

## Types of Verbs

<b>Grade:</b> 2 <sup>nd</sup> Grade		<b>Subject:</b> Language Arts	
<b>Materials:</b> action, linking, and helping verb journal hand out and Vicky/ Victor verb worksheet.		<b>Technology Needed:</b>	
<b>Instructional Strategies:</b> X Direct instruction X Guided practice      X Peer teaching/collaboration/ € Socratic Seminar      operative learning € Learning Centers      € Visuals/Graphic organizers € Lecture      € PBL € Technology      € Discussion/Debate integration      € Modeling € Other (list)		<b>Guided Practices and Concrete Application:</b> X Large group activity      X Hands-on X Independent activity      € Technology integration € Pairing/collaboration      € Imitation/Repeat/Mimic € Simulations/Scenarios € Other (list)  Explain:	
<b>Standard(s)</b> L.1 – g. Form and use regular and irregular verbs.		<b>Differentiation</b> <b>Below Proficiency:</b> Allow these students more time to work.	
<b>Objective(s)</b> By the end of the lesson students will be able to recognize and use linking and helping verbs while reading or writing by creating a glossary to reference and underlining the action and linking verbs in a story.  <b>Bloom’s Taxonomy Cognitive Level:</b> Remembering and Analyzing		<b>Above Proficiency:</b> Have these students also circle the subject in each sentence  <b>Approaching/Emerging Proficiency:</b> I would not change anything  <b>Modalities/Learning Preferences:</b> Visual – provide examples on the board and the use of their journal. Auditory – Provide verbal explanations. Tactile – Students are able to underline in different colors to visually see the difference between action and linking verbs.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> <ul style="list-style-type: none"> <li>● Students will be expected to follow classroom rules and procedures</li> <li>● Students will have voices at 0 while working.</li> <li>● Students will have all materials for the lesson in their desk so they should not be up and moving in the class.</li> <li>● Students will work at their own desks.</li> <li>● During small group we will meet at the back of the room in a circle.</li> <li>● I will get students attention by using the call back, “1, 2, 3 eyes on me.”</li> </ul>		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> <ul style="list-style-type: none"> <li>● Students will be expected to follow classroom rules and procedure.</li> <li>● Students will be expected to raise their hand to ask or answer a question.</li> <li>● Students will have voice levels at 0 while working.</li> <li>● Students will underline the the action verb in red and the linking verb in blue.</li> </ul>	
<b>Minutes</b>	<b>Procedures</b>		
<b>5 Minutes</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>● Find examples of action, helping and linking verbs.</li> <li>● Print action, helping and linking verbs print out for journals</li> </ul>		

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	<ul style="list-style-type: none"> <li>● Print Vicky and Victor Stories</li> </ul>
<b>5 Minutes</b>	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <ul style="list-style-type: none"> <li>● Who can raise their hand and tell me what an action verb is?</li> <li>● They tell what the subject is doing.             <ul style="list-style-type: none"> <li>○ Have two students give you examples of action verbs.</li> </ul> </li> <li>● Who can raise their hand and tell me what a helping verb is?</li> <li>● They come before the main verb and the sentence would not make sense without it.             <ul style="list-style-type: none"> <li>○ Have two students give examples</li> </ul> </li> <li>● Who can raise their hand and tell me what a linking verb is?</li> <li>● Joins the subject of a sentence to a word, tells you something about the subject             <ul style="list-style-type: none"> <li>○ Have two students give examples</li> </ul> </li> </ul>
<b>8-10 Minutes</b>	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <ul style="list-style-type: none"> <li>● Have students take out their scissors and cut out the types of verbs hand out.</li> <li>● Have students put scissors away and take out their writing journals and glue.             <ul style="list-style-type: none"> <li>○ Students will then glue down where it says types of verbs.</li> </ul> </li> <li>● Write examples of each verb type on the board and have students copy them down under the correct verb type.             <ul style="list-style-type: none"> <li>○ Action Verbs: carry, run, jump, clean, build, ask, pull</li> <li>○ Helping Verbs: is, am, are, was, were, being, been, has, have, does, did, will, can, could, may, might, must.</li> <li>○ Linking Verbs: am, are, becoming, been, being, feel, has, is, seem, have, was</li> </ul> </li> <li>● Next, we are going to read a story and pick out the action and linking verbs.             <ul style="list-style-type: none"> <li>○ Have everyone take out their red and blue crayon.</li> </ul> </li> <li>● Boys your story is about a boy named Victor Verb and girls, your story is about a girl named Vicky Verb. Now I need everyone to pay attention, I am going to read the first sentence in the boy's story and find the action verb and linking verb in the sentence, so girls please put your crayons and pencils down and be patient.             <ul style="list-style-type: none"> <li>○ Read the first sentence in boy's story.</li> </ul> </li> <li>● So, what is the subject doing? Good, he went so please underline went with your red crayon. What else is the subject doing? Good, also underline search in red. Now, what is the linking verb in this sentence? Great, underline that in blue. Now go ahead and read the rest of your story on your own and make sure you are underlining the action verbs in red first. Then go through the story again and underline the linking verb in blue, but first find all the action verbs. Take your time and really look for those verbs.</li> <li>● Now girls, thank you for being patient. In your story you will also be underlining the action verbs in red and the linking verbs in blue, but first we are just going to focus on the action verbs.             <ul style="list-style-type: none"> <li>○ Read the first sentence of girl's story.</li> </ul> </li> <li>● So, what is the action verb in this sentence? Yes, strolling, good job. Now, is there a linking verb this sentence? Yes, underline was in blue. Now you can carefully read the rest of the story and finish underlining. Remember go through and find the action verbs first and then go back to find the linking verbs. If you need help, please raise your hand and I will come around and help you.</li> <li>● When there is about 10 minutes left we I am going to have the boys come the the back of the classroom to go through the worksheet and then I will have the girls come back. It is okay if you are not done with it by this time, I just want a change to work with everyone to see they are on the right track.</li> </ul> <p>(Small Groups)</p> <ul style="list-style-type: none"> <li>● Have students first turn and talk about the action and linking verbs that they underlined.</li> <li>● Then go through them with the students.</li> </ul>

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<b>5-8 Minutes</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>Students will read the story and underline action verbs with a red crayon and underline linking verbs with a blue crayon.</li> </ul>		
	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>Have each student give an example of either helping, action, or linking verbs.</li> <li>How do you remember what is a helping verb, linking verb, or action verb?</li> </ul>		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>Have students do fist of 5</li> <li>Thumbs up or down</li> <li>Ask students questions about action and linking verbs throughout the lesson.</li> <li>While working with students have them explain their thinking.</li> </ul> <p>Consideration for backup:</p> <ul style="list-style-type: none"> <li>If students are not confident with this task yet have them only underline the action verb.</li> <li>If students are not confident with this task yet have them only circle the subject.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>Students will complete a worksheet on action and linking verbs, collect students' worksheets for assessment.</li> </ul> </td> </tr> </table>	<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>Have students do fist of 5</li> <li>Thumbs up or down</li> <li>Ask students questions about action and linking verbs throughout the lesson.</li> <li>While working with students have them explain their thinking.</li> </ul> <p>Consideration for backup:</p> <ul style="list-style-type: none"> <li>If students are not confident with this task yet have them only underline the action verb.</li> <li>If students are not confident with this task yet have them only circle the subject.</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>Students will complete a worksheet on action and linking verbs, collect students' worksheets for assessment.</li> </ul>
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	<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p> <p><b>After implementing this lesson the lesson plan has been revised based on my reflections.</b></p> <p>I thought this lesson could have went better, if I implement this lesson again, I need to know how much knowledge the students have on action and linking verbs. Since these students have only been over linking verbs once, I should have provided more information on linking verbs. Although, I did provide them with examples of helping, linking, and action verbs I should have explained more on how to find the linking verbs and how to tell if it is a linking verb. If I was to implement the same story worksheet, I would first have the students go through and find the action verbs and then find the linking verbs. I noticed that the students were confused on finding the linking verbs in the story, so I broke the class into groups and went over the story in small groups with the students. When going over the story with the small groups I noticed that the students had no trouble finding the action verbs, then once we went through the first few linking verbs together they were able to find the rest of the linking verbs on their own.</p>		