

Grade 4

Supplemental Grammar Lessons

Teacher Guide

Progressive Verb Tenses

PRIMARY FOCUS OF LESSON

Grammar

Students identify the past, present, and future progressive verb tenses.

[L.4.1.; ELD.PII.4.3]

FORMATIVE ASSESSMENT

Verb Tense Trio

Students will work in trios (each student represents a verb tense) to formulate sentences. [L.4.1b; ELD.PII.4.3]

ADVANCE PREPARATION

- Draw the following chart on the board for students:

Past	Present	Future
I was walking.	I am walking.	I will be walking.

PROGRESSIVE VERB TENSES (15 MIN.)

- Ask students what they remember about verbs and verb tenses.
- Tell students that there are three main verb tenses: past, present, and future.
- Direct students to the chart on the board.
- Tell students that verbs tenses allow writers and speakers to be very specific about actions.
- **Think-Pair-Share:** Ask students to think about why verb tenses might be important when writing and speaking. Call on pairs to share their answers.
 - » They indicate when and how often something occurs.
- Tell students that verbs flow through the three tenses progressively to tell when something happened.
- Direct students to the sentences displayed in the chart on the board.
- Ask students what differences they notice about the three sentences.
 - » The action takes place during different time frames; the sentences have different words to describe the action taking place.
- Tell students that the sentences in the chart use different verb tenses to tell when the walking was occurring. In the past tense, the person was *walking*, but has since stopped. In the present tense, the person is currently walking. In the future tense, the person *will be walking* in the future.
- Direct students to the present tense column of the chart.
- Tell students that progressive forms of verbs are different than simple forms.
- Direct students to the sentence *I am walking*.
- Tell students that the words *am walking* make this verb tense progressive. In the simple form, the sentence might read *I walk*.
- Tell students another example of this would be *I am eating*, instead of *I eat*.
- Ask students to think of another verb that can be put into sentences with progressive tenses and added to the chart.
 - » talking, laughing, running, shouting, playing



Check for Understanding

Call on one or two individual students to share their ideas with the whole group as you add their sentences to the chart.

- Assign students to groups of three students numbered one, two, and three.
- All students assigned as ones will represent the past tense, students assigned as twos will represent the present tense, and students assigned as threes will represent the future tense.
- Assign each trio a verb from the following list:
 - studying
 - sleeping
 - working
 - collecting
 - swimming
 - listening
 - jumping
 - sneezing
 - dancing
 - reading
- Ask students to work as a trio to come up with past, present, and future sentences using their assigned verbs.
- When groups are finished, have them stand up to signal they are ready.
- Call on each group to share their sentences with the class, having the ones share the past tense sentences, the twos share the present tense sentences, and the threes share the future tense sentences.
- After sharing aloud, have each trio add their sentences to the chart on the board.



Language
Using verbs
and verb phrases
[ELD.PII.4.3]

Emerging—Provide individual support to students by prompting student answers using sentence starters (I was ____, I am ____, and I will be ____.)

Expanding—Provide moderate support to students by prompting student answers using sentence starters (I was ____, I am ____, and I will be ____.)

Bridging—Provide occasional support to students by prompting student answers using sentence starters (I was ____, I am ____, and I will be ____.)

Ordering Adjectives in a Sentence, Part 1

PRIMARY FOCUS OF LESSON

Grammar

Students will correctly order adjectives within a sentence. [L.4.1d; ELD.PII.4.4]

FORMATIVE ASSESSMENT

Exit Slip

Students order adjectives correctly within a sentence.
[L.4.1d; ELD.PII.4.4]

ADVANCE PREPARATION

- Display the following chart on the board:

Opinion	Appearance	Age	Color

- Write the following sentence above the chart:
 - That vicious, hairy, old, brown dog terrifies me!
- Notecards for Exit Slips

ORDERING ADJECTIVES IN A SENTENCE (15 MIN.)

- Ask students what the job of an adjective is.
 - » to describe or modify a noun
- Tell students that sometimes speakers and writers like to use more than one adjective to describe a person, place, or thing.
- Direct students to the sentence on the board.
- Read the sentence aloud as a class.
- **Think-Pair-Share:** Tell students to turn to a partner and read the sentence again. Have them identify which word is the noun being described. Call on pairs to share their answer.
 - » *Dog* is the noun being described.
- Redirect students to the sentence and have them look for adjectives that describe the dog.
- **Think-Pair-Share:** Tell students to turn to a partner and identify the adjectives that describe the dog. Call on pairs to share their answers.
 - » The adjectives are *vicious, hairy, old, and brown*.
- Tell students that these adjectives help describe what the dog looks like and how it behaves. The adjectives give more information about the dog.
- Direct students to the chart on the board.
- Tell students that most adjectives can be categorized based on what they describe.
- Direct students to the opinion column.
- Tell students that the adjective *vicious* is an opinion about the dog's behavior, so it can be added to the opinion column. Write the *vicious* in the opinion column for students.

- Direct students to the appearance column and ask what adjective from the sentence can be added.
 - » The adjective *hairy*.
- Call on individual students to share their answers as you add *hairy* to the appearance column.
- Direct students to the two remaining columns on the chart: age and color.
- Ask students to think about what adjectives from the sentence can be added to these columns.
- Call on individual students to share their answers as you add *old* to the age column and *brown* to the color column.
- Direct students to the completed chart.
- Tell students that adjectives in a sentence should follow a certain order when describing something: opinion, appearance, age, and color.
- Write the following sentence on the board:
 - The foamy, delicious, caramel-colored, fresh, coffee tasted amazing.
- Direct students to the sentence and have them read it silently to themselves as you read it aloud.
- Direct students to the chart and ask students what they notice about the sentence.
 - » The adjectives are out of order.
- Tell students that the sentence is confusing because the adjectives describing the cup of coffee are out of order.
- **Think-Pair-Share:** Tell students to turn to a partner and think about what order the adjectives should be in according to the chart on the board. Tell students to share their ideas with their partner.



Check for Understanding

Walk around the room and check in with pairs to make sure they are using the chart on the board to guide their thinking.

- Call on pairs to share their answers with the whole group.
 - » The delicious, foamy, fresh, caramel-colored coffee tasted amazing.
- Write the following sentence on the board for students:
 - I love enormous, red, tasty, shiny apples.

- Direct students to the sentence on the board.
- Ask students to read the sentence silently as you read it aloud.
- Tell students that as an Exit Slip today, they need to rewrite the sentence on their notecard, putting the adjectives in the correct order.
- Collect students' Exit Slips as they leave.
 - » I love tasty, shiny, enormous, red apples.

Support

Identify the word *apples* as the noun in the sentence.



Language
Using nouns
and noun phrases

[ELD.PII.4.4]

Emerging—Provide individual support to students by helping them categorize the adjectives according to the chart on the board.

Expanding—Provide moderate support to students by asking what is being described and what words are being used to describe it.

Bridging—Provide occasional help to students by asking what words are being used to describe the noun.

Ordering Adjectives in a Sentence, Part 2

PRIMARY FOCUS OF LESSON

Language

Students order adjectives within a sentence. [L.4.1d; ELD.PII.4.4]

FORMATIVE ASSESSMENT

Rotation Station

Student groups travel to different stations to order adjectives within sentences. [L.4.1d; ELD.PII.4.4]

ADVANCE PREPARATION

- Word Cards: write the following words on notecards or sticky notes (one word per card) and display them on the board.
 - ball
 - cat
 - bird
 - book
 - ice cream
 - toy
- Break the class into six groups.
- Students will be working in groups at six different stations. A station can be a table, a group of student desks, or an assigned area of the classroom.
- Each station will need a sheet of paper and one pencil.

ORDERING ADJECTIVES IN A SENTENCE (15 MIN.)

- Remind students that they learned about ordering adjectives in a sentence. Ask them to think about how adjectives are ordered.
- **Think-Pair-Share:** Tell students to turn to a partner and talk about how to order adjectives in a sentence. Call on pairs to share their answers with the whole group.
- Write the answer on the board for students:
 - » Adjectives are ordered by opinion, appearance, age, color.
- Write the four categories in order (opinion, appearance, age, and color) on the board.
- Direct students to the word cards displayed on the board.
- Ask students what they notice about the words on the cards.
 - » All of the words are nouns.
- Tell students that they will be working in groups to brainstorm ordered adjectives to describe the nouns on the cards and then writing them in a sentence.
- Assign students to their groups.
- Tell each group to move to a different station. This will be their starting station.
- Ask one student from each group to choose a word card from the board.

- Tell students to put the word card in the center of the station so all group members can see the word.
- **Heads Together:** Tell students to brainstorm with their group adjectives that describe their noun. Tell students that the order of adjectives is on the board for reference, and that they will brainstorm one adjective about the noun for each category (e.g., apple: mouth-watering, shiny, fresh, green apple).



Check for Understanding

Walk around the room and check in with student groups, providing adjective ideas or help with the ordering.

- Direct students to the piece of paper and pencil at their station.
- Tell students that when they feel confident that they have a sentence with adjectives following the order on the board, one student should write the sentence on the piece of paper.
- After all groups have their sentence written down, the groups are going to rotate clockwise to the next station. Make sure they leave their noun cards at the center of their station.
- Tell students to follow the same directions as before but to have a new student from the group write the sentence on the new station's sheet of paper. Students will rotate a total of six times to return to their original station, by which time every student should have had a chance to write a sentence.
- When students return to their starting station, tell them to read the sentences on the station's sheet of paper.
- Tell students to check the order of the adjectives and make corrections as a group using the categories on the board for reference.
- Call on groups to share the sentences with the whole group.

Challenge

Remind students to use complete sentences with a capital letter at the beginning and punctuation at the end.



Language
Using nouns
and noun phrases
[ELD.P.11.4.4]

Emerging—Provide individual support to students by helping them to brainstorm adjectives appropriate to each noun and to categorize and order the adjectives according to the categories on the board.

Expanding—Provide moderate support to students by helping them, as necessary, to categorize adjectives.

Bridging—Monitor students to ensure their adjectives fit their nouns.

Prepositions, Part 1

PRIMARY FOCUS OF LESSON

Grammar

Students will identify prepositions within a sentence. [L.4.1e; ELD.PII.4.5]

FORMATIVE ASSESSMENT

Smart Art

Students will write a sentence with a preposition, then sketch a picture to illustrate the sentence.

[L.4.1e; ELD.PII.4.5]

ADVANCE PREPARATION

- Write the words PRE POSITION on the board for students.
- Each student will need notebook paper and a pencil.

PREPOSITIONS (15 MIN.)

- Ask students to think of positions a cat can take on a box.
- Direct students to their paper and pencil.
- Ask students whether a cat can be on a box.
 - » yes
- Tell students to quickly sketch a cat on a box on their paper.
- Tell students to give a thumbs up when they are finished drawing.
- Next, ask students if a cat can be in a box.
 - » yes
- Tell students to quickly sketch a cat in a box on their paper.
- Ask students, where else a cat can be in relation to a box?
 - » Possible answers: beyond the box, beside the box, under the box, above the box, below the box, etc.
- Call on individual students to share their ideas with the whole group as you list them on the board.
- Direct students to the list of positions on the board.
- Tell students that most of the positions they came up with are described with words known as *prepositions*.
- Tell students that prepositions are words that can answer *how*, *when*, *what*, or *where* questions about something in a sentence, just as they do in describing where the cat is in relation to the box.
- Tell students that for now the class will focus on prepositions that answer the question *where* in a sentence.
- Direct students to the words PRE POSITION on the board.
- Tell students that the word *preposition* broken down into two parts is PRE POSITION.
- Tell students that *pre-* means before and position means the word's location, so the word *preposition* means *to come before another word*.
- Tell students that some common prepositions are *in*, *under*, *on*, and *to*.
- Write the following sentence on the board: The cat walked across the box.

- Tell students to read the sentence silently as you read it aloud.
- **Think-Pair-Share:** Tell students to turn to a partner and read the sentence aloud together. Tell students to identify which word in the sentence is the preposition. Call on pairs to share their answers with the whole group.
 - » The preposition is *across*. It describes where the cat walked in relation to the box.



Check for Understanding

Ask students to think of other prepositions they could use to replace the word *across* (e.g., *over*, *beside*, *through*, *under*, etc.).

- Call on individual students to share their answers with the whole group.
- Direct students back to their pieces of paper.
- Tell students to turn their paper over to the blank side as you erase the information on the board.
- Ask students to think of another sentence using a new preposition to describe a cat's position in relation to a box.
- Tell students to write their new sentence on their paper and then draw a sketch illustrating their sentence.
- Tell students to underline the preposition in their sentence (e.g., The cat walked slowly under the box.).
- When students are finished, call on individuals to share their sentences and sketches with the whole group.

Challenge

Tell students to think of prepositions that answer the questions *when* or *how*.



Language

Modifying to add details
[ELD.PII.4.5]

Emerging—Provide individual support by providing students with a list of common prepositions such as *into*, *over*, *across*, *on*, and *under*.

Expanding—Provide moderate support to students by suggesting certain prepositions that answer *where* questions.

Bridging—Provide occasional support to students by reminding them prepositions are words that answer *where* and *when* questions.

Prepositions, Part 2

PRIMARY FOCUS OF LESSON

Grammar

Students create prepositional phrases to add description to sentences. [L.4.1e; ELD.PII.4.5]

FORMATIVE ASSESSMENT

Phrase Craze

Students complete sentence starters using a prepositional phrase. [L.4.1e; ELD.PII.4.5]

ADVANCE PREPARATION

- Write the following sentences on the board for students:
 - Felines like to lay around the house.
 - The kitten sat in the window.
 - Puppies chew the toys on the ground.
- Students will need a piece of paper and a pencil.
- A small ball or object that can be tossed will be needed for the formative assessment.
- The teacher may need to generate additional sentence starters and possible answers for the formative assessment depending on the size of the class.
 - Sentence starters:
 - The cat walked slowly _____. (on the sidewalk)
 - The dog jumped _____. (over the fence)
 - The ball fell _____. (to the ground)
 - I swam _____. (across the pool)

PREPOSITIONS (15 MIN.)

- Remind students that they learned about using prepositions in a sentence. Ask students what questions prepositions can answer about something in a sentence. Call on individual students to share their answers.
 - » Prepositions answer *when, how, what, or where*.
- Remind students that prepositional words can describe most of the positions that a cat can take in relation to a box. Ask students, what positions a cat can take?
 - » Possible answers: A cat can be *on, under, over, beside, across from, in, and around the box*.
- Direct students to the three sentences on the board and have them copy the sentences onto notebook paper.
- When students are finished, tell them to read the sentences silently to themselves as you read them aloud.
- Tell students that these sentences contain a preposition that is part of a prepositional phrase. These phrases begin with prepositions and answer the same questions that a preposition answers about something in a sentence (e.g., The cat was famous throughout the world).
- Direct students to the first sentence on the board.

- Read the sentence aloud again for students.
- Tell students that this sentence contains a prepositional phrase that answers the question *where* about something in the sentence.
- **Turn and Talk:** Ask students to identify the preposition in this sentence. Call on pairs for answers.
 - » The preposition is *around*. It tells where the felines like to lay.
- Circle the word *around* on the board as students circle it on their paper.
- **Turn and Talk:** Ask students to identify the remaining part of the prepositional phrase that tells *where* the felines lay *around*.
 - » The prepositional phrase is *around the house*.
- Underline the prepositional phrase *around the house* on the board as students underline it on their paper.
- **Think-Pair-Share:** Tell students to turn to a partner and read the remaining sentences again together. Then look for the prepositions in each sentence. Tell students to circle the prepositions and underline the entire prepositional phrase in each sentence.
 - » The prepositions are *in* and *on*. The prepositional phrases are *in the window* and *on the ground*.



Check for Understanding

Visit with each student pair as you walk around the room, guiding them as they search for the prepositions and prepositional phrases. Check to make sure prepositions are circled and the entire prepositional phrases are underlined.

- Erase the information on the board and write the following words for students:
 - into
 - across
 - on
 - over
 - beside
- Ask students to pair with a partner.
- Tell pairs that they are going to play Phrase Craze where they will use a prepositional phrase to complete a sentence starter that you say aloud.

Challenge

Tell students to think of prepositions that answer the questions when or how, to include in their prepositional phrase.



Language

Modifying to add details

[ELD.PII.4.5]

Emerging—Support students by providing them with a list of common prepositions and then prompting them to add additional words to create a phrase.

Expanding—Provide moderate support to students by brainstorming prepositions that answer *where* and *when* questions.

Bridging—Provide occasional support to students by reminding them of prepositional phrases are words that answer *where* and *when* questions.

- Direct students to the words on the board.
- Tell students that they may use the prepositions list to help complete the sentences or that they may come up with their own.
- Tell students that you will say the sentence starter and then toss the ball to one of the pairs to complete the sentence with a prepositional phrase.
- Tell students that they can whisper about their answers with their partner before sharing it with the whole group.
- Sentence starters with possible prepositional phrases:
 - The cat walked slowly _____. (on the sidewalk)
 - The dog jumped _____. (over the fence)
 - The ball fell _____. (to the ground)
 - I swam _____. (across the pool)
- Toss the ball at least once to check-in with each pair. If a pair fails to give a prepositional phrase, they may “phone-a-pair” for suggestions of prepositional phrases.