

# Level 2.0 - 3.9

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**LEVEL:** 2.0-3.9

**STANDARD:** 9.0 Demonstrate beginning knowledge of the conventions of standard written English.

**BENCHMARK:** 09.01 Write short sentences from dictation.

**MATERIALS:** VCR, videotape, pen, paper, television

**PROCEDURE:**

1. Explain to the students that dictation is when someone writes on paper the spoken words of an individual. Sometimes the writer will only write a few words to summarize what the speaker shares. Play a video for your students that pertains to something you are doing in class, e.g., a video on certain parts of speech, grammar, careers, etc.
2. Pass out paper to the students. Explain that as they watch and listen to the video, they should write at least four short sentences on key information given in the video. Encourage students to write at least one direct quote from the video.
3. Circulate to ensure that all students remain on task. If the video moves at too fast a pace, pause the video at predetermined times and allow time for the students to catch up on the note-taking.
4. Following the video, allow time for students to share their sentences.

- LEVEL:** 2.0-3.9
- STANDARD:** 9.0 Demonstrate beginning knowledge of the conventions of standard written English.
- BENCHMARK:** 09.02 Write (copy) dates, days of the week, months of the year, and numbers.
- MATERIALS:** Blank calendar
- PROCEDURE:**
1. Have students design a mini-calendar that they can carry with them to remind them of important dates and school information such as quiz and test days.
  2. The calendar can be done as simply or as elaborately as time permits.
  3. Encourage the students to make the calendar personal by including their own drawings or personal photographs.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# CALENDAR

Directions: Design a mini-calendar. Include the following information in each box:

**name of month      name of day      number of each day**  
**important personal events (for each month)**

Name of Month: \_\_\_\_\_

| day | day | day | day | day | day |
|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |

Name of Month: \_\_\_\_\_

| day | day | day | day | day | day |
|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |

Name of Month: \_\_\_\_\_

| day | day | day | day | day | day |
|-----|-----|-----|-----|-----|-----|
|     |     |     |     |     |     |
|     |     |     |     |     |     |
|     |     |     |     |     |     |
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|     |     |     |     |     |     |

**LEVEL:** 2.0-3.9

**STANDARD:** 10.0 Apply rules of capitalization

**BENCHMARK:** 10.01 Capitalize the greeting and closing of a letter.

**MATERIALS:** “Letters Greetings and Closings” worksheet, overhead projector, overhead markers, “Friendly Letter” transparency

- PROCEDURE:**
1. Use an overhead projector to display a friendly letter transparency.
  2. Emphasize the components of a friendly letter: opening, body, and closing. Use a marker and circle these on the transparency.
  3. State that the first letter of the first word in the opening and closing must be capitalized. In addition, any names referred to in the opening or closing must likewise be capitalized. Circle examples of these on the overhead transparency.
  4. Use the worksheet to practice capitalizing the greeting and closing of a letter.
  5. Correct worksheet as a whole class activity, asking volunteers for the correct answers.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **LETTERS GREETINGS & CLOSINGS**

Directions: Using the appropriate capitalization rules, properly capitalize the greeting and closing of these letters.

1. dear sam,

This is a quick note to let you know that I am having a little get together on Saturday evening. Please RSVP and let me know if you can attend.

your Friend

ashley

2. dear john,

I am leaving this weekend to go to Jacksonville. I was wondering if you would take care of my dog for me. I will be gone Friday, Saturday, and return Sunday afternoon.

thank You,

jose

3. hey susan,

I haven't talked to you in a long time! I was just wondering what was going on in your life right now. How are the kids? My children seem to be growing bigger every day. I hope to hear from you soon.

sincerely,

stephanie

4. bob,

I told you the Packers were going to blow the Colts out of the water Monday night. I hate to say "told you so," but I just cannot resist this time.

see Ya,

Rich

- LEVEL:** 2.0-3.9
- STANDARD:** 11.0 Apply rules of punctuation
- BENCHMARK:** 11.01 Use a comma between a city and state and between the day of the month and the year.
- MATERIALS:** Board, “Commas” worksheet, pencils, chalk
- PROCEDURE:**
1. Inform students that they are going to learn two punctuation rules.
    - Use a comma between the name of a city and the state
    - Use a comma between the day of the month and the year
  2. Remind students that if they write a name of a city and state or the date in a sentence, a comma must also be placed after the state or the year.  
For example:
    - I was born on March 1, 1989, in Tampa.
    - My sister was born in Spring Hill, Georgia, on the same day five years later.
  3. Have each student come to the board and write a sentence stating his or her date and place of birth.
  4. Use the “Commas” worksheet for comma review with students.

**ANSWER KEY:**

1. I went to Dallas, Texas, to see the rodeo on April 19, 1998.
2. On March 1, 1999, Jane Larsen was born in Tallahassee, Florida.
3. My friend’s baby is due on May 5, 2001.
4. Perry, Florida, is not far from here.
5. Cuba, Illinois, is about thirty miles from Peoria, Illinois.
6. I hope to have my diploma by December 31, 2001.
7. I am planning to go to Las Vegas, Nevada, on May 13, 2004, for a vacation.
8. The Golden Globes that aired on January 25, 1997, was the most watched show all year.
9. I am going to move to Atlanta, Georgia, after I graduate from high school.
10. My uncle was stationed in Seoul, Korea, for two years before he retired from the military.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **COMMAS**

Insert commas where they belong in the following sentences.

1. I went to Dallas Texas to see the rodeo on April 19 1998.
2. On March 1 1999 Jane Larsen was born in Tallahassee Florida.
3. My friend's baby is due on May 5 2001.
4. Perry Florida is not far from here.
5. Cuba Illinois is about thirty miles from Peoria Illinois.
6. I hope to have my diploma by December 31 2001.
7. I am planning to go to Las Vegas Nevada on May 13 2004 for a vacation.
8. The Golden Globes that aired on January 25 1997 was the most watched show all year.
9. I am going to move to Atlanta Georgia after I graduate from high school.
10. My uncle was stationed in Seoul Korea for two years before he retired from the military.

- LEVEL:** 2.0-3.9
- STANDARD:** 11.0 Apply rules of punctuation
- BENCHMARK:** 11.02 Use a comma after the greeting and after the closing of a friendly letter.
- MATERIALS:** Board, lined paper, and pens or pencils, chalk
- PROCEDURE:**
1. Inform the students that there are two rules that must be applied to the opening and closing of letters.
  2. Review by asking: *What is the capitalization rule that you already know that must be applied to the opening and closing of a letter?* The first letter of the first word must be capitalized. Any names referred to in the opening and closing must be capitalized.
  3. Write a brief example of a friendly letter on the board. An overhead projection may be used. Leave out the punctuation.

Dear Joe

I am writing you a friendly letter to see how you are feeling. Write back and let me know.

Sincerely  
Jim

4. Instruct students that the second rule that applies to the opening and closing of a friendly letter is that a comma is placed after the last word in the opening and closing. Place the commas in the appropriate places in the example you have written on the board.
5. Pair students. Have each student write a friendly letter asking for a response from his or her partner (like the example on the board).
6. After each student has written his or her letter and responded to his or her partner's letter, ask to see if the opening and closings of the letters were correctly punctuated and capitalized.

- LEVEL:** 2.0-3.9
- STANDARD:** 11.0 Apply rules of punctuation
- BENCHMARK:** 11.03 Use commas to separate words in a series.
- MATERIALS:** Board, “Commas in a Series” worksheet, pencils
- PROCEDURE:**
1. Review the previously learned punctuation rules by asking: *What are the appropriate times to use a comma?* Between the name of city and a state and between the day of the month and the year. Also, after the last word in a greeting or closing of a friendly letter.
  2. Inform students that the third instance in which to use a comma is to separate words in a series.
  3. Write the following example on the board: *I like cookies, candy, and cake.*
  4. Clarify that a series is a list of three or more things.
  5. Have a volunteer give another example. Write it directly below the previous example without adding the commas.
  6. Call on another student to place the commas between the words in the series.
  7. Use the “Commas in a Series” worksheet for review.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **COMMAS IN A SERIES**

Directions: Insert commas where they belong in the following sentences.

1. I am going to the store to get eggs ham and bacon.
2. Robin Jacob Kaley and Allison are coming to the play group today.
3. English math social studies science and reading are on the GED.
4. I own a cat a fish and a dog as pets.
5. John Jake and Jim have to sit in the front of the room from now until the end of the year.
6. My favorite meal to eat is fried chicken mashed potatoes and green beans.
7. McDonalds Burger King and Subway are the only fast food restaurants near my home.
8. Ronnie Sue and Vicki were the only students who made a 100 on their spelling test.
9. I do not like country classical or rap music.
10. My goals are to receive a diploma get a good job and start a family.

**ANSWER KEY:**

## **COMMAS IN A SERIES**

Directions: Insert commas where they belong in the following sentences.

1. I am going to the store to get eggs, ham, and bacon.
2. Robin, Jacob, Kaley, and Allison are coming to the play group today.
3. English, math, social studies, science, and reading are on the GED.
4. I own a cat, a fish, and a dog as pets.
5. John, Jake, and Jim have to sit in the front of the room from now until the end of the year.
6. My favorite meal to eat is fried chicken, mashed potatoes, and green beans.
7. McDonald's, Burger King, and Subway are the only fast food restaurants near my home.
8. Ronnie, Sue, and Vicki were the only students who made a 100 on their spelling test.
9. I do not like country, classical, or rap music.
10. My goals are to receive a diploma, get a good job, and start a family.

**LEVEL:** 2.0-3.9

**STANDARD:** 11.0 Apply rules of punctuation

**BENCHMARK:** 11.04 Use an apostrophe to form contractions

**MATERIALS:** Board, "Apostrophes" worksheet

- PROCEDURE:**
1. Tell the students that you are going to give them a writing "short cut."
  2. Ask the students to define *short cut*. (A faster way of doing something).
  3. Write the following sentence on the board: *I do not like tomatoes*.
  4. Call on a volunteer to answer the question: *What is the short cut I can take writing this sentence? Change "do not" to "don't." Say drop the "o" in not and add an apostrophe.*
  5. Give another example: *I have got a headache*. Ask for the short cut in this sentence. Be sure to call on different students.
  6. Write "I've" on the board. Ask: *What letters did the apostrophe replace in this case?*
  7. Use the "Apostrophes" worksheet as a review.

**ANSWER KEY:**

- |            |               |
|------------|---------------|
| 1. I'm     | 11. didn't    |
| 2. isn't   | 12. couldn't  |
| 3. don't   | 13. we're     |
| 4. doesn't | 14. wouldn't  |
| 5. aren't  | 15. hadn't    |
| 6. wasn't  | 16. hasn't    |
| 7. it's    | 17. we've     |
| 8. weren't | 18. shouldn't |
| 9. they're | 19. won't     |
| 10. I've   | 20. who's     |

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# APOSTROPHES

Use an apostrophe to form these words into contractions.

1. I am \_\_\_\_\_
2. Is not \_\_\_\_\_
3. Do not \_\_\_\_\_
4. Does not \_\_\_\_\_
5. Are not \_\_\_\_\_
6. Was not \_\_\_\_\_
7. It is \_\_\_\_\_
8. Were not \_\_\_\_\_
9. They are \_\_\_\_\_
10. I have \_\_\_\_\_
11. Did not \_\_\_\_\_
12. Could not \_\_\_\_\_
13. We are \_\_\_\_\_
14. Would not \_\_\_\_\_
15. Had not \_\_\_\_\_
16. Has not \_\_\_\_\_
17. We have \_\_\_\_\_
18. Should not \_\_\_\_\_
19. Will not \_\_\_\_\_
20. Who is \_\_\_\_\_

- LEVEL:** 2.0-3.9
- STANDARD:** 12.0 Apply basic grammatical rules and concepts
- BENCHMARK:** 12.01 Identify subjects and predicates within a sentence.
- MATERIALS:** Board, “Subjects and Predicates” worksheet
- PROCEDURE:**
1. Explain to the class that there are 2 main parts to every sentence—a subject and a predicate (the verb and all the words the verb governs).
  2. Write the definitions on the board:
    - Subject: a noun or pronoun that tells who or what the sentence is about
    - Predicate (verb): a group of words that shows action or being
  3. Inform the students that in most declarative sentences, the subject will appear first. In an interrogative sentence the predicate will appear first.
  4. Use the following sentence as an example. *The truck is green.* Identify the subject by underlining the “truck” once. Identify the predicate by underlining “is green” twice.
  5. Change the previous sentence in to a question. *Is the truck green?* Identify the subject and predicate as before.
  6. Instruct students to always find the verb first. Then ask who or what is performing the action or displaying the state of being.
  7. Model by writing *I am Ms. \_\_\_\_\_* on the board. Underline “am Ms. \_\_\_\_\_” twice. Ask aloud: *Who or what is Ms. \_\_\_\_\_?* “I” is the answer.
  8. If needed, review the being verbs. *Am, is, are, was, were, be, being, been.*
  9. Use the “Subjects and Predicates” worksheet to review.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **SUBJECTS AND PREDICATES**

Directions: Draw one line under the subject in each sentence.  
Draw two lines under the predicate in each sentence.

1. Kate read the cover of the book.
2. The fudge sold quickly.
3. The quarterback dove for the fumbled ball.
4. Your argument influenced the principal.
5. Reuben made the rocking horse.
6. This road goes to the river.
7. The first cold snap came in November.
8. Kelly works at a bank.
9. The gas station at the roundabout stays open until 11:00 P.M.
10. The movie was boring.

**ANSWER KEY:**

## **SUBJECTS AND PREDICATES**

Directions: Draw one line under the subject in each sentence.  
Draw two lines under the predicate in each sentence.

1. Kate read the cover of the book.
2. The fudge sold quickly.
3. The quarterback dove for the fumbled ball.
4. Your argument influenced the principal.
5. Reuben made the rocking horse.
6. This road goes to the river.
7. The first cold snap came in November.
8. Kelly works at a bank.
9. The gas station at the roundabout stays open until 11:00 P.M.
10. The movie was boring.

**LEVEL:** 2.0-3.9

**STANDARD:** 12.0 Apply basic grammatical rules and concepts

**BENCHMARK:** 12.02 Write the singular and plural forms of nouns.

**MATERIALS:** Newspapers or magazines, “Plurals” worksheet, Dictionaries

- PROCEDURE:**
1. Discuss with students the definition of a noun—a person, place, thing, idea, activity, or concept. Have students brainstorm examples in each category.
  2. Give students the following rules about plurals:
    - Most nouns become plural by adding an “s”
    - Nouns ending in ch, sh, s, x, or z become plural by adding “es”
    - Nouns ending in a consonant followed by a y become plural by changing the y to i and adding “es”

Have students brainstorm examples for each. *Witch, wish, bus, box, story, worry, buzz.*

3. Give students a newspaper or magazine and ask them to fill in the “Plurals” worksheet, finding nouns and making them plural.
4. Circulate to ensure that students comprehend and remain on task.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# PLURALS

Directions: Find ten nouns in a magazine or newspaper article of your choice. Write each noun in the “Published Noun” column. Decide if it is already singular or plural, and write it again in the “Singular Form” or “Plural Form” column. If you find the noun in singular form, make it plural and write it in the plural form column. If you find a noun you want to use that is already in plural form, make it singular and write it in the singular form column. For an extra challenge, choose one noun that you are unfamiliar with and look up a definition for it. Place a star by that noun and write the definition at the bottom of the page.

| Published Noun | Singular Form | Plural Form |
|----------------|---------------|-------------|
|                |               |             |
|                |               |             |
|                |               |             |
|                |               |             |
|                |               |             |
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|                |               |             |

**LEVEL:** 2.0-3.9

**STANDARD:** 12.0 Apply basic grammatical rules and concepts

**BENCHMARK:** 12.03 Write original declarative sentences having compound subjects and/or predicates.

**MATERIALS:** Board, “Compound Subjects and Predicates” worksheet, Overhead projector, “My Day” transparency, overhead markers, pencils

- PROCEDURE:**
1. Before class, transpose the story in step 4 onto an overhead projector sheet.
  2. Review the term *simple sentence*. A simple sentence is a sentence with only one subject and one verb.
  3. Discuss with the class that if a writer does not vary his or her sentence style, the reader will become very bored.
  4. Illustrate this point by reading the following:

**My Dad**

I ran to the store. I bought a Coke. Tommy was there. He told me to come over to his house. Tommy was bored. I was bored. Tommy played his X-Box. I played Gameboy Advanced.

5. Explain that fixing this story is very simple. One must combine these simple sentences into compound subject or compound predicate sentences. A compound subject or compound predicate sentence can have 2 different structures:
  - S S V: Jim and John love baseball.
  - S V V: Jim coaches and plays for the Minor Leagues.
6. Using the overhead projector, revise the previous story with the class, combining the simple sentences into compound sentences.
7. Use the following script to guide the students in the revision process:

*In the first two sentences, one subject is performing two different actions. How would we revise the sentences? I ran to the store and bought a Coke.*

*Continued*

*In the next two sentences, there is one subject doing two different things. How would we revise these sentences?* Tommy was there and told me to come over to his house.

*What is the structure of the following two sentences?* (Read them aloud to class.) (Keep calling on different students until the correct answer is given.) Tommy was bored. I was bored.

*How should the last sentences be revised?* Tommy and I played video games.

8. Have students complete the “Compound Subjects and Predicates” worksheet as a review.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **COMPOUND SUBJECTS AND PREDICATES**

Directions: Write a complete sentence using compound predicates.

1. Write a sentence using *turned* and *waved* as your compound predicates.

\_\_\_\_\_

2. Write a sentence using *flickered* and *died* as your compound predicates.

\_\_\_\_\_

3. Write a sentence using *ran* and *jumped* as your compound predicates.

\_\_\_\_\_

4. Write a sentence using *scraped* and *bruised* as your compound predicates.

\_\_\_\_\_

5. Write a sentence using *talked* and *joked* as your compound predicates.

\_\_\_\_\_

6. Write a sentence using *Florida* and *Texas* as your compound subjects.

\_\_\_\_\_

7. Write a sentence using *Pete* and *Jen* as your compound subjects.

\_\_\_\_\_

8. Write a sentence using *dog* and *cat* as your compound subjects.

\_\_\_\_\_

9. Write a sentence using *John* and *Bob* as your compound subjects.

\_\_\_\_\_

10. Write a sentence using *desk* and *chair* as your compound subjects.

\_\_\_\_\_

- LEVEL:** 2.0-3.9
- STANDARD:** 12.0 Apply basic grammatical rules and concepts
- BENCHMARK:** 12.04 Write appropriate forms of common regular and irregular verbs, e.g., am/is/are, was/were, has/have, go/went, and sell/sold.
- MATERIALS:** Board, “Verb” worksheet, “Irregular Verb List”, pencils, chalk
- PROCEDURE:**
1. Ask the class how to change the word *talk* to past tense. Add “ed.” Have students brainstorm a list of regular, past tense verbs.
  2. Ask the class how to change the word *eat* to past tense. Change to “ate.” Explain that there are irregular verbs that have a different spelling when written in past tense.
  3. Write the following list on the board:

|                 |              |
|-----------------|--------------|
| <i>Am/is</i>    | <i>Sit</i>   |
| <i>Eat</i>      | <i>Drink</i> |
| <i>Has/have</i> | <i>See</i>   |
| <i>Go</i>       | <i>Hold</i>  |
| <i>Sell</i>     | <i>Ride</i>  |
  4. Call on student volunteers to give the past tense of each irregular verb.
  5. Have students complete the “Verb” worksheet and “Irregular Verb List” worksheet as review.

## VERB WORKSHEET

### ANSWER KEY:

1. talked
2. ate
3. rode
4. was, was
5. tripped
6. held
7. went
8. sold
9. dipped
10. saluted

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## VERB WORKSHEET

Directions: Write the appropriate past tense of each verb in the brackets on the blank.

1. She [talk] \_\_\_\_\_ on the phone yesterday.
2. I [eat] \_\_\_\_\_ a ham sandwich for lunch.
3. Jerry [ride] \_\_\_\_\_ the bus for the first time this morning.
4. My last name [use] \_\_\_\_\_ to be Smith.
5. He [trip] \_\_\_\_\_ on his shoelace.
6. "I finally [hold] \_\_\_\_\_ the baby!" cried Marie.
7. Sue [go] \_\_\_\_\_ to the aerobics class.
8. Marvin [sell] \_\_\_\_\_ his last t-shirt at the flea-market.
9. Granny [dip] \_\_\_\_\_ the strawberries in chocolate.
10. The soldiers [salute] \_\_\_\_\_ their superior officers.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# Irregular Verb List

## Present Tense

*Example: Eat*

## Past Tense

*ate*

- |                            |       |
|----------------------------|-------|
| 1. bleed                   | _____ |
| 2. blow                    | _____ |
| 3. break                   | _____ |
| 4. bring                   | _____ |
| 5. build                   | _____ |
| 6. buy                     | _____ |
| 7. catch                   | _____ |
| 8. come                    | _____ |
| 9. deal                    | _____ |
| 10. dig                    | _____ |
| 11. dive (scuba diving)    | _____ |
| 12. dive (jump head-first) | _____ |
| 13. do                     | _____ |
| 14. draw                   | _____ |
| 15. drink                  | _____ |
| 16. drive                  | _____ |
| 17. fall                   | _____ |
| 18. feed                   | _____ |
| 19. feel                   | _____ |
| 20. fight                  | _____ |
| 21. find                   | _____ |
| 22. fly                    | _____ |



## Present Tense

## Past Tense

51. put

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52. read

---

53. ride

---

54. ring

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55. rise

---

56. run

---

57. say

---

58. see

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59. seek

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60. sell

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61. send

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62. shake

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63. shoot

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64. shrink

---

65. sing

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66. sit

---

67. sleep

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68. slide

---

69. speak

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70. spend

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71. spin

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72. spring

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73. stand

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74. steal

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75. stick

---

76. sting

---

77. stink

---

78. strike

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## Irregular Verb List Worksheet

- |             |                   |                    |
|-------------|-------------------|--------------------|
| 1. bled     | 35. kept          | 69. spoke          |
| 2. blew     | 36. knelt         | 70. spent          |
| 3. broke    | 37. knew          | 71. spun           |
| 4. brought  | 38. laid          | 72. sprang         |
| 5. built    | 39. led           | 73. stood          |
| 6. bought   | 40. left          | 74. stole          |
| 7. caught   | 41. lent          | 75. stuck          |
| 8. came     | 42. lay           | 76. stung          |
| 9. dealt    | 43. lit           | 77. stank or stunk |
| 10. dug     | 44. lost          | 78. struck         |
| 11. dived   | 45. made          | 79. strung         |
| 12. dove    | 46. meant         | 80. swore          |
| 13. did     | 47. met           | 81. swept          |
| 14. drew    | 48. mistook       | 82. swam           |
| 15. drank   | 49. misunderstood | 83. swung          |
| 16. drove   | 50. paid          | 84. took           |
| 17. fell    | 51. put           | 85. taught         |
| 18. fed     | 52. read          | 86. tore           |
| 19. felt    | 53. rode          | 87. told           |
| 20. fought  | 54. rang          | 88. thought        |
| 21. found   | 55. rose          | 89. threw          |
| 22. flew    | 56. ran           | 90. understood     |
| 23. forgot  | 57. said          | 91. unwound        |
| 24. forgave | 58. saw           | 92. woke           |
| 25. froze   | 59. sought        | 93. wore           |
| 26. got     | 60. sold          | 94. wove           |
| 27. gave    | 61. sent          | 95. wept           |
| 28. went    | 62. shook         | 96. won            |
| 29. grew    | 63. shot          | 97. wound          |
| 30. hung    | 64. shrank        | 98. withdrew       |
| 31. had     | 65. sang          | 99. wrung          |
| 32. heard   | 66. sat           | 100. wrote         |
| 33. hid     | 67. slept         |                    |
| 34. held    | 68. slid          |                    |

- LEVEL:** 2.0-3.9
- STANDARD:** 12.0 Apply basic grammatical rules and concepts
- BENCHMARK:** 12.05 Make nouns and pronouns agree.
- MATERIALS:** Board, Noun and “Pronoun Agreement” worksheet
- PROCEDURE:**
1. Review the definitions of *nouns* and *pronouns*. A noun is a person, place, thing, idea, activity, or concept. A pronoun takes the place of a noun.
  2. Explain that some nouns have pronouns to which they refer, which are called antecedents. Pronouns must agree with their antecedents for person, number, and gender.  
Examples: *The girl brushed her hair. The boys played their game.*
  3. Write the following indefinite pronouns on the board and say:  
*These pronouns are **always** singular.*

|                 |                |                  |
|-----------------|----------------|------------------|
| <i>Each</i>     | <i>Either</i>  | <i>Everybody</i> |
| <i>Everyone</i> | <i>Anyone</i>  | <i>Nobody</i>    |
| <i>Somebody</i> | <i>One</i>     | <i>Someone</i>   |
|                 | <i>Anybody</i> |                  |
  4. Use a singular pronoun to refer to two singular nouns that are connected by *or* or *nor*. Example: *Neither Bob nor Ted showed his (not their) ID.*  
Write this example on the board.
  5. Use a plural pronoun to refer to two nouns that are joined by the word *and*.  
Example: *Paul and Ringo had their picture taken with the fan.*  
Write this example on the board.
  6. Write the following two indefinite pronouns on the board and say:  
*Sometimes, these are singular, and sometimes, these are plural.*  
*Either*  
*Neither*  
  
Use a plural pronoun to refer to two plural nouns (a compound subject) that are joined by *either/or* or *neither/nor*.  
  
Write this example on the board: *Neither the coaches nor the players were happy when they lost the game. Say: Notice that both nouns (coaches and players) are plural. So, use a plural pronoun – “they.”*

Continued

7. Use both male and female forms of pronouns if a gender is not given in the sentence.

Example: *A professor gives his or her opinion to the class.*

8. Use the Noun and Pronoun Agreement worksheet as review.

**ANSWER KEY:**

- |    |                |     |            |
|----|----------------|-----|------------|
| 1. | his or herself | 6.  | his        |
| 2. | he or she      | 7.  | their      |
| 3. | her            | 8.  | his or her |
| 4. | their          | 9.  | his or her |
| 5. | his            | 10. | her        |

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **NOUN & PRONOUN AGREEMENT**

Directions: In the blank provided, write the pronoun that agrees with its antecedent.

1. No-one with any sense wants to see \_\_\_\_\_ become obese.
2. Do you think any one of these people will admit that \_\_\_\_\_ saw the movie.
3. One of the girls had a mosquito bite on \_\_\_\_\_ leg.
4. Larry, Moe, and Curley combed \_\_\_\_\_ hair before the show.
5. Neither Mike nor Steve could make \_\_\_\_\_ own sandwiches.
6. Tom fell and hurt \_\_\_\_\_ knee.
7. Susan and Jamie went home and did all of \_\_\_\_\_ homework.
8. A doctor diagnoses \_\_\_\_\_ patient with influenza.
9. Somebody must surely miss \_\_\_\_\_ dog.
10. The teacher, Ms. Jones, surprised the class by bringing in \_\_\_\_\_ new baby.

- LEVEL:** 2.0-3.9
- STANDARD:** 12.0 Apply basic grammatical rules and concepts
- BENCHMARK:** 12.06 Distinguish uses of the, a, and an.
- MATERIALS:** Board, “Articles” worksheet
- PROCEDURE:**
1. Explain that the words “*a, an, and the*” are called articles because these three words are always considered to be adjectives.
  2. The definite article is used before singular and plural nouns when the noun is particular or specific. **The** signals that the noun is definite, that it refers to a *particular* member of a group.
    - **A** and **an** signal that the noun modified is indefinite, referring to *any* member of a group. These indefinite articles are used with singular nouns when the noun is general. If the noun is modified by an adjective, the choice between *a* and *an* depends on the initial sound of the adjective that immediately follows the article. Example:
      - **a** broken egg
      - **an** egg
      - **a** European country (i.e. begins with consonant ‘y’ sound)
  3. Have the students complete the “Articles” worksheet as review.

**ANSWER KEY:**

1. the
2. a
3. a
4. an
5. The
6. an
7. an
8. a
9. The
10. the

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## Articles Worksheet

Directions: The adjectives *a*, *an*, and *the* are called articles. Choose the correct article to complete each sentence.

1. Many articles were written about \_\_\_\_\_ assassination of President Kennedy.
2. We are going to have \_\_\_\_\_ light lunch.
3. She is giving \_\_\_\_\_ short course in anger management.
4. Can I have \_\_\_\_\_ apple?
5. \_\_\_\_\_ flowers are beautiful.
6. I wish I had \_\_\_\_\_ expensive watch.
7. That was \_\_\_\_\_ exciting movie.
8. Bob is taking \_\_\_\_\_ course in CPR.
9. \_\_\_\_\_ meeting was long and boring.
10. We ran around \_\_\_\_\_ block.

**LEVEL:** 2.0-3.9

**STANDARD:** 13.0 Organize information

**BENCHMARK:** 13.01 Assign words to appropriate lists based on similarities in definition, structure, or part of speech.

**MATERIALS:** Board, "Listing" worksheet, chalk, pencils

- PROCEDURE:**
1. Discuss with the students that the first step in organizing information is assigning words to appropriate lists.
  2. Explain that there are three ways in which to organize information into lists: similarities in definitions, similarities in structures, or similarities in parts of speech. Write the categories on the board.
  3. Under each category write an example.  
Similarities in definition  
dirty - filthy - nasty  
  
Similarities in structure  
going - helping - looking  
  
Similarities in parts of speech  
her - she - you
  4. Have the students brainstorm a list of two words under each of these categories.
  5. Have the students complete the "Listing" worksheet as review.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# LISTING

kind

I

classroom

nice

pleasant

me

fireman

he

fleamarket

friendly

you

hotdog

horseshoe

her

sweet

Directions: Write each word under the correct category.

| Similar in Definition | Similar in Word Structure | Similar in Part of Speech |
|-----------------------|---------------------------|---------------------------|
|                       |                           |                           |
|                       |                           |                           |
|                       |                           |                           |
|                       |                           |                           |
|                       |                           |                           |
|                       |                           |                           |
|                       |                           |                           |

**ANSWER KEY:****LISTING**

|           |            |
|-----------|------------|
| kind      | he         |
| I         | fleamarket |
| classroom | friendly   |
| nice      | you        |
| pleasant  | hotdog     |
| me        | horseshoe  |
| fireman   | her        |
|           | sweet      |

Directions: Write each word under the correct category.

| Similar in Definition | Similar in Word Structure | Similar in Part of Speech |
|-----------------------|---------------------------|---------------------------|
| nice                  | classroom                 | I                         |
| kind                  | horseshoe                 | me                        |
| pleasant              | fireman                   | he                        |
| friendly              | fleamarket                | you                       |
| sweet                 | hotdog                    | her                       |
|                       |                           |                           |

- LEVEL:** 2.0-3.9
- STANDARD:** 13.0 Organize information
- BENCHMARK:** 13.02 Generate headings for words grouped by commonalities.
- MATERIALS:** Colored marbles, “Name That List” worksheet
- PROCEDURE:**
1. Bring a bag of different colored marbles (recommended three different colors) to class. Ask for three volunteers to help with this illustration.
  2. Put the marbles on a table in the front of the room. Set one level of books around the perimeter of the table so the marbles will not roll onto the floor and ensure that the rest of the class can see.
  3. Ask the volunteers: *What is the first step we should take to organize these marbles?* Answer: Separate the marbles by color. Have students complete this step.
  4. Say: *“Our job is not done. What do you think is the next step?”* Keep calling on different students until the correct answer is supplied. Give each group a name.
  5. Discuss with the students that they now know two steps of organization:
    - Assign words to lists
    - Give lists a name
  6. Have students complete the “Name That List” worksheet as review.
- Teacher Tip:** A small piece of felt fabric works well to hold marbles in place and make them more visible.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **NAME THAT LIST**

Directions: Give each list of words an appropriate name.

1. \_\_\_\_\_  
Leon  
Dade  
Duval

2. \_\_\_\_\_  
teacher  
nurse  
truck driver

3. \_\_\_\_\_  
pen  
pencil  
crayon

4. \_\_\_\_\_  
dogs  
cats  
rodents

5. \_\_\_\_\_  
Accord  
Grand-Am  
Corvette

**ANSWER KEY:**

## **NAME THAT LIST**

Directions: Give each list of words an appropriate name.

1. **Counties in Florida** \_\_\_\_\_

Leon  
Dade  
Duval

2. **Jobs (occupations)** \_\_\_\_\_

teacher  
nurse  
truck driver

3. **Writing Utensils** \_\_\_\_\_

pen  
pencil  
crayon

4. **Animals** \_\_\_\_\_

dogs  
cats  
rodents

5. **Cars** \_\_\_\_\_

Accord  
Grand-Am  
Corvette

**LEVEL:** 2.0-3.9

**STANDARD:** 13.0 Organize information

**BENCHMARK:** 13.03 Identify sentences and non-sentences.

**MATERIALS:** "Sentence or Fragment" worksheet, board, chalk, pencils

- PROCEDURE:**
1. Review the definition of a *sentence*: A sentence has a subject, a predicate, and forms a complete thought. Write an example on the board. (The dog can cross the street.)
  2. Inform students that a *fragment* is an incomplete sentence. It may be missing a subject, a verb, or does not form a complete thought. Write an example on the board. (in the chair)
  3. Use the analogy that a car cannot work without an engine, gas, and tires as a sentence does not work without a subject, verb, and a complete thought.
  4. Have the student use the "Sentence or Fragment" worksheet to differentiate between sentences and fragments.

- ANSWER KEY:**
- |              |              |
|--------------|--------------|
| 1. sentence  | 11. fragment |
| 2. fragment  | 12. fragment |
| 3. fragment  | 13. fragment |
| 4. sentence  | 14. sentence |
| 5. sentence  | 15. sentence |
| 6. sentence  | 16. fragment |
| 7. fragment  | 17. fragment |
| 8. sentence  | 18. sentence |
| 9. sentence  | 19. sentence |
| 10. fragment | 20. fragment |

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **SENTENCE OR FRAGMENT?**

Directions: Identify whether each of the following is a sentence or fragment.

1. Bob threw the football. \_\_\_\_\_
2. Shot the basket. \_\_\_\_\_
3. Ate the last piece of pie. \_\_\_\_\_
4. Mom makes the best dessert. \_\_\_\_\_
5. Pat was on the computer. \_\_\_\_\_
6. The baby is sleeping. \_\_\_\_\_
7. Is working. \_\_\_\_\_
8. The marker stinks. \_\_\_\_\_
9. My pencil needs to be sharpened. \_\_\_\_\_
10. Clean-up room. \_\_\_\_\_
11. Desk is old. \_\_\_\_\_
12. I hungry. \_\_\_\_\_
13. It cold outside. \_\_\_\_\_
14. His truck is nice. \_\_\_\_\_
15. Pets are a lot of work. \_\_\_\_\_
16. The game is. \_\_\_\_\_
17. I want to go to the. \_\_\_\_\_
18. Will you take out the trash? \_\_\_\_\_
19. Mr. Bob is funny. \_\_\_\_\_
20. I afraid of snakes. \_\_\_\_\_

**LEVEL:** 2.0-3.9

**STANDARD:** 13.0 Organize information

**BENCHMARK:** 13.04 Tell an event in chronological order.

**MATERIALS:** An old hat, “Fairy Tale Detail” sheet, prizes

- PROCEDURE:**
1. Before class, type or write the title of a well-known fairy tale and a significant detail from that story that occurred at the beginning of the story on a strip of paper. You may use the *Fairy Tale Detail Sheet* supplied with this lesson to facilitate this. On another strip of paper, type or write the name of the fairy tale again and another significant detail from the story that occurred after the first, but is not quite to the half way point of the story. On a third strip of paper, type or write the title of the fairy tale again and type or write another significant detail that occurred approximately half way through the story. On the final strip of paper, type or write the title of the fairy tale a significant event that happened toward the end of the story. Repeat this procedure using another fairy tale until you have enough strips so that each student in the class will have one.
  2. Take all the strips of paper, fold them, and place them into a container.
  3. Inform the class that *chronological order* is one of the most frequently used patterns of organization.
  4. Write the following definition of *chronological order* on the board: Chronological order is the order in which things occur.
  5. Discuss the key words that show chronological order; such as, next, then, finally, first, second, and third.
  6. Tell the students that they are going to apply their knowledge of chronological order by participating in a team exercise. The winning team will receive a prize.
  7. Explain to the students that this exercise must be completed in absolute silence. If a group talks, it will be disqualified.

*Continued*

8. Do not allow the students to draw slips of paper from the container until you explain the following: each student will pick a slip of paper, find his or her group members, and organize the details into chronological order. They will accomplish this by reading the details silently to themselves, forming a line with the person holding the first chronological detail at the head of the line, the person with the second detail will be second in line, and so on until the person with the last detail will be at the end of the line.
9. Have students draw a strip of paper from the container. Ideally the class will form 3 groups of four.
10. Once the winning group has been established and the other groups are satisfied that they are in chronological order, each group will read its details. The person with the first detail will read first, the person with the second detail will read second, etc.
11. The winning group may receive any prize deemed suitable, perhaps candy, a fancy writing utensil, or 15 minutes of silent sustained reading.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **Fairy Tale Details**

Directions: Put in chronological order.

### **1. *Goldilocks and the Three Bears***

- Goldilocks comes upon a deserted house.
- Next, she tries 3 different chairs and 3 different bowls of porridge.
- Then she becomes tired and finds a bed in which to nap.
- Finally, the 3 bears return home and find Goldilocks.

### **2. *Little Red Riding Hood***

- Little Red Riding Hood travels through the woods on the way to her grandmother's house when she meets Mr. Wolf.
- Mr. Wolf beats Little Red Riding Hood to her grandmother's house and eats Granny.
- Then Little Red Riding Hood arrives at grandmother's house but notices that her grandmother does not look familiar.
- Finally Mr. Wolf tries to eat Little Red Riding Hood, but she gets away.

### **3. *Three Little Pigs***

- It was time for the 3 little pigs to leave their mother's home and make a home for themselves.
- The first pig made a house of straw, the second pig made a house of sticks, and the third pig made a house of bricks.
- Then one night the big bad wolf was hungry, so he blew down the houses of straw and sticks and ate the first two piggies. The wolf came upon the brick house but could not blow it down.
- Finally, the wolf climbed down the chimney and was burnt alive.

- LEVEL:** 2.0-3.9
- STANDARD:** 14.0 Write to communicate ideas and information
- BENCHMARK:** 14.01 Make a plan for writing that includes a central topic and at least two related ideas.
- MATERIALS:** Board, “Umbrella of Understanding” worksheet
- PROCEDURE:**
1. Write the following topics on the board: animals, education, sports, and jobs.
  2. Draw a picture of an umbrella on the board and discuss that people must prepare themselves for going out in the rain just as people must prepare themselves for writing. This is called pre-writing, and it is the first step in the writing process.
  3. Say: *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.*
  4. Inform students that a *paragraph* is a group of two or more sentences that have a main idea.
  5. In the top of the umbrella you have drawn on the board 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 the students provide these ideas*).
  6. Next, tell the students that every word listed is going to be used in its own sentence.
  7. 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 the class: *“What is our topic sentence going to be about?” animals.*
  8. Next, introduce the term *supporting sentences*. Supporting sentences give details, facts, and examples to support the main idea—topic sentence—of a paragraph. Ask the class: *“What are the supporting sentences going to be about?”*
  9. 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 the paragraph.
  10. Distribute and have students complete the graphic worksheet. Once the worksheet has been approved, have students write a paragraph using this information.

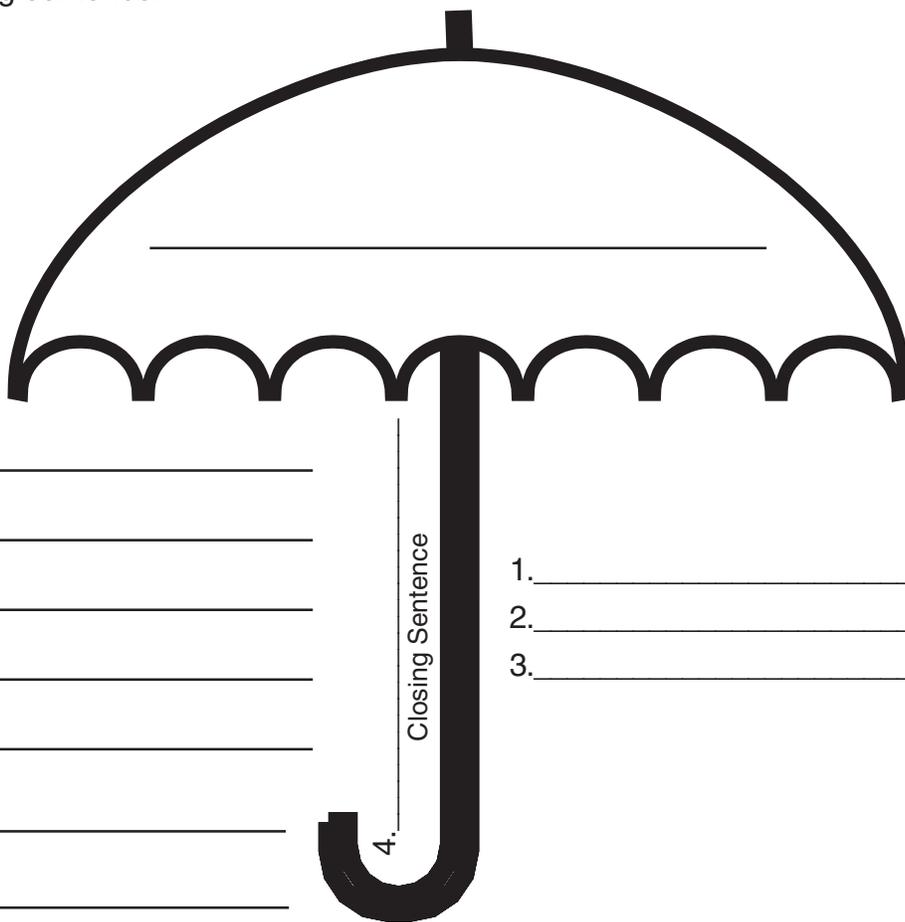
Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# **Umbrella of Understanding Worksheet**

Directions: Inside the umbrella, write the main idea in a complete sentence.  
On the lines next to the handle, write details that support the main idea. Write a closing sentence along the handle. On the lines provided, write a paragraph which includes the main idea, supporting details, and a closing sentence.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- LEVEL:** 2.0-3.9
- STANDARD:** 14.0 Write to communicate ideas and information
- BENCHMARK:** 14.02 Draft and revise simple writings that express ideas clearly.
- MATERIALS:** Paper and pencil, and “Umbrella of Understanding” worksheet
- PROCEDURE:**
1. Review that the first stage of writing is pre-writing. Ask students to name one form of pre-writing.
  2. Discuss with the class that there are, in all, 5 stages of writing, but today concentration will be focused only on the pre-writing, drafting, and revising.
  3. Write the definitions of drafting and revising on the board.
    - Draft- pre-writing notes take the form of an essay
    - Revise- big changes; ideas (paragraphs) are moved or deleted, word selection
  4. Pair students and have each complete an “Umbrella of Understanding” worksheet for the following two topics: childhood and adolescence/adult life
  5. Tell the pairs to switch papers and check to see if the details in his or her partner’s umbrellas are in chronological order.
  6. Instruct students to draft a paragraph for each topic. Then switch papers again and wait until further instruction.
  7. When everyone has completed his or her draft, explain the guidelines of peer revision.
    - You must read your partner’s paper through silently once
    - You will identify the strongest part of the draft
    - You will identify the weakest part of the draft
    - You will circle any over-used words like good, happy, bad, etc.
  8. Instruct the pairs to return papers to their owners. The writer will now revise his or her essay using the notes made on his or her draft by his or her partner.

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# **Umbrella of Understanding Worksheet**

Directions: Inside the umbrella, write the main idea in a complete sentence.  
On the lines next to the handle, write details that support the main idea.

\_\_\_\_\_ Topic

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Closing

\_\_\_\_\_ detail

\_\_\_\_\_ detail

\_\_\_\_\_ detail

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

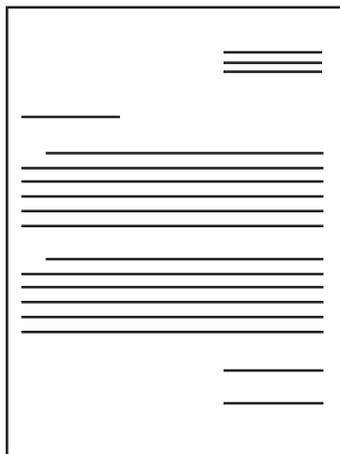
**LEVEL:** 2.0-3.9

**STANDARD:** 14.0 Write to communicate ideas and information

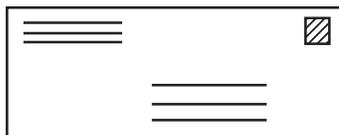
**BENCHMARK:** 14.03 Compose a short letter and address an envelope.

**MATERIALS:** Stationary, envelope, pen or pencil, overhead projector, friendly letter transparency, addressed envelope transparency

- PROCEDURE:**
1. Review with students the capitalization and punctuation rules concerning a friendly letter.
  2. Using an overhead projector, display the format of a friendly letter.



3. Identify the important parts of a letter - the heading, the greeting, the body, the complimentary closing, the signature line, the postscript (p.s.).
4. Using an overhead projector, display the format of an addressed envelope.



5. Have students write a friendly letter to a relative using the correct format. Then address the envelope correctly and mail.

## ***Friendly Letter Transparency***

Mr. Sam Green  
706 North Glenwood Dr.  
Clearwater, Florida

Dear Mr. and Mrs. Keller,

How are you? It has been a long time since I have seen you. I am enjoying my new home. I have many nice neighbors and the weather has been great! My new job is very interesting. How are your children? I bet they are growing up very quickly! Please write back and let me know how you are doing.

Sincerely,

Sam Green

P.S.

Don't forget to send some recent photos!

## ***Envelope Transparency***

Mr. and Mrs. James Keller  
695 Timberlake Road  
Tallahassee, Florida 32307

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

# Friendly Letter

Directions: Write a friendly letter using the correct format.

|          |                     |
|----------|---------------------|
|          | Heading             |
|          | _____               |
|          | _____               |
|          | _____               |
| Greeting |                     |
| _____ ,  |                     |
| The Body |                     |
| _____    |                     |
| _____    |                     |
| _____    |                     |
| _____    |                     |
| _____    |                     |
| _____    |                     |
|          | Complimentary Close |
|          | _____ ,             |
|          | Signature Line      |
|          | _____               |
|          | Post Script (P.S.)  |
|          | _____               |

**LEVEL:** 2.0-3.9

**STANDARD:** 14.0 Write to communicate ideas and information

**BENCHMARK:** 14.04 Complete a simple form stating personal information.

**MATERIALS:** Information Sheet, pens and pencils

**PROCEDURE:**

1. Discuss with students the variety of reasons someone might ask another individual for personal information.
2. Explain that it is essential that one have this information memorized.
3. Practice filling out the information on the attached worksheet.
4. Keep it on file so that pertinent information on the student is close at hand.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

## **INFORMATION SHEET**

NAME: \_\_\_\_\_

HOME PHONE: \_\_\_\_\_

WORK PHONE: \_\_\_\_\_

CELL PHONE: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

BIRTHDATE: \_\_\_\_\_

PARENT OR GUARDIAN'S NAME: \_\_\_\_\_

PARENT OR GUARDIAN'S HOME PHONE: \_\_\_\_\_

PARENT OR GUARDIAN'S WORK PHONE: \_\_\_\_\_

**EMERGENCY CONTACT NAME:** \_\_\_\_\_

HOME PHONE: \_\_\_\_\_

WORK PHONE: \_\_\_\_\_

CELL PHONE: \_\_\_\_\_

**LEVEL:** 2.0-3.9

**STANDARD:** 14.0 Write to communicate ideas and information

**BENCHMARK:** 14.05 Write from personal experience.

**MATERIALS:** Notebook, paper and pencil

- PROCEDURE:**
1. Ask: *What is the easiest person or thing to write about?* Ourselves or something that has happened to us.
  2. Write the following journal topic on the board: *What is the best birthday present you have ever received? Be sure to include important details like your birth date, age, who gave you the gift, and where the gift is now.*
  3. Remind students that before they begin their essay, they must first show some form of pre-writing.
  4. Give the students approximately 20 minutes to finish this essay.

- LEVEL:** 2.0-3.9
- STANDARD:** 14.0 Write to communicate ideas and information
- BENCHMARK:** 14.06 Compose simple sets of instructions for tasks using logical sequencing of at least three steps.
- MATERIALS:** Sticker sheets, paper, pencils
- PROCEDURE:**
1. As the students enter the room, give each a sticker. Pass out the stickers so that every 2 students have matching designs or colors.
  2. Tell the students that in a moment you will give a set of instructions. They must be followed precisely in order for the exercise to work. You will only give the instructions one time. They must remain seated until you say, "GO!"
  3. Instruct the students to stand, gather a pencil and paper, find the person whose sticker matches yours, sit down next to each other, and fold your hands on top of the desk.
  4. Yell, "GO!"
  5. Once everyone is seated again, explain that following directions is just as important as writing good, clear directions.
  6. Explain to students that they are now going to write a set of directions. They are going to explain on paper how to tie one's shoes.
  7. Remind students not to skip any steps. They should assume that the person using the instructions knows nothing about performing this task.
  8. When each student in the pair has finished his or her directions, he or she must read the directions to his or her partner.
  9. One student will read while the other demonstrates. The demonstrator will have to perform the task exactly as instructed; he or she cannot add steps. Then the students will switch roles.
  10. Give the students time to revise their directions.

- LEVEL:** 2.0-3.9
- STANDARD:** 15.0 Demonstrate the ability to speak effectively
- BENCHMARK:** 15.01 Use eye contact and simple gestures to enhance communication.
- MATERIALS:** “Quotable Quotes” sheet
- PROCEDURE:**
1. Share with the students that only 16 percent of our perception (knowledge) comes from what we hear. The rest is derived from nonverbal cues.
  2. Explain that nonverbal cues include: gestures, movement, appearance, facial expression, tone of voice, etc.
  3. Have the students share instances in which they did not listen to a person who displayed poor use of nonverbal cues. *A teacher, a preacher, a motivational speaker, or a fellow classmate.* Discuss with the students what the speaker did or did not do while speaking.
  4. Inform students that they are now going to practice effective speaking by utilizing eye contact and simple gestures.
  5. Tell students that they must hold eye contact with a person for 3 seconds before looking away, or else the speaker will look insecure. His or her eyes will be darting all over the room.
  6. Simple gestures would include: holding hands at sides palm upward, touching chest if saying I or me, pointing at the audience if saying you, or a sweeping hand movement.
  7. Practice by having students pick at random a Quotable Quote from the “Quotable Quotes” sheet and reading it in front of the classroom. After each student has spoken once, have them practice a second time by reading a second quote in the front of the class.
  8. Assess students by the number of gestures and degree of eye contact.

## Quotable Quotes

Directions: Select one quote. Read the quote several times silently and then read the quote aloud to the class using appropriate gestures and eye contact.

Education is the ability to listen to almost anything without losing your temper or your self-confidence.

*Robert Frost*

The books that help you the most are those which make you think the most.

*Theodore Parker*

If a man's character is to be abused, there's nobody like a relative to do the business.

*William Thackeray*

Those who educate children well are more to be honored than parents, for these only gave life, those, the art of living well.

*Aristotle*

Perhaps the most valuable result of all education is the ability to make yourself do the thing you have to do, when it ought to be done, whether you like it or not.

*Thomas Huxley*

When asked how much educated men were superior to those uneducated, Aristotle answered, "As much as the living are to the dead."

*Diogenes Laertius*

Enthusiasm is the inspiration of everything great. Without it no man is to be feared, and with it none despised.

*Christian Nostelle Bovee*

Our greatest happiness does not depend on the condition of life in which chance has placed us, but is always the result of a good conscience, good health, occupation, and freedom in all just pursuits.

*Thomas Jefferson*

To laugh with others is one of life's great pleasures. To be laughed at by others is one of life's great hurts.

*Frank Tyger*

Only those who have the patience to do simple things perfectly will acquire the skill to do difficult things easily.

*Johann Von Schiller*

You can fool some of the people all of the time and all of the people some of the time - but most of the time they will make fools of themselves.

*Voltaire*

Whatever words we utter should be chosen with care for people will hear them and be influenced by them for good or ill.

*Buddha*

There is no such thing as a self-made man. We are made up of thousands of others. Everyone who has ever done a kind deed for us, or spoken one word of encouragement to us, has entered into the makeup of our character and our thoughts, as well as our success.

*George Matthew Adams*

Anyone can do any amount of work provided it isn't the work he is supposed to be doing at that moment.

*Robert Benchley*

To be on time is to be late. To be early is to be on time.

*Tim Gunter*

Experience is a dear teacher, but fools will learn at no other.

*Benjamin Franklin*

If fifty million people say a foolish thing, it is still a foolish thing.

*Anatole France*

Advice is what we ask for when we already know the answer but wish we didn't.

*Erica Jong*

Whatever the number of a man's friends, there will be times in his life when he has one too few; but if he has only one enemy, he is lucky indeed if he has not one too many.

*Edward Robert Bulwer-Lytton*

**LEVEL:** 2.0-3.9

**STANDARD:** 15.0 Demonstrate the ability to speak effectively

**BENCHMARK:** 15.02 Orally present a written assignment.

**MATERIALS:** A previously written assignment, slips of paper numbered 1-10

- PROCEDURE:**
1. Review with students effective speaking strategies—eye contact and simple gestures.
  2. Instruct students to pick what they feel is their best written essay. They will have to orally present this assignment in front of the room.
  3. Have students randomly pick a number from 1-10 (or the number of students in class). This is the order in which they will present.
  4. Assess presentation by noting voice, eye contact, and simple gestures.

**LEVEL:** 2.0-3.9

**STANDARD:** 16.0 Demonstrate basic computer use

**BENCHMARK:** 16.01 Open and close basic computer programs appropriately.

**MATERIALS:** Blank diskettes, computer work stations

- PROCEDURE:**
1. Before class begins, place a disk at every available computer work station.
  2. Have the students pair themselves around computer stations and review with them the basic computer terminology, i.e., hardware, software, mouse, monitor, boot up, disk, and disk drive. The students should touch the part of the computer that corresponds with the term that is called out.
  3. Instruct one student to sit in front of the computer, telling him or her that he or she will go through a series of actions in order to properly open and close basic computer programs.
  4. Tell the students to turn on the monitor. Then press the power button of the computer tower to boot up the machine.
  5. Next, use the mouse and cursor to locate the Word icon. Double click to enter the program.
  6. Using the mouse, move the cursor along the top toolbar. Briefly explain what tasks each menu performs.
  7. Finally, instruct the students to exit out of Word. Then using the Start menu, properly shut down the computer.
  8. Repeat the same procedure until each student has completed the exercise.

- LEVEL:** 2.0-3.9
- STANDARD:** 16.0 Demonstrate basic computer use
- BENCHMARK:** 16.02 Identify and access a web address.
- MATERIALS:** Boxes/cans of food or drink with a web address listed and a computer with Internet access
- PROCEDURE:**
1. Pass out enough boxes/cans of food or drink so that each individual student gets one or the other.
  2. Instruct the students to locate the Web address of the company on the box or can.
  3. Pair the students. Have the first boot up the computer (turning the monitor on first) and accessing the Internet to find the Web address listed.
  4. Have the students switch. The second student will access the Internet to find the Web address listed on his or her box or can.
  5. Tell the second student to shut down the computer by using the Start menu.