

## 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*

## Creating Sentences Lesson 2: Better Nouns

1. Bible Verse Copy Work WS 1
2. Creating Sentences Checklist WS 2 (TP 1, 2)
3. Better Nouns WS 3, 4 (TP 3, 4)
4. Noun Hunt or Speed Nouns (TP 5)
5. Concrete Nouns Poetry WS 5 (TP 6)

### 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 1<sup>st</sup> example sentences, and then highlight the same thing corrected in the 2<sup>nd</sup> 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)

Creating Sentences Checklist	
1. Capitalize the <b>first letter</b> of the <b>first word</b> in every sentence.	
Incorrect: <b>t</b> he dog is running fast.	
Correct: <b>T</b> he dog is running fast.	
2. Capitalize <b>proper nouns</b> : names of people, places, and things. (Proper nouns are discussed in lesson 7.)	
Incorrect: The dog licked <b>a</b> n <i>dr</i> ew.	
Correct: The dog licked <b>A</b> n <i>dr</i> ew.	
3. Put <b>punctuation</b> at the <b>end</b> of every sentence. (Periods – statements, not questions, are the focus.)	
Incorrect: The dog is running fast	
Correct: The dog is running fast.	
4. Every sentence must have a <b>subject</b> . (A noun that tells who or what did something)	
Incorrect: The is running fast.	
Correct: The <b>dog</b> is running fast.	
5. Every sentence must have a <b>verb</b> . (Action or state of being word telling what happened)	
Incorrect: The dog fast.	
Correct: The dog <b>is running</b> fast.	
6. Every sentence must be <b>1 complete thought</b> . (A sentence should not leave a thought hanging.)	
Incorrect: The fast dog running.	
Correct: <b>The fast dog is running.</b>	
7. Sentences should <b>flow</b> and <b>make sense</b> . (Arrange and include words to make sense.)	
Incorrect: Fast dog ran down <b>the</b> the road.	
Correct: <b>The</b> fast dog ran down the road.	

8. Words must be <b>spelled</b> correctly. (Develop spelling – homonyms, apostrophes and dictionary skills.)
<p>Incorrect: The <b>bare</b> is <b>runing</b> fast.</p> <p>Correct: The <b>bear</b> is <b>running</b> fast.</p>
<b>Creating Sentences No List</b>
1. Do <b>not</b> use <b>capital letters randomly</b> in words. (Makes the sentence confusing.)
<p>Incorrect: The do<b>G</b> is <b>RunnIng</b> fa<b>St</b>.</p> <p>Correct: The dog is <b>running</b> fast.</p>
• 2. Do <b>not omit</b> necessary <b>words</b> . (Sentences should flow and make sense.)
<p>Incorrect: Dog is running fast.</p> <p>Correct: <b>The</b> dog is running fast.</p>
• 3. Do <b>not repeat words</b> unnecessarily. (Sentences should flow and make sense.)
<p>Incorrect: The dog <b>is is</b> running fast.</p> <p>Correct: The dog <b>is</b> running fast.</p>

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

**Together – teacher explanation:** 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.

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

Often nouns are preceded by articles: the, a, and an. Discuss and illustrate on a white board 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.

I read the book. “The book” means I read a particular book.

- “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**. Grading guide on page 12.

**Together:** Help students determine replacement nouns for sentences 1 – 8.  
Complete sentences 1 – 4 with students.

**Independent:** Students complete sentences 5 – 8 for their independent work.

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

### Better Nouns WS 3, 4 / TP 3, 4

Identify and replace the nouns in the following sentences.

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**.

### Better Nouns (WS 4 / TP 4)

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 2<sup>nd</sup> 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.

Grading guide pg. 12.

**Concrete Nouns WS 5 / TP 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**.

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. Dirty could have more dirt smudges and a dirty puppy digging dirt by it.
4. Extra curls could be added around curls.



WS 5 / TP 7

Examples: Do not copy for independent work.

MOUNTAINS

Trees

SSSSSS

eeeeeeeeeeeeee

eeeeeeeeeeeeeeeeeeee

rrrrrrrrrrrrrrrr

T

DIRTY

GOALS

**Practice together or suggest and brainstorm ideas 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 1<sup>st</sup> **C**, **O**, or 2<sup>nd</sup> **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.

The following page is the Student Assignment page, which is designed to help students as they complete their Independent Work. Read through this page with your students to help them understand how to use the information to help them with their independent work. Highlight and add specific instructions you want them to follow. WS 6 / TP 8

## 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.

Create Concrete Nouns				
grass	cliffs	nest	moon	fence
fire	gift	shadows	reflection	roof
boat	ship	ledge	barn	house
leaves	branches	boulders	truck	tractor

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

Creating Sentences  
Sentence Writing Checklist and No List Grading Guide  
(Limit number of points off per sentence to 10 – 12 points.)

1. Capitalize the first letter of the first word in every sentence. **(-1)**
2. Capitalize proper nouns: names of people, places, and things. **(-1)**
3. Put punctuation at the end of every sentence. (Periods only) **(-1 unless run-on, then see #6)**
4. Every sentence must have a subject. **(incomplete see #6)**
5. Every sentence must have a verb. **(incomplete see #6)**
6. Every sentence must be 1 complete thought. **(-5 for 1<sup>st</sup> run-on or incomplete sentence / -3 for each run-on or incomplete sentence if have 2 or more run-on and or incomplete sentences)**
7. Sentences should flow and make sense. **(awkward – see #6)**
8. Words must be spelled correctly. **(-1)**

Creating Sentences No List

1. Do not use capital letters randomly in words. **(-1 each misused capital letter)**
2. Do not omit necessary words. **(-1 each omitted word unless sentence is so awkward it should be considered incomplete, then see #6)**
3. Do not repeat words unnecessarily. **(-1 each repeated word)**

### Creating Sentences Poetry Grading

Student's poetry must stay within the assigned form for the lesson.

1. Be arranged neatly according to each lesson's instructions such as: centered, double spaced, neatly written or typed using 1 easy-to-read font for each poem unless specified otherwise. (Keep any extra decorations within reason.)
2. All poems must have titles. **(-5)**
3. Spelling **(-1 per word misspelled)**
4. Letters capitalized incorrectly **(-1)**: Do not randomly capitalize. Use capital letters to begin lines (phrases and sentences) and proper nouns. Capitalizing the 1<sup>st</sup> word of each line should be consistent and pleasing to view.
5. Awkward or sloppy phrases **(-3)**: gross, vulgar or negative words and phrases are not allowed.
6. Missing or extra words **(-5 per word)**: Students need to stay within the given structure.
7. Missing parts of speech **(-10 per required missing part of speech)**
8. Do not repeat any important words: nouns, verbs, adjectives, adverbs. May repeat articles (a, an, the), conjunctions, and prepositions. **(-5 per repeated word)**