

## The Ninth grade 'IS'

### Teacher's notes

Remind your students that back in sixth grade they were introduced to four facets of the verb 'to be'. In the next two weeks they will be asked to study and discuss the two facets of the verb that we have been cautioned to avoid. However, you want them to revisit the two simpler uses of the verb 'to be.'

Ask if anyone can remember the four uses of the verb 'to be.' (auxiliary or linking verb, existence, identification, and projection.) Appropriately we could use the original term for the is of projection, i.e. is of predication. Employing the principal that we can change labels without changing the labeled event, we have chosen to employ a term (projection) with which your students may have a greater chance to relate. We do our projecting utilizing the mechanism of predication. We should remember that we need to primarily avoid projection.

Examples:

Auxiliary

He is running.  
They are eating their lunch.  
They have been swimming.

Existence (a substitute for the verb 'exist' or similar verbs)

My book is in my locker.  
They are at the movies.  
We have been to China.

Ask the students if they can offer any examples of the above two facets. Then advise them you plan to hang the "IS" warning poster to get them thinking. Also, you will hand out a page about the "Is of identity" for them to take home and review prior to discussing it (name the day).

A week later, hand out the page on the "Is of projection." Ask them again to review and prepare to discuss it.

Advise them that you will not accept either of these last two facets of 'is' in their work.

Finally, ask them to write something of their choosing, about three paragraphs long, completely avoiding the verb 'to be'.