Verbs

SECTION PLANNER 3

IN THIS SECTION

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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—*Samantha jumps*—or a state of being—*I am tired*. Every sentence must have a verb; without a verb, the words do not form a complete thought. The main verb in a sentence tells what the subject does or is. A helping verb helps the main verb show an action or a state of being: *The girl has cut her hair.*

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

Helping verbs plus the principle part 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*).

In a sentence, the verb and the subject must agree. (*The girl talks. The girls talk.*)

COMMON ERRORS

Or "Double, Double, Can Cause Trouble"

Many young writers forget that when they add *-ed* to a verb that ends in a consonant preceded by a vowel, they must double the final consonant.

To help students avoid this common error, post the following rule at the top of a poster and display it in the classroom: *When a verb ends with a consonant that follows a vowel, double the consonant and then add* -ed. Invite students to list several verbs that follow the rule, such as *hopped*, *trimmed*, *clapped*, and *dipped*.

ERROR: The girls skiped down the driveway.

CORRECT: The girls skipped down the driveway.

ERROR: Gary beged for a bike.

CORRECT: Gary begged for a bike.



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 inside back 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
Luanne flew to cuba for an ~~O~~nion.	Then she took a ~~baot~~ boat to belgium.	Luanne arrived in Belgium january.	Belgium has ~~sweat~~ sweet raspberries.	~~Luannes~~ Luanne's raspberry and onion ~~soop~~ soup is yummy.
Sari is a ~~treassure~~ treasure ~~D~~etective.	She ~~have~~ has a partner named sulu.	Sari and Sulu ~~rides~~ ride horses everywhere.	They ~~has~~ have many ~~advenchures~~ adventures.	They ~~has~~ have not ~~fond~~ found any treasure yet.
Mr. Hive was ~~look~~ looking for a mummy.	The sad mummy was ~~traped~~ trapped in a pyramid.	~~Mir~~ Mr. Hive ~~wiggleed~~ wiggled through a crack.	The mummy was happy to have a ~~frend~~ friend.	They ~~playd~~ played checkers all ~~nite~~ night.
Did you see the ~~Y~~ellow spider~~.~~ ?	the spider ~~are~~ is as big as a bus.	This morning I ~~seed~~ saw it at the ~~libary~~ library.	Jackie has ~~saw~~ seen it talking to ~~to~~ a man.	The spider is ~~try~~ trying to get to cleveland.

Action Verbs

OBJECTIVES

- **To demonstrate an understanding that every sentence needs a verb**
- **To identify verbs that show action**

DAILY MAINTENANCE

Follow the directions on page 63B.

WARM-UP

SAY:

I _____ my bike to school.
She _____ in the pool.
They _____ funny stories.
We _____ a lot of books.

Ask a volunteer to say what they think is missing from what you said (*the action*).

ASSESS

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

RETEACH

As a class, write a song about action verbs to a familiar tune, such as "Mary Had a Little Lamb." For example, *Second grade can hop along, hop along, hop along. Second grade can hop along to a special place.* Invite the class to perform the actions as they sing.

WRITING INTEGRATION

Part 2, Chapter 3, How-to Articles, page 228b

TEACH

Explain that a verb is a word that shows action. **SAY: Every sentence has a verb.** Guide students through the instruction on page 64.

PRACTICE

Read aloud the directions on page 64. Have students complete the page. Together go over the work. Read aloud the Writer's Corner. Invite volunteers to tell actions they like to do. Help students determine appropriate verbs. Write their suggestions on the board. Then allow time for students to write their sentences. Invite volunteers to share their work.

APPLY

Lead the class in reciting the poem on page 64. Challenge students to write at least 10 action verbs they can do. Invite them to share their lists with the class. Ask volunteers to say sentences about themselves using action verbs.

Name _____

Action Verbs

A **verb** is a word that shows action. You cannot have a sentence without a verb.

You do many actions during the day. You walk, talk, play, and read. **Walk, talk, play,** and **read** are action verbs.

Underline the verb in each sentence. Then write the verb on the line. The first one is done for you.

1. The bell rings. rings
2. The duck waddles. waddles
3. Birds fly. fly
4. Rabbits hop. hop
5. Dogs bark. bark
6. The horse gallops. gallops
7. Our canary sings. sings
8. Babies laugh. laugh



***Run* and *jump* and *play* and *sing*—these are action words. When you want to show what happens, use an action verb.**

WRITER'S CORNER

Write a sentence about an action you like to do.
Use one of the verbs above if you need help.

_____

_____

64 Voyages in English

More Action Verbs

OBJECTIVE

- **To identify action verbs**

DAILY MAINTENANCE

Follow the directions on page 63B.

WARM-UP

Ahead of time, on separate note cards, write a number of nouns and action verbs. Ask a volunteer to select a card and read it aloud. Have the class vote to see if they think the word is a verb or a noun. Repeat with the rest of the cards and other volunteers.

TEACH

Invite a volunteer to tell what an action verb does (*shows action*). Guide students through the instruction on page 65 and then read aloud the verbs on the fish illustrations.

PRACTICE

Read aloud the directions for Exercise A on page 65. Have students complete the exercise. Together go over the work. Read aloud the directions for Exercise B. Allow time for students to write. Encourage students to share their sentences with the class.

APPLY

Invite volunteers to write or say sentences using the action verbs from the cards used in the Warm-Up.

ASSESS

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

RETEACH

Play a game of charades where action verbs are acted out. Have the class guess which action verb each volunteer performs.

MEETING INDIVIDUAL NEEDS

EXTRA SUPPORT Have students draw and name their own superheroes. Encourage students to think about what superpowers their heroes have. Then invite volunteers to share their drawings. Ask each volunteer to explain in complete sentences what his or her superhero can do. Help students identify the action verbs in the sentences.

WRITING INTEGRATION

Part 2, Chapter 3, How-to Articles, page 228b

Name _____

More Action Verbs

Many verbs are action words. In speaking and writing, you use many different action words.



A **Complete each sentence with a verb on the right.**

1. We visit the aquarium.
2. Did he help you wash the dishes?
3. The farmer feeds the horses some hay.
4. Our dog chews his bone.
5. We read for fun in our spare time.
6. My sister and I share clothes.
7. Grandpa tells exciting stories.
8. Nina rides her bike.

B **Write two sentences with the action verbs used above.** Answers will vary.

1. _____
2. _____

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