

LESSON 61: ACTIONS — SENTENCES THAT TELL WHAT IS BEING DONE**I ACTION STATEMENTS • TELLING WHAT PERSONS ARE DOING**

• **Action Statements:** An action sentence tells what someone or something is doing (e.g., *is reading, is cleaning, took, spoke*).

• **Avoiding Unnecessary "And"s:** Write each action clearly. Do not join unrelated actions with endless "and"s—start a fresh sentence with a capital letter and period.

**♦ SCHOOLROOM STORY MODEL • ACTIONS ON THE SLATE**

"A little girl in a school-room noticed what the boys and girls were doing. She wrote upon her slate what she saw: 'John is reading. Mary is cleaning her slate. Clara is sitting in a chair. Charles is standing by the table. Kate is standing by the window.'"

• WRITE ANSWERS TO THE QUESTIONS IN COMPLETE STATEMENTS:

1. What is John doing, and what is Mary cleaning?

2. Where is Clara sitting, and where is Charles standing?

3. What did the teacher do with the book from the table?

4. What actions did Fred do when he went to the teacher?

5. Write what a pupil near you is doing right now.

6. Write what your teacher is doing right now.

7. Write two actions you did today, without using unnecessary "and"s.

SELF CHECK Every response is a full statement • Capital letter at start • Period (.) at end.

LESSON 61: ACTIONS — ANSWER KEY & GUIDE

CLASSICAL PEDAGOGY & ACTION CONCEPT (VERBS)

Pedagogical Objective: Introducing the concept of verbs through real-world observation and physical action. The textbook uses a child's slate-writing exercise to show that sentences can state ongoing actions (present continuous: *is reading, is cleaning*) and completed actions (past tense: *took, spoke, shut*).

Socratic Classroom Sequence (Action Game): Have individual pupils perform silent actions in front of the class (e.g., sharpen a pencil, open a book, walk to the door). Ask the class: 'What is Henry doing?' Pupils answer orally: 'Henry is opening the door.' Next, have them recall what they did earlier: 'I opened my notebook.'

EXEMPLARY ANSWERS & SENTENCE CONSTRUCTION MODELS

• Question 1: John and Mary's actions

Model Answer: John is reading his lesson, and Mary is cleaning her slate.

Teaching Guidance: Identifies present continuous verbs: 'is reading' and 'is cleaning'.

• Question 2: Clara and Charles's positions

Model Answer: Clara is sitting in a chair, and Charles is standing by the table.

Teaching Guidance: Pairs action verbs with prepositional phrases ('in a chair', 'by the table').

• Question 3: Teacher's action

Model Answer: The teacher took a book from the table and put it on the chair.

Teaching Guidance: Simple past verbs ('took', 'put') representing completed actions.

• Question 4: Fred's sequence of actions

Model Answer: Fred went to the teacher, spoke to her, shut the door, and wrote upon his slate.

Teaching Guidance: Modeling sequential actions without repeating 'and then... and then...'.

• Question 5: Classmate observation (Sample)

Model Answer: William is writing carefully in his notebook.

Teaching Guidance: Ensure proper auxiliary verb ('is') before the present participle ('-ing').

• Question 6: Teacher observation (Sample)

Model Answer: The teacher is standing by the blackboard explaining the lesson.

Teaching Guidance: Clear descriptive statement of classroom leadership.

• Question 7: Two personal actions (Sample)

Model Answer: This morning I ate breakfast. Then I walked to school.

Teaching Guidance: Emphasize using separate sentences or a semicolon instead of linking with 'and'.

Special Warning on "Unnecessary And's": As the textbook note highlights (*Watch for unnecessary and's*), train children to avoid writing: 'Fred went to the teacher and he spoke and he shut the door and he sat down.' Show them how periods and transition words create far cleaner prose.