

E 1

1. We're going to talk about verbs. Every sentence has a verb. The verb is always in the predicate. It's usually the first part of the predicate.
Everybody, is the verb ever in the subject? (Signal.) *No.*
Is the verb always in the predicate? (Signal.) *Yes.*
Where do you usually find it in the predicate? (Signal.) *In the first part of the predicate.*
(Repeat part 1 until all responses are firm.)
2. Now I'm going to say some sentences. To correct: Repeat any items that give the students trouble.
 - Listen. The boy ate ice cream.
Say it. (Signal.) *The boy ate ice cream.*
What's the subject? (Signal.) *The boy.*
What's the predicate? (Signal.) *Ate ice cream.*
What's the first word in the predicate? (Signal.) *Ate.*
That's the verb.
 - Listen. The boy ran to the store.
Say it. (Signal.) *The boy ran to the store.*
What's the subject? (Signal.) *The boy.*
What's the predicate? (Signal.) *Ran to the store.*
What's the first word in the predicate? (Signal.) *Ran.*
That's the verb.
 - Listen. A frog has long legs.
Say it. (Signal.) *A frog has long legs.*
What's the subject? (Signal.) *A frog.*
What's the predicate? (Signal.) *Has long legs.*

- Listen. Has.
That's the verb.
- Listen. Those girls are tall.
Say it. (Signal.) *Those girls are tall.*
What's the subject? (Signal.) *Those girls.*
What's the predicate? (Signal.) *Are tall.*
What's the verb? (Signal.) *Are.*
- Listen. A fish swam.
Say it. (Signal.) *A fish swam.*
What's the subject? (Signal.) *A fish.*
What's the predicate? (Signal.) *Swam.*
What's the verb? (Signal.) *Swam.*
There's only one word in the predicate, so that word has to be the verb.
- Listen. His bike is green.
Say it. (Signal.) *His bike is green.*
What's the subject? (Signal.) *His bike.*
What's the predicate? (Signal.) *Is green.*
What's the verb? (Signal.) *Is.*
- Listen. Bill cut the grass.
Say it. (Signal.) *Bill cut the grass.*
What's the subject? (Signal.) *Bill.*
What's the predicate? (Signal.) *Cut the grass.*
What's the verb? (Signal.) *Cut.*

What's the predicate? (Signal.) *Ate ice cream.*

What's the verb? (Signal.) *Ate.*
Circle the subject. Underline the predicate. Then make a above the verb.

(Observe students and give feedback.)

2. Sentence 2.

What's the subject? (Signal.) *The boy.*
What's the predicate? (Signal.) *Ran to the store.*

What's the verb? (Signal.) *Ran.*
Circle the subject. Underline the predicate. Then make a above the verb.

(Observe students and give feedback.)

3. Sentence 3. **A**

What's the subject? (Signal.) *A frog.*
What's the predicate? (Signal.) *Has long legs.*

What's the verb? (Signal.) *Has.*
Circle the subject. Underline the predicate. Then make a above the verb.

(Observe students and give feedback.)

- 4–8. Work the rest of the items.

(Observe students and give feedback.)

E **3**
Q **M** **C mm**

Everybody, find part B in your workbook. ✓

1. Everybody, punctuate sentence 1. Put in the quotation marks, the capital letters and the comma. Put your pencil down when you're finished.

(Observe students and give feedback.)

Key:

1. hey said, Let's go swimming.
What words did they say? (Signal.)
Let's go swimming.
They say the same thing in the next sentence.

2. Everybody, read sentence 2. (Signal.)
Let's go swimming they said.

Everybody, what words did they say in this sentence? (Signal.) *Let's go swimming.*

Draw a line under those words. ✓

What do we put at the beginning of what they said? (Signal.) *A quotation mark.*

What kind of letter comes right after the quotation mark? (Signal.) *A capital letter.*

What do we put at the end of what they said? (Signal.) *A quotation mark.*

What do we need just before the last quotation mark? (Signal.) *A comma.*

Everybody, write in the punctuation marks for sentence 2. Put your pencil down when you're finished.

(Observe students and give feedback.)

Key:

2. Let's go swimming, they said.

3. Everybody, punctuate sentence 3. Put in the quotation marks, the capital letters and the comma. Put your pencil down when you're finished.

(Observe students and give feedback.)

Key:

3. Luis said, he baby is asleep.
What words did Luis say? (Signal.)
The baby is asleep.

4. Everybody, read sentence 4. (Signal.)
The baby is asleep Luis said.

Everybody, what words did Luis say in this sentence? (Signal.) *The baby is asleep.*

Draw a line under those words. ✓

What do we put at the beginning of what Luis said? (Signal.) *A quotation mark.*

What kind of letter comes right after the quotation mark? (Signal.) *A capital letter.*

What do we put at the end of what Luis said? (Signal.) *A quotation mark.*

What do we need just before the last quotation mark? (Signal.) *A comma.*

4. You may want to use some of the words from the word box. Follow along as I read them.

5. Copy the first sentence, then stop. ✓

6. Now write three or more sentences about what the man did. Start each sentence with **m** or **H** .
Remember to tell what he **did** , not what he is doing. Put your pencil down when you are finished.
(Observe students and give feedback.)

7. (Call on individual students to read their sentences. *The sun felt very hot.* Ideas:

