Lesson Objectives

1. State the definition of singular and plural verbs (Exercise 1)
2. Find examples of correct verb number usage in sentences (Exercise 2)
3. Combine sentences to make a compound verbs agree in number (Exercise 3)
4. Edit sentences for the correct usage of verb number (Exercise 4)

EXERCISE 1

NAMING GRAMMAR TERMS

1. **(Hand out students' workbooks)**
   Open your work book to Lesson11. 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.

2. Here's a rule: Verbs can change to show number. Verbs can be singular, which means one of something. Verbs also can be plural, which means more than one of something.
   - Say that with me:
     (Signal). "Verbs can be singular, which means one of something. Verbs also can be plural, which means more than one of something."
     Yes, *verbs can be singular, which means one of something. Verbs also can be plural, which means more than one of something.*
     Your turn:
     (Signal). "Verbs can be singular, which means one of something. Verbs also can be plural, which means more than one of something."
     Yes, *verbs can be singular, which means one of something. Verbs also can be plural, which means more than one of something.*
   - Here's a spelling rule: To make an action verb singular, add –s or –es to the end of the word.
   - Say that with me:
     (Signal). "To make an action verb singular, add –s or –es to the end of the word."
     Yes, *to make an action verb singular, add –s or –es to the end of the word.*
     Your turn:
   - **(Signal). "**To make an action verb singular, add –s or –es to the end of the word."
     Yes, *to make an action verb singular, add –s or –es to the end of the word.*

3. Everybody, look back at your workbook. Put your finger on the section TERMS. **(Check.)**
   - Here's a spelling rule: You do not change the spelling of a verb to make it plural.
   - Say that with me:
     (Signal). "You do not change the spelling of a verb to make it plural."
     Yes, *You do not change the spelling of a verb to make it plural.*
     Your turn:
   - **(Signal). "**You do not change the spelling of a verb to make it plural."
     Yes, *You do not change the spelling of a verb to make it plural.*
   - Good defining singular and plural.

   - Everybody, look at your workbooks. **(Check.)** I'll read Part A, Sentence 1. *The wind sometimes shakes the windows during a thunderstorm.* The verb is underlined in this sentence. What is the verb?
     (Signal). "Shakes."

Yes, *shakes*. Shakes ends with –es. Is shakes singular or plural?
(Signal). "Singular."
Yes, *Shakes is singular*. Why is shakes singular?
(Signal). "Because it ends with -es."

- Yes, *Shakes* is singular because it ends with –es. Look at Sentence2. *Strong winds sometimes shake the windows during a thunderstorm.* The verb is underlined in this sentence. What is the verb?
(Signal). "Shake."
- Yes, *shake*. Is shake singular or plural?
(Signal). "Plural."
Yes, *plural*. How do you know shake is plural?
(Call on student). "The spelling doesn't change."
Yes, *shake* does not change spelling. It does not add –es or –s. Good explaining singular and plural verbs.
- Everybody, look at Part B. **(Check.)** I'll read sentence 1. *The pink azalea bush flowers during the month of April.* What is the verb?
(Signal). "flowers."
- Yes, *flowers*. Is the verb *flowers* singular or plural?
(Signal). "Singular."
Yes, *singular*. How do you know flowers is singular?
(Call on student). "Flowers ends with -s."
- Yes, *flowers* ends with –s. Look at Sentence2. *The pink azalea bushes flower during the month of April.* What is the verb?
(Signal). "Flower."
- Yes, *flower*. Is the verb *flower* singular or plural?
(Signal). "Plural."
Yes, *plural*. How do you know shake is plural?
(Call on student). "The spelling doesn't change."

Yes, *flower* does not change spelling. It does not add –es or –s. Good explaining singular and plural verbs.

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 this is either singular or plural.
   - Let's read the first sentence together.
(Signal). "The swallows of Capistrono always come back to the same island."
Yes, The swallows of Capistrono always come back to the same island.
   - Now, I'm going to skip around. Read the second sentence:
(Call on student). "A famous musician plays for a group of high school students each week at the Paladium Theatre."
Yes, *A famous musician plays for a group of high school students each week at the Paladium Theatre*
Still skipping around. Read the third sentence:
(Call on student). "The children in our neighborhood enjoy playing pick-up basketball games."
Yes, *The children in our neighborhood enjoy playing pick-up basketball games.*
Good reading.

Everybody, listen to the instructions for Part C: Use your sheet of paper. Copy the sentences to your paper. Copy the sentence to your paper. Use your pencil to label each sentence as Singular or Plural.

2. What are you to label?
(Signal). "Each sentence as Singular or Plural."
Yes, *each sentence as Singular or Plural.*

- 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 the verb singular or plural?
  (Signal). "Plural."
  Yes*, plural.* How do you know?
  (Call on student). "The verb does not end with –s."
  Yes, the verb does not end with –s.
- Look at sentence 2 Is the verb singular or plural?
  (Signal). "Singular."
  Yes*, singular*. How do you know?
  (Call on student). "The verb ends with –s."
- Look at sentence 3. Is the verb singular or plural?
  (Signal). "Plural."
  Yes*, plural.* How do you know?
  (Call on student). "The verb does not end with –s."
  Yes, the verb does not end with –s.
- Good filling in the correct form of Be 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. Everybody, look back at your workbook. Put your finger on Part D. **(Check.)** We learned about compound verbs before. Remember: a *compound verb is made by joining two verbs with a conjunction*.
- Say that with me.
  (Signal.) "A compound verb is made by joining two verbs with a conjunction."
- Your turn:
  (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 remembering compound verb.
- Here's a new rule: In a compound verb, both verbs must match. Both verbs must be either singular or plural.
  Say that with me:
  (Signal). "In a compound verb, both verbs must match in number. Both verbs must be either singular or plural."
  Yes, In a compound verb, both verbs must match. Both verbs must be either singular or plural. Your turn:
  (Signal). "In a compound verb, both verbs must match. Both verbs must be either singular or plural."
  Yes.
- (**Write these sentences on board:**
  - Tracy likes to go hiking and likes to go water skiing.
  - The goat eats soda cans and still seems to be okay.
  - He rides a bike and ride a skateboard, too.
- Everybody, **(Tap.)** does sentence 1 have a compound verb?
  (Signal). "Yes."
  Yes, it is a compound verb. Do the verbs match in number?
  (Call on student). "Yes."
  How do you know?
  (Call on student). "The verbs are both singular."
  Yes, both verbs are singular. They both in with –s.
- Everybody, **(Tap.)** does sentence 2 have a compound verb?
  (Signal). "Yes."
  Yes, it is a compound verb. Do the verbs match in number?

(Call on student). "Yes."
How do you know?
(Call on student). "The verbs are both singular."
Yes, both verbs are singular. They both in with –s.

- Everybody, **(Tap.)** does sentence 3 have a compound verb?
(Signal). "Yes."
Yes, it is a compound verb. Do the verbs match in number?
(Call on student). "No."
How do you know?
(Call on student). "One verb is singular, and the other one is plural."
Yes, One verb is singular, and the other one is plural. In a compound verb, the verbs must match in number. They both must be either singular or plural.
- Look back at sentence 3. Think about how to change one of the verbs so that they both agree. Read your changed sentence.
(Call on student). "He rides a bike and rides a skateboard, too."
(Write correction on board) Yes, now both of the verbs are the same in number. They are both singular. Good correcting verb number.

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). "Adrienne rides the bus to work each day."
Yes*, Adrienne rides the bus to work each day.*
Now, I'm going to skip around. Read the second sentence:
(Call on student). "Adrienne's friend Toni walks to work, though."
Yes, *Adrienne's friend Toni walks to work, though.*
Read the third sentence:
(Call on student). "They both walk home after work because it is too late for the bus."
Yes, *They both walk home after work because it is too late for the bus.*

- Everybody, look at both sentences in Part D. They both report about Adrienne and Toni. 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). "Adrienne."
Yes, sentence 1 is about Adrienne. Who is sentence 2 about?
(Call on student). "Toni."
Yes, sentence 2 is about Toni. Who is sentence 3 about?
(Call on student). "Both girls."
Yes, sentence 3 is about both girls.

Everybody, listen to the instructions for Part D: Use a clean sheet of paper. Combine these sentences into **one** sentence. Make sure that the verbs all agree in number (singular or plural)..

- 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.)
(Sentences will vary. Point out to students that repeating information, such as the names Adrienne and Toni is not precise. Reward students who write the most precise sentence and have all punctuation correct.)

(Write 3 of the most precise sentences on board.)
These are the most concise sentence you

reported. If you wrote a sentence similar to these, 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 5 sentences in Part E.

- Let's read the sentences together. **(Signal).** "the cars parks along the street downtown" **(Signal).** "all of the cars stops at red lights" **(Signal).** "the drivers yells and honks their horns" **(Signal).** "the trucks on the freeway drives very fast" **(Signal).** "the chickens sprints across the highway to get to the other side" Look at each sentence again. These sentences have verb number errors. What is wrong with these verbs? **(Signal).** "They have verb number errors." Yes, They have verb number errors. Each sentence needs its verb changed to make them correct.

Listen to the instructions for Part E: Use the same sheet of paper. Correct the sentences so that they all have correct verb number agreement. Rewrite the new sentences on your sheet of paper in ***paragraph form***. Correct all capitalization and punctuation, too.

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

2. You're going to report about the sentences you wrote. **(Call on students.)**

Answers to Part E:

1. ~~the~~ The cars park~~s~~ along the street downtown.
2. ~~all~~ All of the cars stop~~s~~ at red lights.
3. ~~the~~ The drivers yell~~s~~ and honk~~s~~ their horns.
4. ~~the~~ The trucks on the freeway drive~~s~~ very fast.
5. ~~the~~ The chickens sprint~~s~~ across the highway to get to the other side.

- Everybody, good correcting those 5 sentences. If you edited three out of five sentences correctly, award yourself 1 bonus point. If you edited all four out of 5 sentences correctly, award yourself 2 bonus points. It you edited all sentences correctly, award yourself 3 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.