

Grammar Instruction and Practice

The 5-Day Plan

Grammar instruction for **Inside Language, Literacy, and Content** is carefully sequenced across each level and spiraled from level to level to ensure comprehensive instruction in foundational and grade-level grammar skills. For each selection in the **Reading and Language Book**, a series of five lessons targets one grammar topic. This focus and repetition helps students integrate correct language structures into their oral and written communication. In addition, cumulative review resources are provided to help students integrate skills and retain what they have learned. Grammar instruction is also reinforced in the **Writing Book**.

Day 1

Introduce the grammar topic in the **Reading and Language Book**.

Language and Grammar, continued

1 TRY OUT LANGUAGE
2 LEARN GRAMMAR
3 APPLY ON YOUR OWN

Use Present and Past Tense Verbs

The tense, or time, of a verb shows when an action happens.

Active Time Line

← Past Tense (showed) → Now → Present Tense (talks, shows) → In the Future (will talk, will show)

- Use the **present tense** to tell about an action that happens now or often.
examples Scientists **study** about the ocean every day. (happens often)
Today, they **look** for an old ship at the bottom of the ocean. (happens now)
- Use **-s** at the end of a verb that tells what one person or thing does.
examples My friend **likes** about the ship, too.
- Use the **past tense** to tell about an action that has already happened.
examples Yesterday, we **looked** at a video about the ship.
Last week, we **learned** about the divers on the team.

Add **-ed** to most verbs when you talk about a past action.
learn + **-ed** = **learned** look + **-ed** = **looked**

Practice Together

Change the verb in the box to the past tense. Say it. Then say the sentence and add the past tense verb.

1. **Go** One diver **went** out. "Let's go!"
2. Then all the divers **went** into the water.
3. They **searched** for the old ship.
4. They **stayed** together for safety.

Try It!

Change the verb in the box to the past tense. Write the past tense verb on a card. Then say the sentence and add the past tense verb.

1. **Swim** The divers **swam** the ship near the shore.
2. They **looked** for a way to.
3. One diver **opened** an old, rusted window.
4. Ship **reached** inside the window.

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Student Book: Reading and Language

Days 2, 3, 4

Build on the grammar topic through three **Grammar Transparencies**. All transparencies are available online at myNGconnect. Use the Grammar Instruction Routine to conduct the instruction with the Transparencies.

Try It! Lesson

For each team, have students write the past tense form of the verb on a card. Check for correctness.

If students have not added **-ed**, explain that they have to change the verb to make it tell about the past. Demonstrate how to add the ending. Have them correct the verb on the card.

Then ask partners to read aloud each sentence and add the correct past tense verb.

Check Understanding

Have students tell you how to change a present tense verb to the past tense.

DAILY GRAMMAR LESSONS

Past Tense Verbs

Teach/Model and Practice Continue instruction of past tense verbs using these Transparencies. (Also see the Grammar Instruction Routine on PD52.)

TE	Lesson Focus	PS Page
45	Past tense verbs: spelling (ship vs. ship)	GS-45
46	Past tense verbs: spelling (swim vs. swim)	GS-46
47	Past tense verbs: spelling (look vs. look)	GS-47

Apply: Students will apply their grammar skills in speaking and writing on p. T299.

Language Transfer Issues

- Chinese, Hmong, and Vietnamese Past tense is indicated through context or by adding a time element, but the verb does not change. Students may say Last week, I **work** to school.
- African American Vernacular English Present tense verbs use the same form for all subjects. Some students may say, for example: he **go**, he **work**, she **have**, she **do**. In addition, AAVE speakers do not always change verbs to show past tense.

Language Transfer Transparency 22

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The chart shows the Transparencies and Practice Book pages you can use to conduct daily lessons.

Language Transfer notes and Language Transparencies can help you address errors students may make.

Day 5

Students apply the grammar in oral and written activities in the **Reading and Language Student Book**. Assess oral grammar and language with the **Language Acquisition Rubrics** available in the **Teacher's Edition** and in the **Assessment Handbook**.

Language and Grammar

Ask for and Give Information

Role-Play With a group, act out a news conference with explorers of Titanic. Some of you ask questions as news reporters. The explorers answer. Use past tense verbs. Trade roles.

Where did you search? We searched the part of the Atlantic Ocean near New York.

Write About the Past

Study the Models When you write about an event that already happened, you use verbs in the **past tense**. Once you choose a verb tense for your writing, stick with it.

NOT OK

I **swim** through the door of the museum and **looked** at a boat that was 100 years old. I **swimmed** to meet it and read. I **swim** on the side of the boat and **looked** the surface.

OK

I **swam** through the door of the museum and **looked** at a boat that was 100 years old. I **swammed** to meet it and read. I **swam** on the side of the boat and **looked** the surface.

WRITE ON YOUR OWN

Write about something you discovered when you were younger. Pay attention to the tense of your verbs. Check your verbs for correct spelling, too.

Spelling Rules

1. Often, you just have to add **-ed**.
look + **-ed** = **looked** The giant **looked** right at me.
2. If a verb ends in silent **e**, drop the **e** before you add **-ed**.
buy + **-ed** = **bought** He **bought** his job.
3. If the verb has one syllable and ends in one vowel and one consonant, double the consonant.
plan + **-ed** = **planned** He **planned** to walk to the museum.
4. If the verb ends in a consonant + **y**, change the **y** to **i**. Then add **-ed**.
study + **-ed** = **studied** He **studied** ways to protect old ships.

Checklist

- Use the past tense to tell about something that already happened.
- Add **-ed** to most verbs.
- Drop the **e** before **-ed**.
- Double the consonant.
- Change **y** to **i** before **-ed**.

Connected Across the Curriculum 281

Student Book: Reading and Language

Can You Form Not Away

Most vt you have Follow t

1. If a v stay
2. If a v befo try + can

Practice

A. Let's sit in para

1. My
2. The
3. It
4. Fine
5. It (suz)

B. Let's sit in para

1. A. Let's sit in para
2. The
3. It
4. The
5. Only

Can You Form Not Away

Most vt you have Follow t

1. If a v stay
2. If a v befo try + can

Practice

A. Let's sit in para

1. A. Let's sit in para
2. The
3. It
4. The
5. Only

How Do You Show That an Action Already Happened?

Add **-ed** to the Verb.

The tense of a verb shows when an action happens.

- Action in the **present tense** happens now or on a regular basis.
- Action in the **past tense** happened earlier.

Past ← Earlier → Now → Later → Future

Past Tense showed

Present Tense talk, talks

Add **-ed** to most verbs when you talk about a past action.

1. Today, we **talk** about Titanic. Yesterday, we **talked** about other ships.
2. Today, we **add** pictures. Yesterday, we **added** facts.

Practice Together

A. Let's say each sentence about Titanic. We will use the past tense of the verb in parentheses.

1. Many people **packed** the dock. (pack)
2. They **wanted** to see the great ship. (want)
3. The passengers **filled** the docks. (fill)
4. Titanic **sailed** off on its first trip. (sail)
5. They **called** it the "wonder ship." (call)

B. What else do we know about the ship? Let's write two sentences. Some good verbs to use are **watch**, **start**, and **turn**. Use **-ed** to make the verbs tell about the past. Sentences will vary.

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Grammar Transparencies

After following the Grammar Routine for each transparency lesson, assign the two corresponding **Practice Book** pages for independent practice.

Write

C. Ar

47

Write

C. Ar

48

Write

C. Ar

49

How Do You Show That an Action Already Happened?

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Past ← Earlier → Now → Later → Future

Past Tense showed

Present Tense show, shows

Add **-ed** to most verbs when you talk or write about a past action.

1. Today, Marina **shows** me a picture. She **showed** me a picture yesterday.
2. Today, she **asks** me what is different. She **asked** me that yesterday, too.

Try It!

A. Complete the sentence with the past tense form of the verb in parentheses.

1. Last summer, Marina **changed** a big change. (want)
2. Marina **loved** her friend Kate. (call)
3. They **planned** a new hair style. (pick)
4. Then Marina's mother **cut** her hair. (cut)

B. Complete the sentences. Choose verbs from the box and write them in the past tense.

act explain point

5. Her friends **asked** as if they did not notice her cuts.
6. Marina **changed** the new style.
7. Then they **explained** "You are still the same Marina to us."

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Unit 5 The Drive to Discover 285

Practice Book

Grammar Instruction Routine

On Days 2–4, use transparencies to carry out direct instruction in which you teach and model the skill and then use the items in **Practice Together** to provide structured practice. In the **Practice Book**, use the items in **Try It** to provide guided practice. Then assign from the rest of the **Practice Book** for independent practice.

Sample Lesson

Begin each lesson by connecting to what students already know. For example, you might hold a brief discussion about what the class did yesterday and write down a few of the regular verbs. Then you can point out that these verbs tell about the past.

1 Teach / Model

Read aloud or choral read the information in the box at the top of each transparency. Use the rules and examples to explain the grammar concept. Use the visuals, charts, lists, etc., to support your explanation.

For example, for **Transparency 45**, read aloud the first three sentences. Then use the visual:

- Circle the word **Now**. Have students read the tense that goes with **Now** and use the verbs **talk** or **talks** in a sentence that tells what's happening now.
- Circle the word **Earlier** and repeat the process. Use the verb **talked** in a sentence that tells about the past. Then have students compare the present and past tense verbs and tell how they are different.

Sum up by reading the rule below the time line as a group. Then work through the examples and compare more present and past tense verbs. Say: *The verb **talked** ends in **-ed** because it tells about something that happened yesterday.*

2 Practice Together STRUCTURED

Think aloud as you work through each item in Part A. For example, for number 1, say:

*Many people pack the dock. The verb is **pack**. To make **pack** tell about the past, I add **-ed**: **Packed**. Many people **packed** the dock. Now I know that this is something that happened in the past.*

Have students chorally repeat the present tense verb, the past tense verb, and then the whole sentence. Supply the correct answers so that students hear and see the correct structures.

For Part B, think aloud as you write two sentences with past tense verbs. For example, say: *I want to write this sentence: The people on the shore **watched** the big ship. When you get to the word **watched**, say: I write the verb **watch**; Then I add the ending **-ed** to show that this happened in the past.*

3 Try It GUIDED

Distribute the **Practice Books**. In the **Try It** section, students supply the answers on their own. Ensure that every student has a chance to respond to each item. Read aloud each item and give students “think time” to write the answer on a card. Ask all students to hold up the cards. Scan the room quickly to identify students with incorrect responses. Then confirm the correct response and have all students repeat it chorally and write it in the **Practice Book**.

For those students who did not respond correctly initially, give immediate corrective feedback. For example, say: *You have to add **-ed** to the verb to make it tell about the past. The verb is **want**. If I add **-ed**, it is **wanted**.* When the items are complete, ask a student to chorally read the correct sentence aloud.

4 On Your Own INDEPENDENT

Check for understanding. For example, say: *Tell me how to change a regular present tense verb to the past tense. When students indicate understanding by telling you to add **-ed**, assign the rest of the **Practice Book** exercises as independent work.*

How Do You Show That an Action Already Happened?
Add -ed to the Verb.

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A. Let's say each sentence about Titanic. We will use the past tense of the verb in parentheses.

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B. What else do we know about the ship? Let's write two sentences. Some good verbs to use are **watch**, **start**, and **turn**. Use **-ed** to make the verbs tell about the past. Sentences will vary.

Grammar Transparency

45 How Do You Show That an Action Already Happened?
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2. Today, she **asks** me what is different. She **asked** me that yesterday, too.

Try It

A. Complete the sentence with the past tense form of the verb in parentheses.

1. Last summer, Marina wanted a big change. (**want**)
2. Marina called her friend Kate. (**call**)
3. They picked a new hair style. (**pick**)
4. Then Marina's mother cut her hair. (**cut**)

B. Complete the sentences. Choose verbs from the box and write them in the past tense.

act explain point

5. Her friends acted as if they did not notice her curls.
6. Marina explained out the new style.
7. Then they pointed "You are still the same Marina to us."

Practice Book

Write It

C. Answer the questions about someone you know who changed his or her appearance. Use verbs that end in **-ed**.

8. How did the person change his or her appearance? _____
9. Did you like the change? Explain. _____
10. Did this change affect your relationship with this person? _____

D. (11–12) Now write two sentences about when you wanted to change something about yourself. Use verbs that end in **-ed**.

Edit It

E. (13–15) Edit the journal entry. It should be in the past tense. Fix the three mistakes.

May 17.
The heavy frames of my glasses bothered me. So I ask the eye doctor for new glasses. She checked my eyes. Then she helped me pick out new frames. I walked home quickly. Then I look in the mirror a few times. I wished my new glasses were here already!

Remember! Mark
Change the verbs to the past tense. Use all Prereader's Marks in part 4.

Practice Book