Lesson 6

Lesson Objectives

1. State spelling rules for verb tense (Exercise 1)
2. Find examples of correct verb tense usage in sentences (Exercise 2)
3. Combine sentences to put verbs in the same tense (Exercise 3)
4. Edit sentences in a paragraph for the correct usage of verb tense (Exercise 4)

EXERCISE 1

NAMING GRAMMAR TERMS

1. **(Hand out students' workbooks)**
   Open your workbook to Lesson 6. Put your finger on the section TERMS. **(Check.)**
   - We have learned about two kinds of verbs: Action Verbs and Helping Verbs.
   - Everybody, what is an action verb?
     (Signal). "An action verb is an action. Anything you can do is called an action verb."
     Yes, anything you can *do* is called an action verb.
   - Everybody, what is a Helping Verb?
     (Signal.) "Helping Verbs are next to Action Verbs. Helping Verbs help complete the action."
     Yes, Helping Verbs are next to Action Verbs. Helping Verbs help complete the action. Good remembering action verbs and helping verbs.

2. Remember: *All verbs can change to show time.*
   Say that with me:
   (Signal). "All verbs can change to show time."
   Yes, *all verbs can change to show time.*
   Your turn:
   (Signal). "All verbs can change to show time."
   Yes, *all verbs can change to show time. When verbs change to show time, it is called changing tense. Tense can be the past, the present, or the future.*
   - Say that with me:
     (Signal). "When verbs change to show time, it is called changing tense. Tense can be the past, the present, or the future."
     Your turn:
     (Signal). "When verbs change to show time, it is called changing tense. Tense can be the past, the present, or the future."
     Yes, *Tense can be the past, the present, or the future.* Good describing Tense.

3. Listen: Here's a rule. When verbs change tense, the way we spell them changes, too. Again, when verbs change tense, the way we spell them changes, too.
   Say that with me:
   (Signal). "When verbs change tense, the way we spell them changes, too."
   Yes, *when verbs change tense, the way we spell them changes, too.*
   Your turn:
   (Signal). "When verbs change tense, the way we spell them changes, too."
   Yes, *when verbs change tense, the way we spell them changes, too.*
   - Here's a rule: Most past tense verbs end with –ed or –en
     Say that with me:
     (Signal). "Most past tense verbs end with –ed or –en."
     Yes, *most past tense verbs end with –ed or –en.*
     Your turn:

(Signal). "Most past tense verbs end with –ed or –en."
Yes, *most past tense verbs end with –ed or –en.*

- Here's a rule: *Most present tense verbs end with –s.*
  Say that with me:
  (Signal). "Most present tense verbs end with –s."
  Yes, *most present tense verbs end with –s.*
  Your turn:
  (Signal). "Most present tense verbs end with –s."
  Yes, *most present tense verbs end with –s.*
- Here's a rule: *Most future tense verbs do not change spelling.*
  Say that with me:
  (Signal). "Most future tense verbs do not change spelling"
  Yes, *Most future tense verbs do not change spelling*
  Your turn:
  (Signal). "Most future tense verbs do not change spelling"

4. **(Write the words: *jumped, jumps, will jump* on the board. Tap the words as you say them. Underline the letters –ed and –s at the end of the words.)**
   - Everybody, what tense is the word jumped?
     (Signal). "Past"
     Yes, *jumped* is past tense. Now, I'm going to skip around. Look at the spelling. Why is *jumped* past tense?
     (Call on student). "Because jumped ends in –ed."
     Yes, *jumped* ends in –ed. Still skipping around. Look at the spelling. Why is *jumps* present tense?
     (Call on student). "Because jumps ends in –s."
     Yes, jumps ends in –s. Still skipping around. Look at the spelling. Why is *will jump* future tense?
     (Call on student). "Because will and jump are paired, and because jump is not spelled differently.
     Yes, *will* and *jump* are paired. Jump is not spelled differently. Good finding tense in those verbs.

5. Everybody, look at your workbooks.
   (Check.) I'll read Part A, Sentence 1*. Larry sometimes talks too loudly.* The verb is underlined in this sentence. This sentence tells about something that is happening now, in the present. We would say the verb is in present tense. What letter does the verb end with?
   (Signal). "The verb ends with -s."
   Yes, the verb ends with -s. Remember: Most present tense verbs end with –s.
   - I'll read sentence 2. *Larry talked to his friends yesterday.* The verb is underlined in this sentence. This sentence tells about something that happened before, in the past. We would say the verb is in past tense. What letter does the verb end with?
     (Signal). "The verb ends with -ed."
     Yes, the verb ends with -ed. Remember: Most past tense verbs end with –ed.
   - I'll read sentence 3. *I will be talking to Coach about the game tomorrow.* The verb is underlined in this sentence. This sentence tells about something that will happen later, in the future. We would say the verb is in future tense. What letter does the Action Verb end with?
     (Signal). "The verb ending does not change."
     Yes, the verb ending does not change. Remember: Most future tense verbs do not change spelling.
   - Everybody, look at Part B.
     (Check.)
   - I'll read sentence 1. The verb is not underlined in this sentence. *Michele will talk to her coach about the game*

tomorrow. Now, I'm going to skip around. Look at the spelling. Is the Action Verb in present tense?
(Call on student). "No."
Look at the spelling. Is that verb in past tense?
(Call on student). "No."
Look at the spelling. Is that verb in future tense?
(Call on student). "Yes."
How do you know it is future tense?
(Call on student). "The Action Verb is paired with will. Also, it's spelling does not change."
Yes, the Action Verb is paired with *will*. Also, it's spelling does not change.

- I'll read sentence 2. The verb is not underlined in this sentence. *Michele sometimes talks too loudly.* Still skipping around. Look at the spelling. Is that verb in past tense?
(Call on student). "No."
Look at the spelling. Is that verb in future tense?
(Call on student). "No." Look at the spelling. Is that verb in present tense?
(Call on student). "Yes."
Look at the spelling. How do you know it is present tense?
(Call on student). "The verb ends in -s."
Yes, the verb ends in -s.
- I'll read sentence 3. The verb is not underlined in this sentence. *Michele talked to us after lunch.* Still skipping around. Look at the spelling. Is that verb in future tense?
(Call on student). "No."
Look at the spelling. Is that verb in present tense?
(Call on student). "No." Look at the spelling. Is that verb in past tense?
(Call on student). "Yes."
How do you know it is past tense?
(Call on student). "The verb ends in -ed."
Yes, the verb ends in –ed. Good deciding about past, present, and future tense by looking at the spelling.

EXERCISE 2

IDENTIFYING GRAMMAR TERMS

1. Everybody, look back at your workbook. Put our finger on Part C. **(Check.)**
There are three sentences in Part C. Each sentence has a verb that is in either past, present, or future tense.
   - Let's read the first sentence together.
(Signal). "The Dalmatian eats ice cream."
Yes, *The Dalmatian eats ice cream.*
   - Now, I'm going to skip around. Read the second sentence:
(Call on student). "The Tudor mansion was renovated."
Yes, *the Tudor mansion was renovated.*
   - Still skipping around. Read the third sentence:
(Call on student). "I will swim across the English Channel tomorrow."
Yes, *I will swim across the English Channel tomorrow.* Good reading.

2. Everybody, listen to the instructions for Part C: Use your sheet of paper. Copy the sentences to your paper.
   - You will do two things: 1) Use your pencil to circle the letters of the verb that tell about tense. 2) Label each sentence as past, present, or future tense.
   - What are you to circle?
(Signal). "The letters of the verb that tell about tense."
Yes, *the letters of the verb that tell about tense.*
   - What are you to label?
(Signal). "Each sentence as past, present, or future tense."

Yes, *label each sentence as past, present, or future tense*.

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

3. Everybody, you're going to report on your answers about past, present, and future tense.

- Look at sentence 1. Is sentence 1 past, present, or future tense?
  (Signal). "Present."
  Yes, present. Why is sentence 1 in present tense?
  (Call on student). "The verb ends in –s."
  Yes, The verb ends in –s."
- Look at sentence 2. Is sentence 2 past, present, or future tense?
  (Signal). "Past."
  Yes, past. Why is sentence 2 in past tense?
  (Call on student). "The verb ends in –ed."
  Yes, The verb ends in –ed."
- Look at sentence 3. Now, I'm going to skip around. Is sentence 3 past, present, or future tense?
  (Call on student). "Future."
  Yes, future.
  Still skipping around. Why is sentence 3 in future tense?
  (Call on student). "The verb does not change spelling, and it is paired with will."
  Yes, the verb does not change spelling, and it is paired with *will*.
- Everybody, good deciding about past, present, and future tense in those sentences.

EXERCISE 3

COMBINING SENTENCES

1. Everybody, 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 gets ill at the sight of tuna fish."
  Yes*, My cat gets ill at the site of tuna fish.*
  Now, I'm going to skip around. Read the second sentence:
  (Call on student). "My cat will visit to the vet later."
  Yes, *My cat will visit the vet later.*

2. Everybody, look at both sentences in Part D. They are not in the same tense. One is in present tense, and the other one is in future tense.

- Look at the spelling. Which sentence is in future tense?
  (Signal). "My cat will visit the vet later."
  Yes, *My cat will visit the vet later* is in future tense. Skipping around now.
- Look at the spelling. Which sentence is in present tense?
  (Call on student). "My cat gets ill at the sight of tuna fish."
  Yes*, My cat gets ill at the site of tuna fish.*

3. Everybody, listen to the instructions for Part D: Use a clean sheet of paper. Combine the two sentences about *my cat* into one concise sentence. The verbs in your sentence must be written in past tense.

- Cut out information that is in both sentences. Make your sentence as short as you can, but do not leave out important information.
- Start working on Part D 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.)
   (Write the most concise sentences on board.)
   These are the most concise sentences. If

you wrote a sentence like one of the ones on the board, 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 E. **(Check.)** There are three sentences in the paragraph in Part E.
   - Let's read the sentences together. **(Signal).** "Spring coming soon." **(Signal).** "It were time for exercise." **(Signal).** "Start easy and worked your way up to an good routine."
   - Look at each sentence again. These sentences have mistakes in verb tense, so they don't make sense.
   - What is wrong with the verbs in these sentences? **(Signal).** "They have mistakes in verb tense."
     Yes, they have mistakes in verb tense. The verb in each sentence needs to be changed so the sentences make sense.

2. Listen to the instructions for Part E: Use the same sheet of paper. None of these three sentences makes sense. Correct the sentences so that they make sense.
   - Change the tense of the verbs so that they are all in the **present tense**. You may have to change other words, too. Rewrite the new sentences on your sheet of paper in paragraph form.
   - Remember: Every sentence must end with a period. The first word in a sentence must be capitalized.
   - Start working on Part E 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 and the verb must be conjugated in **present tense** 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.