

LESSON 35: PARTS OF OBJECTS

I GRAMMAR SNAPSHOT • COMBINING STATEMENTS WITH " AND "

- **Two Parts in One Sentence:** Instead of saying two short sentences, we join the naming words using **and**.
- **Sentence Rules:** Begin with a **Capital letter** and place a **period (.)** at the end.

STUDY THE MODEL:

1. The bell has a handle.
2. The bell has a clapper.

ONE COMBINED STATEMENT:

"The bell has a handle and a clapper."

• NAME TWO PARTS OF EACH OBJECT IN ONE COMPLETE SENTENCE :

1. A book:

- A book has a cover.
 - A book has leaves.
-
- _____

2. An apple:

- An apple has pulp.
 - An apple has seeds.
-
- _____

3. A bird:

- A bird has wings.
 - A bird has feathers.
-
- _____

4. A chair:

- A chair has a seat.
 - A chair has legs.
-
- _____

SELF CHECK Both parts named in one sentence • Joined by "and" • Capital letter at start • Period (.) at end.

LESSON 35: PARTS OF OBJECTS — ANSWER KEY & GUIDE

CURRICULUM FOCUS & LEARNING OBJECTIVES

- **Sentence Combining:** Combining two declarative statements sharing the same subject and verb into a single compound predicate or compound direct object joined by *and*.

- **Vocabulary Expansion:** Understanding specialized parts of familiar objects (*cover, leaves/pages, pulp, seeds, clapper*).

Model	The bell (handle / clapper)	The bell has a handle and a clapper.	Demonstrates omission of the repeated predicate <i>has</i> when coordinating objects.
1.	A book (cover / leaves)	A book has a cover and leaves.	Acceptable: A book has a cover and pages. Note that <i>leaves</i> is historic English for book sheets.
2.	An apple (pulp / seeds)	An apple has pulp and seeds.	Acceptable order: An apple has seeds and pulp. Reinforce indefinite article <i>An</i> with vowel sound.
3.	A bird (wings / feathers)	A bird has wings and feathers.	Plural direct objects coordinated without repeated articles: <i>wings and feathers</i> .
4.	A chair (seat / legs)	A chair has a seat and legs.	Singular object paired with plural object: <i>a seat and legs</i> .

TEACHER'S NOTE (FROM TEXTBOOK)

Whenever possible, bring real objects to class (a bell, an apple, a book). Have children touch and identify the parts before writing their combined statements.

SYNTAX & CONJUNCTION FOCUS

Emphasize avoiding repetitious writing: show that writing *The bell has a handle and a clapper* is smoother and more mature than repeating *The bell has... twice*.

Evaluation Metric	Target Standard (Exemplary)	Common Correction Points
Sentence Combining	Combines both parts seamlessly into one single statement using <i>and</i> .	Ensure student does not write two separate sentences.
Articles & Agreement	Correct placement of articles (<i>a cover, an apple</i>) and plural forms (<i>leaves, seeds</i>).	Watch out for omitted articles or misspelling of <i>leaves</i> .
Mechanics	Initial letter capitalized; ends with period (.).	Deduct for missing terminal punctuation.
Penmanship	Letters resting cleanly on primary baseline with correct ascenders/descenders.	Encourage steady letter spacing across lines.