

LESSON 20: CHANGING "HAS" AND "HAVE"

- Change " has " to " have ," or " have " to " has ," and write these sentences correctly .

1. The book has leaves.

2. The ships have sails.

3. Have the doors hinges?

4. Has the apple seeds?

5. Has the boy a kind sister?

6. The girls have pretty dolls.

CONCORD & PUNCTUATION

Remember: When you change *has* to *have* (or *have* to *has*), change the subject noun between singular & plural so they agree! End statements with (.) and questions with (?).

LESSON 20: CHANGING "HAS" AND "HAVE" — TEACHER GUIDE

CORE LINGUISTIC CONCEPTS & PEDAGOGY

- **Two-Way Concord Transformation:** Changing the verb between *has* (singular) and *have* (plural) requires transforming the subject noun between singular and plural.
- **Sentence Type Integrity:** Statements must remain declarative statements (ending with .); questions must remain interrogative questions (ending with ?).
- **Vocabulary In Context:** *Leaves* in item 1 refers to the pages/sheets of a book (as in "loose-leaf" or "turn over a new leaf"), not tree foliage.

1. The book has leaves.	The books have leaves.	Singular statement ("book has") → Plural statement ("books have"). Changes <i>has</i> to <i>have</i> and singular <i>book</i> to plural <i>books</i> .
2. The ships have sails.	The ship has sails.	Plural statement ("ships have") → Singular statement ("ship has"). Changes <i>have</i> to <i>has</i> and plural <i>ships</i> to singular <i>ship</i> . (Also acceptable: <i>The ship has a sail.</i>)
3. Have the doors hinges?	Has the door hinges?	Plural question ("Have...doors") → Singular question ("Has...door"). Changes <i>Have</i> to <i>Has</i> and plural <i>doors</i> to singular <i>door</i> . Ends with (?).
4. Has the apple seeds?	Have the apples seeds?	Singular question ("Has...apple") → Plural question ("Have...apples"). Changes <i>Has</i> to <i>Have</i> and singular <i>apple</i> to plural <i>apples</i> . Ends with (?).
5. Has the boy a kind sister?	Have the boys a kind sister?	Singular question ("Has...boy") → Plural question ("Have...boys"). Changes <i>Has</i> to <i>Have</i> and singular <i>boy</i> to plural <i>boys</i> . (Also acceptable: <i>Have the boys kind sisters?</i>)
6. The girls have pretty dolls.	The girl has pretty dolls.	Plural statement ("girls have") → Singular statement ("girl has"). Changes <i>have</i> to <i>has</i> and plural <i>girls</i> to singular <i>girl</i> . (Also acceptable: <i>The girl has a pretty doll.</i>)

🧠 THE SUBJECT - VERB DOMINO EFFECT

Demonstrate to students that verbs cannot be swapped in isolation. Emphasize: "*The book have*" and "*The ships has*" sound unnatural because the naming word and the linking verb must move together as partners!

🔥 PRESERVING SENTENCE END MARKS

Remind students that statements (items 1, 2, 6) must strictly end with periods (.), while questions (items 3, 4, 5) must preserve their interrogative tone and end with question marks (?).

🔍 VOCABULARY : LEAVES OF A BOOK

Point out the fascinating word history: a single sheet of paper in a bound volume is called a **leaf** (plural **leaves**). This is where phrases like "*turn over a new leaf*" and "*folio*" originate.

☀️ ORAL TRANSFORMATION DRILLS

Say the book sentence aloud and have students respond immediately with the transformed version in chorus. Auditory reinforcement ensures automatic grammatical accuracy before pencil touches paper.

PEDAGOGICAL STANDARD

Aligned with Classical Trivium Grammar Stage & CCSS.ELA-LITERACY.L.1.1.C, L.1.1.J, L.1.2.B