Grammar and Writing

Chapter 5

Grammar 5.1

1. Write the following sentences on the board: 1. Paisley rode her bike. 2. Did Paisley ride her bike? 3. Oh no! Paisley crashed! 4. Get her mom. Have students identify each sentence type. (1. declarative; 2. interrogative; 3. exclamatory; 4. imperative) Direct students to diagram the sentences on their whiteboards. Discuss the answers.

<table>
<thead>
<tr>
<th>Paisley</th>
<th>rode</th>
<th>bike</th>
<th>Paisley</th>
<th>Did ride</th>
<th>bike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oh no!</td>
<td></td>
<td></td>
<td>(you)</td>
<td>Get</td>
<td>mom</td>
</tr>
</tbody>
</table>

2. Ask students what singular means. (one) What does plural mean? (more than one) Explain that a singular noun names one person, place, thing, or idea, and a plural noun names more than one person, place, thing, or idea. Display DM 5.1A Plural Nouns and read the information about regular plural nouns. For the different endings shown in the table, have students state the singular noun of the plural examples. (bus, crunch, bush, box, potato, echo, video, zoo, leaf, life, city, baby, day, boy) Explain to students that an irregular noun is a noun that becomes a new word or that does not change when it becomes plural. Read the examples from DM 5.1A.

3. Arrange students into small groups and distribute the prepared BLM 5.1A Game: Plural Nouns and a NUMBER CUBE to each group. Distribute BLMs 5.1B–C Game: Plural Nouns to each student. Direct group members to take turns rolling the number cube and moving the number of spaces indicated. Have students read the word in the space and say its plural form. Direct group members to write the plural word in the corresponding place on BLMs 5.1B–C and to work together to write a sentence that includes the plural word. If students are unsure what the plural form of a word is, have them look up the word in a dictionary to find the correct plural and its spelling. If students land on a space whose word has already been used in a sentence, have them orally compose a new sentence for the word. Play continues until the first player makes it to the finish line.

4. Direct students’ attention to the student page for Lesson 5.1. Have students complete the page.

Writing 5.1

1. Dictate the following sentence from DMs 5.1B–C Model: How-to Article while students listen: To build a true bridge strong enough to hold five pounds, gather 66 craft sticks, craft glue, and a hot glue gun. Read the sentence a second time and direct students to write it in their writing notebooks, leaving spaces for any words they forget. Read the sentence a third time and have students check their writing, revising as needed. Direct students to proofread their writing for spelling or punctuation mistakes.

2. Direct students to exchange their dictation exercise with a partner and to underline any incorrect spelling, capitalization, punctuation, or spacing. Circulate and check students’ work. Have students return the marked exercise and guide them to correct their own mistakes.

3. Display and read aloud DMs 5.1B–C. Convey that a how-to article focuses on a procedure or an investigation, so it may look different from other articles. Ask how the how-to article looks different from the feature article that students wrote in Chapter 3. (Possible answer: does not have paragraphs, has a numbered list, includes pictures) Direct students’ attention to the how-to article’s first and last sentences. Convey that the first sentence tells what the article is about and states an interesting fact about it. Ask students what this type of sentence is called. (introduction) Point out that in this article the introduction also identifies the materials needed to build the bridge. State that the last sentence is the article’s conclusion. Ask students what they could expect to read in the conclusion. (Possible answer: words similar to the introduction,
Grammar 5.2

1. Remind students that a singular noun names one person, place, thing, or idea. A plural noun names more than one person, place, thing, or idea. Write the following words on the board one at a time and direct students to write singular or plural on their whiteboards: pennies (plural), flower (singular), feet (plural), halves (plural), flashlight (singular), and cactus (singular).

2. Review that a possessive noun is a noun that shows ownership. Display DM 5.2A Punctuation Rules: Apostrophes and read the first rule and example aloud. Explain that possessive nouns can be singular or plural. Display DM 5.2B Singular and Plural Possessive Nouns and read aloud the information from the tables. Ask students what is added to the singular nouns to make them possessive. (apostrophe s) What is added to the plural nouns that already end in s to make them possessive? (apostrophe) What is added to the plural nouns that do not end in s to make them possessive? (apostrophe s) Arrange students into pairs and distribute the prepared BLM 5.2A Game: Six in a Row, the answer sheet, a NUMBER CUBE, and 2 SETS OF GAME MARKERS IN DIFFERENT COLORS to each pair. Read the directions and have partners play the game.

3. Explain that when a singular noun is the subject of a sentence, the verb must also be singular. When a plural noun is the subject, the verb must also be plural. Display DM 5.2C Subject-Verb Agreement and read the first sentence. Ask students what the subject is. (puppy) Is it singular or plural? (singular) What is the verb? (eats) Point out that s was added to eat to make it work with the singular subject. Read the second sentence and ask whether puppies is singular or plural. (plural) Point out that eats is already plural and works with the plural subject; it does not need an added s. Read the third sentence and ask students whether girl’s is a singular or plural possessive. (singular) What does girl’s modify? (puppy) Explain that the subject always determines whether a singular or plural verb is needed, even when a possessive noun is in the sentence. Since puppy is singular, the verb eats is needed. Read through the rest of DM 5.2C and point out the possessive noun and the subject-verb agreement in each example. (Note: Help students understand that forming singular and plural verbs is different from forming singular or plural nouns.)

Write the possessive form of each noun.
1. princesses
2. wives
3. monkeys

Fill in the circle next to the correct plural to complete the sentence.
4. His _________ is eating a sandwich.
   a. cat   b. cats
5. The _________ are running around.
   a. cats   b. cats
6. The _________ is talking to her friend.
   a. dog   b. dogs
7. The _________ is in the room.
   a. bird   b. birds
8. The _________ are swimming in the pool.
   a. dogs   b. dogs

Circle the correct verb in each sentence.
9. The mother’s children _________ toward me.
   a. run   b. runs
10. The mother’s children _________ toward me.
    a. run   b. runs
11. The mother’s children _________ toward me.
    a. run   b. runs
12. The mother’s children _________ toward me.
    a. run   b. runs

Write the plural of each noun.
13. foxes
14. tomatoes
15. half

(continued from previous page)