

# Lesson Plan

## Adjectives and verbs - Matching Verbs to Pictures

Kindergarten (K) - ELA

### LEARNING TARGET

- Students will be able to identify and name action verbs.
- Students will be able to match sentences with action verbs to corresponding pictures.

### LEARNING PROGRESSION

#### PREREQUISITE SKILL

No Prerequisite Skills

#### EXTENSION SKILL

No Extension Skills

#### DURATION

- Introduction (5 minutes)
- Instruction (15 minutes)
- Guided Practice (15 minutes)
- Independent Practice (15 minutes)
- Exit Card Formative Assessment (5 minutes)
- Closure (5 minutes)

#### MATERIALS

- Pictures depicting various actions (at least 20)
- Sentence cards with action verbs
- Whiteboard and markers

#### VOCABULARY

- Action verbs
- Match
- Sentence

### INTRODUCTION

1. Explain to children that action verbs are words that show what someone or something is doing. Display two picture cards, one with a person jumping and another with a person eating. Discuss the actions taking place in each picture.

### INSTRUCTION

1. Show children more picture cards with various actions and write the corresponding action verbs on the whiteboard. For example, show a picture of a child running and write "run" on the whiteboard.

### **GUIDED PRACTICE**

1. Divide students into small groups and provide each group with a set of picture cards and matching sentence cards with action verbs.
2. Instruct students to work together to match the sentences with the action verbs to the corresponding pictures.
3. Circulate around the room to provide support and guidance as needed.

### **INDEPENDENT PRACTICE**

1. Instruct students to work independently to match the sentence cards with action verbs to the corresponding picture cards.
2. Monitor students' progress and provide support as needed.

### **HOMEWORK**

1. Assign students to find three action verbs in a book or magazine at home and draw pictures to match the verbs.
2. Encourage students to bring their action verbs and drawings to share with the class during the next lesson.

### **EXIT TICKET**

1. Provide each student with a whiteboard and marker.
2. Instruct students to write an action verb and draw a picture that corresponds to the action verb they chose.

### **SUMMATIVE**

1. Formative assessments will be conducted during the lesson to monitor students' understanding of action verbs and their ability to match sentences with action verbs to pictures.
2. The exit ticket and progress monitoring assessments will be used to determine students' mastery of identifying and matching action verbs with pictures.

### **CLOSING**

1. Ask students to share one action verb they learned during the lesson and the matching picture.
2. Review the importance of action verbs in describing what is happening in a sentence.

## TEACHING TIPS

After completing the main lesson plan, use the Action Verb Charades Showdown game as a fun and engaging extension activity to reinforce learning. Encourage students to create their own action verb cards based on the lesson content, which promotes creativity and deepens their understanding of the action verbs. Additionally, consider rotating team roles (e.g., guesser, timer, scorekeeper) during the game to ensure all students have an opportunity to actively participate and practice their action verb recognition and understanding.

- Use clear and simple language when explaining action verbs, making it easier for young learners to grasp the concept.
- Choose familiar, everyday actions for the pictures to help students relate to the verbs and understand their meaning more effectively.
- Encourage students to act out the action verbs themselves, which can make the learning experience more interactive and memorable.

## MISCONCEPTIONS

- Students might think that all verbs are action verbs, not realizing that some verbs, such as "is" or "has," are not action verbs.
- Students may confuse action verbs with adjectives, thinking that words describing a quality, like "happy" or "tall," are action verbs.
- Students may assume that action verbs only apply to people, not understanding that animals or objects can also perform actions in sentences.

## EXTENSION

1. Students can create their own sentences with action verbs and draw pictures to match.
2. Students can practice identifying action verbs in books or other reading materials.

## INTERVENTION

1. For students who struggle with reading, provide sentence cards with pictures of the action verbs to support their understanding.
2. For students who need extra support, a visual aid or diagram can be provided to help them understand the concept of action verbs and matching to pictures.

## COMMON CORE STANDARD

L.K.1.B - Use frequently occurring nouns and verbs.

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