

Lesson 29: Using See, Saw, Seen**PLL PART TWO****Language Practice****Present Observation:** Use **see** for things you look upon right now.**Past Observation:** Use **saw** for what you noticed earlier today.**Helping Verbs:** Use **have seen**, **has seen**, or **had seen**.**1 IN THE SCHOOLROOM — USING "SEE"**

Write two complete statements telling what you see right now in your schoolroom:

1.

Line 2:

2.

Line 2:

2 THE MORNING WALK — USING "SAW"

Write two complete statements telling what you saw this morning on your way to school:

3.

Line 2:

4.

Line 2:

3 OUT OF DOORS — USING HELPING VERBS WITH "SEEN"Write three complete statements using **have seen**, **has seen**, and **had seen** about nature:**5. [have seen]**

Line 2:

6. [has seen]

Line 2:

7. [had seen]

Line 2:

Time & Observation

Connecting Sight with Verb Tense: This lesson trains children to tie temporal reality directly to grammatical tense. Present sight invites *see*; remembered morning sight invites *saw*; completed experiences invite *have/has/had seen*.

Key MODEL STUDENT COMPOSITIONS

Section 1: In the Schoolroom (Using "see" in present time):

- Model 1: I see a tall wooden clock ticking upon the schoolroom wall.
- Model 2: I see clean slates and sharpened pencils resting on our desks.

Section 2: The Morning Walk (Using "saw" in simple past):

- Model 3: I saw two gray squirrels gathering acorns near the oak tree.
- Model 4: I saw the baker's wagon rolling down the cobblestone road.

Section 3: Out of Doors (Using helping verbs with "seen"):

- Model 5 [*have seen*]: We have seen the swallows building their nests under the barn roof.
- Model 6 [*has seen*]: Brother has seen a little brown rabbit hiding in the tall clover.
- Model 7 [*had seen*]: The children had seen the morning rainbow before the rain ceased.

Note COMMON ERRORS & REMEDIATION

- Omission of Helping Verb:** Watch for sentences like *"I seen a squirrel."* Remind the student: *"Seen cannot walk alone; it needs its little helper have, has, or had."*
- Double Past:** Watch for *"I have saw."* Prompt: *"Saw is strong enough to stand by itself without any helper."*

Evaluation Focus	Exemplary (Proficient)	Developing (Needs Support)
Tense & Verb Form	Perfect application of <i>see</i> (present), <i>saw</i> (simple past), and <i>have/has/had seen</i> .	Misapplies verb forms or pairs <i>have/has</i> with <i>saw</i> .
Sensory Details & Completeness	Each statement is a rich, complete sentence providing concrete descriptive details.	Overly sparse statements (e.g. <i>"I see a desk."</i>) or incomplete fragments.
Mechanics & Penmanship	Initial capitals on every sentence; appropriate terminal periods; neat handwriting.	Missing capitalization or ending punctuation; hurried letterforms.