



Fifth Grade

Language and Grammar Teacher's Manual Part 1

Lessons 1 to 80

Sample Lessons 1 to 5



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Lesson 1

Lesson Objectives

1. Students will review verb forms with an emphasis on irregular verbs.
2. Students will review commas in series.

Materials

Workbook 1 pages 4 and 5
Irregular Verbs sheet (Resource Pack)

Teaching

1. Verbs and Irregular Verbs. Ask students to read the top section of page 4 to review verb parts and irregular verbs. After reading, discuss the information with students.

What are the four headings on the chart on workbook page 4? (Present, Present Participle, Past, Past Participle) The headings represent forms of certain words. These words can always function as verbs, but often function other ways in sentences, too. Let's talk about the term *participle*. A participle is formed by adding suffixes to these words.

If the suffix *-ing* is added to the words, the present participle is formed. An example is the word *talk*. Write the word *talk*. What word is formed when *-ing* is added? (*talking*) Add the suffix to make the word *talking*.

Of course, sometimes there are spelling rules that we apply, such as dropping a silent e before adding *-ing*, or doubling the last letter on many short vowel words. Demonstrate with *bake*, *baking*, *sit*, *sitting*.

Adding *-ing* forms the present participle. What suffix is added to make the past participle? (*ed*) Like *-ing*, sometimes you'll have to apply spelling rules such as simply adding the letter *d* if the verb ends with silent *e*, and doubling the last letter on many short vowel words. Demonstrate with *bake*, *baked*, *zip*, *zipped*.

Participles are used with auxiliary verbs in sentences. Listen to this sentence: *We are baking cookies*. What word is the participle? (*baking*) Is it the past or present participle? (*present*) What is the auxiliary verb? (*are*)

Listen to this sentence: *We had baked a cake*. What word is the participle? (*baked*) Is it the past or present participle? (*past*) What is the auxiliary verb? (*had*)

Many participles can also be used as adjectives. Listen for the participle in this sentence: *The talking bear in the cartoon was funny*. What is the participle? (*talking*) Is it the past or present participle? (*present*) It's used as an adjective, so what word was it describing? (*bear*)

Next, discuss irregular verbs.

Think about the word, *irregular*. What does it mean? (Not the regular pattern.) Most verbs follow a pattern where the past and past participle parts are made by adding the suffix *-ed*. That is the regular pattern. Some verbs change in other ways that don't follow a pattern when the verb is changed to the past or past participle.

Look at the chart on page 4 of the workbook page. It is a chart of irregular verbs. What do you notice about the Present Participle column? (All the words end with the suffix *-ing*.)

Compare the Past and Past Participle columns. Which Past and Past Participles are the exact same? (*brought*, *lost*, *set*, *slept*). Do any of the words in these two columns end with the suffix *-ed*? (*no*) None of the words follow the regular pattern for verbs.

How can you tell if a verb is irregular? (Answers may vary.) If you have always spoken English, adding *-ed* to the present tense words will make words that just don't sound correct. Try putting the words into sentences. For example: *I brought a friend to the party*, just doesn't sound correct. *I brought a friend to the party*, sounds correct.

If you're not sure about a verb, search for irregular verb charts in reference material online.

Lesson 1

Students will complete the irregular verbs chart on page 5. Suggest students put words into sentences to determine the past and past participles.

For example: I _____ yesterday or I _____ it yesterday can test most of the past forms of the words in the chart.

I had _____ yesterday or I had _____ it yesterday can test most of the past participles in the chart.

Encourage students to use resource materials if needed. The present participle column was not included because they are all formed by simply adding -ing (and applying spelling rules).

Students can keep make a list of other irregular verbs that they encounter from research, daily reading, or just from memory on the sheet in the resource pack. It is similar to page 5 of the workbook, but without a predetermined present tense list.

2. Commas between items in a series. This is a review of fourth grade material. Students will look at the examples. Items may be single words, or phrases.

What do you do when you're reading and see a comma? (pause briefly)

Read the first sentence without acknowledging commas so that the words baseball glove books run together. Without the comma it's not clear if there are books about baseball gloves, or baseball gloves and books. Commas help separate details and ideas in sentences when we read or write.

Does the first comma come before or after the first item in a series? (after)

Does the last comma come before or after the conjunction? (before)

Add commas to the sentences.

Verb Parts

Every verb has four principal parts: the present, present participle, past, and past participle. Most verbs are regular, meaning the parts follow a pattern. The present participle is formed by adding the suffix -ing to the present form. The past and past participle forms are made by adding the suffix -ed. For example, the verb *walk* is a regular verb. Adding -ing makes the present participle form: *walking*. Adding the suffix -ed makes both the past and past participle forms, *walked*.

Irregular verbs do not follow a pattern when forming the past and past participles. The present participle is still formed by adding -ing, but the suffix -ed is not added to the past forms. Instead, each irregular verb is different. Sometimes the vowel changes. Sometimes the suffix -en is added. Sometimes the form doesn't change at all. See the examples in the chart. Try saying the present forms with the suffix -ed added and hear how funny the words sounds.

Complete the Irregular Verb Chart on the next page. You may use reference material. The Present Participle is formed by adding -ing to the words, so you are not asked to write the Present Participle.

Irregular Verbs

Present	Present Participle	Past	Past Participle
bring	bringing	brought	brought
freeze	freezing	froze	frozen
lose	losing	lost	lost
set	setting	set	set
sleep	sleeping	slept	slept
speak	speaking	spoke	spoken
swim	swimming	swam	swum
write	writing	wrote	written

Using Commas Between Items in a Series

Using commas helps the reader understand the pauses intended by the author. One use of commas is between items in a series.

Examples: The box contained baseball gloves, books, and three candy bars.
We will go to the store, to the post office, and to the library.

Add commas to these sentences:

She blew up the balloon, popped it, and scared her brother.

The sandwich had salami, peppers, onions, lettuce, and mustard.

My favorite sports are baseball, hockey, and football.

I sold the toy truck for \$40.00, paid my sister back, and saved the rest.

It turned cold, started snowing, and then warmed up again.



Irregular Verbs Past and Past Participles

present	past	past participle
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
choose	chose	chosen
come	came	come
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fly	flew	flown
go	went	gone
ride	rode	ridden
run	ran	run
see	saw	seen
take	took	taken

Lesson 2

Lesson Objectives

1. Students will use the past perfect tense.
2. Students will review coordinating conjunctions.

Materials

Workbook 1 page 6

FANBOYS page (Resource Pack)

Teaching

1. Past Perfect Tense. Have students read about the past perfect tense on page 6.
How is the past perfect tense formed? (using the helping verb *had* with a past participle)

The past participle ends with the suffix -ed. What do we call a past participle that doesn't end with the suffix -ed? (Irregular or an irregular verb)

The past perfect tense compares two actions from the past and shows which item was completed or happened first. Other words in the sentence or a supporting sentence can help show the order such as *before, and then, after, since, until*. (You may write the list or have students take notes.)

Perfect means the action was completed in the past.

The sample sentence on the workbook page is: *The window had broken before the rain fell.*

What happened first? (The window had broken.) There are two actions in the sentence. What are they? (had broken, fell) Which is past perfect? (had broken) What is the auxiliary verb? (had) Is the word *broken* regular or irregular? (irregular)

You can use the past perfect tense in a sentence with a single action, but you can make the comparison of the order stronger when two actions are in the same sentence.

Have students combine the four sentences. The list can help join the sentences and show the progression of events: *before, and then, after, since, until*

The answers are sample answers. Students can even vary the order as long as the sentence uses a past perfect verb tense. Students can change the form of the verb if needed. For example number 1:

Mom had gone to the store before I called her. Or After I had called her, mom went to the store.

Ask students to compare the actions. What came first? How could it be reworded into the opposite order?

You may also have students identify the verbs and determine if they are regular or irregular.

2. Begin with the FANBOYS chart from the Resource Pack. How do conjunctions function in sentences? (They link parts of a sentence.) There are seven coordinating conjunctions. They connect words, clauses, and phrases. There are different acrostics that help remember the seven coordinating conjunctions. One is the acrostic, FANBOYS. In an acrostic, each letter stands for a word. In the FANBOYS acrostic each letter stands for one of the coordinating conjunctions.

Use the chart or write out the acrostic: For, And, Nor, But, Or, Yet, So. The chart also points out differences in meanings between the conjunctions. The meanings may not be inclusive of every way each conjunction is used.

For: the reason or purpose

Nor: connects two negative ideas

Or: offers a choice

So: connects a result

And: adds together

But: shows differences

Yet: connects a contrasting idea

Workbook activity: Find and circle the conjunctions in the sentences.

Past Perfect Tense

In lesson 1 you found the past participle of verbs. The past participle helps form the past perfect tense. The past perfect tense indicates that something occurred before another action that was also in the past. In a sentence, the word **had** combines with a **past participle** verb to make the past perfect tense.

The window **had broken** before the rain fell.

In this sentence, the past perfect tense indicates that the window broke first. The words *had broken* express the past perfect tense. The rain fell in the past, but *after* the window broke.

Combine the sentences to describe the action using the past perfect tense.

1. Mom went to the store. I called her. Answers can vary

Mom had gone to the store before I called her.

2. I thought of a song. It started playing on the radio.

I had thought of the song, and then it started playing on the radio.

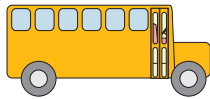
3. She walked to the park. It started raining.

After she had walked to the park, it started raining.

4. Jay rode the horse. The owner sold it.

Jay had ridden the horse before the owner sold it.

Find and circle the conjunctions in the sentences.



1. The bus came to a stop, and it hopped off.

2. He didn't give us the money, nor loan us a phone.

3. It was very cloudy, yet it did not rain.

4. We were late, so we sat on the back row.

5. You may come with me to the store, or stay home.

6. I was surprised she played well, for she hadn't practiced in days.

7. The bicycle had a flat tire, but I rode it anyway.

Coordinating Conjunctions FANBOYS Acronym

For the reason or purpose

And adds together

Nor connects two negative ideas

But shows differences

Or offers a choice

Yet connects a contrasting idea

So connects a result

Lesson 3

Lesson Objectives

1. Students will identify past tense and past perfect tense in sentences.
2. Students will interpret and write similes.

Materials

Workbook 1 pages 7 & 8

Teaching

1. Write the example sentence: *We had driven to the mountains before it rained.* This will be used as an example to prepare for the workbook page.

What verbs are in this sentence? (had, driven, rained)

What happened first, the driving or the rain? (driving)

What kind of verb is the word *had*? (an auxiliary or helping verb)

What is the form of the verb *driven*? (past participle)

What tense do the words *had driven* form? (past perfect)

What is the present tense form of the word *driven*? (drive)

What is the tense of the verb *rained*? (past tense)

Introduce the workbook activity. You will do something similar to what we just did on the Identifying Tense workbook page. Fill in the blanks to complete the statements. Read the directions because there are some words you won't need to write in order to answer.

Make sure students understand that the answer *perfect* was shortened from *past perfect* just for the purposes of the exercise, not normal usage as well as the word *had* is left out for the same reason.

2. Students will review similes. Like metaphors, similes compare two unlike things. Similes use the words *like* or *as* when making the comparison. The students will read the example simile: The boy was as thirsty as a camel. Then, students will read the meaning or explanation: The boy was very thirsty.

Students should read the nine similes. Students will then choose 4 and write explanations.

At the very bottom of the page, students will complete five similes. Think about extreme examples.

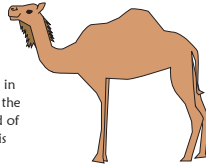
For example, *the boy was as thirsty as a camel* is an extreme example. You could make it even more extreme by adding a circumstance. *The boy was as thirsty as a camel that just crossed the desert.*

Or an opposite extreme: The boy was as thirsty as a fish. (The boy wasn't thirsty at all)

Lesson 3

Identifying Tense

The past perfect tense indicates that it was the first thing that happened in the past when compared to another action that happened in the past, but after the past perfect tense action. The past perfect tense uses the word *had* as a helping verb.



Read the sentences. Write a verb in the first blank and the tense in the second blank. You do not need to write the word *had* with the past perfect tense. You may also write the word *perfect* instead of past perfect in the second blank since all the perfect tenses in this exercise are past perfect.

1. The owner expressed gratitude after they had brought her the runaway camel.

The tense of the first verb, _____ expressed _____, is _____ past _____.

The tense of the second verb, _____ brought _____, is _____ perfect _____.

Write the present tense form of the irregular verb. bring

2. I asked if they had found the agricultural magazines.

The tense of the first verb, _____ asked _____, is _____ past _____.

The tense of the second verb, _____ found _____, is _____ perfect _____.

Write the present tense form of the irregular verb. find

3. The captain had abandoned the ship before it sunk.

The tense of the first verb, _____ abandoned _____, is _____ perfect _____.

The tense of the second verb, _____ sunk _____, is _____ past _____.

Write the present tense form of the irregular verb. sink

4. The bananas had ripened naturally before we bought them.

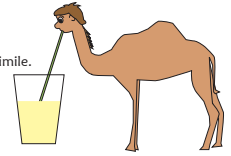
The tense of the first verb, _____ ripened _____, is _____ perfect _____.

The tense of the second verb, _____ bought _____, is _____ past _____.

Write the present tense form of the irregular verb. buy

Simile

A simile is a figure of speech that compares two unlike things. Similes use the words *like* or *as* to compare things. Read this simile.



The boy was as thirsty as a camel.

What does it mean? The boy was very thirsty.

A thirsty camel can drink up to thirty gallons in ten minutes. The simile doesn't mean the boy can actually drink that much. It's simply a colorful and interesting way to say: The boy was very thirsty.

Read the similes and choose four to tell what they mean. Write the explanations on another piece of paper.

1. My blond hair color is as natural as a plastic banana.

2. The line was moving as slow as a turtle.

3. Their expression of gratitude was like music to our ears.

4. The plot to the story was as elaborate as a palace.

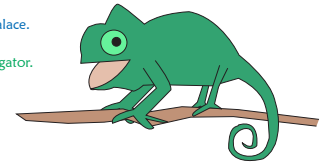
5. The teacher snapped at us like a captured alligator.

6. The play was like a fantastic voyage.

7. Dancers were as elastic as rubber bands.

8. He blended into the crowd like a chameleon in the jungle.

9. The college students were like hummingbirds as they moved onto the campus.



Complete similes about yourself.

1. I am as hungry as a _____

2. I can run like a _____

3. I can sing like a _____

4. I dance like a _____

5. I am as funny as a _____

Lesson 4

Lesson Objectives

1. Students will use coordinating conjunctions to join two independent and dependent clauses.
2. Students will review verb tenses.

Materials

Workbook 1 page 9

Teaching

1. Students can read *Conjunctions and commas*: Sometimes a comma follows the word right before a conjunction. Sentences with conjunctions don't always have commas. If the conjunction joins two clauses a comma is used. That means that both the part before and after the conjunction could be sentences by themselves. Each part has a subject and predicate.

In this exercise, students will join sentences as clauses and then rewrite them as a clause and a phrase by removing a subject from the second sentence (with additional changes). Have students read the examples on the page and then work the additional examples below: Use this example (write the sentences).

Our car broke down. We had to call a tow truck.

We can simply join the two sentences by changing the period after the word down to a comma and adding a coordinating conjunction. Which of the FANBOY conjunctions would work? (and, so)

Let's try to make the second sentence a phrase by changing it into a phrase that can have a common subject with the first sentence. We'll change and remove words, but keep the meaning:

Our car broke down and had to be towed

Let's try these sentences (Write the sentences):

The dog didn't do it. Did the cat make the mess? Join them as two independent clauses using a comma and coordinating conjunction. Ask for suggestions for combining the sentences or use the following:

Did the dog do it, or did the cat make the mess? (two independent clauses, a comma was used)

Edit the two sentences so they're no longer two independent clauses and there is no comma needed before the conjunction. Ask for suggestions for combining the sentences or use the following:

Did the dog or cat make the mess? (No longer two independent clauses, so a comma was not used)

Using a separate piece of paper, students will join the sentences on the workbook page two ways using coordinating conjunctions like the examples. Students can reword sentences in various ways to eliminate the need for a comma.

2. Have students determine if the verb tenses are correct on the 5 sentences at the bottom of the page. Students will mark their answers by filling in circles.

You may further discuss the answers and ask additional questions.

Sentence 1: The answer is no. What is the problem with this sentence? (Became is the past form of become.) Become is also the past participle form. How could it be corrected? (take out had or change became to become) Is become a regular or irregular verb? (irregular)

Sentence 2: The sentence is correct. (yes) What is the verb? (showed)

Sentence 3: Is the verb tense correct? (yes) What are the verbs? (thought, had taken) What is the verb form of the verb *though*? (past) What is the second verb tense used in the sentence? (past perfect) What is the verb form of *taken*? (past participle)

Is the verb tense correct in sentence 4? (no) What is the verb? (taught) What is wrong with the verb? (It's the wrong form. You don't add -ed to teach to form the past form.) What should the word be to make the sentence past tense? (taught) Is *teach* a regular or irregular verb? (irregular)

Is sentence 5 correct? (yes) What are the verbs? (understand, using) What are their forms? (both are past)

Coordinating Conjunctions

We used the acronym FANBOYS to list **coordinating conjunctions**: For, And, Nor, But, Or, Yet, So. Coordinating conjunctions join words, phrases, and independent clauses. An independent clause can be a sentence by itself. When two independent clauses are joined, a comma is placed after the word that is before the conjunction. If there is only one independent clause, a comma is not used.

There are two independent clauses in this sentence:

The captain sailed to the port, for the ship was in need of repairs. *There is a comma before the conjunction "for".*

Both parts could be complete sentences:

The captain sailed for the port. The ship was in need of repairs.

In this sentence there is only one independent clause:

The captain sailed the ship to the port for needed repairs. *There is no comma.*

Combine the sentences using a coordinating conjunction. Combine them as two independent clauses with a conjunction and a comma. Write a second time with only one independent clause and a conjunction with no comma. You may remove or change the order of words. You may add additional words or change the form of the words. You may need to use different conjunctions for each version. Write the sentences on another piece of paper.

- You may eat the banana now. You may save it for later.
- It's not a magazine. Is it a manual?
- The elastic makes the trap snap. It can capture the mouse.
- The castle had at one time been quite elaborate. It is now abandoned.

Verb Tenses

Are the verb tenses correct in the sentences? Fill in the circles to answer yes or no.

- | | | |
|---|----------------------------------|----------------------------------|
| 1. I had become upset when my friends abandoned me. | <input type="radio"/> | <input checked="" type="radio"/> |
| yes | no | |
| 2. The family showed their gratitude to the firefighters in many ways. | <input checked="" type="radio"/> | <input type="radio"/> |
| yes | no | |
| 3. They thought we had taken the camels for a ride. | <input type="radio"/> | <input checked="" type="radio"/> |
| yes | no | |
| 4. She taught agricultural classes at the college's new campus. | <input checked="" type="radio"/> | <input type="radio"/> |
| yes | no | |
| 5. Did the customers understand the advantages of using natural products? | | |
| yes | no | |

Sample Answers for combining sentences. Answers may vary

1. You may eat the banana now, or you may save it for later.

You may eat the banana now or save it for later.

2. It's not a magazine, but it's a manual.

It's not a magazine but a manual.

3. The elastic makes the trap snap, so it can capture the mouse.

The elastic makes the trap snap and capture the mouse.

4. The castle had at one time been quite elaborate, yet it is now abandoned.

The castle had at one time been quite elaborate yet is abandoned now.

Lesson 5

Lesson Objectives

1. Students will apply the correct tenses to compare actions.
2. Students will add details to sentences.

Materials

Workbook 1 page 10

Teaching

1. Use the workbook page. The first step is determining which action came first. That is the sentence that will get the auxiliary verb *had*. So, one blank in each sentence will remain blank. Students will also circle the correct form of the verbs. So, two verbs will be chosen in each sentence.

Talk through the example on the workbook page:

Which action happened first in the sentence? Did the bears run away first or did the people see the bears first? (The bears ran away first.) The action that happened first uses the word *had* before it. What tense do that make it? (past perfect). The other verb in the sentence will have to be the past form of the word, not the past participle.

Many times the past participle and the past forms are the same, such as all regular verbs that are formed with the suffix -ed. In the sentences on this workbook page, many of the choices are words that are irregular and differences between the past and past participle forms.

2. Students will add the words in the parentheses to the sentences. Students may add any other words and change words as needed.

Start with an example:

The magazine came in the mail (today, funny, puzzles, stories)

You may have students give examples. Below are some possibilities:

The funny magazine that came in the mail today had puzzles and stories.

Today, I read funny stories and worked puzzles from the magazine that came in the mail.

Past Perfect Tense

The word **had** combines with a **past participle** verb to make the past perfect tense. The past perfect tense indicates the first action that takes place in time. Read the sentences below. Write the word **had** in front of the verb that happens first in time. Do not write anything in the blank before the verb that happened second in time. Circle the correct form of the verb. Example:

The **had** **ran** / **run** away before we **saw** / **seen** them.

- I **had** **bumped** / **bump** the shelf before the magazines **fell** / **fallen**.
- We **chosen** / **chose** bananas for a snack after we **had** **eaten** / **ate** lunch.
- The captain **had** **taken** / **took** us on a fantastic voyage, then we **came** / **come** home.
- She **had** **drank** / **drunk** the natural juice by the time the show **began** / **begun**.
- The birds **flew** / **flown** away after we **had** **rode** / **ridden** by them on the camel.

Adding details to sentences

Words can be added to sentences to make the meaning more detailed. Read the sentences. Add the words in the parenthesis to the sentences and write them on the lines. You may add other words as needed.

Answers may vary

- The children captured butterflies. (yesterday, colorful, young, almost)

The young children almost captured the colorful butterflies yesterday.

- The scientist recorded the data. (useful, computer, smart, laboratory)

The smart scientist recorded the useful data on a computer in the laboratory.

- The house was abandoned. (years, old, crumbling, owners, neglect)

The old, crumbling house was abandoned by the owners after years of neglect.
