Verbs

SECTION PLANNER 5

IN THIS SECTION

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5.17 *There Is* and *There Are*
Section 5 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. 140–142) 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 5, Verbs

Loyola Press Online Assessment System (subscription required)

- Section 5, 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 5, Persuasive Writing and Chapter 6, Creative Writing or Chapter 11, Poetry

A detailed plan for teaching Verbs, Persuasive Writing, and Creative Writing or Verbs, Persuasive Writing, and Poetry together can be found in the LP Digital Library.

GRAMMAR FOR TEACHERS

Understanding Verbs

A verb is used to express an action (*run, drew*) or a state of being (*seems, is*). Every sentence must have a verb. A verb gives a sentence meaning and movement—without a verb we are left with an incomplete thought.

There are several kinds of verbs.

Action verbs tell what someone or something does.

Jess swims across the lake.

Being verbs show what someone or something is.

The cat's purring is loud.

Linking verbs join the subject of a sentence to a subject complement.

The hammer is a tool. (The subject complement, *tool,* renames the subject, *hammer.*)

Helping verbs always come before another verb. Some common helping verbs are *am, was, do, can, must, will, could, should,* and *had.*

Paul is learning how to play the guitar.

A **verb phrase** is made up of one or more helping verbs and a main verb.

He should have read the entire book.

A verb has four **principal parts: present** (*run*), **present participle** (*running*), **past** (*ran*), and **past participle** (*run*). The past and the past participle of **regular** verbs end in *-d* or *-ed.*

bake + *-d* = baked **play + *-ed* = played**

The past and past participle of **irregular verbs** are formed differently.

begin = began, begun **do = did, done**

The **tense** of a verb shows when an action or a condition takes place. The main tenses are **simple present tense** (*eat, watch, slide*), **simple past tense** (*ate, watched, slid*), and **future tense** (*will eat, is going to watch, will slide*).

COMMON ERRORS

Verbs Ending in a Consonant and *y*

When adding *-es* or *-ed* to a regular verb that ends in *y* preceded by a consonant, many students make the common error of forgetting to change the *y* to *i.*

ERROR: Jane marrys Mark.
CORRECT: Jane marries Mark.

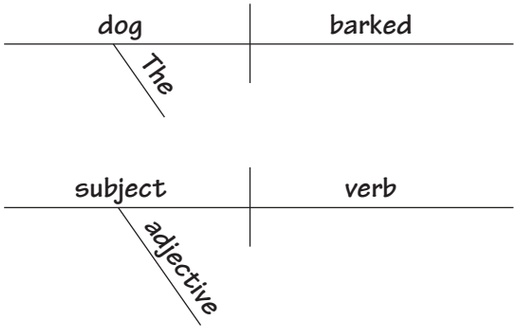
ERROR: Carrie tryed the spinach.
CORRECT: Carrie tried the spinach.

TIP: When a verb ends with a consonant and *y,* change the *y* to *i* when adding *-es* to agree with a singular subject or when adding *-ed* to form the past or the past participle.

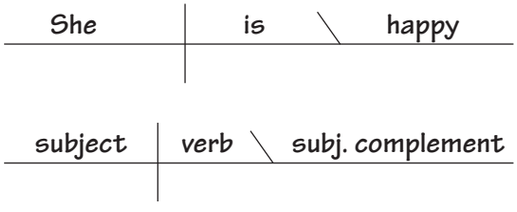
SENTENCE DIAGRAMMING

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

The dog barked.



She is happy.



5.1 ACTION VERBS

OBJECTIVES

- **To analyze their own learning processes**
- **To identify action verbs**
- **To use action verbs**
- **To apply their understanding of action verbs to write sentences**

DAILY MAINTENANCE

Project the **5.1 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 separate note cards actions for students to perform (*sweeping, nodding, laughing, skiing*). Place the note cards facedown on a table. Have a volunteer choose a card and pantomime the action on the card. The first student who correctly guesses the action gets to pantomime the next action.

BUILDING BACKGROUND KNOWLEDGE

Preview the content theme in this lesson. Ask students to share what they know about fables. Provide reading materials and appropriate videos that relate to this topic.

TEACH

Invite students to highlight or underline key information as you read and discuss the page. Ask volunteers to read aloud the information about action verbs on page 106. Review the list of action verbs. Have volunteers use some of the verbs in sentences. Reinforce that the action verbs usually come after subjects. Point out that the words from the Warm-Up are action verbs.

THINK IT THROUGH Help students process what they have learned before applying it. Provide an example of a word equation. **Example:** Action verbs = doing words. Invite volunteers to share their ideas.

PRACTICE

EXERCISE 1 Have students complete the exercise independently. Then have partners check each other's work. Invite volunteers to share and discuss their answers.

EXERCISE 2 Encourage students to find the subject in each sentence and then choose an action verb from the word bank that makes sense. After students have completed the exercise independently, have partners read aloud their sentences. Ask volunteers to share with the class any strategies they used to choose the correct verb.

EXERCISE 3 After students have completed the exercise independently, have partners read aloud their sentences. Invite volunteers to write their sentences on the board.

5.1 ACTION VERBS

HIGHLIGHT OR UNDERLINE

the important information in the text.

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

Authors write fables.

Fables teach lessons.

Write and *teach* are action verbs. *Write* tells what authors do. *Teach* tells what the fables do.

Here are some more action verbs.

bring	**eat**	**talk**
brush	**give**	**throw**
copy	**laugh**	**touch**
draw	**sing**	**watch**
drive	**stir**	**walk**

The following sentences have action verbs.

The students read books of folktales.

The students talk about the books.

Read and *talk* are both action verbs that tell what the students do.

THINK IT THROUGH

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

Answers will vary.

106 VOYAGES IN ENGLISH

APPLY

APPLY IT NOW Tell students to use action verbs that give a clear picture of what the story character or characters do. Ask students to underline each action verb. Invite volunteers to share their sentences with the class.

ASSESS

Note which students had difficulty identifying and using action verbs. Assign MORE PRACTICE 5.1 by having students scan the QR code on page 107 in the Student Workbook.

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

1. In one fable by Aesop, a fox falls into a deep well.
2. The fox tells the goat about the cool water in the well.
3. The goat jumps into the well for water.
4. The fox climbs onto the goat's back.
5. The fox then scrambles out of the well.
6. In this way the fox tricks the goat.

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

prevented	invited	served	tricked	went

1. A fox _____invited_____ a stork to dinner.
2. The fox _____served_____ the stork a dish of soup on a flat plate.
3. The stork's long beak _____prevented_____ it from eating the soup.
4. The stork _____went_____ away hungry.
5. Soon, the stork _____tricked_____ the fox in the same way.

EXERCISE 3 **On each line, write an action verb to complete each sentence.** Answers will vary. Possible answers are provided.

1. A slimy worm _____slithered_____ across the grass.
2. A mouse _____scattered_____ out of the room.
3. The herons _____stood_____ on the beach.
4. The boy _____painted_____ a picture of an elephant.

APPLY IT NOW

Write about the action in a favorite story. Identify the action verb in each sentence.

Answers will vary.

SCAN FOR MORE PRACTICE.

TEACHING OPTIONS

Reteach

Write on each of six sheets of paper a sentence with a blank where an action verb should go. You may wish to write sentences based on a theme the class is currently studying. Gather students who need further instruction in identifying and using verbs. Briefly review the definition of an action verb. Then help students suggest a verb that completes each sentence. Ask prompting questions as necessary. Have students suggest at least two verbs to complete each sentence.

English-Language Learners

For all lessons, preview content-specific and academic vocabulary used in the lesson before asking English learners to undertake the exercises. Use nonverbal communication often to boost comprehension for English learners. Act out verbs and encourage students to do so as well to facilitate communication.

Cooperative Learning

Direct partners to choose one column of words from the list of action verbs on page 106. Instruct students to work together to write one sentence for each action verb on their list. Then have partners trade sentences with another pair. Have students take turns reading aloud the sentences and identifying the action verbs in them.

WRITING INTEGRATION

Part 2, Chapter 5, Persuasive Writing, pages 362-363