

Lesson 19

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)
- ✓ Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*) (L.2.1d)
- ✓ Use adjectives appropriately orally and in own writing (L.2.1e)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Verb Tense and Vowel Code Review	Individual Code Charts	10
Grammar	Change Action Verb Tense	Worksheet 19.1	20
Writing	Write and Edit New Ending	Worksheets 19.2, 19.3	30
Take-Home Material	Reminder		*

Verb Tense and Vowel Code Review

- Say, “He wiggled his toes.” and ask a student to identify the verb.
- Ask another student to identify the verb as present tense or past tense. (past)
- Once the verb has been correctly identified, repeat the phrase and ask a student to identify the first vowel sound in the word *wiggled*. (/i/) Encourage students to look at the Individual Code Chart if they need extra help.
- Once the vowel sound has been correctly identified, ask students to point to the row in the Individual Code Chart showing the spelling or spellings students have learned for this sound.
- Ask students to point to the spelling for the sound. Students should be able to summarize what the class has learned. For example, “We learned to spell the sound /i/ with the letter ‘i’.”
- Repeat these steps with the additional sentences below.

1. They **wait** for the bus. (*wait* /ae/, present)
2. She **likes** me. (*likes* /ie/, present)
3. We **asked** for directions. (*asked* /a/, past)
4. I **floated** in the pool. (*floated* /oe/, past)
5. We **eat** dinner at six. (*eat* /ee/, present)
6. He **cried**. (*cried* /ie/, past)

Grammar

20 minutes

Change Action Verb Tense



Worksheet 19.1

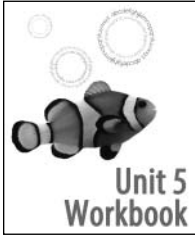
- Tell students they have been studying the present- and past-tense forms of verbs. Ask students to tell you what it means if something is in the past tense. (It is an action that has already happened.)
- Ask students to tell you what it means if a verb is in the present tense. (The action is happening right now.)
- Explain that the future tense is made by adding the word *will* in front of the base form of the verb: *I swim.* > *I will swim.* The future tense indicates the action will happen at some time in the future; it is going to happen.
- Explain that the future tense is much more regular—and much less complicated—than the past tense.
- Have students turn to Worksheet 19.1. Have them fill in the chart on the front of the worksheet.

- Have students respond to the writing prompt by describing things they will do when they grow up. The prompt should elicit plenty of future-tense verb forms. If time permits, ask students to share some of the future-tense verbs that they used.

Writing

30 minutes

Write and Edit New Ending



Worksheets 18.2,
19.2, 19.3

- Tell students that today they will be writing the new ending to a story they planned with a partner.
- Suggest students review the “What if?” questions they have decided to use from Worksheet 18.2.
- Tell student partners to talk about the new ending before writing it on Worksheet 19.2.
- Tell students that when they finish with their writing, they should use the Editing Checklist (Worksheet 19.3) to edit the writing together.
- If there is time, you may ask students to share their writing with the class.

Take-Home Material

Reminder

- Remind students of the spelling assessment tomorrow.