### Curriculum Outcomes

1. Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (ACELA1476)

2. Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense (ACELA1482)

3. Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

4. Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume (ACELY1792)

### Intended learning outcomes

1. Identifying roles and collaborative patterns in students’ own groups;

2. Exploring action and saying verbs in narrative texts to show how they give information about what characters do and say;

3. Learning how time is represented through the tense of a verb and other structural, language and visual features;

4. Participating in collaborative discussions, building on and connecting ideas and opinions expressed by others, and checking students’ own understanding against group views;

5. Participating in group and class speaking and listening situations, including informal conversations, class discussions and presentations

6. Listening actively including listening for specific information, recognising the value of others’ contributions and responding through comments, recounts and summaries of information

7. Acquiring new vocabulary in all curriculum areas through listening, reading, viewing and discussion and using this vocabulary in specific ways such as describing people, places, things and processes

8. Using language appropriately in different situations such as making a request of a teacher, explaining a procedure to a classmate, engaging in a game with friends

9. Experimenting with voice effects in formal presentations such as tone, volume and pace

### Assessment

- Students to complete a worksheet identifying the action verbs

Attached worksheet

### Prerequisite

- Students should be able to read, understand and respond to essential content of a text

- Students should be able to write using appropriate conventions of language, correct grammar and sentence structure

- Students should be able to respond to questions with grade level appropriate ideas, information, and opinions

- Students should be able to listen actively and respond to others in small and large group

- Situations with appropriate questions and ideas
| Procedure | Engagement: Learning activity, key questions and teacher explanation  
• Class on mat  
• Discussion  
T: What are action verbs?  
T: Action Verbs tell what action someone or something is performing.  
T: Give me examples of action verbs?  
S: give a few examples  
| Learning experiences: Divides the class into teams. One at a time, have each student come up to the front of the class and grab a card from the basket of verb cards. Then the student must act out the word on the card. The other students call out the word the student is acting out. The first person to call out the correct verb earns 1 point.  
You must give each student's team the first chance to guess the verb and adverb he or she is acting out. If a teammate does not guess the word by the end of a set time limit, then anyone on another team can call out the word and win those points.  
| Classroom organization:  
Whole Class (Introduction and explanation)  
Working collaboratively in two groups. (Ensure student group will assist any students who are less able) (Teams will be divided by picking students’ names from bag with names)  
Whole Class (presenting and discussing findings)  
| Closure:  
1. Name of pair on back of notes;  
2. Discuss how close/far apart the answers are;  
3. Write up the answers;  
4. Identify the winners;  
5. Ask the winners why they got so close  
6. Encourage them to use the verbs on daily routine;  
7. Encourage them to link the verbs with previous knowledge  
| Resources  
• Cut up verbs charades cards. Put them in a bag or basket that students will pick from later on.  
• Cut up students names charades cards. Put them in a bag or basket that teacher will pick to divide the teams.  
| Questions  
Opens question:  
Examples of sentences?  
Examples of verbs?  
| Reflection  
Did the students grasp the concept of verbs?  
• Did they enjoy the book?  
• Did most of the students master this skill?  
• When they acted the verbs, did they do correctly?  
• What would I do differently next time?  
| Personal Evaluation  
Things to think of:  
• Did students know the prerequisites well enough?  
• Did I convey the usefulness of the idea?  
• Was the order of tasks on the worksheet appropriate?  
• Were my explanations and questions clear?  
• Did the groups “work”?  

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<tr>
<th><strong>Lesson Planning Checklist</strong></th>
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<tbody>
<tr>
<td>Have I consulted relevant curriculum organizers?</td>
<td>Yes</td>
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<tr>
<td>Are my learning objectives and/or purposes clearly defined?</td>
<td>Yes</td>
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<td>Have I determined students’ prior knowledge and experiences of the topic?</td>
<td>Yes</td>
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<td>Are there some opportunities for some student input/choice?</td>
<td>Yes</td>
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<td>Have I considered how I will set the room up and use the learning spaces?</td>
<td>Yes</td>
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<td>Have I thought about the grouping arrangements I will use?</td>
<td>Yes</td>
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<tr>
<td>Is my lesson content inclusive of all students in the class?</td>
<td>Yes</td>
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<td>Will my lesson both engage and challenge the students?</td>
<td>Yes</td>
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<td>Do the learning experiences cater for students’ abilities different and learning styles?</td>
<td>Yes</td>
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<tr>
<td>Is the sequencing and timing of activities logical and achievable?</td>
<td>Yes</td>
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<td>Are the learning strategies appropriate for this class?</td>
<td>Yes</td>
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<tr>
<td>Have I prepared some open-ended questions to focus discussions?</td>
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<td>Have I created spaces for student questions?</td>
<td>Yes</td>
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<tr>
<td>Have I checked the availability of resources and tested equipment?</td>
<td>Yes</td>
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<td>Have I considered how I will draw closure?</td>
<td>Yes</td>
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<tr>
<td>Have I considered how will I assess the students’ learning?</td>
<td>Yes</td>
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<tr>
<td>Have I included opportunities for students to reflect on their own learning?</td>
<td>Yes</td>
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Worksheet 1

Please circle the action verbs in the story below:

Billy jumped out of his bed Friday morning. He ran to the kitchen singing at the top of his lungs. “Billy, you sure sound happy this morning! said Billy’s mother. “I am!” Billy replied as he sat at the breakfast table. He gobbled his food down as fast as he could. Then he raced out the door and jumped on the school bus. When the bus pulled up in front of the school Billy was still sinking. When it was time for class, David whispered, “You better stop singing. You’ll get into trouble.” But Billy picked another song and continued on. The teacher, Mrs. Grump, was talking about nouns and verbs when Billy started his tenth song of the day. Billy's classmates giggled and then laughed out loud, but Billy kept right on singing. Mrs. Grump, however, wasn't singing at all. She wrote a note to Billy’s parents and you know what they decided? No listening to his IPod for two whole days! So Billy learned to sing only in the shower, in choir, outdoors, or with his friends. Just about anywhere but in the classroom!
Lesson reflection

My mentor and I discussed some alternative ways for presenting the lesson to suit the students’ needs. My mentor and I agreed that she would observe this lesson.

Overall, I felt that the lesson went very well, and I was able to accomplish my goals. I felt very prepared and confident during the teaching. The students seemed very interested on the game.

It was a motivating game, which I think reflected positively in the class. I would have liked to spend more time on this, and I would have perhaps asked students to do their own action verbs. Another thing that worked well was that the worksheet was well organized, and it was easy for the students to use. Everyone seemed to be on task, and following along easily. I was able to correct some misunderstandings on the spot.

Students were the facilitators of their learning. It was great to see the students working together to accomplish a task. The students seemed to like the change of routine they liked working in groups.

Looking back, there are a few things I would have done differently. I would have liked to talk more about the meanings of the verbs in the context of everyday life.

I would have also liked to write more vocabulary words.

And finally, the last thing I would have done, and this is reflected in my lesson plan, is that I would have the students saying the verb on a present tense, the
lesson would have been at a slower pace with more explanations in my actual teaching context.

I believe that this lesson showed my teaching principles put to use in an effective way. I used error correction in a limited way.

I believe the right amount of attention was given, and was also made personal for the students. I have learned a couple of important things that I will take away from this lesson. I have learned that I need to pay more attention to having feedback more focused and controlled, such as writing new vocabulary on the board as to make the lesson accessible for every single student in the class. Another thing, which I learned individually, is that it was quite easy and rewarding for me to develop my own materials for the class. Normally, I tend to use pre-prepared materials. But this lesson was easy for me to plan, and I felt more prepared to answer questions because I had developed the tasks myself. This is something I will definitely incorporate into my teaching in the future.