

Lesson 8

Objectives

- Write irregular past-tense verbs for present-tense verbs. (Exercise 1)
- Change the verbs to transform present-tense sentences into past-tense sentences. (Exercise 2)
- Indicate the part of each sentence that names and the part that tells more in a passage about two individuals. (Exercise 3)
- Select sentences that state the main thing that illustrated characters did. (Exercise 4)
- Complete a paragraph that reports on what an illustrated character did. (Exercise 5)

EXERCISE 1 Irregular Past-Tense Verbs

1. Open your workbook to Lesson 8. Find part A.
2. The word in the first column tells what is happening. Next to each word is the word that tells what happened.
3. I'll say the word that tells what is happening. You'll say the word that tells what happened.
Number 1: **Take**. Say the word that tells what happened. (Signal.) *Took*.
Number 2: **Buy**. Say the word that tells what happened. (Signal.) *Bought*.
Number 3: **Get**. Say the word that tells what happened. (Signal.) *Got*.
Number 4: **Are**. Say the word that tells what happened. (Signal.) *Were*.
Number 5: **Fall**. Say the word that tells what happened. (Signal.) *Fell*.
4. Write the words that tell what happened for items 6 through 15. (Observe students and give feedback. Praise students who spell correctly.)
5. Let's check your work.
6. I'll say the word that tells what is happening. You say the word that tells what happened.
7. Number 6: **Buy**. Say the word that tells what happened. (Signal.) *Bought*.
8. (Repeat step 7 with the remaining items.)

7. fall <i>fell</i>	12. get <i>got</i>
8. are <i>were</i>	13. take <i>took</i>
9. get <i>got</i>	14. are <i>were</i>
10. take <i>took</i>	15. fall <i>fell</i>
11. buy <i>bought</i>	

EXERCISE 2 Editing: Changing Present-Tense Sentences to Past

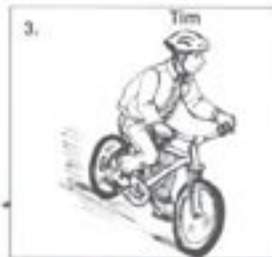
1. Find part B in your workbook.
2. These sentences do not tell what happened. They tell what is happening now. You're going to change each sentence so that it tells what happened. The underlined part of each sentence is the part that is wrong.
3. Sentence 1 says: The horses pull the wagon.
Say the sentence so that it tells what happened. (Signal.) *The horses pulled the wagon.*
Cross out the word **pull** and write **pulled** above it. (Observe students and give feedback.)
4. Fix up the rest of the sentences. Change a word to make the sentence tell what happened. (Observe students and give feedback.)
5. Let's check your work.
6. Sentence 1: Say the sentence so that it tells what happened. (Signal.) *The horses pulled the wagon.*
7. (Repeat step 6 with the remaining sentences.)
 2. Tammy *was* in first place.
 3. Alice *threw* the ball.
 4. He *had* two pencils.
 5. They *ran* to the store.
 6. We *picked* flowers.

EXERCISE 3 Underlining the Part that Names

1. Find part C in your workbook.
2. I'll read the instructions: Underline the part of each sentence that names.
3. Each sentence in this passage names, then tells more. Read the passage to yourself.
Underline the part of each sentence that names.
(Observe students and give feedback.)
4. Let's check your work. First you'll tell me the words that name. Then you'll tell me the words that tell more.
5. First sentence: What word names? (Signal.) *Maria*.
What words tell more? (Signal.) *Was teaching her horse to do new tricks.*
6. Next sentence: What word names? (Signal.) *She*.
What words tell more? (Signal.) *Loved to teach tricks to her horse.*
7. Next sentence: What words name? (Signal.) *That horse*.
What words tell more? (Signal.) *Learned new tricks quickly.*
8. Next sentence: What word names? (Signal.) *It*.
What words tell more? (Signal.) *Had already learned many tricks.*
9. Next sentence: What word names? (Signal.) *It*.
What words tell more? (Signal.) *Was able to count by nodding its head.*
10. Next sentence: What word names? (Signal.) *It*.
What words tell more? (Signal.) *Was able to roll over.*
11. Next sentence: What words name? (Signal.) *The young teacher*.
What words tell more? (Signal.) *Was proud of her horse.*

12. Next sentence: What word names? (Signal.) *She*.
What words tell more? (Signal.) *Thought it was the smartest horse she had ever seen.*

EXERCISE 4 Selecting Sentences that Tell the Main Thing a Person Did



1. Take out a piece of lined paper. Write your name and today's date. ✓
2. Find part D in your workbook.
3. You're going to copy the sentences that tell the main thing each person did.
4. Look at picture 1. Name person 1. (Signal.) *Kim*.
5. I'll read the first sentence: Kim jumped high into the air.
Does that sentence tell the main thing Kim did? (Signal.) *No*.
6. Next sentence: Kim was in front of a fence.
Does that sentence tell the main thing Kim did? (Signal.) *No*.
7. Next sentence: Kim caught a ball.
Does that sentence tell the main thing Kim did? (Signal.) *Yes*.

8. Next sentence: Kim reached high over her head.
Does that sentence tell the main thing Kim did? (Signal.) *No.*
9. Everybody, read the sentence that tells the main thing Kim did. (Signal.) *Kim caught a ball.*
10. Look at picture 2. Name person 2. (Signal.) *Jim.*
11. Find the sentence that tells the main thing Jim did. Raise your hand when you've found it. ✓
(When hands are raised, say:)
Everybody, read the sentence that tells the main thing Jim did. (Signal.) *Jim painted a wall.*
12. Look at picture 3. Name person 3. (Signal.) *Tim.*
13. Raise your hand when you've found the sentence that tells the main thing Tim did. ✓
(When hands are raised, say:)
Everybody, read the sentence that tells the main thing Tim did. (Signal.) *Tim rode a bike.*
14. Look at picture 4. Name person 4. (Signal.) *Mr. Garcia.*
15. Raise your hand when you've found the sentence that tells the main thing Mr. Garcia did.
(When hands are raised, say:)
Everybody, read the sentence that tells the main thing Mr. Garcia did. (Signal.) *Mr. Garcia caught a large fish on his line.*
16. Write **Part D** on your paper.
Number your paper 1 through 4. Copy the sentences that tell the main thing that each person did.
(Observe students and give feedback.)
17. Let's check your work.
18. (Call on a student.) Read the sentence that tells the main thing person 1 did.
(*Kim caught a ball.*)
19. (Call on a student.) Read the sentence that tells the main thing person 2 did.
(*Jim painted a wall.*)

20. (Call on a student.) Read the sentence that tells the main thing person 3 did.
(*Tim rode a bike.*)
21. (Call on a student.) Read the sentence that tells the main thing person 4 did.
(*Mr. Garcia caught a large fish on his line.*)

► **EXERCISE 5** **Completing a Paragraph that Reports What an Individual Did**



1. Find part E in your workbook.
2. I'll read the instructions: Write a paragraph that reports on what Robert did. Copy the sentence that tells the main thing Robert did. Then make up at least two more sentences that tell what he did. Begin each new sentence with **he**.
3. (Call on a student.) Read the sentence that tells the main thing Robert did.
(*Robert worked at the store.*)
4. Look at the picture and get ready to tell me another sentence that reports what Robert did. Start your sentence with **he**.
(Call on several students. Praise sentences such as: *He wrote on a piece of paper. He sat behind a counter. He had a telephone on his shoulder.*)

TO CORRECT:

(If students say a present-tense sentence such as "*He is sitting on a stool,*" rephrase it as a past-tense sentence: *He sat on a stool.*)

5. Skip a line. Write **Part E** on your paper. ✓
6. The vocabulary box is under the picture. Touch the words in the vocabulary box as I read them: talked, wrote, telephone, stool, wore, apron, numbers, piece, shoulder, paper, sat, clipboard, bunch, bananas. If you use those words, be sure to spell them correctly.
7. The first sentence for your paragraph is: Robert worked at the store. Copy that sentence. Be sure to indent. (Observe students and give feedback.)
8. Now you're going to write at least two more sentences that report on what Robert did. You'll begin those sentences with **he**. What word will you begin your new sentences with? (Signal.) *He*.
9. Touch the period after the first sentence you wrote. ✓ That's where you'll start writing. Finish the paragraph. Be sure your sentences tell what he did, not what he is doing. You have 3 minutes. (Observe students and give feedback.)
10. (After 3 minutes, say:) Everybody, stop writing.
11. Now you're going to check your paragraph. Make four check boxes under your paragraph. ✓
12. Check 1 says: Does each sentence begin with a capital and end with a period? Everybody, read your paragraph. See if every sentence begins with a capital and ends with a period. If each sentence does, make a check in box 1. If a sentence doesn't, fix it up, then make the check in box 1. (Observe students and give feedback. Make sure they are reading.)
13. Check 2 says: Does each sentence tell what the person did? Read your sentences. If a sentence tells what is happening, change a word to tell

what the person did. Fix it up. When you are sure all your sentences tell what a person did, make a check in box 2. (Observe students and give feedback.)

14. Check 3 says: Does each sentence report on what the picture shows? If a sentence doesn't report on what the picture shows, fix it up. When you're sure all your sentences report on what the picture shows, make a check in box 3. (Observe students and give feedback.)
15. Check 4 says: Does each new sentence you made up begin with **he**? Everybody, read your paragraph again. See if the new sentences you made up begin with the word **he**. If each sentence does, make a check in box 4. If any don't, fix them up, then make the check. (Observe students and give feedback.)
16. I'm going to call on students to read their paragraph. Listen carefully and see if each paragraph checks out.
17. [Call on at least four students to read their paragraph.]

FOR PARAGRAPHS WITH PROBLEMS:

1. (Praise the student for good sentences in the paragraph.)
2. (Say to the class:) That paragraph didn't meet all the checks. Raise your hand if you can tell a problem in the paragraph.
3. (Call on a student to tell about a problem. Then ask the student how to fix up the problem.)
4. (Repeat step 3 until all the problems have been identified. If students do not identify all the problems, call attention to the check that has not been met, and tell how the paragraph could be fixed.)

FOR PARAGRAPHS WITH NO PROBLEMS:

(Praise the student for a good paragraph.)