

# Lessons to Learn

## Compound Verbs

The order of the lesson is: Review It, Practice It, Learn It, and Analyze It.

**Review It:** Sing/chant and review definitions as a class. Consider adding freshness by varying speed and volume or by asking individual students to paraphrase the meaning of a definition.

### Review It

You have learned a great deal about verbs. Let's review some of it.

Can you think of ten verbs?

Can you think of ten helping verbs?

Can you make compound verbs by adding another verb to each of the verbs you came up with?

What is a synonym for *happy*? What is an antonym for *happy*?

**Practice It:** For this warm-up, see Well-Ordered Notes C.

**Learn It:** This part of the lesson can be oral or written. (Answers may vary.)

### Learn It

Fill in compound verbs to complete the following sentences.

Example: We will wash and dry the clothes for the trip to Wyoming.

1. The cowboys guided and steered

the cattle to the barn.

2. Grandpa shouted and called

the children to dinner.

3. The cattle were mooing and bellowing.

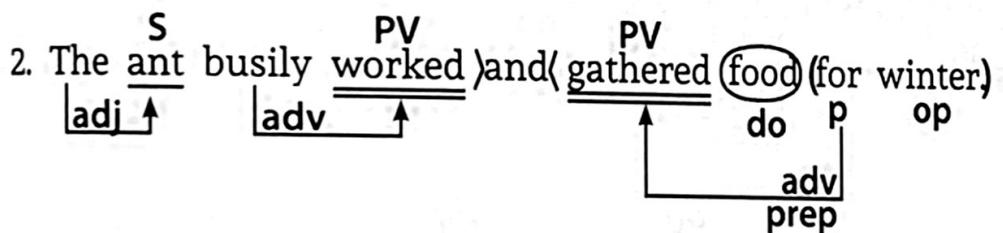
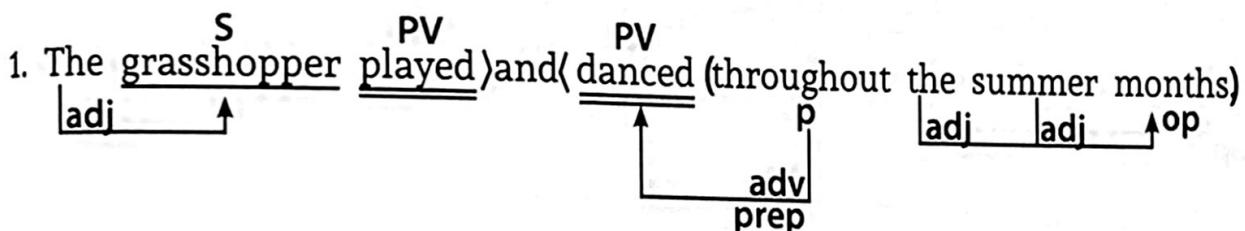
4. Fritz ran and chased

the ranch dog.

### Analyze It

Analyze the following sentences (S = subject; PV = predicate verb; hv = helping verb; adv = adverb; adj = adjective; do = direct object; p = preposition; op = object of the preposition; prep = prepositional phrase).

**Analyze It:** This is the essential part of the lesson. See Well-Ordered Notes C.



#### From the

#### Sideline:

Please note that these sentences complement the fable for this chapter.

# Lessons to Practice

## Compound Verbs

1. Analyze the following sentences (*S* = subject; *PV* = predicate verb; *hv* = helping verb; *adv* = adverb; *adj* = adjective; *do* = direct object; *p* = preposition; *op* = object of the preposition; *prep* = prepositional phrase).

a. (In the bushes,) Lucy made a fort) and played alone.

*S*      *PV*      *PV*  
p      adj      op      adj      do      adv  
|  
adv  
|  
prep

b. Suddenly she cried loudly) and ran (to the house.)

*S*      *PV*      *PV*  
adv      up      adv      p      adj      op  
|  
adv  
|  
prep

c. Later (during the appointment) she itched) and scratched the red bumps

*S*      *PV*      *PV*  
p      adj      op      up      adj      adj      do  
|  
adv  
|  
prep

d. Anxiously Mom sat) and waited (with Lucy) (for the doctor)

*S*      *PV*      *PV*  
adv      up      p      op      p      adj      op  
|  
adv  
|  
prep      |  
adv  
|  
prep

2. Imagine how different people and animals run. With that in mind, write the following sentences, being sure to use synonyms for the word *run*.

a. Write a sentence about *kindergartners running*, but use a synonym for *run*.

The two kindergartners were sprinting on the playground.

# Lessons to Practice

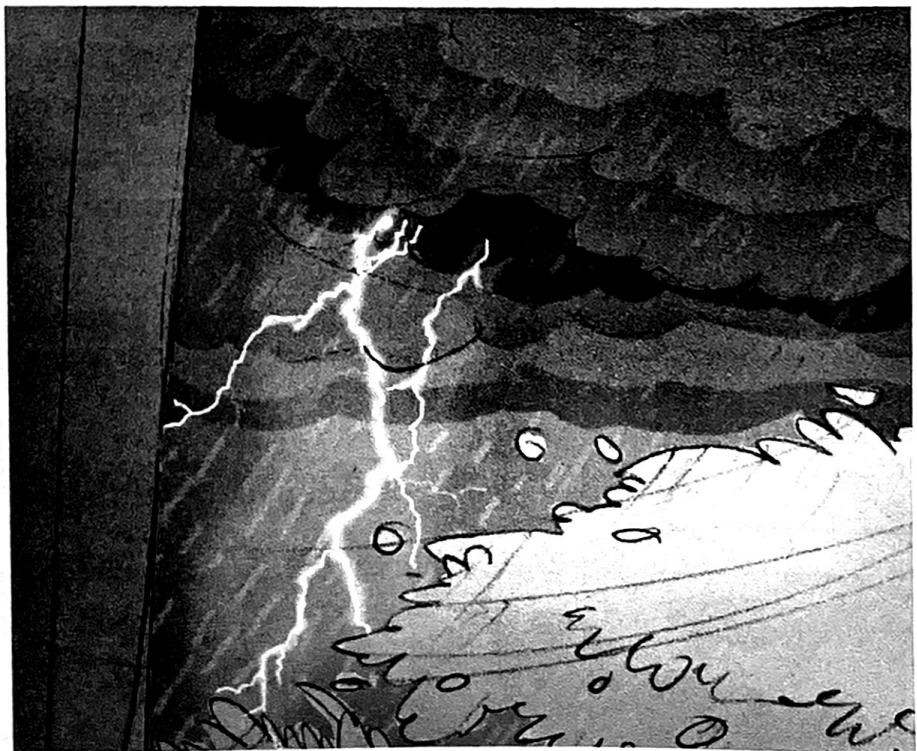
## Compound Verbs

b. Write a sentence about a *dog running*, but use another synonym for *run*.

The brown dog was chasing the motor scooter.

c. Write a sentence about a *gymnast running*, but use another synonym for *run*.

The strong gymnast sprinted toward the vault.



# Lessons to Learn—Review

## Compound Verbs

**Review It**  
Sing, draw, and review definitions as a class.

### Review II

Answer the following questions.

What is a noun?

Can you list every three helping verbs?

What is conjunction?

What is a synonym?

What is an antonym?

What are homonyms?

**Learn It** Before class, write a number of word action verbs on cards and place them in a verb jar. Have each child select a card and read it quietly. Each student should then create a compound verb and construct a sentence that uses both verbs. Have the students share their sentences with the whole class.

### Learn It

Putting words together to make sentences requires a lot of thought, and constructing good sentences requires careful selection of words. For this exercise, you'll use one of the following verbs or choose a card from the "verb jar." Think of a second verb, join the verbs with a conjunction, and construct a sentence using the compound verb you create. See how many sentences you can construct with compound verbs in this way. Can you think of a few with compound subjects too?

Example: tickles

Student: (adds verb) scratches

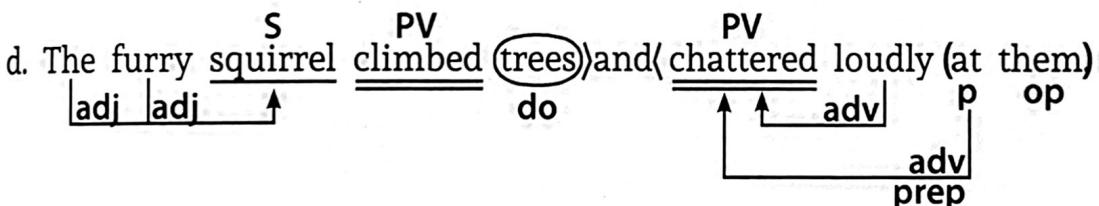
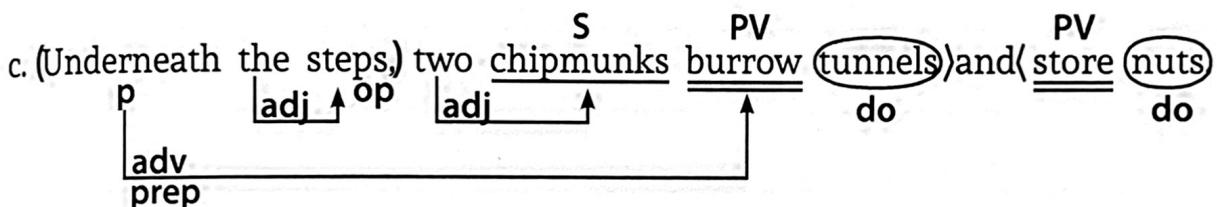
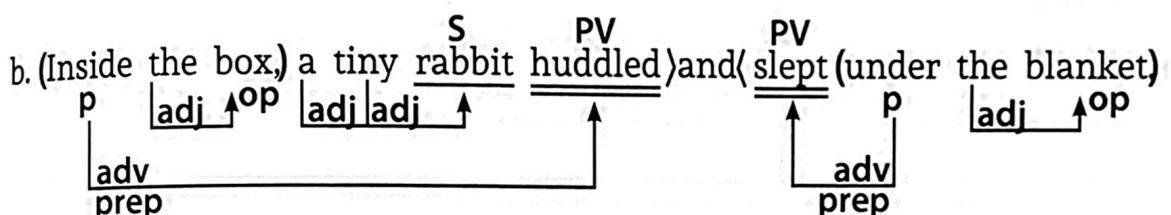
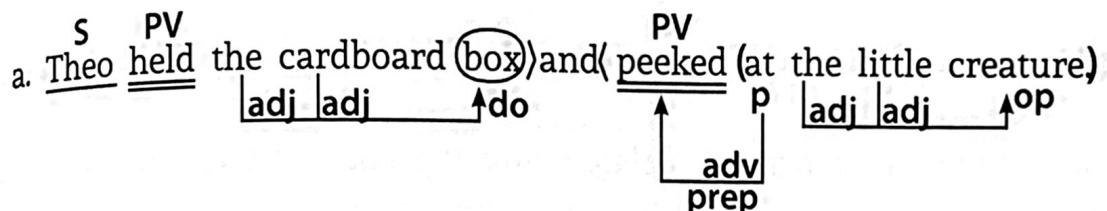
Student (rephrases): "Grandpa tickles and scratches Rex under his ear."

flops	gardens	tramps	sprints	throws
blows	swims	cracks	scrubs	hides
drops	circles	cries	wrestles	limps
slides	crouches	hits	scurries	hammers

# Lessons to Practice—Review

## Compound Verbs

1. Analyze the following sentences: (S = subject; PV = predicate verb; hv = helping verb; adv = adverb; adj = adjective; do = direct object; p = preposition; op = object of the preposition; prep = prepositional phrase).



2. Imagine how different people *throw* things. With that in mind, write the following sentences, being sure to use synonyms for the word *throw*.

a. Write a sentence about a *bride throwing* something, but use a synonym for throw.

The bride tossed her bouquet.

# Lessons to Practice—Review

## Compound Verbs

b. Write a sentence about a *garbage man throwing* something, but use another synonym for throw.

Earlier the garbage man launched the heavy chair into his truck.

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c. Write a sentence about a *baseball player throwing* a ball, but use another synonym for throw.

The baseball player pitched the ball slowly.

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