

LISTENING AND SPEAKING:

Vocabulary & Analogy Time

Learn It: Recite the new vocabulary and analogy words.



Reference 125

Vocabulary & Analogy Words

Word: **deficiency** (dɪfɪʃ'ənsə)

Definition: lack of something needed

Synonym: shortage **Antonym:** plenty

Sentence: The doctor told Julie that she had a vitamin **deficiency**.

Analogy: **key : piano :: string : guitar**

Part-to-whole relationship: Just as a **key** is part of a **piano**, a **string** is part of a **guitar**.

Vocabulary Card 17: Record the vocabulary information above and write your own sentence, using the new word.

Analogy Card 17: Record the analogy information and write your own analogy, using the same relationship as the analogy above.



Recite It: Practice Jingles 13–21 in the Jingle Section on pages 499–502.



Apply It: Classify the Practice Sentences orally with your teacher.

Practice Sentences

Chapter 7: Lesson 3

1. _____ Before the freeze, the busy farmer harvested the crops in his fields.
2. _____ My uncle makes delicious cakes and delightful pies.
3. _____ Two skillful little birds built a splendid nest in the branches of our tree.

Lesson 3

You will

- study new vocabulary; make card 17; write own sentence using the vocabulary word.
- analyze new analogy; make card 17; write own analogy.
- practice Jingles 13-21.
- classify Practice Sentences.
- do a Skill Builder.
- identify tenses of helping verbs.
- do Classroom Practice 34.
- read and discuss Discovery Time.

Sample Copy

LISTENING AND SPEAKING:



Using the three sentences just classified, do a Skill Builder orally with your teacher.

1. Identify the nouns in a Noun Check.
2. Identify the nouns as singular or plural.
3. Identify the nouns as common or proper.
4. Identify the complete subject and the complete predicate.
5. Identify the simple subject and the simple predicate.
6. Do a Vocabulary Check.
7. Do a Verb Chant.



Learn It: **TENSES OF HELPING VERBS**



Reference 126

Tenses of Helping Verbs

To determine the tense of a verb, you must first know if the sentence has a main verb only, or if it has a main verb and a helping verb. Then, you will use one of the two ways below to determine the verb tense.

1. If there is only a main verb in a sentence, the tense is determined by the main verb and will be either present tense or past tense.
2. If there is a helping verb with a main verb, the tense of both verbs is determined by the helping verb, not the main verb. If there is more than one helping verb, the tense is determined by the first helping verb.

Since the helping verb determines the tense, it is important to learn the tenses of the 14 helping verbs you will be using. You should memorize the list below so you will never have trouble with tenses.

Present-tense helping verbs: am, is, are, has, have, do, does

Past-tense helping verbs: was, were, had, did, been

Future-tense helping verbs: will, shall

Some present-tense helping verbs keep verb phrases in present tense even though the main verbs have a past-tense form. *Has* and *have* are the two present-tense helping verbs used most often with past-tense main verbs. When *has* and *have* are used with a past-tense main verb, it describes an action that began in the past and continues into the present or that occurred in the recent past.. (*I have washed the car today.*)

Example 1: (1) Underline the verb or verb phrase.

(2) Identify the verb tense by writing **1** for present tense, **2** for past tense, or **3** for future tense.

(3) Write the past-tense form.

(4) Write **R** for Regular or **I** for Irregular.

	Verb Tense	Main Verb Past Tense Form	R or I
1. The teacher <u>is giving</u> the test.	1	<i>gave</i>	<i>I</i>
2. My baby <u>had cried</u> throughout the night.	2	<i>cried</i>	<i>R</i>
3. The patient <u>will wait</u> for his doctor to call.	3	<i>waited</i>	<i>R</i>

Example 2: List the present-tense and past-tense helping verbs in the blanks below.

Present Tense	1. <i>am</i>	2. <i>is</i>	3. <i>are</i>	4. <i>has</i>	5. <i>have</i>	6. <i>do</i>	7. <i>does</i>
Past Tense	1. <i>was</i>	2. <i>were</i>	3. <i>had</i>	4. <i>did</i>	5. <i>been</i>		

**Classroom Practice 34**

It is time to practice the skills you are learning. You will use the classroom practice on the next page to apply these skills.

»»»»»»»»»»»»»»»» **Student Tip...**

Verb-Tense Game:

Write each of the present-, past-, and future-tense helping verbs on the front of index cards. On the back of the cards, write either present, past, or future tense for each helping verb. (Make several sets of cards.)

Present-tense helping verbs: **am, is, are, has, have, do, does**

Past-tense helping verbs: **was, were, had, did, been**

Future-tense helping verbs: **will, shall**

Divide into several groups with three or four students in each group. Give each group a set of cards. Have the “dealer” in each group place a card on the desk, “verb side” up. The first person in the group to name the tense gets to keep the card. Continue until all the cards have been played. Rotate until each student has had a turn to be the dealer.



Ice Hockey evolved from games played on makeshift ice skates in Northern Europe during the Middle Ages. The name hockey has been attributed to the French word, *hoquet*, which means shepherd’s stick. Early hockey games allowed as many as thirty players on each side on the ice, and the goals were two staves, each frozen into one end of the ice. Wayne Gretzky, nicknamed “The Great One,” was the youngest player ever in professional ice hockey at the age of 17.



- What are some of the terms used in ice hockey, and what do they mean?
- What are the basic rules of hockey?
- Who are some well-known hockey players?
- What do you think about ice hockey?

Are you interested in learning more about ice hockey or hockey players?

1. You may explore this topic further by using the resources listed below.

Computer resources: Internet, encyclopedia software

Library resources: encyclopedias, books, magazines, newspapers

Home/community resources: books, interviews, newspapers, magazines

2. A Discovery Share Time is provided in Lesson 7 if you wish to share your investigation results. You may share orally, or you may prepare a written report. You will put your written report in a class booklet titled “Sports and Recreation.” This booklet will be placed in the class library for everyone to enjoy.

Classroom Practice 34

Name: _____ Date: _____

GRAMMAR

► **Exercise 1:** Classify each sentence.

- _____ Laura and I have read many books during our summer vacation.
- _____ The hunting dog tracked the raccoon through the brush.
- _____ Wow! I saw a falling meteor clearly during the night.

► **Exercise 2:** Use Sentence 1 above and complete the table below.

List the Noun Used	List the Noun Job	Singular or Plural	Common or Proper	Simple Subject	Simple Predicate

SKILLS

► **Exercise 3:** (1) Underline the verb or verb phrase. (2) Identify the verb tense by writing **1** for present tense, **2** for past tense, or **3** for future tense. (3) Write the past-tense form. (4) Write **R** for Regular or **I** for Irregular.

	Verb Tense	Main Verb Past Tense Form	R or I
1. Will you eat pancakes with us?			
2. The sun rose at 6:00 this morning.			
3. My pencil needs an eraser.			
4. The chairs have scratched the floor.			
5. We were swimming too far from the beach.			

► **Exercise 4:** List the present-tense and past-tense helping verbs below. (These verbs are listed in Reference 126.)

Present Tense	1.	2.	3.	4.	5.	6.	7.
Past Tense	1.	2.	3.	4.	5.		

EDITING

► **Exercise 5:** Correct each mistake. **Editing Guide:** End Marks: 4 Capitals: 8 Commas: 4 Homonyms: 1 Apostrophes: 1 A/An: 2 Underline: 1 Subject-Verb Agreement: 2 Misspelled Words: 1

jeremys class is reading because of winn dixie a novel about a homeless dog he must do an report on the author kate DiCamillo and reed it to his class he have gone to the library and he have checked the internet for information he also talked to a uncle who knows the author