Lesson Objectives

1. State the definition of singular and plural ***Be*** verbs (Exercise 1)
2. Find examples of correct ***Be*** 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 Lesson12. Put your finger on the section TERMS. **(Check.)**
2. We have learned that 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."
     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.
   - 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."
     Your turn:
     (Signal). "To make an action verb singular, add –s or –es to the end of the word."
     Yes.
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."
     Your turn:
     (Signal). "You do not change the spelling of a verb to make it plural."
     Yes.
4. Everybody, look back at your workbook. Put your finger on the section TERMS. **(Check.)**
   Listen: Be verbs are also singular or plural. Their spelling changes, too.
   - Say that with me:
     (Signal). "Be verbs are also singular or plural. Their spelling changes, too."
     Your turn:
     (Signal). "Be verbs are also singular or plural. Their spelling changes, too."
     Yes. Be verbs are also singular or plural. Their spelling changes, too.
5. Everybody, look back at your workbook. Put your finger on the section TERMS. **(Check.)**
   - Listen: I am going to say the Present Tense, Singular **Be** verbs. Touch the words in your workbook as I say them.
     - I am
     - You are
     - She is

     Say those with me:
     (Signal). "I am, You are, She is"
     Your turn:

(Signal). "I am, You are, She is"
Yes.

- Listen again: I am going to say the Present Tense, Plural **Be** verbs. Touch the words in your workbook as I say them.
  - We are
  - You are
  - They are

Say those with me:
(Signal). "We are, You are, They are"
Your turn:
(Signal). "We are, You are, They are"
Yes.

- Listen again: I am going to say the Past Tense, singular **Be** verbs. Touch the words in your workbook as I say them.
  - I was
  - You were
  - He was

Say those with me:
(Signal). "I was, You were, He was"
Your turn:
(Signal). "I was, You were, He was"
Yes.

- Listen one last time: I am going to say the Past Tense, Plural **Be** verbs. Touch the words in your workbook as I say them.
  - We were
  - You were
  - They were

Say those with me:
(Signal). "We were, You were, They were"
Your turn:
(Signal). "We were, You were, They were"
Yes. Good saying the Singular and Plural **Be** verbs.

6. Everybody, look at your workbooks.
(Check.) I'll read Part A, Sentence 1. *Phillip was happy about his new DVD player*. The verb is underlined in this sentence. What is the verb?
(Signal). "Was."
Yes, *was*. Is *was* singular or plural?
(Call on student). "Singular."
Yes, *Was* is singular. It is in the Singular column.

- Look at Sentence2. *We are on our way to the park to play soccer.* The verb is underlined in this sentence. What is the verb?
(Signal). "Are."
Yes, *are*. Is *are* singular or plural?
(Call on student). "Plural."
Yes, *are* is Plural. It is in the Plural column.

- Everybody, look at Part B. **(Check.)** I'll read sentence 1. *One boy was hungry.* What is the verb?
(Signal). "Was."
Yes, *was*. Is the verb *was* singular or plural?
(Call on student). "Singular."
Yes, *singular*.
- Look at Part B.
(Check.) I'll read sentence 2. *Two boys were hungry*. What is the verb?
(Signal). "Were."
Yes, *were*. Is the verb *was* singular or plural?
(Signal). "Plural."
Yes, *plural*.
- Look at Part B.
(Check.) I'll read sentence 3. *One boy is hungry*. What is the verb?
(Signal). "Is."
Yes, *is*. Is the verb *is* singular or plural?
(Signal). "Singular."
Yes, *singular*.
- Look at Part B.
(Check.) I'll read sentence 4. *Two boys are hungry*. What is the verb?
(Signal). "Are."
Yes, *are*. Is the verb *are* singular or plural?
(Signal). "Plural."
Yes, *plural*.
Good naming singular and plural ***Be*** verbs.

EXERCISE 2

IDENTIFYING GRAMMAR TERMS

1. Everybody, look back at your workbook. Put our finger on Part C. **(Check.)**
   There are four sentences in Part C. Each sentence has a ***Be*** verb that is either singular or plural.
   - Let's read the first sentence together.
     (Signal). "The blackbirds near school were louder than a jet engine."
     Yes.
   - Now, I'm going to skip around. Read the second sentence:
     (Call on student). "A famous musician is in town for the weekend."
     Yes.
   - Still skipping around. Read the third sentence:
     (Call on student). "The children in our neighborhood enjoy were playing pick-up basketball games."
     Yes.
   - Still skipping around. Read the fourth sentence:
     (Call on student). "They are all very good players."
     Yes. Good reading sentences.

2. Everybody, listen to the instructions for Part C: Use your sheet of paper. Copy the sentence to your paper. Use your pencil to label each sentence as Singular or Plural.
   - 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). "Because *were* is in the Plural column."
     Yes, the verb *were* is in the Plural column.
   - Look at sentence 2 Is the verb singular or plural?
     (Signal). "Singular."
     Yes, *singular*. How do you know?
     (Call on student). "Because *Is* is in the Singular column."
     Yes, the verb *is* is in the Singular column
   - Look at sentence 3. Is the verb singular or plural?
     (Signal). "Plural."
     Yes, *plural.* How do you know?
     (Call on student). Because *were* is in the Plural column."
     Yes, the verb *were* is in the Plural column.
   - Look at sentence 4. Is the verb singular or plural?
     (Signal). "Plural."
     Yes, *plural.* How do you know?
     (Call on student). Because *are* is in the Plural column."
     Yes, the verb *are* is in the Plural column.

   - Good naming singular and plural 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 at Part D in your workbook. There are three sentences in Part D. They are short sentences.
   - Let's read the first sentence together.

(Signal). "Adrienne was riding the bus to work each day."
Yes.

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

2. 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.

3. Everybody, listen to the instructions for Part D: Use a clean sheet of paper. Combine these 3 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 five sentences in Part E.
   - Let's read the sentences together.
     (Signal). the freeway were jammed with traffic
     (Signal). all of the cars was stopped
     (Signal). the drivers was yelling and honking their horns
     (Signal). a truck full of chickens were turned over
     (Signal). the chickens was sprinting 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.

2. Listen to the instructions for Part E: Use the same sheet of paper. These sentences have different verb number errors. 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 freeway ~~were~~ was jammed with traffic.
2. ~~all~~ All of the cars ~~was~~ were stopped.
3. ~~the~~ The drivers ~~was~~ were yelling and honking their horns.
4. ~~a~~ A truck full of chickens ~~were~~ was turned over.
5. ~~the~~ The chickens ~~was~~ were sprinting 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.