

Lesson 16

Important Note: Provide needed remedies for Test 3 before starting Lesson 16.

Note: Not all students begin on Lesson 1. **Some students begin on Lesson 16.** Placement details are in the Teacher's Guide.

Materials: Students will need a textbook, lined paper, and a pen for exercises in this program.

Exercise 1

COMMAS IN A SERIES

- Open your textbook to Lesson 16 and find part A. ✓
- Here's a punctuation rule. Listen:
When you write a sentence that names a series of three or more things, you separate each thing with a comma.
 - Listen again: When you write a sentence that names a series of three or more things, you separate each thing with a comma.
 - What do you do when you write a sentence that names a series of three or more things? (Signal.) *Separate each thing with a comma.*
- I'll read the first sample sentence: **The truck was filled with file cabinets, books, and desks.**
 - What are the three things that are named? (Signal.) *File cabinets, books, and desks.*
 - You can see a comma after **file cabinets** and a comma after **books**.
- I'll read the next sample sentence: **John, Bonnie, and Clyde went fishing.**
 - What are the things that are named? (Signal.) *John, Bonnie, and Clyde.*
 - You can see a comma after **John** and a comma after **Bonnie**.

- I'll read the last sample sentence: **Mr. Heffer told his students to be on time, follow directions, and work hard.**
 - What are the things that are named? (Signal.) *Be on time, follow directions, and work hard.*
 - You can see a comma after **be on time** and a comma after **follow directions**.
- Find part B. ✓
 - Write part **B** on your paper.
 - Each sentence names things. One of the sentences does not need any punctuation because it does not name three or more things. Raise your hand when you know the letter of the sentence that needs no additional punctuation. ✓
 - Everybody, which sentence? (Signal.) *A.*
 - Yes. Sentence A names only two things: She carried **a water jug and a blue towel**.
- Copy sentences B and C, and punctuate them properly. Pens down when you're finished.
(Observe students and give feedback.)
- Here's what you should have.
 - Sentence B: **They collected rocks, driftwood, and shells.**
 - You need a comma after **rocks** and a comma after **driftwood**.
 - Sentence C: **Swimming, biking, and hiking are good for your heart.**
 - You need a comma after **swimming** and a comma after **biking**.

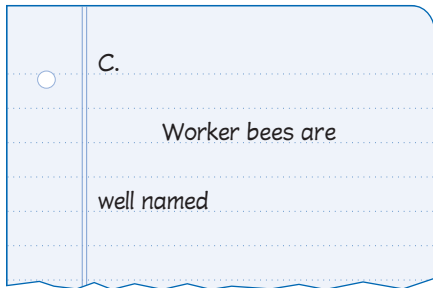
Exercise 2

RETELL

- We're going to go over a passage a sentence at a time. Then I'll read the whole passage. Then you'll **retell** the passage with as much detail as you can. This passage is about worker bees.

2. Find part C. ✓
• (Teacher reference:)

worker because weeks sleep during
day gather nectar night beehive



- The box has some of the words that are in the passage. You will need them to retell the passage.
3. I'll read the words: **worker, because, weeks, sleep, during, day, gather, nectar, night, beehive.**
4. Your turn to read the words.
- First word. (Signal.) *Worker.*
5. Next word. (Signal.) *Because.*
6. (Repeat step 5 with *weeks, sleep, during, day, gather, nectar, night, beehive.*)
7. Pens down. Here's the first sentence of the passage: **Worker bees are well named because they spend all their time working.**
- Listen again: *Worker bees are well named because they spend all their time working.*
 - Say that sentence. (Signal.) *Worker bees are well named because they spend all their time working.*
 - Below the box you can see part of the first sentence: **Worker bees are well named.** The first word is indented. You will indent when you write your passage.
 - Next sentence: **They live only about three weeks, but they never sleep.**
 - Listen again: *They live only about three weeks, but they never sleep.*
 - Say that sentence. (Signal.) *They live only about three weeks, but they never sleep.*
8. Next sentence: **They gather nectar during the day.**
- Say that sentence. (Signal.) *They gather nectar during the day.*

9. Last sentence: **They work inside the beehive at night.**
- Say that sentence. (Signal.) *They work inside the beehive at night.*
10. Now I'll read the whole passage twice.
- Pens down. Listen:
 - (Read:)

Worker bees are well named because they spend all their time working. They live only about three weeks, but they never sleep. They gather nectar during the day. They work inside the beehive at night.

11. I'll read the passage one more time. Then you'll retell the passage with as much detail as you can. Try to use some of the sentences that are in the passage. You don't have to use the exact words that are in the passage, but try to express all the ideas. Make sure you use **all the words** in the vocabulary box. You'll have 5 minutes to write the passage. Skip every other line on the paper when you write so you'll be able to edit your passage later.
- Pens down. Listen again:
 - (Read:)

Worker bees are well named because they spend all their time working. They live only about three weeks, but they never sleep. They gather nectar during the day. They work inside the beehive at night.

- Now write. Pens down when you're finished.
(Observe students and give feedback.)
12. (After 5 minutes:) I'll read the passage again, stopping at the end of each sentence. Change any parts of your retell that you don't like. Remember, you don't have to have the exact words, just the ideas.
13. Listen: **Worker bees are well named because they spend all their time working.**
- Who had an opening sentence something like that? (Call on a couple of students. Praise sentences that express the same idea or that are exactly the same.)

14. Next sentence: They live only about three **weeks**, but they never **sleep**.
- Who had a sentence something like that? (Call on a couple of students. Praise sentences that express the same idea or that are exactly the same.)
15. (Repeat step 14 for remaining sentences.)
- (Teacher reference:)

Worker bees are well named **because** they spend all their time working. They live only about three **weeks**, but they never **sleep**. They **gather nectar during the day**. They work inside the **beehive at night**.

16. Make sure you used all the words in the vocabulary box. ✓

Exercise 3

EVIDENCE AND DEDUCTIONS

1. Find part D. ✓
 - I'll read. Follow along.
 - You'll be working with evidence and conclusions. **Facts that lead to a conclusion are called evidence.**
 - What do we call facts that lead to a conclusion? (Signal.) *Evidence.*
2. (Read:)

Here's evidence:

The window is broken, and broken glass is all over the floor. There are footprints from the window to where the TV set was. The TV set is missing. The front door is wide open.

- Those are facts that lead to a conclusion. So what do we call those facts? (Signal.) *Evidence.*
3. That evidence leads to a conclusion about what happened. So, in one sentence, tell me what you think happened. (Call on a student. Idea: *Somebody stole the TV.*)
 - Who agrees with that conclusion? Raise your hand. ✓
 - Who does not agree with that conclusion? Raise your hand. ✓

4. Who can make a conclusion about the first thing the robber did? (Call on a student. Idea: *Broke the window.*)
 - What evidence is there that the robber got in the house through the window? (Call on a student. Idea: *Broken glass and footprints.*)
5. Raise your hand if you can make a conclusion about the next thing the robber did. (Call on a student. Idea: *Went to where the TV was.*)
 - What evidence is there that the robber went from the window to the TV set? (Call on a student. Idea: *Footprints from the window to where the TV was.*)
 - What evidence is there that the robber took the TV set with him? (Call on a student. Idea: *The TV is gone.*)
6. Who can make a conclusion about what the robber did after picking up the TV set? (Call on a student. Idea: *Carried it out the front door.*)
 - What evidence is there that the robber left by the front door? (Call on a student. Idea: *The front door was open.*)
7. Follow along as I continue reading:
 - (Read:)

Evidence is very important for writing reports, persuading other people, and analyzing proposals that people make. Evidence with its conclusion is called a deduction.

- What do we call the combination of evidence and conclusion? (Signal.) *A deduction.*
8. (Read:)

Here is the simplest form of deduction. It consists of two pieces of evidence and a conclusion.

**All members of the team are athletic.
Tina is a member of the team.
Therefore, Tina is athletic.**

The first two sentences provide the evidence. The last sentence is the conclusion.

- 9. Say the first piece of evidence. (Signal.) *All members of the team are athletic.*
 - Say the next piece of evidence. (Signal.) *Tina is a member of the team.*
 - Say the conclusion. (Signal.) *Therefore, Tina is athletic.*
 - (Repeat step 9 until firm.)
- 10. You would be able to draw the conclusion about Tina even if you never saw her or knew her. **If the evidence is true, the conclusion is true.**
 - (Read:)

Here's another deduction:
The least expensive groceries are sold at Tino's store.
I want to buy the least expensive groceries.
Therefore, I want to buy my groceries at Tino's.
 If the evidence is true, the conclusion is true. You don't have to be familiar with Tino's store to draw the conclusion. All you need to know is whether the first two sentences are true.

- 11. If the evidence is true, the conclusion is true. Everybody, say that rule. (Signal.) *If the evidence is true, the conclusion is true.*
- 12. Listen to the first piece of evidence: **The least expensive groceries are sold at Tino's store.**
 - Say the first piece of evidence about the least expensive groceries. (Signal.) *The least expensive groceries are sold at Tino's store.*
 - Say the next piece of evidence. (Signal.) *I want to buy the least expensive groceries.*
 - Say the conclusion. (Signal.) *Therefore, I want to buy my groceries at Tino's.*
 - (Repeat step 12 until firm.)
- 13. Find part E. ✓
 - The evidence is given for each deduction. You must draw the conclusion.
 - Item 1: **Mike is a mouse. All mice are warm-blooded.**

- Write the conclusion. Start with the words **Therefore, comma, Mike.** You can't copy one of the sentences already written. You have to write something new about Mike. Pens down when you're finished. (Observe students and give feedback.)
- Check your work. Everybody, what's the conclusion? (Signal.) *Therefore, Mike is warm-blooded.*
- Yes. **Therefore, Mike is warm-blooded.**
- 14. Listen to the whole deduction: Mike is a mouse. All mice are warm-blooded. Therefore, Mike is warm-blooded.
 - Your turn. Say the whole deduction. (Signal.) *Mike is a mouse. All mice are warm-blooded. Therefore, Mike is warm-blooded.*
 - (Repeat step 14 until firm.)
- 15. Item 2: **Ramon is older than Al. Al is older than Jim.**
 - Write the conclusion. Start with the words **Therefore, comma, Ramon.** You can't copy one of the sentences already written. You have to write something new about Ramon. Pens down when you're finished. (Observe students and give feedback.)
 - Check your work. Everybody, what's the conclusion? (Signal.) *Therefore, Ramon is older than Jim.*
 - Yes. **Therefore, Ramon is older than Jim.**
- 16. Listen to the whole deduction: Ramon is older than Al. Al is older than Jim. Therefore, Ramon is older than Jim.
 - Your turn. Say the whole deduction. (Signal.) *Ramon is older than Al. Al is older than Jim. Therefore, Ramon is older than Jim.*
 - (Repeat step 16 until firm.)
- 17. Deduction 3: **Everything costs more at Store A than at Store B. Zone athletic socks cost \$4.50 at Store B.**
 - Write the conclusion. Start with the words **Therefore, comma, Zone athletic socks.** Remember, a conclusion tells something new. It doesn't repeat the evidence. Pens down when you're finished. (Observe students and give feedback.)

- Check your work. What's the conclusion? (Signal.) *Therefore, Zone athletic socks cost more than \$4.50 at Store A.*
- Yes. **Therefore, Zone athletic socks cost more than \$4.50 at Store A.**

18. Listen to the whole deduction: Everything costs more at Store A than at Store B. Zone athletic socks cost \$4.50 at Store B. Therefore, Zone athletic socks cost more than \$4.50 at Store A.
- Your turn. Say the whole deduction. (Signal.) *Everything costs more at Store A than at Store B. Zone athletic socks cost \$4.50 at Store B. Therefore, Zone athletic socks cost more than \$4.50 at Store A.*
 - (Repeat step 18 until firm.)

Exercise 4

TOPICS

1. Find part F. ✓
- You're going to match the topic with the things that are included in the topic.
- (Teacher reference:)

Things Sold in Grocery Stores

- | | |
|----------------------|-------------------|
| 1. cash registers | 10. milk products |
| 2. frozen food | 11. fish |
| 3. fresh vegetables | 12. vitamins |
| 4. paper towels | 13. magazines |
| 5. checkout counters | 14. coupons |
| 6. shelves | 15. ice cream |
| 7. dog food | 16. windows |
| 8. deli department | 17. parking lot |
| 9. freezers | |

2. Some of the things on the list are things that you would **see** in a grocery store, but they are not things **sold** in a grocery store.
3. On your lined paper, list the item if it is **sold** in a grocery store. You don't have to copy the number. Pens down when you're finished.
(Observe students and give feedback.)

4. Check your answers. I'll read each item. You say **yes** if it's included in the topic or **no** if it's not. Correct any mistakes.
 - Item 1: Cash registers. Is this item included in the topic Things Sold in Grocery Stores? (Signal.) *No.*
 - Item 2: Frozen food. Is this item included in the topic? (Signal.) *Yes.*
 - Item 3: Fresh vegetables. (Signal.) *Yes.*
 - Item 4: Paper towels. (Signal.) *Yes.*
 - Item 5: Checkout counters. (Signal.) *No.* You would **see** checkout counters, but the store wouldn't **sell** the checkout counters.
 - Item 6: Shelves. (Signal.) *No.*
 - Item 7: Dog food. (Signal.) *Yes.*
 - Item 8: Deli department. (Signal.) *No.* You would **see** a deli department, but the store wouldn't **sell** the department.
 - Item 9: Freezers. (Signal.) *No.*
 - Item 10: Milk products. (Signal.) *Yes.*
 - Item 11: Fish. (Signal.) *Yes.*
 - Item 12: Vitamins. (Signal.) *Yes.*
 - Item 13: Magazines. (Signal.) *Yes.*
 - Item 14: Coupons. (Signal.) *No.*
 - Item 15: Ice cream. (Signal.) *Yes.*
 - Item 16: Windows. (Signal.) *No.*
 - Item 17: Parking lot. (Signal.) *No.*

(If your students have entered the program at Lesson 16, present the following instructions:)

- Listen: If you turn in a paper at the end of the lesson with everything corrected, you will get 10 points. For each unfixed mistake, I'll take off 1 point. If you have 4 things that are not fixed, you will have only 60%.
- You should be able to get 100% by listening to the corrections in class and fixing all your mistakes.
- Fix all your mistakes. Make your papers as perfect as you can. ✓
- Turn in your papers.

Lesson 16

A Rule for Commas in a Series

When you write a sentence that names a series of three or more things, you separate each thing with a comma.

Sample sentences

The truck was filled with file cabinets, books, and desks.

John, Bonnie, and Clyde went fishing.

Mr. Heffer told his students to be on time, follow directions, and work hard.

B Copy the sentences that need punctuation and punctuate them properly.

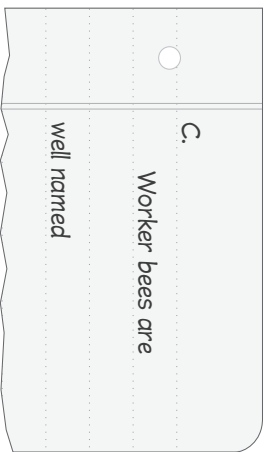
A. She carried a water jug and a blue towel.

B. They collected rocks driftwood and shells.

C. Swimming biking and hiking are good for your heart.

C Retell

worker because weeks sleep during
day gather nectar night beehive



D Evidence and Conclusions

◆ You'll be working with evidence and conclusions. Facts that lead to a conclusion are called **evidence**.

◆ Here's evidence:

The window is broken, and broken glass is all over the floor.

There are footprints from the window to where the TV set was.

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◆ Evidence is very important for writing reports, persuading other people, and analyzing proposals that people make. Evidence with its conclusion is called a **deduction**.

◆ Here is the simplest form of deduction. It consists of two pieces of evidence and a conclusion.

All members of the team are athletic.

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◆ The first two sentences provide the evidence. The last sentence is the conclusion.

◆ Here's another deduction:

The least expensive groceries are sold at Tino's store.

I want to buy the least expensive groceries.

Therefore, I want to buy my groceries at Tino's.

◆ If the evidence is true, the conclusion is true. You don't have to be familiar with Tino's store to draw the conclusion. All you need to know is whether the first two sentences are true.

E For each item, write the conclusion.

Evidence

1. Mike is a mouse.

All mice are warm-blooded.

2. Ramon is older than Al.

Al is older than Jim.

3. Everything costs more at Store A than at Store B.

Zone athletic socks cost \$4.50 at Store B.

F

List the item if it is sold in a grocery store.

Things Sold in Grocery Stores

- | | |
|----------------------|-------------------|
| 1. cash registers | 10. milk products |
| 2. frozen food | 11. fish |
| 3. fresh vegetables | 12. vitamins |
| 4. paper towels | 13. magazines |
| 5. checkout counters | 14. coupons |
| 6. shelves | 15. ice cream |
| 7. dog food | 16. windows |
| 8. deli department | 17. parking lot |
| 9. freezers | |

Lesson 16

B.

(B.) *They collected rocks, driftwood, and shells.*

(C.) *Swimming, biking, and hiking are good for your heart.*

C.

Worker bees [Idea: *are well named because they spend all their time working*]. [Idea: *They live only about three **weeks**, but they never **sleep***.] [Idea: *They **gather nectar during the day***]. [Idea: *They work inside the **beehive at night***].

A perfect retell is indented and double-spaced and contains all 10 **vocabulary words** and all (4) original ideas.

E.

1. *Therefore, Mike is warm-blooded.*
2. *Therefore, Ramon is older than Jim.*
3. *Therefore, Zone athletic socks cost more than \$4.50 at Store A.*

F. Any order:

- (2.) *frozen food*
- (3.) *fresh vegetables*
- (4.) *paper towels*
- (7.) *dog food*
- (10.) *milk products*
- (11.) *fish*
- (12.) *vitamins*
- (13.) *magazines*
- (15.) *ice cream*