Lesson 3

Lesson Objectives

1. State the definition of a Helping Verb (Exercise 1)
2. Find examples of verbs in sentences (Exercise 2)
3. Combine sentences to create compound verbs (Exercise 3)
4. Edit sentences for the correct use of Helping Verbs (Exercise 4)

EXERCISE 1

NAMING GRAMMAR TERMS

1. **(Hand out students' workbooks)**
Open your workbook to Lesson 3. Put your finger on the section TERMS. **(Check.)**

- We have learned two definitions of verbs. Here is the first definition*: A verb is an action. Anything you can do is called a verb.*
- Everybody, what is the first definition of verb?
(Signal). "A verb is an action. Anything you can do is called a verb."
Yes, *a verb is an action.*
- **(Write "jump" on the board.)** Is the word *jump* an action verb?
(Call on student). "Yes, jump is a verb."
Yes, *jump* is an action verb. Why is it an action verb?
(Call on student). "Jump is an action."
Yes, *jump* is an action.
- **(Write "green" on the board.)** Is the word *green* an action verb?
(Call on student). "No, green is not a verb."
No, *green* is not an action verb. Why is it not an action verb?
(Call on student). "Green is not an action."
Yes, that's right. *Green* is not an action.
- **(Write "ugly" on the board.)** Is the word *ugly* an action verb?
(Call on student). "No, ugly is not an action verb."
No, *ugly* is not an action verb. Why is it not an action verb?
(Call on student). "Ugly is not an action."
Yes, that's right. *Ugly* is not an action.

2. Everybody, What is the second definition of a verb?
(Signal). A verb is a state of being. State of being verbs are: be, been, being, is, are, was, am, and were."
Yes, *A verb is a state of being. A state of being verbs: be, been, being, is, are, was, am, and were*.

- Listen: *Being verbs are also called Helping Verbs when they come before to Action Verbs. Helping Verbs help complete the action.*
- Say that with me.
(Signal.) "Being verbs are also called Helping Verbs when they are next to Action Verbs. Helping Verbs help complete the action."
Yes, *Being verbs are also called Helping Verbs when they come before Action Verbs. Helping Verbs help complete the action.*
- Read the rule with me:
(Signal.) "Being verbs are also called Helping Verbs when they come before Action Verbs. Helping Verbs help complete the action."
Yes. Good reading the definition of Helping Verbs. Everybody, look at the list of Helping Verbs. Notice that more words have been added to the list of being verbs. All of these words are Helping Verbs. The list of

Helping Verbs is on the left side of the page. This is a long list, but you can learn it.

- Say the Helping Verbs with me. **(Signal).** "Be, been, being, is, are, was, am, and were. Was being, should be, had been, might have been. Do, does, did. Have has had. Shall, should, will, would, can could, May, might, must."
  Yes, *be, been, being, is, are, was, and were. Was being, should be, had been, might have been. Do, does, did. Have has had. Shall, should, will, would, can could, May, might, must.*
- Read the Helping Verbs with me: **(Signal).** "Be, been, being, is, are, was, and were. Was being, should be, had been, might have been. Do, does, did. Have has had. Shall, should, will, would, can could, May, might, must."
  Yes. Good saying the Helping Verbs. It is a long list of words.

- I am going to say verbs. Some are helping verbs and some are action verbs. If it is not on the list, it's an action verb.

- Listen: *will*
- Everyone, what word? **(Signal.)** "will"
- Look at the Helping Verb list and see if will is on the list.
- Everyone, is *will* on the list? **(Signal.)** "Yes." So what kind of verb is *will?* **(Signal.)** "Helping Verb."
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- Listen: *must*
- Everyone, what word? **(Signal.)** "must"
- Look at the Helping Verb list and see if must is on the list.
- Everyone, is *must* on the list? **(Signal.)** "Yes So what kind of verb is *must?* **(Signal.)** "Helping Verb."

- Listen: *jump*
- Everyone, what word? **(Signal.)** "jump"
- Look at the Helping Verb list and see if *jump* is on the list.
- Everyone, is *jump* on the list? **(Signal.)** "No." So what kind of verb is *jump?* **(Signal.)** "Action Verb."
- Listen: *Dance*
- Everyone, what word? **(Signal.)** "dance"
- Look at the Helping Verb list and see if dance is on the list.
- Everyone, is *dance* on the list? **(Signal.)** "No." So what kind of verb is *dance?* **(Signal.)** "Action Verb."

- Listen: *smile*
- Everyone, what word? **(Signal.)** "smile"
- Look at the Helping Verb list and see if smile is on the list.
- Everyone, is *smile* on the list? **(Signal.)** "No." So what kind of verb is *smile?* **(Signal.)** "Action Verb."

3. Listen: I'll read Part A, Sentence 1. The sentences have Helping Verbs followed by an Action Verb. What comes first? **(Signal.)** "Helping Verbs." What comes next? **(Signal.)** "Action Verbs"

   Sentence 1: *He will run home. Everyone, say the sentence together* **(Signal.) "**He will run home*." Tell me the Helping Verb?* **(Signal).** "Will."
   Yes, *will*. That word is underlined in sentence 1. The word *will* is a Helping Verb. Tell me which word is an Action Verb in Sentence 1. **(Signal).** "Run."
   Yes, *run*. The word *run* is an action. You can run.

- Listen: Sometimes, a Helping Verb can be more than one word. I'll read Sentence 2. *She has been eating an apple.*

Everyone, say the sentence together
(Signal.) "She has been eating an apple."
Tell me which words are the Helping Verb?
(Signal). "Has been."
Yes, *has been.* Those words are underlined in Sentence 2. The words *has* and *been* make the helping verb. Sometimes, a Helping Verb can be more than one word. Those words are both on the list. Tell me which word is an Action Verb. **(Signal).** "Eating."
Yes, *eating*. That word is also underlined in sentence 1. The word *eat* is an action. You can eat.

Sentence3: *I might have yelled at the dog. Everyone, say the sentence together*
(Signal.) "*I might have yelled at the dog"*
Tell me the Helping Verb? **(Signal).** "might."
Yes, *might* is a Helping Verb. Tell me which word is an Action Verb in Sentence 3. **(Signal).** "yelled."
Yes, *yelled.* The word *yelled* is an action. You can fall.

Sentence 4. **(Check.)** *She should have slept like a baby. Everyone, say the sentence together.* **Signal.) "**She should have slept like a baby." Tell me which words are the Helping Verb?
(Signal). "Should have."
Yes, *should have*. Good finding *should have*. The words *should* and *have* pair up to make the Helping Verb. Sometimes, a Helping Verb can be more than one word. Those words are both on the list.

- Everybody, look at Sentence 2 again. **(Check.)** Tell me which word is an Action Verb. **(Signal).** "Slept."
Yes, *slept*. Good finding *slept*. The word *slept* is an action. You can sleep. Good naming Helping Verbs and Action Verbs.

EXERCISE 2

IDENTIFYING GRAMMAR TERMS

3. Everybody, look back at your workbook. Put our finger on Part B. **(Check.)**
There are three sentences in Part B. Each sentence has a Helping Verb and an Action Verb in it.

- Let's read the first sentence together. **(Signal).** "The dog is eating ice cream."
Yes, *The dog is eating ice cream.*
Now, I'm going to skip around. Read the second sentence:
(Call on student). "The house has been repainted."
Yes, *the house has been renovated.*
Still skipping around. Read the third sentence:
(Call on student). "I could be swimming across the big lake."
Yes, *I could be swimming across the big lake.*

3. Everybody, listen to the instructions for Part B: Use your sheet of paper. Copy the sentence to your paper. Underline the Action Verb. Circle the Helping Verb in each sentence. A Helping Verb may have more than one word.
What are you going to underline?
(Signal.) "The Action Verb."
What are you to circle?
(Signal). "The Helping Verb in each sentence."
Yes, *circle the Helping Verb in each sentence*. Can there be more than one word in a Helping Verb?
(Signal). "Yes."
Yes, A Helping Verb may have more than one word.

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

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

- Everyone, which word did you circle?
  (Signal). "is."
  Yes, is.
  Why is *is* circled in that sentence?
  (Call on student). "Is is on the Helping Verb list."
  Yes, *Is* is on the Helping Verb list. Good finding the Helping Verb.
- Everybody, look at sentence 2.
  Everyone, which words did you circle?
  (Signal). "has been."
  Yes, *has been.*
  Why is *has been* circled in that sentence?
  (Call on student). "Has and been are on the Helping Verb list."
  Yes, *has* and *been* are on the Helping Verb list.
- Everybody, look at sentence 3. Now, I'm going to skip around. Which pair of words did you circle?
  (Call on student). "Could be."
  Yes, *could be.*
  Still skipping around. Which words did you circle?
  (Call on student). "Could be."
  Yes, *could be.*
  Still skipping around. Why is *could be* circled in that sentence?
  (Call on student). "Could and be are on the Helping Verb list."
  Yes, *could* and *be* are on the Helping Verb list. Everybody, good finding the Helping Verbs in those sentences.

EXERCISE 3

COMBINING SENTENCES

1. Everybody, look back at your workbook. Put your finger on Part C. **(Check.)** There are two sentences in Part C. They are short sentences.

- Let's read the first sentence together.
  (Signal). "My cat will eat tuna fish."
  Yes, My cat will eat tuna fish.
  Now, I'm going to skip around. Read the second sentence:
  (Call on student). "My cat will drink milk."
  Yes, *My cat will drink milk.*

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

3. Everybody, listen to the instructions for Part C: 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.

- Remember: Every sentence must end with a period. The first word in a sentence must be capitalized.
- Start working on Part C now. 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 will eat tuna fish and will drink milk.* Students may write sentences such as *My cat will eat tuna fish, and my cat will drink 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 will eat tuna fish and will drink milk,* award yourself 2 bonus points. All punctuation must be correct to earn the bonus points.

EXERCISE 4

EDITING SENTENCES

1. Everybody, look back at your workbook. Put your finger on Part D. **(Check.)** There are three sentences in Part D.
   - Let's read the sentences together. **(Signal).** "The horse tamed." **(Signal).** "I swimming laps in the pool." **(Signal).** "She should be 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 Helping Verb." Yes, a Helping Verb. Each sentence needs a Helping Verb to make sense.

2. Listen to the instructions for Part D: Use the same sheet of paper. None of these three sentences makes 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 D 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.)**
   - 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.