

# Lesson 39

## Objectives

- Discriminate run-on sentences from sentences with a compound predicate. (Exercise 1)
- Infer what must have happened in a missing picture in a sequence of pictures. (Exercise 2)
- Edit a passage for capitals and periods. (Exercise 3)
- Construct a paragraph that reports on an action sequence of pictures. (Exercise 4)

### EXERCISE 1 Discriminating: Run-Ons

1. Open your workbook to Lesson 39. Find part A. ✓
2. I'll read the instructions: Fix up the run-on sentences.
3. The run-on sentences in part A name the person more than once. What do the run-ons do? (Signal.) Name the person more than once.
4. I'll read number 1: Tom heard a loud noise and he ran outside and he saw a big cow standing in the grass. Is that a run-on? (Signal.) Yes. (Call on a student.) How do you know? (It names Tom more than once.) Everybody, fix up that run-on. (Observe students and give feedback.)
5. I'll read the fixed-up sentences: Tom heard a loud noise, period. Capital H, He ran outside, period. Capital H, He saw a big cow standing in the grass.
6. I'll read number 2: The man picked up the ball and threw it back to the children. Is that a run-on? (Signal.) No. It's not a run-on. It just names the man once. You don't have to do anything to that sentence.
7. Read numbers 3 through 6. Two of those items are run-ons. Fix up the run-ons. (Observe students and give feedback.)

8. Let's check your work. We'll start with number 3. I'll read number 3: Lacole was very excited and she knew that today was the last day of school. Is that a run-on? (Signal.) Yes. (Call on a student.) How do you know? (It names Lacole more than once.) (Call on a student.) How did you fix up that run-on? (Put a period after **excited**. Crossed out **and**. Made a capital **S** in **she**.)
9. Number 4: Rosa held her breath and jumped into the pool. Is that a run-on? (Signal.) No. You didn't have to fix it up.
10. Number 5: Jill had two dogs and she liked to play with the dogs after school. Is that a run-on? (Signal.) Yes. (Call on a student.) How do you know? (It names Jill more than once.) (Call on a student.) How did you fix it up? (Put a period after **dogs**. Crossed out **and**. Made a capital **S** in **she**.)
11. Number 6: Jamar walked to school in the morning and took the bus home in the afternoon. Is that a run-on? (Signal.) No. You didn't have to fix it up.

### EXERCISE 2 Inferring Missing Events

1. Find part B in your workbook.
2. I want to tell a story about what happened, but one of the pictures is missing.



3. Look at the first picture. (Pause.)  
I'll say sentences that report on what happened in the first picture. Listen: A fly flew toward a cherry pie. A baker held a fly swatter.
4. Look at the last picture. (Pause.)  
I'll say sentences that report on what happened in the last picture. Listen: The fly flew out the window. The baker cleaned the pie off his face with his apron.
5. Let's figure out what must have happened in the blank picture. Get ready to tell me what the baker must have done.  
(Call on a student. Praise sentences such as: *The baker tried to hit the fly with the fly swatter. The baker hit the pie with the fly swatter.*)
6. Get ready to tell me what the pie must have done after the baker hit it.  
(Call on a student. Praise sentences such as: *The pie splattered onto the baker.*)
7. Get ready to tell me what the fly must have done.  
(Call on a student. Praise sentences such as: *The fly flew away.*)
8. I'll say a story that tells what happened.  
Touch the first picture. ✓  
A fly flew toward a cherry pie. A baker lifted up a fly swatter.  
Touch the blank picture. ✓  
The baker tried to hit the fly with a fly swatter. The fly swatter missed the fly. It hit the pie. Pie splattered all over the baker.  
Touch the last picture. ✓  
The baker wiped the pie off his face with his apron. The fly flew out the window.

9. I'll say a story again. Then I'll call on several students to retell it. When somebody retells the story, raise your hand if the student leaves out something important.

Listen to the story:

A fly flew toward a cherry pie. A baker lifted up a fly swatter. He tried to hit the fly with a fly swatter. The fly swatter missed the fly. It hit the pie. Pie splattered all over the baker. The baker wiped the pie off his face with his apron. The fly flew out the window.

10. (Call on several students.) Tell the story. Try to use sentences that you would write. Everybody else, listen and raise your hand if the student leaves out something important.  
(Praise stories that use acceptable sentences and that tell the sequence of events.)  
(Call on students who raise their hand.)  
What is missing from the story?

### EXERCISE 3 Editing: Capitals and Periods

1. Find part C in your workbook.
2. I'll read the instructions: Put in the capitals and periods.
3. Each sentence names something, then tells more. Read the passage. Put in the capitals and periods.  
(Observe students and give feedback.)
4. Check your work. I'll read the passage.  
Capital **A**, A girl had a frog, period.  
Capital **I**, It could hop very high, period.  
Capital **T**, The girl brought the frog to school, period. Capital **A**, A school bell scared the frog, period. Capital **I**, It hopped on the teacher's desk, period.  
Capital **E**, Everybody started to laugh, period. Capital **T**, The teacher turned around, period. Capital **S**, She liked frogs, period. Capital **S**, She told the children that they could watch the frog, period.

## EXERCISE 4 Writing a Paragraph that Reports on an Event



1. Take out a piece of lined paper. Write your name and today's date. ✓
2. Write **Part D** on your paper.
3. Find part D in your workbook.
4. I'll read the instructions: Write a paragraph that reports on what happened.
5. Touch the words in the vocabulary box as I read them: barrel, rolled, truck, crashed, hill, an apple, tree, teacher, boy, caught.
6. Look at picture 1. (Pause.)  
Several important things happened in picture 1.  
Say a sentence that tells what the truck did.  
(Call on several students. Praise sentences such as: *The truck went over a rock.*)  
Say a sentence that tells what a barrel did.  
(Call on several students. Praise sentences such as: *A barrel fell out of the truck.*)
7. Look at picture 2. (Pause.)  
Say a sentence that tells what the barrel did in that picture.  
(Call on a student. Praise sentences such as: *The barrel rolled down a hill.*)
8. Look at picture 3. (Pause.)  
Several important things happened in that picture.  
Say a sentence that tells what the barrel did.  
(Call on a student. Praise sentences such as: *The barrel hit a tree.*)  
Say a sentence that tells what an apple did.  
(Call on a student. Praise sentences such as: *An apple fell from the tree.*)  
Say a sentence that tells what the boy did.  
(Call on a student. Praise sentences such as: *The boy caught an apple.*)
9. Look at picture 4.  
Say a sentence that tells what he did.  
(Call on a student. Praise sentences such as: *He gave the apple to his teacher.*)
10. Write your paragraph. Begin with picture 1. For each picture tell the important things that happened. Name the person or thing and tell the important things. Be sure to indent. You have 10 minutes. (Observe students and give feedback.)
11. (After 9½ minutes, say:) Finish the sentence you are writing. Don't start another sentence.
12. (After 10 minutes, say:) Everybody, stop writing.
13. Let's check your work. Make three check boxes under your paragraph. ✓
14. Check 1 says: Are there any run-ons in your paragraph?  
Read over your paragraph. Fix up any run-on sentences. Then make a check in box 1.  
(Observe students and give feedback.)

15. Check 2 says: Does each sentence begin with a capital, end with a period and tell what happened?  
Read over your paragraph for check 2.  
Then make a check in box 2.  
(Observe students and give feedback.)
16. Check 3 says: Did you tell all the important things that must have happened?  
Read over your paragraph for check 3. If you left out a sentence, write that sentence under your paragraph. Make a mark in your paragraph to show where that sentence belongs. Also make sure that you wrote all the details in the correct order. Then make a check in box 3.  
(Observe students and give feedback.)
17. I'm going to call on students to read their paragraph. Listen carefully and see if each paragraph checks out.
18. (Call on at least four students to read their paragraph.)

**FOR PARAGRAPHS WITH PROBLEMS:**

1. (Praise the student for good sentences in the paragraph.)
2. (Say to the class:) That paragraph didn't meet all the checks. Raise your hand if you can tell a problem in the paragraph.
3. (Call on a student to tell about a problem. Then ask the student how to fix up the problem.)
4. (Repeat step 3 until all the problems have been identified. If students do not identify all the problems, call attention to the check that has not been met, and tell how the paragraph could be fixed.)

**FOR PARAGRAPHS WITH NO PROBLEMS:**

(Praise the student for a good paragraph.)