Verbs

SECTION PLANNER 4

IN THIS SECTION

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4.16 Contractions with *Not*
Section 4 Review
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DIGITAL RESOURCES

You can access the following resources as indicated in the chart below by scanning the QR codes on the Student Workbook pages or by logging on to the LP Digital Library (digitallibrary.loyolapress.com) with the credentials provided by your program administrator. Determine in advance how you will use these resources.

	QR Code in Student Workbook	LP Digital Library
Integrating Grammar and Writing lesson plan		⛵
Daily Maintenance projectables		⛵
Grammar and Writing Handbook	⛵	⛵
More Practice grammar interactives	⛵	⛵
Voyages in English® *Sink or Sail* review game	⛵	⛵

ASSESSMENT TOOLS

Use the Review and Challenge pages in the Student Workbook (pp. 106–108) to evaluate student growth and plan for support, enrichment, or reteaching. The following are additional assessment options. Use the combination of assessment tools that best suits your needs.

***Voyages in English*® Assessment Book**

- Section 4, Verbs

Loyola Press Online Assessment System (subscription required)

- Section 4, Verbs
- Create a customized assessment.

BUILDING BACKGROUND KNOWLEDGE

Preview the content themes in this section with students. Provide reading materials and appropriate videos that relate to these themes. Building background knowledge will help students successfully engage with the grammar skills.

WRITING INTEGRATION

Chapter 3, Descriptions and Chapter 4, Personal Letters

A detailed plan for teaching Verbs, Descriptions, and Personal Letters together can be found on the LP Digital Library.

GRAMMAR FOR TEACHERS

Understanding Verbs

A **verb** is a word that tells what a subject is or does. Every sentence must have a verb. A verb gives a sentence meaning and movement; without a verb the words form an incomplete thought.

An **action verb** describes what a subject does.

John jumps.

A **being verb** tells what a subject is. Some common being verbs are *am, is, are, was, were, has been, had been, have been,* and *will be.*

John is awake.

The **main verb** in a sentence tells what the subject does or is.

I am alone.

I sit on the swing every day.

A **helping verb** helps the main verb show an action or make a statement. Some common helping verbs are *have, am, was, has, is, were, had, are,* and *will.*

The boy has cut the grass.

A **verb** has four principal parts—present (*run*), present participle (*running*), past (*ran*), and past participle (*run*).

Verbs have tenses, including simple present (*send*), past (*sent*), and future (*will send* or *going to send*); present, past, and future progressive (*am planning, was planning, will be planning*); and present, past, and future perfect (*have played, had played, will have played*).

Regular verbs form the past and the past participle by adding *-d* or *-ed* (*boil, boiled, boiled*). The past and the past participle of irregular verbs do not follow any standard rules (*do, did, done*).

In a sentence the verb and the subject must agree. In the present tense, *-s* or *-es* is added to the verb when the subject is a singular noun or pronoun. (*The girl talks. The girls talk.*)

COMMON ERRORS

Using the Past Tense of *Bring*

When speaking and writing, some students make the common error of using *brang* or *brung* instead of the past tense verb *brought.*

ERROR: Grace brang her tap shoes to class.
CORRECT: Grace brought her tap shoes to class.

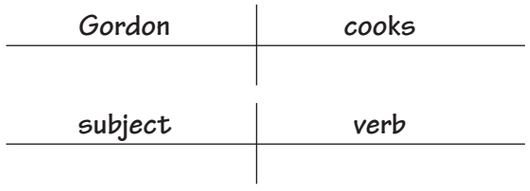
ERROR: Marco brung me some flowers.
CORRECT: Marco brought me some flowers.

Listen for *brang* and *brung* in students' everyday speech and guide them to correct the mistake each time you hear it. From time to time, have students check for the error during the revision stage in writing. Help students change *brang* and *brung* to *brought.* With consistent oral and written practice, students will begin to use the correct form of the verb.

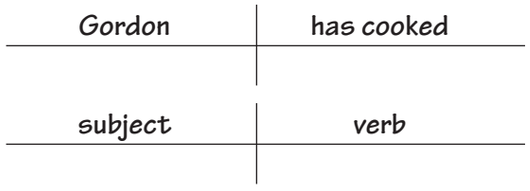
SENTENCE DIAGRAMMING

You may wish to teach verbs in the context of diagramming. Review these examples. Then refer to the Diagramming section.

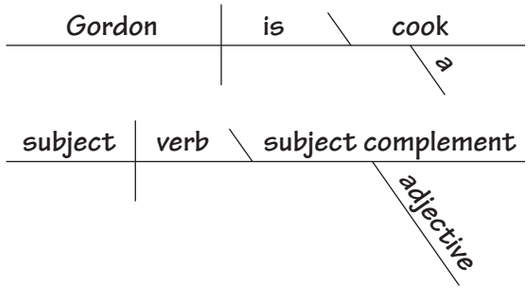
Gordon cooks.



Gordon has cooked.



Gordon is a cook.



4.1 ACTION VERBS

OBJECTIVES

- **To analyze their own learning processes**
- **To identify certain verbs as words that express action**
- **To use action verbs**
- **To apply their understanding of action verbs to write original sentences**

DAILY MAINTENANCE

Project the **4.1 Daily Maintenance** slide accessible through the LP Digital Library. After students finish,

1. give immediate feedback.
2. review concepts as needed.
3. model the correct answer.

WARM-UP

Write on the board several sentences with action verbs for which students can perform the actions. Start with the following:

I nod my head.

I raise my arms.

I clap my hands.

Have students perform the actions after you read aloud the sentences. Ask volunteers to circle the words that name an action. Encourage students to name other action words and list them on the board.

BUILDING BACKGROUND KNOWLEDGE

Read aloud from a piece of writing that the class is currently reading. Emphasize the action verbs.

TEACH

Invite students to highlight or underline key information as you read and discuss the page. Ask a volunteer to read aloud the first paragraph about action verbs on page 74. Read aloud the next sentence and the first set of example sentences. Direct students' attention to the red words in the sentences and reinforce that these words are called verbs. Remind students that some verbs show actions. Ask them to tell where in each sentence the verb appears (*after the subject*). Have students name some of the action verbs on the board from the Warm-Up.

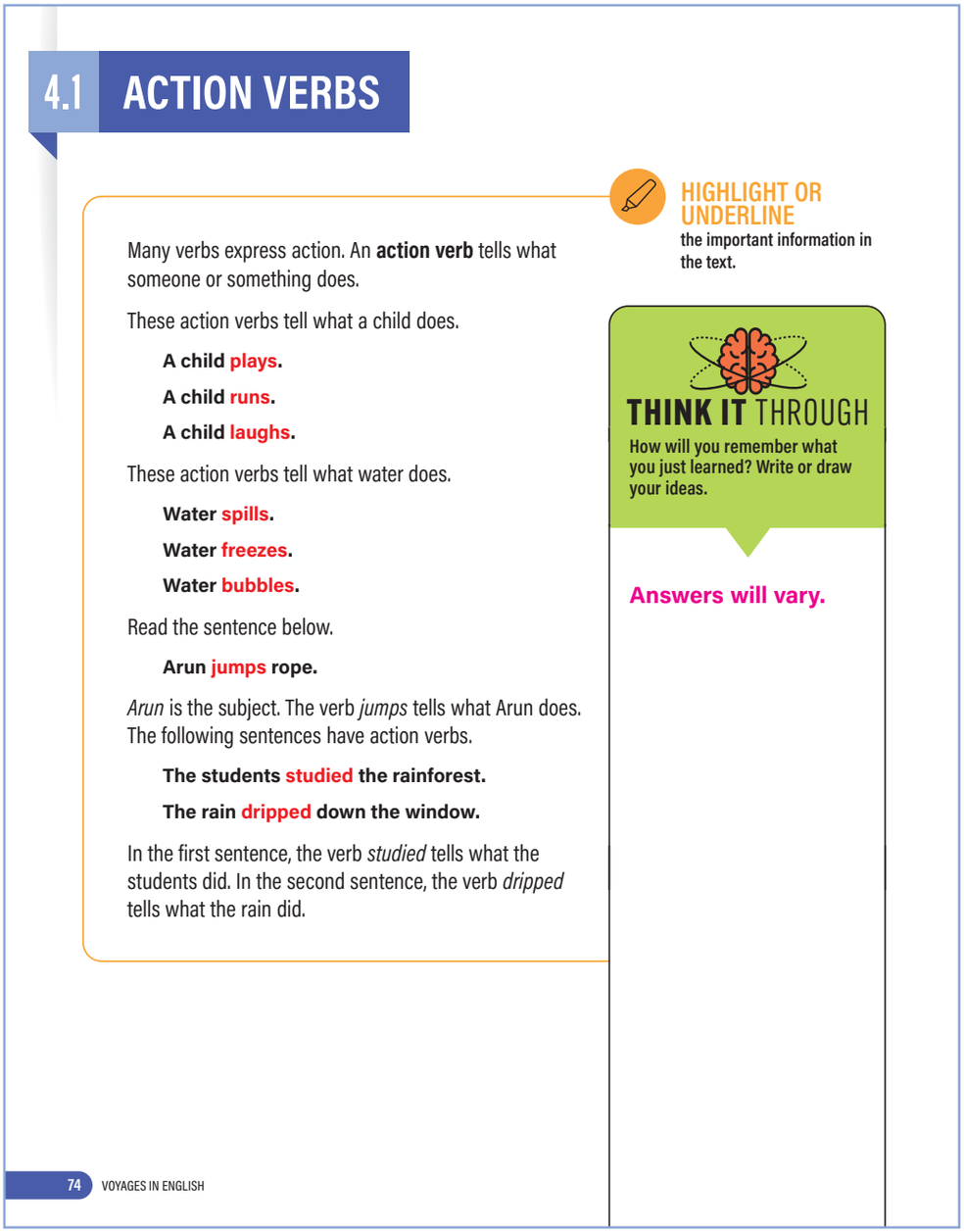
Ask volunteers to read aloud the rest of the page. For each action verb in the example sentences, have students identify who or what is doing the action.

THINK IT THROUGH Help students process what they have learned before applying it. Provide an example of a short definition. **Example:** An action verb is a DOING word. Invite volunteers to share their ideas.

PRACTICE

EXERCISE 1 After students have completed the exercise independently, tell them to read aloud the sentences and share their answers with a partner. Invite volunteers to explain the strategies they used to identify the action verb.

EXERCISE 2 Have students complete the exercise independently. Direct them to read their completed sentences to a partner and compare answers. Have them discuss any answers that differ. Invite volunteers to read the sentences to the class.



4.1 ACTION VERBS

HIGHLIGHT OR UNDERLINE
the important information in the text.

Many verbs express action. An **action verb** tells what someone or something does.

These action verbs tell what a child does.

A child plays.

A child runs.

A child laughs.

These action verbs tell what water does.

Water spills.

Water freezes.

Water bubbles.

Read the sentence below.

Arun jumps rope.

Arun is the subject. The verb *jumps* tells what Arun does. The following sentences have action verbs.

The students studied the rainforest.

The rain dripped down the window.

In the first sentence, the verb *studied* tells what the students did. In the second sentence, the verb *dripped* tells what the rain did.

THINK IT THROUGH
How will you remember what you just learned? Write or draw your ideas.

Answers will vary.

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APPLY

APPLY IT NOW Challenge students to use a different action verb in each of their sentences. Advise students to reread their sentences and to underline the action verbs.

ASSESS

Note which students had difficulty identifying and using action verbs. Assign MORE PRACTICE 4.1 by having students scan the QR code on page 75 in the Student Workbook.

EXERCISE 1 **Underline the action verb in each sentence.**

1. Zach and Elena joined the school science club.
2. They learn about rainforests.
3. The world's largest rainforest grows in South America.
4. Many animals live in rainforests.
5. The trees grow tall and leafy.

EXERCISE 2 **On each line, write an action verb from the word box to complete each sentence.**

calls	dribbles	drinks	shoots	play
shake	wears	wins	trips	block

1. Some students ___play___ on basketball teams.
2. Our school's team ___wears___ red uniforms.
3. Kate ___dribbles___ the basketball.
4. Avery ___drinks___ lots of water.
5. Noah ___trips___ when running down the court.
6. The coach ___calls___ time-out.
7. A player ___shoots___ the ball through the hoop.
8. Simon and Trevor ___block___ a shot.
9. The other team ___wins___ the game.
10. The players ___shake___ hands.

APPLY IT NOW

What do you do after school? Write sentences about activities you enjoy. Identify the action verbs your writing.

Answers will vary.

SCAN FOR MORE PRACTICE.

TEACHING OPTIONS

Reteach

Gather students who need further instruction in identifying action verbs. Help them brainstorm a list of things they can do. Write on chart paper or a dry-erase board the heading *Verbs Are Things We Do*. Model thinking of action verbs by offering personal examples, such as the following: *I teach. I exercise every day. I read books. I cook dinner.* Write the verbs from your examples. Then ask students to list some things they do every day. Encourage them to add those verbs to the list. Have students suggest sentences that include the words on the list.

Meeting Individual Needs

MULTIMODAL LEARNING Have students whose learning style is kinesthetic mime verbs. Write action verbs (*run, shout, jump, tag, dance, twist, turn, shake, sing, write, read*) on slips of paper, and place the slips in a bag. Have a student choose a slip and act out the verb. Ask a volunteer to name the action verb. Tell the student who guesses correctly to choose the next verb to act out. Have students continue playing until all verbs have been acted out.

Diagram It!

To practice these concepts in the context of diagramming, turn to Section 8.1.

WRITING INTEGRATION

Part 2, Chapter 3, Descriptions, pages 306–307