

 PREPARE

CONCEPT Verbals are verbs in a sentence that function as nouns, adjectives, or adverbs. There are three kinds of verbals: participles, gerunds, and infinitives. Participles are verbs ending in -ing or -ed that function as part of the verb (e.g., *she is cheering, they have watched*) or as adjectives (*the baking muffins or the printed page*). Gerunds also end in -ing, but they function as nouns (*Please stop laughing*). Infinitives are made up of the word to + a verb

(*She loves to read*) and function as a noun, adjective, or adverb. Understanding verbals develops the metalanguage that can be used to think and talk about language and to improve reading comprehension and writing skills.

VOCABULARY adjective, adverb, gerunds, infinitive, noun, participle, predicate, verbal

MATERIALS Lesson reproducibles, colored pencils or highlighters, index cards

 INSTRUCT

Tell students they will be learning about verbals. State that sometimes there are verbs in a sentence that might not be part of the predicate. Those verbs can function as other parts of speech and are called **verbals**. State that there are three types of verbals: participles, gerunds, and infinitives.

Display the sentence *Hissing snakes filled the cave*. Ask students to identify the subject (*snakes*) and predicate (*filled*). Note that the word *hissing* is also a verb but that it tells what kind of snakes and functions as an adjective. Tell students that verbs that end in -ing or -ed and function as an adjective are called **participles**. Participles can also be part of the verb in the perfect tense as in *We have watched that movie*. Display sentences 1-4 from the Instruct List and work through each one to circle the predicate and box the participles.

Next, state that **gerunds** also end in -ing, but function as nouns. Display the sentence *Dan dislikes cleaning*. Ask students to determine the subject (*Dan*) and predicate (*dislikes*). State that *cleaning*, although it is a verb, acts like a noun or the object of what he dislikes. Work through Instruct sentences 5-8 circling predicates and boxing the gerunds.

Finally, explain that **infinitives** are verbs with the word *to* that function as a noun, adjective, or adverb. Display the sentence *To succeed is a good goal*. As with the other sentences, circle the predicate (*study*) and show that the verb *to succeed* functions as a noun and the subject of the sentence. Work through Instruct sentences 9-12 circling predicates and boxing the infinitives.

State the information: **Verbals are verbs in a sentence that function as other parts of speech. They are participles, gerunds, and infinitives.**

Refer students to the Anchor Chart. Distribute copies for students to keep, or have students record the information in a notebook.

 PRACTICE

- Distribute Practice List 1, included with this lesson. Have students circle predicates and underline verbals. Then, circle if the verbal is a participle, gerund, or infinitive. Write how it functions in the sentence (i.e., part of the verb, adjective, noun, or adverb).
- Distribute Practice List 2, included with this lesson. Tell students to write sentences using the provided verbals. Note that the list contains a variety of sayings or proverbs. Have students identify the type of verbal used in the sentences in the margin of their notebooks.
- Unscramble the sentences provided with this lesson in Practice List 3. Rewrite the correct sentence on the line and then circle the verbal.

 **ADAPT****SUPPORT**

- Write a variety of infinitives and gerunds on index cards (e.g., *to run*, *dining*, *sitting*, *to think*). Have students flip cards over and sort into correct piles. For an added challenge, encourage students to orally formulate sentences containing the verbals.
- Distribute the Support List included with this lesson. Have students choose the correct verbal to complete the sentence.

EXTEND

- Write a variety of verbs on the board (e.g., *cook*, *floss*, *run*, *watch*, *know*). Have students choose a verb and write sentence pairs using the same verb as a predicate and a verbal, changing the verb form as needed (e.g., *Tom watched movies*. *The list of watched movies grew*). Students should share with a partner and determine the type of verbal their peer used.
- Explain that infinitives can function as different kinds of nouns in the sentence: the subject, the direct object, or predicate nominative in addition to an adjective or adverb. Distribute the Extend lesson reproducible and have students determine if the infinitive is a subject, direct object, or predicate nominative.

 **CONNECT**

- Give students a content-based topic (e.g., the novel *Hatchet* by Gary Paulsen) and a related verb (e.g., *frighten*). Students should compose a grammatically and factually correct sentence that uses the verb as a verbal (e.g., *Brian didn't know if he could survive the frightening experience with the skunk*).

INSTRUCT LIST

1. The crying baby searched for his mother.
2. Lounging cats yawned.
3. He had cooked the steak for too long.
4. The players have rested long enough.
5. Swimming develops breath control.
6. Michael loves coaching his son's team.
7. Mrs. Anderson enjoys baking pastries.
8. Grandpa wants to go fishing in the morning.
9. Jason wants to run for class president.
10. Dad reminded me to turn off the lights
11. John bought flowers to give to her.
12. To park on that street is risky.

ANCHOR CHART

Verbals

Verbals are verbs that function as other parts of speech.

| Participles | Gerunds | Infinitives |
|---|--|--|
| <i>Function as part of the verb or as an adjective</i> | <i>Function as a noun</i> | <i>Function as a noun, adjective, or adverb</i> |
| verb + -ing or -ed | verb + -ing | to + verb |
| <p>Part of a perfect verb:</p> <p><i>They <u>had moved</u> away.</i></p> <p><i>Spiders <u>have scurried</u> across the ceiling.</i></p> <p>Adjective:</p> <p><i>He scoured the <u>printed</u> page for clues.</i></p> <p><i>The children arrived with the smell of the <u>baking</u> muffins.</i></p> | <p>Noun:</p> <p><i>Mom's <u>cooking</u> impressed our company.</i></p> <p><i>The judge called my <u>singing</u> superb!</i></p> <p><i><u>Stretching</u> increases flexibility and reduces stress.</i></p> | <p>Noun:</p> <p><i><u>To question</u> is an effective strategy when reading a difficult text.</i></p> <p>Adjective:</p> <p><i>The car <u>to own</u> is the one that never needs repair.</i></p> <p>Adverb:</p> <p><i>They returned to the hotel <u>to change</u>.</i></p> |

PRACTICE LIST 1

1. Cycling is an exercise that improves leg strength.

participle / gerund / infinitive

How does it function? noun- it names what exercise improves leg strength

2. Blooming flowers bring great joy.

participle / gerund / infinitive

How does the verbal function? _____

3. The team voted to elect a new captain.

participle / gerund / infinitive

How does the verbal function? _____

4. I loved to visit my grandmother's house when I was small.

participle / gerund / infinitive

How does the verbal function? _____

5. Studying is the best way to improve your test score.

participle / gerund / infinitive

How does the verbal function? _____

6. Garbage has cluttered the streets for too long.

participle / gerund / infinitive

How does the verbal function? _____

7. The best videos are of giggling babies.

participle / gerund / infinitive

How does the verbal function? _____

PRACTICE LIST 2

1. blessing in disguise

2. every cloud has a silver lining

3. takes two to tango

4. let sleeping dogs lie

5. a watched pot never boils

PRACTICE LIST 3

1. in the ravine / swam desperately / trapped fish / the

2. all night / the new mother's / greatest hope / to sleep / was

3. she / an extended / to take / vacation / planned

4. was / riding / the camel / terrified / MacKayla

5. whistling / worker / quickly / the / moved

SUPPORT LIST

running

cracked

to boil

to run

flossed

to floss

building

to crack

boiling

to build

1. Judson loved using his _____ blocks.
2. _____ is my favorite form of exercise.
3. A _____ mirror is said to bring bad luck.
4. Because she wanted hard cooked eggs, Anna put the water on _____.
5. Mr. Janson wanted _____ the race but hurt his ankle.
6. The contractor was hired _____ an apartment complex.
7. The _____ water splashed up the sides of the pot.
8. _____ teeth supports healthy gums and fresh breath.
9. Anna tried _____ the eggs before they were ready.
10. I would like you _____ your teeth every day, although I know you won't.

EXTEND LIST

| | Sentence | Subject | Direct Object | Predicate Nominative |
|----|--------------------------------------|---------|---------------|----------------------|
| 1. | Alex wants to dance. | | | |
| 2. | To dance is invigorating. | | | |
| 3. | My favorite activity is to dance. | | | |
| 4. | To run is to take a risk. | | | |
| 5. | Shelly desires to run a marathon. | | | |
| 6. | Her strongest skill is to run. | | | |
| 7. | The teen's goal is to eat. | | | |
| 8. | To eat is the best. | | | |
| 9. | Jesse's preferred pastime is to eat. | | | |

ANSWER KEY

Practice List 1

1. is; gerund; noun - it names what exercise improves leg strength
2. Blooming; participle; adjective - modifies/describes the kind of flowers
3. to elect; infinitive; adverb - tells why the team voted
4. to visit; infinitive; noun - tells what I loved
5. Studying; gerund; noun - functions as the subject of the sentence
6. has cluttered; participle; verb - present perfect tense
7. giggling; participle; adjective - tells what kind of babies

Extend List

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| 1. | Alex wants to dance. | | ✓ | |
| 2. | To dance is invigorating. | ✓ | | |
| 3. | My favorite activity is to dance. | | | ✓ |
| 4. | To run is to take a risk. | ✓ | | |
| 5. | Shelly desires to run a marathon. | | ✓ | |
| 6. | Her strongest skill is to run. | | | ✓ |
| 7. | The teen's goal is to eat. | | | ✓ |
| 8. | To eat is the best. | ✓ | | |
| 9. | Jesse's preferred pastime is to eat. | | ✓ | |