

Lesson 17

Grammar Writing

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write words with the following inflectional ending: *-ed* (RF.2.3d)
- ✓ Read and write words with the following letter-sound correspondences: 'a' > /ə/ (*about*), 'e' > /ə/ (*debate*) (RF.2.3e)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Plan, draft, and edit a narrative retelling of a fiction text, creating a new ending for the story (W.2.3)
- ✓ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing (W.2.5)
- ✓ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking verbs in present or past tense (L.2.1)
- ✓ Use collective nouns (e.g., *group*) (L.2.1a)
- ✓ Form and use irregular plural nouns orally and in own writing (L.2.1b)
- ✓ Use both regular and irregular past, present, and future tense verbs orally and in own writing (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Verb Review		10
Grammar	Changing Action Verb Tense	Worksheet 17.1	20
Writing	Writing a Different Ending	chapter of your choice from <i>Sir Gus</i> ; Worksheets 17.2, 17.3; board or chart paper	30
Take-Home Material	Review	Worksheet 17.4	*

Verb Review

- Remind students they have learned about verbs. Ask students to recall the two kinds of verbs they have learned (action and *to be*).
- Tell students you are going to orally review some verbs by playing a game.
- Divide students into four groups.
- Tell students you will read a sentence or phrase to one group and ask them to tell you the verb in the sentence. All other groups should think of the answer as well, just in case the group called upon gives the wrong answer. The group with the most points wins.
- Use sentences or phrases from the following box.

- | | |
|-------------------------------------|---------------------------------------|
| 1. Where did you get that notion? | 10. The key is in the ignition. |
| 2. make an exception | 11. I ate a huge portion. |
| 3. give a generous portion | 12. We stopped at the gas station. |
| 4. make a magic potion | 13. They looked in the dictionary. |
| 5. What is all the commotion about? | 14. I have a cold. |
| 6. What are the options? | 15. She wrote a letter on stationery. |
| 7. meet at the train station | 16. He is the apple of my eye. |
| 8. Don't mention it. | 17. have a knee-jerk reaction |
| 9. pay your taxes | 18. Actions speak louder than words. |

Grammar

Changing Action Verb Tense



Worksheet 17.1

- Tell students we can change the form of a verb to indicate whether something is happening now, happened in the past, or will happen in the future.
- Give an example of a single verb in three tenses [e.g., “I walk.” (present tense), “I walked.” (past tense), “I will walk.” (future tense)].
- Tell students that today you will focus on verbs in the present and past tense.
- Tell students that past tense means something has already happened and is over and done. Present tense means something is currently taking place.
- Give some examples orally with the students: “I paint today.” (present)
“Yesterday, I painted.” (past)
- Have the students turn to Worksheet 17.1.

- Tell students that most verbs change to the past tense by adding *-ed* to the end of a word.
- Guide students through the completion of Worksheet 17.1 as a class, calling attention to the form of each verb, either the present tense or the past tense.

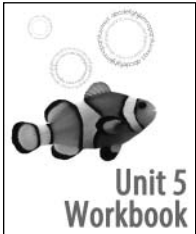
Writing

30 minutes

Writing a Different Ending



Chapter of your choice



Worksheets 17.2,
17.3

- Tell students that today they will learn how to change the ending of a story. They should listen carefully as you read a familiar story.
- Read a chapter of your choice from *Sir Gus*.
- Tell students you will begin by brainstorming “What if?” questions that might help them think of a different way the story might end.
- Use one or two of these questions to model how to ask a “What if?” question. Ask students to record the questions on Worksheet 17.2:
 - What if Sir Gus had not _____?
 - What if King Alfred had _____?
 - What if the knights had not _____?
- Then ask students to brainstorm one or two “What if?” questions as a class.
- Tell students you will choose one of the questions to help you think of a new ending.
- Tell students you will now write a new ending to the story, based on the answer to the question you select.
- Model writing a new ending on the board or display of your choice.
- Ask students to turn to Worksheet 17.3.
- Complete the Editing Checklist with students.
- Tell students that in the next lesson they will plan a new ending with a partner for another story.

Take-Home Material

Review

- Ask students to take home Worksheet 17.4 to complete.