

5 Day Schedule

Sentence to Paragraph Lesson 2: Picture Sentences

Day 1: Section 2 – Mind Bender® (teacher checks) *Assignment Segment 1*

Section 3 – Descriptive Verbs (instruction and practice)

Read from a book chosen from the Reading List.

Day 2: Section 4 – Sentence Practice (instruction and practice)

Read from a book chosen from the Reading List.

Day 3: Section 5 – Picture Sentences (instruction and practice)

Section 5 – Picture Sentences

Student writes, edits, and types 5 picture sentences (1 – 5) (Teacher helps as needed and grades.)

Assignment Segment 2

Day 4: Section 5 – Picture Sentences

Student writes, edits, and types 5 picture sentences (6 – 10) (Teacher helps as needed and grades.)

Assignment Segment 2

Day 5: Section 6 – Concrete Poetry (instruction and practice)

Student writes poetry. (teacher helps as needed and grades) *Assignment Segment 3*

Read from a book chosen from the Reading List.

10 Day Schedule

Sentence to Paragraph Lesson 2: Picture Sentences

Day 1: Section 2 – Mind Bender® (teacher checks) *Assignment Segment 1*

Read from a book chosen from the Reading List.

Day 2: Section 3 – Descriptive Verbs (instruction and practice)

Read from a book chosen from the Reading List.

Day 3: Section 4 – Sentence Practice (instruction and practice 1 – 5)

Day 4: Section 4 – Sentence Practice (instruction and practice 6 – 11)

Day 5: Section 5 – Picture Sentences (instruction and practice)

Day 6: Section 5 – Picture Sentences

Student writes, edits, and types 5 picture sentences (1 – 5) (Teacher helps as needed and grades.)
Assignment Segment 2

Day 7: Section 5 – Picture Sentences

Student writes, edits, and types 5 picture sentences (6 – 10) (Teacher helps as needed and grades.)
Assignment Segment 2

Day 8: Section 6 – Concrete Poetry (instruction and practice)

Read from a book chosen from the Reading List.

Day 9: Section 6 – Concrete Poetry

Student writes poetry. (teacher helps as needed and grades) *Assignment Segment 3*

Day 10: Read from a book chosen from the Reading List.

Sentence to Paragraph Lesson 2: Picture Sentences

Sentence Structure – Nouns/Subjects, Descriptive Verbs (participles)

Poetry: Concrete – Nouns/Verbs

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|----------------------------------|----------------------------------|
| 1. Previous work: Lesson 1 | 4. Sentence Practice WS 2 (TP 2) |
| 2. Mind Bender® Bk. 3 Pg. 2 | 5. Picture Sentences WS 3 (TP 3) |
| 3. Descriptive Verbs WS 1 (TP 1) | 6. Concrete Poetry WS 4 (TP 4) |

Extra preparation:

Provide several pictures from magazines or from books for section #5 for pictures sentences. (Ask students to supply some scenic pictures.) *Country* magazine photos work well for this activity, because they are family oriented with beautiful scenery.

1. Previous work: Lesson 1

- Mind Bender® Book 3 Page 1
- 10 Alliteration Sentences

At the beginning of every lesson is a list of the previous lesson's independent work for easy reference for the teacher. All work from each lesson should be completed before the next lesson is taught. The independent work from a previous lesson can be reviewed and corrected as completed or given to the teacher at the beginning of the next lesson.

2. Mind Bender® Bk. 3 Pg. 2 (*Assignment Segment 1 applies*)

Complete Mind Bender® Book 3 Page 2 for this lesson.

Check the Mind Bender® answers from the previous lesson before completing one for this lesson. Mind Bender® answers are in the back of each Mind Bender® book from www.CriticalThinking.com The Critical Thinking Co. Do not take a grade for Mind Benders®, but give credit on the assignment records, if using, for attempting to complete the work. Do not file checked Mind Benders® in the student's notebook.

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3. Descriptive Verbs WS 1 (TP 1)

Use the thesaurus to look up 6 synonyms for each of the following words. When looking up one word, use the synonyms found to then look up and find other words that have similar meanings.

Using the thesaurus, write down synonyms for the following words. (File: Word List tab)

Descriptive Verbs

Walk	Run	Go	Sit
Saunter	Sprint	Leave	Rest
Stroll	Jog	Depart	Drop
March	Dart	Travel	Place
Hike	Scurry	Move	Park
Pace	Rush	Disappear	Situate
Toddle	Scamper	Exit	Plop
See	Say	Think	Eat
Observe	Utter	Believe	Consume
Notice	Mention	Imagine	Gobble
Glimpse	Cry	Reflect	Dine
Distinguish	Answer	Consider	Wolf
Understand	Reply	Suppose	Devour
Spot	Announce	Reason	Swallow

4. Sentence Practice WS 2 (TP 2)

Every sentence has a subject and a verb. Verbs show action, what happened, or is happening or is going to happen, or indicate the existence of a state or condition. Sometimes verbs need help to make sense so a helping verb is necessary.

State of Being and Helping Verbs

Verbs: show action or existence.

1. State of Being: am, is, are, was, were, be, being, been
 - State of being verbs used as the main verb show existence.
 - State of being verbs are also used as helping verbs.

2. Other Helping Verbs: have, has, had

do, does, did

may, must, might

shall, will

can, could, would, should

Participles are commonly used as action verbs. Participles end in 'ed, to show past tense, or 'ing showing present tense and future tense. Participles are also used as nouns and adjectives.

1. Thinking was work.	Thinking is a noun.
2. The thinking man learned a lot.	Thinking is an adjective.
3. He was thinking about the instructions.	Thinking is a verb.

When a participle is preceded by a helping verb, then the participle is considered the verb of a sentence.

Participles are words that end in ing, ed or en (irregulars). The focus will be on ing or ed endings; however, irregulars may also be used.

Participles may be used as nouns, adjectives, and verbs. Students are encouraged to use them as verbs in this lesson, but right now the goal is to just get the students using participles.

Use the descriptive verb synonyms to replace the original verbs in the following sentences.

- First highlight the subject blue and main verb orange in each sentence. The verbs or action words are already underlined.
- Rewrite the sentences if necessary to make them make sense with the changes.
- Other synonyms besides what is on the chart may be used as long as the sentence becomes more descriptive without changing the meaning.

Write the synonyms as ing or ed participles for at least 1 verb or action word per sentence and both action words whenever possible.

Some of the verbs or action words are compound verbs, some are infinitives, some are in clauses and some are in invisible clauses. It is not necessary to identify the details about the parts of speech. Complete the following exercise. (File: Lesson Notes tab)

Using the words from the descriptive verbs chart, replace the underlined words, rewriting the following sentences.

Highlight the **subject blue** and the underlined **verb orange** in the original sentences. Rewrite the following sentences changing the underlined words to participles.

Participles

1. The **man** went into the house and sat on the chair. (compound verb)

The man moved into the house and plopped on the chair.

2. **He** went to town to see the parade.

He traveled to town to observe the parade.

3. **She** saw the wild dog and ran away. (compound verb)

She noticed the wild dog and rushed away.

4. **He** sat on his bed and thought about it. (compound verb)

He rested on his bed and reflected about it.

5. **She** was eating the carrots, even though she says she did not like them.

She was gobbling the carrots, even though she mentioned she did not like them.

6. **He** was thinking he could make the monkeys sit.

He imagined he could make the monkeys park themselves.

7. **She** was sitting on the steps when she saw the cat.

She was situated on the steps when she spotted the cat.

8. **Joe** ran down the road thinking he could beat the train.

Joe scampered down the road reasoning he could beat the train.

9. **She** walked to the store before she ate her dinner.

She hiked to the store before she consumed her dinner.

10. The **elephant** was walking faster than the old lion ran.

The elephant was strolling faster than the old lion rushed.

11. The **boy** was saying that he was eating chicken for dinner.

The boy was replying that he was dining on chicken for dinner.

5. Picture Sentences WS 3 (TP 3) (Assignment Segment 2 applies)

Magazine pictures: Write sentences, which contain at least 1 participle as a verb, using pictures to come up with information for the sentences. The idea is to take a passive scene (not much obvious action) and use participles to write active sentences about the scene.

- Use magazine pictures, photos, or pictures from a book, that are passive but still interesting and enjoyable pictures.
- Select a picture from a magazine or one that is in a book. *Country* magazine has beautiful passive pictures that could be used. Calendars also have some beautiful passive pictures.

Each sentence may come from 1 picture or different pictures. Write 6 sentences together **using a descriptive participle (ing or ed) verb in each sentence**. Sentences must be written correctly following the Writing Checklist. The sentences must be written neatly (readable) and contain at least 8 words each. Ten (10) more are assigned for independent work.

Example: Following are sentences which could have come from a picture.

1. The snow is <i>reflecting</i> the colors of the Christmas lights.
2. Two pigs are <i>staring</i> at a bright green building.
3. A horse drawn buggy is <i>rolling</i> down the country road.
4. The children are <i>consuming</i> corn on the cob.
5. The autumn leaves are <i>changing</i> to a variety of vibrant colors.
6. The clouds are <i>floating</i> wisps of cotton fibers.
7. A vibrant rainbow is <i>radiating</i> in the sky.
8. The colors of the leaves are <i>reflecting</i> in the creek.

Remember the purpose of the activity is to write factual, descriptive sentences using at least 1 participle as a verb. Every word counts as 1 word no matter how long or how short.

Find pictures in magazines, calendars, or books to write 10 more sentences for independent work. Take a few minutes and select some pictures from a magazine, calendar, or book to use for independent work.

(File: Assignment tab)

6. Concrete Poetry WS 4 (TP 4) (Assignment Segment 3 applies)

Letters of a word are drawn into the shape of the meaning of the word, which is the subject of the poem, using the word itself to form a picture illustrating the individual word. The following shows possible ways of writing concrete poetry.

Every time the word must be the main part of the picture created.

Take a single word and illustrate.

Nouns, verbs

O P N
H P I G

SH **O** UT *CALLIGRAPHY*

C L I M B I N G
S T A I R S

D
I I
A A
M M
C C
N N
D

TTTT
TTT TTT
T T T T TTTT
T TT TTT TTT TTTT
TT TTTT TTTTT TT TTTT
TT TT TTT TTT TT

R R
EEE
EEE
EEE
EEE
EEEE
EE EEE EEE

Another way tree could be illustrated would be to take the word tree and make the letter T into a tree shape with the rest of the letters written above the letter T. The teacher might want to draw this on the board or paper to illustrate another way to incorporate the word into an actual drawing.

Practice: Draw examples with the words in the following box using the suggested directions and ideas from students. Do not worry about art work level. The purpose is not to be a great artist, but to illustrate the word using primarily the letters of the word.

Following are suggestions on possible ways these words could be illustrated.

Nouns: dog, flag, lips, teeth, umbrella, airplane

- **Dog** – write the word dog drawing a face of a dog in the d, o, or g or all 3.
- **Flag** – make the letter f into a flag or the letter l into a flag with the flag flying above the other letters
- **Lips** – make the dot over the i or the circle on the p into lips
- **Teeth** – draw an open mouth using the letters from the word teeth as the teeth
- **Umbrella** – make the u into a semi-closed umbrella or make the top of the b or the ll's umbrellas
- **Airplane** – draw wings on both sides of the word and make the bottom of the p and the top of the l into the rudder

Verbs: rolling, swinging, turning, spinning, flying

- **Rolling** – draw the letters to look like they are rolling by slanting them in various positions or write the word rolling leaving a space for the o and then make the o somewhere else with lines like it rolled away.
- **Swinging** – draw a swing hanging down from the word or make the word the seat of a swing or draw each letter hanging from lines like ropes and the letters are slanted like they are moving back and forth or swinging
- **Turning** – bend the letters to where they look like they are turning or write the word where the letters turn about mid word and go a different direction
- **Spinning** – write the letters where they look like they are in a spiral
- **Flying** – draw bird wings on the sides of the word or make the word wavy like it is flying and put birds or clouds around it

(File: Assignment tab)

Sentence to Paragraph Assignment 2

Independent work due:

- Mind Bender® Book 3 Page 2
- 10 Word Picture Sentences (typed and double spaced)
- 6 Concrete Poems (3 nouns & 3 verbs)

Segment 1: Mind Bender® Book 3 Page 2

Segment 2: 10 Picture Sentences

Write, edit and type 10 descriptive sentences about a picture or pictures from a magazine, calendar or a book. The 10 sentences may come from the same picture or from different pictures.

When writing the sentences:

- Have at least 8 words per sentence
- Use at least 1 **participle** ('ing or 'ed word) per sentence (**circle**).
- Do not repeat any participles or other important words.

Capitalize the first letter of the **first word** in each sentence and any **proper nouns** or name of people, places, and things.

Segment 3: 6 Concrete Poems WS 4

Create at least 3 “poems” from each category for a total of **6 poems consisting of 1 word each**.

Topics for Concrete Poetry:

3 Nouns:

lace – feather – branch – log – kitten – flower – frog – snake – car – rabbit – turtle – moon – rifle - knife

3 Verbs:

running – laughing – stomping – batting – throwing – pitching – walking – jumping – dancing – shaking

You may select other words besides what is listed, but you must use **3 nouns** and **3 verbs**.