

## LESSON 42

Preparation:

The "Verbs" chart from Lesson 41

Each student will need a red crayon and a green crayon.

### Task A: (Usage)

#### Exercise 1: (Game)

Let's get ready to play "Red Light/Green Light." Before we play the game, you need to learn some more grammar.

These sentences have correct grammar. Listen: (Pause.) **We** saw an elephant at the zoo. Say the sentence. (Signal.) *We saw an elephant at the zoo.* Listen: (Pause.) **We** listened to music. Say the sentence. (Signal.) *We listened to music.* Listen: (Pause.) **We** live on a farm. Say the sentence. (Signal.) *We live on a farm.*

This sentence does not have correct grammar. Listen: (Pause.) **Us** went swimming. The correct way to say this sentence is: **We** went swimming. Say the sentence. (Signal.) *We went swimming.*

Today you'll decide by yourself if each sentence is a green-light or a red-light sentence.

To play this game, you need to have a red crayon and a green crayon. (Check.)

Open your workbook to Lesson 42. (Check.) Touch Part 1. (Check.) Touch the sentences in item 1. (Check.) My turn to read the first sentence in item 1. You touch the words as I read them. **Us** took a trip to Dover, Delaware. Your turn to read the first sentence. (Signal.) *Us took a trip to Dover, Delaware.*

My turn to read the second sentence in item 1. You touch the words as I read them. **We** took the bus to New York. Your turn to read the second sentence. (Signal.) *We took the bus to New York.*

Read each sentence again and decide if each sentence in item 1 is a red-light or a green-light sentence, then color the circle in front of each sentence.

(Repeat procedure for the remaining items.)

Let's check to see how well you played the game. I'll read each sentence. You tell me if it's a red-light or a green-light sentence.

Touch the first sentence in item 1. **Us** took a trip to Dover, Delaware. Red light or green light? (Signal.) *Red light.* If you chose red, put a check mark in front of the sentence. Don't put anything if you chose green.

(Repeat procedure for remaining items.)

### Task B: (Parts of Speech)

#### Exercise 1: (Review)

A word that names a person, place, thing, or idea is called a noun. What do we call a word that names a person, place, thing, or idea? (Signal.) *A noun.* What's a noun? (Signal.) *A word that names a person, place, thing, or idea.*

(Write the word "Noun" as a heading on the board.) Say a noun that names a person. (Call on individual students. Record correct responses on the board as a list under the word "Noun.") Say a noun that names a place. (Call on individual students. Record correct responses on the board as a list under the word "Noun.") Say a noun that names a thing. (Call on individual students. Record correct responses on the board as a list under the word "Noun.") Say a noun that names an idea. (Call on individual students. Record correct responses on the board as a list under the word "Noun.")

A word that describes or tells about a noun is called an adjective. What do we call a word that describes or tells about a noun? (Signal.) *An adjective.* What's an adjective? (Signal.) *A word that describes or tells about a noun.* (Write the word "Adjective" as a heading on the board.) Say a word that could be an adjective. (Call on individual students. Record correct responses on the board as a list under the word "Adjective.")

### **Exercise 2: (Kinds of Verbs)**

**A word that tells about an action or a state of being is called a verb. What do we call a word that tells about an action or a state of being?** (Signal.) *A verb. What's a verb?* (Signal.) *A word that tells about an action or a state of being.*

**Liked, stops, and cry are verbs that tell about actions.** (Record liked, stops, and cry on the "Verbs" chart under the subheading "Action Verbs".) **Raise your hand if you can tell me a verb that's an action word.** (Call on individual students. Record, under the subheading "Action Verbs" as many correct responses as the students generate in 3 minutes. If time permits, each student should contribute at least one word to the chart.) Ideas: *Appears, began, bite, biting, barked, cheering, dive, digs, dreaming, dropped, floated.*

(Point to the subheading "State-of-Being Verbs". Point to the words as you say them.) **Is, am, was, were, are, be, being, been are the only verbs that tell about states of being.**

**Here's a little rhythm to help you remember the state-of-being verbs. Ta ta ti-ti-ta ta ta ta.** (Pause.)

(Have the students say and clap the rhythm. Repeat until firm.) **It's my turn to clap the rhythm while I say the state-of-being verbs.** (Say the verbs while clapping the rhythm.) **Is, am, was, were, are, be, being, been. Clap and say the state-of-being verbs with me.** (Signal.) *Is, am, was, were, are, be, being, been.* (Repeat until firm.)

### **Task C: (Workbook)**

Note: Review answers for Workbook and Homework with students as a group.

#### **Exercise 1: (Picture It)**

**It's time for "Picture It." Touch the picture in the top right corner of your workbook page.** (Check.) **Maya is the name of the ancient people who lived in Mexico and other Central American countries. What's the name of the ancient people who lived in Mexico and other Central American countries?** (Signal.) *Maya.* **You've seen this picture before. Tell me what this is a picture of.** (Call on a student.) *A Mayan pyramid.*

**Listen carefully while I read you the expository paragraph about Mayan pyramids again. After I finish reading, I'll ask you some questions about the paragraph.** (Read the paragraph aloud to the students, pausing briefly after each sentence.)

**Although the Egyptian pyramids are more famous, the Ancient Maya also built beautiful pyramids. You can tell Mayan pyramids from Egyptian pyramids by their square, flat tops. The reason Mayan pyramids were not pointed is because there were temples built at the top. Another difference was that many Mayan pyramids had large stairways on their outsides so that people could climb up to the temple. The Mayan people made wonderful pyramids.**

**What did both the Ancient Egyptians and the Ancient Maya build?** (Signal.) *Pyramids.* **What's the first way in which Mayan pyramids are different from Egyptian pyramids?** (Signal.) *They have square, flat tops.* **Why are Mayan pyramids flat on top?** (Signal.) *Because temples were built at the top.*

**How else are Mayan pyramids different?** (Signal.) *They have large stairways on their outsides.* **What adjective does the closing sentence use to describe Mayan pyramids?** (Signal.) *Wonderful.*

**Good job! Now, you can talk about what makes the Mayan pyramids special.**

#### **Exercise 2: (Verbs)**

**Touch Part 2 in your workbook.** (Check.) **Touch Item 1.** (Check.) **I'll read the item. Mr. Yee blank tall. Your turn. Read item 1.** (Signal.) *Mr. Yee blank tall.* **Raise your hand if you can name a state-of-being verb that would make sense in this sentence.** (Call on individual students.) Ideas: *Is, was.* (Record student responses on the board.) **Choose a verb that would make sense in this sentence. Write it on the blank.** (Check.)

**Touch Item 2.** (Check.) **I'll read the item. Ms. Lin blank school. Your turn. Read item 2.** (Signal.) *Ms. Lin blank school.* **Raise your hand if you can name an action verb that would make sense in this sentence.** (Call on individual students.) Ideas: *Teaches, likes.* (Record student responses on the board.)

**Choose a verb that would make sense in this sentence. Write it on the blank. (Check.)**

**Touch Item 3. (Check.) I'll read the item. The boy blank with his pal. Your turn. Read item 3. (Signal.) *The boy blank with his pal.* Raise your hand if you can name an action verb that would make sense in this sentence. (Call on individual students.) Ideas: *Plays, played, runs, swims, swam, argued, fought.* (Record student responses on the board.) **Choose a verb that would make sense in this sentence. Write it on the blank. (Check.)****

### **Exercise 3: (Frame Paragraph—Describing a Character)**

**Touch Part 3 in your workbooks. (Check.) When authors write stories, they often describe the characters in their stories. Today you'll describe a character named Todd. Todd is a prince, so you need to think about things that tell about princes. You'll think of some words to write on each blank line. When you're finished, you'll have a paragraph that describes Todd.**

**Touch under the first word. I'll read the paragraph; you touch under each word as I read it. When I come to a line, I'll say blank. Todd was a prince. He had blank and blank and blank. He was a blank person. Blank. Todd was blank the kind of prince you would want for a friend.**

**Now you're ready to write your paragraph. Touch the first word. Read the first sentence. (Signal.) *Todd was a prince. Who was Todd?* (Signal.) *Todd was a prince.***

**Touch the next sentence. Read it. (Signal.) *He had blank and blank and blank. Get a picture in your mind of what Todd could look like. What color might his eyes be? What color might his hair be? What kind of smile might he have? What are his arms and legs like? Are they long or short? What kind of clothes would Todd wear? Tell me something else you would like to say about how Todd looked.* (Accept 2 or 3 responses for each physical attribute.) Ideas: *Long hair; curly hair; black hair; brown eyes; green eyes.* (As students respond, list each attribute as an adjective/noun pair on the board.) **Choose 3 of these things and write them on the blanks for this sentence.****

**Touch the next sentence. Read it. (Signal.) *He was a blank person. What kind of person could Todd be?* (Call on individual students. Accept reasonable responses and write them on the board.) Ideas: *Kind, generous, brave, nasty, evil.* **Choose one thing, and write it on the blank for this sentence. (Check.)****

**Raise your hand if you chose brave to tell what kind of person Todd was. If you chose brave, what might Todd do that showed he was a brave person? (Call on a student who raised her hand.) Ideas: *He fought dragons. He rescued princesses.***

**Raise your hand if you chose evil to tell what kind of person Todd was. If you chose evil, what might Todd do that showed he was an evil person? (Call on a student who raised his hand.) Ideas: *He was mean to his servants. He stole money.***

(Repeat this process with other personality traits the class has suggested.)

**Touch the next blank. This blank is two lines long. On this blank, you'll write a sentence about something Todd did that showed what kind of person he was. (Allow sufficient time for students to write a sentence.)**

**Touch the next blank. This blank is two lines long. On this blank, you'll write another sentence about something else Todd did that showed what kind of person he was. (Allow sufficient time for students to write a second sentence.)**

**Raise your hand if you would like to have Todd for a friend. (Pause.) Raise your hand if you would not like to have Todd for a friend. (Pause.)**

**Touch the last sentence. Read it. (Signal.) *Todd was blank the kind of prince you would want for a friend. Think of a word you could write on the blank to finish your paragraph.* (Pause.) **Raise your hand to tell us your word.** (Call on individual students.) Ideas: *Just, exactly, definitely, not.***

**Now we have a paragraph that describes Todd. (Assign each student a partner.) You'll read your paragraph aloud to your partner. If you don't know how to read a word, first, ask your partner for help.**

**What will you do first?** (Signal.) *Ask my partner. If your partner doesn't know the word, raise your hand, and I'll come help you. What will you do if your partner doesn't know the word?* (Signal.) *Raise my hand, and you'll come help me.* (Each student should have a turn, reading the paragraph aloud to a partner.)

(You may wish to have the students add some of the words from the board to their word banks at the end of the lesson.)

### **Task D: (Homework)**

(Pass out a homework sheet to each student.)  
**This is your homework. Homework is fun and helps you practice the skills you learn in your lessons.**

**Touch the picture in the top right corner.**  
(Check.) **This is a picture of a Mayan pyramid. When you do your homework tonight, you'll tell someone all you can remember about this picture. If you can't find someone to listen to what you know, tell it aloud to yourself. Sometimes children like to tell things to their favorite stuffed toy or to an imaginary friend.**

**Touch Part 1. You're becoming experts at editing sentences. You'll edit each sentence just like we do in class. After you edit the sentence, you'll write it correctly on the lines. You're copying the words in the sentence, so I expect them to be spelled correctly.**

**Touch Part 2. You'll read each sentence and decide if it needs a period or a question mark.**

(Have students cut their paragraphs out of their workbooks on the dotted line.) **You're great paragraph writers! For homework tonight, you'll take your paragraph home and read it aloud to someone.**

# Lesson 42



## Part 1

### Item 1

- Us took a trip to Dover, Delaware.
- We took the bus to New York.

### Item 2

- He ain't playing baseball.
- This is my best friend.

### Item 3

- The geoses swam in the pond.
- Marty didn't have any paper.

### Item 4

- Sara brang a friend with her.
- Raki bought a new bike.

## Part 2

1. Mr. Yee \_\_\_\_\_ tall.
2. Ms. Lin \_\_\_\_\_ school.
3. The boy \_\_\_\_\_ with his pal.

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This is a story that your child wrote in class today. Please have your child read it aloud to someone. If your child doesn't know a word, tell him or her the word. Your child may wish to read his or her story more than once. This is good practice.

## Part 3

Todd was a prince. He had \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_ and \_\_\_\_\_  
\_\_\_\_\_. He was a \_\_\_\_\_  
person. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Todd was \_\_\_\_\_ the kind of prince  
you would want for a friend.



Name: \_\_\_\_\_



## Lesson 42 Homework

Parents: Please listen to your child as he or she shares what he or she remembers about the picture of the Mayan pyramid.

### Part 1

Parents: Please work with your child to help him or her edit each sentence. If your child does not know a word, say the word aloud. After your child edits each sentence, he or she should copy it correctly on the line below.

1. on monday, i go to school

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2. i like to play on friday

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### Part 2

Parents: Please work with your child to help him or her decide if each sentence needs a period or question mark. If your child does not know a word, tell him or her the word.

1. Did you see me • ?

2. Do you want some • ?

3. Have you seen my dog • ?

4. Dad did not find him • ?