Lesson 1

Lesson Objectives

1. State the definition of a verb (Exercise 1).
2. Find verbs in sentences (Exercise 2).
3. Combine two sentences into one sentence with a compound verb (Exercise 3).
4. Edit sentence fragments (Exercise 4).

EXERCISE 1

NAMING GRAMMAR TERMS

1. **(Hand out students' workbooks)** Open your work book to Lesson 1. Put your finger on Part A. **(Check.)**
   - You're going to learn about verbs. Verbs are words that tell about something you can do. Listen again: words that tell about something you can do.
   - Say the rule. **(Signal.)** "Words that tell about something you can do."
   - If a word tells about something you can do, what do you know about it? **(Signal.)** "It's a verb."
   Yes, it is *a verb. Anything you can do is called a verb.* The verb is underlined in the first two sentences.

2. I'll read sentence 1. The young girl walked with swag. Which word tells what she does? **(Signal.)** "Walked."
   So the word *walked is a verb. What do you know about the word walked*?
   (Signal.) "It's a verb."
3. Sentence 2. His car swerved down the hill. Which word tells what the car did? **(Signal.)** "Swerved"
   So the word *swerved is a verb. What do you know about the word swerved*?
   (Signal.) "It's a verb."

4. Sentence 3. I am falling out of the boat. Which word tells what you did? **(Signal.)** "falling"
   So the word *falling is a verb. What do you know about the word falling*?
   (Signal.) "It's a verb."

5. Sentence 4. She sleep like a baby. Which word tells what you did? **(Signal.)** "Sleep"
   So the word *sleep is a verb. What do you know about the word sleep*?
   (Signal.) "It's a verb."

6. Sentence 5. Desiree studies. Which word tells what she does? **(Signal.)** "Studies"
   So the word *studies is a verb. What do you know about the word studies*?
   (Signal.) "It's a verb."

7. Sentence 6. I danced for hours. Which word tells what you did? **(Signal.)** "Danced"
   So the word *danced is a verb. What do you know about the word danced*?
   (Signal.) "It's a verb."

8. Look back at your workbook. Put your finger on TERMS.
   - We have worked with verbs that tell about actions. However, there is another kind of verb that does not tell about actions. The second rule is: *A verb is a state of being. Here are words that tell about being: be, been, being, is, are, was, am, and were*.

- Say the second rule with me.
  (Signal.) "A verb is a state of being. Being means the words: be, been, being, is, are, was, am and were."
  Your turn to say the rule:
  (Signal.) "A verb is a state of being. Being means the words: be, been, being, is, are, was, am, and were."
- Yes, *a verb is a state of being. Being means the words: be, been, being, is, are, was, am, and were*. The list of being words is on the left side of the page
- Say the being words with me.
  (Signal.) "Be, been, being, is, are, was, am, and were."
  Yes, *be, been, being, is, are, was, am, and were.*
  Your turn to say the being verb:
  (Signal.) "Be, been, being, is, are, was, am, and were."
  Yes, *be, been, being, is, are, was, am, and were.*

9. Look at Part B. The verb is underlined in the first two sentences.
   I'll read sentence 1. Tell me which word is a verb. *I am shy when I talk to girls.* Which word is the verb?
   (Signal.) "Am."
   Yes, *am*. The word *am* is a state of being verb. What is the word *am*?
   (Signal.) a state of being verb.

10. I'll read sentence 2. Tell me which word is a verb. *I was there at noon.* Which word is the verb?
    (Signal.) "was."
    Yes, *was*. That word is not underlined in sentence 2. The word *was* is a state of being verb. What is the word *was*?
    (Signal.) a state of being verb.
11. Good job naming verbs.

EXERCISE 2

NAMING GRAMMAR TERMS

1. Look back at your workbook. Put Your finger on Part C. **(Check).** There are six sentences in Part C. Read the sentences to yourself. Circle the verb in each sentence. Raise your hand when you are finished. **(Observe students and give feedback.**

   Check work: I'll read each sentence. You'll tell me the verb and tell me if it is an action verb or a being verb.

   Sentence1: *The dog eats ice cream*.
   What is the verb? **(Signal.)** "eats"
   Yes, is that an action verb or being verb? **(Signal.)** "action verb"

   Sentence 2: *The house is old*
   What is the verb? **(Signal.)** "is"
   Yes, is that an action verb or being verb? **(Signal.)** "being verb"

   Sentence 3: I swim across the big lake.
   What is the verb? **(Signal.)** "across"
   Yes, is that an action verb or being verb? **(Signal.)** "action verb"

   Sentence 4: I was almost on time.
   What is the verb? **(Signal.)** "was"
   Yes, is that an action verb or being verb? **(Signal.)** "being verb"

   Sentence 5: The kids were loud.
   What is the verb? **(Signal.)** "were"
   Yes, is that an action verb or being verb? **(Signal.)** "being verb"

   Sentence 6: I dreamed of a better place.
   What is the verb? **(Signal.)** "dreamed"
   Yes, is that an action verb or being verb? **(Signal.)** "action verb"

- Good circling the correct verb Aspect in those sentences. If you answered four out of six sentences, correctly, award yourself 1 bonus point. If you answered all three sentences correctly, award yourself 2 bonus points.
- Record your bonus points on the points chart.

EXERCISE 3

COMBINING SENTENCES

1. Look back at your workbook. Put Your finger on Part D. **(Check).**
- There are two sentences in Part D. They are short sentences.
- Let's read the first sentence together. **(Signal.)** "My cat eats tuna fish."
  Yes, My cat eats tuna fish.
- I'm going to skip around. Read the second sentence **(Call on student).** "My cat drinks milk."
  Yes, *My cat drinks milk.*

2. Everybody, look at both sentences in Part D. They are both about *my cat*. What are they both about?
   (Signal.) "My cat."
   Yes, my cat. My cat is what both sentences are about, These sentences would sound better we combined them into one sentence.

3. Listen to the instructions for Part D: Use a clean sheet of paper. Combine the two sentences about my cat into one sentence. Cut out information that is in both sentences. Make your sentence as short as you can, but do not leave out important information. Put your pencil down when you're finished.
   (Observe students and give feedback.)

4. You're going to report about the sentences you wrote.
   (Call on students.)
   (The most concise sentence is *My cat eats tuna fish and drinks milk*. Students may write sentences such as *My cat eats tuna fish, and my cat drinks milk*. This sentence is not concise because it only puts the two sentences together with a conjunction. Reward students who write the most concise sentence.)

5. The most concise sentence is *My cat eats tuna fish and drinks milk.* If you wrote *My cat eats tuna fish and drinks milk,* award yourself 2 bonus points.

EXERCISE 4

EDITING SENTENCES

1. Look back at your workbook. Put Your finger on Part E. **(Check).**
   There are three sentences in Part E.
- Let's read the sentences together.
  (Signal.) "The horse fast."
  (Signal.) "I laps in the pool."
  (Signal.) "She hungry."
- Look at each sentence again. These sentences are missing something, so they don't make sense. They are missing a verb. What are they missing?
  (Signal.) "A verb."
  Yes, a verb. A sentence must have a verb to make sense. Say that with me.
  (Signal.) "A sentence must have a verb to make sense."

2. Listen to the instructions for Part E: Use the same sheet of paper. None of these three sentences make sense. Correct the sentences so that they make sense. Rewrite the new sentences on your sheet of paper. Put your pencil down when you're finished.
   (Observe students and give

feedback. Call on students to read their sentences. Each sentence must contain a verb to be correct. Praise correct sentences.)

3. Everybody, good correcting those 3 sentences. If you edited two out of three sentences correctly, award yourself 1 bonus point. If you edited all three sentences correctly, award yourself 2 bonus points.

- That's the end of the lesson. Pass your workbook in. Put your written work in your Precision grammar folder. Record your bonus points on the points chart.