Write checklist on board:
   Review
   Where are we on Chart A?
   Interrogative (CIA)
   Verb Anatomy
   ATS - #5 and #6

Review:

Memorize:
   Relative pronouns (for adjectival clauses) - listed on Chart F
     who, whom, whose, whoever, whomever, that, which, what, whatever

   Subordinating conjunctions (for adverbial clauses)
     www.asia.wub (set to the tune Frere Jacques
_____

Where are we on Chart A?:

Complex, Interrogative, S Vt IO DO
_____

Interrogative sentence, using CIA -

<p style="text-align:center;">The cat that is shy gave me a toy</p>

Have moms do this, let kids check their answers:
   <u>Change he end mark</u> - The cat that is shy gave me a toy**?**

   <u>Interrogative Pronoun</u> (who, whom, whose, which, what)
       - **Which** cat that is shy gave me a toy?

   <u>Add a helping verb (will)</u> - change verb tense if needed:
       - **Will** the cat that is shy **give** me a toy?
_____

Verb Anatomy:

Please take out Chart C. Let's look at what we **have already** practiced with:
   <u>4 Verb types</u> - we use these every time we diagram a sentence.
   <u>Person and Number</u>: we see this anytime we need to conjugate a verb (draw
     diagram on board)

Voice - last week, we practiced changing from active to passive:
(The tornado ravaged the town vs. The town was ravaged by the town.)

Verb Anatomy combines the person and number (that we already know) with the 12 verb tenses, seen at the bottom on Chart C.

Put your finger on the 4 forms - ask moms to check.

Have a child name off the 4 forms, while writing them on the board:

Simple Tense   **Perfect Tense**

Progressive Tense   **Perfect Progressive Tense**

Form: Chart C gives us a hint as to how to form these tenses… For example, under "Perfect" on Chart C, it says "form of "to have" + Past Participle. **(Add to board)"**

What does it say under Progressive?
form of "to be" + Present Participle. **(Add to board)**

What does it say under Perfect Progressive?
form of "to have" + "been" + Present Participle. **(Add to board)**

Now, look at Chart N, the BLANK one - PASS OUT if copies have been made

GAME: Kids, I'm going to name a Tense and you are going to point to it **on CHART N**. Moms, check their answers.
(MIX THE FOLLOWING AROUND)
Simple Tense
Perfect Tense
Progressive Tense
Perfect Progressive Tense

_____
As we see on Chart C, each FORM has 3 TIMES - what are they?

(Present, Past, Future) - **Add all 3 to each Tense on board**

**** We are going to add the word "will" next to Future ****

GAME: Moms, I'm going to name a **<u>column</u>** and you are going to point to it **on
               CHART N**. Kids, check their answers.

Simple Tense, Past   Perfect Tense, Present
Perfect Tense, Past   Progressive Tense, Future
Progressive Tense, Past   Simple Tense, Past
Perfect Progressive Tense, Past   Perfect Progressive Tense, Present

(**<u>Repeat</u>**, asking kids to find them)
_____

The Chart also includes Person and Number **(Add to board)**

Now let's see if mom can find she SQUARE I am going to name:
        Simple Tense, Past, 1st Person Singular
        Perfect Tense, Past, 1st Person, Plural
        Progressive Tense, Past, 2nd Person, Singular
        Perfect Progressive Tense, Past, 3rd person plural

Kids, want to try? (repeat above examples - use M&M's?)

_____

Top of Chart N:
        - Take out Chart BB (in Excursions of Guide, around pg 446)

        - Let's fill out the top of Chart N
                - What's an infinitive ("to" + a verb)   **To Love**

                - What's the present form of love? (Look at Chart BB)   **love**

                - What's the past form of love? (verb + ed)   **loved**

-What's the present participle form of love? (verb + ing)   **loving**

-What's the past participle form of love? (verb +ed, en, t))   **loved**

You'll notice that we skipped Mood and Voice. For this example, we will stick with Indicative Mood and Active Voice. (Fill in **Indicative** and **Active**.)

_____

Fill out Chart:

Now, we have all the answers on this paper to fill out all 72 empty squares. Let's do simple:

(See Chart CC for answers)

SIMPLE: Present: person/ number + Present (at top of page)
              Past: person/number + Past (at top of page)
              Future: person/number + "will" + Present (top of page)

PERFECT TENSE: (Chant: "You have to have TO HAVE to be perfect.")
        It says "form of to have + past participle"
                - what is the present form of "to have"? **have** (write next to Present)
                - what is the PAST form of "to have"? **had** (write next to Past)

                Present: person + "have" + past participle (top of page)
                Past: person + "had" + past participle (top of page)
                Future: person + "will" + "have" + past participle

PROGRESSIVE TENSE: (Chant: "BE progressive, BE! BE! Progressive!")
        It says "form of to be + present participle"
                - what is the present form of "to be"? **am/are** (write next to Present)
                - what is the PAST form of "to be"? **was/were** (write next to Past)
                - what is the FUTURE form of "to be"? **be** (write next to Future)

                Present: person + "have" + past participle (top of page)
                Past: person + "had" + past participle (top of page)
                Future: person + "will" + "be" + past participle

****** Just do the first line in class, have parents do rest at home*****

PERFECT PROGRESSIVE TENSE:
It says "form of to have + "been" + present participle"
- what is the present form of "to have"? **have** (write next to Present)
- what is the PAST form of "to have"? **had** (write next to Past)

Present: person + "have" + "been" past participle
Past: person + "had" + "been" + past participle
Future: person + "will" + "have" + "been" + past
participle

****** Just do the first line in class, have parents do rest at home*****
If this chart seems too small, CHART FF (p 451) is same, but much bigger format.
_____

ATS: Step 5 - Modification Confirmation:

(If there isn't time, do this part during IEW)

-Remember to keep the focus of the sentence the same.

The boy is my brother.

This example is from Week 9 (p 157). You can go back to previous weeks to see easier examples.

Start with Steps 1-4. See pg 157 for Question confirmation….

PURPOSE:
The boy is my brother.
The boy is my brother!
Is the boy my brother?
Be my brother.

STRUCTURE

The boy is my brother.

The boy is my brother, so he is my friend.

The boy, who is my friend, is my brother.

The boy, who is my friend, is my brother, and he sings well.

* Note: can't change to passive voice because it's not an action verb. *

ATS: Step 6 - Quid et Quo:

- Pg 439

1. Copy sentence on second row of QetQ (one word per block).
2. Label the usage/role of each word (first row in QetQ).
3. Let's start with "**The**"
    1. Open **Chart L**
    2. "The" is listed under limiting as "article"
    3. Look at QetQ; skip down to "Adjective" rows. Third one says "limiting," so write "article" in the box under "The."
4. Next Adjective is "**my**" (since we already have chart L out…)
    1. "My" is listed under Possessive as "Possessive Pronoun Adjective"
    2. Look at QetQ, skip down to Adjective rows. Second one says "Possessive," so write "possessive pronoun" in the box corresponding to "my"
    3. We also can fill out the PRONOUN boxes since it's a possessive pronoun…
    4. Open Chart **F**
    5. Look under "Possesive Pronoun Adjectives (4th column).
    6. Case = possessive; Person = 1st; Number = singular; Gender = unknown.
5. Go to Subject Noun "**boy**"
    1. Look at QetQ, skip down to "Noun"
    2. Is "boy" singular or plural? Write "singular" in corresponding box.
    3. Is "boy" common or proper? Write "common" in corresponding box.
    4. Open **Chart E**
    5. Look at Noun attributes. Is "boy" concrete or abstract? Write "concrete" in corresponding box.
6. Go to Verb "**is**"
    1. Look at QetQ, skip down to verb rows.
    2. Type: Linking

      3. OPEN CHART K, find "is"

      4. Tense: It is a form of the verb "to be." From Foundations, we know "am, are, is" (also in Chart D) are present tense forms of the verb "to be." So, write "present"

      5. Form: Simple (see Chart K)

      6. Number: 3rd (see Chart K)

      7. Voice: not an action verb, so n/a

      8. Mood: indicative (see Chart K OR notice the type of sentence?)

7. Go to Predicate Nominative "**brother**"

      1. What part of speech is "brother"? A noun? A verb? A preposition? *noun*

      2. Look at QetQ, skip down to "Noun"

      3. Is "brother" singular or plural? Write "singular" in corresponding box.

      4. Is "brother" common or proper? Write "common" in corresponding box.

      5. Look at Noun attributes. Is "brother" concrete or abstract? Write "concrete" in corresponding box.

IDEA: use the verb "explode"