Creating Sentences Lesson 2: Better Nouns

5 Day Schedule

Day 1: Section 1 – Bible Verse Copy Work (WS 1) (teacher checks) Assignment Segment 1
   Read from a book chosen from the Reading List.

Day 2: Section 2 – Creating Sentences Checklist (WS 2)
   Discuss each writing rule.

Day 3: Section 3 – Better Nouns Assignment Segment 2
   Sentences 1 – 4 (WS 3) (Instruction and practice together.)
   Sentences 5 – 8 (WS 4) (Teacher helps as needed and grades or reviews final sentences.)

Day 4: Section 4 – Noun Hunt (Play together.)
   Section 4 – Speed Nouns Game (Play together.)
   Read from a book chosen from the Reading List.

Day 5: Section 5 – Concrete Nouns Poetry (WS 5) (Instruction and practice together.)
   Student draws 5 Concrete Nouns. (Teacher helps as needed and grades or reviews final poems.)
   Assignment Segment 3
<table>
<thead>
<tr>
<th>Day</th>
<th>Section</th>
<th>Assignment Segment</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 – Bible Verse Copy Work</td>
<td>1</td>
<td>Teacher checks</td>
</tr>
<tr>
<td></td>
<td>(WS 1) (teacher checks)</td>
<td>Assignment Segment 1</td>
<td>Read from a book chosen from the Reading List.</td>
</tr>
<tr>
<td>2</td>
<td>2 – Creating Sentences</td>
<td>Assignment Segment 2</td>
<td>Discuss each writing rule.</td>
</tr>
<tr>
<td></td>
<td>Checklist (WS 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3 – Better Nouns (WS 3)</td>
<td>Assignment Segment 2</td>
<td>Sentences 1 – 2 (Instruction and practice together.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sentences 3 – 4 (Teacher helps as needed and grades or reviews final sentences.)</td>
</tr>
<tr>
<td>4</td>
<td>4 – Noun Hunt or Speed Nouns</td>
<td>Assignment Segment 2</td>
<td>Read from a book chosen from the Reading List.</td>
</tr>
<tr>
<td>5</td>
<td>3 – Better Nouns (WS 4)</td>
<td>Assignment Segment 2</td>
<td>Sentences 5 – 6 (Instruction and practice together.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sentences 7 – 8 (Teacher helps as needed and grades or reviews final sentences.)</td>
</tr>
<tr>
<td>6</td>
<td>4 – Noun Hunt or Speed Nouns</td>
<td>Assignment Segment 2</td>
<td>Read from a book chosen from the Reading List.</td>
</tr>
<tr>
<td>7</td>
<td>5 – Concrete Nouns Poetry</td>
<td>Assignment Segment 3</td>
<td>Student draws 5 Concrete Nouns. (Teacher helps as needed and grades or reviews final poems.)</td>
</tr>
<tr>
<td>8</td>
<td>5 – Concrete Nouns Poetry</td>
<td>Assignment Segment 3</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>5 – Concrete Nouns Poetry</td>
<td>Assignment Segment 3</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Read from a book chosen from</td>
<td>Assignment Segment 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Reading List.</td>
<td>Assignment Segment 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment Segment 3</td>
<td></td>
</tr>
</tbody>
</table>
1. **Bible Verse Copy Work WS 1** *(Assignment Segment 1)*

As part of the independent work, students are to copy the following verse. (WS 1)

- Handwrite the verse on WS 1 to practice handwriting or type the verse to practice typing skills.
- Either printing or cursive may be used, depending on your student’s abilities.
- If typed, make sure your student is typing the verse instead of cutting and pasting from an online Bible verse site.

Lesson 2: Bible Verse Copy Work *(Assignment Segment 1)*

1. Write the Bible reference first. Psalm 19:1
2. Begin the verse with a capital letter and capitalize all words which are capitalized in the verse such as God. All other letters should be lower case.
3. Put in punctuation where it occurs in the original verse, such as the period at the end of the verse.

```
Psalm 19:1
The heavens declare the glory of God.
```

Example: Lucida Handwriting

```
Psalm 19:1
The heavens declare the glory of God.
```
2. Creating Sentences Checklist **WS 2 (TP 1, 2)**

Read the Creating Sentences Checklist with the students, explaining the rules using the examples as students highlight what is bold in the rules and examples. For each rule highlight what is incorrect in the 1st example sentences, and then highlight the same thing corrected in the 2nd example sentence.

**Rule 3:** Students may not use question marks and exclamation marks in this curriculum unless given permission in a lesson. The lessons focus on learning to state thoughts creatively and effectively with words.

**WS 2 / TP 1, 2** (File: Checklist)

<table>
<thead>
<tr>
<th>Creating Sentences Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capitalize the <strong>first letter</strong> of the <strong>first word</strong> in every sentence.</td>
</tr>
<tr>
<td>Incorrect: the dog is running fast.</td>
</tr>
<tr>
<td>Correct: The dog is running fast.</td>
</tr>
<tr>
<td>2. Capitalize <strong>proper nouns:</strong> names of people, places, and things. (Proper nouns are discussed in lesson 7.)</td>
</tr>
<tr>
<td>Incorrect: The dog licked andrew.</td>
</tr>
<tr>
<td>Correct: The dog licked Andrew.</td>
</tr>
<tr>
<td>3. Put <strong>punctuation</strong> at the <strong>end</strong> of every sentence. (Periods – statements, not questions, are the focus.)</td>
</tr>
<tr>
<td>Incorrect: The dog is running fast</td>
</tr>
<tr>
<td>Correct: The dog is running fast.</td>
</tr>
<tr>
<td>4. Every sentence must have a <strong>subject</strong>. (A noun that tells who or what did something)</td>
</tr>
<tr>
<td>Incorrect: The is running fast.</td>
</tr>
<tr>
<td>Correct: The dog is running fast.</td>
</tr>
<tr>
<td>5. Every sentence must have a <strong>verb</strong>. (Action or state of being word telling what happened)</td>
</tr>
<tr>
<td>Incorrect: The dog fast.</td>
</tr>
<tr>
<td>Correct: The dog is running fast.</td>
</tr>
<tr>
<td>6. Every sentence must be <strong>1 complete thought</strong>. (A sentence should not leave a thought hanging.)</td>
</tr>
<tr>
<td>Incorrect: The fast dog running.</td>
</tr>
<tr>
<td>Correct: The fast dog is running.</td>
</tr>
<tr>
<td>7. Sentences should <strong>flow</strong> and <strong>make sense</strong>. (Arrange and include words to make sense.)</td>
</tr>
<tr>
<td>Incorrect: Fast dog ran down the the road.</td>
</tr>
<tr>
<td>Correct: The fast dog ran down the road.</td>
</tr>
</tbody>
</table>
8. Words must be **spelled** correctly. (Develop spelling – homonyms, apostrophes and dictionary skills.)

   Incorrect: The **bare** is **runing** fast.
   Correct: The **bear** is **running** fast.

   **Creating Sentences No List**

1. **Do not** use capital letters randomly in words. (Makes the sentence confusing.)

   Incorrect: The doG is Rulling faSt.
   Correct: The dog is running fast.

- 2. **Do not omit** necessary words. (Sentences should flow and make sense.)

   Incorrect: Dog is running fast.
   Correct: **The** dog is running fast.

- 3. **Do not repeat words** unnecessarily. (Sentences should flow and make sense.)

   Incorrect: The dog **is is** running fast.
   Correct: The dog **is** running fast.

3. **Better Nouns WS 3, 4 (TP 3, 4)** (Assignment Segment 2 applies)

   **State the definition of a noun.** **Nouns are people, places and things.**

   - List a few examples for each defining word.
   - Proper nouns, which name specific people, places or things, can be included.
   - Focus more on common nouns.

   Write examples of people, places and things on a white board. The following lists may be used, but it is better to have students come up with most of the nouns as you write them on a white board. Students do not need to write these down.

<table>
<thead>
<tr>
<th>Nouns: people, places, things</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. People: girl, father, doctor, lawyer, Italian, singer, family, host, preacher</td>
</tr>
<tr>
<td>2. Places: house, barn, city, state, office, Houston, stadium, Texas</td>
</tr>
<tr>
<td>3. Things: roof, rug, dogs, snails, fences, trees, statue,</td>
</tr>
</tbody>
</table>

   Often nouns are preceded by articles: the, a, and an. Discuss the following table on articles with students.
Many times nouns are preceded by an article: the, a, an.

- “The” is used to refer to a particular or specific noun.
- “A” and “an” are used to refer to non-particular or non-specific nouns.
  I read a book. “A book” means I could have read any of several books.
  ❖ The article “an” is used before a word that begins with a vowel while “a” is used before a word that begins with a consonant.

Every sentence has a subject and a verb. Subjects are usually nouns, which are persons, places or things. Brainstorm vivid replacements together for all of the sentences. The sentences must be complete sentences that follow the Creating Sentences Checklist WS 2.

5 Day Schedule


2. Complete sentences 1 – 4 with students.

3. Students complete sentences 5 – 8 for their independent work.

10 Day Schedule


Write noun replacements and sentences on a white board or TP 2 as students copy. (WS 3, 4)

1. Highlight the 2 nouns in each sentence blue.

2. Circle or underline the subject.

3. Brainstorm together: write down at least 3 vivid replacements for each noun (vivid words help to paint pictures in the reader’s mind).
   - For most nouns, use a thesaurus to come up with at least 2 of the 3 better nouns.
   - Allow 1 of the 3 replacement nouns to be words that may not be listed in a thesaurus. Words such as dog could be replaced by a specific breed.
   - Proper nouns are covered in later lessons so limit use in this lesson and focus on common nouns.

4. Write each sentence using the replacement nouns and the correct article. (the, a, an)

5. Circle or underline the subject and highlight both nouns blue in the new sentences.
Better Nouns (WS 3 / TP 3)

1. The dog ate the food.
   Replace dog with: collie, pug, puppy
   Replace food with: groceries, steak, cuisine
   New Sentence: The collie ate the cuisine.

2. A child drank a full cup.
   Replace child with: youngster, baby, juvenile
   Replace cup with: mug, glass, bottle (Bottle was not in my thesaurus.)
   New Sentence: A youngster drank a full mug.

3. A tree moved in the wind. (Article “a” – tree starts with the consonant “t.”)
   Replace tree with: oaks, pines, maples
   Replace wind with: breeze, gust, storm
   New Sentence: An oak moved in the storm. (Article “an” – animal starts with the vowel “o.”)

4. The group played the game.
   Replace group with: crowd, party, team (Team was not in my thesaurus.)
   Replace game with: competition, activity, football (Football was not in my thesaurus.)
   New Sentence: The party played football.

5. A man ran around the tent.
   Replace man with: gentleman, clown, entertainer (Entertainer listed under clown.)
   Replace tent with: marquee, exhibition, arena (Exhibition was exhibition area.)
   New Sentence: A clown ran around the arena.

6. The book was a problem.
   Replace book with: paperback, novel, story (Went from book, to paperback, to novel, to story.)
   Replace problem with: dilemma, puzzle, challenge
   New Sentence: The novel was a puzzle.

7. The animal touched the toy.
   Replace animal with: creature, beast, brute
   Replace toy with: plaything, doll, teddy bear
   New Sentence: The creature touched the teddy bear.

8. An animal walked down the branch. (The article “an” – animal starts with the vowel “a.”)
   Replace animal with: squirrel, cat, elephant
   Replace branch with: limb, twig, domain
   New Sentence: A squirrel walked down the twig. (Article “a” – squirrel starts with the consonant “s.”)
4. **Noun Hunt or Speed Nouns (TP 5)**

Nouns: people, places and things. Go on a Noun Hunt or play Speed Nouns or do both.

**Noun Hunt:** Take a pencil and paper with a clip board and go for a walk inside or outside. Look for nouns and write them down as you find them. Find and list at least 12 nouns.

1 student or more students: Give your student(s) reward time for each noun written after 12 nouns.

2 or more students: See who has the most nouns and who has the most nouns no one else has listed.

   Example list: rocks, gravel, birds, cats, dogs, cars, house, roof, flowers, roses, trees, leaves…

Play one of the versions of the game Speed Nouns.

**Game – Speed Nouns:** List as many nouns as you can find in the picture as fast as you can.

- Display a large picture where students can easily view it. Old calendars work well for display pictures since they are usually large and colorful.
- Only single nouns count. Example: If you want to say pine trees, just say pines or just say trees. Do not punish students for saying more than 1 noun or adjectives with the nouns, but only give credit for the main noun. No credit for repeated nouns.
- Examples written in 1 minute from a mountain scene: mountains, cliffs, sky, clouds, rocks, trees, trunks, lines, shadows, reflection, water, lake, pines, ledge, barn, and view.
- When students are writing their own nouns, spelling is not the point, but the words must be easily recognizable in order to get credit. Tell them how to spell the nouns if they ask.
- The empty chart on TP 4 is for the teacher to use when recording nouns in the Speed Noun game, or a white board can be used.

**Version 1:** Speed Nouns

1 student: list as many nouns as he or she can in 1 minute.

- For every correct noun, give one minute on a favorite activity for a reward.
- Take 2 rounds on the game. Using a 2nd picture, give 1 minute and see how many nouns can be listed.
- Give your student extra reward time if he or she has more nouns listed with the second picture than the first, and give extra credit for nouns that are different than listed on the first picture.

If you are working with one student who cannot type or does not easily write, have them tell you the nouns as you write or type.

**Multiple students:** Compete to see who can come up with the most nouns and the most different nouns from the other students. Give extra points for each noun listed that no one else has. If you have 4 or more students, you might want to let them work in pairs.
**Version 2: Speed Nouns – Taking Turns**

*Multiple students:* Students take turns naming nouns. For every new noun a student names he or she scores a point. Take turns. Each student states 1 noun each turn while the teacher writes these on a white board. This is easy, at first. As the turns continue it gets harder. If a student cannot come up with a noun from the picture in 10 seconds, he or she forfeits and it is the next player’s turn. Mark each student’s initials beside each noun or each student should keep a personal list of nouns or both. Highest score wins.

---

**5. Concrete Nouns Poetry WS 5 (TP 6)**

Concrete Nouns: Illustrate a single noun using only the letters from the word and a little added illustration. (This does not mean to draw a picture of the noun and then write the noun on the picture.)

Using the letters used to spell a noun, draw the letters illustrating the meaning of the noun.

- The letters of the noun must be the main part of the picture created.
- Use the word written normally as the title of each poem if needed for clarification.
- Use either upper or lower case letters or a pleasing combination.
- No other words may be added.
- Use a computer to help or draw by hand.
- Embellish each noun with additional touches.
- Use only nouns.

How to draw: A computer was used to create the following examples using a variety of fonts.

- Either draw words completely by hand, or use the computer to create some or all of the letters.
- Embellish: Whether using the computer or drawing by hand, add additional touches to each noun to complete each poem.

For example: Embellishment

1. The mountain example should have at least some snow caps added to some letters to help complete the picture.
2. A bird’s nest or branches drawn among the leaves, which are the letters, would help complete the tree.
3. Wet could have a puppy shaking by it.
4. Extra curls could be added around curls.
Creating Sentences Lesson 2: Page 10

Examples: Do not copy for independent work.

Mountains

Trees

SSSSSS

eeeeeeeeee

T

Wet

Curls

© Copyright 2013 www.TheWriteFoundation.org
Practice together:

Draw examples of the following nouns on a white board using the suggested directions and some ideas from students. Do not worry about the level of art work. The purpose is not to be a great artist, but to illustrate the word using primarily the letters of the word.

Concrete Nouns:    clock, rock, egg, chair

- **Clock** – Draw a clock face in the 1st C, O, or 2nd C or all 3. Embellish with clock hands included.

- **Rock** – Make the letter O into a rock which is obviously a large rough rock with bumps and crevices. Embellish with a few other rocks scattered around.

- **Egg** – Make the top and bottom of the g’s egg shaped. Embellish with 1 part of 1 g cracked open with a baby chick or raw egg spilled out.

- **Chair** – Make the Ch into a comfy chair with the letters air as an ottoman. Embellish by adding chair legs or feet at the bottom of the letters.
Creating Sentences Assignment 2

Independent work due:
- 4 Sentences (Better Nouns)
- Poetry: 5 Concrete Nouns

Segment 1: Bible Verse Copy Work – Psalm 19:1 (WS 1)

Segment 2: Better Nouns (WS 3, 4)
Complete WS 3 and 4 writing complete sentences replacing the nouns with more specific, descriptive nouns. *Sentences may be either written neatly on WS 3, 4 or typed and then printed.* The sentences must be complete sentences that follow the Creating Sentences Checklist and No List, WS 2.

Segment 3: Poetry – 5 Concrete Nouns (WS 6)
Using the letters used to spell a noun, draw the letters illustrating the meaning of the noun.
- The letters of the noun must be the main part of the picture created.
- Use the word written normally as the title of each poem if needed for clarification.
- Use either upper or lower case letters or a pleasing combination.
- No other words may be added.
- Use a computer to help or draw by hand.
- Embellish each noun with additional touches.
- Use only NOUNS. Other words than these may be used but they must be NOUNS.

<table>
<thead>
<tr>
<th>Create Concrete Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>grass</td>
</tr>
<tr>
<td>fire</td>
</tr>
<tr>
<td>boat</td>
</tr>
<tr>
<td>leaves</td>
</tr>
</tbody>
</table>

Segment 4: Read from a book chosen from the Reading List.