

1/25/19

## 2<sup>nd</sup> Unit of Language

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*Another Lesson on Beginning Sentences, Pronouns, and Past, Present, Future*

Work today began with the handwriting sheets I prepared for the girls based on the Association Second Unit of Language sentences. The sentences are in a dotted line format to start out as a ease of writing so that the language is focused on moreso than fine motor skills. Some of the sentences were as follows:

What does \_\_\_\_\_ have?

\_\_\_\_\_ has \_\_\_\_\_.

I provided a names for the girls to choose from and they used that name to fill in the blanks in the sentences. It the beginning we did not use pronouns. They did their work on the worksheets and followed up with work on the board and used it as reference. So the sentences were similar to: What does Bob have? Bob has a book. We then started in with the use of pronouns by replacing the name with a pronoun that worked with the sentences instead. We added more than one person to the sentences so that we could use pronouns such as them and theirs. Etc.

We worked as a second activity on Past, Present, Future references to language. I made some copies out of a favorite speech therapy language book (Kaufman workbook) and we used those sentences to work with on the board. I wrote down a simple present tense sentence such as: Bill is playing. We talked about which tense this was and I wrote it on a column on the board under Present. Is Playing is Present. I asked what it would be if it were to be in the Past. The girls answered Played and for future Will Play. This gave them a long list of phrases to look at after finishing up a few sentences and they

With a Focus on Pronouns and Past, Present, Future, Suffixes, Root Words

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could compare the words and the similarities to the changes of these words in a long list. They noticed the 'ed' on the words for the past tense. They noted how certain words added doubles of letters such as: mopped and stopped. They noticed the 'ing' on present tense words. And also the addition of double letters on appropriate words. And they took note that the future tense was a list of root words. We have learned about suffixes and root words before so this tied in nicely with those lessons.

Jasm

*Advance schedule: Continue with Past, Present, Future handouts and begin on sentences which have numbers represented in words in both handwriting worksheets and on the board. Pictures will be drawn on the board to facilitate the numbers on the board. I may add prepositions to the lesson at the same time.*

*After above is completed begin tracing short stories and go through Story 1-3.*