

## Lesson Plan #2

**Lesson: Action Verb Lesson with Book, Game, and Video**

**Length: 45 minutes**

**Age or Grade Level Intended: 2<sup>nd</sup> Grade**

**Source: Taken from [www.lessonsnips.com](http://www.lessonsnips.com) and Emily Gallmeyer**

### **Academic Standard(s):**

#### **Writing: English Language Conventions**

2.6.4 Identify and correctly write various parts of speech, including nouns and verbs.

### **Performance Objective(s):**

Given a worksheet of 12 sentences, the 2<sup>nd</sup> grade students will identify the action verb 9 out of 12 times.

Given a worksheet of 12 sentences, the 2<sup>nd</sup> grade students will identify the noun 10 out of 12 times.

### **Assessment:**

I will be using the worksheet to assess nouns and verbs. Out of 12 sentences, I expect the students to get at least 9 out of the 12 correct on verbs and 10 out of 12 right on nouns. If they do not, I will work with that student individually or in a small group to re-teach the lessons and reassess.

### **Advance Preparation by Teacher:**

- \* Check out To Root, to Toot, to Parachute: What Is a Verb? By Brian P. Cleary from the library.
- \* Print off worksheets.
- \* Make sure to have note cards or small scrap pieces of paper
- \* Check to make sure youtube.com works from the school computer.

### **Procedure:**

#### **Introduction/Motivation:**

Remember last week when we talked about nouns? Then we went around the room and found all the things that were nouns. Does everyone remember that? Who can remind the class what a noun is? (Bloom's: Knowledge) That's right; a noun is a person place or thing. Well, today we are going to talk about verbs. A verb is an action word and it tells us what a noun is doing. Verbs are very important because without them we cannot make a sentence. We need them to tell us what is happening. We will begin with a book to help us understand verbs a little bit better. (2 minutes)

### **Step-by-Step Plan:**

1. The teacher will read the book *To Root, to Toot, to Parachute: What Is a Verb?* By Brian P. Cleary. (8 minutes) (Gardner's: Verbal Linguistic)
  - a. Tell the students that the verbs are the colored words.
  - b. Stop every once in a while to check for understanding.
    - i. Ex. "...of leave when they're falling" What was the noun in that sentence? (Bloom's: Comprehension) Right! Leaves are the noun and what were the leaves doing? Correct, the leaves were falling. So we know that the verb is falling.
  - c. After the story, remind the students that they should always ask themselves what the noun is doing or to fill in the blank "Can someone or something \_\_\_\_\_?"
    - i. Can someone or something run? – Yes
    - ii. Can someone or something spy? – Yes
    - iii. Can someone or something cat? – No!
  - d. Give the students a few more practice questions before moving on to the next activity. (3 minutes) (Gardner's: Interpersonal)
    - i. What is the verb? – Allow students to raise their hand to answer.
    - ii. John walked his dog.
    - iii. Millie sang a song.
    - iv. My dog jumps over the fence.
    - v. The wind blows the trees.
    - vi. Provide more examples if needed.
  - e. Once the students seem to understand the concept, hand out 3 note cards to each student. (15 minutes)
    - i. From what we just went over, would you be able write sentences for your classmates to act out? (Bloom's: Application)
    - ii. Have the students write a sentence on each note card. It needs to be things that could be acted out in the classroom.
      1. Talk about sentences that would be appropriate.
        - a. Ex. The child jumped over the river.
        - b. Ex. The student collected papers for the teacher.
      2. The students might need help on their first one but urge them to come up with the sentences on their own.
      3. They should not share their sentences with anyone.
    - iii. Fold the note cards in half and put them in a bowl. Allow the students to take turns drawing a card from the bowl and act out the sentence. (Gardner's: Bodily-Kinesthetic)
      1. The other students will guess the verb they are acting out.
      2. Play for 10 minutes or until all students have went at least once.
        - a. Save the other sentences and continue to play if time allows during the day.
  - f. One last time, review verbs with the students by showing them School House Rock: Grammar Rock Verbs. (5 minutes) (Gardner's: Musical)
    - i. [http://www.youtube.com/watch?v=h4QEzJe6\\_ok](http://www.youtube.com/watch?v=h4QEzJe6_ok)
    - ii. After the video, ask a student to explain what they know about a verb. (Bloom's: Analysis)

- g. Hand out the worksheet and tell the students that they need to circle the nouns and underline the verbs. (10 minutes) (Gardner's: Intrapersonal)
  - i. Remind the students that they need to do their own work and that they may put up their folders if they wish.
  - ii. Once all students are finished, collect the papers.

### **Closure:**

Take the time to look around at all the things that could be considered nouns. Then try to find the verb, or what the noun is doing. You might be surprised at how many you can find. Bus drivers drive and friends laugh, and teachers teach. Nouns and verbs are very important and we use both of them every day. Not only do we use them in our daily speech but we use them in our writing. Good writers use lots of different nouns and verbs and in the next few weeks, we will keep working on them to make us even better writers. (2 minutes)

### **Adaptations/Enrichment:**

Learning Disability – The student will be allowed to work in a separate room with as much time as needed to complete the worksheet.

Orthopedic Impairment (Prosthetic Leg) – During the movement activity, the student will not be expected to do certain movements such as jumping or balancing on one leg. The student may exchange a sentence for a more obtainable skill.

Autistic – After the worksheet has been assigned, the teacher will give the student specific directions to follow. She will also provide an example for the student to follow.

Ex. The girl ate a hamburger.

Enrichment – Instead of completing the worksheet as the assessment, the student will be expected to write 10 sentences. He or she will need to identify the nouns and verbs.

### **Self-Reflection:**

- \* Did the students grasp the concept of verbs?
- \* Did they enjoy the book?
- \* Was the video helpful to the students?
- \* What would I have done differently?
- \* Did most of the students master this skill?
- \* When they wrote the sentences, did they do so correctly?
- \* What would I do differently next time?
- \* How can I make this lesson better?

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the sentences below and circle the **noun** and underline the **verb** in each sentence.

1. Patty jumped on the trampoline.
2. The wind blew across the yard.
3. Mark drew a picture on the blackboard.
4. Mrs. Clark wrote a letter to my teacher.
5. Our car stopped in the parking lot.
6. The brown dog ate an oatmeal cookie.
7. The rain drips off my umbrella.
8. Do you eat ice cream?
9. Taffy plays in the sandbox.
10. My brothers walk to school.
11. My teacher threw the ball to Chuck.
12. Sam ran to catch his cat.

Name \_\_\_\_\_

Date \_\_\_\_\_

Read the sentences below and underline the **verb**, the action word, in each sentence.

1. **Patty** jumped on the trampoline.
2. The **wind** blew across the yard.
3. **Mark** drew a picture on the blackboard.
4. **Mrs. Clark** wrote a letter to my teacher.
5. Our **car** stopped in the parking lot.
6. The brown **dog** ate an oatmeal cookie.
7. The **rain** drips off my umbrella.
8. Do **you** eat ice cream?
9. **Taffy** plays in the sandbox.
10. My **brothers** walk to school.
11. My **teacher** threw the ball to Chuck.
12. **Sam** ran to catch his cat.

Manchester College Lesson Plan Rubric

Name Emily Gallmeyer Score 44 /44 Percentage 100% Converted score 30 /30

Required	1	2	3	4	score
<b>(C1) MC lesson plan format with explicitly stated Academic Standards</b>	Lesson does not follow MC format or state academic standards	Lesson does not follow MC format but does state academic standards	Lesson plan follows most of the M format and explicitly states academic standards	Lesson plan follows MC format correctly and explicitly states academic standards	4
<b>(C1) Lesson Plan Objectives</b>	Objectives are not included	Objectives are included, but are not correctly written or do not relate to the stated academic standards	Objectives are included, related to stated academic standard(s), but are not written correctly	Objectives are written well and fully correlate to stated academic standard(s)	4
<b>(A1) Assessment</b>	Assessment is unrelated to objectives and standards.	Assessment is somewhat related to objectives and standards. Assessment is not appropriate for all students' learning styles and strengths.	Assessment is related to objectives and standards. Assessment is less accessible for students with certain learning styles and strengths.	Assessment is directly related to objectives and standards. Assessment provides opportunities for students with varying learning styles and strengths to excel.	4
<b>(C1) Intro/ Hook</b>	No introduction is provided	Introduction is vague or procedural	Introduction provides some structure for lesson, but lacks connections	Introduction clearly pulls students into the lesson, drawing connections to previous lesson	4 <i>excellent!!</i>
<b>(C1) Supporting Materials</b>	No supporting materials are included.	Supporting materials and student handouts are messy, incomplete, and/or unappealing to students. Materials do not enhance lesson.	Supporting materials and student handouts are clear and complete. Materials enhance lesson.	Supporting materials and student handouts are clear, complete, and appealing to students. Materials enhance lesson significantly.	4
<b>(C1) Procedures/ Instructional Activities</b>	Procedures are unclear; do not relate to objectives; no attempt is made to individualize activities for learning styles or strengths	Procedures are mostly clear; areas of vagueness	Procedures are clear and relate to the objectives	Procedures can be easily replicated by others	4
<b>(C6) Bloom's</b>	Bloom's levels are not indicated.	A few (2) levels of Bloom's questions are used.	Some (3) different levels of Bloom's questions are used.	A variety (4 different levels) of Bloom's questions are used.	4
<b>(E1) Gardner's</b>	Gardner's MI are not indicated.	A few (2) examples of Gardner's are identified.	Some (3) examples of Gardner's are identified.	A variety (4) examples of Gardner's are identified.	4
<b>(E1) Adaptations/ Modifications</b>	Lesson does not include reasonable adaptations and/or modifications	Lesson includes one or two reasonable adaptations and/or modifications	Lesson includes more than two (3) reasonable adaptations and/or modifications	Lesson thoroughly (4+) details reasonable adaptations and/or modifications that are exemplary	4
<b>(R6) (E2) Engaging/ Creativity</b>	Lesson lacks opportunity for student engagement	Lesson makes an attempt at engaging students in the learning process	Lesson mostly engages students in the learning process	Entire lesson engages students in the learning process	4
<b>(R5) Grammar and spelling</b>	Spelling and grammar are unacceptable. (4 or more errors)	The lesson plan contains many (3) spelling and grammar errors.	The lesson plan contains few (1-2) spelling and grammar errors.	Spelling and grammar in lesson plan are flawless (no errors).	4

**TEN POINTS WILL BE DEDUCTED FOR NOT INCLUDING A CHILDREN'S BOOK AND A WRITING ACTIVITY and ADDITIONAL COMMENTS ARE ON THE BACK OF THIS RUBRIC...**