

Sentence 11 Lesson Guide

Simple Sentence with Transitive Verb and Direct and Indirect Objects

Today's Sentence: The judges gave our team a high score.

DAY 1**1. Write**

- Students need Work Pages 41-44 or a new page in their notebook, a writing pencil/pen, and at least one colored pencil/pen. Write the sentence under a heading, i.e., date, sentence number.
- Students write the sentence from dictation (script below) or copy it. If they are copying instead of dictating, read the sentence.

- Introduce the sentence.

"Pencils down; listen and visualize."

Be firm about requiring pencils to be out of students' hands.

They should not write anything until you tell them to do so.

Say (Read) the sentence while students listen.

"The judges gave our team a high score."

- Immediately direct students to repeat the sentence with you. When there are multiple students, this is a choral activity.

"Say (Read) it with me:**'The judges gave our team a high score.' "**

- After repeating the sentence, direct students to write it.

"Write (Copy) the sentence."

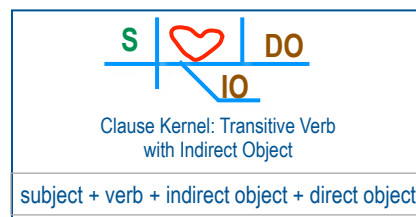
Give enough time for students to write, but don't let it drag.

- Break the silence by simply reading the sentence again.

"The judges gave our team a high score."

Students do not read the sentence this time. They may quickly make changes if they notice an error, but do not allow extra time for this. They will make corrections during proofing.

- Immediately transition to proofing: students put down their writing pencil/pen and pick up their colored one.

"Switch pencils (pens). We're going to proof."**TEACHING HELPS*****Where do students write the sentence?**

If using the Work Pages, students write the sentence in "1. Write."

If using a blank sheet of paper or new page in a composition/spiral notebook, students write the sentence under a heading. For example, Date
Sentence 11
1. Write

How often do I repeat the sentence in the "1. Write" routine?

Say it at beginning, then immediately say it again in choral response with students, and a finally just before students switch pencils to proof. That is three times.

Management of dictation (1. Write)

Be firm about the following rules:

- Do not allow any talking.
- Do not allow students to ask any questions.
- If student needs a repeat, he raises his hand without a word. You respond by saying, "Class repeat with me, (and simply say the sentence again in unison)." Be careful to limit requests for repeats.
- If a student finishes early, he puts his pencil down and waits silently.

How much time do I give students?

Give just enough time for students to write. Do not wait for the whole class to finish. At first some will not complete the sentence but assure them that is okay. It isn't long until their writing stamina increases and their focus improves.

If you are unsure of time, write the sentence yourself with a stop watch to gauge the time needed.

***TEACHING HELPS**

GBC student notebook = notebook created during Grammar Boot Camps 1 and 2

GBC 1 = First half of Grammar Boot Camp, an online course

GBC 2 = Second half of Grammar Boot Camp, an online course

GA = Grammar Applications, binder of lessons and charts

JCWrite TG = Johnny Can Write Teacher's Guide, binder all about grammar



Alice Nine Academy
academy.alicenine.net.

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2. Proof

- A chart of proof reader marks is on page 188 in this book and in the Student Work Pages. It is also on the back cover of the notebook students created in *Grammar Boot Camp 2*.
- Students use proofreader marks to make corrections.
 1. Begin editing.
"Let's edit. Use proofreader marks to correct."
 2. Proof sentence boundaries.
"What does every sentence begin with?" capital letter
"What does every sentence end with?" punctuation mark
"Which punctuation mark should you have?" period
"Why?" it is a declarative, it makes a statement; it tells
"How do we know that?" word order; subject before verb; does not begin with a question word or auxiliary verb
 3. Proof content
"Let's word read the sentence to be sure you have all the correct words." slowly read word by word
 4. Proof internal punctuation.
"Is there any internal punctuation?" no
 5. Proof spelling.
"Let's proof spelling. Begin with the last word in the sentence. Say it and letter spell it."
 6. Complete "2. Proof" in Work Pages.
"Look at any errors and think about corrections. Report/share the kind of error it is, why it is an error or how to fix it."
- If using notebook paper, guide a brief discussion of errors and emphasize thinking to support corrections, i.e., type of error, rule that applies. See Work Page "#2 Proof" for details to guide the discussion.
- If using the Work Pages, students can complete the report of their work in "2. Proof." Take a few moments to discuss things they are learning.

A chart of proof reader marks

In appendix, p. 188
GBC student notebook, back cover
JCWrite TG, p. 254

All sentences begin with a capital letter and end with one of three end punctuation marks-- . ? !.

A **declarative sentence** tells or makes a statement. It ends with a period.

Kinds of sentences

Declarative: statement, tells
 Interrogative: asks a question
 Imperative: gives a command
 Exclamatory: shows strong emotion
GBC student notebook, pp. 112-15
GBC 2, Lessons 6-9
GA, pp. 96-100
JCWrite TG, pp. 17-34

Word read means reading each word individually with same emphasis and expression, making sure the exact words that were dictated have been written.

Internal punctuation marks:

comma, semicolon, colon, dash, quotation marks, parentheses, brackets, ellipsis

Word punctuation marks:

apostrophe, hyphen, period

Proof spelling by beginning with the last word in the sentence. Reversing order of words to check spelling frees the mind to focus only on the spelling of each word and not be distracted by ideas expressed in the sentence or by its organization.

What is the value of the "Proofing Report?"

We learn from mistakes if we have corrective feedback and process that feedback. Therefore, use the proofing report (#2. Proof) to guide a report. Do this immediately after editing.

Adapt for the student with multiple errors, i.e., have student report all errors with check marks but explain only one.

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3. Map

- "Map" is about classifying words, phrases, and clauses by function. As you ask questions, students chorally answer and map .

"Let's map the sentence.

1. Find prepositions and pin the prepositional phrases.

"Is there a preposition?" no

2. Find the finite verb(s) or verb phrase(s).

"What is the main verb?" gave **"Is there an auxiliary verb?"** no **"Heart the verb."**

3. Find the simple subject.

"What is the subject? Use test: Who/what gave?"
judges **"Underline judges."**

4. Divide subject and predicate.

"Where will we draw the subject / predicate line?"
between judges and gave **"Draw it."**

5. Find the direct object.

"Use the test: Gave what/who?" score **"Score is the direct object. How should we mark score?"** with 'DO'**"When a verb has a direct object it is called a transitive verb. Where will we draw the direct object line?"** between team and a [high score]

6. Find the indirect object.

"When we have a direct object ALWAYS check to for a noun/pronoun between verb and direct object. If yes, test for an indirect object, Verb for/to whom/what?"**"Gave (verb action) is being done to/for team. Team is the indirect object. Write IO above team."**

7. Identify the kind of sentence.

"Which sentence pattern is this by clauses: simple, compound, complex?" simple sentence**"Which sentence pattern is this by verbs: intransitive, transitive, linking?"** transitive verb, with direct and indirect objects

- Sentence map:

The judges  ^{IO} our team ^{DO} a high score.

Mapping symbols:

- Pin the prepositional phrase
- Heart the verb / verb phrase
- Underline the simple subject
- Starr conjunctions
- Separate the subject from predicate with an intersecting vertical line
- Write DO over direct object
- Separate the direct object from the part of the predicate that comes before it with a perpendicular line
- Write IO over indirect object

To have an indirect object, there must be a direct object.

The direct object receives the action of the verb directly. Sometimes the one for whom or to whom the action is being done is also expressed. .

Indirect object

The indirect receiver of the action of the verb exists only in a clause with a direct object.

GBC notebook, pp. 127, 130

GBC 2, Lesson 17

GA, pp. 128-30

JCWrite TG, pp. 229-30, 275

Mapping an indirect object

Place IO above the indirect object. Do not make any lines for it on the sentence map.

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DAY 2**4. Diagram**

- Sentence diagrams show sentence elements (i.e., verb, subject, complements, modifiers) and their relationship to each other. Sentence diagrams also show the relationships of words to each other (i.e., in a prepositional phrase).
- If using the Work Page, students complete the frame in "4. Diagram." If using plain paper, students draw the diagram beneath their sentence. If needed, draw the diagram frame for them to copy. Then they add words to the frame.
- An annotated diagram is on the next page in this lesson.

"Look at the diagram frame. On the left side of the subject/predicate line, write the subject, judges."

"What will we write on the right side of subject/predicate line?" *gave*

"Check for complements. Test for a direct object: *Gave what/whom?*" *score* "Score is receiving the action of gave. It is the direct object."

"Write *score* on the base line after the perpendicular direct object line. What is the purpose of that line?"
to separate the direct object

"Let's diagram the modifiers."

"On a slanted line beneath *judges*, write the determiner (article) *The*. Capitalize it since it is the first word of the sentence."

"On a slanted line beneath *score*, write its determiner, *a* (article)."

"On a second slanted line beneath *score*, write *high*, adjective."

"There is a noun phrase between the verb and its direct object--a clue we need to test for an indirect object. Ask, *Gave for/to whom/what?* (to) *team*

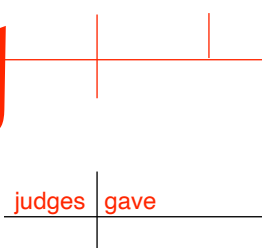
"Diagram the indirect object under the verb like a prepositional phrase only without a preposition."

"*Team* is modified by the determiner (possessive pronoun) *our*. Put *our* on a slanted line beneath *team*."

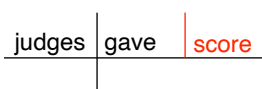
How to diagram

A complete sentence diagramming guide by Alice Nine is in the appendices of *Johnny Can Write Teacher's Guide*.

Alice Nine makes diagramming easy with explicit explanation of the lines of diagramming (pp. 273-76) and how to diagram phrases and clauses (pp. 277-91).

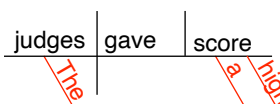
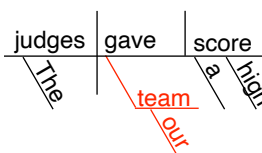


Complements are direct object, indirect object, object complement, predicate adjective, predicate nominative.



A **determiner** introduces a noun phrase, i.e., an article, a possessive pronoun, a demonstrative pronoun.

GBC student notebook, p. 67
GBC 1, Lesson 9

**Completed Diagram**

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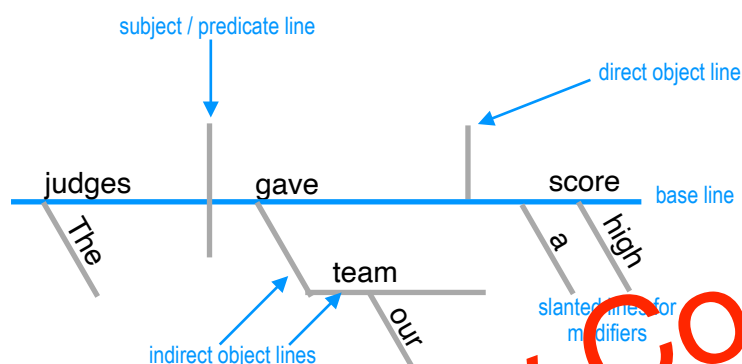
Simple Sentence with Transitive Verb and Direct and Indirect Objects

Today's Sentence: The judges gave our team a high score.

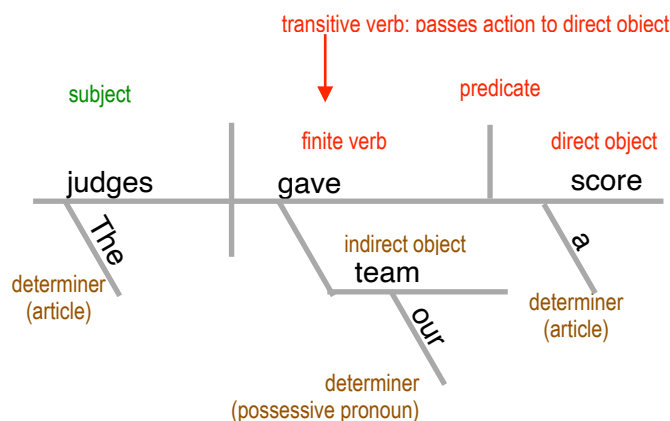
Annotated diagrams of today's sentence

Today's sentence is a simple declarative sentence with a compound subject, a transitive verb that has an indirect object.

(NOTE: If it's transitive, it has a direct object. Therefore, to say a transitive verb with a direct object would be redundant.)



Preview Copy

**"The Nuts and Bolts of Sentence Diagramming"**

A complete sentence diagramming guide by Alice Nine is in the appendixes of *Johnny Can Write Teacher's Guide*.

- The lines of diagramming are explained in detail with models, pp. 273-76.
- How to diagram phrases and clauses is explicitly explained, pp. 277-91.

This how-to guide will also be released in 2025 as a stand alone booklet "The Nuts and Bolts of Sentence Diagramming."

The words on the base line are the main idea of the sentence: *judges gave score*. They make up the grammatical kernel of the clause.

Finite verbs have properties expressed, i.e., tense; they work as the "heart" of a clause, as the main word(s) in the predicate.

Subject of verb

Test: Who/What gave?

Answer: judges = simple subject

How to diagram subject / predicate

GBC student notebook, pp. 108-11, 127-33

GBC 2, Lessons 3-5, 15-20

GA, p. 75

JCWrite TG, pp.23-27, 95-97, 273

Direct object of verb

Test: Gave what/whom?

Answer: score = direct object

How to diagram direct object

GBC student notebook, p. 129

GBC 2, Lesson 15

GA, p. 124

JCWrite TG, pp. 186, 273

Indirect object

Test: Gave for/to what/whom?

Answer: team = indirect object

How to diagram indirect object

GBC student notebook, p. 130

GBC 2, Lesson 17

GA, pp. 129-30

JCWrite TG, pp. 229-30, 275

Determiners introduce a noun phrase, i.e., an article, a possessive pronoun, a number word. Diagram on slanted line beneath noun it introduces.

GBC student notebook, p. 67

GBC 1, Lesson 9

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DAY 3**5. Revise**

- The purpose of "Revise" is to practice craft moves within a sentence to improve it. Before students write, discuss craft moves and brainstorm possibilities. Do the kind of thinking that's part of revision.

"Look at today's sentence. How can we revise it?"

★Zoom-in for imagery.

Zooming-in is the process of elaborating. Students ask a series of adjectival and adverbial questions to add descriptive ideas. These modifiers can be words, phrases, or even clauses.

"Use the adjective questions--Which one? What kind?--to modify the nouns *judges, team*." examples: *gymnastic, final, debate*

"Use the adverb questions *How? When? Where? Why?* to add some details about the action *gave*." examples: *last weekend, at the end of the tournament; awarded, presented*

★Consider word choice.

"There are many reasons why one word is better than another." see margin note

"*Gave* is a general word. So I checked a thesaurus for ideas. The word *awarded* was listed. The verb *award* has the connotation of giving based on an achievement -- the giving of a prize, recognition. That connects with the idea in my sentence, so I chose *awarded* to replace *gave*."

★Students write.

- If using Work Pages, students write a revised sentence on "5. Revise." If using plain paper, students write a revised sentence beneath their sentence diagram.

"Think about our discussion about craft moves for word choice, word order, and adding details. Then rewrite today's sentence with revisions."

- Sample sentences, elaboration in red.

- The judges awarded our debate team a very high score.*
- Last weekend at the meet, the judges awarded our gymnastic team a high score.*

Craft moves are how something is written, not what is written. Craft moves are purposeful choice of words, sentence patterns, imagery, use of literary devices, tone, etc.

Adding modifiers (details for imagery)

When writers add modifiers, they **zoom-in**, giving their readers more precise images. Modifiers can be a word, a phrase, or a clause.

Adjective questions

Adjectival modifiers answer the questions Which one? What kind? How many? about nouns.

Adverb questions

Adverbial modifiers answer the questions How? When? Where? Why? To what degree? about verbs, adjectives, and adverbs.

GBC student notebook, pp. 65, 75
GBC 1, Lessons 8-9
GA, pp. 41-42, 50-52
JCWrite TG, pp. 130-132

Word choice is not always about the right or wrong use of a word, i.e., a homophone (your, you're) or a similar sounding word (affect, effect).

Sometimes as we draft, we use a word that doesn't quite fit. Sometimes it is confusing, redundant, overused, has the wrong tone, or lacks clarity, and therefore, needs to be replaced.

Sometimes we change a word because of its structure and the structure of the text, i.e., the sounds, rhythm, length of the word as it fits into context.

Sometimes we choose a word because it says more. a choice that provides clarity, i.e., jog vs. run, ate vs. devoured. That is the case with the word *gave* vs. *awarded* in today's sentence.

Students share their sentences with whole group or a partner. They can read the sentence, display it under a document camera, or post on a classroom bulletin board or on a virtual bulletin board.

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6. Imitate

- The purpose of "Imitate" is to extend students' repertoire of grammatical structures through practice using them to create a sentence. After studying today's sentence (mapping and diagramming), students write a sentence by imitating its structures and elements using their own ideas/words.

"Using the same grammatical structure and same sentence elements as today's sentence, you will write your own sentence in your own words."

- ★Review sentence structure and elements.

"Using Map and Diagram work you've already done, let's quickly review the sentence structures and elements in today's sentence. Then count the number of words."

- Outline sentence structures and elements using Map and Diagram work you've already done. Finally, count the number of words.
 - It is a simple sentence: 1 independent clause (1 sentence kernel)
 - The subject is simple: determiner + noun
 - Verb is simple past tense
 - Has a direct object: determiner + adjective + noun
 - Has an indirect object: determiner + noun
 - Sentence has 8 words

- ★Students write.

- If using the Work Pages, students write their imitation sentence on "6. Imitate." If using plain paper, students write their imitation sentence after their revised sentence.

"Using your original ideas, write a sentence that mimics the structure and elements of today's sentence."

- Sample sentences:

- The teacher promised the class a science field trip.*
("Field trip" is an open compound; it counts as one word.)
- The chef prepared our family and friends an amazing dinner.*
(Notice the compound indirect object. For the sake of this assignment, we will count "family and friends" for one word.)
- The coaches gave the players a few tips.*

- In imitation, we are mainly concerned with the structure and main elements of the sentence. So, determiners such as articles, possessive pronouns, can be added or eliminated when necessary.

Sentence elements are the parts that make up a clause, i.e., subject, predicate, complements, modifiers.

Sentence structures are sentence patterns. We use them to classify sentences.

- Classified by **purpose**, we have declarative, interrogative, imperative, exclamatory.
- Classified by **type and number of clauses**, we have simple, compound, complex, compound-complex, comparative.
- In addition, a sentence can be a **loose or cumulative sentence** or it can be a **periodic sentence**.

A loose or cumulative sentence begins with the main idea (independent clause) followed by dependent clause(s) or by phrases. No comma separates them.

A periodic sentence begins with a subordinate (dependent) clause and puts the main idea (independent clause) last. The dependent clause is separated from the main idea that follows with a comma. The comma lets the eye of the reader know the main idea is yet to come.

- Most sentences are in **natural word order** -- the subject of the clause comes before the verb.
- However, some have an **inverted word order**. Sometimes an element usually found in the predicate, i.e., object, predicate adjective, comes before the subject. Or the verb comes before the subject.

Students share their sentences with whole group or a partner. They can read the sentence, display it under a document camera, or post on a classroom bulletin board or on a virtual bulletin board.

Sentence 11 Lesson Guide

Simple Sentence with Transitive Verb and Direct and Indirect Objects

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DAY 4**7. Combine**

- The purpose of "Combine" is to practice using connective elements and process to combine ideas. Before students write, discuss and brainstorm possibilities. Do the kind of thinking that's part of revision.
- If using Work Pages, students write their combined sentence on "7. Combine." If using plain paper, students write their combined sentence beneath their imitation sentence.
- Begin the discussion by sharing sentence 2.

"Read sentence 2."***The debate team participated in a tournament last weekend.***

"We will combine this sentence and today's sentence. When combining sentences, we use three main processes -- reduction, coordination, subordination."

"Think about which sentence will be the main idea--an independent clause in the combined sentence."

"Keep all the ideas from both sentences in your combined sentence. Do not add any new ideas."

"As needed,

- Delete words, change words
- Add function words (i.e., preposition, conjunction)
- Change punctuation and capitalization
- Change word order

Let's brainstorm for possible combined sentences."**Combining #1. "Think about *reduction*; explain it?"**

Reduce a sentence to phrase(s) or single word(s) and add them to the sentence you chose to be the main idea.

- Sample sentences:

A. *At the debate tournament last weekend, the judges gave our team a high score.*

Thinking: Sentence 2 is reduced to modifiers and placed at the beginning of the sentence. Notice that *debate* is used to modify *tournament*. Use a comma to set off the introductory elements. The final sentence is simple.

B. *The judges gave our debate team a high score at the tournament last weekend.*

Thinking: Flip Sentence A. *Debate* is used to modify *team*. Using the word *debate* in the first clause helps clarify the setting early in the sentence.

Sentence elements that connect:

1. Conjunction: connects grammatical elements
2. Conjunctive adverb: connects ideas
3. Preposition: links its object to another word in the sentence
4. Pronoun: connects to its antecedent
5. Punctuation: semicolon

Some of these elements not only create a connection but also can create a transition.

There is usually more than one way to combine two sentences. Create one that makes the most sense, has clarity, is not wordy, is logical.

Discuss multiple ways to combine the sentences to encourage students to think about different possibilities.

The sample sentences given here and on the next page are all grammatically correct. It is author's choice as to which one best fits in a text or the purpose of the author.

For Alice Nine's video lessons about reduction, coordination, and subordination, go to *Sentences Studies 101* in academy.alicenine.net -- the course where students learn to recognize and fix fragments and run-on sentences and learn the techniques of combining sentences.

Introductory elements are usually set off from the main idea with a comma.

Both sentences are grammatically correct. The word order changes the emphasis and the rhythm of the sentences.

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Combining #2. "Think about *coordination*; explain it?"

Join the two sentences (independent clauses) with a coordinating conjunction (FANBOYS) or semicolon. When two sentences are simple, this will create a compound sentence. Remember to use a comma before the coordinating conjunction when joining two complete ideas (independent clauses) to form a compound sentence.

- These two sentences do not combine well as two independent clauses in a compound sentence.

Combining #3. "Think about *subordination*; explain it?"

Begin one of the sentences with an AA^WWUBBIS (subordinating conjunction) or use a relative pronoun (*that, which, who*) to form a dependent clause (DC). Combine the dependent clause with the other sentence, an independent clause (IC) to create a complex sentence.

- Sample sentence:

At last week's debate tournament, the judges gave our team a high score.

Thinking: Use the subordinating conjunction *when* to reduce Sentence 2 to a dependent clause that modifies *gave*. The two clauses can be flipped. Don't forget the comma if the dependent clause is first (DC, IC.). The final sentence is complex.

★Students write.

- If using Work Pages, students write their combined sentence on "7. Combine" and answer the two questions beneath it. If using plain paper, students write their combined sentence beneath their imitation sentence.

"Think about our discussion. Decide how you will combine the two sentences using just one of the processes we discussed. Keep all the ideas from both sentences in your combined sentence. Do not add any new ideas.

Creating Compound Sentences

- Using coordinating conjunctions (FANBOYS)
They join like sentence elements (clauses), keeping both equally important. And they establish the relationship between the two clauses (simple sentences).

GBC student notebook, p. 96

GBC 1, Lessons 6-7

GA, p. 12

JCWrite TG, p. 227

- Using the semicolon
Two clauses (simple sentences) can be joined with a semicolon. The semicolon does not show a relationship between two clauses (sentences). It works best when the two clauses are closely related and the relationship between them is obvious.

Creating Complex Sentences

- Using subordinating conjunctions (AA^WWUBBIS)
They form dependent clauses that are also called subordinate clauses which are also called adverb clauses.

GBC student notebook, pp.98-99

GBC 1, Lesson 10

GA, p. 54

JCWrite TG, p. 227

- Using relative pronouns (*that, which, who*)
They form dependent clauses called relative clauses that are also called adjective clauses. The relative pronoun always has a grammatical function in its clause and its clause modifies a noun.

GBC student notebook, p. 89

GBC 1, Lesson 15

GA, pp. 68-69

JCWrite TG, p.217-19

Using commas in complex sentences

- If the subordinated (dependent) clause comes at the beginning of the sentence, remember to separate it from the main (independent) clause with a comma.
- If the relative clause begins with "that," do not use commas to set it off.
- If the relative clause begins with "which" or "who," determine if it is restrictive (needed) or non-restrictive (optional). If it is restrictive, do not use commas. If it is non-restrictive, set it off with two commas-- one at the beginning and one at the end.

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DAY 5**8. Recast**

- "Recast" is not about writing a better sentence. It is a guided practice applying grammar knowledge to manipulate the text.
- Below are three things to practice using Recast:
 - #1 Creating perfectly paired interrogatives
 - #2 Changing tense
 - #3 Practicing subject verb agreement
- Guide students to compose a recasted sentence. Then have them share in one of two ways: through oral practice or through written practice. In written practice, students write their sentences beneath their combined sentence, or if using the Work Pages, they write their sentences on "8. Recast #1, #2, and #3."

For **kinds of sentences**, refer to
GBC student notebook, pp. 112-13

**Change a declarative sentence to an
interrogative sentence.**

Kinds of sentences

Declarative: statement, tells
Interrogative: asks a question
Imperative: gives a command
Exclamatory: shows strong emotion
GBC student notebook, pp. 112-15
GBC 2, Lessons 6-9
GA, pp. 96-100
JCWrite TG, pp. 17-34

Recast #1. Interrogative

"Create an interrogative sentence that perfectly pairs with today's sentence. In other words, today's sentence is the complete answer to the question (interrogative sentence) that you compose."

Make sure that the **question perfectly pairs with today's sentence**. In other words, today's sentence is the answer to the question.

- Students may need starters (underlined in sentences below) to help them compose interrogative sentences that perfectly pair with today's sentence.
- Sample questions
 1. Did the judges give our team a high score? (yes/no question #3)
 2. Who gave our team a high score? (subject question)
 3. What did the judges do? (verb question)
 4. To whom did the judges give a high score? (object question)
 5. What did the judges give our team? (object question)

What does "perfectly paired" mean?
Think of it this way: Your friend asks you the question (interrogative sentence) and you answer it (today's sentence).

Alice Nine's guide

"How to Write an Interrogative That Perfectly Pairs with a Declarative"
gives in-depth details about how to write an interrogative that perfectly pairs with a declarative sentence.
(See pp. 189-93 in this book.)

★Students write.

- If using Work Pages, students write their question on "8. Recast #1." If using plain paper, students write their question beneath their combined sentence.

"Think about our discussion. Create a question that perfectly pairs with today's sentence."

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Recast #2. Tense

"Look at the verb in today's sentence." gave "Is it regular or irregular?" irregular "Snap and recite."

- For verb tenses, refer to *GBC* student notebook, pp. 43-51 and page 187 in this book.

"What tense is today's sentence?" simple past tense

"How do we know?" past form of verb, no auxiliary

"Change the tense to simple future tense. Think with me: will (future) + present form makes it future." will give

★Students write.

- If using Work Pages, students write the sentence on "8. Recast #2." If using plain paper, students write this sentence beneath their sentence for "Recast #1."

"Think about our discussion. Write today's sentence in simple future tense." The judge will give our team a high score.

Recast #3. Subject-verb agreement

- For subject / predicate, refer to *GBC* student notebook, pp. 108-111; for noun plurals refer to *GBC* student notebook, pp. 22-25.

"What is the subject?" judges "Is it singular or plural?" plural "What is its singular form?" judge

"Say the sentence changing judges to judge. Make any necessary changes." The judge gave our team a high score.

★Students write.

- If using Work Pages, students write the sentence on "8. Recast #3." If using plain paper, students write this sentence beneath their sentence for "Recast #2."

"Think about our discussion. Write today's sentence with a singular noun as the subject."

The judge gave our team a high score.

Snap and recite verb forms - to give

give, gives, giving, gave (4 snaps)

have given, has given, had given (3 snaps)

See page 187 in this book.

Tense

Tense expresses time and duration of the verb action or state of being.

Verb tenses

GBC student notebook, pp. 43-51

GBC 1, Lessons 12, 13-14, 16-17, 19

GA, pp. 64, 415-34

JCWrite TG, pp. 167-74

Simple:

gave (past)

give / gives (present)

will give (future)

Perfect:

had given (past)

has/have given (present)

will have given (future)

Simple Progressive:

was giving (past)

am/are/is giving (present)

will be giving (future)

Perfect Progressive:

had been giving (past)

have/has been giving (present)

will have been giving (future)

Agreement in text

Maintaining agreement within clauses / sentences supports unity in the text.

Unity is one of three essential elements of a paragraph: unity, coherence, emphasis.

JCWrite TG, pp. 241-43

Subject-verb agreement

JCWrite TG, p. 194

Sentence 11 Lesson Guide

Simple Sentence with Transitive Verb and Direct and Indirect Objects

Today's Sentence: The judges gave our team a high score.

Continue the Work.**Sentences that mimic Sentence 11**

The following sentences imitate today's sentence; they have the same elements and structure. Use these sentences with the instructional dialogue in this lesson to repeat all or some of this lesson. Work Pages for these sentences have been provided in the Student Work Pages binder.

• Sentences

Sentence 11.1 The coaches gave the players a few tips.

Combine: We lost the first game of the basketball tournament.

Student Work Pages 101-104

Sentence 11.2 Our neighbor grilled the children some footlong hot dogs.

(*Hot dogs* is an open compound and counts as one word.)

Combine: Our neighbor likes to grill in the summer.

Student Work Pages 161-164

• Teaching Notes

How to change an indirect object into the object of a preposition.

"An indirect object can be changed to a prepositional phrase that begins with either *for* or *to*. Remember our test for finding the indirect object? Ask, Verb to/for whom/what? The answer is the indirect object."

"Use *to* or *for* to change the indirect object to the object of a prepositional phrase. For example, . . . " (show the two sentences)

Today's sentence: The judges gave our team a high score.

Recast sentence: The judges gave a high score to our team.

"The meaning of the two sentences is the same. It is the mechanics that changes creating different emphasis, rhythm, and wording. The writer can choose which one works best in his/her text."