

Lesson 10: The Sentence • Thoughts Fully Expressed in Words

FIRST BOOK IN LANGUAGE

PART 1.1

READ AND DISCUSS • HOW WE EXPRESS COMPLETE THOUGHTS

LIVING GRAMMAR

THE THOUGHT EXPERIMENT

- Think of something that a **bird** does. State what you thought.
- *Did you use a name-word? Did you use an action-word?*
- State something that a **cat** does. Did you use an action-word and a name-word?

THE TWO VITAL PARTS

- You cannot express a complete thought in words without using an **action-word**, and a **name-word** or a **for-name-word**.
- When you fully express a thought in words, you make a **sentence**.

PART 1.2

Memorize: A sentence is a thought fully expressed in words.

PART 2.1

PRACTICE WORK — SENTENCE DETECTIVE & COMPLETING THOUGHTS:

Check if each line is a sentence. If not, supply the missing word on the line:

1.

The bird flies in the air.

SENTENCE

☒ Has noun & verb

2.

The little fish swims in the water.

SENTENCE

☒ Has noun & verb

3.

The cows give milk.

SENTENCE

☒ Has noun & verb

4.

The sheep are covered with wool.

SENTENCE

☒ Has noun & verb

5.

Men and boys _____ .

NEEDS ACTION-WORD

(e.g., work, play, run)

6.

_____ sing sweetly.

NEEDS NAME-WORD

(e.g., Birds, They, Girls)

PART 2.2

Oral Narration:

Read all 6 complete sentences aloud! Tell two living sentences of your own, naming the action-word in each.

Charlotte Mason Oral Method

Pedagogical Insight (Synthesis of Grammar Foundation): Lesson X is the capstone synthesis of the primer level. Having explored *name-words* (Lessons 1–6), *action-words* (Lessons 7–8), and *for-name-words* (Lesson 9), the child now discovers what unites them: **The Sentence**. A sentence is not an arbitrary string of words, but a living whole that fully expresses a thought. If the action is missing (Line 5) or the actor is missing (Line 6), the thought remains unfinished.

PART 1.1 • SOCRATIC DISCOVERY SCRIPT

Textbook Probe	Guiding Teacher Inquiries	Target Student Discovery
Think of a bird. State what you thought.	"What does a bird do? Did you use a name-word? Did you use an action-word?"	"The bird flies. Bird is the name-word, flies is the action-word!"
State something a cat does.	"Can you tell me about the cat without an action-word? What happens if you only say 'The cat'?"	"It is not finished! We need to say what she does: 'The cat purrs.'"
Lines 5 & 6 Examination	"Is 'Men and boys —' a sentence? Why not? What must we add to make it complete?"	"No! It has no action-word. We can add <i>work, play, or run</i> to make it a full thought."

PART 2.1 • SENTENCE DETECTIVE SOLUTION KEY

#	Textbook Line	Is Sentence?	Accepted Model Completion	Analysis • Missing Part
1.	The bird flies in the air.	YES	Complete as written	Noun: <i>bird</i> • Verb: <i>flies</i>
2.	The little fish swims in the water.	YES	Complete as written	Noun: <i>fish</i> • Verb: <i>swims</i>
3.	The cows give milk.	YES	Complete as written	Noun: <i>cows</i> • Verb: <i>give</i>
4.	The sheep are covered with wool.	YES	Complete as written	Noun: <i>sheep</i> • Verb: <i>are covered</i>
5.	Men and boys —.	NO (Fragment)	Men and boys work. (or play / run / walk)	Lacks an action-word
6.	— sing sweetly.	NO (Fragment)	Birds sing sweetly. (or They / Girls)	Lacks a name-word or for-name-word

CHARLOTTE MASON TEACHING STRATEGY

- Author Note from Scan:** "Have the answers in these exercises given in complete sentences... When used by very young children, it may be well to do most of the work orally until reviewing it."
- The Seesaw Analogy:** Illustrate a sentence as a seesaw: the left side is *who/what* (name-word), and the right side is *what it does* (action-word). Without both, the seesaw crashes!
- Sensory Verification:** When a child speaks a line, ask: "Does your ear hear a whole thought, or does it leave you waiting for more?"

ASSESSMENT RUBRIC • CCSS L.K.1.F / L.1.1.J

- Level 4 Exemplary:** Immediately identifies sentences vs. fragments; supplies fitting words; recites the memorization rule clearly.
- Level 3 Proficient:** Correctly diagnoses lines 5 & 6 as fragments; supplies appropriate verb and noun with minimal guiding questions.
- Level 2 Developing:** Guesses whether a line is a sentence; needs teacher to point out that line 5 has no action.
- Level 1 Beginning:** Unable to distinguish fragments from whole sentences; requires oral recitation modeling.