Lesson 2

Lesson Objectives

1. State the definition of a compound verb (Exercise 1).
2. Find conjunctions in sentences (Exercise 2)
3. Find compound verbs in sentences (Exercise 3).
4. Combine two sentences into one sentence with a compound verb (Exercise 4).
5. Edit sentence fragments to include compound verbs. (Exercise 5).

EXERCISE 1

NAMING GRAMMAR TERMS

1. **(Hand out students' workbooks)**
   Open your workbook to Lesson 2 Put your finger on Part A. **(Check)**

- Let's review the rules for the definition of a verb: *A verb is an action. Anything you can do is called a verb*.
- Say that with me.
  (Signal.) "A verb is an action. Anything you can do is called a verb."
  Your turn:
  (Signal.) "A verb is an action. Anything you can do is called a verb."
  Yes, *a verb is an action*. Anything you can do is called a verb.
- Here is the second rule: *A verb is a state of being. Here are words that tell about a state of being: be, been, being, is, are, was, am, and were*.
- Say that with me.
  (Signal.) "A verb is a state of being. *Here are words that tell about a state of being:* be, been, being, is, are, was, am, and were."
  Your turn:
  (Signal.) "A verb is a state of being. *Here are words that tell about a state of being:* be, been, being, is, are, was, am, and were."
  Yes, *A verb is a state of being. State of being means: be, been, being, is, are, was, and were*. The list of being words is on the left side of the page
- Say the state of being verbs with me.
  (Signal.) "Be, been, being, is, are, was, am, and were."
  Yes, *be, been, being, is, are, was, am, and were.*
  Your turn: say the state of being verbs without me.
  (Signal.) "Be, been, being, is, are, was, am, and were."
  Yes, those are state of being verbs.

- Listen: we have two new terms: conjunction and *compound verb*. The first one is a *conjunction. A conjunction connects words, phrases, or sentences:* and, but, or, because.
- Repeat the definition of a conjunction with me.
- **(Signal.)** "*A conjunction connects words, phrases, or sentences:* and, but, or, because.
- Your turn: say the definition of a conjunction.
- **(Signal.)** "*A conjunction connects words, phrases, or sentences:* and, but, or, because.

2. The conjunction is underlined in the first sentence.
   Sentence 1. Tell me which word is a conjunction. *He ran home, but walked in the house.* Which word conjunction?
   (Signal.) "but." Yes, *but*.

Sentence 2: Kate cried and yelled.
Which word is a conjunction? **(Signal.)** "and." Yes, and

Sentence 3: I can play or sleep.
Which word is a conjunction? **(Signal.)** "or" Yes, or

3. Look back at your workbook. Put your finger on Part B. **(Check).** The other term we are learning is *compound verbs which are made by joining two verbs with a conjunction*.
   - Repeat the definition of a compound verb with me.
     (Signal.) "A compound verb is made by joining two verbs with a conjunction."
   - Your turn: say the definition of a compound verb.
     (Signal.) "A compound verb is made by joining two verbs with a conjunction."
     Yes, *a compound verb is made by joining two verbs with a conjunction*.
     Good defining compound verb.

4. Some The compound action verb is underlined in the first two sentences.
   - Sentence 1. Tell me which words are the compound action verbs. *He ran home, but walked in the house.* Which two words are the verbs?
     (Signal.) "Ran, walked."
     Yes, *ran, walked*. That word is underlined in sentence 1. The words *ran, walked* are actions.
   - Sentence 2. Tell me which two words are the action verbs. *She peeled and ate an apple*. Which words are the verb?
     (Signal.) "Peeled, ate."
     Yes, *peeled*, *ate*. Those words are underlined in sentence 2. The words peeled, *ate* are actions.
   - Sentence 3. The verb is not underlined in this sentence. Tell me which two words are the action verbs. *I stood and fell out of the boat.* Which words are the action verbs?
     (Signal.) "Stood, Fell."
     Yes, *stood*, *fell*. It was not underlined. Good finding *stood*, *fell*.
   - Sentence 4. The verb is not underlined in this sentence. Tell me which two words are the action verbs. You sleep and snore too much. Which words are the action verbs?
     (Signal.) "Sleep, Snore."
     Yes, *sleep, snore*. It was not underlined. Good finding *sleep and snore*.

5. Look back at your workbook. Put your finger on Part C. **(Check).**
   - The word *verb* is defined in two ways. Here is the second definition: *A verb is a state of being. Being means the words: be, been, being, is, are, was, and were*.
   - Say that 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:
     (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, 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.* This time, say the being words without me.
     (Signal.) "Be, been, being, is, are, was, am, and were."
     Yes, those are the being words.

6. Look back at Part C. The verb is underlined in the first sentence.

Sentence 1. Tell me which word is a verb. *I am silly.* Which word is the verb?
(Signal.) "Am."
Yes, *am*. That word is underlined in sentence 1. The word *am* is a state of being word. It is on the being verb list.

- I'll read sentence 2. Tell me which word is a verb. *She is sad.* Which word is the verb?
  (Signal.) "Is."
  Yes, *is*. That word is underlined in sentence 2. The word *is* is a state of being verb. It is on the being word list.
- Good naming verbs.

EXERCISE 2

NAMING GRAMMAR TERMS

1. Look back at your workbook. Put Your finger on Part D. **(Check).**
   There are three sentences in Part D. Each sentence has a verb in it. Let's read the first sentence together.
   (Signal.) "The dog eats ice cream."
   Yes, *The dog eats ice cream*.
   Now, I'm going to skip around. Read the second sentence **(Call on student).**
   "The house is old."
   Yes, *the house is old.*
   Still skipping around. Read the third sentence (Call on student). "I swim across the big lake."
   Yes, *I swim across the big lake.*

2. Listen to the instructions for Part D: Use your pencil to circle the verb in each sentence.
   What are you circling?
   (Signal.) "The verbs in each sentence."
   Yes, circle the verb in each sentence.
   Put your pencil down when you're finished. Begin now.
   (Observe students and give feedback.)

3. You're going to report which words you circled. Look at sentence 1.

- Everybody, which word did you circle?
  (Signal.) "Eats."
  Yes, *eats*.
  Why is *eats* circled in that sentence?
  (Call on student). "Eats is an action."
  Yes, *eats* is an action. You can do eating.
- Look at sentence 2. Everyone, which word did you circle?
  (Signal.) "is."
  Yes, *is*.
  Why is *is* circled in that sentence?
  (Call on student). "Is *is* on the being word list."
  Yes, *is* is the being word list. It is a state of being.
- Look at sentence 3. Now, I'm going to skip around. Which word did you circle?
  (Call on student). "Swim."
  Yes, *swim*.
- Still skipping around. Which word did you circle?
  (Call on student). "Swim."
  Why is *swim* circled in that sentence?
  (Call on student). "Swim is an action."
  Yes, *swim* is an action. You can do swimming.
- Good circling the correct verb Aspect in those sentences. If you answered two out of three 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 E. **(Check).**

- There are two sentences in Part E. They are short sentences. Let's read the first sentence together.

(Signal.) "My cat eats tuna fish."
Yes, My cat eats tuna fish.

- Now, I'm going to skip around. Read the second sentence:
  (Call on student). "My cat drinks milk."
  Yes, *My cat drinks milk.*

2. Look at both sentences in Part E. 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 E: 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. Use a compund verb.

- 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. **(Write *My cat will eat tuna fish and will drink milk* on board.)**
   The most concise sentence is *My cat will eat tuna fish and will drink 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 F. **(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."
  Yes, *a sentence must have a verb to make sense*. What must a sentence have to make sense?
  (Signal.) "A verb."
  Yes, *a verb.* A sentence must also end with a period. What must a sentence end with?
  (Signal.) "A period."
  Yes, a period. The first word in a sentence must be capitalized. What do you do to the first word in a sentence?
  (Signal.) "You capitalize it."
  Yes, you capitalize it. Good answering questions.

2. Listen to the instructions for Part F: 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.

- Remember: Every sentence must end with a period. The first word in a sentence must be capitalized.

- Start working on Part F now. Put your pencil down when you're finished.
  (Observe students and give feedback.)

3. You're going to report about the sentences you wrote.
   (Call on students.)
   (Each sentence must contain a verb to be correct. Praise correct sentences. Write three correct example sentences on the board.)
- 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.