

A Sentence for Life

Grade Level: 2nd Grade

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Length of Unit: 10 lessons (each lesson approximately 40 minutes)

I. ABSTRACT

This unit focuses on the sentence. In these ten lessons, students will begin with sentence recognition and end with punctuating a paragraph. Students will understand the subject and a predicate of a sentence, how to punctuate the four types of sentences, and how to proofread a paragraph. Every lesson follows a step by step instruction sequence that includes an independent activity used for evaluation. The many writing activities combined with thinking skills will prepare each second grader for the language arts tasks that await them.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how to write with purpose using strategies and mechanics to communicate effectively (Colorado Language Arts Standard 2).
2. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling (Colorado Language Art Standard 3).

B. Content from the *Core Knowledge Sequence*

1. Second Grade Language Arts, p.44
 - a. Reading and Writing: Spelling, Grammar, and Usage
 - i. Understand what a complete sentence is and identify subject and predicate in simple sentences.
 - ii. Use capital letters for:
 - a) the first word of a sentence
 - iii. Consistently use correct end punctuation: period, question mark, exclamation point

C. Skill Objectives

1. Students will identify sentences.
2. Students will write sentences.
3. Students will identify the subject of a sentence.
4. Students will create subjects to complete a sentence.
5. Students will identify the predicate of a sentence.
6. Students will create predicates to complete a sentence.
7. Students will distinguish between sentences and groups of words that are not sentences.
8. Students will identify statements.
9. Students will capitalize and punctuate statements correctly.
10. Students will proofread for capital letters.
11. Students will identify questions.
12. Students will capitalize and punctuate questions correctly.
13. Students will proofread for question marks.
14. Students will write questions.
15. Students will distinguish between statements and questions.
16. Students will correctly punctuate statements and questions.
17. Students will proofread sentences for capital letters and end marks.
18. Students will write questions and answers using end marks correctly.
19. Students will identify commands.

20. Students will capitalize and punctuate commands correctly.
21. Students will proofread for capital letters and periods.
22. Students will write a command.
23. Students will identify exclamations.
24. Students will capitalize and punctuate exclamations correctly.
25. Students will proofread for capital letters and exclamation points.
26. Students will identify sentences in a paragraph.
27. Students will capitalize and punctuate a paragraph correctly.
28. Students will proofread for capital letters and punctuation marks.
29. Students will write a paragraph.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *English* by Houghton Mifflin
 2. *Step Up to Writing: Primary Steps Reproducibles* by Maureen Auman
 3. *Grammar: Grades 1 and 2* by Susan Taylor Drumm.
 4. *Grammar and Punctuation: Grade 2* by Susan Kunze
- B. For Students
 1. Writing and Spelling (Kindergarten) *Core Knowledge Sequence*, p. 8
 2. Use correct end punctuation (Grade 1) *Core Knowledge Sequence*, p. 24
 3. Use capitalization for the first word of a sentence (Grade 1) *Core Knowledge Sequence*, p. 24

IV. RESOURCES (listed for additional practice, optional for all lessons)

- A. *Grammar: Grades 1 and 2* by Susan Taylor Drumm
- B. *Step Up to Writing: Primary Steps Reproducibles* by Maureen Auman
- C. *Grammar and Punctuation: Grade 2* by Susan Kunze
- D. *Daily Paragraph Editing: Grade 2* by Kristen Kunkel

V. LESSONS

Lesson One: What is a Sentence? (40 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students will understand how to write with purpose using strategies and mechanics to communicate effectively
 - b. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Understand what a complete sentence is and identify subject and predicate in simple sentences.
 - b. Use capital letters for:
 - i. the first word of a sentence
 - c. Consistently use correct end punctuation: period, question mark, exclamation point
 3. Skill Objective(s)
 - a. Students will identify sentences.
 - b. Students will write sentences.
- B. *Materials*
 1. Appendix A: What is a Sentence? (one for each student, one overhead transparency)
 2. Appendix O: Sentence Final Assessment

- C. *Key Vocabulary*
1. Sentence: a group of words that tells a complete thought; it tells who or what, and it tells what happens

- D. *Procedures/Activities*
1. Administer Appendix O: Sentence Final Assessment as a pre-assessment tool. Do not use it as a recorded grade.
 2. *Building Background:* Write these sentences on the board: Rufus barked. Tippy purred. Have student volunteers underline once the part that tells who or what the sentence is about (Rufus, Tippy). Have them underline twice the part that tells what they did (barked and purred).
 3. *Instruction:* Point out that the first word of a sentence always begins with a capital letter. Explain that the words in a sentence must tell who or what did or does.
 4. *Guided Practice:* Make a two-column chart on the board. Label the first column WHO or WHAT and the second column DID or DOES. For example:

Who or What	Did or Does
The teacher	talks.
The boy	laughs.

5. Have the students volunteer words to complete a sentence. Record the sentences on the chart. See example above. You may ask students to refer to a picture or a classroom activity for ideas.
 6. Hand out Appendix A: What is a Sentence? Complete one through four together.
 7. *Independent Practice:* Have students complete the rest of Appendix A on their own.
 8. Closure: Help children summarize that a sentence tells what someone or something did or does. (Optional: Ask students to take out a red pen or pencil to check Appendix A using an overhead transparency.) Collect Appendix A and record the grade.
 9. For additional practice use *Grammar: Grades 1 and 2, Step Up to Writing: Primary Steps Reproducibles*, or *Grammar and Punctuation: Grade 2*.
- E. *Assessment/Evaluation*
1. Student scores for Appendix O: Sentence Final Assessment may be used to evaluate students' knowledge before beginning this unit.
 2. Base initial assessment on informal responses during building background activity.
 3. Student responses for Appendix A will be scored and recorded.

Lesson Two: The Subject of a Sentence (40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to write with purpose using strategies and mechanics to communicate effectively.
 - b. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Understand what a complete sentence is and identify subject and predicate in simple sentences.
 - b. Use capital letters for:
 - i. the first word of a sentence

- c. Consistently use correct end punctuation: period, question mark, exclamation point.
 - 3. Skill Objective(s)
 - a. Students will identify the subject of a sentence.
 - b. Students will write sentences.
 - c. Students will create subjects to complete a sentence.
- B. *Materials*
 - 1. Appendix B: The Subject of a Sentence (one for each student; one overhead transparency; *optional*)
- C. *Key Vocabulary*
 - 1. Subject: tells whom or what the sentence is about
- D. *Procedures/Activities*
 - 1. *Building Background:* Have students think of a person or animal that they could find on a farm. Then have them act out something it does. Have a classmate name the person or animal. Then have children create sentences about what they acted out. Write the sentences on the board. Ask volunteers to underline the person or animal.
 - 2. *Instruction:* Point out that the subject of a sentence may be one or more words. Use examples from the first activity. Explain to students that the subject names the person or animal. A subject is the naming part of a sentence.
 - 3. *Guided Practice:* Draw a chart similar to the one in lesson one. Title the columns SUBJECT and DID or DOES

Subject	Did or Does
The pig	rolls in mud.
The farmer	plows the field.
 - 4. Have students volunteer additional subjects, then what they did or do (see example above). Record students' responses on the chart.
 - 5. Hand out Appendix B: The Subject of a Sentence. Complete the first four problems together.
 - 6. *Independent Practice:* Have students complete the rest of Appendix B on their own.
 - 7. Have children summarize the key points about the subject of a sentence. It names who or what the sentence is about. It also can be one or more words (Optional: You may have students use a red pencil to check Appendix B using an overhead transparency).
 - 8. For additional practice use *Grammar: Grades 1 and 2, Step Up to Writing: Primary Steps Reproducibles*, or *Grammar and Punctuation: Grade 2*.
- E. *Assessment/Evaluation*
 - 1. Student responses for Appendix B will be scored and recorded.

Lesson Three: The Predicate of a Sentence (40 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand how to write with purpose using strategies and mechanics to communicate effectively.
 - b. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.
 - 2. Lesson Content
 - a. Understand what a complete sentence is and identify subject and

- predicate in simple sentences.
 - b. Use capital letters for:
 - i. the first word of a sentence
 - c. Consistently use correct end punctuation: period, question mark, exclamation point.
 - 3. Skill Objective(s)
 - a. Students will identify the predicate of a sentence.
 - b. Students will write sentences.
 - c. Students will create predicates to complete a sentence.
- B. *Materials*
 - 1. Appendix C: The Predicate of a Sentence (one for each student; one overhead transparency; *optional*)
- C. *Key Vocabulary*
 - 1. Predicate: tells what the subject did or does
- D. *Procedures/Activities*
 - 1. *Building Background:* Tell students to think of a being outside on a beautiful summer day. Ask them to think of something they would like to do. Have them act that out. Have classmates guess what they are doing. Write the sentences on the board.
 - 2. *Instruction:* point out that the action part of a sentence may be more than just one word. Write this example on the board: Jack plays ball (underline “plays ball”), or use sentences students provided with the first activity. Tell students that the predicate in a sentence is the action part. It tells what the subject did or does.
 - 3. *Guided Practice:* Write this question on the board, reading it aloud. What does Jack do? (Jack plays ball). Repeat with additional sentences. Then call on volunteers to ask a question. Have another child answer the questions as modeled.
 - 4. Hand out Appendix C: The Predicate of a Sentence. Complete one through four together.
 - 5. *Independent Practice:* Have students complete the rest of Appendix B on their own.
 - 6. Have children summarize the key points about the predicate of a sentence. It names what the subject did or does. It also can be one or more words (*optional:* you may have students use a red pencil to check Appendix C using an overhead transparency).
 - 7. For additional practice, use Grammar: Grades 1 and 2, Step Up to Writing: Primary Steps Reproducibles, or Grammar and Punctuation: Grade 2.
- E. *Assessment/Evaluation*
 - 1. Student responses for Appendix B will be scored and recorded.

Lesson Four: Is it a Sentence? (40 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will understand how to write with purpose using strategies and mechanics to communicate effectively.
 - b. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.
 - 2. Lesson Content
 - a. Understand what a complete sentence is and identify subject and predicate in simple sentences.

- b. Use capital letters for:
 - i. the first word of a sentence
 - c. Consistently use correct end punctuation: period, question mark, exclamation point
 - 3. Skill Objective(s)
 - a. Students will distinguish between sentences and groups of words that are not sentences.
 - b. Students will write sentences.
- B. *Materials*
 - 1. Appendix D: Is It a Sentence? (one for each student; one overhead transparency; *optional*)
 - 2. Appendix E: Unit Check Up (one for each student; one overhead transparency; *optional*)
- C. *Key Vocabulary*
 - 1. Sentence: a group of words that tells a complete thought
 - 2. Subject: tells whom or what the sentence is about
 - 3. Predicate: tells what the subject did or does
- D. *Procedures/Activities*
 - 1. *Building Background:* Write the following sentences on the board: Mother read her a story. Father helped with math. They worked for an hour. Have volunteers underline the subject once and say the word that tells who or what (Mother, Father, They). Have volunteers underline the predicate twice and say what the subject did (read her a story; read, helped with math; helped, worked for an hour; worked).
 - 2. *Instruction:* Point out that a group of words that begins with a capital and ends with a period does not make it a sentence. To be a sentence, the group of words also must have a subject and a predicate.
 - 3. *Guided Practice:* Write these sentences on the board: 1) Works all night. 2) Boys like to read. 3) Four girls play. and 4) The nice teacher. Have a volunteer read the first group of words. Ask students what part is missing to make the group of words a sentence. (the subject) Have students create a subject that makes sense and then say the sentence. (The student works all night). Repeat the steps until you've reviewed all four sentences.
 - 4. Hand out Appendix D: Is it a Sentence? Complete problems one through four together.
 - 5. *Independent Practice:* Have students complete the rest of Appendix D on their own.
 - 6. *Closure:* Have children summarize the key points of this lesson. A complete sentence has a subject and a predicate. Also, each part may be one or more words (optional: you may have students use a red pencil to check Appendix D using an overhead transparency).
 - 7. For additional practice use *Grammar: Grades 1 and 2, Step Up to Writing: Primary Steps Reproducibles*, or *Grammar and Punctuation: Grade 2*.
 - 8. To monitor students' understanding, give students Appendix E: Unit Check Up.
- E. *Assessment/Evaluation*
 - 1. Student responses for Appendix D will be scored and recorded.
 - 2. Student responses for Appendix E will be scored and recorded. Additional practice is advised for students falling below an overall score of 80 %.

Lesson Five: Statements are Telling Sentences (40 Minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to write with purpose using strategies and mechanics to communicate effectively.
 - b. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.
2. Lesson Content
 - a. Understand what a complete sentence is and identify subject and predicate in simple sentences.
 - b. Use capital letters for:
 - i. the first word of a sentence
 - c. Consistently use correct end punctuation: period, question mark, exclamation point
3. Skill Objective(s)
 - a. Students will identify statements.
 - b. Students will capitalize and punctuate statements correctly.
 - c. Students will proofread for capital letters.

B. *Materials*

1. Appendix F: Statements

C. *Key Vocabulary*

1. Statements: a sentence that tells something
2. Period: a mark used to end a statement or a command

D. *Procedures/Activities*

1. *Building Background:* Write these sentences on the board and read it aloud: Visiting the zoo is always fun for me. I visit the zoo every month. Ask students if you are asking something or telling something (telling). Have student volunteers come to the board and underline the first letter of the sentence and circle the end punctuation mark for both sentences.
2. *Instruction:* Point out that beginning a statement with a capital letter and ending the statement with a period helps show when one idea ends and another begins. Explain that a statement is one type of sentence they will learn about. Tell students a statement tells something.
3. *Guided Practice:* Have students suggest telling sentences. On the board, make a chart like the one shown below. Record student responses on the chart. Have student volunteers circle the capital letters and the periods in the sentences. Then discuss why these are important.

Statements
1. There is a bear at the zoo.
2. I saw an eagle.
3. The zoo is closed on Tuesday.

4. Hand out Appendix F: Statements. Go over the first three together.
5. *Independent Practice:* Have students complete the rest of Appendix F on their own.
6. *Closure:* Have children summarize the key points of this lesson. A statement tells something. It begins with a capital letter and ends with a period. Optional: you may have students use a red pencil to check Appendix F using an overhead transparency.

7. For additional practice use *Grammar: Grades 1 and 2* or *Grammar and Punctuation: Grade 2*.
- E. *Assessment/Evaluation*
1. Student responses for Appendix F will be scored and recorded.

Lesson Six: Questions (40 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand how to write with purpose using strategies and mechanics to communicate effectively.
 - b. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.
2. Lesson Content
 - a. Understand what a complete sentence is and identify subject and predicate in simple sentences.
 - b. Use capital letters for:
 - i. the first word of a sentence
 - c. Consistently use correct end punctuation: period, question mark, exclamation point
3. Skill Objective(s)
 - a. Students will identify questions.
 - b. Students will capitalize and punctuate questions correctly.
 - c. Students will proofread for capital letters and question marks.
 - d. Students will write questions.

B. *Materials*

1. A picture with an animal or another interesting character in it (one picture)
2. Appendix G: Questions (one for each student; one overhead transparency; *optional*)

C. *Key Vocabulary*

1. Question: a sentence that asks something

D. *Procedures/Activities*

1. *Building Background:* Show students a picture of an animal or another captivating picture. Tell students to look at the picture. Ask what the character in the picture might be thinking. Tell students to say a sentence that the character in the picture might ask if it could talk.
2. *Instruction:* Point out that saying a question, a person's voice rises at the end of the question. Explain that a question mark always ends a question.
3. *Guided Practice:* Make a chart on the board like the one in the previous lesson (see example below).

Questions	
1.	May I have some food?
2.	When is it dinner time?
3.	Are you my friend?

4. Have students suggest questions about the picture used in the previous activity. Write the question on the chart. Ask student volunteers to circle the capital letter that begins the sentence and the question mark at the end.
5. Hand out Appendix G: Questions. Complete the first three problems together.

6. *Independent Practice:* Have students complete the rest of Appendix G on their own.
 7. *Closure:* Have children summarize the key points of this lesson. A question is a sentence that asks something. It begins with a capital letter and ends with a question mark (optional: you may have students use a red pencil to check Appendix F using an overhead transparency).
 8. For additional practice use *Grammar: Grades 1 and 2* or *Grammar and Punctuation: Grade 2*.
- E. *Assessment/Evaluation*
1. Student responses for Appendix G will be scored and recorded.

Lesson Seven: Is it a Statement or a Question? (40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to write with purpose using strategies and mechanics to communicate effectively.
 - b. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Understand what a complete sentence is and identify subject and predicate in simple sentences.
 - b. Use capital letters for:
 - i. the first word of a sentence
 - c. Consistently use correct end punctuation: period, question mark, exclamation point
 3. Skill Objective(s)
 - a. Students will distinguish between statements and questions.
 - b. Students will correctly punctuate statements and questions.
 - c. Students will proofread sentences for capital letters and end marks.
 - d. Students will write questions and answers using end marks correctly.
- B. *Materials*
1. Appendix H: Is it a Statement or a Question? (one for each student; one overhead transparency; *optional*)
- C. *Key Vocabulary*
1. Statement: a sentence that tells something
 2. Question: a sentence that asks something
- D. *Procedures/Activities*
1. *Building Background:* Make two columns on the board wide enough for sentences. Head the columns with STATEMENTS and QUESTIONS. Have children dictate sentences for you to write. Have them say in which column each sentence will go and what end mark each should use. Ask children how the written sentences are alike (they all begin with capital letters).
 2. *Instruction:* Explain to the students that all sentences begin with a capital, but they do not all end with a period. Tell them that a question is a sentence that ends with a question mark.
 3. *Guided Practice:* Pair children up and have them take turns saying a question and answering the question with a statement. It may work best to show the students an object or a picture of an object, or model asking personal questions. Some examples are: (in reference to an object) Child 1 “What color is the object?” Child 2: “The object is green.” (in reference to personal questions) Child one: “What color is your hair?” Child two: “My hair is brown.” Have students

- generate questions and statements. Be sure to model what type of statement is expected. Tell students to use the object in the question as part of the answer. “The object is green,” instead of “green,” because green is not a complete sentence.
4. Hand out Appendix H: Is it a Statement or a Question. Complete the first two together.
 5. *Independent Practice:* Have students complete the rest of Appendix H on their own.
 6. *Closure:* Have children summarize the key points of this lesson. A sentence can ask something or tell something. A question ends with a question mark. A statement ends with a period. Optional: you may have students use a red pencil to check Appendix H using an overhead transparency
 7. For additional practice use *Grammar: Grades 1 and 2* or *Grammar and Punctuation: Grade 2*.
- E. *Assessments/Evaluation*
1. Student responses for Appendix H will be scored and recorded.

Lesson Eight: Commands (40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to write with purpose using strategies and mechanics to communicate effectively.
 - b. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Use capital letters for:
 - i. the first word of a sentence
 - b. Consistently use correct end punctuation: period, question mark, exclamation point
 3. Skill Objective(s)
 - a. Students will identify commands.
 - b. Students will capitalize and punctuate commands correctly.
 - c. Students will proofread for capital letters and periods.
 - d. Students will write a command.
- B. *Materials*
1. Appendix I: Commands (one for each student; one overhead transparency; optional)
- C. *Key Vocabulary*
1. Command: a sentence that tells a person or an animal to do something
- D. *Procedures/Activities*
1. *Building Background:* Write these commands up on the board. Close your eyes. Touch your finger to your nose. Instruct children to obey the commands. Ask other student volunteers to give other simple commands. Explain that these sentences are commands because they tell the listener to do something.
 2. *Instruction:* Point out that saying something that is a command has a hidden subject. The subject is “you,” even though it is not written in the sentence. Therefore, a command usually starts with an action word. Write (You) in front of the two commands written on the board in the first activity. Tells students that commands begin with a capital letter and end with a period.
 3. *Guided Practice.* Hand out Appendix I: Commands. Have the students listen as you ask each question about the rules on the playground. Then have them say the

rule. Which rule tells how to treat other students? (Be respectful of others.) Which rule tells how to play with the balls? (Use equipment properly.) Which rule tells what to do when the whistle blows? (Line up quietly.) Which rule tells who is in charge? (Listen to the teacher).

4. Help students to correctly write the commands for exercises one through four.
 5. *Independent Practice:* Have students complete the rest of Appendix H on their own.
 6. *Closure:* Have children summarize the key points of this lesson. A command is a sentence that tells a person or an animal to do something. A command begins with a capital letter and ends with a period. Optional: you may have students use a red pencil to check Appendix I using an overhead transparency.
 8. For additional practice use *Grammar: Grades 1 and 2* or *Grammar and Punctuation: Grade 2*.
- E. *Assessment/Evaluation*
1. Student responses for Appendix I will be scored and recorded.

Lesson Nine: Exclamations (40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to write with purpose using strategies and mechanics to communicate effectively.
 - b. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Use capital letters for:
 - i. the first word of a sentence
 - b. Consistently use correct end punctuation: period, question mark, exclamation point
 3. Skill Objective(s)
 - a. Students will identify exclamations.
 - b. Students will capitalize and punctuate exclamations correctly.
 - c. Students will proofread for capital letters and exclamation points.
- B. *Materials*
1. Appendix J: Exclamations (one for each student; one overhead transparency; optional)
- C. *Key Vocabulary*
1. Exclamations: a sentence that shows strong feeling such as excitement, surprise, or fear and ends with an exclamation point
- D. *Procedures/Activities*
1. *Building Background:* Start this lesson by saying several exclamations. “*I’m Hungry!*” or “*My lunchbox has disappeared!*”, or “*There’s a fly in my soup!*” Explain that each statement is called an exclamation. Write the statements on the board without any end punctuation. Have students say it as if it were a statement and as a question, while writing the appropriate end mark. Then add an exclamation point and have the children say it.
 2. *Instruction:* Point out that when saying an exclamation, the tone of voice brings out the strong feeling that is planned. Review that all sentences begin with a capital letter. A statement and a command both end with a period. And an exclamation ends with an exclamation point. Ask students if a command can also be written as an exclamation? (Yes.) Can a statement also be written as an exclamation? (Yes.) Ask student volunteers to provide examples.

3. *Guided Practice:* Hand out Appendix J: Exclamations. Have students listen to the questions referring to the exclamations about Jack and Jill. Then call on student volunteers to say the exclamation in the tone of voice intended. What did the girl say when the bee stung her skin? (Ouch!) What did she say when she cried out for help? (Help me!) What did she say when she told why she needed help? (The bee stung me!) What did she say when she told what kind of help was needed? (Call for mom!)
 4. *Independent Practice:* Have students complete the rest of Appendix J on their own.
 5. *Closure:* Have children summarize the key points of this lesson. An exclamation shows strong feeling. It begins with a capital letter and ends with an exclamation point (optional: you may have students use a red pencil to check Appendix J using an overhead transparency).
 6. For additional practice use *Grammar: Grades 1 and 2* or *Grammar and Punctuation: Grade 2*.
- E. *Assessment/Evaluation*
1. Student responses for Appendix J will be scored and recorded.

Lesson Ten: Punctuating a Paragraph (40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to write with purpose using strategies and mechanics to communicate effectively.
 - b. Students will understand how to write and speak using conventional grammar, sentence structure, punctuation, capitalization, and spelling.
 2. Lesson Content
 - a. Understand what a complete sentence is and identify subject and predicate in simple sentences.
 - b. Use capital letters for:
 - i. the first word of a sentence
 - c. Consistently use correct end punctuation: period, question mark, exclamation point
 3. Skill Objective(s)
 - a. Students will identify sentences in a paragraph.
 - b. Students will capitalize and punctuate a paragraph correctly.
 - c. Students will proofread for capital letters and punctuation marks.
 - d. Students will write a paragraph.
- B. *Materials*
1. Appendix K: Paragraph Sample (one overhead transparency)
 2. Appendix L: Finding Sentences in a Paragraph (one for each student; one overhead transparency; *optional*)
 3. Appendix M: Student Paragraph (one for each student)
 4. Appendix N: Paragraph Outline (one overhead transparency)
- C. *Key Vocabulary*
1. Paragraph: a group of sentences that is written about one particular subject or topic
 2. Topic: the subject of the paragraph; the topic tells what the paragraph is about
- D. *Procedures/Activities*
1. *Building Background:* Show students an overhead transparency of Appendix K: Paragraph Sample. Read it aloud to them. Ask students what they notice about this writing sample (possible responses: "It's a paragraph. There's a lot of ands,

- there are no periods” etc.).
2. *Instruction:* Explain to students that a paragraph is many sentences about the same topic put together. Ask students if they can identify the topic in the sample paragraph. (Ramona Quimby).
 3. *Guided Practice:* As a group, find and mark sentences in the sample paragraph.
 4. Hand out Appendix L: Finding Sentences in a Paragraph. Guide them through finding the first two sentences. Show them the editing mark for adding a period (a period with a circle around it) and capitalizing the beginning of the next sentence (three lines under the letter needed to be capitalized).
 5. *Independent Practice:* Have students complete the rest of Appendix L on their own.
 6. For additional practice use *Daily Paragraph Editing: Grade 2*.
 7. Have children summarize the key points of this lesson. A paragraph is a group of sentences about the same topic (optional: you may have students use a red pencil to check Appendix L using an overhead transparency).
 8. *Closure:* Students will write a paragraph of their own. Tell students that to make sure they understand how to punctuate a paragraph; they will need to write one of their own. Explain to them that you will need to help them get started, but you will not help them with the punctuation.
 9. Hand out Appendix M: Student Paragraph.
 10. Tell students that they will need to choose a topic. Tell students to write their topic on their handout. Copy the outline of Appendix N: Paragraph Outline on the board or display it on an overhead transparency. (You may choose to make a copy and allow students to use it for their first draft).
 11. Tell students they will need to write four sentences about their topic. The first sentence should introduce the topic. The second and third sentence should give facts about their topic. And the last sentence should go back over what they said.
 12. Model writing a paragraph using a think-aloud (see Appendix N, page 2).
 13. Allow students time to write their paragraph. Use Appendix N, page 2 to score.
- E. *Assessment/Evaluation*
1. Student responses for Appendix L will be scored and recorded.
 2. Student paragraph writing for Appendix N will be scored and recorded.

VI. CULMINATING ACTIVITY

- A. Appendix O: Sentence Final Assessment

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: What is a Sentence?
- B. Appendix B: The Subject of a Sentence
- C. Appendix C: The Predicate of a Sentence
- D. Appendix D: Is it a Sentence?
- E. Appendix E: Unit Check Up
- F. Appendix F: Statements
- G. Appendix G: Questions
- H. Appendix H: Is it a Statement or a Question?
- I. Appendix I: Commands
- J. Appendix J: Exclamations
- K. Appendix K: Sample Paragraph
- L. Appendix L: Finding Sentences in a Paragraph
- M. Appendix M: Student Paragraph
- N. Appendix N: Paragraph Outline

- O. Appendix O: Sentence Final Assessment

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Appendix A, page 1
What is a Sentence?

Name _____

A sentence tells what someone or something did or does.

Guided Practice:

Match the group of words to make sentences.

- 1. The plane blooms.
- 2. A flower honks loudly.
- 3. The horn takes off.

4. Now write the sentences

Independent Practice:

Add a sentence part to make each group of words a sentence.

- 5. The cat _____
- 6. The doctor _____
- 7. _____ fell asleep.

8. Write a sentence about what you like about school.

What is a Sentence?

Answer Key

(45 points total)

A sentence tells what someone or something did or does.

Guided Practice:

Match the group of words to make sentences.

(3 points)

1. The plane blooms.
2. A flower honks loudly.
3. The horn takes off.

4. Now write the sentences. **12 points (4 points each: capital, period, spelling, sense)**

1. The plane takes off.

2. The flower blooms.

3. The horn honks loudly.

Independent Practice:

Add a sentence part to make each group of words a sentence.

Answers will vary: 1 point for each correct answer. Possible responses:

5. The cat **purrs**.

6. The doctor **gives medicine**.

7. **The baby** fell asleep.

8. Write a sentence about what you like about school. **(4 points: capital, period, spelling, sense)**

I like to read in school.

Appendix A, page 4

Match the words in box A to box B to make sentences. Then write the sentences.

A	B
9. The boat	gallops.
10. The horse	bounces.
11. The ball	floats.
12. The paper	ripped.

16 points (4 points each: capital, period, spelling, sense)

9. The boat floats.

10. The horse gallops.

11. The ball bounces.

12. The paper ripped.

Write the words to finish each sentence.

(3 points total)

13. The tigers _____ (flew, **prowled**).

14. The children _____ (**played**, parents).

15. _____ build nests. (**Birds**, Trees)

16. Write a sentence about what you like to eat for dinner. (4 points: capital, period, spelling, sense)

I like to eat spaghetti for dinner.

The Subject of a Sentence

Name _____

Guided Practice:

Choose the subject from the word box to begin each sentence. Write the sentences.

The farmer	The cow	The rooster	A spider
------------	---------	-------------	----------

- 1. _____ spins a web.
- 2. _____ eats grass.
- 3. _____ crows at dawn.
- 4. _____ feeds the animals.

Now write the sentences.

Independent Practice:

Draw a line under the subject of each sentence.

- 5. Mrs. Smith rang the dinner bell.
- 6. The old horse eats grass in the shade of the elm tree.
- 7. The chickens pecked the ground.
- 8. The lazy dogs sleep under the stairs.

Appendix B, page 2

Write the correct subject to finish each sentence. Remember, a capital letter always begins a sentence.

- 9. _____ likes to swing on the rope. (The children, Plays)
- 10. _____ milks the cows. (Works, Jenny)
- 11. _____ plays with the ball of yarn. (The kitten, Meows)
- 12. _____ drives a tractor. (Swims away, Farmer Tom)
- 13. _____ lit up the sky during the storm. (Lightening, Flashed)

Think of a subject to begin each sentence. Write the sentence. Draw a line under the subject (Remember to use a capital letter and an end mark). Read the sentence. Does it make sense?

- 14. _____ moos and chews.
- 15. _____ lay eggs.
- 16. _____ eats hay.
- 17. _____ grow fast.

(adapted from *English* by Houghton Mifflin)

The Subject of a Sentence

Answer Key

(41 points total)

Guided Practice:

Choose the subject from the word box to begin each sentence. Write the sentences.

The farmer	The cow	The rooster	A spider
------------	---------	-------------	----------

- _____ spins a web.
- _____ eats grass.
- _____ crows at dawn.
- _____ feeds the animals.

Now write the sentences. **16 pts (4 pts each: capital, period, spelling, sense)**

1. **A spider spins a web.**

2. **The cow eats grass.**

3. **The rooster crows at dawn.**

4. **The farmer feeds the animals.**

Independent Practice:

Draw a line under the subject of each sentence.

(4 points)

- Mrs. Smith rang the dinner bell.
- The old horse eats grass in the shade of the elm tree.
- The chickens pecked the ground.
- The lazy dogs sleep under the stairs.

Appendix B, page 4

Write the correct subject to finish each sentence. Remember, a capital letter always begins a sentence.

(5 points)

- 9. _____ like to swing on the rope. (**The children**, Plays)
- 10. _____ milks the cows. (Works, **Jenny**)
- 11. _____ plays with the ball of yarn. (**The kitten**, Meows)
- 12. _____ drives a tractor. (Swims away, **Farmer Tom**)
- 13. _____ lit up the sky during the storm. (**Lightening**, Flashed)

Think of a subject to begin each sentence. Write the sentence. Draw a line under the subject (Remember to use a capital letter and an end mark). Read the sentence. Does it make sense?

- 14. _____ moos and chews.
- 16. _____ eats hay.
- 15. _____ lay eggs.
- 17. _____ grow fast.

16 points (4 points each: capital, period, spelling, sense) Answers may vary.

14. **A cow moos and chews.**

15. **Chickens lay eggs.**

16. **A horse eats hay.**

17. **Kittens grow fast.**

Appendix C, page 1
The Predicate of a Sentence

Name _____

Guided Practice:

Choose the predicate from the word box to end each sentence. Write the sentences.

warms the earth	bring the rain	blows	falls quietly
-----------------	----------------	-------	---------------

1. Snow _____.

3. Wind _____.

2. The Sun _____.

4. Clouds _____.

Now write the sentences.

Independent Practice:

Draw a line under the predicate of each sentence.

5. The boy went swimming in the pond.

6. The sky grew dark.

7. The children ran to get their umbrellas.

8. The sun came out.

Appendix C, page 2

Write the correct predicate to finish each sentence.

- 9. A snowman _____ . (melts, a snowstorm)
- 10. Thunder _____ . (is very loud, up and down)
- 11. Hail _____ . (frozen ice, breaks windows)
- 12. A rainbow _____ . (looks colorful, in the sky)
- 13. Tornados _____ . (destroy homes, lightening)

Think of a predicate to end each sentence. Write the sentence. Draw a line under the predicate (Remember to use a capital letter and an end mark). Read the sentence. Does it make sense?

- 14. A raindrop _____ .
- 15. Snow _____ .
- 16. Wind _____ .
- 17. Clouds _____ .

(adapted from *English* by Houghton Mifflin)

The Predicate of a Sentence

Answer Key

(41 points total)

Guided Practice:

Choose the predicate from the word box to end each sentence. Write the sentences.

warms the earth	bring the rain	blows	falls quietly
-----------------	----------------	-------	---------------

1. Snow_____.
2. The Sun_____.
3. Wind _____.
4. Clouds _____.

Now write the sentences. **16 points (4 points each: capital, period, spelling, sense)**

1. **Snow falls quietly.**

2. **The sun warms the earth.**

3. **Wind blows.**

4. **Clouds bring the rain.**

Independent Practice:

Draw a line under the predicate of each sentence.

(4 points: one point each)

5. The boy went swimming in the pond.

6. The sky grew dark.

7. The children ran to get their umbrellas.

8. The sun came out.

Appendix C, page 4

Write the correct predicate to finish each sentence.

(5 points: one point each)

- 9. A snowman _____ . (**melts**, a snowstorm)
- 10. Thunder _____ . (**is very loud**, up and down)
- 11. Hail _____ . (frozen ice, **breaks windows**)
- 12. A rainbow _____ . (**looks colorful**, in the sky)
- 13. Tornados _____ . (**destroy homes**, lightening)

Think of a predicate to end each sentence. Write the sentence. Draw a line under the predicate (Remember to use a capital letter and an end mark). Read the sentence. Does it make sense?

- 14. A raindrop _____ .
- 16. Wind _____ .
- 15. Snow _____ .
- 17. Clouds _____ .

16 points (4 points each: capital, period, spelling, sense) Answers will vary.

Appendix D, page 1
Is it a Sentence?

Name _____

Guided Practice:

Which two word groups are complete sentences? Read them aloud and tell why.

1. Sleep in a tent.
2. We watched a falling star.
3. Sally fell asleep.
4. The smelly skunk.

Now write the two complete sentences.

Independent Practice:

Read each word group. Write YES after each complete sentence. Write NO after other word groups.

1. The family camping trip was fun. _____
2. We saw many animals. _____
3. Scared the twins. _____
4. A large and clumsy bear. _____
5. The river made a good swimming hole. _____

Appendix D, page 2

Draw a line under the sentence in each pair. Then write the sentence.

6. The night sky is clear.
Is clear tonight.

7. The tent smells like a skunk.
The smelly skunks.

8. My friends Susan and Bobby.
My friends laughed.

9. Sang songs around the campfire.
The fire burned brightly.

10. Mother cooked.
Roasted marshemllows.

Write S if the words name the subject. Write P if the words describe the action.

11. _____ My father
12. _____ fishing for trout.
13. _____ The mosquitoes
14. _____ A sneaky snake
15. _____ rolled in the tall grass.

(adapted from *English* by Houghton Mifflin)

Is it a Sentence? Answer Key

Guided Practice:

Which two word groups are complete sentences? Read them aloud and tell why.

1. Sleep in a tent.
2. We watched a falling star.
3. Sally fell asleep.
4. The smelly skunk.

Now write the two complete sentences. **8 points (4 points each: capital, period, spelling, sense)**

1. **We watched a falling star.**

2. **Sally fell asleep.**

Independent Practice:

Read each word group. Write YES after each complete sentence. Write NO after other word groups.

1. The family camping trip was fun. **Yes**_____
2. We saw many animals. **Yes**_____
3. Scared the twins. **No**_____
4. A large and clumsy bear. **No**_____
5. The river made a good swimming hole. **Yes**_____

Appendix D, page 4

Draw a line under the sentence in each pair. Then write the sentence.

25 points (5 points each: underline, capital, period, spelling, sense)

6. **The night sky is clear.**

Is clear tonight.

The night sky is clear.

7. **The tent smells like a skunk.**

The smelly skunks.

The tent smells like a skunk.

8. My friends Susan and Bobby.

My friends laughed.

My friends laughed.

9. Sang songs around the campfire.

The fire burned brightly.

The fire burned brightly.

10. **Mother cooked.**

Roasted marshmallows.

Mother cooked.

Write S if the words name the subject. Write P if the words describe the action.

11. **S** My father

12. **P** fishing for trout.

13. **S** The mosquitoes

14. **S** A sneaky snake

15. **P** rolled in the tall grass.

Appendix E, page 1
Unit Check Up

Name _____

Make a sentence by matching the words in Box A to Box B. Then write the sentences.

A

- | | |
|----|------------|
| 1. | The picnic |
| 2. | The drive |
| 3. | The food |
| 4. | All of us |

B

- | |
|---------------------|
| liked the picnic. |
| tasted good. |
| was long. |
| happened on Sunday. |

Read each word group. Write YES after each complete sentence. Write NO after other word groups.

- | | |
|------------------------------|--------------------------------|
| 5. Setting Sun. _____ | 8. The warm weather. _____ |
| 6. The picnic was fun. _____ | 9. Big yummy sandwiches. _____ |
| 7. Go again. _____ | 10. I want to go again. _____ |

Appendix E, page 2

Draw a line under the subject of each sentence.

5. The family went on a picnic.
6. The food basket tipped over in the car.
7. The children helped pick the food up.
8. Arthur ate a cookie.

Draw a line under the predicate of each sentence.

5. Father drove sixty miles.
6. The sky grew dark.
7. Mother thought it would rain.
8. The sun came out.

Write S if the words name the subject. Write P if the words describe the action.

11. _____ My brother
12. _____ eating a cookie.
13. _____ ate the desert.
14. _____ Big red ants
15. _____ sat on the blanket.

Write a sentence about your favorite place to go for a picnic. Underline the subject once and the predicate twice.

(adapted from *English* by Houghton Mifflin)

Appendix E
Unit Check Up
Answer Key

(45 points total)

Make a sentence by matching the words in Box A to Box B. Then write the sentences.

(4 points) A

B

1. The picnic 2. The drive 3. The food 4. All of us	liked the picnic. tasted good. was long. happened on Sunday.
--	---

16 points (4 points each: capital, period, spelling, sense)

1. **The picnic happened on Sunday.**

2. **The drive was long.**

3. **The food was good.**

4. **All of us liked the picnic.**

Read each word group. Write YES after each complete sentence. Write NO after other word groups.

(6 points)

5. Setting Sun. **No**

8. The warm weather. **No**

6. The picnic was fun. **Yes**

9. Big yummy sandwiches. **No**

7. Go. Again. **No**

10. I want to eat more. **Yes**

Appendix E, page 2

Draw a line under the subject of each sentence.

(8 points: one point for each correct answer)

- 5. The family went on a picnic.
- 6. The food basket tipped over in the car.
- 7. The children helped pick the food up.
- 8. Arthur ate a cookie.

Draw a line under the predicate of each sentence.

- 5. Father drove sixty miles.
- 6. The sky grew dark.
- 7. Mother thought it would rain.
- 8. The sun came out.

Write S if the words name the subject. Write P if the words describe the action.

(5 points)

- 11. S My brother
- 12. P eating a cookie.
- 13. P ate the desert.
- 14. S Big red ants
- 15. P sat on the blanket.

Write a sentence about your favorite place to go for a picnic. Underline the subject once and the predicate twice. **(6 points: capital, period, spelling, sense, subject, predicate)**

Appendix F, page 1
Statements

Name _____

Guided Practice:

Tell how to correct each sentence.

1. the zoo is fun to visit.
2. Lions are my favorite animals
3. my mom likes to see the birds

Now write the sentences correctly.

Independent Practice:

Write these sentences correctly.

4. Many animals live in the zoo

5. hippos sleep indoors

Appendix F, page 2

Proofread this student report. Find four mistakes with capital letters and periods.

My Trip to the Zoo

I went to the zoo on Sunday first, I saw the bears eating lunch. Then we went to the monkey house. the gorillas were playing tag. i would like to go again soon.

Write the report correctly.

My Trip to the Zoo

(adapted from *English* by Houghton Mifflin)

Statements Answer Key

Guided Practice:

Tell how to correct each sentence.

1. the zoo is fun to visit. **(Change t to T in the.)**
2. Lions are my favorite animal **(Add a period after animal.)**
3. my mom likes to see the birds **(Change m to M in My and add a period after birds.)**

Now write the sentence correctly. **12 points (4 points each: capital, period, spelling, sense)**

1. **The zoo is fun to visit.**

2. **Lions are my favorite animal**

3. **My mom like to see the birds.**

Independent Practice:

Write these sentences correctly. **8 points (4 points each: capital, period, spelling, sense)**

4. Many animals live in the zoo

4. **Many animals live in the zoo.**

5. hippos sleep indoors

5. **Hippos sleep indoors.**

Appendix F, page 4

Proofread this student report. Find four mistakes with capital letters and periods.
(4 points: one for each mistake)

My Trip to the Zoo

I went to the zoo on Sunday first, I saw the bears eating lunch. Then we went to the monkey house. the gorillas were playing tag. i would like to go again soon.

Write the report correctly.
16 points (4 points each sentence: capital, period, spelling, sense)

My Trip to the Zoo

I went to the zoo on Sunday. First, I saw the bears eating lunch _

Then we went to the monkey house. The gorillas were playing tag. I would

like to go again soon._____

Questions

Name _____

Guided Practice:

Tell how to make each question correct.

1. can we go to the park?
2. Will you push me on the swing
3. did you see the squirrel

Now write the questions correctly.

Independent Practice:

Write these questions correctly.

4. is the slide hot?

5. will my friend come play

6. Where is the teeter-totter

Appendix G, page 2

Write the correct question in each pair.

7. Are there swings here?
Are there swings here

9. Where are the ducks
Where are the ducks?

8. can we eat lunch by the pond?
Can we eat lunch by the pond?

10. How long will we stay?
How long will we play

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are four sets of these lines provided for writing answers.

Proofread Arnold's reading questions.
Find four mistakes with capital letters
and end marks.

How old is the girl?
Where did the dog go
what is the title
who is the story about?

Write each question correctly.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are four sets of these lines provided for writing the corrected questions.

(adapted from *English* by Houghton Mifflin)

Questions Answer Key

(56 points total)

Guided Practice:

Tell how to make each question correct.

1. can we go to the park? (**Change c to C in Can**)
2. Will you push me on the swing (**Add a question mark after swing**)
3. did you see the squirrel (**change d to D in Did and add a question mark after squirrel**)

Now write the questions correctly. **12 points (4 points each: capital, question mark, spelling, sense)**

1. **Can we go to the park?**

2. **Will you push me on the swing?**

3. **Did you see the squirrel?**

Independent Practice:

Write these questions correctly. **12 points (4 points each: capital, question mark, spelling, sense)**

4. is the slide hot?

Is the slide hot?

5. will my friend come play

Will my friend come play?

6. Where is the teeter-tooter

Where is the teeter-tooter?

Appendix G, page 4

Underline and write the correct question in each pair.

16 points (4 points each: capital, question mark, spelling, sense)

7. **Are there swings here?**
Are there swings here

9. Where are the ducks
Where are the ducks?

8. can we eat lunch?
Can we eat lunch?

10. **How long will we stay?**
How long will we stay

7. **Are there swings here?**

8. **Can we eat lunch?**

9. **Where are the ducks?**

10. **How long will we stay?**

Proofread Arnold's reading questions.
Find four mistakes with capital letters
and end marks. **(4 points)**

How old is the girl?
Where did the dog go
what is the title
who is the story about?

Write each question correctly.

12 pts (4 pts each: capital, question mark, spelling, sense)

Where did the dog go?
What is the title?
Who is the story about?

Is it a Statement or a Question?

Name _____

Guided Practice:

Read each sentence and tell if it is a statement or a question. Say what end mark should be added.

1. Is the game today
2. The game is on Monday

Now write the sentences correctly.

Independent Practice:

Write each sentence. Add the correct end mark. Write **S** after each statement and **Q** after each question.

- | | |
|----------------------------------|---------------------------|
| 3. Do you play ball | 5. I play catcher |
| 4. Baseball is my favorite sport | 6. Would you like to play |

Appendix H, page 2

Write statement after each statement. Write question after each question.

- 7. Are you watching the game? _____
- 8. My father is watching. _____
- 9. My mother will take pictures. _____
- 9. Does your father coach this team? _____
- 10. I like the coach. _____

Proofread these sentences from the baseball guide. Find four mistakes with capital letters and end marks.

Baseball
Baseball is a team sport
nine people are on a team. have
you played baseball

Write each sentence correctly.

(adapted from *English* by Houghton Mifflin)

Is it a Statement or a Question?

Answer Key

(49 points total)

Guided Practice:

Read each sentence and tell if it is a statement or a question. Say what end mark should be added.

1. Is the game today (**question, add a question mark after today**)
2. The game is on Monday (**statement, add a period after Monday**)

Now write the sentences correctly.

8 points (4 points each sentence: capital, end mark, spelling, sense)

1. **Is the game today?**

2. **The game is on Monday.**

Independent Practice:

Write each sentence. Add the correct end mark. Write **S** after each statement and **Q** after each question.

- | | |
|----------------------------------|---------------------------|
| 3. Dou you play ball | 5. I play catcher |
| 4. Baseball is my favorite sport | 6. Would you like to play |

20 points (4 points each sentence: capital, end mark, spelling, sense; 1 pt each label)

3. **Do you play ball? Q**

4. **Baseball is my favorite sport. S**

5. **I play catcher. S**

6. **Would you like to play? Q**

Appendix H, page 4

Write statement after each statement. Write question after each question.

(5 points)

- 7. Are you watching the game? question
- 8. My father is watching. statement
- 9. My mother will take pictures. statement
- 9. Does your father coach this team? question
- 10. I like the coach. statement

Proofread these sentences from the baseball guide. Find four mistakes with capital letters and end marks.

(4 points)

Baseball
Baseball is a team sport()
nine people are on a team. have
you played baseball()

Write each sentence correctly.

12 points (4 points each sentence: capital, end mark, spelling, sense)

Baseball is a team sport.

Nine people are on a team.

Have you played baseball?

Appendix I, page 1
Commands

Name _____

Guided Practice:

Tell how to make each command correct.

- | | |
|---------------------------|----------------------------|
| 1. Use equipment properly | 3. Be respectful of others |
| 2. listen to the teacher. | 4. line up quietly |

Now write the command correctly.

Independent Practice:

Write each command correctly.

- | | | |
|-------------------|------------------------|--------------|
| 5. throw the ball | 6. climb over the bars | 7. slow down |
|-------------------|------------------------|--------------|

Appendix I, page 2

Proofread this chart of commands.
Find four mistakes with capital
letters and end marks.

<p>Playground Rules Put the balls away sit down on the slide. keep the rocks on the ground</p>
--

Now write the sentences correctly.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines provided for writing practice.

Now write four commands to use while playing basketball **or** soccer.

Handwriting practice lines consisting of solid top and bottom lines with a dashed midline. There are five sets of these lines provided for writing practice.

(adapted from *English* by Houghton Mifflin)

Commands Answer Key

(56 points total)

Guided Practice:

Tell how to make each command correct.

- | | |
|--|---|
| 1. Use equipment properly
(add a period after properly) | 3. Be respectful of others
(add a period after others) |
| 2. listen to the teacher.
(change I to L in Listen) | 4. line up quietly
(change I to L in Line) |

Now write the command correctly.

16 points (4 points each sentence: capital, period, spelling, sense)

1. Use equipment properly.

2. Listen to the teacher.

3. Be respectful of others.

4. Line up quietly.

Independent Practice:

Write each command correctly.

- | | | |
|-------------------|------------------------|--------------|
| 5. throw the ball | 6. climb over the bars | 7. slow down |
|-------------------|------------------------|--------------|

12 points (4 points each sentence: capital, period, spelling, sense)

5. Throw the ball.

6. Climb over the bars.

7. Slow down.

Appendix I, page 4

Proofread this chart of commands.
Find four mistakes with capital
letters and end marks.
(4 points)

<p>Playground Rules Put the balls away(.) <u>s</u>it down on the slide. <u>k</u>keep the rocks on the ground(.)</p>

Now write the sentences correctly.

12 points (4 points each sentence: capital, period, spelling, sense)

Put the balls away.

Sit down on the slide.

Keep the rocks on the ground.

Now write four commands to use while playing basketball **or** soccer.

12 points (3 points each sentence: capital, period, sense) Answers will vary.

Appendix J, page 1
Exclamations

Name _____

Guided Practice:

Read each sentence with strong feeling. Tell how to make each exclamation correct.

- | | |
|---------------------|-----------------|
| 1. The bee stung me | 3. help me |
| 2. ouch! | 4. Call for mom |

Now write the exclamations correctly.

.....

.....

.....

.....

.....

Independent Practice:

Write each exclamation correctly.

5. that is a huge fly

.....

6. there's a bug in your hair

.....

Appendix J, page 2

Circle the correct exclamation.

- 7. That ant is really cool!
That ant is really cool.
- 8. Get away!
get away!
- 9. I'm not afraid of spiders.
I'm not afraid of spiders!
- 10. Watch out for the wasp!
Watch out for the wasp?

Draw a line under each correct exclamation.

- 11. I don't like bugs
- 12. Swat the fly!
- 13. what a beautiful butterfly!
- 14. I love studying insects!
- 15. That beetle really stinks!

Proofread this chart of exclamations.
Find four mistakes with capital
letters and end marks.

<p>Insect Bulletin mosquitoes are here Stay alert wear repellent!</p>
--

Now write the sentences correctly.

(adapted from *English* by Houghton Mifflin)

Appendix J, page 3
Exclamations
Answer Key

(47 points total)

Guided Practice:

Read each sentence with strong feeling. Tell how to make each exclamation correct.

- | | |
|--|---|
| 1. The bee stung me
(add an ! after me) | 3. help me
(change the h to H and add an ! after me) |
| 2. ouch!
(change the o to an O) | 4. Call for mom
(add an ! after mom) |

Now write the exclamations correctly.

16 points (4 points each sentence: capital, end mark, spelling, sense)

1. The bee stung me!

2. Ouch!

3. Help me!

4. Call for Mom!

Independent Practice:

Write each exclamation correctly.

8 points (4 points each sentence: capital, end mark, spelling, sense)

5. that is a huge fly

5. That is a huge fly!

6. there's a bug in your hair

6. There's a bug in your hair!

Appendix J, page 4

Circle the correct exclamation.

(4 points)

- 7. **That ant is really cool!**
That ant is really cool.
- 8. **Get away!**
get away!
- 9. I'm not afraid of spiders.
I'm not afraid of spiders!
- 10. **Watch out for the wasp!**
Watch out for the wasp?

Draw a line under each correct exclamation.

(3 points)

- 11. I don't like bugs
- 12. Swat the fly!
- 13. what a beautiful butterfly!
- 14. I love studying insects!
- 15. That beetle really stinks!

Proofread this chart of exclamations.
Find four mistakes with capital letters and end marks.

(4 points)

<p>Insect Bulletin</p> <p><u>m</u>osquitoes are here(!)</p> <p>Stay alert(!)</p> <p><u>w</u>ear repellent!</p>
--

Now write the sentences correctly.

12 points (4 points each sentence: capital, end mark, spelling, sense)

Mosquitoes are here!

Stay alert!

Wear repellent!

Appendix K
Sample Paragraph

it was about Ramona through up in
school and then she went to the nurses
office and then she layed down and
then she though she was going to
through up agin and the nurse held
Ramona's head above the toalt and
when she was done the nearse said is
your mother home and Ramona said no.

Written by a second grade student, 2001

Finding Sentences in a Paragraph

Name _____

Find the sentences and punctuate them correctly. Use the editing marks to show where the end marks go and to show what letters need to be capitalized.

Jane Goodall went to Africa she wanted to
learn more about animals she began watching
chimpanzees in Tanzania Jane waited and
watched until the chimps were not afraid of her

(adapted from *Daily Paragraph Editing: Grade 2* by Kristen Kunkel)

Appendix L
Finding Sentences in a Paragraph
Answer Key

(7 points total)

Jane Goodall went to Africa(.) she wanted to
learn more about animals(.) she began watching
chimpanzees in Tanzania(.) Jane waited and
watched until the chimps were not afraid of
her(.)

(adapted from *Daily Paragraph Editing: Grade 2* by Kristen Kunkel)

Appendix N, page 1
Paragraph Outline

Topic: _____

Fact 1: _____ Fact 2: _____
(one or two words) (one or two words)

(Sentence 1: State the topic) _____

(Sentence 2: State the first fact) _____

_____ (Sentence 3: State the second fact) _____

_____ (Sentence 4: Go back to the topic) _____

Appendix N, page 2
Paragraph Outline
Sample Key

(19 points total)

Topic: My Pets (1 point)

Fact 1: Ginger (1 point) Fact 2: Zebby (1 point)
(one or two words) (one or two words)

(Sentence 1: State the topic) I have two pets. (4 points: capital, punctuation,

staying on topic, sense)

(Sentence 2: State the first fact) My dog's name is Ginger. (4 points: capital, punctuation,

staying on topic, sense)

(Sentence 3: State the second fact) My cat's name

is Zebby. (4 points: capital, punctuation, staying on topic, sense)

(Sentence 4: Go back to the topic) I love my pets. (4 points: capital,

punctuation, staying on topic, sense)

Sentence Final Assessment

Name _____

Read the two groups of words after each number. Underline the group of words that is a sentence.

1. Clara Barton helped people all her life.
Was a nurse during the Civil War.

2. Worked for the Red Cross in other lands.
Miss Barton took care of many soldiers.

3. The Red Cross.
The city had a bad flood last March.

4. Nurses take care of people when they are hurt.
Workers in big cities.

5. Nurses help everywhere.
Help all around the United States.

6. When you need a nurse.
The hospital has many devoted nurses.

7. Would you like to be a nurse?
A love for helping.

Appendix O, page 2

Write the subject of each sentence on the line.

8. The weather was cold and rainy.

9. The children brought umbrellas.

10. Mrs. Smith liked to jump in puddles.

11. Worms crawled onto the sidewalk.

12. Maggie thought she saw a rainbow.

Write the predicate of each sentence on the line.

13. The sun started shining.

14. The wind started blowing.

15. John and Chris went to fly a kite.

Appendix O, page 3

Read each sentence. Fill in the circle next to the word that tells what kind of sentence it is.

16. Pick up your books and begin to read.

- exclamation
- command
- statement
- question

17. What a surprise!

- exclamation
- command
- statement
- question

18. Where did your brother go?

- exclamation
- command
- statement
- question

19. Sit down in your seat.

- exclamation
- command
- statement
- question

20. Can you see who's coming?

- exclamation
- command
- statement
- question

Appendix O, page 4

Read each sentence. Fill in the circle next to the correct punctuation mark to complete the sentence.

21. Our school is having a fire awareness day

- .
- ?
- !

22. Are the fire trucks coming

- .
- ?
- !

23. The hook and ladder truck is huge

- .
- ?
- !

24. I enjoy listening to the different sirens

- .
- ?
- !

25. Did you go into the smoke house

- .
- ?
- !

26. Stand by the door

- .
- ?
- !

27. The smoke is so thick

- .
- ?
- !

Appendix O, page 5

Proofread each sentence.
Find mistakes with
capital letters and end marks.
Circle the mistakes.

Grocery Store Spill did you drop the jar Watch out There is broken glass on the floor clean up the mess
--

Write each sentence correctly.

Handwriting practice lines consisting of five sets of three horizontal lines (top solid, middle dashed, bottom solid).

Find the sentences and punctuate them correctly. Use the editing marks to show where the end marks go and to show what letters need to be capitalized.

Where does the snow come from it comes from clouds clouds are
made of tiny drops of water When these drops of water freeze,
snowflakes form the snowflakes get bigger and heavier then they fall
to the ground

Sentence Final Assessment Answer Key

(58 points total)

Read the two groups of words after each number. Underline the group of words that is a sentence.

(7 points)

1. Clara Barton helped people all her life.
Was a nurse during the Civil War.
2. Worked for the Red Cross in other lands.
Miss Barton took care of many soldiers.
3. The Red Cross.
The city had a bad flood last March.
4. Nurses take care of people when they are hurt.
Workers in big cities.
5. Nurses help everywhere.
Help all around the United States.
6. When you need a nurse.
The hospital has many devoted nurses.
7. Would you like to be a nurse?
A love for helping.

Appendix O, page 7

Write the subject of each sentence on the line.

(8 points)

8. The weather was cold and rainy.

The weather_____

9. The children brought umbrellas.

The children_____

10. Mrs. Smith liked to jump in puddles.

Mrs. Smith_____

11. Worms crawled onto the sidewalk.

Worms_____

12. Maggie thought she saw a rainbow.

Maggie_____

Write the predicate of each sentence on the line.

13. The sun started shining.

started shining_____

14. The wind started blowing.

started blowing_____

15. John and Chris went to fly a kite.

went to fly a kite_____

Appendix O, page 8

Read each sentence. Fill in the circle next to the word that tells what kind of sentence it is.

(5 points)

16. It is time to begin reading.

- exclamation
- command
- statement
- question

17. What a surprise!

- exclamation
- command
- statement
- question

18. Where did your brother go?

- exclamation
- command
- statement
- question

19. Sit down in your seat.

- exclamation
- command
- statement
- question

20. Can you see who's coming?

- exclamation
- command
- statement
- question

Appendix O, page 9

Read each sentence. Fill in the circle next to the correct punctuation mark to complete the sentence.

(7 points)

21. Our school is having a fire awareness day

- .
- ?
- !

22. Are the fire trucks coming

- .
- ?
- !

23. The hook and ladder truck is huge

- .
- ?
- !

24. I enjoy listening to the different stories

- .
- ?
- !

25. Did you go into the smoke house

- .
- ?
- !

26. Stand by the door

- .
- ?
- !

27. The smoke is so thick

- .
- ?
- !

Appendix O, page 10

Proofread each sentence.
Find mistakes with
capital letters and end marks.
Circle the mistakes.
(6 points)

Grocery Store Spill
did you drop the jar(?) Watch out(!)
There is broken glass on the floor(.)
clean up the mess(.)

Write each sentence correctly. 16 points (4 points each sentence: capital, end mark, spelling, sense)

Did you drop the jar?

Watch out!

There is broken glass on the floor.

Clean up the mess.

Find the sentences and punctuate them correctly. Use the editing marks to show where the end marks go and to show what letters need to be capitalized.

(9 points)

Where does the snow come from(?) it comes from clouds(.)

clouds are made of tiny drops of water(.) When these drops of water

freeze, snowflakes form(.) the snowflakes get bigger and heavier(.)

then they fall to the ground(.)