

Essentials - Week 3

Agenda (write on board in top corner):

- Review / Songs
- Chart A
- Chart E Nouns
- Game
- Chart F Pronouns
- Analytical Task Sheet (ATS)

Write on board: **Please open your Chart booklet to Chart E**

(very top of board:) *Old Mother Hubbard went to Old Mother Hubbard's cupboard to get Old Mother Hubbard's poor dog a bone.*

Review:

Place blank copy of Chart C on board. Fill in symbols as you ask/answer questions.

Last week, we talked about verbs. Can anyone give me an example of a verb?

Can anyone tell me the definition of "verb"? (Top of Chart C: *a word that asserts an action, shows a state of being, links two words together, or helps another verb.*)

We also talked about 4 types of verbs, and the acronym HILT helps us to remember them. Who can name one? (*Helping, Intransitive, Linking, Transitive*)

How can we remember the 4 verb attributes?

Song / definitions Review:

8 parts of speech

Linking Verbs

Helping Verbs

Definition of a verb

??? Definition of linking verb, helping verb?

THIS WEEK:

CHART A: (highlight) *Simple, Declarative, Exclamatory, S-Vi, Noun, Pronoun*

Declarative Sentence: declares (makes) a statement or expresses a fact or idea. Ends with a period.

EXAMPLE #1: Bella has a plate of cupcakes.

Exclamatory Sentence: same as a declarative except ends in an exclamation mark & spoken with more emotion.

EXAMPLE #2: Bella has a plate of cupcakes!

Noun: names a person, place, thing, activity, or idea.

Look at Chart E. This lists the noun usages. RAISE YOUR HAND if you have ever been an actor in a play. (Call on child to tell us what roles s/he has played.) When Ethan played the role of a cop, was he still a Ethan? Yes. When Ethan played the role of _____, was he still Ethan?

Nouns are always person, place, etc. but play different roles in a sentence. What roles? Listed on Chart E.

TRICK: If you aren't sure if you have spotted the noun in a sentence, place an article (such as a, an, or the) before the word to check to see if it is a noun:

EXAMPLE: The ugly monster ate my cupcake.

“the ugly” = not a noun

“the ate” = not a noun

“the monster” = noun

“the cupcake” = noun

SPIDO PONA acronym to remember.

Look at the Latin Noun Cases - you learned this in Cycle 1, week 1 of Latin. In Latin, word order doesn't matter.

THIS WEEK, nouns will be performing the role of SUBJECTS in our sentences. *Circle SN on first line of Chart E.*

PASS OUT 4 post-its per child.

I SPY Game; write one example of each type of noun that you spy in the room on post-it

Common - non-specific person, place, thing, activity, idea.

EXAMPLE: dog

Proper - names a specific person, place, thing, activity, idea and is always capitalized

EXAMPLE: Odie, Pluto, Goofy, Snoopy, Scooby- Doo

Concrete - physical object that can be experience with the 5 senses

Abstract - names a quality, concept, or condition that can not be experienced with 5 senses

EXAMPLE: dreams, freedom, happiness

HAVE KIDS go around room for 3 minutes, placing post-its on NOUNS they named. They should be left with their ABSTRACT noun with no place to put it.

Collective - refers to a group composed of members

EXAMPLE: Pack of dogs

Compound- made up of two or more words joined together:

EXAMPLE: doghouse; doorknob; homework; snowman

PRONOUNS - Turn to Chart F

What is a pronoun? *A pronoun replaces a noun in order to avoid repetition.*
(Sung to the song *Miss Mary Mack*)

Replace repetitions of “Old Mother Hubbard” with pronouns (her) to show how it sounds better.

EXAMPLE: Auntie Addisyn jumps. (Leave on board)

How can I replace a noun with a pronoun? *She jumps.*

EXAMPLE: Matthew gave the frog to Auntie Caroline. (Leave on board)

How can I replace a noun with a pronoun? *Matthew gave the frog to her.*

EXAMPLE: The cookies are Auntie Tayla’s. (Leave on board)

How can I replace a noun with a pronoun? (CROSS OUT Noun) *The cookies are hers.*

Circle the words “Auntie” - I used these examples because I want you to remember what we call the noun that we replace with a pronoun.... **ANTECEDENT**.

Point out that sentence 1 the pronoun = subject

sentence 2 the pronoun = object of a preposition (objective pronoun)

sentence 3 the pronoun = possessive pronoun

Go over Other Pronouns on bottom of Chart F and introduce songs for the first 3.

ANALYTICAL TASKS:

TASK 1: (Dictate 3 times; parents, correct spelling, punctuation, capitalization, etc.)
EXAMPLE: Debi juggled.

TASK 2: Now we need to find out **if it is a sentence**. We are going to go through that list of "5 Parts of a Sentence" from Chart A.

1. Is there a subject? (*Debi*)
2. Is there a verb? (*juggled*)
3. Is the first letter of the sentence capitalized?
4. Is there punctuation at the end?
5. Does it make sense?

Is spelling correct?

Are all other punctuations and capitalizations correct?

TASK 3:

Who or what is this sentence about? Who juggles? (Debi -Label as Subject)
What is being said about (subject)? *She juggles*. (Label as verb)

Have kids pick a verb - make a sentence with their name + verb, then do tasks 1-3.

3rd year students (and 2nd, if advanced):

Answer these questions about the noun:

Number: Singular or plural?

Type: Common or proper?

Circle one: concrete, abstract, collective, compound

Answer these questions about the verb:

Type: Vi, Vh, VI, Vt

Tense: present, past, or future?

Form: simple, perfect, progressive, perfect-progressive

Number: Singular or plural?

Person: 1st, 2nd, or 3rd?

Voice: active or passive

Mood: indicative, subjunctive, imperative

If time allows....

Making nouns possessive:

boy → boy's
baker → baker's
boss → boss's
Chris → Chris's

Making plural nouns possessive:

boys → boys'
bosses → bosses'
dogs → dogs'