

Interactive Notebook Pages

by Margaret Whisnant



Action and Linking
Helping Verbs
Modal Helping Verbs
Present, Past, Future Tense
Perfect Tense

Irregular Verbs
Progressive Tense
Perfect Progressive Tense
Consistency in Tense
Optional Pop-up Divider Page

Copyright © 2015 Margaret Whisnant
All rights reserved by author.

Permission to copy for single classroom use only.

Electronic distribution limited to single classroom only. Storage on public websites prohibited.

Interactive Notebook Pages—Verbs

Introduction

The nine interactive notebook pages in this product address the skills listed in CCSS as well as those covered by ELA teachers who are not following Common Core. They are:

- Lesson Activity 1: Action and Linking Verbs
- Lesson Activity 2: Helping Verbs/Verb Phrases
- Lesson Activity 3: Modal Helping Verbs
- Lesson Activity 4: Present, Past, Future Tense
- Lesson Activity 5: Perfect Tense
- Lesson Activity 6: Irregular Verbs
- Lesson Activity 7: Progressive Tense
- Lesson Activity 8: Perfect Progressive Tense
- Lesson Activity 9: Consistency in Verb Tenses
- Bonus Activity: Optional Pop-up Divider Page

This set of interactive notebook pages covers CCSS skills from fourth through sixth grades. The material is **intended for 6th-8th graders**. It will also be usable in some high school ELA classes. The presentation is advanced and not suitable for students in the beginning stages of learning about verbs.

A separate, companion pack of interactive notebook pages for **eighth grade** CCSS requirements (active/passive voice, moods, verbals) is on its way to completion. (4-15) A noun pack is already completed and available for purchase. ([Interactive Notebook Pages: Parts of Speech: Nouns CCSS Aligned](#))

Each Lesson Activity includes a page of facts and examples (right side of notebook) that give a thorough presentation of the target skill(s). The student response forms are ready to cut and assemble. When the notebook pages are complete, the student can use them for reference and review throughout the year.

I have included specific cutting, assembly, and task instructions along with photos of the completed pages in each lesson. A page of answer keys and sample responses are also included. The pages are prepared with purple borders and green insets, but they also print well in gray scale that students can decorate with colored pencils or magic markers.

This product has four sets of companion task cards—Action or Linking, Helping Verbs and Main Verbs, Irregular Verbs, and Verb Tenses that can be purchased individually or as a bundle. Interactive notebook pages and task cards for pronouns are being written. The other parts of speech are on the planning board.



Margaret Whisnant

Cover Photo: Dollar Photo Club
Page Clipart: Graphics Factory

Table of Contents

Lesson Activity 1: Action and Linking Verbs	
Resource Page	1
Student Response Page	2-3
Lesson Activity 2: Helping Verbs and Verb Phrases	
Resource Page	4
Student Response Page	5-7
Lesson Activity 3: Modal Helping Verbs	
Resource Page	8
Student Response Page	9-11
Lesson Activity 4: Tense: Simple Present, Past, and Future	
Resource Page	12
Student Response Page	13-14
Lesson Activity 5: Perfect Tense	
Resource Page	15
Student Response Page	16-18
Lesson Activity 6: Irregular Verbs	
Resource Page	19
Student Response Page	20-22
Lesson Activity 7: Progressive Tense	
Resource Page	23
Student Response Page	24-25
Lesson Activity 8: Perfect Progressive Tense	
Resource Page	26
Student Response Page Forms	27-28
Lesson Activity 9: Consistency in Verb Tenses	
Layered Resource Page	29-30
Student Response Page Forms	31-32
Optional Pop-Up Intro/Divider Page	33-35
Answer Keys and Sample Responses	36-38

Lesson Activity 1: Action and Linking Verbs

Parts of Speech
Verbs
Action and Linking

Action Verbs

Action verbs express activity that we can see or hear.

Brian *ran* home. Snow *fell* all afternoon. The puppy *growled*. The bell *rang*.

Action Verb Samples:

stop jump play laugh drive growl sleep wait boil
dance read argue hug cut build crash escape march open

Action verbs also express an occurrence, including an emotional or mental state that is not visible or audible but **happening** just the same.

This watch *costs* \$25. These shoes *fit* perfectly! Delores *hates* broccoli.

Occurrence Verbs Samples:

change happen fit thought love remember know
realize believe suppose belong require own want like

Linking Verbs

Linking verbs—also called **state of being verbs**—say that a situation or a condition exists. They link the subject to another noun or adjective that renames or describes it.

Marla *is* my sister. Several students *were* tardy. The singers *are* talented.
(Marla = sister) (tardy students) (talented singers)

Basic Linking Verbs:

am is are was were be being been

Other Linking Verbs: seem become grow (*become*) feel (*condition*)

appear (*seem to be*) tastes smells looks remain

The basic group of linking verbs are easy to spot, but the others are confusing because they can also function as action verbs. How they are used in the sentence makes the difference. When in doubt, try replacing it with **is, are, was, or were**. If it makes sense, it's a linking verb.

*This room **feels** cold.* (The room is not doing the feeling. The room *is* cold.)

Mrs. Taylor **appeared** angry. (Mrs. Taylor didn't materialize! She *was* angry.)

*The pizza **smells** delicious!* (The pizza *is* delicious. It isn't smelling itself!)

*This math problem **looks** difficult.* (The math problem has no vision, but it can *be* a pain in the neck.)

Assembly Instructions: Cut, center, and glue the resource material on this page to the right side of the notebook. Cut, position, and glue Student Response forms (next two pages) on the left notebook page according to directions given on pages 2 and 3. See photos.

Student Response Forms. . . Continued

For best results, print word strips on card stock.

Strip 1
Helping Verb

shall
will
should
shouldn't
would
wouldn't
ought to

Strip 2
Helping Verb

may
might
must
can
can't
could
couldn't

Strip 3
Helping Verb

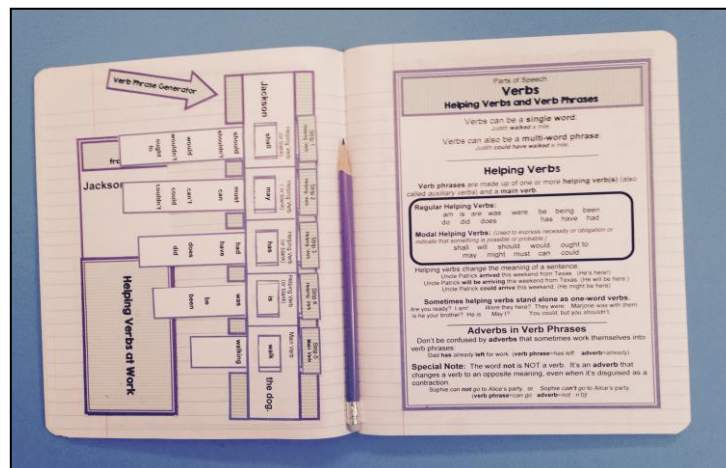
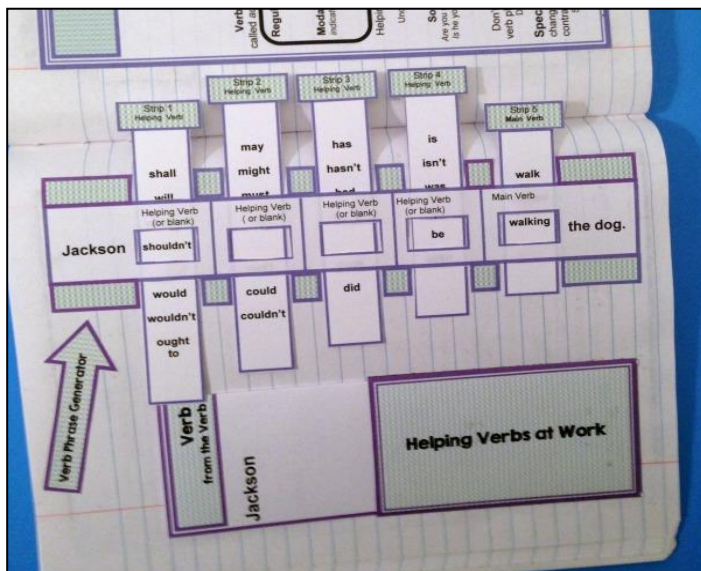
has
hasn't
had
have
does
did

Strip 4
Helping Verb

is
isn't
was
be
been

Strip 5
Main Verb

walk
walked
walking



Lesson Activity 3: Modal Helping Verbs

Parts of Speech
Verbs
Modal Helping Verbs

Modal helping verbs are super useful! They form *verb phrases* that help *main verbs* express **possibility, ability, permission, necessity, advice, expectation, or condition.**

Modal Helping Verbs

shall, will, should, would, ought to, may, might, must, can, could

Start with some simple subjects and verbs:

Melissa reads. I study. Vincent drives.

Reads, study, and drives are action verbs, but when used alone they give very little information. They can't express the *manner* or the *mood* of the reading, the studying, or the driving. Add **modal helping verbs**, and things change!

Possibility/Ability/Permission

Melissa **could read**, or she could watch TV. (possibility)
Melissa **might read**, or she might go for a walk. (possibility)
Melissa **may read**, or she might write a letter. (possibility)
Melissa **can read**, or she can take a nap. (possibility)
Melissa **can read** both English and Spanish. (ability)
Melissa, you **may read**. (permission)

Necessity/Advice

I **must study** for tomorrow's test. (necessity)
I **should study** because I have a test tomorrow. (*advice to self*)
Mr. Warner is giving a test tomorrow, and I **ought to study**. (*advice*)
Shouldn't I **study** for tomorrow's test? (*advice*)

Expectation/Condition

Vincent **will drive** us to school tomorrow. (expectation)
When we go to Tampa, Vincent **shall drive**.** (expectation)
Vincent **would drive**, if he had a license. (condition)
Vincent **couldn't drive**, because he was ill. (condition)
Last year, Vincent **would drive***** his dad's car to school every Friday.

* The adverb **not (n't)** can be added to a modal verb.

**Traditionally, *shall* indicates a promise while *will* denotes an intention or determination. However, in American English it is now acceptable to use *will in both* situations. *Shall* is generally reserved for questions—*Shall we eat?*, for example.

****Would* can refer to a condition that took place in the past.

Assembly Instructions: Cut, center, and glue the resource information on this page to the right side of your notebook.


Student Response Forms

Flip book Assembly Instructions: Cut out individual flaps. Create a fold hinge at the thick line below each anchor tab. Glue **whole bottom flip page** (ability/permission, or your choice) to left side of notebook, being careful to position so that all 6 pages will be centered when assembled. For the rest of the pages, glue **anchor tab only** to notebook. Line up the **anchor tab fold line** across the top of previous layer. Do not cover anchor tab. Make sure that the page title is clearly visible. (See photo on this page and next two pages.)

Modal Helping Verbs at Work

Simple Sentence:
I feed

Simple Sentence with Modal Helping Verb:
I should feed Drusilla a little less a little less often.



Manner/Mood: **Advice**

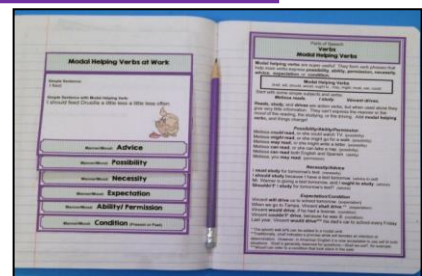
Anchor Tab
Fold here

Student Instructions: (Note: Write sentences **before** or **after** assembly according to your preference.) For each manner/mood, first write a simple two-word sentence with a subject and a verb. Then expand the basic sentence by adding **modal helping verbs** and nouns/phrases that add to the meaning. The first page is completed as an example. Add your own artwork if you wish.

Simple Sentence:

Simple Sentence with Modal Helping Verb:

Manner/Mood: **Possibility**



Lesson Activity 8: Perfect Progressive Tense

Parts of Speech

Verbs: Perfect Progressive Tense

The **perfect progressive** tense is used to express **continuous activity** that **starts in the past** and **keeps going until a particular point** in the **past**, the **present** (right now), or the **future** where it is **interrupted** or **completed** (*perfected*).

Present Perfect Progressive

(*has* or *have* + *been* + present participle)

The **present perfect progressive** tense indicates on-going activity that has continued until **right now**.

*Carl and Jose **have been talking** about the game for more than an hour.*
(At this very moment, the **hour's worth** of talking is **completed**, though the talking itself probably continued.)

*I **have been watching** too much TV lately.*
(Right now, I see what I have been doing. This suggests a stopping point)

***Have you been sleeping** during my class?*
(As of right now, your sleeping has been interrupted.)

Past Perfect Progressive

(*had* + *been* + present participle)

The **past perfect progressive** tense shows continuous action that started in the past and continued until it was *interrupted* or *finished in the past*.

*Julie and Martin **had been waiting** for 45 minutes when they left the restaurant.*
(Julie and Martin stopped waiting at a particular point—45 minutes.)

*By 5 p.m. Carla was exhausted because she **had been hiking** all day.*
(Carla's hike started earlier in the day and ended around 5 p.m.)

Future Perfect Progressive

(*will have* + *been* + present participle)

The **future perfect progressive** tense expresses **on-going future action** that **will continue** until a **particular time in the future** when it will be *interrupted* or *completed* (*perfected*).

When the clock strikes 12, snow **will have been falling** for four hours.
(At 12, **four hours** of snowfall will be **completed**, even if it continues afterwards.)

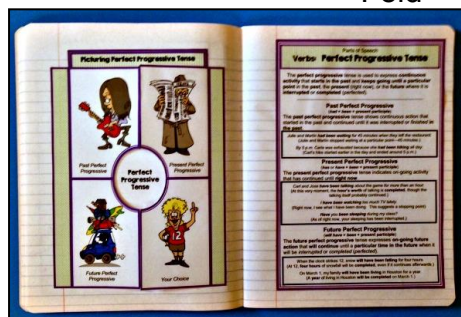
On March 1, my family **will have been living** in Houston for a year.
(A **year** of living in Houston **will be completed** on March 1.)

Assembly Instructions: Cut, center, and glue the resource information on this page to the right side of your notebook.

Student Response Forms: Overlay Tabs

Assembly Instructions: Center and glue base form (next page) to left side of notebook. Cut Overlay Tabs (this page). Glue anchor tabs of overlay flipables over base form, positioning them to line up with the left and right sides. Make sure that the title "Perfect Progressive Tense" is centered and visible in the oval cut-out. See photos.

Student Instructions: Use the cartoons as inspiration to write original sentences behind the three tabs labeled present, past, and future progressive. Then, write a sentence in the tense of your choice (present, past, future perfect progressive) behind the fourth tab.



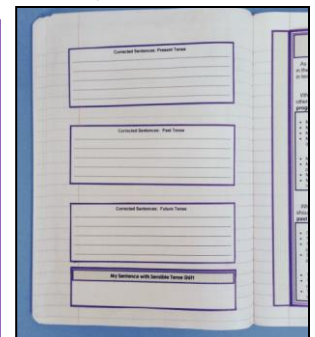
Student Response Forms: Base Forms

Corrected Sentences: Present Tense

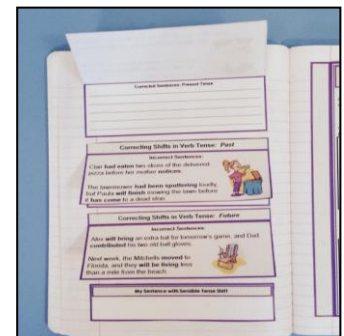
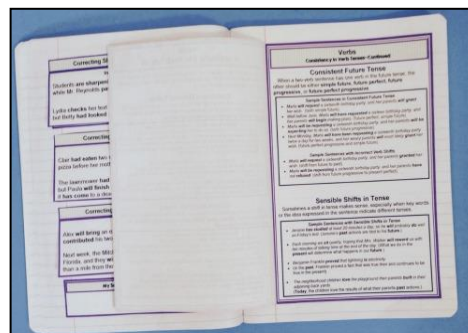
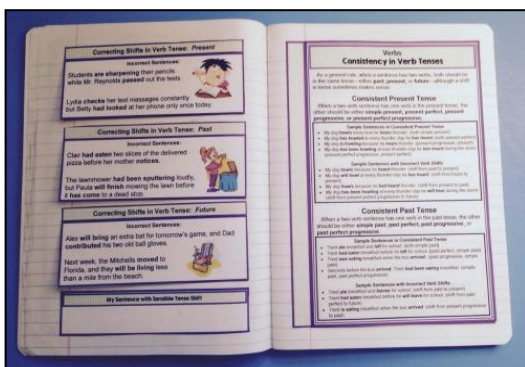
Corrected Sentences: Past Tense

Corrected Sentences: Future Tense

Assembly Instructions: Cut, glue, and position the response forms on this page first to the left side of your notebook. Leave one and a half page lines between each one to allow room for the flappable overlay anchor tabs. Add "My Sentence with Sensible Tense Shift" (from previous page) at the bottom. See photo.

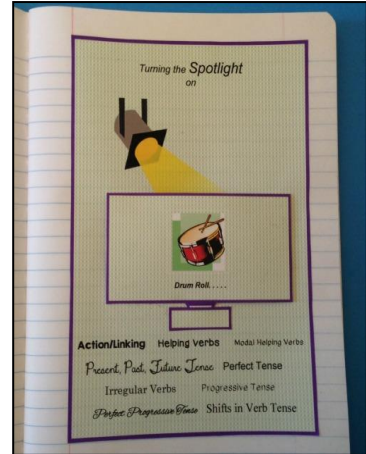
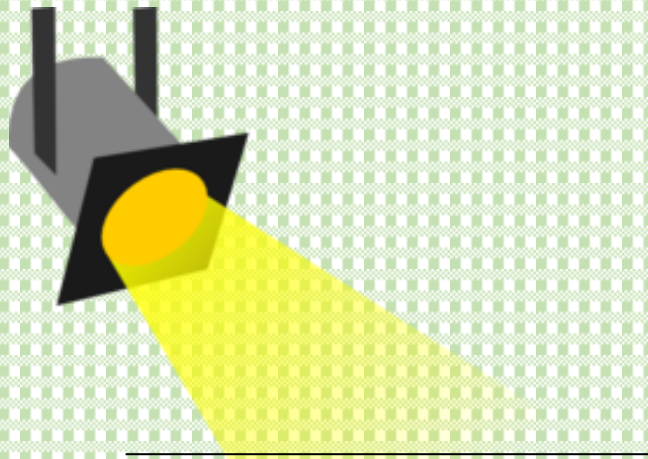


Base Forms placement guide

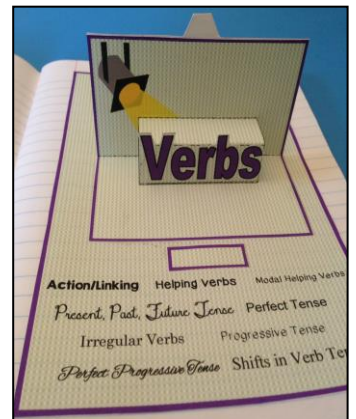


Introduction/Divider Page. (Base Form)

Turning the *Spotlight*
on



Closed



Opened

Action/Linking Helping Verbs Modal Helping Verbs

Present, Past, Future Tense Perfect Tense

Irregular Verbs Progressive Tense

Perfect Progressive Tense Shifts in Verb Tense