

Before Class

Write on board: Copy this sentence and make corrections:

The cool tutor gracefully juggled the markers (With mistakes)

Review

Chart C - 4 Verb Parts

4 Verb Attributes

12 Verb Tenses

5 Principal Parts



I always write a list of topics that will be covered in class at the top corner of my board, and cross them off as we complete them. This helps the students anticipate how much more we have to cover before moving on to math.

BRING: Salt and Pepper image with painter's tape (see pg 7)

BRING: Blank Chart C written on trifold board; Chart D too?

SONG print outs: Linking verbs, helping verbs

1. Review - Chart A

A. Let's look at **Chart A** and see if we notice any **patterns**, tips, or tricks: (Kids will write on blank Chart A and fill in together.)

- 8 parts of speech song - recite song together
- DIXI for 4 purposes
- All patterns have "s" and "v" - this relates to what we see in 5 parts of sentence!
- DIXI has punctuation - this relates to 5 parts of a sentence, too!
- If you know first 3 structures, can make 4th out of 2nd and 3rd (compound-complex)

B. What is the whole point of the chart?

- Help us to dissect our sentence - we need to know what to look for. What is dissection? Pull apart into parts. Example of frog dissection or engine parts...
- to **categorize every sentence** that we will study.
- To make sure the sentence is grammatically correct.

C. Parts of Speech (Chart A, left bottom)-

- **categorize each word** in the sentence.

art.	adj.	adj.	noun	adverb	verb	art.	adj.	noun
	the	cool	tutor	gracefully	juggled	the		markers

- Check to see 5 parts of sentence on board.
- Show on chart - this sentence picks one structure, one purpose, one pattern

- The sentence on board would be a simple, declarative, S Vt DO
- Each week, we will zoom in on one part of this chart...
- TODAY: Verbs!

2. New Grammar - Chart C

We are still in the “movie previews,” and you are making a movie poster - can’t include *everything,* right?

Write on board: “A Sentence does not exist without a verb.” Explain that the verb in the HEART of a sentence.

HAVE PARENTS turn to page 34/36 in EEL Guide, and Chart C

What is a verb?

Write on board:

1. 4 Types

2. 4 Attributes

3. 12 Tenses (time x form)

4. 5 Principal Parts

D. 4 Types - Top of Chart C

1. Intransitive

- symbol: Vi
- example: **Matthew bows.** (find S & Vi)

2. Transitive

- symbol: Vt
- example: **Isabella touches her ears.** (find S and Vt)

3. Helping

- symbol: Vh
- example: **Ethan could blink his eyes quickly.** (find S and Vt and helping verb Vh)
- **SONG:** In foundations, we sang this to Jingle Bells - make the connection by thinking of Santa’s HELPERS - list on Chart C

4. linking = renames the subject OR describes the subject (write on board)

- symbol: Vi

- example: **Addy is the student.** <— — the subject is renamed; can reverse to “The Student is Addy.” Student and Addy are one and the same.
- example: **Katie is excited.** < — —- the subject is described; can not reverse to “Excited is Katie,” unless you are Yoda.
- You can replace the linking verb with “equals” and it would be true.
- *Who remembers what we call it when it RENAMES the subject? Predicate Nominative*
- *Who remembers what we call it when it DESCRIBES the subject? Predicate Adjective*
- **SONG:** Happy Birthday —> We link the years together with a birthday
- NOTE: Use the acronym “**HILT**” to remember 4 types
- -----
- PAUSE: Explain Subject and Predicate (Salt and Pepper)
 - Subject is *what the sentence is about*.
 - Predicate is *verb + something about the subject*.
 - Look at the sentences on the board. **Label** Subject and Predicate.
 - **ACTIVITY:**
 - Have all the kids line up against wall. Have a box labeled “PREDICATE”. Could have the sign “SUBJECT” on the wall for each child to stand under when it is their turn.
 - Explain, “All these children are my Subjects. They are going to pick a predicate.”
 - Predicates in the box they choose from:

- | | |
|--|--------------------------|
| • sneaks back to his/her seat. | • quacks like a duck... |
| • bounces back to his/her seat. | • claps his/her hands... |
| • opens the door on her way to her seat. | • dico dances |
| • marches back to his/her seat. | • walks like a robot |
| • sings as he/she walks to his/her seat. | |

- Let's go back to sentences on board about Addy and Katie. Circle "student" - is this a noun? Yes. Is this in the Subject part of the sentence? No. What part? Predicate? So, it's called the **predicate noun/nominative** = renames subject.
- Circle "excited" - is this a noun? No. What is it? Adjective because it describes the subject. Is this in the Subject part of the Sentence? No. What part? Predicate. So, it's called the **predicate adjective** = describes the subject.
 - Side note: If we put the predicate noun in the Subject part of the sentence, it would become an appositive. Example:

"Addy, the student, is friendly."

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E. 4 Verb Attributes - Middle of Chart C

- Draw conjugation chart on board - PERSON & NUMBER

	What is it?	Singular	Plural
1st Person	Refers to self	I, me	We
2nd Person	Person/thing speaking to	You	You
3rd Person	Someone/ Thing separate from you	He, She, It (or nouns referring to he, she, it)	They (or nouns referring to they)

- *Perhaps conjugate the verb "juggle"*
- PERSON - point to self
- NUMBER - number on fingers
- VOICE - cup hands to mouth as if yelling
 - Active: subject performs action; *Caroline ate the cupcakes.*
 - Passive: subject receives the action; *The cupcakes were eaten by Tayla.*
- MOOD - fold arms as if angry
 - Indicative - sounds like "indicate" - just states something or asks something. *Debi likes science.*
 - Imperative - command or request. *Clean the floor.*

- Subjunctive - used to imply a condition, express a condition contrary to a fact, or to express a wish. **If Matthew was absent, we would be sad.**
- Chant the 4 Verb Types (HILT) and 4 Verb attributes with actions (person, number, voice, mood)

F. 12 Verb tenses: TIME x FORM

1. TIME: draw timeline....

- what do we call this moment right now? PRESENT
- What if it's already happened? PAST
- What if it hasn't happened yet? FUTURE
- These are the 3 tenses... Present tense, past tense, future tense
- JOKE TIME!!!** Why is it impossible to run through a campground? *You can only ran, because it's past tents.*

2. 4 Forms

- Simple - don't care when the verb started or ended
 - **Katie plays piano / Katie played piano / Katie shall play piano**
- Perfect - emphasized completion, "to have" + past participle (covered in Chart D)
 - **Ethan has acted. / Ethan had acted. / Ethan shall have acted.**
- Progressive - emphasized action in progress, "to be" + present participle (covered in Chart D)
 - **Bella is shrugging. / Bella was shrugging. / Bella shall be shrugging.**
- Perfect- Progressive - emphasized action in progress that reached completion, "to have" + been + present participle (covered in Chart D)
 - **Tayla has been sneezing. / Tayla had been sneezing. / Tayla shall have been sneezing.**

G. CHANT THE CHART! Chant Verb definition, 4 verb TYPES, 4 verb ATTRIBUTES, and 12 verb TENSES: Time x Form5

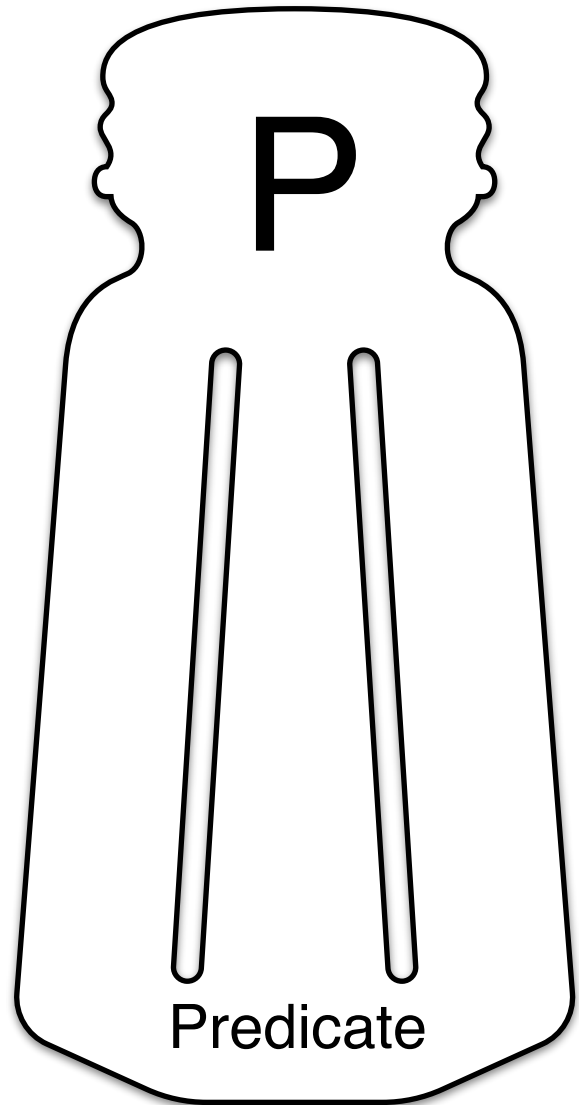
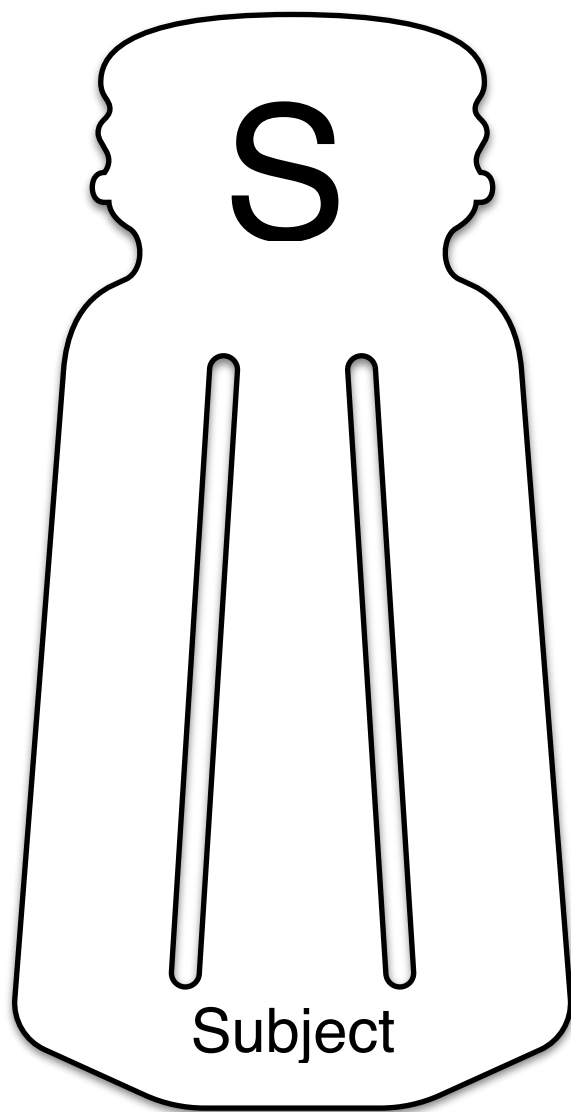
3. Homework

- Another week to make progress on your charts.
- Cool chart A Challenge?
- Next week, we will introduce Task Analysis on sentences.

H. ask parents to open SRP to p 93 (-ly adverbs), p 97 (w-w clause), p 98 for advanced (w-w clause), p151 (proofreader's marks), & p111-113 (sensory words). Write on board? **ALSO**, discuss Chart B. **Finally**, remind the moms that they can model until the kids want to do it themselves. (EEL Guide p 23/25).

- sneaks back to his/her seat.
- bounces back to his/her seat.
- opens the door on her/his way to her seat.
- marches back to his/her seat.
- sings as he/she walks to his/her seat.
- quacks like a duck as he/she walks to his/her seat.
- claps his/her hands as he/she walks to his/her seat.
- disco dances as he/she walks to his/her seat.
- walks like a robot all the way to his/her seat.

Print these, or find an image on Google of salt and pepper shakers.



IEW Week 2 (from 2017)

LY Game

You send two students in the hall and the rest of the class chooses an adverb- awkwardly for example. Then the two students come back inside and give their classmates commands such as, "Abby, walk this way." Said student acts out the chosen word and walks awkwardly, or sings awkwardly, or dances awkwardly (whatever the command was). Then the two students have to try and guess the -ly adverb. It's a good game for week 7 with imperatives, noun of direct address, and adverbs!

Read Chapter - p 31

Brainstorm - p36

IEW New Technique: who-which clause pg 31 (SRP 97-98)

Poll class, ask if anyone remembers what a clause is. (discussed on Chart B)

Possible answers:

1. Has a subject and verb (phrases do not have both)
2. Can be independent – a simple sentence
3. Can be dependent
 - a) Adjectival – typically use relative pronouns as the subject
 - b) Adverbial – use subordinate conjunctions (and other things)

Who-Which Clauses are ADJECTIVAL in nature – they follow nouns.

1. Who describes people
2. Which describes things

What can we use a w-w for?

1. Combine short sentences.
2. Add information to sentences.

Punctuation: for now, always use commas before and after the w-w. When your teacher thinks you are ready, she will discuss with you the times you do not use commas. Those rules are on page 98 in the SRP.

Practice: Give each person a letter and have them do a who-which for that letter. (5 minutes tops)

1. The letters (like scrabble tiles or written on paper) are passed out and a category is chosen, like animals or professions or things you eat.
2. Example (category animals) A: An anteater, which ate a million ants, has a full belly.
3. Example (category profession) T: My teacher, who loves to rock climb, fell and broke her leg.

X. IEW New Structure: The Title Rule (HBW 37)

The RULE: repeat or reflect 2-3 words from the last sentence

Highlight the words that repeat/reflect

You may change the last sentence to help with title making.

The title is the LAST THING you do.

The title grabs the reader's attention.

Be creative!

Practice: Ask for volunteers to use their papers... and let's title them! Read the last sentence – maybe write it on the board, pick the words as a group, then reflect/repeat.

XI. Advanced Technique: Five Sense Words & Showing Emotion (SRP 111 – 113)