

5 Day Schedule

Sentence to Paragraph Lesson 2: Picture Sentences

Extra preparation for this lesson: *Provide several pictures from magazines, paper calendar pictures, pictures on a computer, a picture hanging on your wall, or larger pictures from books for section #5 for picture sentences later in this lesson. Passive scenic pictures work best, but others can be used. (Ask students to suggest and supply some scenic pictures they like.)*

Day 1: Section 1 – Descriptive Verbs (Teacher instruction and complete together) WS 1, 2 / TP 1, 2
Assignment Segment 1

Day 2: Section 2 – Sentence Practice (Teacher instruction and practice together) WS 3 / TP 3
Assignment Segment 1

Day 3: Section 3 – Picture Sentences (Teacher instruction and practice together) WS 4 / TP 4
Student writes, edits, and types 5 picture sentences (1 – 5) (Teacher helps as needed and grades.)
Assignment Segment 2

Day 4: Section 3 – Picture Sentences WS 4 / TP 4
Student writes, edits, and types 5 picture sentences (6 – 10) (Teacher helps as needed and grades.)
Assignment Segment 2

Day 5: Section 4 – Concrete Poetry (Teacher instruction and practice together) WS 5 / TP 5
Student writes poetry. (Teacher helps as needed and grades) *Assignment Segment 3*

Sentence to Paragraph Lesson 2: Picture Sentences

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

Poetry: Concrete – Nouns/Verbs

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|---|---|
| 1. Descriptive Verbs WS 1, 2 (TP 1, 2) | 3. Picture Sentences WS 4 (TP 4) |
| 2. Sentence Practice WS 3 (TP 3) | 4. Concrete Poetry WS 5 (TP 5) |

Extra preparation for the picture sentences: *Provide several pictures from magazines, paper calendar pictures, pictures on a computer, a picture hanging on your wall, or larger pictures from books for section #5 for picture sentences later in this lesson. Passive scenic pictures work best, but others can be used. (Ask students to suggest and supply some scenic pictures they like.)*

1. Descriptive Verbs WS 1, 2 (TP 1, 2)

- Use the thesaurus to look up 6 synonyms for each of the following words and write them on the chart as participles ('ing & 'ed) WS 1, 2 / TP 1, 2. The chart has examples. Use student input.
- When looking up one word, use the synonyms found to then look up and find other words that have similar meanings.
- Descriptive Verbs first shows the root words which students are to write as participles ('ing & 'ed).
- Descriptive Verbs on page 5, then shows the root words changed to participles ('ing & 'ed) and has spelling rules.

Descriptive Verbs WS 1, 2 / TP 1, 2			
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

Together: Add ‘ing & ‘ed to the Descriptive Verbs on WS 1, 2 / TP 1, 2 making them participles.

Participles are words that end in ‘ing, ‘ed, and a few irregulars.

- Participles that end in ‘ed show past tense.
- Participles that end in ‘ing show present and future tense.

Spelling rules:

1. Double the final consonant when a vowel precedes the final consonant, as in the word sit.
2. Drop a final silent “e,” and add ‘ed or ‘ing.
3. Change “y” to an “i,” and add ‘ed. Leave the “y” when adding ‘ing.

Descriptive Verbs WS 1, 2 / TP 1, 2 (<i>making participles</i>)			
Walk Walking/Walked	Run Running/Ran	Go Going/Gone/Went	Sit Sitting/Sat
Saunter Sauntering/Sauntered	Sprint Sprinting/Sprinted	Leave Leaving/Left	Rest Resting/Rested
Stroll Strolling/Strolled	Jog Jogging/Jogged	Depart Departing/Departed	Drop Dropping/Dropped
March Marching/Marched	Dart Darting/Darted	Travel Traveling/Traveled	Place Placing/Placed
Hike Hiking/Hiked	Scurry Scurrying/Scurried	Move Moving/Moved	Park Parking/Parked
Pace Pacing/Paced	Rush Rushing/Rushed	Disappear Disappearing Disappeared	Situate Situating/Situated
Toddle Toddling/Toddled	Scamper Scampering/Scampered	Exit Exiting/Exited	Plop Plopping/Plopped
See Seeing/Seen	Say Saying/Said	Think Thinking/Thought	Eat Eating/Ate
Observe Observing/Observed	Utter Uttering/Uttered	Believe Believing/Believed	Consume Consuming/Consumed
Notice Noticing/Noticed	Mention Mentioning/Mentioned	Imagine Imagining/Imagined	Gobble Gobbling /Gobbled
Glimpse Glimpsing/Glimpsed	Cry Crying/Cried	Reflect Reflecting/Reflected	Dine Dining/Dined
Distinguish Distinguishing Distinguished	Answer Answering/Answered	Consider Considering Considered	Wolf Wolfing/Wolfed
Understand Understanding Understood	Reply Replying/Replied	Suppose Supposing/Supposed	Devour Devouring/Devoured
Spot Spotting/Spotted	Announce Announcing Announced	Reason Reasoning/Reasoned	Swallow Swallowing/Swallowed

2. Sentence Practice WS 3 (TP 3)

Verbs Review Instruction: Every sentence has a subject and a verb. Verbs show action, what happened, or what is happening or what 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.

Helpful Hint:

1. When a participle is preceded by a helping verb, then the participle is most likely a verb.
2. A participle does not have to be preceded by a helping verb to be a verb.

State of Being and Helping Verbs

*(Either read through the following or list them on a **white board**. This should be review.)*

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, might, must, shall, will, can, could, would, should

Action Verbs – Participles

(Participles are used as nouns, adjectives, and verbs. Right now, the goal is to get the students using participles. Students are encouraged to use them as verbs in this lesson. When grading this lesson's independent work, however, give credit for all participles no matter how they are used. Also consider giving 1-point extra credit for each extra participle used in a sentence, whether as verbs or not.)

- Participles are commonly used as action verbs.
- Participles are also used as nouns and adjectives.

WHITE BOARD Teaching Instruction: Write these 3 sentences on a **white board** explaining how the participle “thinking” is used each time.

1. Thinking was work.	Thinking is the subject/noun. Thinking is a thing.
2. The thinking man learned a lot.	Thinking is an adjective. It tells what kind of man.
3. He <u>was</u> thinking about the instructions.	Thinking is a verb. It is what he did and is preceded by a helping verb.

Participles Instructions WS 3 / TP 3

Together: Use the descriptive/active verb synonyms from Descriptive Verbs WS 1, 2 / TP 1, 2 to replace the original verbs in the following sentences.

1. First highlight the **subject blue** and the **main verb orange** in each sentence.
2. Rewrite the following sentences changing the underlined words to **participles**.
3. Reword the sentences to make them make sense with the new participles, while maintaining close to the original sentence meaning.
4. Other participle synonyms, besides what is on the chart, may be used as long as the sentence becomes more descriptive without changing the meaning.
5. Two (2) examples are given for each sentence, but students only need to write one.
6. Answers will vary.

Participles WS 3 / TP 3

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

The man is *moving* into the house and is *plopping* on the chair.

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

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

He was *traveling* to town *planning* on *observing* the parade.

As he *traveled* to town, he *planned* on *observing* the parade.

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

While *noticing* the wild dog, she was *rushing* away.

She had *noticed* the wild dog and she had *rushed* away.

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

He *rested* on his bed and *reflected* about it.

He was *resting* on his bed and *reflecting* about it.

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

She had *gobbled* the carrots, even though she had *mentioned* she did not like them.

She was *gobbling* the carrots, even though she kept *mentioning* she did not like them.

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

He *imagined* he could make the monkeys take a *resting* position.

He was *imagining* that he was *making* the monkeys take a *resting* position.

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

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

While *situating* herself on the steps, she was *noticing* the cat.

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

Joe was scampering down the road, while believing that he could beat the train.

As Joe scampered down the road, he reasoned that he could beat the train.

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

She was hiking to the store before she consumed 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 is strolling faster than the old lion is rushing.

The elephant strolled faster than the old lion rushed.

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

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

The boy replied that he had dined on chicken for dinner.

3. Picture Sentences **WS 4 (TP 4)** (*Assignment Segment 2*)

Pictures: Use passive pictures to come up with information to write active sentences that contain at least 1 participle as a verb. Take a passive scene (not much obvious action) and use participles to write active sentences about the scene.

- Use pictures from a magazine, a photo, calendar pictures, or pictures from a book that are passive but still interesting and enjoyable.
- The sentences may come from just 1 picture or from different pictures.

Together on White Board: Using a passive picture, write 5 sentences together **with a descriptive participle ('ing or 'ed) as a verb in each sentence.**

- Ten (10) sentences are assigned for independent work. Students may write and then later type the 5 example sentences on WS 3, and then come up with 5 more for independent work.
- Or, use these 5 as examples only. Students will write and type 10 more for independent work.
 - Sentences must be written correctly following the Writing Checklist.
 - The sentences must contain at least 8 words each. Every word counts as 1 word no matter how long or how short the word is.

Examples: The following 8 sentences could have come from 1 or more pictures.

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

4. Concrete Poetry WS 5 (TP 5) (*Assignment Segment 3*)

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
A I D I A M
M O N D

TTTT
TTT TTT
T T T T TTTT
T TT TTT TTT TTT
TT TTTT TTTTT 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 making the leaves. The teacher might want to draw this on the board or paper to illustrate another way to incorporate the word into an actual drawing.

White Board Poetry Practice (optional):

- Draw one or more of the following suggestions if more practice is needed. *(If a student struggles with concrete poetry, they could use 1 or 2 of these ideas to create 1 or 2 their own.)*
- 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 and the ll's umbrellas
- **Airplane** – draw wings on both sides of the word using the bottom of the p and the top of the l as the wings, the e as the tail, and the A as the nose/propeller.

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

Sentence to Paragraph Assignment 2

Independent work due:

- 10 Word Picture Sentences (typed and double spaced)
- 6 Concrete Poems (3 nouns & 3 verbs)

Segment 1: Complete any practice work that your teacher assigns you to complete independently.

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 names 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**.