

## LESSON 3

**A**

*Objective 7: See examples of simple sentences and non examples of sentence fragments (part that names or tells more), and say if it is a simple sentence if not, what part is missing. Circle the simple sentence.*

High Prompt (for numbers 1 to 5, student and teacher BOTH write. Student provides vocal answers) ---NO MODEL STEP FOR THIS OBJECTIVE

1. All simple sentences need two parts: one that names something then tells more. Find part A on your worksheet. The instructions say circle each simple sentence.
2. Read number 1 for me. **“The hot dog.”**
3. Is that a simple sentence? **“No.”**
4. Good we won’t circle it. It is not a simple sentence. What part is there? The part that names or part that tells more? **“The part that names.”**
5. Read number 2. **“The shoe store.”**
6. Is that a simple sentence? **“No.”**
7. Good we won’t circle it. It is not a simple sentence. What part is there? The part that names or the part that tells more? **“The part that names.”**
8. Read number 3. **“The plane crashed in the sea.”**
9. Is that a simple sentence? **“Yes.”**
10. Good, we can circle it.
11. Read number 4. **“Ran to the store.”**
12. Is that a simple sentence? **“No.”**
13. Good we won’t circle it. It is not a simple sentence. What part is there? The part that names or the part that tells more? **“The part that tells more.”**
14. Read number 5. **“We babysat my sister.”**
15. Is that a simple sentence? **“Yes.”**
16. Good, we can circle it.

Medium Prompt (For numbers 6 to 10, ONLY student writes. Student provides vocal answers.)

17. Read number 6 to yourself. (think time)

18. Is that a simple sentence? **“No.”**

19. What part is there? The part that names or the part that tells more? **“The part that names.”**

20. Read number 7 to yourself. (think time)

21. Is that a simple sentence? **“Yes.”**

22. Circle it.

23. Read number 8 to yourself. (think time)

24. Is that a simple sentence? **“No.”**

25. What part is there? The part that names or the part that tells more? **“The part tells more.”**

26. Read number 9 to yourself. (think time)

27. Is that a simple sentence? **“No.”**

28. What part is there? The part that names or the part that tells more? **“The part that tells more.”**

29. Read number 10 to yourself. (think time)

30. Is that a simple sentence? **“No.”**

31. What part is there? The part that names or the part that tells more? **“The part that tells more.”**

Low Prompt (For numbers 11 to 20, ONLY student writes)

32. You will complete numbers 11 to 20 on your own. Circle the simple sentences only. When you're finished, I'll check your answers.

Answer key:

- 11. She liked to listen to music.
- 12. The water
- 13. The T.V.
- 14. The store closed early.
- 15. My shoes hurt my feet.
- 16. My father
- 17. My father watched T.V.
- 18. Watched T.V.
- 19. Carol cut my hair.
- 20. The runners started the race.

**B**

*Objective 8: See a picture and two words that describe it, write a sentence.*

Model (Numbers 1 to 5, only the teacher writes. Student provides answers vocally and watches).

1. Find part B. The instruction says write a complete sentence for each picture using all words.

2. Look at number 1. Each picture, like number 1, has two or more words. The first word tells the part that names. The second word helps you tell more. You need to finish the rest of the sentence.

3. Lets use this word as the part that names (point to the first word given). Now I need to tell more using this word (point to second word given).

(teacher writes a sentence using both words)

(teacher reads their sentence aloud)

4. I can't forget my capital and end mark.

(repeat above steps for numbers 1 to 5)

High Prompt (for numbers 6 to 10, student and teacher BOTH write. Student provides vocal answers)

5. For numbers 6 to 10, we'll both write these together. I can't forget my capital letter and end mark.

(Asking student for suggestions, the teacher writes a sentence using both words)

(Teacher reads each sentence aloud)

Answer key:

Student responses will vary. However, a correct answer must have all five of the following components:

- a. Start with a capital letter
- b. Finish with an end mark
- c. Have a part that names
- d. Have a part that tells more
- e. Feature grammatically correct words

Medium Prompt (For numbers 11 to 15, ONLY student writes. Student provides vocal answers.)

6. For numbers 11 to 15, you'll write. But we'll come up with what to write together.

(Students writes a sentence using both words, but FIRST student and teacher talk about what the sentence will say).

(Student reads their sentence out loud).

(repeat steps for 12 to 15)

Answer key:

Student responses will vary. However, a correct answer must have all five of the following components:

- a. Start with a capital letter
- b. Finish with an end mark
- c. Have a part that names
- d. Have a part that tells more
- e. Feature grammatically correct words

Low Prompt (For numbers 16 to 20, ONLY student writes)

7. You'll write numbers 16 to 20 by yourself. We'll check answers after you've finished.

**Answers:**

Student responses will vary. However, a correct answer must have all five of the following components:

- a. Start with a capital letter
- b. Finish with an end mark
- c. Have a part that names
- d. Have a part that tells more
- e. Feature grammatically correct words

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**CHECKOUT FOR LESSON 3**

1. I want to see how well I taught you today's lesson. You will complete this worksheet by yourself.

2. The instructions for numbers 1 to 10 say write a complete sentence for each picture using all the words given.

(To proceed to Lesson 4 tomorrow, student needs to score at least 90% on the checkout. If they score below, repeat Lesson 1 the next day).

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**ANSWER KEY FOR CHECKOUT 3**

Student responses will vary. However, a correct answer must have all five of the following components:

1. Start with a capital letter
2. Finish with an end mark
3. Have a part that names
4. Have a part that tells more
5. Feature grammatically correct words

The student response is scored as incorrect if any of the components are missing (e.g., does not have a part that names or does not start with a capital letter). Errors in spelling do not count as incorrect.