

**CHAPTER 21 LESSON 1**

PLANNING BOX FOR LESSON 1	
LESSON PLANS:	<p><b>Jingles:</b> No jingles.  <b>Grammar:</b> Introduce Mixed Patterns 1-5. Classify Introductory Sentences.  <b>Oral Skill Builder Check:</b> Do an oral check of a given set of skill builders.  <b>Skills:</b> Introduce how to identify and categorize kinds of pronouns. Give Skill Test.  <b>Writing:</b> Give Writing Assignment # 33 Part 1: Independent Research Report. (Students will choose a topic from a selected list. Teacher must approve chosen topic.)</p>
OBJECTIVES:	<ol style="list-style-type: none"> <li>Students will label each word in a set of Introductory Sentences to review skills in Patterns 1-5.</li> <li>Students will review a given set of skills in an Oral Skill Builder Check.</li> <li>Students will identify and categorize demonstrative, indefinite, and interrogative pronouns.</li> <li>Students will identify and categorize the person and case of personal pronouns.</li> <li>Students will do the first step in their independent writing assignment: choose a topic, narrow the topic, and have the teacher approve the narrowed topic.</li> </ol>
PREPARATION:	<p>Use student pages 190-192 and Skill Test on student book page 193 or student test workbook page 52.  Put the Introductory Sentences on the board or overhead (located in teaching steps).  Know the Question and Answer Flow for the Introductory Sentences.  Schedule library time for Lesson 2.  Read all teaching steps before presenting Lesson 1.</p>

**STEP 1:** Have the Introductory Sentences below on the board or overhead to classify with your students. Tell students that the sentences they classify with you today will be a mixture of Patterns 1-5. As you classify these mixed pattern sentences with your class, have them look carefully at the main parts so they can identify the correct pattern for each sentence. Again, for the greatest benefit, students must participate orally with the teacher.

Chapter 21 Introductory Sentences
<ol style="list-style-type: none"> <li>_____ That perfume smells too strong for me!</li> <li>_____ Did Sam wear his new Austrian hat to the meeting?</li> <li>_____ The brave captain shouted angrily at the mutinous crew.</li> <li>_____ Those are outrageous costumes for the party!</li> <li>_____ Show us your new tennis racket.</li> </ol>

Question and Answer Flow for Sentence 1: That perfume smells too strong for me!	
<ol style="list-style-type: none"> <li>What smells too strong for me? perfume - SN</li> <li>What is being said about perfume? perfume smells - V</li> <li>Perfume smells what? strong - verify the adjective</li> <li>What kind of perfume? strong - PA</li> <li>Smells - LV</li> <li>How strong? too - Adv</li> <li>For - P</li> <li>For whom? me - OP</li> <li>Which perfume? that - Adj</li> <li>SN LV PA P5 Check</li> </ol>	<ol style="list-style-type: none"> <li>Check the verb: linking verb.</li> <li>Check again for prepositional phrases.</li> <li>(For me) - Prepositional phrase</li> <li>Exclamation point, strong feeling, exclamatory sentence</li> <li>Go back to the verb - divide the complete subject from the complete predicate.</li> <li>Is there an adverb exception? No.</li> <li>Is this sentence in a natural or inverted order? Natural - no change.</li> </ol>
<p><b>Classified Sentence:</b></p> <p style="text-align: center;"> <u>SN LV</u>      Adj    SN    LV    Adv PA    P    OP  That perfume / smells too strong (for me!) E  PA P5 </p>	

**CHAPTER 21 LESSON 1 CONTINUED**

**Question and Answer Flow for Sentence 2: Did Sam wear his new Austrian hat to the meeting?**

- |  |  |
|--|--|
| 1. Who did wear his new Austrian hat to the meeting?<br>Sam - SN | 12. To what? meeting - OP  |
| 2. What is being said about Sam? Sam did wear - V                | 13. The - A  |
| 3. Did - HV  | 14. SN V-t DO P2 Check   |
| 4. Sam did wear what? hat - verify the noun                      | 15. Check the verb: verb-transitive.   |
| 5. Does hat mean the same thing as Sam? No.                      | 16. Check again for prepositional phrases.   |
| 6. Hat - DO  | 17. (To the meeting) - Prepositional phrase  |
| 7. Wear - V-t  | 18. Question mark, question, interrogative sentence  |
| 8. What kind of hat? Austrian - Adj                              | 19. Go back to the verb - divide the complete subject from the complete predicate.   |
| 9. What kind of hat? new - Adj                                   | 20. Is there an adverb exception? No.  |
| 10. Whose hat? his - PPA   | 21. Is this sentence in a natural or inverted order?<br>Inverted - underline the subject parts once and the predicate parts twice. |
| 11. To - P   |  |

**Classified Sentence:**

HV SN V-t PPA Adj Adj DO P A OP  
SN V-t Did Sam / wear his new Austrian hat (to the meeting?) Int  
 DO P2

**Question and Answer Flow for Sentence 3: The brave captain shouted angrily at the mutinous crew.**

- |  |  |
|--|--|
| 1. Who shouted angrily at the mutinous crew?<br>captain - SN | 5. The - A   |
| 2. What is being said about captain?<br>captain shouted - V  | 10. SN V P1 Check  |
| 3. Shouted how? angrily - Adv                                | 11. Check for prepositional phrases.   |
| 4. At - P  | 12. (At the mutinous crew) - Prepositional phrase                                  |
| 5. At whom? crew - OP  | 13. Period, statement, declarative sentence  |
| 6. What kind of crew? mutinous - Adj                         | 14. Go back to the verb - divide the complete subject from the complete predicate. |
| 7. The - A   | 15. Is there an adverb exception? No.  |
| 8. What kind of captain? brave - Adj                         | 16. Is this sentence in a natural or inverted order?<br>Natural - no change.       |

**Classified Sentence:**

A Adj SN V Adv P A Adj OP  
SN V The brave captain / shouted angrily (at the mutinous crew.) D  
 P1



## CHAPTER 21 LESSON 1 CONTINUED

**STEP 2:** Now, use Sentences 1-5 that you just classified with your students to do an Oral Skill Builder Check. The following list provides you with the skill builders you have covered. You may add other skill builders to the list as you see the need for extra practice on a particular skill.

### Oral Skill Builder Check

#### Use all five sentences:

1. **Noun check.**  
(Say the job and then say the noun. Circle each noun.)
2. **Identify the nouns as singular or plural.**  
(Write **S** or **P** above each noun.)
3. **Identify the nouns as common or proper.**  
(Follow established procedure for oral identification.)
4. **Do a vocabulary check.**  
(Follow established procedure for oral identification.)

#### Choose one sentence:

5. **Identify the complete subject.**  
(Underline the complete subject once.)
6. **Identify the complete predicate.**  
(Underline the complete predicate twice.)
7. **Identify the simple subject and predicate.**  
(Underline the simple subject once and the simple predicate twice.)
8. **Do a subject/verb agreement check.**  
(Change the verb to present tense if necessary. Do a singular and a plural subject/verb agreement check.)
9. **Do a verb chant.**  
(The verb chant is done last.)

**STEP 3:** Have students turn to page 190 in their student books. Read and discuss the information on identifying and categorizing kinds of pronouns. Tell students that they will use the pronoun charts to do the guided practice with you on the next page. *(This information is reproduced for you in the order that you will need it on the next two pages.)*

### Identify and Categorize Kinds of Pronouns

You have already studied several kinds of pronouns. In this chapter, you will identify the pronouns you have studied and then categorize them according to name, singular or plural, case (subjective, possessive, or objective), and person (first, second, or third person).

Study the charts below on identifying and categorizing pronouns. Then use the chart as you work through the practice exercises.