Lesson Objectives

1. State the definition of verb aspect (Exercise 1)
2. Find examples of correct verb usage in sentences (Exercise 2)
3. Combine sentences to make a compound sentence (Exercise 3)
4. Edit sentences for the correct usage of verb tense and punctuation (Exercise 4)

EXERCISE 1

NAMING GRAMMAR TERMS

1. **(Hand out students' workbooks)**
   Open your work book to Lesson 8. Put your finger on the section TERMS. **(Check.)**
   - We have learned about two kinds of verbs: Action Verbs and Helping Verbs. We also have learned that all verbs can change to show time.
   - Remember: 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.* The tense of a verb the tells if the action of the verb happened in the past, the present, or in the future.

2. Verbs can also have Aspect. The aspect of a verb tells if the action of the verb is continuing or has finished.
   - Say that with me:
     (Signal). "Verbs can also have Aspect. The aspect of a verb tells if the action of the verb is continuing or has finished."
     Yes, *the Aspect of a verb tells if the action of the verb is continuing or has finished.*
   - Your turn:
     (Signal). "Verbs can also have Aspect. The aspect of a verb tells if the action of the verb is continuing or has finished."
     Yes, *the Aspect of a verb tells if the action of the verb is continuing or has finished.*
   - Here's more information. Verbs have three types of Aspect: Simple, Perfect, and Progressive.
   - Say that with me:
     (Signal). "Verbs have three types of Aspect: Simple, Perfect, and Progressive."
     Yes, *verbs have three types of Aspect: Simple, Perfect, and Progressive*.
   - Your turn:
     (Signal). "Verbs have three types of Aspect: Simple, Perfect, and Progressive."
     Yes, *verbs have three types of Aspect: Simple, Perfect, and Progressive*. Good describing Aspect.

3. Here's a rule: If the action of the verb has stopped, the Aspect is called *Perfect*.
   - Say that with me:
     (Signal). "If the action of the verb has stopped, the Aspect is called *Perfect*."
     Yes, *If the action of the verb has stopped, the Aspect is called Perfect.*
   - Your turn:
     (Signal). "If the action of the verb has stopped, the Aspect is called *Perfect*.
     Yes, *If the action of the verb has stopped, the Aspect is called Perfect.*
   - **(Write *I have finished my dinner* on board.)** This sentence has Perfect Aspect. **(Tap.)** *I have finished my dinner.*
   - Say that with me:
     (Signal). "I have finished my dinner."
     Yes, *I have finished my dinner*. Skipping around. What is the verb in this sentence?
     (Call on student). "Have finished."

Yes, *the verb is have finished*. How do we know this verb is in Perfect Aspect? (**Call on student).** "The action of the verb has stopped."
Yes, the action of the verb has stopped.

- **(Underline the words *have* and *finished*).** Listen: to change a verb to Perfect Aspect, join **has, had, or have** with the past tense form of the verb.
- Say that with me:

(Signal). "To change a verb to Perfect Aspect, join has, had, or have with the past tense form of the verb."
Yes, *to change a verb to Perfect Aspect, join **has, had, or have** with the past tense form of the verb.*
Your turn:
(Signal). "To change a verb to Perfect Aspect, join has, had, or have with the past tense form of the verb."
Yes, *to change a verb to Perfect Aspect, join **has, had, or have** with the past tense form of the verb.* Good describing Perfect Aspect.

4. Here's another rule: If the action of the verb is continuing, the Aspect is called *Progressive*.

- Say that with me:

(Signal). "If the action of the verb is continuing, the Aspect is called Progressive."
Yes, *If the action of the verb is continuing, the Aspect is called Progressive.*

- Your turn:

(Signal). "If the action of the verb is continuing, the Aspect is called *Perfect*.
Yes, *If the action of the verb is continuing, the Aspect is called Progressive.*

- **(Write *I am finishing my dinner* on board.)** This sentence has *Progressive* Aspect. **(Tap.)** *I am finishing my dinner.*
- Say that with me:

(Signal). "I am finishing my dinner."
Yes, *I am finishing my dinner.* Skipping around. What is the verb in this sentence? **(Call on student).** "Am finishing."
Yes, the verb is *am finishing*. How do we know this verb is in *Progressive* Aspect? (**Call on student).** "The action of the verb is continuing."
Yes, *the action of the verb is continuing*.
(Underline the words *am* and *finishing*).
Listen: *to change a verb to Progressive Aspect, join **is** with the future tense form of the verb.*

- Say that with me:

(Signal). "To change a verb to *Progressive* Aspect, join is with the future tense form of the verb."
Yes, *to change a verb to Progressive Aspect, join **is** with the future tense form of the verb.*
Your turn:
(Signal). "To change a verb to *Progressive* Aspect, join is with the future tense form of the verb."
Yes, *to change a verb to Progressive Aspect, join **is** with the future tense form of the verb.* Good describing *Progressive* Aspect.

5. Here's the last rule for Aspect: There are no changes for Simple Aspect. Simple Aspect is the same thing as simple present, past, and future.

- Say that with me:

(Signal). "There are no changes for Simple Aspect. Simple Aspect is the same thing as simple present, past, and future."
Yes, *There are no changes for Simple Aspect. Simple Aspect is the same thing as simple present, past, and future.*

- Your turn:

(Signal). "There are no changes for Simple Aspect. Simple Aspect is the same thing as simple present, past, and future.
Yes, *There are no changes for Simple Aspect. Simple Aspect is the same thing as simple present, past, and future.*

Everybody, look at your workbooks.
(Check.) I'll read Part A, Sentence 1*. I was talking too loudly.* The verb is underlined in this sentence. What is the verb?
(Signal). "Was talking."
Yes, *was talking*. What is the verb Aspect?
(Signal). "Progressive."

5. Yes, *Progressive Aspect*. Remember: If the action of the verb is continuing, the Aspect is called *Progressive*.

- I'll read sentence 2*. I had talked too loudly.* The verb is underlined in this sentence. What is the verb?
(Signal). "had talked."

6. Yes, *had talked*. What is the verb Aspect?
(Signal). "Perfect."
Yes, *Perfect Aspect*. Remember: If the action of the verb is completed, the Aspect is called *Perfect*.

3. I'll read sentence 3*. I will shout at the pep rally tomorrow.* The verb is underlined in this sentence. What is the verb?
(Signal). "Will shout."

- Yes, *will shout*. What is the verb Aspect? **(Signal).** "Simple."
Yes, *simple* Remember: If the action of the verb is not continuing nor completed, the Aspect is called *Simple*. Good deciding about verb Aspect.
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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 has either normal, perfect, or progressive Aspect.

- Let's read the first sentence together.
(Signal). "Nick, the sleepy cocker spaniel, will be sleeping through dinnertime."
Yes, *Nick, the sleepy cocker spaniel, will be sleeping through dinnertime.*

- Now, I'm going to skip around. Read the second sentence:
(Call on student). "The farmhouse on Highway 95 is growing old faster than my grandfather."
Yes, *The farmhouse on Highway 95 is growing old faster than my grandfather.*
Still skipping around. Read the third sentence:
(Call on student). "I have swam across the English channel."
Yes*, I have swam across the English channel.* Good reading.

2. Everybody, listen to the instructions for Part C: Use your sheet of paper. Copy the sentences to your paper. Use your pencil to circle the verb in each sentence. Then label each sentence as Simple, Perfect, or Progressive Aspect.

3. Remember: the Aspect of a verb tells if the action of the verb is continuing or has finished. What does the Aspect of a verb tell?
(Signal.) "If the action of the verb is continuing or has finished."
Yes, *the Aspect of a verb tells if the action of the verb is continuing or has finished.*

- What are you to circle?
(Signal). "The verb in each sentence."
Yes, *circle the verb in each sentence.* How are you to label each sentence?
(Signal.) "As Simple, Perfect, or Progressive Aspect."
Yes, *label each sentence as Simple, Perfect, or Progressive Aspect*."

- 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 Aspect

- Look at sentence 1. What is the Aspect?
  (Signal). "Progressive."
  Yes, *Progressive*. Skipping around. Why is that sentence in Progressive Aspect?
  (**Call on student).** "The action of the verb is continuing."
  Yes, The action of the verb is continuing.
- Look at sentence 2. What is the Aspect?
  (Call on student). "Progressive."
  Yes, *Progressive*. Why is that sentence in Progressive Aspect?
  (**Call on student).** "The action of the verb is continuing."
  Yes, *The action of the verb is continuing.*
- Look at sentence 3. What is the Aspect?
  (Call on student). "Perfect."
  Yes, *Perfect*. Why is that sentence in Perfect Aspect?
  (**Call on student).** "The action of the verb is completed."
  Yes, *The action of the verb is completed.*
- Good labeling 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

- Everybody, look back at your workbook. Put your finger on Part D.
  (Check.) We learned about compound sentences before. Remember: *a compound sentence is made by joining two sentences together with a conjunction. Always put a comma before the conjunction.*

1. Say that with me.
   (Signal.) "A compound sentence is made by joining two sentences together with a conjunction. Always put a comma before the conjunction."

- Your turn:
  (Signal.) "A compound sentence is made by joining two sentences together with a conjunction. Always put a comma before the conjunction."
  Yes, *a compound sentence is made by joining two sentences together with a conjunction. Always put a comma before the conjunction*. Good remembering compound sentence.
- What do you use to join sentences together to make a compound sentence?
  (Signal). "A conjunction."
  Yes, a *conjunction*. What comes before the conjunction?
  (Signal). "A comma."
  Yes, a *comma*.
- (**Write these sentences on board:**
  - I have been sky-diving before, and I will go sky-diving again.
  - I have been sky-diving, I will go sky-diving again.
  - I like sky-diving and bungee-jumping.
  - I like sky-diving, but I bungee-jumping, too.)
- Everybody, **(Tap.)** is sentence 1 a compound sentence?
  (Signal). "Yes."
  Yes, it is a compound sentence? Why is it a compound sentence?
  (Call on student). "It is two short sentences joined with a conjunction."
  Yes, it is joined with a conjunction. The conjunction has a comma in front of it.
- Everybody, **(Tap.)** is sentence 2 a compound sentence?
  (Signal). "No."
  No, it is not a compound sentence. Why isn't it a compound sentence?
  (Call on student). "It doesn't have a conjunction that joins the two parts."
  Yes, that's right. It doesn't have a conjunction that joins the two parts.

- Everybody, **(Tap.)** is sentence 3 a compound sentence?
  (Signal). "No."
  No, it is not a compound sentence. Why isn't it a compound sentence?
  (Call on student). "The sentence is not two short sentences joined with a conjunction."
  Yes, that's right. The sentence is not two short sentences joined with a conjunction. What is the conjunction joining in this sentence?
  (Call on student). "It is joining two verbs."
  What is it called when a conjunction joins two verbs?
  (Call on student). "A compound verb."
  Yes, a compound verb, not a compound sentence.
- Everybody, **(Tap.)** is sentence 4 a compound sentence?
  (Signal). "Yes."
  Yes, it is a compound sentence? Why is it a compound sentence?
  (Call on student). "It is two short sentences joined with a conjunction."
  Yes, it is joined with a conjunction. The conjunction has a comma in front of it. Good finding compound sentences

2. Everybody, look at Part D in your workbook. There are two sentences in Part D. They are short sentences.

- Let's read the first sentence together.
  (Signal). "Regina has been on the front porch all morning."
  Yes*, Regina has been on the front porch all morning.*
  Now, I'm going to skip around. Read the second sentence:
  (Call on student). "Regina was supposed to be in her room until this afternoon."
  Yes, *Regina was supposed to be in her room until this afternoon.*

- Everybody, look at both sentences in Part D. They both report about Regina. These sentences would sound better combined into a compound sentence. I'm going to skip around. Who is this sentence 1 about?
  (Call on student). "Regina."
  Yes, sentence 1 is about Regina. Who is sentence 2 about?
  (Call on student). "Regina."
  Yes, sentence 2 is about Regina. Regina is the subject of both sentences.

3. Everybody, listen to the instructions for Part D: Use a clean sheet of paper. Combine the two sentences about Regina into one compound sentence.

- What do you use to join sentences together to make a compound sentence?
  (Call on student). "A conjunction."
  Yes, a *conjunction*. What comes before the conjunction?
  (Call on student). "A comma."
  Yes, a *comma*.
- 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.)
   (The most precise sentence is *Regina has been on the front porch all morning, but she was supposed to be in her room until this afternoon.* Point out to students that repeating information, such as "Regina" is not precise. Reward students who write the most precise sentence.)

5. **(Write *Regina has been on the front porch all morning, but she was supposed to be in her room until this afternoon*.)**
   The most concise sentence is *Regina has*

been on the front porch all morning, but she was supposed to be in her room until this afternoon. If you wrote *Regina has been on the front porch all morning, but she was supposed to be in her room until this afternoon,* 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 five sentences in Part E.
   - Let's read the sentences together. **(Signal).** "The horse were tamed and it listened to its owner." **(Signal).** "It was made a good horse for pony rides." **(Signal).** "Carrie wants to ride the horse but she is afraid of it." **(Signal).** "The owner helped Carrie was petting the horse's nose." **(Signal).** "carrie decided to ride the horse after all"
   - Look at each sentence again. The verbs in theses sentences are all in different tenses, so they don't make sense. What is wrong with these verbs? **(Signal).** "They are in different tenses." Yes, the verbs are all in different tenses. Each sentence needs its verb changed to past tense so that it makes sense.

2. Listen to the instructions for Part E: Use the same sheet of paper. These sentences have different verb tenses. Correct the sentences so that they all have the same tense. 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. A person's name must be capitalized, too.
   - Remember: A compound sentence has a conjunction. You need to put a comma before the conjunction.
   - 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.)**
   Answers to Part E:
   - The horse was tamed, and it listened to its owner.
   - It ~~was~~ made a good horse for pony rides."
   - Carrie wanted to ride the horse, but she was afraid of it."
   - The owner helped Carrie ~~was~~ pet the horse's nose."
   - Carrie decided to ride the horse after all."

   - 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.