

Level 0.0 - 1.9



LEVEL: 0.0-1.9

STANDARD: 1.0 Produce legible cursive and/or manuscript handwriting

BENCHMARK: 01.01 Write legible capital and lowercase letters.

MATERIALS: Printer, paper, stapler, pencils, ABC Worksheets

- PROCEDURE:**
1. Make enough copies of the ABC's Worksheets, one for each student.
 2. Using a word processing program, type a letter combination consisting of one upper case letter and the corresponding lower case letter at the top of a page, placing one letter combination on each page. It is important at this stage of adult education that the sheet of paper with the letter combination has lines. The Drawing Tool Bar in Microsoft Word works well to facilitate this. If you are not familiar with the Drawing Tool Bar, consult your local administrator.
 3. Placing the ABC's Worksheet first, staple all of the pages - the ABC's Worksheet and the 26 pages of lined paper each with the letter combination at the top - together to form a booklet, or punch holes in the pages and put them in a folder or binder.
 4. Students will first practice making a letter by tracing over the letter combinations at the top of the pages you have produced and supplied.
 5. Students can then begin to write in their booklets or binders to practice their manuscript.
 6. Explain to the students that there are two types of letters-capitals, and lower case. Words are made up of these types of letters.
 7. Repeat the same process to teach cursive letters.

Student: _____

Date: _____

Teacher: _____

ABC's Worksheet

A a B b C c D d E e

F f G g H h I i J j

K k L l M m N n O o

P p Q q R r S s T t

U u V v W w X x Y y

Z z 0 1 2 3 4 5 6 7 8 9

Cursive Handwriting Alphabet

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

A B C D E F G

H I J K L M N

O P Q R S T U

V W X Y Z . , ! ?

0 1 2 3 4 5 6 7 8 9

LEVEL: 0.0-1.9

STANDARD: 1.0 Produce legible cursive and/or manuscript handwriting

BENCHMARK: 01.02 Group letters to form words.

MATERIALS: Board, "Name That Word" worksheet

- PROCEDURE:**
1. Review consonants and vowels. Call for volunteers to come to the board and write one vowel until each vowel is displayed. Brainstorm a list of words that begin with each vowel.
 2. Explain to the students that they are now ready to begin grouping letters to make words. Words may be written in manuscript or cursive.
 3. If needed, review that each word written on paper represents an object or idea in the real world.
 4. Use the following worksheet to practice grouping letters to form words.
 5. As a whole class exercise, review the worksheet for the correct answers. Once the teacher is confident that the words are formed correctly, call for a volunteer to write one word on the board until all words are written.
 6. Ask volunteers to circle the vowel letter in each word on the board.

- ANSWER KEY:**
1. put
 2. egg
 3. and
 4. kid
 5. ball
 6. cat
 7. fork
 8. bed
 9. dog
 10. got
 11. get
 12. car

Student: _____

Date: _____

Teacher: _____

NAME THAT WORD

Directions: Unscramble the words listed below by using the words from the following list.

and cat dog get bed car got ball fork put kid egg

1. tpu _____

2. gge _____

3. nad _____

4. dki _____

5. labl _____

6. tca _____

7. kfro _____

8. deb _____

9. gdo _____

10. tgo _____

11. teg _____

12. rca _____

ANSWER KEY:

NAME THAT WORD

Directions: Unscramble the words listed below by using the words from the following list.

and cat dog get bed car got ball fork put kid egg

1. tpu put
2. gge egg
3. nad and
4. dki kid
5. labl ball
6. tca cat
7. kfro fork
8. deb bed
9. gdo dog
10. tgo got
11. teg get
12. rca car

- LEVEL:** 0.0-1.9
- STANDARD:** 1.0 Produce legible cursive and/or manuscript handwriting
- BENCHMARK:** 01.03 Space words to form sentences.
- MATERIALS:** Wooden building blocks, board, “Word Order” worksheet, chalk, pencils
- PROCEDURE:**
1. Review the concept that letters make words. If needed, go over vowels and consonants. Also, letters grouped together form words.
 2. Introduce the concept that words grouped together form sentences. Use building blocks to illustrate the concept by showing that one block—word—can stand alone, but six blocks can make a pyramid—sentence. (3 as base, 2 middle, 1 top).
 3. Explain that between each word in a sentence there must be a space, just like the block pyramid. Your finger may be used as a guide to add a space between written words.
 4. On the board, write the sentence: *The truck is green.* Explain that this is an example of a statement or a sentence that tells someone something. A statement always ends with a period. A period is one type of punctuation mark.
 5. Next, on the board, under the statement, write: *Is the truck green?* Explain that this is a question and asks someone something. A question always ends with a question mark. A question mark is another type of punctuation mark.
 6. Capitalize the first word in every sentence (Standard 02.01).
 7. Pair the students and have each complete the Word Order worksheet.
- ANSWER KEY:**
1. The boy lost his dog.
 2. Was the car red?
 3. I hit the ball.
 4. He sat on the egg.
 5. Mom hid the pan from me.
 6. Can I have some candy?
 7. Is the book in the car?
 8. I need a pen.
 9. Are you nice?
 10. Can I have a hug?

Student: _____

Date: _____

Teacher: _____

WORD ORDER

Directions: Use the following groups of words to form sentences. Write answers to numbers 2, 6, 7, 9, and 10 in question form. Make sure to use the appropriate end mark. Words will not be used in the order listed. Answers may be written in manuscript or cursive.

1. dog boy lost the his
2. was the red car
3. ball the hit I
4. sat egg the on he
5. from mom pan me hid the
6. some candy I can have
7. book car the in the is
8. need pen a I
9. nice you are
10. I have hug can a

LEVEL: 0.0-1.9

STANDARD: 1.0 Produce legible cursive and/or manuscript handwriting

BENCHMARK: 01.04 Sign name in legible cursive handwriting.

MATERIALS: Black or blue pen, board, paper, chalk, pencils

PROCEDURE:

1. Ask the class the following question: Name some documents that require a personal signature. When students give responses, write each on the board.
 - Credit card slip
 - Check
 - End of a letter
 - Permission slip for child
2. Explain that each student will practice signing his or her name in legible cursive handwriting. Most signatures are not considered official if they are not in blue or black ink.
3. Have students practice signing their names on a scrap sheet of paper using a pen.
4. After each student feels confident, he or she will write his or her name on the board in the front of the room.

LEVEL: 0.0-1.9

STANDARD: 1.0 Produce legible cursive and/or manuscript handwriting

BENCHMARK: 01.05 Copy printed or written material of at least one paragraph.

MATERIALS: “Sarah and Ronnie” worksheet, pencils or pens, lined paper

- PROCEDURE:**
1. Ask the class the following question:
What are the two ways people communicate with each other?
Acceptable answers should be: we communicate through speaking and writing.
 2. Have students brainstorm problems that could arise if one cannot read another’s handwriting.
 - Wrong medicine might be prescribed
 - Husband/wife, caregiver does not pick child up from school
 - Cannot read news from a relative in a letter
 - Miss an appointment
 3. Use the following worksheet to have students practice their manuscript. After each student completes re-writing the first paragraph, form pairs, switch papers, and have each read aloud what the other has written.
 4. If there are any illegible words, have the reader circle them. Instruct the writer to revise these words to make them easier to read.
 5. Repeat the same process to practice cursive writing.

Student: _____

Date: _____

Teacher: _____

Sarah and Ronnie

Sarah lived with her grandmother. Her grandmother's name was Rose. Sarah's best friend was a little boy who lived next door named Ronnie. Sarah always asked her grandmother if Ronnie could come over to play. Sarah and Ronnie spent their summer days riding bikes, swimming in the pool, and jumping on the trampoline. Summer vacation was over so fast for Sarah and Ronnie that it felt like it had just begun.

At last, school started again. Ronnie was in the fifth grade while Sarah was only in the fourth. The fifth graders did not play with little kids in the fourth grade. Ronnie would ignore Sarah when she would ask him to play on the monkey bars or swing on the swing set.

Sarah was very sad. She was also very mad at Ronnie. She decided that if Ronnie was going to act mean that she did not want him to be her friend. Sarah hoped that Ronnie would feel sorry.

- LEVEL:** 0.0-1.9
- STANDARD:** 2.0 Apply the beginning rules of capitalization
- BENCHMARK:** 02.01 Capitalize the first letter of the first word of declarative, interrogative, and exclamatory sentences.
- MATERIALS:** Board, “Capitalization” worksheet, pencils, chalk
- PROCEDURE:**
1. Perform a quick review of letters, words, and sentences by asking the following questions:
 - What are the two types of letters in the alphabet?
 - What are letters combined to make?
 - What is formed when words are grouped together?
 2. Explain that there are three types of sentences that are going to be taught today.
 - Declarative: makes a statement
 - Interrogative: asks a question
 - Exclamatory: makes a statement that shows strong emotion
- Teaching tip:** *Declarative=declare; Interrogative=interrogation; Exclamatory=excited*
3. Ask for volunteers to give examples of each type of sentence. Write them on the board to be used as a reference as they complete the Capitalization Worksheet.
 4. Have students complete the worksheet individually. Correct the worksheet as a wholeclass by going around the room having each student state what letter should be capitalized and what punctuation is at the end of the sentence. End punctuation will be taught in a later lesson.

Student: _____

Date: _____

Teacher: _____

CAPITALIZATION

Directions: Write each sentence. Begin each sentence with a capital letter.

1. i know how to speak two different languages.

2. how many languages can you speak?

3. my teacher is very patient and thoughtful.

4. joey works at the grocery store at night and goes to school during the day.

5. i won!

6. what is the difference between a cat and a dog?

7. samantha is my daughter's name.

8. these shoes hurt my feet.

9. what are you having for lunch today?

10. hot dogs are gross!

ANSWER KEY:

CAPITALIZATION

Directions: Write each sentence. Begin each sentence with a capital letter.

1. I know how to speak two different languages.
2. How many languages can you speak?
3. My teacher is very patient and thoughtful.
4. Joey works at the grocery store at night and goes to school during the day.
5. I won!
6. What is the difference between a cat and a dog?
7. Samantha is my daughter's name.
8. These shoes hurt my feet.
9. What are you having for lunch today?
10. Hot dogs are gross!

LEVEL: 0.0-1.9

STANDARD: 2.0 Apply the beginning rules of capitalization

BENCHMARK 02.02 Capitalize the pronoun “I.”

MATERIALS: “Our Day at Busch Gardens” worksheet

PROCEDURE: 1. Explain that there is one single letter word in the English language that is always capitalized. Ask students if they can guess what it is.
Answer - “I”

Pass out the “Our Day at Busch Gardens” worksheet.

Pair the students and have them take turns reading the passage to each other. Each time they come to the word “I,” instruct them to capitalize the pronoun.

Have the pairs switch papers between themselves to check for any errors.

2. On the board, write the sentence, Tom and i went to the park. Explain that the word “I” represents a name. Names always begin with a capital letter.
3. Ask the class, “How should the word “I” be written correctly?” The response should be to use a capital “I”. Model this by erasing the lower case “i” and writing a capital “I”.

Student: _____

Date: _____

Teacher: _____

Directions: Capitalize the pronoun "I".

Our Day at Busch Gardens

One day i asked an old friend, Becky, to go with me to visit Busch Gardens. i had never been to Busch Gardens. As we rode in the van, Becky said, "Since you live so close, i can't understand how it is that you have never visited Busch Gardens."

"How close do you think i live?" i asked. i was getting upset. Becky didn't want to make a fuss, so we talked about the fun we would have.

Once Becky and i were at the amusement park, i was happy again. i loved the rides and the games. i also liked the huge tents where Becky and i ate cotton candy until i got sick. Then Becky said that we should go home while we still had some money left.

"It's like we just got here!" i said.

"You should have done this years ago," said Becky. "The admission price was only \$20 then, and we could have come back sooner."

"So, let's stay," i said. "Who knows how much money it will cost to come to Busch Gardens next year?"

Becky said, "Okay." She knew it would be difficult to talk me out of something, once i had made up my mind.

ANSWER KEY:

Directions: Capitalize the pronoun “I”.

Our Day at Busch Gardens

One day I asked an old friend, Beck,y to go with me to visit Busch Gardens. I had never been to Busch Gardens. As we rode in the van, Becky said, “Since you live so close, I can’t understand how it is that you have never visited Busch Gardens.”

“How close do you think I live?” I asked. I was getting upset. Becky didn’t want to make a fuss, so we talked about the fun we would have.

Once Becky and i were at the amusement park, I was happy again. I loved the rides and the games. I also liked the huge tents where Becky and I ate cotton candy until I got sick. Then Becky said that we should go home while we still had some money left.

“It’s like we just got here!” I said.

“You should have done this years ago,” said Becky. “The admission price was only \$20 then, and we could have come back sooner.”

“So, let’s stay,” I said. “Who knows how much money it will cost to come to Busch Gardens next year?”

Becky said, “Okay.” She knew it would be difficult to talk me out of something, once I had made up my mind.

- LEVEL:** 0.0-1.9
- STANDARD:** 2.0 Apply the beginning rules of capitalization
- BENCHMARK:** 02.03 Capitalize proper nouns, including names, titles, places, and abbreviations.
- MATERIALS:** Board, “Capital Letters” worksheet, chalk, pencils
- PROCEDURE:**
1. Review the two previous capitalization rules that the students have newly mastered—capitalize the first letter of the first word of a sentence and capitalize the pronoun “I.”
 2. Ask students to tell you the following things: the name of a relative, the title of a song, where they were born, and the name of a doctor. Write these words on the board not capitalizing any letters.
 3. Ask students if the list of words appear to be written correctly. Explain that these words should show the capitalization rules. The answer should be a resounding “NO!” Ask the students how the name, title, place, and abbreviation should be written. The instructor should correct the capitalization errors.
 4. Explain to the class that the next rule of capitalization that will be taught is that proper nouns, titles, places on a map, and abbreviations should all be capitalized.
 5. If needed, teach the term proper noun as a specific person, place, or thing. For example:
 - Sara - person
 - Tallahassee - place
 - Good Housekeeping Cookbook - thing
 6. Pass out the “Capital Letters” worksheet. Have students work individually, and then correct any mistakes as a whole class activity.

Student: _____

Date: _____

Teacher: _____

CAPITAL LETTERS

Directions: Circle any letter that should be capitalized.

1. i want to go to disney world this summer.
2. did you watch the florida vs. florida state game yesterday?
3. dr. elliot has been my physician for over two years.
4. heritage oaks is an extended care living facility.
5. she ran away before i could thank her.
6. aunt marie has gained ten pounds.
7. cindy's favorite book is the bridges of madison county.
8. sandalwood high school offers many different programs.
9. carnival cruise lines is very popular.
10. i was born in atlanta, but moved to tallahassee with my uncle tommy when i was five.

ANSWER KEY:

CAPITAL LETTERS

Directions: Circle any letter that should be capitalized.

1. I want to go to Disney World this summer.
2. Did you watch the Florida vs. Florida State game yesterday?
3. Dr. Elliot has been my physician for over two years.
4. Heritage Oaks is an extended care living facility.
5. She ran away before I could thank her.
6. Aunt Marie has gained ten pounds.
7. Cindy's favorite book is The Bridges of Madison County.
8. Sandalwood High School offers many different programs.
9. Carnival Cruise Lines is very popular.
10. I was born in Atlanta, but moved to Tallahassee with my Uncle Tommy when I was five.

LEVEL: 0.0-1.9

STANDARD: 3.0 Apply the beginning rules of punctuation

BENCHMARK: 03.01 Distinguish between statements, questions, and exclamations presented orally by the teacher.

MATERIALS: Board, paper and pencils

- PROCEDURE:**
1. Begin class by reviewing the three types of sentences that the students have learned.
 - Declarative-makes a statement
 - Interrogative-asks a question
 - Exclamatory-makes a statement that shows strong emotionWrite the definitions on the board for future reference.
 2. Have student volunteers give examples of each type of sentence. Write the examples on the board. Point out to the students the manner in which the sentence is spoken.
 - Declarative-even enunciation
 - Interrogative-rise in voice at end
 - Exclamatory-strong emotion
 3. Recite the following sentences before starting the exercise:
 - I have a pet dog. (*Declarative*)
 - Are you going to the movies tonight? (*Interrogative*)
 - I won the lottery! (*Exclamatory*)Ask for volunteers to name what type of sentences were read.
 4. Explain to students that they must distinguish between statements, questions, and exclamations presented orally by the teacher. The teacher will recite a sentence, and the student will identify the type of sentence on a sheet of paper.
 5. Pass out paper. Ask students to number their paper from 1-5. Tell them to listen to each sentence. Then write either a “d,” (declarative), “i,” interrogative, or “e,” (exclamatory) to identify the types of sentences
 6. Correct mistakes as a whole class activity.

Oral Exercise:

1. How old are you?
2. I am forty-five.
3. I lost 5 pounds!
4. I have a doctor’s appointment tomorrow.
5. Will you go to the doctor’s appointment with me?

LEVEL: 0.0-1.9

STANDARD: 3.0 Apply the beginning rules of punctuation

BENCHMARK: 03.02 Use correct punctuation to mark declarative, exclamatory, and interrogative sentences.

MATERIALS: “Capitalization and End Marks” worksheet, chalk, pencils

- PROCEDURE:**
1. Begin class by writing the following sentences on the board:
 - What is your name?
 - My name is Ashley.
 - What a beautiful name!
 2. Ask the students to identify the types of sentences that have been written on the board. Ask them to identify the punctuation at the end of each sentence. Praise students for correct answers.
 3. Explain that every sentence must have an end mark. The end mark depends on the type of sentence.
 - Declarative-always ends with a period (.)
 - Interrogative-always ends with a question mark (?)
 - Exclamatory-always ends with an exclamation point (!)
 4. Practice by saying the following sentences and having students identify the correct ending punctuation.
 - I lost twenty dollars!
 - I have to go to the grocery store after work.
 - What is your name?
 5. Pass out the worksheet and have the students complete the exercise individually. Upon completion, pair students and have them check their answers. Mediate any discrepancies that may occur.

Student: _____

Date: _____

Teacher: _____

CAPITALIZATION AND END MARKS

Directions: Copy each sentence. Begin each sentence with a capital letter. Write the correct punctuation mark at the end of each sentence.

1. i want to go to the park for my birthday

2. did you watch the football game

3. i won a million dollars

4. that is the most beautiful flower i have ever seen

5. sandra is older than me by two years

6. the coach asked my mom if she would let me try out for football

7. i told you not to do that

8. i love you more than life itself

9. bob went to sleep

10. was that bob who ran out of the classroom screaming

ANSWER KEY:

CAPITALIZATION AND END MARKS

Directions: Copy each sentence. Begin each sentence with a capital letter. Write the correct punctuation mark at the end of each sentence.

1. I want to go to the park for my birthday.
2. Did you watch the football game?
3. I won a million dollars!
4. That is the most beautiful flower I have ever seen!
5. Sandra is older than me by two years.
6. The coach asked my mom if she would let me try out for football.
7. I told you not to do that!
8. I love you more than life itself.
9. Bob went to sleep.
10. Was that Bob who ran out of the classroom screaming?

- LEVEL:** 0.0-1.9
- STANDARD:** 3.0 Apply the beginning rules of punctuation
- BENCHMARK:** 03.03 Use a period to complete the abbreviation of common titles used as proper nouns (for example: Mr., Mrs., Ms., and Dr.).
- MATERIALS:** Board, pencil, paper, chalk
- PROCEDURE:**
1. Tell the class: Today a new use for periods will be introduced. You have learned that a period's first use is to end a declarative sentence.
 2. Ask the class: Does anyone know the period's second use? If no one in the class knows the answer, write on the board *My name is Ms. (or Mr.) teacher's last name.*

Ask the class: Is the period's second use more obvious now?
 3. Explain that periods complete the abbreviations of titles. Some examples are Mr., Ms., Mrs., and Dr. This may be a good time to also explain that "Miss" does not use a period.
 4. Ask for student volunteers to explain what word each of the abbreviations stands for. Correct responses should be: Mr. = Mister, Mrs. = Mistress, Ms. = instead of Miss or Mrs. as when the marital status of a woman is unknown or irrelevant.
 5. For practice, have the students write sentences using each of the titles. Have the students switch papers with their neighbors who will check for any punctuation mistakes. Remind the students to capitalize the first letter of the first word in each sentence and put the proper end mark at the end of the sentence.
 6. Encourage students to combine title abbreviations within a sentence.
Example: Mr. and Mrs. Brown went to visit Dr. Bell.

- LEVEL:** 0.0-1.9
- STANDARD:** 4.0 Apply basic grammatical concepts and roles
- BENCHMARK:** 04.01 Identify nouns and verbs
- MATERIALS:** Board, “Joe’s Date with Disaster” worksheet, chalk, pencils
- PROCEDURE:**
1. Introduce the term *noun* by writing its definition on the board:
A noun is a person, place, thing, or idea. Have the students call out nouns and fit each into one of the categories.
 2. Next, introduce the term *verb* by writing its definition on the board:
A verb is a word that shows action or being. Clarify that a being verb means existence. *Example: I am Susan. He is Tony. You are Laura.*
 3. Write the being verbs on the board: am, is, are, was, were, be, being, been.
 4. Ask students to give examples of action verbs.
 5. Provide each student with the “Joe’s Date with Disaster” worksheet.
 6. Upon completion, call on students to read each completed sentence and share correct answers. Mediate any discrepancies that may occur.

Student: _____ Date: _____

Teacher: _____

Directions: Complete each sentence with the correct verb.

Joe's Date with Disaster

Joe _____ a date with Josie. They _____ going to have dinner at a restaurant downtown. Joe _____ looking forward to getting to know Josie better. He _____ not want to be late, so Joe _____ his house an hour early. On his way downtown, Joe _____ a flat tire. Joe _____ the spare tire was in good condition. Joe _____ happy to find the tire in good condition. He _____ the tire without any problems. Joe _____ the flat tire and the tools in the truck. Then he _____ how dirty his hands were. When Joe _____ at the restaurant, Josie _____ waiting for him. As he _____ up to her, Josie _____ out to shake his hand. Joe _____ her about his flat tire and dirty hands. They _____ hands after Joe _____ from the men's room. Finally, Joe and Josie _____ a nice dinner together.

VERB BANK

saw
walked
reached
were
was
was
arrived

changed
left
hoped
put
was
returned

told
did
shook
had
had
ate

ANSWER KEY:

Directions: Complete each sentence with the correct verb.

Joe's Date with Disaster

Joe had a date with Josie. They were going to have dinner at a restaurant downtown. Joe was looking forward to getting to know Josie better. He did not want to be late, so Joe left his house an hour early. On his way downtown, Joe had a flat tire. Joe hoped the spare tire was in good condition. Joe was happy to find the tire in good condition. He changed the tire without any problems. Joe put the flat tire and the tools in the truck. Then he saw how dirty his hands were. When Joe arrived at the restaurant, Josie was waiting for him. As he walked up to her, Josie reached out to shake his hand. Joe told her about his flat tire and dirty hands. They shook hands after Joe returned from the men's room. Finally, Joe and Josie ate a nice dinner together.

VERB BANK

saw
walked
reached
were
was
was
arrived

changed
left
hoped
put
was
returned

told
did
shook
had
had
ate

- LEVEL:** 0.0-1.9
- STANDARD:** 4.0 Apply basic grammatical concepts and rules
- BENCHMARK:** 04.02 Identify the functions of a subject, verb, noun, and pronoun
- MATERIALS:** Board, “Parts of Speech” worksheet, chalk, pencils
- PROCEDURE:**
1. Review with students the definitions of nouns, pronouns, and verbs.
 2. Introduce the definition of a *sentence*: A sentence is a group of words with a subject, a verb, and a complete thought. Remind the class that they already know what a verb is—the action or being in the sentence. Can anyone guess what the subject is?
 3. Write a sample sentence on the board. *Alex (hugged) the puppy.* Ask for a volunteer to identify the verb by coming to the board and underlining the word twice.
 4. Ask if there is a volunteer who would like to guess what the subject might be? If there are no volunteers underline the subject, Alex, one time.
 5. Define a pronoun as a word that takes the place of a noun. List common examples of pronouns that could be used as a subject on the board: I, you, he, she, it, we, and they.
 6. Write another sample sentence on the board. *BJ is happy to see her sister.* Have two students come to the board to identify the subject (underline BJ once) and the verb (underline see twice) of the sentence. Have a third student re-write the sentence using an appropriate pronoun for BJ. *She is happy to see her sister.*
 7. Pair the students. Together they will find the simple subject and simple verb in each sentence. Remind them that pronouns may also be used as subjects.
 8. After worksheets are completed, share answers. Allow students to make corrections as needed.

Student: _____

Date: _____

Teacher: _____

PARTS OF SPEECH

Directions: Match the word with its correct definition by placing the appropriate letter in the blank.

- | | | |
|----------|---------|--|
| _____ 1. | subject | a. a word that expresses a state of being or action |
| _____ 2. | verb | b. a word that takes the place of a noun |
| _____ 3. | noun | c. a word that names a person, place, thing, or idea |
| _____ 4. | pronoun | d. a word that performs action/being in a sentence |

Directions: Identify the subject in the sentence by underlining it once. Write an “N” above the subject if it is a noun; write a “P” above the subject if it is a pronoun. Identify the verb in the sentence by underlining the action or being word twice. Write an “A” above the verb if it shows action; write a “B” above the verb if it shows being.

1. Dave plays with his ball all day.
2. Stanley naps on the couch from 2 until 3 every afternoon.
3. She is very athletic and physically fit.
4. I love to read books by Stephen King.
5. Cats are easy to house train.
6. He plays football for Florida State University.
7. Miami is a better city to live in than Chicago.
8. They go to the movies every Saturday.
9. I am a short person.
10. You are a very tall person.
11. They love to eat our food.
12. Love is the most important feeling of all.
13. My friends believe in me.
14. Rats scare me.
15. New York City is the largest city in the United States of America.

ANSWER KEY:**PARTS OF SPEECH**

Directions: Match the word with its correct definition by placing the appropriate letter in the blank.

- | | | |
|----------|---------|--|
| _____ 1. | subject | a. a word that expresses a state of being or action |
| _____ 2. | verb | b. a word that takes the place of a noun |
| _____ 3. | noun | c. a word that names a person, place, thing, or idea |
| _____ 4. | pronoun | d. a word that performs action/being in a sentence |
-

Directions: Identify the subject in the sentence by underlining it once. Write an "N" above the subject if it is a noun; write a "P" above the subject if it is a pronoun. Identify the verb in the sentence by underlining the action or being word twice. Write an "A" above the verb if it shows action; write a "B" above the verb if it shows being.

1. ^N Dave ^A plays with his ball all day.
2. ^N Stanley ^A naps on the couch from 2 until 3 every afternoon.
3. ^P She ^B is very athletic and physically fit.
4. ^P I ^A love to read books by Stephen King.
5. ^N Cats ^B are easy to house train.
6. ^P He ^A plays football for Florida State University.
7. ^N Miami ^B is a better city to live in than Chicago.
8. ^P They ^A go to the movies every Saturday.
9. ^P I ^B am a short person.
10. ^P You ^B are a very tall person.
11. ^P They ^A love to eat our food.
12. ^N Love ^B is the most important feeling of all.
13. ^P My ^N friends ^A believe in me.
14. ^N Rats ^A scare me.
15. ^N New York City ^B is the largest city in the United States of America.

LEVEL: 0.0-1.9

STANDARD: 4.0 Apply basic grammatical concepts and rules

BENCHMARK: 04.03 Make subjects and verbs agree

MATERIALS: Ruler, stapler, board, “Verbs” worksheet

PROCEDURES: 1. Begin class with the question: “Did any of you play on see-saws when you were younger?” Ask the students what would happen if two people, one who weighs twice as much as the other, tried to see-saw? *The see-saw would not work because the lighter person could not level out the heavier person.*

Teaching tip: Instructor may use a ruler and stapler to illustrate the see-saw discussion. Simply place the ruler on the lower end of the stapler, and it will rock back and forth.

2. Explain that this premise holds true with subjects and verbs. They have to agree—weigh the same—or a sentence will not be correct.
3. Write on the board:
 - Singular subject=singular verb (sometimes ends with *s* - usually in the present tense)
 - Plural subject (usually ends with *s*)=plural verb
4. Pass out the “Verbs” worksheet. Have students complete the exercise individually. Check the worksheet by calling on volunteers to give the correct answer.

ANSWER KEY:

1. was
2. is
3. seems
4. were
5. taste
6. are
7. have
8. Is
9. looks
10. was
11. Aren't
12. Don't
13. were
14. have
15. is

Student: _____

Date: _____

Teacher: _____

VERBS

Circle the correct verb.

1. The price of these disks (was, were) high.
2. The picture on this book (is, are) pretty.
3. The coach, as well as the fans, (seems, seem) uncertain.
4. Footprints (was, were) found on the kitchen floor.
5. The cider and the hot chocolate (tastes, taste) weak.
6. The cookies and the fudge (is, are) for sale.
7. Dr. Cook and he (has, have) offices on the same floor.
8. (Is, Are) the motorcycle or the 4-wheeler Larry's?
9. Everything (looks, look) blurry.
10. Each of the cards (was, were) color-coded.
11. (Is, Aren't) there any jobs available at your school?
12. (Doesn't, Don't) the gears grind?
13. Both of the babies (was, were) walking.
14. Two stores in the neighborhood (has, have) been closed.
15. The lawn with the prettiest flowers (is, are) the Dickerson's.

- LEVEL:** 0.0-1.9
- STANDARD:** 4.0 Apply basic grammatical concepts and rules
- BENCHMARK:** 4.04 Write statements and questions using appropriate word order.
- MATERIALS:** “Word Order” worksheet, board, pencils, chalk
- PROCEDURES:**
1. Ask the students to provide a statement about something they did before coming to school or over the weekend. Write this statement on the board.
 2. Write the following sentence on the board: sleep dog my to likes
 3. Read the scrambled words to the class. Ask if this statement makes sense.
 4. Ask for a volunteer to name which word should come first, second, etc.
 5. After re-writing the sentence correctly on the board, ask a student to read the corrected statement aloud. Explain that the order of words in a sentence is important in order for a sentence to make sense.
 6. Give the students the “Word Order” worksheet, and have them complete it individually.
 7. After completing the worksheet, share answers. Make corrections as needed.

Student: _____

Date: _____

Teacher: _____

WORD ORDER

Directions: Use the following groups of words to form sentences. At least four of the sentences should be written as questions. Make sure you use the appropriate end mark. The words will not be used in the order listed.

1. dog boy lost the his _____

2. was the red car _____

3. ball the hit I _____

4. sat egg the on he _____

5. from mom pan me hid the _____

6. some candy I can have _____

7. book cow the on a it had _____

8. need pen a I _____

9. nice you are _____

10. I have hug can a _____

LEVEL: 0.0-1.9

STANDARD: 5.0 Demonstrate the ability to organize information

BENCHMARK: 05.01 Classify pictures and shapes under appropriate headings

MATERIALS: Index cards, envelopes, "Picture Grouping" worksheet

- PROCEDURES:**
1. Before class, the instructor will write the words "lady," "Tallahassee," "love," "run," "jump," "am," "he," "she," and "it" on index cards, writing one word on each card. Shuffle the cards until they are thoroughly mixed. Then place them in an envelope. You will need to prepare one envelope for every three students.
 2. When class begins, explain to the students that one of the most important parts of being a good writer is being organized. "Organized" means putting like things together.
 3. Separate students into groups of three, giving each group an envelope. Instruct them to read the words on all 9 index cards and separate the words into 3 categories. Write the instructions on the board if needed.
 4. After approximately 10 minutes, ask each group what categories they devised. The answers should be nouns, verbs, and pronouns.
 5. Clarify any confusion by defining that a noun is a person, place, thing, or idea; a verb is a word that shows action or being; and a pronoun is a word that takes the place of a noun.
 6. Pass out the worksheet and have the students complete their exercise while still remaining in groups of three.
 7. After completing the worksheet, share answers and make corrections as needed.

ANSWER KEY:

animal	athlete	food
animal	athlete	
shape	shape	food

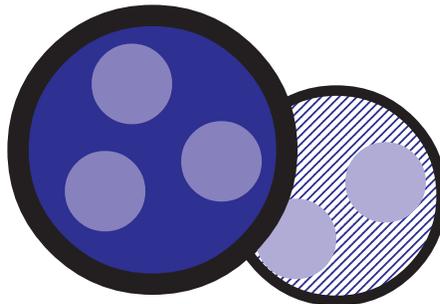
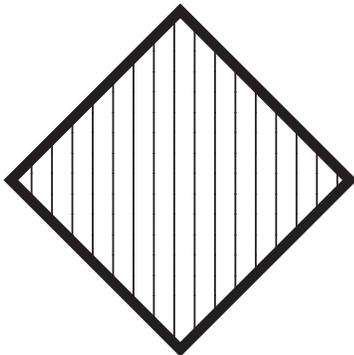
Student: _____

Date: _____

Teacher: _____

Picture Grouping

Directions: Write the correct noun grouping under each picture. Choose from one of the following groupings for each picture: food, shape, athlete, animal.



ANSWER KEY:

Picture Grouping

Directions: Write the correct noun grouping under each picture. Choose from one of the following groupings for each picture: food, shape, athlete, animal.



animal



athlete



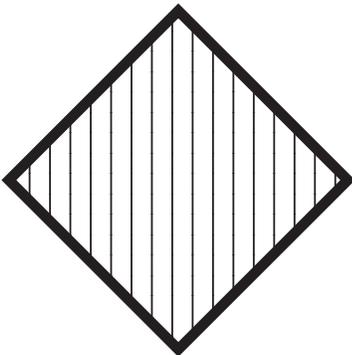
food



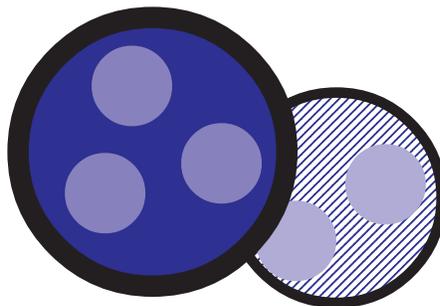
animal



athlete



shape



shape



food

- LEVEL:** 0.0-1.9
- STANDARD:** 5.0 Demonstrate the ability to organize information
- BENCHMARK:** 05.02 Arrange pictures in appropriate sequential pattern.
- MATERIALS:** Pencils, unlined paper, scissors, glue or tape, and old magazines.
(Optional materials: colored pencils, crayons, markers, construction paper and poster board.)
- PROCEDURE:**
1. Review that the first step in becoming a good writer is organization, but the first step in organization is sequential pattern.
 2. Write on the board that *sequence* is defined as the order in which things occur.
 3. Explain to students that a good example of a sequential pattern is the order in which our lives occur — birth, adolescence, adulthood.
 4. Students will create a “road map” describing their lives from birth to present with pictures. The students may draw pictures or cut them out of magazines. The pictures must go in order of their lives, but the “map” may be designed any way they choose.
 5. Students should use the unlined paper and glue to place pictures in sequential order
 6. Each student shares his or her “road” map with the class.

- LEVEL:** 0.0-1.9
- STANDARD:** 5.0 Demonstrate the ability to organize information
- BENCHMARK:** 05.03 Arrange up to three events in sequential order.
- MATERIALS:** Board, “Sequential Order” worksheet, pencils
- PROCEDURE:**
1. Review that the first step in becoming a good writer is organization, but the first step in organization is sequential pattern.
 2. Write on the board that sequence is defined as the order in which things occur.
 3. An example of good sequential order is a baby is born, a baby learns to crawl, and then a baby learns to walk.
 4. Write the following on the board and have students identify the correct sequential pattern of events:
 - Tie the shoelaces
 - Get socks out of the drawer
 - Put shoes on
 5. Have students complete the “Sequential Order” worksheet individually. Check the exercise as a whole class by calling on each student to answer a question.

- LEVEL:** 0.0-1.9
- STANDARD:** 5.0 Demonstrate the ability to organize information
- BENCHMARK:** 05.04 Group words by similarities in definition.
- MATERIALS:** Board, “Synonym” worksheet, pencils, chalk, beach ball
- PROCEDURE:**
1. Write the word *synonym* on the board. Ask the students if anyone knows the meaning of this word.
 2. Write the following words on the board—*ill, sick, unwell*. Say that these are examples of synonyms. Ask for a volunteer to try to give a definition of synonym.
 3. Define synonym as a word that has the same or almost the same meaning as another word.
 4. Explain to the class that they are going to participate in a round-robin game. The teacher, who is holding a beach ball, says a word. Next, the teacher will toss the ball to a student. The person who catches the ball must give a synonym for the word the teacher named. The student holding the ball will name a new word. The student will then toss the ball to another student. Game continues until all students have had an opportunity to participate.
 5. Pass out “Synonym” worksheet. Students can work on the exercise individually or in pairs. Check worksheet as a whole class activity by calling on each student to give an answer.

Student: _____

Date: _____

Teacher: _____

SYNONYMS

Directions: Read each row of words. Circle the word that does not fit in meaning with the other three words.

- | | | | | |
|----|---------|-----------|----------|------------|
| 1. | Nice | Kind | Pleasant | Hateful |
| 2. | Talk | Silent | Chat | Speak |
| 3. | Noisy | Quiet | Calm | Silent |
| 4. | End | Beginning | Finish | Conclusion |
| 5. | Sadness | Grief | Sorrow | Cheer |

Directions: Read each sentence and circle the word in parentheses that has almost the same meaning as the underlined word.

- | | | |
|----|--|----------------------------|
| 1. | Some people like to <u>sleep</u> on the bus. | (snooze, talk, sing) |
| 2. | You are a very <u>nice</u> person. | (pleasant, mean, hateful) |
| 3. | This is an <u>interesting</u> poem you have written. | (boring, exciting, stupid) |
| 4. | Many people <u>enjoy</u> the Christmas holidays. | (hate, need, like) |
| 5. | People like to <u>talk</u> about their families. | (listen, tell, think) |

ANSWER KEY:

SYNONYMS

Directions: Read each row of words. Circle the word that does not fit in meaning with the other three words.

- | | | | | |
|----|---------|-----------|----------|------------|
| 1. | Nice | Kind | Pleasant | Hateful |
| 2. | Talk | Silent | Chat | Speak |
| 3. | Noisy | Quiet | Calm | Silent |
| 4. | End | Beginning | Finish | Conclusion |
| 5. | Sadness | Grief | Sorrow | Cheer |

Directions: Read each sentence and circle the word in parentheses that has almost the same meaning as the underlined word.

- | | | |
|----|--|----------------------------|
| 1. | Some people like to <u>sleep</u> on the bus. | (snooze, talk, sing) |
| 2. | You are a very <u>nice</u> person. | (pleasant, mean, hateful) |
| 3. | This is an <u>interesting</u> poem you have written. | (boring, exciting, stupid) |
| 4. | Many people <u>enjoy</u> the winter holidays. | (hate, need, like) |
| 5. | People like to <u>talk</u> about their families. | (listen, tell, think) |

- LEVEL:** 0.0-1.9
- STANDARD:** 6.0 Demonstrate understanding of writing as communication
- BENCHMARK:** 06.01 Write and revise short simple sentences
- MATERIALS:** Board, “Fixing Short Simple Sentences” worksheet, pencils, paper
- PROCEDURE:**
1. Explain that a paper containing only sentences of one short pattern is boring for both the writer and the reader for two reasons:
 - The repetition of a single, simple sentence pattern draws attention to itself, not to the ideas in the paper.
 - Simple, short sentences cannot show the reader the many relationships that exist among ideas of different importance.
 2. If you read through a paper you have written and notice that you have written sentences in a single, short pattern, ask yourself the following question:
 - *Do the short sentences contain the same subject and/or the same verb?*
 3. If so, you can combine two or more short, simple sentences into a single, concise sentence by joining sentences with a coordinating conjunction (a sentence connecting word) preceded by a comma. The seven coordinating conjunctions create different relationships between two ideas.
 - **and** shows addition; it has the same meaning as *in addition, along with*
The boy ran to the store, **and** he bought a coke.
 - **but** shows contrast; it has the same meaning as *however, except, on the other hand*
The boy finished the coke, **but** he was still thirsty.
 - **for** shows logical consequence; it has the same meaning as *because, the reason why*
Exercise is important for good health, **for** good health means a longer life.
 - **so** shows logical consequence; it has the same meaning as *as a result, therefore*

Continued

Professional football players are paid well, **so** they can afford big houses.

- **nor** shows addition of a negative point

The government cannot keep raising taxes, **nor** can it spend the money so quickly.

- **or** shows choice

We can go to the movies, or we can go out to dinner.

- **yet** shows contrast

More high schools are teaching teenagers the dangers of drinking and driving, **yet** alcohol-related traffic accidents continue to be one of the leading causes of death for people between the ages of fifteen and twenty-two.

4. Pair students, and then pass out worksheets for the students to practice this skill. Circulate while students work on the exercise to ensure comprehension. Check the worksheet as a whole class activity by selecting volunteers to write the correctly revised sentences on the board.

The print handout was revised by and then redesigned for the Web by Maggie Escalas for the Write Place, St. Cloud State University, St. Cloud, Minnesota. It was then further revised by Billi-Jo Hardemon for ABE Florida Resource Guide. The print handout may be copied for educational purposes only. Last update: 5 October 1999
URL: <http://leo.stcloudstate.edu/style/sentencev.html>

Student: _____

Date: _____

Teacher: _____

FIXING SHORT SIMPLE SENTENCES

Directions: On a separate sheet of paper, use one of the seven coordinating conjunctions to combine the following two short, simple sentences.

and but for nor or so yet

1. She bought the dress. She bought the shoes to match.
2. He is a good football player. He got a scholarship to Florida State University.
3. Jim passed the test. He failed the math class.
4. My mother spends a lot of money. She is always broke.
5. I can have a dog. I can have a cat.
6. I cannot leave work early. I cannot pick the kids up from school.

On the bottom of the worksheet, write an original sentence with the conjunctions **for, so, yet.**

1.

2.

3.

ANSWER KEY:

FIXING SHORT SIMPLE SENTENCES

Directions: On a separate sheet of paper, use one of the seven coordinating conjunctions to combine the following two short, simple sentences.

and but for nor or so yet

1. She bought the dress and she bought the shoes to match.
2. He is a good football player so he got a scholarship to Florida State University.
3. Jim passed the test but he failed the math class.
4. My mother spends a lot of money so she is always broke.
5. I can have a dog or I can have a cat.
6. I cannot leave work early so I cannot pick the kids up from school.

On the bottom of the worksheet, write an original sentence with the conjunctions **for, so, yet.**

- 1.
- 2.
- 3.

- LEVEL:** 0.0-1.9
- STANDARD:** 06. Demonstrate understanding of writing as communication
- BENCHMARK:** 06.02 Write telephone numbers and simple words from dictation.
- MATERIALS:** Tape recorder, cassette tape, headphones, message pad, pen or pencil
- PROCEDURE:**
1. Record a phone message on a blank cassette tape. Place recorded message into the tape recorder.
 2. Tell students that they are going to practice being a good message-taker by practicing writing phone messages.
 3. Ask what are the most important parts of a telephone message? *The responses should be the name of the caller, a return call number, and a brief reason for calling.*
 4. Praise them for the correct answer. Direct individual students to the tape recorder where they will find a message pad, headset, and writing utensil.
 5. Each student will use the headset to listen to the recorded message, write down the important information on the notepad, rewind the tape, and hand the message to the teacher.
 6. Continue this process until all students have listened to the cassette tape. Compare telephone messages.
- TEACHER TIP:** *Example phone message:*
Hello. My name is Mr. Brown. I need to pick up my dog.
Call me back at 447-1788.

- LEVEL:** 0.0-1.9
- STANDARD:** 6.0 Demonstrate understanding of writing as communication
- BENCHMARK:** 06.03 Organize and write a list, e.g., things to do and groceries to buy.
- MATERIALS:** Pen, paper, due dates of personal bills, or birthdays of friends and family
- PROCEDURE:**
1. Have the students gather personal bills or birthdays of friends and loved ones. Tell them that they are going to organize these dates and write a list.
 2. If students are dealing with bills, have them list dates in order from the beginning of the month to the end. For example:
 - 1st-electric
 - 10th-car payment
 - 15th-rent
 - and so on...telephone, cable, insurance
 3. If students are dealing with birthdays, have them list dates in order from beginning of the month to the end. For example:
 - January
 - 3rd Teresa
 - 31st Vicki
 - February
 - 15th Alan
 - 28th Violet
 - and so on...to shorten time, only complete list for immediate family
 4. Students can post the list somewhere convenient at home and refer to it when needed.

Student: _____ Date: _____

Teacher: _____

THINGS TO DO

Directions: Look at the calendar of things to do. Write the correct date next to each event.

JANUARY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Make car payment Rent due	2	3
4	5	6	7	8	9	10 Eagles concert
11 Mom & Dad's Wedding Anniversary	12	13	14 Lunch with boss	15 Utility bill is due	16	17
18	19	20	21	22	23	24
25	26 Phone bill due	27	28 Mother's Birthday	29 Take dog to vet	30	31 Pay car insurance

Make a list in correct order of due dates for bill payments:

	Bill	Due Date
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

Make a list in correct order of events/appointments:

	Events/Appointment	Date
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

ANSWER KEY:

THINGS TO DO

Directions: Look at the calendar of things to do. Write the correct date next to each event.

JANUARY						
SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Make car payment Rent due	2	3
4	5	6	7	8	9	10 Eagles concert
11 Mom & Dad's Wedding Anniversary	12	13	14 Lunch with boss	15 Utility bill is due	16	17
18	19	20	21	22	23	24
25	26 Phone bill due	27	28 Mother's Birthday	29 Take dog to vet	30	31 Pay car insurance

Make a list in correct order of due dates for bill payments:

	Bill		Due Date
1.	Car payment _____		January 1st _____
2.	Rent payment _____		January 1st _____
3.	Utility bill _____		January 15th _____
4.	Phone bill _____		January 26th _____
5.	Car insurance _____		January 31st _____

Make a list in correct order of events/appointments:

	Events/Appointment		Date
1.	Eagle's concert _____		January 10th _____
2.	Wedding Anniversary _____		January 11th _____
3.	Lunch _____		January 14th _____
4.	Birthday _____		January 28th _____
5.	Vet _____		January 29th _____

- LEVEL:** 0.0-1.9
- STANDARD:** 06. Demonstrate understanding of writing as communication
- BENCHMARK:** 06.04 Identify sentences and paragraphs.
- MATERIALS:** Board, Umbrella Graphic Organizers, chalk, pencils
- PROCEDURE:**
1. Draw a picture of an umbrella on the board. Explain that just as an umbrella covers a person from the rain, this umbrella is going to cover all of the sentence ideas underneath it to make a paragraph.
 2. Explain that a paragraph is a group of two or more sentences.
 3. In the top of the umbrella, write the topic (*animals*) that is going to be discussed in the paragraph. Then draw three lines below the top of the umbrella and list three things that have to do with the topic on those lines (*have students provide these ideas*).
 4. Next, tell students that every idea listed is going to be used in its own sentence.
 5. Introduce the term *topic sentence*. A topic sentence is a sentence that states the main idea of the paragraph. It usually comes at the beginning. Ask class: "What is our topic sentence going to be about?" *animals*. Write a topic sentence about animals on the board.
 6. Next, introduce the term *supporting sentences*. Supporting sentences give details, facts, and examples to support the main idea—topic sentence—of a paragraph. Ask class: "What are the supporting sentences going to be about?" Write examples of supporting sentences on the board.
 7. Explain that the handle of the umbrella is the closing sentence. Every good paragraph must end with a *closing sentence*. A closing sentence restates the main idea using different words. It comes at the end of a paragraph. Write a closing sentence about animals on the board.
 8. Pass out the Umbrella Graphic Organizers, one to each student, and have them choose one of the following topics to use to complete their umbrella.
 - Colors
 - Vacation spots
 - Sports
 - Candy

Student: _____ Date: _____

Teacher: _____

GRAPHIC ORGANIZER

Directions: Choose one topic that you would like to write about and write it on the umbrella. Write three things that relate to the topic on the handle. Then write a closing thought that relates to the topic.

_____ Topic

4. Closing Sentence

1. _____
2. _____
3. _____

Directions: Now write a topic sentence, three sentences using the supporting items from the handle and then a closing sentence.

- LEVEL:** 0.0-1.9
- STANDARD:** 7.0 Demonstrate the ability to speak effectively
- BENCHMARK:** 07.01 Speak clearly and audibly in large or small group setting.
- MATERIALS:** A book of nursery rhymes or several pieces of children’s literature, hat, numbered slips of paper (one for every class member.)
- PROCEDURE:**
1. Each student will pick a favorite nursery rhyme or short children’s story from the collection.
 2. Give students 5-10 minutes to become familiar with the selection and check for unfamiliar words. The teacher will help individual students read any unknown words.
 3. Put a slip of paper with a number for each student in a hat. Have each person pick a number. This is the order in which they will read their stories to the class. Each student will stand at the front of the classroom while reading their passage.
 4. Explain to the students that you, the teacher, will stand in the back of the room. If a reader cannot be heard, say that you will raise your hand. At this signal, the reader must make his voice more audible.
 5. Continue this process until all students have read.

- LEVEL:** 0.0-1.9
- STANDARD:** 7.0 Demonstrate the ability to speak effectively
- BENCHMARK:** 07.02 Ask questions to better understand other people's ideas.
- MATERIALS:** Board, Student Scripts Member 1 & 2
- PROCEDURE:**
1. Explain to students that they will be participating in a question and answer seminar.
 2. Times will arise when one must ask questions in order to fully understand a conversation or a piece of writing.
 3. There are three important types of questions that can be asked in these situations. Write the questions on the board for the students to reference when they complete the exercise.
 - Clarifying
What did you mean when you said...?
What is a _____?
 - Summarizing
What is the main idea of this passage/conversation?
What is it mostly about?
What information in this passage/conversation tells you that?
 - Predicting
What do you think will happen next?

* Using an overhead projector and pre-writing this information will save class time.
 4. Attempt to pair the students in groups with one strong reader and one weaker reader.
 5. Member 1 will read Script 1 aloud. Member 2 will then ask questions about the ideas in the passage for better understanding.
 6. Member 2 will read Script 2 aloud. Member 1 will then ask questions about the ideas in the passage for better understanding.
 7. Circulate to ensure that all students remain on task.

Student: _____

Date: _____

Teacher: _____

Directions: Read the passage to your partner. After passage is read, your partner will ask questions to help him/her to clarify, summarize and predict. You will answer the questions.

Student Script Member 1

Mike is Late Again

Mike woke up at nine o'clock. He was one hour late for work again. His boss, John, had already warned Mike about being late. He hoped John would not fire him this time. Mike called his friend, Joe, for a ride. Catching a bus would take too long.

Joe said to Mike, "Is John going to fire you?"

"I hope not," said Mike. "I wish I had a different job. I do not like talking on the phone all day while I work. However, I am paid a good hourly wage! If I had a lot of money, I would quit."

"Maybe it wouldn't be so bad if you got fired today," said Joe. "Kareem and I need one more player on our basketball team to play at the park this morning."

Student: _____

Date: _____

Teacher: _____

Directions: Read the passage to your partner. After passage is read, your partner will ask questions to help him/her to clarify, summarize and predict. You will answer the questions.

Student Script Member 2

A New Job for Mike

Mike had an interview with a man named Quincy Lee. Mr. Lee worked for an office supply store, which was six miles from Mike’s home. Quincy Lee was a friend of Mike’s dad, and he had a new vocation for Mike.

The job was putting together office chairs. Mike did not know how to assemble chairs, but it was so horrible to be without a job he told his dad. Mike decided if Mr. Lee offered him the job, he would accept the position.

Around lunchtime, Mike called his friends, Joe and Eddie. “I am so bored,” Mike said. “I do not have to see Mr. Lee until three o’clock this afternoon. I have nothing to do until my appointment.”

Eddie and Joe were bored too. Eddie said, “Okay, let’s ride around until it is time for your job interview.”

After a long car ride Mike arrived at Quincy’s store at exactly three o’clock.

- LEVEL:** 0.0-1.9
- STANDARD:** 7.0 Demonstrate the ability to speak effectively
- BENCHMARK:** 07.03 Convey meaning and ideas by speaking effectively in conversations with others.
- MATERIALS:** Information pamphlets on parenting styles, board, chalk
- PROCEDURE:**
1. Have the students identify types of techniques parents may use to raise and discipline their children.
 2. Have the students survey people in the class to determine the prevalent or preferred type of parenting techniques used.
 3. As a whole class activity, teacher and students will scan the pamphlet for additional styles that may have been overlooked in the conversation.

- LEVEL:** 0.0-1.9
- STANDARD:** 8.0 Demonstrate familiarity with computers and computer terminology
- BENCHMARK:** 08.01 Recognize basic terminology associated with computers.
- MATERIALS:** Board, “Computer Cloze” worksheet, pencils
- PROCEDURE:**
1. Discuss the fact that a computer is made of several parts. Some of the parts can be seen by looking at the outside of the computer, while other parts are on the inside of the computer.
 2. The basic terminology that students must be familiar with in order to correctly operate a computer is as follows:
 - Hardware-the pieces of the computer
 - Boot up-to turn the computer on
 - Monitor-video display screen
 - Software-programs that allow computer to perform tasks
 - Mouse-small manual device that controls the cursor movement on a computer display
 - Cursor-flashing pointer on the computer screen
 - Keyboard-piece of hardware that a computer operator uses to type information
 - Disk-used to store informationWrite this information on the board. Call on students to take turns reading each definition.
 3. Use the definitions above to complete the “Computer Cloze” worksheet
- Teacher Tip:** These definitions may be pre-written on an overhead projector and displayed as students complete the worksheet.

Student: _____

Date: _____

Teacher: _____

Directions: Complete the sentence by using the computer term that accurately finishes the thought.

COMPUTER CLOZE

mouse

monitor

boot up

cursor

keyboard

hardware

software

disk

When you first sit at the computer, you will see a lot of the _____ in front of you. To begin using the computer, you must first turn it on and allow it to _____. Once the main screen appears on the computer _____, the computer is ready for use. The _____ that you are going to use to type is Microsoft Word. Use your _____ to click on the icon that says Microsoft Word. Once the blank, white screen appears with the _____ flashing, you may begin typing on your _____. Remember to save what you typed on a _____.

ANSWER KEY:

Directions: Complete the sentence by using the computer term that accurately finishes the thought.

COMPUTER CLOZE

mouse **monitor** **boot up** **cursor**
keyboard **hardware** **software** **disk**

When you first sit at the computer, you will see a lot of the hardware in front of you. To begin using the computer, you must first turn it on and allow it to boot up. Once the main screen appears on the computer monitor, the computer is ready for use. The software that you are going to use to type is Microsoft Word. Use your mouse to click on the icon that says Microsoft Word. Once the blank, white screen appears with the cursor flashing, you may begin typing on your keyboard. Remember to save what you typed on a disk.

LEVEL: 0.0-1.9

STANDARD: 8.0 Demonstrate familiarity with computers and computer terminology

BENCHMARK: 08.02 Identify the basic parts of a computer.

MATERIALS: Computer station, Name the “Computer Parts” worksheet, pencils

- PROCEDURE:**
1. Have the class gather around an unused computer station.
 2. Identify the following basic parts of a computer:
 - Mouse
 - Keyboard
 - Monitor
 - Disk drive
 3. As you identify each part, ask a student to give the definition of that specific part.
 4. Instruct students to return to their seats. Give each a Name the “Computer Parts” worksheet.

Student: _____

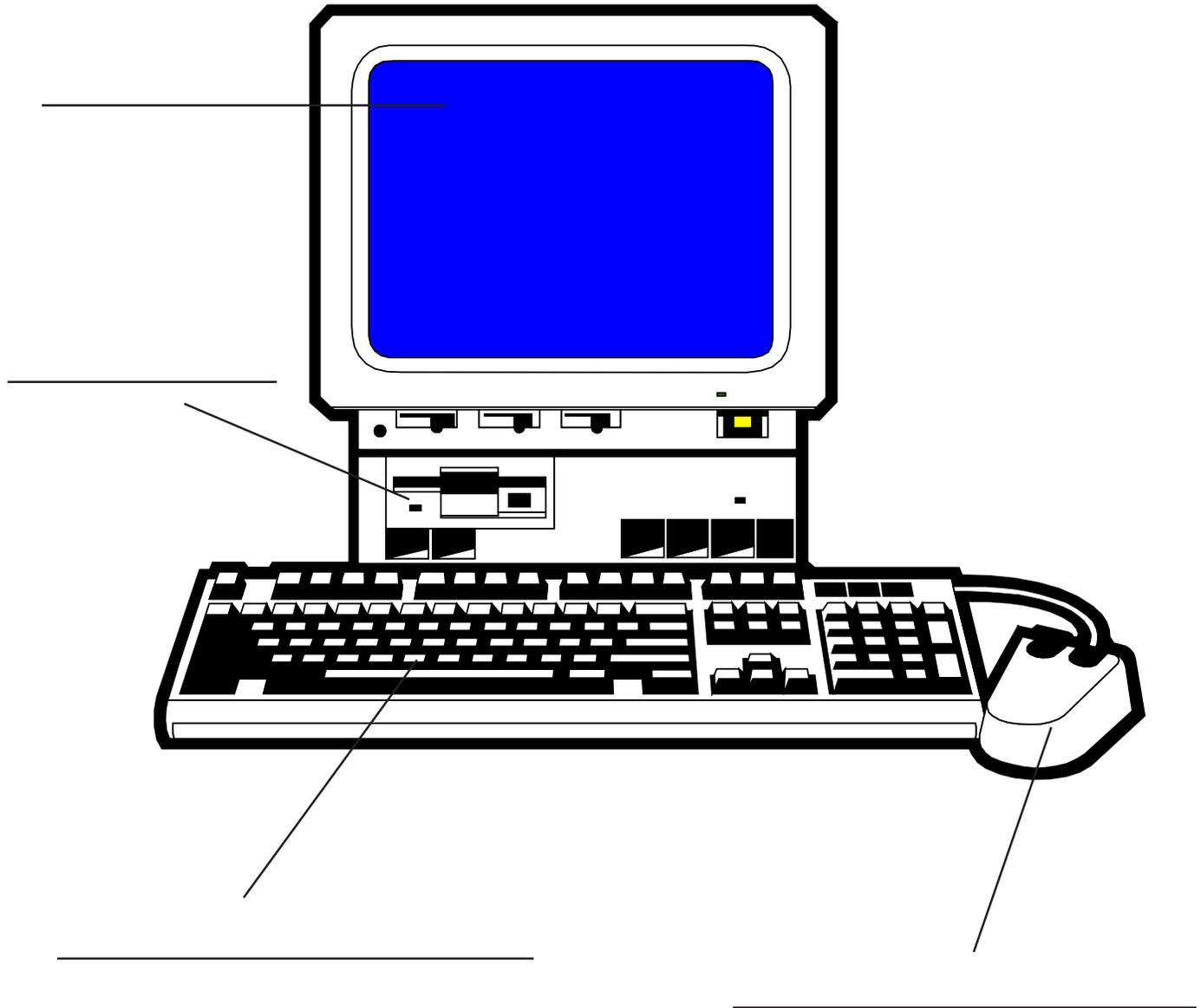
Date: _____

Teacher: _____

NAME THE COMPUTER PARTS

Directions: Label each computer part correctly using the following words:

disk drive, monitor, mouse, keyboard

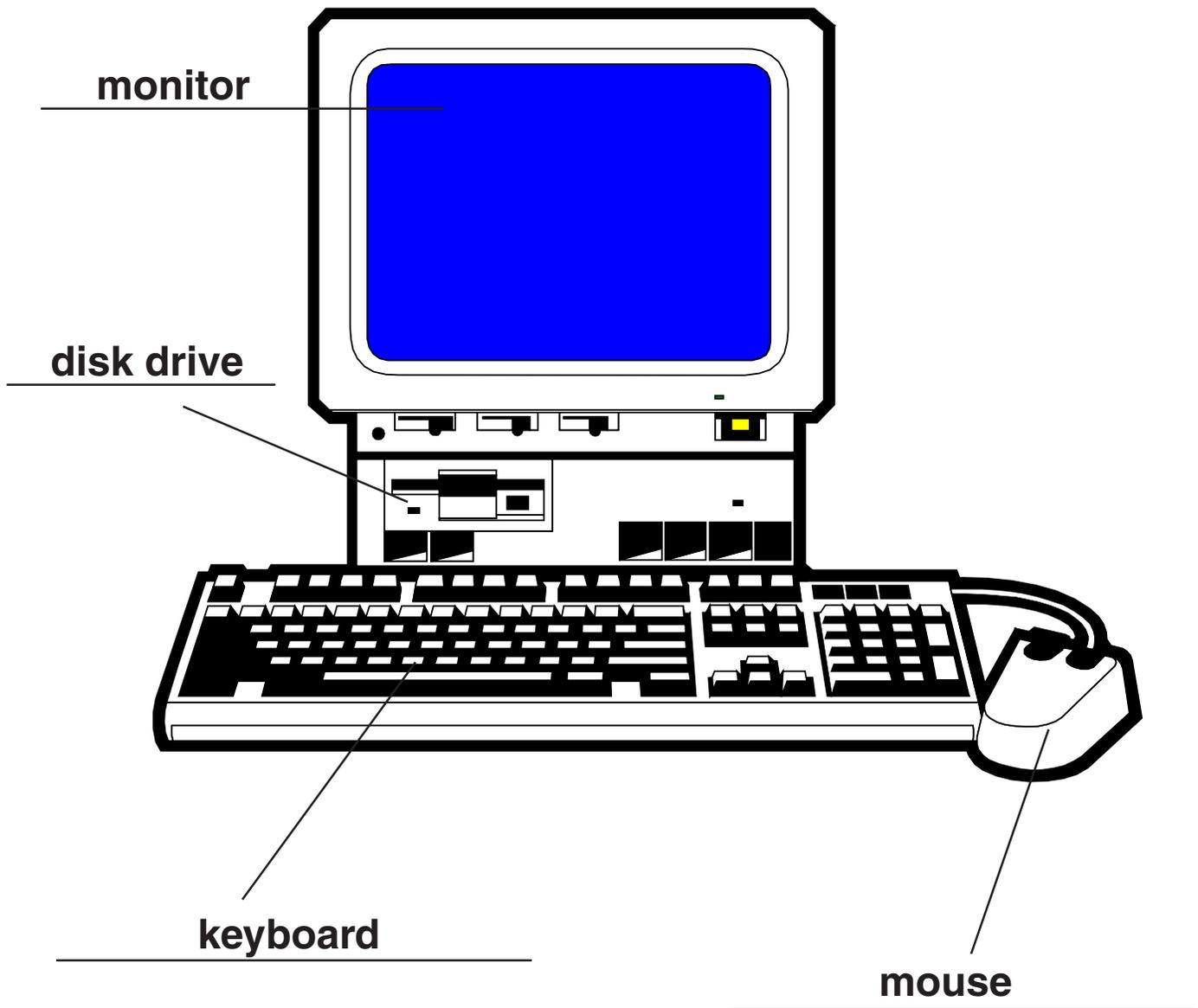


ANSWER KEY:

NAME THE COMPUTER PARTS

Directions: Label each computer part correctly using the following words:

disk drive, monitor, mouse, keyboard



- LEVEL:** 0.0-1.9
- STANDARD:** 8.0 Demonstrate familiarity with computers and computer terminology.
- BENCHMARK:** 08.03 Demonstrate appropriate use and care of computer hardware and software.
- MATERIALS:** Computer work stations (one for every three students), floppy disks
- PROCEDURE:**
1. Have students gather around a computer work station while the teacher illustrates the appropriate use and care of the basic computer hardware and software.
 2. First, begin by turning on the monitor. Then find the power button on the tower and press it. Allow the computer to completely boot up before continuing.
 3. Demonstrate logging onto the computer.
 4. Use the mouse to click on the Microsoft Word icon. Once the blank, white screen appears, use the mouse to close out the program.
 5. Demonstrate how to correctly insert a diskette into the disk drive. Make mention that the disk should never be forced. Eject the disk by gently pushing the button just below/above the drive.
 6. Ask students if there are any questions.
 7. Divide students into groups of three around separate computer stations.
 8. Each will need to perform the previous steps.
 9. Circulate ensuring that all steps are satisfactorily completed.