

## Lesson 3 DAY 1

### 1. Write

- Provide Student Work Pages, Book 3, pp. 9-12 or a new page in their notebook, a writing pencil/pen, and at least one colored pencil/pen.
- If you are using the Work Pages, students write the sentence in the area titled "1. Write." If using paper in a notebook, write sentence under a heading of Date, Bk 3, Sent 3, Write.
- Students write the sentence from dictation (script below) or copy it. If they are copying instead of dictating, read the sentence.

1. 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.

#### "Write your name at the top of your paper."

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

#### "Say (Read) it with me:

**'Write your name at the top of your paper.'** "

3. 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.

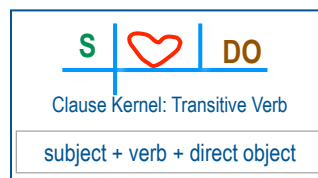
4. Break the silence by simply reading the sentence again.

#### "Write your name at the top of your paper."

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.

5. 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, Bk 3 Sent 3, 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



**Book 3 - Lesson 3.0 Guide**

Lesson Sentence: Write your name at the top of your paper.

## 2. Proof

- A chart of proof reader marks is in Appendix 1 in this series. 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 (proofing).

**"Let's edit (proof) with 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?"** a 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 Student 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. For details to guide your discussion, see Student Work Page under "2. Proof."
- If using the Student Work Pages, students should 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 1  
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-- . ? !.

**NEW!**

An **imperative sentence** gives a command. The subject is not expressed; it is always the understood "you." It commonly ends with a period. However, if there is strong emotion, it can end with an exclamation mark.

### 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.

### 3. Map

"Let's map the sentence using Blab Aloud."

1. Find prepositions and pin the prepositional phrases.

"Is there a preposition?" **yes** "Name it." **at, of** "Circle them. What are their objects?" **top, paper** "Pin the prepositional phrases: **at the top, of your paper.**"

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

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

3. Find the simple subject.

"What is the subject? Use test: Who/what **write?**"  
**nothing in the sentence answers that question** "This sentence is an imperative (command). Imperatives never have an expressed subject. The subject of an imperative is always an *understood you*."

"Write **you** at the front of your sentence. Enclose it in parentheses to show it isn't in the spoken or written sentence. It is understood. Underline it."

4. Divide subject and predicate.

"Where will we draw the subject / predicate line?"  
**between (you) and write** "Draw a vertical line intersecting base line."

5. Introduce the direct object.

"What will you **write?**" **name** "Name receiver of action It is called the direct object. How should we mark it?"  
**'DO' above it.** "Test for direct object: '-Verb- what/who?'  
'Write what/whom?' The answer, **name**, is the direct object. A verb with a direct object it is a *transitive verb*. Where will we draw the direct object line?"  
**between write and your**

6. 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 object**

- Sentence map.

(you) Write your name <sup>DO</sup> at the top of your paper

#### NEW!

##### Word Order and a revision tip

An adverbial element (word, phrase, clause) that modifies the verb is the only element that can move around in the sentence. Always check to make certain that movement of the adverbial element does not interfere with meaning.

For example:

- "At the top" modifies the verb *write*. It answers the question Where will we write? E.g., *At the top of your paper, write your name.*
- "Of your paper" modifies "top" which is a noun; therefore, it must stick close to the word "top." It can only move if "top" moves.

The mobility of adverbs supports a *crafting move*—word order for the sake of coherence, clarity, or rhythm.

##### Transitive verb

Passes action to a receiver

GBC notebook, pp. 127, 128

GBC 2, Lesson 15

GA, p. 124

JCWrite TG, p. 186

##### Direct object

The receiver of the action of the verb

GBC notebook, pp. 127, 128

GBC 2, Lesson 15

GA, p. 124

JCWrite TG, p. 186

#### NEW!

##### Subject of an imperative sentence

The subject of a command is always "you." We say it is understood. It is never expressed, that means it is never written or spoken. When we map or diagram an imperative sentence, we write the word "you" in the subject position and enclose it in parentheses. The parentheses show that it is not actually present in the written or spoken sentence.

GBC notebook, p. 114

GBC 2, Lesson 8

GA, p. 87

JCWrite TG, p. 20

## Lesson 3 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 Student 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 *(you)*--the understood subject; on the right side put *Write*. Capitalize *Write* because it is the first word of the sentence.

"Check for complements. Test for a direct object: *Write what/whom?*" name "Name is receiving the action of *write*. It is a direct object."

"After *Write*, draw a line perpendicular to the base line; then, write *name* after it. Why did we draw that line?" to separate the verb and its direct object

"Let's diagram the modifiers."

"On a slanted line beneath *name*, write the determiner (possessive pronoun) *your*."

"The first prepositional phrase modifies the verb (*Write*), answering the question *Write where?* Draw a line for the preposition and draw a horizontal line for its object. On the slanted line, write *at*; on the horizontal line, write *top*."

"The second prepositional phrase modifies *top*, answering the question *Which top?* Draw a line for the preposition and draw a horizontal line for its object. On the slanted line, write *of*; on the horizontal line, write *paper*."

"Beneath *paper* on a slanted line write *your* (determiner, possessive pronoun)."

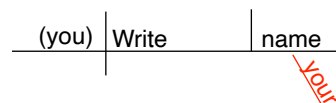
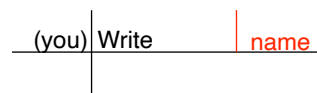
#### How to diagram

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

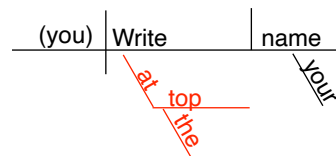
Alice Nine makes diagramming easy with explicit explanation of the lines of diagramming (pp. 273-76) and how to diagram phrases and clauses (pp. 277-91).



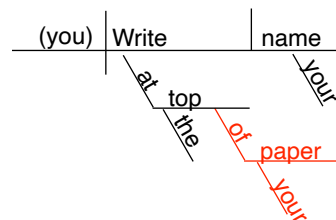
Complements are direct object, indirect object, object complement, predicate adjective, predicate nominative.



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

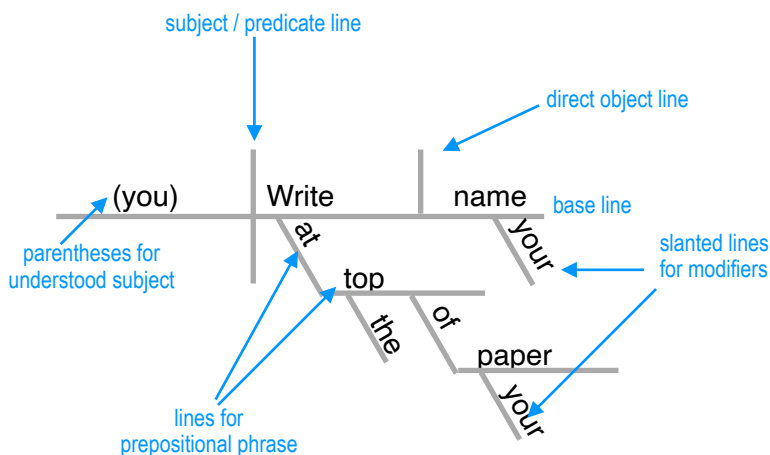


Completed Diagram



**Annotated diagrams of today's sentence**

Today's sentence is a simple imperative sentence with a transitive verb.



**"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: *(you) write name*. They make up the grammatical kernel of the clause.

Prepositions  
 Memorize chart of common prepositions, sing the song, page 182

How to diagram prepositional phrases  
*JCWrite TG*, pp. 224, 279-281

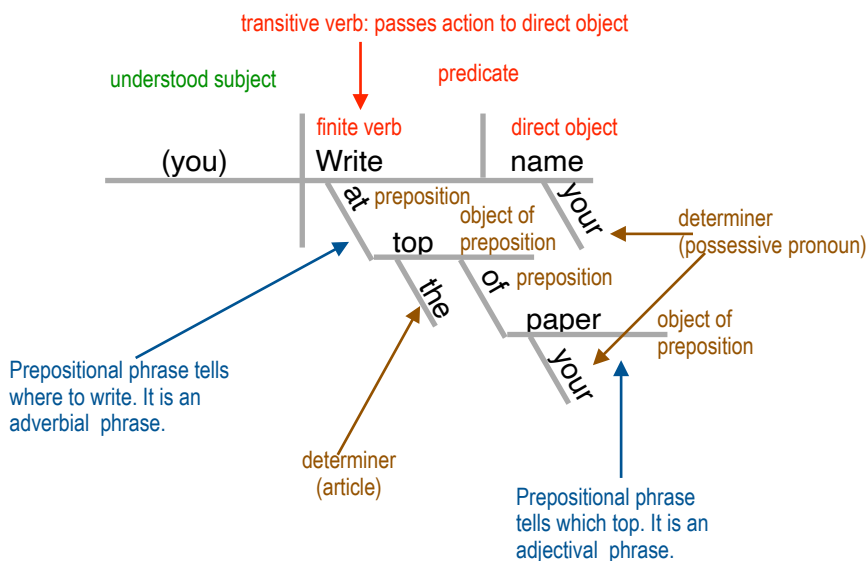
Finite verbs have properties expressed, i.e., tense; they work as the "heart" of a clause, as the main word(s) in the predicate.

Subject of verb  
 Test: *Who/What writes?*  
 Answer: *(you)* = understood subject **NEW!**

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: *Write what/whom?*  
 Answer: *name* = direct object  
 How to diagram direct object  
*GBC student notebook*, p. 129  
*GBC 2, Lesson 15*  
*GA*, p. 124  
*JCWrite TG*, pp. 186, 273

**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*



## Lesson 3 DAY 3

## DAY 3

### 5. Craft

- The purpose of "Craft" is to practice craft moves within a sentence to improve it. Before students write, discuss craft moves and brainstorm possibilities. Think as a writer doing revision.

**"Look at today's sentence. Let's craft 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 *name, paper.*"** examples: *full; science, practice, scratch*

**"Use the adverb questions *How? When? Where? Why?* to add some details about the action *write.*"** examples: *carefully; before class begins, before you turn it in*

#### ★Students write.

- If using Student Work Pages, students write a revised sentence on "5. Craft." 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.
  1. *Before class begins*, write your *full name* at the top of your *practice paper*.
  2. *Today*, write your name *legibly* at the top of your *math paper*.

**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*

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.

**Book 3 - Lesson 3.0 Guide**

Lesson Sentence: Write your name at the top of your paper.

## 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.
  - It is a simple sentence: 1 independent clause (1 sentence kernel)
  - The subject is "understood you"
  - Verb is simple present tense; imperative sentences are always in the simple present tense
  - Has a direct object: determiner + noun
  - First prepositional phrase is modifying verb: preposition + determiner + noun
  - Second prepositional phrase is modifying the object of the (first) preposition: *of your paper*
  - Sentence has 9 words

- ★Students write.

- If using the Student 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:

1. *Hang your coat on the hook in the hall.*
2. *Ride your bike to the intersection by the library.*

- 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.

**Book 3 - Lesson 3.0 Guide**

Lesson Sentence: Write your name at the top of your paper.

## Lesson 3 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 Student 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."**

***Make sure to write legibly and don't forget the date.***

**"We will combine Sentence 2 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 sentence:

*Write your name and the date legibly at the top of your paper.*

Thinking: Used the adverb *legibly* from sentence 2 to modify *write* in today's sentence, and use *the date* with *name* to create a compound direct object. We can use "your name" and "the date" in a compound arrangement because the two are commonly used as elements of a heading on school papers. The final sentence is simple with a compound direct object.

#### **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](http://academy.alicenine.net) -- the course where students learn to recognize and fix fragments and run-on sentences and learn the techniques of combining sentences.

**Book 3 - Lesson 3.0 Guide**

Lesson Sentence: Write your name at the top of your paper.

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

Join the two sentences (independent clauses) with a coordinating conjunction (FANBOYS). 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.

- Sample sentence:

*Write your name at the top of your paper; make sure to write legibly and don't forget the date.*

Thinking: The two sentences are closely related ideas and are joined by a semicolon. In the new sentence, the command still focuses on writing your name on your paper. The final sentence is compound.

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

Begin one of the sentences with an AA<sup>AWW</sup>UBBIS (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:

*When you write your name at the top of your paper, be sure to write legibly and include the date.*

Thinking: Use Sentence 2 as the independent clause. Use the subordinating conjunction *when*, to make today's sentence into a dependent clause. The clauses can be flipped (IC DC.). If flipped, do not use a comma. Notice the change in meaning: the author is assuming you will write your name and is commanding you to do so legibly and include the date. The final sentence is complex.

★Students write.

- If using Student 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<sup>AWW</sup>UBBIS)  
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, pp.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.

**Book 3 - Lesson 3.0 Guide**

Lesson Sentence: Write your name at the top of your paper.

## Lesson 3 DAY 5

### 8. Recast

- "Recast" is not about writing a better sentence. It is a guided practice applying grammar knowledge to manipulate the text.
- We practice three things in Recast in Series A Books:
  - #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 Student 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. 112-13  
*GBC 2*, Lessons 6-9  
*GA*, pp. 96-100  
*JCWrite TG*, pp. 17-34

#### Recast #1. Perfectly paired 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 help composing interrogative sentences that perfectly pair with a command. Think of the command as the answer.
- Sample questions
  1. **Should** I write my name at the top of my paper? (yes/no question #3)
  2. **Who should** write **her/his** name at the top of **her/his** paper? (subject question)
  3. **What** should I do? (verb question)
  4. **What should I** write at the top of **my** paper? (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 Student 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."**

Writing questions that perfectly pair with a command (imperative) is different than writing them for a declarative since the subject of the command is "understood *you*." The subject of the perfectly paired interrogative will change from second person (understood *you*) to first person (*I* or *we*)

**Book 3 - Lesson 3.0 Guide**

Lesson Sentence: Write your name at the top of your paper.

**Recast #2. Tense**

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

- For verb tenses, refer to *GBC* student notebook, pp. 43-51 and Appendix 1 in this book.

"Today's sentence is an imperative (command). Imperative sentences will **ALWAYS** be in the simple present tense." **write**

"We cannot recast the tense of this sentence or it will cease to be an imperative sentence."

★Students write.

- If using Student Work Pages, students leave "8. Recast #2" **blank** because the tense in an imperative sentence is always present tense.

**Recast #3. Subject-verb agreement**

"What is the subject?" **you understood** "Is it singular or plural?" "you" can be either singular or plural; we need more context to know its antecedent and determine whether it is singular or plural

"The subject of an imperative sentence (command) is **ALWAYS** an *understood you*. It is either singular or plural. We cannot recast the subject of an imperative sentence.

★Students write.

- If using the Student Work Page, leave "8. Recast #3" **blank** We cannot recast the subject of an imperative sentence. It is always "you" understood.

**Snap and recite verb forms - to write**

write, writes, writing, wrote (4 snaps)  
have written, has written, had written (3 snaps)

**Verb tenses**

Simple:  
write (past)  
write/writes (present)  
will write (future)  
Perfect:  
had written (past)  
have/has written (present)  
will have written (future)  
Simple Progressive:  
was writing (past)  
am/are/is writing (present)  
will be writing (future)  
Perfect Progressive:  
had been writing (past)  
have/has been writing (present)  
will be writing (future)

An **imperative sentence** gives a command. The subject is not expressed; it is always the understood "you." It commonly ends with a period. However, if there is strong emotion, it can end with an exclamation mark.

*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

**Book 3 - Lesson 3.0 Guide**

Lesson Sentence: Write your name at the top of your paper.

## Continue the Work of Lesson 3

### Sentences that mimic the lesson sentence

The following sentences imitate Lesson 3 sentence elements and structure. For additional sentence work, use these sentences with the instructional scripting in Lesson 3 as a guide. Just one sentence example has been included with each activity. To effectively combine the sentences, you may need to include some information that can be inferred from the original sentences. Work Pages for these sentences have been provided in the back of this book.

### Book 3 Sentences and Sample Sentence Rewrites

#### Lesson 3.1

Lesson Sentence: Turn the page in your books to your homework.

Sentence 2: Your homework is due on Friday.

Student Work Pages 21-24

Crafting: Turn the page in your **science** books to your homework **for tomorrow**.

Combining: **Turn the page in your books to your homework that is due on Friday.**

(IC [that RC] ) *Note: Sentence 2 was reduced to a relative clause.*

Recasting #1, Interrogative: **Where** should we turn to in our books?

Recasting #2, Tense, simple past: .

Recasting #3, Agreement: **N/A**.

#### Lesson 3.2

Lesson Sentence: After your lunch, mow the lawn with your brother.

Sentence 2: The meteorologist predicts rain for tonight.

Student Work Pages 33-36

Crafting: After lunch **with your friends**, mow the **front** lawn with your **little** brother.

Combining: **The meteorologist predicts rain for tonight, so after your lunch, mow the lawn.** (IC, so IC.)

Recast #1, Interrogative: **What** should I do after lunch?

Recast #2, Tense: **N/A**.

Recast #3, Agreement: **N/A**.