

# LESSON 51

## GROUP ACTIVITY

### Exercise 1

#### Verbs

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.

- a. 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.*
- b. 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.*
- c. 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.*

- What's the first word in the predicate? (Signal.) *Has.*  
*That's the verb.*
- d. 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.*
  - e. 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.*
  - f. 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.*
  - g. 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.*

(Repeat part 2 until all responses are firm.)

## WORKBOOK ACTIVITIES



### Exercise 2

#### Verbs

- Everybody, open your workbook to lesson 51. Find part A. ✓
1. You will circle the subject and underline the predicate in each sentence. Then you'll make a **v** above each verb.
    - What are you going to make above the verb in each sentence? (Signal.) *A v.*
  2. Now we will work some of the items.
    1. Sentence 1. **The boy ate ice cream.**
      - What's the subject? (Signal.) *The boy.*

- What's the predicate? (Signal.) *Ate ice cream.*
  - What's the verb? (Signal.) *Ate.*
  - Circle the subject. Underline the predicate. Then make a **v** above the verb.  
(Observe students and give feedback.)
2. Sentence 2. **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 verb? (Signal.) *Ran.*
  - Circle the subject. Underline the predicate. Then make a **v** above the verb.  
(Observe students and give feedback.)
3. Sentence 3. **A frog has long legs.**
- 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 **v** above the verb.  
(Observe students and give feedback.)
- 4–8. Work the rest of the items.  
(Observe students and give feedback.)

### Exercise 3

#### Quotation Marks and Commas

- 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. They 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, The 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.*

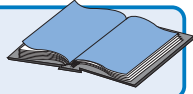
- Everybody, punctuate sentence 4. Put your pencil down when you're finished. (Observe students and give feedback.)

Key:

4. "The baby is asleep," Luis said.

5. Punctuate the rest of the items. (Observe students and give feedback.)

## TEXTBOOK ACTIVITIES



### Exercise 4

#### Modifiers in the Predicate

- Everybody, open your textbook to lesson 51. Find part A. ✓
- Under the picture are sentences that tell about the picture. You're going to make each sentence more specific by changing the predicate.
  - Sentence 1. **The woman is next to the car.**
    - What's the subject of that sentence? (Signal.) *The woman.*
    - What's the predicate of that sentence? (Signal.) *Is next to the car.*
    - The woman is next to the car that is different from the other car. How is the car next to the woman different from the other car? (Signal.) *It's red.*
    - So the sentence you'll write is: **The woman is next to the red car.** Write sentence 1. (Observe students and give feedback.)
  - Sentence 2. **The man is next to the car.**
    - Write the sentence with a predicate that tells more about that car. (Observe students and give feedback.)
    - (Call on a student to read the new sentence. Idea: *The man is next to the yellow car.*)
  - Sentence 3. **The man will drive the car.**
    - Write the sentence with a predicate that tells which car the man will drive. (Observe students and give feedback.)
    - (Call on a student to read the new sentence. Idea: *The man will drive the yellow car.*)

### Exercise 5

#### Writing Sentences about Pictures

(The students are not to write anything during parts 1 through 4.)

- Everybody, find part B your textbook. Look at the picture. ✓
- This picture shows what the man did on a hot day.
    - You're going to write sentences about the picture. The first sentence is already written. It says: **The sun felt very hot.** Everybody, say that sentence. (Signal.) *The sun felt very hot.*
  - The picture gives clues about what the man did. Name some of the things he did. (Call on individual students. Ideas: *He took off his coat. He took off his tie. He unbuttoned his shirt.*)
  - You're going to copy the first sentence. Then you'll write three sentences that tell what the man did.
    - I'll say the three things the man did: The man took off his coat. He took off his tie. He unbuttoned his shirt.
    - Once more: The man took off his coat. Say it. (Signal.) *The man took off his coat.*  
He took off his tie. Say it. (Signal.) *He took off his tie.*  
He unbuttoned his shirt. Say it. (Signal.) *He unbuttoned his shirt.*
    - Listen. What did he do after he took off his coat? (Signal.) *He took off his tie.*  
What did he do after he took off his tie? (Signal.) *He unbuttoned his shirt.*

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

coat	tie	shirt
took off	unbuttoned	

5. Copy the first sentence, then stop. ✓
6. Now write three or more sentences about what the man did. Start each sentence with **The man** or **He**.
- 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: *The man took off his coat. He took off his tie. He unbuttoned his shirt.*)

**Note:** The students' sentences should be in the past tense.

## INDEPENDENT ACTIVITIES

### Exercise 6

#### Independent Work

- Everybody, you're going to work the rest of the items in lesson 51 on your own. You're going to read the instructions and work the items.
- Remember to start with lesson 51 in your workbook. Then go to lesson 51 in your textbook. Work all the items under the heading Independent Work. ✓

### Exercise 7

#### Workcheck and Scoring

(When the students have finished their workbook and textbook activities, do the workcheck. The workcheck and scoring procedures are found at the front of the Answer Key.)

Name \_\_\_\_\_

## LESSON 51

**A.** Circle the subject and underline the predicate in each sentence. Then make a v above each verb.

1. The boy ate ice cream.
2. The boy ran to the store.
3. A frog has long legs.
4. Those girls are happy.
5. A fish swam.
6. His bike is green.
7. Bill cut the grass.
8. The bird flew away.

**B.** Punctuate the sentences with quotation marks, capital letters and commas.

1. they said let's go swimming.
2. let's go swimming they said.
3. luis said the baby is asleep.
4. the baby is asleep luis said.
5. she said the milk is warm.
6. the milk is warm she said.
7. we said let us in.
8. let us in we said.

## LESSON 51

### Independent Work

**C.** Correct each sentence. The number in front of each sentence tells how many corrections to make.

1. (3) he left brad's bike out in the rain
2. (3) put the knives forks and spoons on the table
3. (5) elizabeth tom and i are going to camp
4. (2) did the big dog bite you
5. (3) can michelle iron her own dress

**D.** Draw a circle around the correct answer.

1. Something that lives on a farm is . . .  
 an elephant    a cow    a monkey    a shark
2. Something you use to put things in is . . .  
 an animal    a tool    a container    a plant
3. Something made of wood is . . .  
 a train    a nail    a balloon    a pencil
4. Something you paint with is . . .  
 a brush    a shoe    a flower    a rake

**E.** Synonyms and Opposites

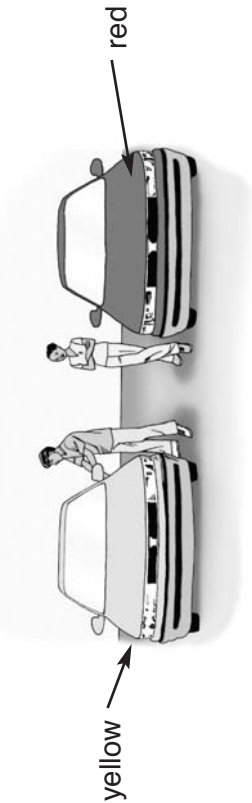
1. Write a synonym for each word.  
 above \_\_\_\_\_ shut \_\_\_\_\_ easy \_\_\_\_\_
2. Write the opposite of each word.  
 short \_\_\_\_\_ asleep \_\_\_\_\_ different \_\_\_\_\_

**GO TO PAGE 86 IN YOUR TEXTBOOK.**

# Lesson 51

# Lesson 51

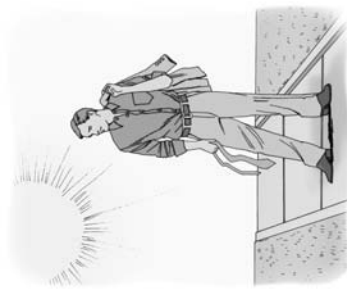
A. Make each sentence more specific by changing the predicate.



1. The woman is next to the car.
2. The man is next to the car.
3. The man will drive the car.

B. Copy the first sentence. Then write three or more sentences that tell what the man did.

coat	tie	shirt	took off	unbuttoned
------	-----	-------	----------	------------



The sun felt very hot.

## Independent Work

C. Look at each pair of sentences. Write the subject that tells more. Underline the word or words in that subject that tell more.

1. A fat green frog was jumping.  
A frog was jumping.
2. The bird is singing.  
The little yellow bird is singing.
3. This old car will not start.  
This car will not start.

D. Read the sentences. Then follow the instructions.

1. She reads comic books.  
She reads in her bedroom.
  - a. Write the sentence that tells **what** she reads.
  - b. Write **what** she reads.
  - c. Write the sentence that tells **where** she reads.
  - d. Write **where** she reads.
2. That woman was driving in the field.  
That woman was driving a tractor.
  - a. Write the sentence that tells **where** that woman was driving.
  - b. Write **where** she was driving.
  - c. Write the sentence that tells **what** that woman was driving.
  - d. Write **what** she was driving.



END OF LESSON 51.