Verbs

SECTION PLANNER 3

IN THIS SECTION

- Action Verbs
- Verbs Ending in *-s*
- Verbs Not Ending in *-s*
- Action Verbs Review
- *Has* and *Have*
- Verbs Ending in *-ed*
- *Eat* and *Ate*
- *Give* and *Gave*
- *See* and *Saw*
- *Write* and *Wrote*
- Being Verbs
- *Am, Is,* and *Are*
- *Was* and *Were*
- Verbs That Tell What Is Happening Now
- Verbs That Tell What Will Happen
- Using Vivid Verbs
- Section 3 Assessment

LETTER FORMATION PRACTICE

Part 3, Letter Formation

In Part 3, students exercise fine motor skills by legibly forming letters and words on lines. For students who are experiencing difficulty, have them practice tracing the letters on the letter-formation pages at the back of the Student Book. Students should trace with their finger first before using a writing instrument.

WRITING INTEGRATION

Chapter 3, How-to Articles

A detailed plan for teaching Verbs and How-to Articles together can be found on the LP Digital Library.

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 Edits projectables		⛵
Voyages in English® *Sink or Sail* review game	⛵	⛵

ASSESSMENT TOOLS

Use the Assessment pages in the Student Workbook to evaluate student growth and plan for support, enrichment, or reteaching. The **Loyola Press Online Assessment System** (subscription required) is an additional option. Use the combination of assessment tools that best suits your needs.

BUILDING BACKGROUND KNOWLEDGE

Take time to call out and discuss titles, headings, page numbers, and visuals in this section. Preview any academic and domain-specific vocabulary that students will encounter, such as *word bank*.

GRAMMAR FOR GROWN-UPS

A verb is a word that is used to describe an action. Every sentence must have a verb; without a verb, the words form an incomplete thought. The main verb in a sentence tells what the subject does or is.

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

Helping verbs combine with the principal parts to show the tense of the verb. Some verb tenses include simple present (*send*), past (*sent*), and future (*will send*); present progressive (*am planning*), past progressive (*was planning*), and future progressive (*will be planning*); and present perfect (*have played*), past perfect (*had played*), and future perfect (*will have played*).

Regular verbs form the past and the past participle by adding *-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.

COMMON ERRORS

Otherwise Known as "To -*s* or Not to -*s*?"

Many young writers incorrectly add -*s* to verbs that tell what more than one person or thing does. To help students avoid this common error, help them learn when to add -*s* to verbs by explaining that nouns and verbs share the letter *s*. When a noun names more than one, it gets an *s* and the verb does not. When the noun names one, it's the verb's turn to have the *s*. Use *The dog**s** walk* when there is more than one dog. Use *The dog walk**s*** when there is only one dog.

ERROR: Jason and Allison walks home.

CORRECT: Jason and Allison walk home.

ERROR: The kittens nibbles the string.

CORRECT: The kittens nibble the string.

DAILY MAINTENANCE

1. To begin each day, write an incorrect sentence on the board as shown (without edits).
2. Have students copy the sentence in their Daily Maintenance journals.
3. Ask students to consult the Proofreading Chart on the back inside cover of the Student Book and use the marks to edit the sentence.
4. Below the edited sentence, have students write the sentence again in its correct form.
5. Call a volunteer to the board to show how he or she edited the sentence and wrote the correct one. Guide the student to make corrections as needed.

DAILY EDITS

Access projectable versions of the Daily Edits from the LP Digital Library.

Monday	Tuesday	Wednesday	Thursday	Friday
Uncle walter sent me a walrus.	The Walrus did ~~funy~~ funny tricks.	i gave him a Grape.	The ~~warus~~ walrus ate all my grapes.	I Sent him back to my uncle?
John ~~live~~ lives on a sailboat.	Whales ~~visits~~ visit him for lunch.	They talk about ~~wavs~~ waves and fish.	The ~~wals~~ whales ask John about texas.	They ~~wishs~~ wish they could ~~viset~~ visit Texas.
Jacob ~~have~~ has a bird in his tree.	What kind of Bird is it?	the bird is a ~~gyant~~ giant vulture.	Does jacob have a ~~broome~~ broom?	he ~~kan~~ can scare the bird away.
A Famous Writer came to town.	Pearl asked ~~hym~~ him to Sign her book.	the writer ~~gived~~ gave her a strange look.	pearl brought the wrong book!	He ~~sign~~ signed Pearl's book anyway.

Action Verbs

OBJECTIVE

- **To identify verbs that show action**

DAILY MAINTENANCE

Follow the directions on page 59B.

WARM-UP

Pantomime several actions and have students guess what the action is (*blink, tap, whistle, point*). Say the verb. Invite volunteers to pantomime other actions and then say the verb.

TEACH

Explain that words that show action are called verbs. Go over the instruction and example on page 60. Have students identify the word in the example that shows action (*barks*). On the board, write *The dog*. Ask students to tell what kind of word *dog* is (*a noun*). Point out that these words are not sentences because they do not tell complete ideas.

PRACTICE

Read aloud the directions on page 60. Have students complete the page. Together go over the work.

APPLY

Have students recite the poem on page 60. Then assign each student one of the following words: *run, jump, play, sing*. Ask students to recite the poem, pantomiming the assigned verb when they read it in the poem.

ASSESS

Note which students had difficulty recognizing verbs that show action. Provide those students with additional opportunities for review and practice.

RETEACH

On the board, write a list of action verbs, such as *dances, swims, jumps, runs, walks, throws, claps,* etc. Give students craft stems and ask them to choose a verb. Then tell students to use the craft stems to make a figure performing the action and glue it to a sheet or poster board or cardstock. When students have finished, ask them to label their figure with the appropriate action verb. Display the students' work in the classroom.

WRITING INTEGRATION

Part 2, Chapter 3, How-to Articles, page 224b

Name _____

Action Verbs

A **verb** is a word that can show action.

The dog **barks**.

Underline the action verb in each sentence.

1. Josh hikes at camp.
2. The children sing silly songs.
3. Elena eats dinner at six.
4. Tim and Maya dance.
5. Ana jumps rope with her friends.
6. Elephants squirt water.
7. Lou swims in the pool.
8. The dog runs in the yard.
9. Andrea draws pictures.
10. We carry the books.



Verbs Ending in -s

OBJECTIVE

- **To add -*s* to some verbs when used with a noun that names one person or one thing**

DAILY MAINTENANCE

Follow the directions on page 59B.

WARM-UP

Invite two volunteers to the front of the class. SAY: **Two students stand.** Say the word *students,* emphasizing the *s* sound. Have one student go back to his or her seat. SAY: **One student stands.** Say the word *stands,* emphasizing the *s* sound.

TEACH

Review singular nouns and plural nouns. Guide students through the instruction and example on page 61. Ask students to tell whether *frog* names one or more than one. Point out that the verb *hops* has an *s* because *frog* names only one. Guide students to identify in each sentence whether the noun in that sentence names one or more than one.

PRACTICE

Read aloud the directions on page 61. Have students complete the page. Together go over the work.

APPLY

On the board, write the phrase *The dog* three times. Help students think of action words that tell something a dog does. On the board to the right of *The dog,* write their responses (*eats, jumps, runs, fetches*). Point out that these words form complete sentences.

ASSESS

Note which students had difficulty forming verbs ending in -*s* to work with a singular subject. Provide them with additional opportunities for review and practice.

RETEACH

Prepare and distribute sheets of paper with a superhero logo that features a prominent *s.* Then on the board write sentences with singular subjects and regular present-tense verbs. Write some with the verbs correctly ending in -*s* and others written incorrectly without -*s.* Read each sentence aloud and have students decide if the verb is written correctly. Have a volunteer indicate that a sentence is written incorrectly by "flying" his or her superhero logo to the board and adding -*s* to the verb.

WRITING INTEGRATION

Part 2, Chapter 3, How-to Articles, page 224b

Name _____

Verbs Ending in -s

Add the letter **s** to a verb when the verb tells what one person or thing does.

The frog hop**s**.



Underline the correct verb in each sentence.

1. That bear (likes like) honey.
2. Jack (walk walks) to school.
3. Rita (throws throw) the ball.
4. The bus (rumble rumbles) down the street.
5. Mom (wave waves) to the children.
6. Our ball (bounce bounces) off the sidewalk.
7. The moon (shines shine) at night.
8. Maren (plays play) with the puppy.
9. The corn (pop pops) in the bag.
10. Mr. Park (plants plant) carrots in his garden.



Section 3 · Verbs 61