verbs agree in number (Exercise 3)
4. Punctuate sentences with commas (Exercise 3)
5. State the definition of Topic Sentence (Exercise 4)
6. Edit sentences for the correct subject/verb agreement (Exercise 4)
7. Arrange sentences in logical order in a paragraph, beginning with the Topic Sentence (Exercise 4)

EXERCISE 1

NAMING GRAMMAR TERMS

1. **(Hand out students' workbooks)**
   Open your work book to Lesson14. Put your finger on the section TERMS. **(Check.)**
   - We have learned that verbs can change to show number. Verbs can be singular, which means one of something. Verbs also can be plural, which means more than one of something.
   - We have also learned that Verbs and the Subject of the verb must agree in number.
   - Say that with me:
     (Signal). "Verbs and the Subject of the verb must agree in number."
     Your turn:
     (Signal). "Verbs and the Subject of the verb must agree in number "
     Yes, Verbs and the Subject of the verb must agree in number

2. Here's a new rule: Each sentence has two basic parts—Subject and Verb
   - Say that with me:
     (Signal). "Each sentence has two basic parts—Subject and Verb."
     Your turn:
     (Signal). "Each sentence has two basic parts—Subject and Verb."
     Yes, each sentence has two basic parts—Subject and Verb

3. Here's another rule: We also call these basic parts Subject and Predicate. The Predicate is made up of the verb and all words that relate to it.
   - Say that with me:
     (Signal). "We also call these basic parts Subject and Predicate. The Predicate is made up of the verb and all words that relate to it."
     Your turn:
     (Signal). "We also call these basic parts Subject and Predicate. The Predicate is made up of the verb and all words that relate to it."
     Yes, we also call these basic parts Subject and Predicate. The Predicate is made up of the verb and all words that relate to it.
   - Good saying the rules for Subject and Predicate.

4. Everybody, look at your workbooks. **(Check.)** I'll read Part A, Sentence 1. The wind sometimes rattles the windows during a thunderstorm.
   - What is the verb in that sentence?
     (Call on student). "Rattles."

   - Remember: The Predicate is made up of the verb and all words that relate to it. A good way to find the whole predicate is to 1. Find the verb and 2. ask the question; "who,

when, where or what." For example, in Sentence 1, find the verb "rattles." Then ask the question, "What got rattled." In Sentence 1, what got rattled?
(Call on student). "The windows."
Yes, the windows. When did the windows get rattled?
(Call on student). "During the thunderstorm."
Yes, during the thunderstorm. What is the whole predicate?
(Call on student). "Rattles the windows during a thunderstorm."
Yes, rattles the windows during a thunderstorm. Again, what is the definition of Predicate?
(Call on student). "The Predicate is made up of the verb and all words that relate to it."
Yes, The Predicate is made up of the verb and all words that relate to it.

5. Everybody, look at your workbooks.
(Check.) I'll read Part A, Sentence 2.
Strong winds sometimes rattle the doors during a thunderstorm.
- What is the verb in that sentence?

(Call on student). "Rattle."
- In Sentence 2, what got rattled?

(Call on student). "The doors."
Yes, the windows. When did the doors get rattled?
(Call on student). "During the thunderstorm."
Yes, during the thunderstorm. What is the whole predicate?
(Call on student). "Rattle the doors during a thunderstorm."
Yes, rattle the door during a thunderstorm. Again, what is the definition of Predicate?
(Call on student). "The Predicate is made up of the verb and all words that relate to it."
Yes, The Predicate is made up of the verb and all words that relate to it.

6. Everybody, look at your workbooks.
(Check.) I'll read Part B, Sentence 1. The pink azalea bush blossoms during the month of April.
- What is the verb in that sentence?

(Call on student). "Blossoms."
In Sentence 1, when do the bushes blossom?
(Call on student). "During the month of April."
Yes, during the month of April.
Yes, during the thunderstorm. What is the whole predicate?
(Call on student). "Blossoms during the month of April"
Yes, blossoms during the month of April.
Again, what is the definition of Predicate?
(Call on student). "The Predicate is made up of the verb and all words that relate to it."

7. Yes. I'll read Part B, Sentence 2. The white azalea bushes blossom during the month of May.
- What is the verb in that sentence?

(Call on student). "Blossom."
In Sentence 1, when do the bushes blossom?
(Call on student). "During the month of May."
Yes, during the month of May. What is the whole predicate?
(Call on student). "Blossoms during the month of May"
Yes, blossoms during the month of May.
Again, what is the definition of Predicate?
(Call on student). "The Predicate is made up of the verb and all words that relate to it."
Yes. Good finding the whole predicate in those sentences.

EXERCISE 2

IDENTIFYING GRAMMAR TERMS

1. Everybody, look back at your workbook. Put our finger on Part C. **(Check.)**
Everybody, listen to the instructions for Part C: Use your sheet of paper. Copy the

sentence to your paper. Use your pencil to underline the whole predicate.

2. What are you to underline?
(Signal). "The whole predicate."
Yes, underline the whole predicate.

- Start working on Part C now. Put your pencil down when you're finished.
(Observe students and give feedback.)

3. Everybody, you're going to report on your answers about past, present, and future tense.

- Look at sentence 1. What is the predicate?
(Signal). "Flew back to the same island.."
Yes, *flew back to the same island.* How do you know?
(Call on student). "Because back to the same island tells where they flew."
Yes, *back to the same island* tells where they flew.
- Look at sentence 2 What is the predicate? **(Signal).** "Played at the Paladium Theatre."
Yes, *played at the Paladium Theatre.* How do you know?
(Call on student). "Because played at the Paladium Theatre tells where he played."
- Look at sentence 3. What is the predicate?
(Signal). "Play basketball games."
Yes, *play basketball games.* How do you know?
(Call on student). "Because play basketball games tells what they played."
Yes, *play basketball games* tells what they played.
- Good finding the whole predicate in those sentences. If you answered two out of three sentences correctly, award yourself 1 bonus point. If you answered all three sentences correctly, award yourself 2 bonus points.
- Record your bonus points on the points chart.

EXERCISE 3

COMBINING SENTENCES

1. Everybody, look at Part D in your workbook. There are three sentences in Part D. They are short sentences. You are going to combine them into one sentence. Here's a rule: Use commas to separate items in a series in a sentence.
Say that with me:
(Signal). "Use commas to separate items in a series in a sentence."
Your turn:
(Signal). "Use commas to separate items in a series in a sentence."
Yes, Use commas to separate items in a series in a sentence.

- (**Write this sentence on board:**
  - I like ice cream pizza and artichokes.

- Here's an example of a sentence with items in a series. The subject is I. The verb is like. What item does "I" like first?
(Call on student). "ice cream."
Yes, ice cream. What does "I" like second?
(Call on student). "pizza."
Yes, pizza. What does "I" like third?
(Call on student). "artichokes."
Yes. This is how we punctuate items in a series.

- (**Write this sentence on board:**
I like ice cream, pizza, and artichokes.

2. Everybody, listen to the instructions for Part D: Use a clean sheet of paper. Combine these sentences into **one** sentence. Make sure that the verbs all agree in number (singular or plural). Make sure to separate all items in a series with commas.

- Cut out information that is in both sentences. Make your sentence as short as you can, but do not leave out important information.
- Start working on Part D now. Put your pencil down when you're finished. **(Observe students and give feedback.)**

4. You're going to report about the sentences you wrote.
   (Call on students.)
   (Sentences will vary. Make sure that students have put commas after items in a series. Reward students who write the most precise sentence and have all punctuation correct.)

   (Write 3 of the most precise sentences on board.)
   These are the most concise sentence you reported. If you wrote a sentence similar to these, award yourself 2 bonus points. All punctuation must be correct to earn the bonus points.

EXERCISE 4

EDITING SENTENCES

1. Everybody, look back at your workbook. Put your finger on Part E.
   (Check.) There are 5 sentences in Part E.
- Let's read the sentences together.
  (Signal). "it are called "lazy man's grass"
  (Signal). "centipede grass are light green in color"
  (Signal). "it grow slowly but surely"
  (Signal). "one type of grass are called centipede"
  (Signal). "it have short leaves so it do not need to be mowed often"
  Look at each sentence again. These sentences have verb number errors. What is wrong with these verbs?
  (Signal). "They have verb number errors."
  Yes, They have verb number errors. Each sentence needs its verb changed to make them correct.
- Here's a rule: Every paragraph has a Topic Sentence. The Topic Sentence states the main idea of a paragraph. It usually is the first sentence in a paragraph.
  Say that with me:
  (Signal). "Every paragraph has a Topic Sentence. The Topic Sentence states the main idea of a paragraph. It usually is the first sentence in a paragraph."
  Your turn:
  (Signal). "Every paragraph has a Topic Sentence. The Topic Sentence states the main idea of a paragraph. It usually is the first sentence in a paragraph."
  Yes, The Topic Sentence states the main idea of a paragraph. It usually is the first sentence in a paragraph. Good defining Topic Sentence.

- Listen to the instructions for Part E: Use the same sheet of paper. These sentences have different verb number errors. Correct the sentences so that they all have correct verb number agreement. Rewrite the new sentences on your sheet of paper in ***paragraph form***. Start your paragraph with the sentence that makes the best Topic Sentence. Underline the topic sentence. Correct all capitalization and punctuation, too.
- Remember: Every sentence must end with a period. The first word in a sentence must be capitalized.
- Remember: A compound sentence has a conjunction. You need to put a comma before the conjunction.
- Remember: The Topic Sentence states the main idea of a paragraph. It usually is the first sentence in a paragraph.
- Start working on Part E now. Put your pencil down when you're finished. **(Observe students and give feedback.)**

2. What is the Topic Sentence?
   (Call on student.) "one type of grass are called centipede."

Yes, one type of grass are called centipede.
Now we will correct the sentences.

3. You're going to report about the sentences you wrote.
   (Call on student.)
   Answers to Part E:
   1. ~~it~~ It ~~are~~ is called "lazy man's grass."
   2. Cc~~e~~ntipede grass ~~are~~ is light green in color.
   3. I~~i~~t grows slowly but surely.
   4. O~~o~~ne type of grass ~~are~~ is called centipede.
   5. ~~it~~ It ~~have~~ has short leaves, so it does not need to be mowed often.

- Everybody, good correcting those 5 sentences. If you edited three out of five sentences correctly, award yourself 1 bonus point. If you edited all four out of 5 sentences correctly, award yourself 2 bonus points. It you edited all sentences correctly, award yourself 3 bonus points. If you chose the right Topic Sentence, give yourself 1 bonus point.
- That's the end of the lesson. Pass your workbook in. Put your written work in your Precision grammar folder. Record your bonus points on the points chart.