Verbs

SECTION PLANNER 4

IN THIS SECTION

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Section 4 Review
Section 4 Challenge

WRITING INTEGRATION

Chapter 3, How-to Articles

A detailed plan for teaching Verbs and How-to Articles 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 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. 80–82) 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.

GRAMMAR FOR TEACHERS

Understanding Verbs

A verb shows an action or a state of being. Every sentence must have a verb. There are several kinds of verbs, each with its own function.

Transitive verbs express action and have a direct object.

> **Kayla threw the ball.**
> (What did Kayla do? She threw. What did she throw? a ball)

Intransitive verbs do not have a direct object.

> **Kayla threw well.**

Linking verbs (*be* and its various forms, *seem, appear, feel,* and *become*) express states of being and link the subject of the sentence with a subject complement.

> **She is a doctor.**
> (What is she? a doctor)

Verbs can be used in the **active** or **passive voice.** In the active voice, the subject is the doer of the action.

> **Lydia read three chapters today.**

In the passive voice, the subject is the receiver of the action.

> **Three chapters were read by Lydia today.**

Verbs indicate **tense,** the time of an action.

The **simple present tense** (*run/runs*) describes habitual action or things that are always true.

The **simple past tense** (*ran*) describes something that happened in the past.

The **future tense** (*will run*) indicates action that will take place in the future.

Verb forms also show **mood.** The **indicative mood** is used to state or deny a fact or ask a question.

> **The boy is running.**

The **imperative mood** expresses a command.

> **Please stop. Don't run!**

The **subjunctive mood** expresses a wish or desire, a demand or recommendation after *that*, or a condition that is contrary to fact.

> **I wish you were here.**
>
> **I suggest that Ezra play next.**

COMMON ERRORS

Using *Each* and *Every*

Each and *every* can make a seemingly plural subject into a singular one. Students often use the wrong form of the verb, making the subject and verb disagree.

ERROR: Each boy and girl want a toy.
CORRECT: Each boy and girl wants a toy.

ERROR: Every pond and stream are filled with fish.
CORRECT: Every pond and stream is filled with fish.

ERROR: Each of these baskets are filled with eggs.
CORRECT: Each of these baskets is filled with eggs.

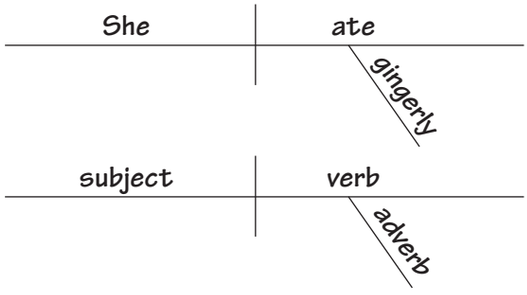
ERROR: Every one of the boats have a sail.
CORRECT: Every one of the boats has a sail.

TIP: *Each* can be used as a pronoun with a singular verb, while *every* can never be used as a pronoun.

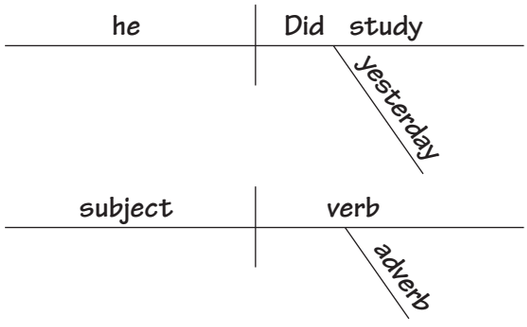
SENTENCE DIAGRAMMING

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

She ate gingerly.



Did he study yesterday?



4.1 PRINCIPAL PARTS OF VERBS

OBJECTIVES

- **To analyze their own learning processes**
- **To identify regular and irregular verbs**
- **To use the proper forms of regular and irregular verbs**
- **To identify verb phrases correctly**
- **To use verb phrases correctly**
- **To apply their understanding of the principal parts of verbs to write 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 the following incomplete sentences. Ask students to tell what is missing.

Sydney daffodils from the garden.
Daffodils her favorite flower.

Explain that the first sentence is missing a word that shows action and tells what Sydney is doing or did with the daffodils. Point out that the second sentence is missing a word that expresses what the flowers are—a word that shows a state of being. Invite students to suggest verbs that complete each sentence. Write the verbs on the board.

BUILDING BACKGROUND KNOWLEDGE

Preview the content theme in this lesson. Ask students to share what they know about the Iroquois or other Native American groups. Provide reading materials and appropriate videos that relate to the topic.

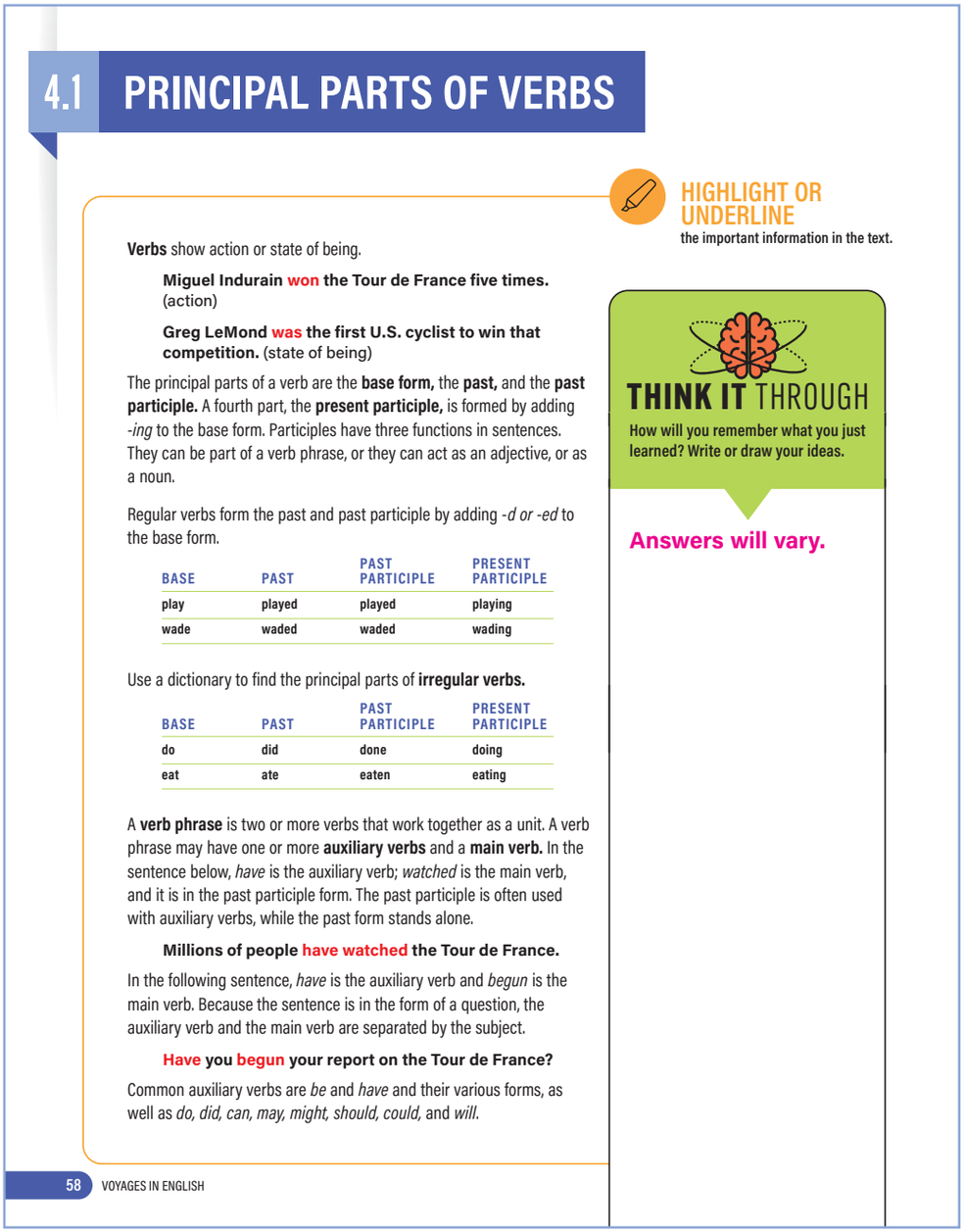
TEACH

Invite students to highlight or underline key information as you read and discuss the page. Ask volunteers to take turns reading aloud page 58. Pause after each example or chart and discuss it before moving on. Point out that the past participle and present participle of a verb are always used with an auxiliary verb. Tell students that irregular verbs require more than simply adding *-ed* to form the past and past participle.

THINK IT THROUGH Help students process what they have learned before applying it. Provide an example of a simple word equation. **Example:** base verb + *-d/-ed* = past and past participle; base verb + *-ing* = present participle. Invite volunteers to share their ideas.

PRACTICE

EXERCISES 1, 2, 3 Have students work independently on these exercises. Then have small groups of students discuss their answers. Invite volunteers from each group to share and discuss their work.



4.1 PRINCIPAL PARTS OF VERBS

HIGHLIGHT OR UNDERLINE
the important information in the text.

Verbs show action or state of being.

Miguel Indurain won the Tour de France five times. (action)

Greg LeMond was the first U.S. cyclist to win that competition. (state of being)

The principal parts of a verb are the **base form,** the **past,** and the **past participle.** A fourth part, the **present participle,** is formed by adding *-ing* to the base form. Participles have three functions in sentences. They can be part of a verb phrase, or they can act as an adjective, or as a noun.

Regular verbs form the past and past participle by adding *-d or -ed* to the base form.

BASE	PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
play	played	played	playing
wade	waded	waded	wading

Use a dictionary to find the principal parts of **irregular verbs.**

BASE	PAST	PAST PARTICIPLE	PRESENT PARTICIPLE
do	did	done	doing
eat	ate	eaten	eating

A **verb phrase** is two or more verbs that work together as a unit. A verb phrase may have one or more **auxiliary verbs** and a **main verb.** In the sentence below, *have* is the auxiliary verb; *watched* is the main verb, and it is in the past participle form. The past participle is often used with auxiliary verbs, while the past form stands alone.

Millions of people have watched the Tour de France.

In the following sentence, *have* is the auxiliary verb and *begun* is the main verb. Because the sentence is in the form of a question, the auxiliary verb and the main verb are separated by the subject.

Have you begun your report on the Tour de France?

Common auxiliary verbs are *be* and *have* and their various forms, as well as *do, did, can, may, might, should, could,* and *will.*

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 Ask volunteers to read aloud their responses. Have the other students listen for and identify the verbs used in the past and past participle forms.

ASSESS

Note which students had difficulty identifying and using the principal parts of verbs. Assign MORE PRACTICE 4.1 by having students scan the QR code on page 59 in the Student Workbook.

EXERCISE 1 **Underline the verb or verb phrase in each sentence.**

1. What do you know about the Iroquois Indians?
2. The Iroquois inhabited the northeastern United States.
3. Native Americans from this area are called Woodland Indians.
4. The Iroquois lived around the Great Lakes in Ohio, Pennsylvania, New York, and lower Canada.
5. The League of the Iroquois was a confederation of six tribes.
6. The league included the Cayuga, Mohawk, Oneida, Onondaga, Seneca, and Tuscarora nations.

EXERCISE 2 **Underline the main verb in each sentence. Double underline the auxiliary verb.**

1. Iroquois longhouses have disappeared over time.
2. In some museums, you will find reconstructions of Iroquois villages.
3. Visitors may walk through the reconstructed longhouses.
4. The reconstructions are visited by the public.
5. You can get a feel for the daily life of the Iroquois.
6. The longhouses were divided into smaller areas.
7. One or two families would live off the main corridor.

EXERCISE 3 **On the line, write the past or past participle form of the verb in parentheses to complete the sentence.**

1. At one time, the Iroquois ___used___ (use) deerskins for clothing.
2. Cleared areas of the forest were ___farmed___ (farm) by the Iroquois.
3. They ___grew___ (grow) varieties of squash, corn, and beans.
4. Longhouses were ___built___ (build) by the Iroquois.
5. These structures ___held___ (hold) many families.
6. Iroquois villages ___contained___ (contain) a number of longhouses.
7. The Iroquois ___fortified___ (fortify) their villages with trenches.

APPLY IT NOW

Write about what you did this past weekend. Use the past and the past participle forms of verbs.

Answers will vary.

SCAN FOR MORE PRACTICE.

TEACHING OPTIONS

Reteach

Gather students who need further instruction in identifying and using the principal parts of verbs. Write on the board a four-column chart with the headings *Present, Present Participle, Past,* and *Past Participle.* Tell students you are going to say a verb. Use only regular verbs, such as *call, talk, help, ask,* and *cook.* Then ask a volunteer to write the four parts of that verb in the chart. Help students use the principal parts of each verb in complete sentences.

Meeting Individual Needs

MULTIMODAL LEARNING Suggest that students whose learning preference is auditory choose partners and discuss something they did today. The partner who is not speaking should listen carefully and write down the base form, the past form, and the past participle form of each verb used. Encourage partners to ask each other questions, such as *What did you do today? What happened? What will you do?*

English-Language Learners

For all lessons, preview content-specific and academic vocabulary used in the lesson before asking English learners to undertake the exercises. Keep in mind that English-language learners may need extra practice with the *d* and *ed* endings for past and past participle forms as well as with irregular verbs. These forms may also be misunderstood when English-proficient students do not clearly articulate word endings. Recommend that English-language learners highlight verbs that end with *d* and *ed* in their Student Workbooks.

WRITING INTEGRATION

Part 2, Chapter 3, How-to Articles, pages 298–299