

Write checklist on board:

Nouns vs Adjectives

Review - Map

Question Confirmation STEP 3 (p 53)

Sentence Pattern Mix up!

Lesson 12

ATS

Reverse Engineering

### **Game:** Nouns vs. Adjectives

Put a list on the board of a mix of nouns and adjectives. Kids work with their mom to categorize them on their whiteboard. OR make a printed copy of the words for kids to physically move into two columns - one for nouns, one for adjectives.

This review game should help them as they distinguish a PN from a PA.

#### Nouns:

Garfield

juggler

lego

breakfast

mom

<insert your name here>

#### Adjectives:

lazy

difficult

red

delicious

beautiful

smart

three

**Noun:** (Chart E) names a person, place, thing, activity, or idea.

**Adjective:** (Chart L) modifies a noun or pronoun by describing, qualifying, or limiting, and answers the questions *What kind, How many, Which, or Whose?*

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### **Review:**

Let's look at all we have covered in 10 weeks!

- \* All 8 parts of speech!
- \* 2 of the 4 structures
- \* all 4 purposes (for 2 of the structures)
- \* 4 out of 7 sentence patterns!

\* A total of 32 classifications so far! ( $2 \times 4 \times 4 = 8 \times 4 = 32$ )

Today, we are going to work on both S- VI - PA and S- VI - PN

AND

Exclamatory & Interrogative sentences! Weeks 11 and 12... next week, fun review games!

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### Question Confirmation, Step 3:

Let's take a moment and study QC. Moms can follow along on pg 53 of EEL Guide: STEP 2 - we identify the Subject and Verb, right? So, it sort of repeats the first two questions in STEP 3.

( *Draw the QC flowchart on 1/3 of right side of board, so we can leave up and refer to as we work the 4 sentences in the next exercise.* )

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### Mix of patterns:

First, we are going to look at sentences quickly and, by using our Question Confirmation Step 3, we will spot the 4 patterns.

Ask if parent or students want to "lead" the QC:

**The turkey gobbled.** —> Adj SN Vi

**The turkey gobbled the grain.** —> Adj SN Vt Adj DO

**The turkey tasted delicious!** —> Adj SN VI PA

**The turkey was dinner?** —> Adj SN VI PN

QC for the 2nd sentence:

Who or what is the sentence about? turkey, SN

What is being said about the subject? Turkey gobbled, V?

Turkey gobbled what? "the grain."

Can “the grain” replace or rename “turkey”? No.

Can “the grain” describe “turkey”? No

DO, verb is transitive

QC for 3rd sentence:

Who or what is the sentence about? turkey, SN

What is being said about the subject? Turkey tasted, V?

Turkey tasted what? “delicious”

Can “delicious” replace or rename “turkey”? (That is, is it a noun?) No.

Can “delicious” describe “turkey”? Yes (That is, it IS an adjective) PA

QC for 4th sentence:

Who or what is the sentence about? turkey, SN

What is being said about the subject? Turkey was, V?

Turkey was what? “dinner”

Can “dinner” replace or rename “turkey”? (That is, is it a noun?) Yes. PN.

Compound - we are supposed to be studying compound, Exclamatory sentences, so how can we combine the last two sentences into one?

**The turkey tasted delicious, and the turkey was dinner!**

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## Lesson 12: Interrogative w/ PN and PA

**The tree is a maple, and the leaves are red.**

Since next week we will be having fun with games, we will go ahead and do lesson 12 today. It's the same patterns (PN and PA), but with an interrogative purpose.

So, how can we change a declarative sentence like this into an interrogative? What's our helpful reminder? CIA.

BUT we are doing to see it change just a little with these two sentence patterns (PN, PA).

**C** - Change the punctuation into a ? ..... *check with moms to see if they think this works with this example.*

**I** - Interrogative pronouns.... replace the subject with an int. pronoun to turn into a question.

**Write new sentence, leave original....**

**What is a maple, and what is red?**

A- This one is a little different. Before, "A" stood for "add a helping verb." But since we have a linking verb, "A" will stand for "Arrange words in a different order." It becomes:

**Write new sentence, leave original....**

**Is the tree a maple, and are the leaves red?**

Note: we didn't add any words, we just arranged all the same words in a different order.  
**DO NOT ERASE 3 Sentences!!!**

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**ATS**

Have students pick one of the 3 sentences and diagram it. For extra challenge, add this one:

**Is the tree next to the house a maple, and are the leaves bright red and orange?**

Ask students if they want to "teach" the class the confirmation questions? (May be too difficult).

Game: Fill in the grid (Pattern / purpose for sentences)

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**Math:**  
**board slam, various varieties**  
**SNAKE**

**IEW**

- read papers
- simile rainbow
- simile and metaphors game
- Re-write a story