

# ACTIVE AND PASSIVE SENTENCE

## Subject

English

## Prepared By

[Instructor Name]

## Grade Level

4

## Overview

This lesson plan covers teaching content for;

1. Learning the definition of active and passive sentence
2. Learn to form active and passive sentence
3. Learn to change active to passive sentences and vice versa

## Objectives

Students should be able to;

- Define active and passive sentence
- Differentiate between active and passive sentence
- Form active and passive sentence
- Change active to passive sentences and vice versa

## Assessment Activity

- Provide a chart containing active and passive sentences
- Have students differentiate the active and passive sentences to two columns
- Also, have them change the active to passive and vice versa

## Summary

## Activity Starter/Instruction

1. Explain the purpose of the lesson
2. Explain what passive and active sentence are and elicit their differences
3. For example, write the following sentence on the board. "Pests destroy crops."
4. Explain that to elicit what the action in the sentence is, just focus on how the verb explains the content in the sentence.
5. Ask students to Look for the verb first
6. Then Find the subject and object by considering whether the action in the verb is being actively or passively performed.
7. In the above example, the action of the verb (from 'to destroy') is being actively performed.
8. (these pests are doing the destroying in this sentence). This is therefore an active voice sentence.
9. Explain that for it to be passive, the action of the verb would have to be performed on the subject
10. (the pests would not directly be doing the destroying). For example: "My crops were destroyed by pests."

## Teacher Guide

### Day 1/ Lesson 1: 20 Mins

1. Bounce a ball on the floor.
2. Then ask students to describe what happened.
3. Tell them to start the sentence with your name (e.g., "Ms. Jones bounced a ball.").
4. Write the sentence on the board.
5. Then have students identify the subject (Ms. Jones) and the verb (bounced).
6. Now, bounce the ball again, but this time, ask students to describe what happened starting with "The ball..."
7. Students should say, "The ball was bounced by Ms. Jones."
8. Write this sentence on the board and ask them to identify the subject in this sentence (the ball) and the verb (was bounced).
9. Guide students to compare and contrast the two sentences.
10. Ask them which the think is active and which is passive.
11. Confirm that they understand that the first sentence is in the active voice

## Materials Required

- Interactive white board and a marker
- A ball
- chart containing active and passive sentence
- a sentence strip made of colored cardstock

## Additional Resources

- <https://study.com/academy/lesson/active-p>
- [http://www.teach-nology.com/lessons/lsn\\_pln\\_view\\_lessons.p](http://www.teach-nology.com/lessons/lsn_pln_view_lessons.p)
- <https://www.educationworld.com/lesson-ar>
- <https://betterlesson.com/lesson/592743/ac>
- <https://www.thoughtco.com/lesson-plan-in>
- <https://www.teflcourse.net/blog/7-activities-classroom/>
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## Additional Notes

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1. Review the definition of active and passive sentences.
  2. Ask a student write an active sentence while another student change it to passive.
  3. When doing the review make sure you erase the lesson on the board and retrieve worksheets.

### Guided Practice

#### Day 2/ Lesson 2: 15mins

1. A quick refresher on identifying active voice is an ideal activity to start with and will aid your learners with the other activities that follow.
2. To begin, write the following sentences on the board:
  - Sam hit the ball.
  - The ball was hit by Sam.
  - The ball hit Jackie.
  - Jackie was hit by the ball.
3. Next, ask students which sentences are active.
4. Hopefully they will answer sentences 1 and 3.
5. Once they have identified the active sentences, ask for an explanation as to why these sentences are active and bolster any student explanations with these definitions:
6. Explain that Active voice means that the subject performs the action of the verb, as in sentences 1 and 3.
7. Passive voice means that the verb acts upon the subject, as in sentences 2 and 4.
8. To conclude, ask students for a few more examples of active voice sentences.
9. You can also write a series of passive voice sentences on the board and have volunteers come up and rewrite them as active voice sentences.

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12. This is because the subject, the teacher, actively bounced the ball.
  13. Contrast this with the second sentence, which is in the passive voice
  14. This is because the subject (the ball) is NOT actively doing anything.
  15. Instead something is happening to it by someone else.

### Teacher Guide

#### Day 3/ Lesson 3: 20 Mins

1. Students in upper elementary or middle school will enjoy changing active sentences to passive ones in this game.
  2. Begin by dividing the class into teams of three students that will work together to change an active voice sentence to passive.
  3. Give each group of students a sentence strip made of colored cardstock on which you've written a sentence in active voice.
  4. The students must work together to change it to passive.
  5. For example: first, they must race to the board
  6. Then they will change the sentence "Scientists observed the tigers in their natural habitat," to a sentence written in a passive voice.
  7. Play the game in rounds and keep score for each group.
  8. Correct sentences are worth five points, while incorrect ones get zero
  9. The group to reach the designated total points first wins the game.
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## Teacher Guide

### Day 4/ Lesson 4: 25 Mins

1. Students in upper elementary or middle school will enjoy changing active sentences to passive ones in this game.
  2. Begin by dividing the class into teams of three students that will work together to change an active voice sentence to passive.
  3. Give each group of students a sentence strip made of colored cardstock on which you've written a sentence in passive voice.
  4. The students must work together to change it to active.
  5. For example: first, they must race to the board
  6. Then they will change the sentence "the tigers were observed by the scientists," to a sentence written in an active voice.
  7. Play the game in rounds and keep score for each group.
  8. Correct sentences are worth five points, while incorrect ones get zero
  9. The group to reach the designated total points first wins the game.
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