

LESSON 13: "THINK OF YOUR CAT" — QUESTIONS & STATEMENTS

I GRAMMAR SNAPSHOT • TWO FORMS OF SENTENCES

• **Questions (?)**: Ask something about your cat. Always end with a **question mark (?)**.

• **Statements (.)**: Tell something about your cat. Always end with a **period (.)**.

VOCABULARY WORD BANK (USE EACH IN YOUR WRITING)

Think of a cat you know or love

1. cat

2. pur (purr)

3. sharp claws

4. catch mice

5. see at night

6. soft fur

• WRITE SIX QUESTIONS & CHANGE EACH TO A STATEMENT

Write a question about your cat using the target words, then write a matching statement answering it.

Item 1 Target Word: cat

Question (?) _____ ?
Statement (.) _____ .

Item 2 Target Word: pur

Question (?) _____ ?
Statement (.) _____ .

Item 3 Target Phrase: sharp claws

Question (?) _____ ?
Statement (.) _____ .

Item 4 Target Phrase: catch mice

Question (?) _____ ?
Statement (.) _____ .

Item 5 Target Phrase: see at night

Question (?) _____ ?
Statement (.) _____ .

Item 6 Target Phrase: a coat of soft fur

Question (?) _____ ?
Statement (.) _____ .

SELF-CHECK & PUNCTUATION

Did every question begin with a Capital letter and end with (?)? Did every statement end with a period (.)?

LESSON 13: "THINK OF YOUR CAT" — TEACHER ANSWER KEY & GUIDE

PEDAGOGICAL BLUEPRINT • INVERSION & SENTENCE TRANSFORMATION

- **Lesson Objective:** Students independently compose questions using thematic vocabulary, then transform each inquiry into an affirmative declarative statement.
- **Syntactic Mastery:** Understanding auxiliary verb shifts ("Can the cat..." → "The cat can..."; "Has the cat..." → "The cat has...").
- **Punctuation Contrast:** Solidifying the automatic connection between sentence function and end punctuation: Interrogative (?) vs. Declarative (.).

1	cat	Do you see my playful cat?	I see your playful cat. <i>(Also accept: "Is that your cat?" → "That is my cat.")</i>
2	pur (purr)	Can your little cat pur?	My little cat can pur. <i>(Note: "pur" is classic spelling; "purr" in modern English.)</i>
3	sharp claws	Has the cat sharp claws?	The cat has sharp claws. <i>(Also accept: "Does the cat have sharp claws?" → "The cat has sharp claws.")</i>
4	catch mice	Can your cat catch mice?	My cat can catch mice. <i>(Irregular plural noun: mouse → mice.)</i>
5	see at night	Can a cat see at night?	A cat can see at night. <i>(Prepositional phrase of time: "at night".)</i>
6	soft fur	Has the cat a coat of soft fur?	The cat has a coat of soft fur. <i>(Noun phrase with descriptive prepositional modifier.)</i>

🗣️ ORAL PROMPTING & MODELING

Before writing, practice orally: "Who can ask a question using the words 'catch mice'?" Then have a peer turn that question into a statement. Emphasize how auxiliary verbs like **Can** or **Does** move positions.

🔍 VOCABULARY & PHONICS

Discuss the irregular plural **mouse** → **mice**. Note that "pur" is an onomatopoeic word imitating the gentle vibrating sound a contented cat makes. Contrast sharp claws vs. soft fur.

👉 MECHANICS & PUNCTUATION

Watch out for the common young learner error of putting a question mark on the statement or a period on the question. Have children point to the end mark and name it aloud: "Question mark!" and "Period!".

☀️ DIFFERENTIATED INSTRUCTION

For emergent writers, encourage using the prompt starter "Can a cat...?" and "A cat can..." which provides a predictable, repeatable syntactic framework across items 2, 4, and 5.

PEDAGOGICAL STANDARD Aligned with Classical Trivium Grammar Stage & CCSS.ELA-LITERACY.L.1.1.J, L.1.2.B