PRESENTER SCRIPT · GRADE 6 · 6.W.2 · 6.W.6 · 6.W.7

Grammar, Sentence Structure & Paragraph Structure: teacher script

Use with the Lesson presenter (room page -> Lesson presenter). Slides show only student cues; this script has what to say. Students need the printed lesson worksheet and a pencil.

Presenter keys: Right/left arrows change slides. N shows short notes. T pauses the timer. P picks a student. F is fullscreen.

Response routine: Students write each answer on their worksheet, then show it with fingers (1 = A, 2 = B, 3 = C, 4 = D). Scan the room before revealing.

SLIDE 1: TODAY'S TARGET — 1 min

Say	Today's learning target is: "I can write complete, correct sentences and organize them into a well-structured paragraph." Read it with me.
Say	Here is how you will know you have it: the success criteria. You will prove it on the exit ticket at the end of class.
Point to	The agenda and the key vocabulary. Tell students they need their notebook, guided notes page, and pencil.

SLIDE 2: WARM-UP — 0:00–0:08

Say	Turn to Part 2 of your lesson worksheet. Answer the three questions in complete sentences. You have 5 minutes of silent work. Go.
Do	Start the 8:00 timer. Circulate. At 5 minutes say: "Turn to your partner and compare answers for 2 minutes."
Look for	1) No. It is a fragment; it is not a complete thought. Example fix: "I was tardy because the bus was late." 2) "Is," because the subject is "group," which is singular. 3) Topic sentence (top bun), supporting details (fillings), and concluding sentence (bottom bun).
Say	Call on 2-3 students for questions 1 and 2, then reveal. Say: "We will come back to question 3 at the end of class."

SLIDE 3: HOOK — 1 min

Say	Read the question on the screen: ""Went to the store. Bought apples we ate them." What is wrong?" Circle your prediction in Part 3 of your worksheet and write why. Then vote.
Background	Show: "Went to the store. Bought apples we ate them." Ask: "What's wrong here? How would you fix it?" Take ideas, then tell students today they become sentence and paragraph mechanics.

Do	Tap +1 for each vote. Do not give the answer. Say: "By the end of the lesson, you will be able to check your prediction."

SLIDE 4: LEARN 1: GRAMMAR TUNE-UP — 3 min

Say	A singular subject takes a singular verb, and a plural subject takes a plural verb. Use subject pronouns (I, she, they) for the doer and object pronouns (me, her, them) for the receiver. Keep verb tense the same unless the time changes.
Worksheet	Say: "Part 5: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: A singular subject needs a SINGULAR verb. Use "I" when the pronoun is the SUBJECT. (tap "Show the missing words" after students try.)
Explore	Students do: Circle the subject and underline the verb in each sentence.
Turn and talk	Say: "Why does "Me and Sam went" sound normal when we talk but is incorrect in formal writing?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (B) My friend and I are going to the game.. Take away "my friend and": "I am going" sounds right, so "I" is the correct pronoun. Two people is a plural subject, so the verb is "are."
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 5: LEARN 2: COMPLETE SENTENCES — 3 min

Say	A complete sentence has a subject, a predicate, and a complete thought. A fragment is missing one. A run-on joins two sentences with no punctuation; a comma splice joins them with only a comma.
Worksheet	Say: "Part 6: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: A FRAGMENT is missing a subject, verb, or complete thought. A RUN-ON jams two sentences together. (tap "Show the missing words" after students try.)
Explore	Students do: Label each example: sentence, fragment, or run-on.
Turn and talk	Say: "Why would a reader get confused by a run-on sentence?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) The rain stopped we went outside.. Two complete sentences are joined with no punctuation.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 6: LEARN 3: SENTENCE TYPES — 3 min

Say	Simple sentences have one independent clause. Compound sentences join two with a comma and FANBOYS (for, and, nor, but, or, yet, so). Complex sentences add a dependent clause that starts with a word like because, when, or although.
Worksheet	Say: "Part 7: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: A COMPOUND sentence joins two independent clauses with a comma and a conjunction. A COMPLEX sentence has a dependent clause. (tap "Show the missing words" after students try.)
Explore	Students do: Combine two short sentences into a compound and a complex sentence.
Turn and talk	Say: "Why might a writer choose a complex sentence instead of two simple ones?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) Although it was cold, we played outside.. "Although it was cold" is a dependent clause.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 7: LEARN 4: PARAGRAPH STRUCTURE — 3 min

Say	A paragraph has a topic sentence that states the main idea, supporting details that prove it, transitions that connect ideas, and a concluding sentence that wraps it up. Every sentence stays on topic.
Worksheet	Say: "Part 8: fill in the blanks (A), do the task (B), write what your partner said (C), and answer the check (D)." Blank answers: The TOPIC SENTENCE states the main idea. The CONCLUDING SENTENCE wraps it up. (tap "Show the missing words" after students try.)
Explore	Students do: Number the scrambled sentences to build a paragraph.
Turn and talk	Say: "How is a paragraph like a sandwich? Where does the comparison break down?" Start the 1:00 timer. Then pick a pair to share.
Check	Read the question aloud. Students write, then show fingers. Scan, then reveal. Answer: (C) My sister has a red bike.. It does not support the main idea about reading.
If < 80% correct	Go back to the Explore box and model a second example out loud, then re-ask the check with a partner discussion first. See "Misconceptions to watch for" at the end of this script.

SLIDE 8: WORKED EXAMPLE (I DO) — 2 min

Say	Watch how I solve this. Write the final answer in Part 9 of your worksheet.
Think aloud	Fix "Went to the store. Bought apples we ate them." aloud: add a subject to the fragment ("My family went to the store"), then fix the run-on ("We bought apples, and we ate them"). Then combine into a complex sentence: "When my family went to the store, we bought apples."

Reveal	Broken: "Went to the store. Bought apples we ate them." | Fix the fragment: add a subject. "My family went to the store." | Fix the run-on: "We bought apples, and we ate them." | Combine: "When my family went to the store, we bought apples."

SLIDE 9: WE DO — 2 min

Say	Now we solve one together in Part 10. Read the problem with me.
Do	Before revealing each step, ask: "What should we do next?" Take one answer, then tap "Show next step."
Steps	"Because we were scared." is a fragment: it is not a complete thought. | Attach it to a sentence: "We stayed inside because we were scared." | Combine with the first sentence using a conjunction: "The storm was loud, so we stayed inside." | Final: "The storm was so loud that we stayed inside because we were scared."
Answer	The storm was so loud that we stayed inside because we were scared.

SLIDE 10: YOU DO — 2 min

Say	Now on your own: Part 11. Solve it with no talking. You have 2 minutes.
Answer	(B) School uniforms can save families money and reduce distractions.. It states a clear, focused main idea.
Then	Students who got it: launch the room. Students who missed it: 3-minute reteach at your table, then start the room at the Explorer level.

SLIDE 11: WORK TIME: THE GRAMMAR GARAGE — 0:20–0:48

Say	Open The Grammar Garage on your device. Type your name, choose the level I assigned, and begin. Whisper voice with your partner only.
Do	Start the 28:00 timer and leave this slide up. Circulate with the answer key.
Checkpoints	At 10 minutes: stage 2 done. At 20 minutes: stage 4 done; give a 5-minute warning for the final lock and turn-in.
Turn-in	Students tap "Copy my work" and paste it into the Canvas assignment (Text Entry).

SLIDE 12: DEBRIEF — 0:48–0:52

Ask	What are three ways to fix a run-on sentence? | Why do writers use a mix of simple, compound, and complex sentences? | How does a topic sentence help the reader?
Say	Back to warm-up question 3 and our hook vote: were our predictions right? What evidence changed your mind?

Answer	Topic sentence (top bun), supporting details (fillings), and concluding sentence (bottom bun).

SLIDE 13: EXIT TICKET 0:52–1:00

Say	Clear your desk except a pencil. Work silently and on your own. For every answer, write "I know because..." and use evidence.
Do	Hand out the exit ticket. Start the 8:00 timer. Collect and sort with page 3 (Mastered / Approaching / Beginning).

MISCONCEPTIONS TO WATCH FOR

- "A long sentence is a run-on." Length doesn't matter; a run-on joins complete sentences incorrectly.
- "A comma can join any two sentences." A comma alone creates a comma splice; add a conjunction.
- "Me and my friend" is correct as a subject. Use "My friend and I" when the pronoun is the subject.
- "A paragraph is just five sentences." A paragraph is organized around one main idea, with details that support it.