

All Write

Teach a Mini Lesson using *All Write* page 417. Read the section on Action Verbs.

Student activity: Fill in the blank.

1. An **action verb tells** what the _____ is doing.

Student activity: Underline the subject of the sentence in the following sentences. Then go back and circle the action verbs describing that subject.

Page 5: A white curtain separates me from the other people who lie here, groaning sometimes, coughing.

A window at my feet faces out to the street. I can hear the taptap callers, the fresco vendors, the egg seller's

shout, the truck horns. But nobody is calling me.

Student activity: Write three of your own sentences with action verbs.

1. _____

2. _____

3. _____

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Taste of Salt, Day 2

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Teach a Mini Lesson using *All Write* page 417. Read aloud the section on linking and “to be” verbs.

Student activity: Fill in the blank.

1. **A linking verb** links a _____ to a _____ OR an _____ in the predicate part of the sentence.
2. Look at the list of linking verbs closely. Then try to rewrite as many as you can remember:

_____.

Directions: Underline as many linking verbs as you can find. ☺

1. Titid is kind.
2. Djo was strong.
3. Jeremie appears small.
4. The hospital smells horrible.
5. Haitian food tastes great.

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Date: _____

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Teach a Mini Lesson using *All Write* page 417. Read section on Helping Verbs

Student activity: Short answer.

1. Helping verbs include:

Helping verbs *help* other verbs. Without them the sentence would sound funny.

Example: Correct: Djo was injured before he went to the hospital. (Was is the helping verb)

Incorrect: Djo injured before he went to the hospital.

Student activity: Fill in the correct word from the choices after the sentence.

1. Jeremie _____ come to the hospital several times before. (was, had)
2. The boys _____ only there a short time before they had to leave. (is, were)
3. I _____ happy when Haiti had a democratic President. (was, am)
4. Jeremie _____ dated no one before me. (was, had)
5. Djo _____ a good bodyguard again when his body heals. (will be, had been)

All Write

Teach a Mini Lesson using *All Write* page 418. Read about Modal verbs and examine words from “can” to “ought to” on the list.

Student activity: Short Answer.

1. Define modal verb.

_____.

Directions: Fill in the following sentences in terms of your own life. Underline the modal verbs.

1. I can _____.

2. I could _____ if someone only asked me to.

3. I might _____ this Saturday.

4. I may sleep until _____ on Sunday.

5. I must study more because _____.

6. I have to get more exercise, otherwise I will _____.

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Teach a Mini Lesson using *All Write* page 418. Read bottom half of modal verbs.

Student activity: Short Answer.

1. Define modal verb (again) ☺:

_____.

Directions: Underline the modal verbs.

1. Jeremie shall talk down Djo's life story.
2. Djo will visit his mother soon.
3. Djo would not mind seeing a movie tonight.
4. Would you help your brother, Djo, please?
5. Could Jeremie set the table for dinner, please?
6. Can Titid become President?

All Write

Teach a Mini Lesson using *All Write* page 419. Read section on present tense.

Student activity: Fill in the blank.

1. The _____ of a verb is called its _____.
2. The present tense of a verb states that it is happening _____ or that it happens _____.

Student activity: Circle all the present tense verbs in the following paragraphs. Ask yourself if the activity (verb) is happening *now* or *regularly*.

(Page 47) I feel a rope go around my feet, pulled tight. Hands lift me up rough and throw me down on some board. The board begins to shake. I am in the back of a truck. My shoulder is hurt. Pain rises around me, so sharp and real it is better than sadness.

(Page 48) A man is helping me off the floor, pulling my elbow. He sits me on the bench tight between the two men. Benches run along the two sides of the truck bed, and on the benches are squeezed maybe twenty men, their knees mixed together like fingers praying.

All Write

Teach a Mini Lesson using *All Write* page 419. Read section on past tense.

Student activity: Short answer.

1. What is the past tense of a verb? Define.

Student activity: Underline all the past tense verbs in the following sentences.

1. The truck stopped.
2. The sun rose.
3. The bird flew.
4. I told him I couldn't do any more.
5. They sold the boys into slavery.
6. He sat down next to me and prayed.
7. We cooked the food and boiled the water.

All Write

Teach a Mini Lesson using *All Write* page 419. Read section on future tense.

Student activity: Fill in the blanks.

1. The **future tense** of a verb states an action that _____.
2. The **past tense** of a verb states an action that _____.
3. The **present tense** of a verb states an action that is _____ or that _____.

Student activity: Put a box around the future tense verbs.

1. Jeremie will remember Djo's story forever.
2. Djo will get released from the hospital.
3. Titid will become President of Haiti.
4. I am going to the store tomorrow to buy rice.
5. Donay will become my good friend.

Student activity: Put a circle around present tense verbs, underline past tense and put a box around any future tense verbs.

1. I want to see this Dominican Republic, but I am too tired.
2. We are on a path between tall cane, feeling small as crickets.
3. Why did they leave us here?
4. We are so hungry.
5. Donay looks sad.
6. Fresh cane is heavy.
7. The *charette*-man will take the cane to the weigher, at the *central*.

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Teach a Mini Lesson using *All Write* page 419. Read section about present perfect tense.

Student activity: Fill in the blank.

1. The present perfect tense states an action that _____.
2. Add _____ or _____ before the past participle form of the main verb. (Look on pages 422-23 to remind yourself what a past participle verb is.)

Student activity: Add *has* or *have* to the following sentences to use the present perfect tense.

1. I _____ always enjoyed drinking sugar cane juice.
2. Djo _____ always enjoyed Titid's company.
3. Jeremie _____ visited Djo going on three months.
4. Stories about freedom _____ always interested Titid.

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Teach a Mini Lesson using *All Write* page 419. Read section on past perfect tense.

Student activity: Fill in blank.

1. The **past perfect tense** states an action that _____ and was _____ in the past.
2. Add _____ before the past participle form of the main verb.

Student activity: Underline the past perfect tense in the following sentences.

1. Djo had been beaten up by those who opposed Aristide.
2. Djo had served Titid for years.
3. Jeremie had gone to the nun school.
4. Donay had traveled home.
5. They had eaten only rice for days.

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Teach a Mini Lesson using *All Write* page 419: future perfect tense

Student activity: Fill in the blank.

1. The future perfect tense states an action that will begin _____ and end _____.
2. To form a future perfect tense, add _____ to the past participle form of the main verb.

Student Activity: Turn these sentences into future perfect tense.

1. Jeremie talked with Djo for six hours.
2. Djo laid in bed for three weeks.
3. Titid preached for 10 years next Tuesday.
4. Maman cooked the meals for everyone all week.
5. Liliane rested for only 15 minutes.

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Teach a Mini Lesson using *All Write* page 420: Present continuous tense

Student activity: Fill in the blank.

1. The present continuous tense states an action that _____.
2. You form this tense by adding _____ to _____.
3. Write your own example:

Student Activity: Use the given verb and turn it into a present continuous tense.

Example: learn: *I am learning* how to play the drums.

1. drink: Djo _____ from the water fountain.
2. sleep: Djo _____ in his bed.
3. write: Jeremie _____ in her journal.
4. swallow: Djo _____ the pill.
5. sing: Jeremie _____ to Djo.

All Write

Teach a Mini Lesson using *All Write* page 420: past continuous

Student activity: Fill in the blank.

1. The past continuous tense states an action that _____.
2. To form this tense, add the _____ to the _____ form of the main verb.
3. Write your own example.

Student Activity: Change the verb to the past continuous tense

1. *live*: Djo _____ at the shelter before he got jumped.
2. *study*: Jeremie _____ at the nun's school.
3. *teach*: Djo _____ the younger boys.

Student Activity: Create 2 of your own sentences using the formula and characters from the book.

1. _____

_____.
2. _____

_____.

Share with a friend.

All Write

Teach a Mini Lesson using *All Write* page 420: future continuous

Student activity: Fill in the blank.

1. The future continuous tense states an action that
_____.
2. To form this tense, add
_____ + _____ + _____.
3. Another formula states:
_____ + _____ + _____.

Write both types of sentences that tell the reader that the character will be doing something in the future, given the task expressed. Fill in the rest of the sentence as you want to! 😊

Example: sing: *I will be singing next month.* OR *I am going to be singing next month.*

1. teach: _____

2. learn: _____

3. eat: _____

4. play: _____

5. dance: _____

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Teach a Mini Lesson using *All Write* page 421: singular and plural verbs

Student activity: Fill in the blank.

1. A singular verb is used when the subject in the sentence is _____.
2. A plural verb is used when the subject in the sentence is _____.

Student Activity: True or False. Put True if the verbs and the subjects agree, put False if they do not and then correct the form.

Example: Djo's life interest many people. *False. Interest should be "interests"*

1. Jeremie lives for Djo. _____:
2. Jeremie love Djo. _____:
3. Jeremie think Djo is not very handsome. _____:
4. Djo thinks Jeremie is very good looking. _____:
5. Djo's family think he needs to be in the hospital. _____:
6. Titid's bodyguards protects him. _____:

All Write

Teach a Mini Lesson using *All Write* page 421: active and passive verbs

Student Activity: Short answer.

1. When is a verb active?

2. When is a verb passive?

Directions:

First identify the subject of the sentence.

Second, identify the verb. Then, ask yourself if the subject is doing the action. If it is, the verb is active.

Third, write the letter 'A' for active verb and 'P' for passive verb above the underlined verbs.

1. The sun rose above the smoky hills.
2. The boy hit the ball.
3. The cat ate the string.
4. The dog smelled the man.
5. The food was prepared by the girl.
6. The pillows were made by my mother.

All Write

Teach a Mini Lesson using *All Write* page 421: regular verbs

Student Activity: Fill in the blank.

1. Most verbs in the English language are _____.
2. You add _____ to regular verbs when you state a past action.
3. You can also use _____, _____, or _____ with the verb.

Practice making these sentences with regular verbs past tense. Rewrite the sentence.
Practice making it past tense using both methods.

1. He talks.

2. I listen.

3. I jump in the pool.

4. We play in the sand.

5. He wades in the ocean.

All Write

Teach a Mini Lesson using *All Write* page 421-2: irregular verbs

Student Activity: Short answer.

1. What does it mean to say a verb is irregular? What *don't* you do to it?

Directions: Take a look at the list of irregular verbs on page 422. Choose 10 of the verbs in the **first** column, beginning with the letters 'b' and ending with 'd'. On one side of a 3x5 card write the present tense of the verb, on the other side, write the past tense. Practice quizzing one another. You can do this as a class, in small groups, or in pairs.

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Teach a Mini Lesson using *All Write* page 422: irregular verbs

Directions: Take a look at the list of irregular verbs on page 422. Choose 10 of the verbs in the **second** column, beginning with the letters 'e' and ending with 'h'. On one side of a 3x5 card write the present tense of the verb, on the other side, write the past tense. Practice quizzing one another. You can do this as a class, in small groups, or in pairs.

Character Based Literacy Program **All Write**
Taste of Salt, Day 20

Name: _____
Date: _____

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Teach a Mini Lesson using *All Write* page 423: irregular verbs

Directions: Take a look at the list of irregular verbs on page 423. Choose 10 of the verbs in the first column, beginning with the letters 'h' and ending with 's'. On one side of a 3x5 card write the present tense of the verb, on the other side, write the past tense. Practice quizzing one another. You can do this as a class, in small groups, or in pairs.