

LESSON 2: NAME-WORDS**FIRST BOOK IN LANGUAGE****PART 1.1 READ AND DISCUSS****WORD STUDY**

horses

orange

apples

turkeys

cherries

turnips

beets

girls

plum

geese

bread

peach

dogs

cats

boys

cows

pear

meat

doll

bat

ball

rope

trees

bears

- Are all the words in the above list name-words? Why?
- Describe the object named by meat. Describe the object named by boy.

PART 1.2 Memorize: A word that names any person, animal, or thing is a name-word.**PART 2.1 Write the names of — Complete the sentences:**

Choose from the words above

1. Two red and round objects:

_____ and _____ are red and round.

5. Four trees that bear good fruit:

_____, _____, _____, and _____

bear fruit good to eat.

2. Two objects that grow in the ground:

_____ and _____ grow in the ground.

6. Four animals with four feet:

_____, _____, _____, and _____

have four feet.

3. Two objects used in play:

I use _____ and _____ in play.

7. Two objects walking on two feet:

_____ and _____ on two feet walk.

4. Two objects eaten to-day:

I ate _____ and _____ to-day.

8. Two objects that run and talk:

_____ and _____ can run and talk.

PART 2.2 Telling: Read each completed sentence aloud clearly and distinctly to your teacher or parent.

Vocabulary Analysis • The 24 Name-Words:

- **Animals:** horses, dogs, cats, turkeys, geese, cows, bears (7 words).
- **Fruits & Vegetables:** beets, orange, apples, plum, cherries, pear, turnips, peach (8 words).
- **Play & Household Objects:** doll, bat, ball, rope, bread, meat, trees (7 words).
- **People:** girls, boys (2 words).

#	SENTENCE FRAME (TEXTBOOK P. 12–13)	EXPECTED NAME-WORDS	COMPLETE SENTENCE SAMPLE
1	___ and ___ are red and round.	Apples , cherries (or beets)	"Apples and cherries are red and round."
2	___ and ___ grow in the ground.	Beets , turnips (or trees)	"Beets and turnips grow in the ground."
3	I use ___ and ___ in play.	bat , ball (or doll , rope)	"I use a bat and a ball in play."
4	I ate ___ and ___ to-day.	bread , meat (or orange , peach)	"I ate bread and meat to-day."
5	___ , ___ , ___ , and ___ bear fruit good to eat.	Apple , peach , pear , plum (trees)	"Apple, peach, pear, and plum trees bear fruit good to eat."
6	___ , ___ , ___ , and ___ have four feet.	Horses , cows , dogs , cats (or bears)	"Horses, cows, dogs, and cats have four feet."
7	___ and ___ on two feet walk.	Turkeys , geese (or boys , girls)	"Turkeys and geese on two feet walk."
8	___ and ___ can run and talk.	Boys , girls	"Boys and girls can run and talk."

Pedagogical Guidance • Sensory Synthesis

- **Connecting Lists to Syntax:** Guide students to observe how isolated name-words from the list come alive when placed into meaningful sentences.
- **Oral Reading Verification:** In Part 2.2, have the child read each full statement aloud to build sentence cadence and phonemic confidence.
- **Grammar Note:** Reinforce that every word naming an object, creature, or person is a *name-word* (or *noun*).

Assessment Rubric (Primer ELA)

- 4 • Advanced** All 8 sentences completed correctly; neat penmanship; reads aloud fluently.
- 3 • Proficient** Selects fitting name-words; legible writing; speaks complete sentences.
- 2 • Developing** Mixes categories occasionally; handwriting or spelling developing.
- 1 • Beginning** Needs teacher guidance to match words to the sentence frames.