

Grade 5

Supplemental Grammar Lessons

Teacher Guide

Perfect Verb Tenses

PRIMARY FOCUS OF LESSON

Grammar

Students identify the past, present, and future perfect verb tenses in sentences being read aloud. [L.5.1b; ELD.PI.5.5]

FORMATIVE ASSESSMENT

Listening Activity

Students listen to sentences and identify whether they use the past, present, or future perfect tense.

[L.5.1b; ELD.PI.5.5]

ADVANCE PREPARATION

- Write *Perfect Verb Tenses* on the board.
- Create a set of three notecards for each student. The notecards in each set should be labeled as follows:
 - past perfect
 - present perfect
 - future perfect
- Assign each student a partner so as to be ready to break the class into pairs.

PERFECT VERB TENSES (15 MIN.)

- Tell students that today they will be learning about the perfect verb tenses.
- Ask students if they can identify the three perfect verb tenses. If students know the three verb tenses, write them on the board. If students do not know, tell them the three verb tenses, then write them on the board:
 - » past perfect (had)
 - present perfect (have)
 - future perfect (will have)
- Explain that the past perfect demonstrates that something took place before another action in the past. The past perfect can also demonstrate that something took place before a specific time in the past.
- Provide examples of the past perfect for the students (e.g., I *had* never seen a zebra before going to the zoo; Until last month, she *had* eaten toast every day.) and write them on the board.
- Using the examples, reinforce that the past perfect refers to things that have occurred before a specific past event or time.
- **Think-Pair-Share:** Instruct students to brainstorm examples of sentences using the past perfect with their partners. Have the students share out their examples.
- Under *Past Perfect* on the board, write the students' examples. Examples:
 - I had eaten steak before visiting the restaurant.
 - Had you never seen a snake before going to Arizona?
 - We had never been swimming before our trip to the lake.

- Explain that the present perfect demonstrates that something took place before now, but at an *unspecified* time. This means specific time expressions such as *last year, yesterday, last Thursday, when I lived in New York, etc.*, **cannot** be used with the present perfect.
- Provide an example of the present perfect for the students (e.g., *I have been to the zoo.*) and write it on the board.
- Using the example, reinforce that the present perfect cannot refer to a specific time. “*I have been to the zoo last Thursday*” is not a correct use of the present perfect.
- **Think-Pair-Share:** Instruct students to brainstorm examples of sentences using the present perfect with their partners. Have the students share out their examples.
- Under *Present Perfect* on the board, write the students’ examples.
 - Some possible examples:
 - I have eaten pasta several times.
 - Have you seen the movie yet?
 - I have been to the store many times.
- Explain that the future perfect demonstrates that an action will take place before another future action or time.
- Provide an example of the future perfect for the students (e.g., *I will have been to the zoo before I see you again.*) and write the example on the board for students.
- Using the example, reinforce that the future perfect refers to something that is going to happen before another time or event in the future.
- **Think-Pair-Share:** Instruct students to brainstorm examples of sentences using the future perfect with their partners. Have the students share out their examples.
- Under *Future Perfect* on the board, write the students’ examples.
 - Some possible examples:
 - I will have been to Rome twice by the end of April.
 - Will you have seen the movie by next week?
 - They will have completed the activity by the time I am back from vacation.



Check for Understanding

Ask students to verbally explain the past, present, and future perfect tenses. Ask for examples of each tense.



Language
Listening actively
[ELD.PI.5.5]

Emerging—Encourage students to use the written examples on the board when listening and responding. Assist students in brainstorming additional sentences to further their understanding of tenses.

Expanding—Provide light support by encouraging students to utilize information on the board. Encourage students to listen attentively to the sentences and remind them that they have been provided with the information necessary to respond.

Bridging—Remind students to be active listeners. Encourage them to explain their responses with minimal prompting.

- Tell students they will each be receiving three notecards labeled *past perfect*, *present perfect*, and *future perfect*.
- Inform students that they will be listening to sentences being read aloud. Their task will be to identify whether the sentence is in the past, present, or future tense. After the sentence is read aloud students will be asked to raise the card they believe is the correct tense.
- Each sentence should be reviewed to ensure that all students understand.
- Have students explain their answers.
- Examples of sentences to use:
 - “I will have been to Rome twice by the end of April.”
 - “I have eaten pasta several times.”
 - “I had eaten steak before visiting the restaurant.”
 - “They will have completed the activity by the time I am back from vacation.”
 - “You had never been swimming before I took you to the lake.”
 - “Have you seen the movie yet?”
 - “Will you have you seen the movie by next week?”
 - “Had you never seen a snake before going to Arizona?”
 - “I have been to the store many times.”
 - “I had never seen the ocean before going to California.”
 - “I will have climbed Mount Everest twice in February of next year.”

Perfect Verb Tenses, Part 2

PRIMARY FOCUS OF LESSON

Grammar

Students form and use the perfect verb tenses. [L.5.1b; ELD.PI.5.9]

FORMATIVE ASSESSMENT

Skits

Students create and perform brief skits utilizing the perfect past, present, or future tense. [L.5.1b; ELD.PI.5.9]

ADVANCE PREPARATION

- Assign students to small groups.
- Prepare a notecard for each group; on each notecard write *past perfect*, *present perfect*, or *future perfect*. Make sure that each verb tense is chosen at least once.
- Place the notecards in a bag or hat.

A CONTINUATION: PERFECT VERB TENSES (15 MIN.)

- Tell students that this lesson is a continuation of the previous Perfect Verb Tenses lesson.
- Ask students if anyone can explain the past perfect verb tense.
 - Remind students that the past perfect describes something that took place before another past action or specific past time.
- Encourage students to provide an example and write it on the board.
- Ask students if anyone can explain the present perfect verb tense.
 - Remind students that the present perfect describes something that took place before now, but at an unspecified time. This means specific time expressions such as *last year*, *yesterday*, *last Thursday* and *when I lived in New York*, etc., **cannot** be used.
- Encourage students to provide an example and write it on the board.
- Ask students if anyone can explain the future perfect verb tense.
 - Remind students that the future perfect demonstrates that an action will take place before another action or specific time in the future.
- Encourage students to provide an example and write it on the board.

Support

If necessary, review the previous lesson on the past perfect tenses.



Check for Understanding

Read a sentence using each perfect verb tense aloud and have students identify which perfect verb tense is being utilized.

- Tell students that they will be working in small groups to develop short skits using the past, present, or future perfect verb tense.
- Explain that each group will be responsible for creating a cohesive skit, in which each member of the group must participate.

- Model creating a skit for the class:
 - Choose a notecard out of the bag (make sure you choose the present perfect verb tense, because that is the tense of the model skit).
 - Tell students you chose the present perfect verb tense, so you will have to write a skit using the present perfect. Inform the students that you prepared the skit ahead of time, but you need two volunteers.
 - Assign the volunteers to play Person 2 and Person 3. Explain to the class that all three of you will be participating in the skit. Read the following skit aloud, playing Person 1, with the volunteers:
 - Person 1: “I *have* seen that bear 12 times. *Have* you seen that bear 12 times?”
 - Person 2: “I think I *have* only seen that bear twice. Yes, I *have* only seen that bear twice.”
 - Person 3: “I *have* met his brother before, and he was just as scary!”
- After modeling the skit, remind students that their skits can be about anything as long as they use the correct present verb tense.
- Tell students to sit with their assigned groups and to begin working on their skits.
- When the students finish writing their skits, remind them that while presenting they should speak loudly and clearly, and emphasize the verb tense being used.
- Have each group present to the whole class, and have the rest of the class determine which verb tense the skit used.



Language
Presenting
[ELD.PI.5.9]

Emerging—Support groups by brainstorming skit ideas that utilize their verb tense. Direct students to board examples to assist writing. Provide presentation pointers (e.g., speak loudly, clearly).

Expanding—Encourage groups to brainstorm skit ideas that utilize their verb tense. Remind students of board examples to assist writing. Provide presentation pointers.

Bridging—Provide light support in brainstorming skit ideas. Remind students that they are not limited to board examples, and should strive to be creative. Encourage presentation creativity.

Correlative Conjunctions

PRIMARY FOCUS OF LESSON

Grammar

Students identify and use correlative conjunctions in a variety of sentences.

[L.5.1e; ELD.PI.5.1]

FORMATIVE ASSESSMENT

Sentence Formation Students develop sentences using correlative conjunctions. [L.5.1e; ELD.PI.5.1]

ADVANCE PREPARATION

- Write *Correlative Conjunctions* on the board.
- Write the following sentence on the board:
 - I want either pizza or pasta for dinner.
- On notecards write half of a correlative conjunction. For example, on one card write *either* and on a separate card write *or*. Prepare enough cards for each student to have one.
- Examples of correlative conjunctions:
 - either/or
 - neither/nor
 - not only/but also
 - so/as
 - not/but
 - whether/or

CORRELATIVE CONJUNCTIONS (15 MIN.)

- Tell students that today's lesson is about correlative conjunctions.
- Explain that a correlative conjunction is a pair of words that connect different elements in a sentence.
- Direct students to the sentence written on the board: I want *either* pizza *or* pasta.
- Ask students to read the sentence to themselves, looking for what pair of words seem to connect the different elements of the sentence.
- Read the sentence aloud again, this time emphasizing the words *either* and *or*.
- Tell students that the words *either* and *or* are the correlative conjunctions in the sentence, circle the words.
- **Think-Pair-Share:** Ask students to briefly brainstorm other possible correlative conjunctions with a partner. Have the students share out their ideas.
- Some examples of correlative conjunctions are:
 - either/or
 - neither/nor
 - not only/but also
 - so/as
 - not/but

- Write the examples of correlative conjunctions on the board underneath *Correlative Conjunctions*.
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Check for Understanding

Ask students to share at least two examples of correlative conjunctions.

- » A sentence that has different elements that are connected by a pair of words contains a correlative conjunction, such as *either/or*, *neither/nor*.
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- Tell students that they will all be receiving a notecard with one word. The word is half of a correlative conjunction. The students will then be responsible for finding the other half of their correlative conjunction, which is on the card of another student in the room. In order to find their missing half, students must have a discussion with each other and ask questions such as:
 - “Have you found your other half?”
 - “Do you know what word you are looking for?”
 - “What is your word?”
- Once the students have found their other half, the partners will create a sentence using the correlative conjunction. The sentences then must be checked by the teacher to ensure the correlative conjunction is being used correctly.
- The activity can be completed more than one time; simply collect and redistribute the cards after the students have finished their sentences.



Language
Exchanging
information/ideas
[ELD.PI.5.1]

Emerging—Support students by reminding them to actively contribute to discussions to find their missing half. Encourage students to use the conjunction list to consider possible matches.

Expanding—Provide moderate support for students by discussing the importance of actively contributing to discussions. Remind them to utilize the correlative conjunction list.

Bridging—Provide light support by encouraging students to build on information they are gathering from peers. Remind students they can use the process of elimination to find their other half.

Correlative Conjunction Paragraphs

PRIMARY FOCUS OF LESSON

Grammar

Students will write short paragraphs using correlative conjunctions.

[L.5.1e; ELD.PI.5.2]

FORMATIVE ASSESSMENT

Writing Activity

Students will collaborate to write a paragraph that utilizes correlative conjunctions. [L.5.1e; ELD.PI.5.2]

ADVANCE PREPARATION

- Write *Correlative Conjunctions* on the board.
- Assign students to small groups.

CORRELATIVE CONJUNCTION PARAGRAPHS (15 MIN.)

- Ask students what they remember about correlative conjunctions.
- Students should recall that a correlative conjunction is a pair of words that connects different elements.
- **Think-Pair-Share:** Have students brainstorm examples of correlative conjunctions. Ask partners to share their ideas.
- As students provide examples, write them under *Correlative Conjunctions* on the board. Use the following examples if needed:
 - either/or
 - neither/nor
 - not only/but also
 - so/as
 - not/but
 - whether/or
- Tell students that as a whole group, the class will develop a few sentences containing correlative conjunctions.
 - Ask students to provide two ideas of outdoor activities (e.g., swimming and running)
- Model coming up with a sentence containing a correlative conjunction using the two provided activities:
 - Example: There are two things I can do this weekend, but I have to choose one. I can *either* go swimming *or* I can go running.
- Have the class repeat this process a few more times to practice coming up with sentences containing correlative conjunctions.
- Explain to students that they will be working in small groups, that have already been assigned, to write a paragraph using correlative conjunctions.
- Ask students to rearrange themselves so that they are sitting in their assigned groups.

- Tell students that their paragraph must be a minimum of five sentences and must use at least three correlative conjunctions. The correlative conjunctions should be circled or underlined.
- Inform students that their paragraphs must be logical and cohesive; they should not just write five unrelated sentences.
- Remind students that all group members should have chances to contribute.
- When groups have finished writing, ask for volunteers to share their paragraphs. Remind students that while reading the paragraphs they should emphasize the correlative conjunctions.



Check for Understanding

While students are working, ask each group individually to share the correlative conjunctions they are using in their paragraph, and how they know they are correlative conjunctions.



Language
Interacting via
written English
[ELD.PI.5.2]

Emerging—Support groups by brainstorming subjects conducive to using correlative conjunctions (e.g., planning a party, packing for a trip, etc.). Direct students to the conjunction list to assist writing.

Expanding—Encourage groups to brainstorm paragraph subjects conducive to using correlative conjunctions. Remind students about the conjunction list to assist their writing.

Bridging—Provide light support in brainstorming subjects conducive to using conjunctions. Remind students they are not limited to board examples, and should strive to be creative.

Conjunctions, Prepositions, and Interjections

PRIMARY FOCUS OF LESSON

Grammar

Students identify and use conjunctions, prepositions, and interjections in a variety of sentences. [L.5.1a; ELD.PII.5.6]

FORMATIVE ASSESSMENT

Group Writing Activity

Working in groups, students write sentences using conjunctions, prepositions, interjections
[L.5.1a; ELD.PII.5.6]

ADVANCE PREPARATION

- Write the following words on the board; leave space underneath each word to later add examples:
 - conjunctions
 - prepositions
 - interjections
- Write the following sentences on the board:
 - I went to the park and played baseball.
 - The ball is in the tree.
 - Awww, I cannot get my ball down.
- Divide the class into pairs or groups of three.
- Create a set of notecards with conjunctions, interjections, and prepositions (there must be enough notecards for each student to have two or three).

CONJUNCTIONS, PREPOSITIONS, INTERJECTIONS (15 MIN.)

- Tell students that during this lesson they will be learning about conjunctions, prepositions, and interjections.
- **Think-Pair-Share:** Ask students to think about what they know about conjunctions. Encourage them to discuss what they know with a classmate. Have students share out what they discussed.
- Tell students that a conjunction is a part of speech that connects words, sentences, phrases, or clauses.
- Provide a few examples of conjunctions for the students: *and, but, so*. Write these examples under the word *conjunctions* on the board.
- **Think-Pair-Share:** Ask students to think about what they know about prepositions. Encourage them to discuss what they know with a classmate. Have students share out what they discussed.
- Tell students that prepositions describe a relationship between words in a sentence, often indicating location. Provide an example: The bird is *in* the air.
- Provide a few examples of prepositions for the students: *on, in, beside*. Write these examples under the word *prepositions* on the board.
- **Think-Pair-Share:** Ask students to think about what they know about interjections. Encourage them to discuss what they know with a classmate. Have students share out what they discussed.

- Tell students that interjections are used to express an emotion or sentiment on behalf of the speaker.
- Provide a few examples of interjections for the students: *Oh, no!, Whoops, Hi, Bye*. Write these examples under the word *interjections* on the board.



Check for Understanding

Instruct students to provide examples of conjunctions, prepositions, and interjections (list their responses on the board), and ask how students know when a word is a conjunction, preposition, or an interjection.

- Direct students' attention to the three sentences written on the board:
 - I went to the park and I played baseball.
 - The ball is in the tree.
 - Awww, I cannot get my ball down.
- Read each sentence aloud to the class.
- Ask students to read the first sentence and identify the conjunction.
 - » and
- Have students read the second sentence and identify the preposition.
 - » in
- Tell students to read the third sentence and identify the interjection.
 - » Awww
- Break the class into the prearranged groups.
- Distribute the notecards. Instruct each student to select 2–3 notecards when you reach their group.
- Explain that there is only one word written on each card, and that the groups will first determine whether each word is a conjunction, preposition, or interjection.
- Tell students that after determining the type of word on each card to write a 'C', 'P', or 'I' on the card to identify the type.
- Explain that the group will create sentences using each word correctly; these sentences will be written on looseleaf paper.
- If there is time remaining have the groups share some of the sentences they created with the whole class.



Language
Connecting ideas
[ELD.PII.5.6]

Emerging—Remind students of other conjunctions that can be used to enhance their sentences. Tell them they are not limited to using conjunctions on their cards.

Expanding—Support groups in expanding sentences by using multiple conjunctions (e.g., I rode my bike *and* went running, *but* I didn't go swimming). Remind them of other conjunctions as necessary.

Bridging—Provide light support to students in expanding their sentences by using multiple conjunctions. Encourage brainstorming of conjunctions not on board.