

AUXILIARY VERBS

Subject

English

Prepared By

[Instructor Name]

Grade Level

2

Overview

This lesson plan covers teaching content for;

1. Use of Auxiliary verbs
2. Examples of Auxiliary verbs

Objectives

Students should be able to;

1. Identify Auxiliary verbs in sentences.
2. Use Auxiliary verbs in sentences.
3. Help students gain a solid understanding of helping verbs with this lesson plan.

Teacher Guide

Day 3/ Lesson 3: 20 Mins

1. Explain that helping verbs allow us to speak with more specificity. They allow us to tell if something is likely to happen or if it should happen. Give the example: "I do my chores," "I should do my chores," or "I will do my

Activity Starter/Instruction

1. You can't have a sentence without a verb, so knowing how to use verbs correctly is a vitally important skill. This lesson provides teachers with activities designed to teach auxiliary verbs to students.
2. Students will encounter a variety of verbs as they get more into grammar specifics. The activities in this lesson focus specifically on **auxiliary verbs**. A brief review on how to identify and use auxiliary verbs can help your learners feel better prepared to fully engage with the activities.

Guided Practice

Day 2/ Lesson 2: 15 Mins

1. Write ten sentences on the board and ask students to identify the Auxiliary verbs in each sentences

Teacher Guide

Day 1/ Lesson 1: 15 Mins

1. As an introductory activity, write the following information on the board as you engage in a class discussion. "Auxiliary verbs are also called helping verbs"
Common auxiliary verbs include: be (am, is, are), do, have, can, could, may, might, must, ought, should, and would. Auxiliary verbs can be in different tenses. (have/had)
2. Auxiliary verbs are sometimes used to 'help' other verbs. For example:
3. We have made cookies for the entire class. (have = auxiliary verb, made = main verb)
4. Have students work with a partner or small group to list as many verbs as they can in three minutes. Students will likely list all action verbs and that's okay.
5. After three minutes, have the group with the most verbs read theirs aloud.

Materials Required

- Board
- Marker
- Textbook

Additional Resources

- <https://study.com/academy/lesson/auxiliary-verb-activities.html>
- <https://www.education.com/download/lesson-plan/verbs-working-together-helping-and-linking-verbs/verbs-working-together-helping-and-linking-verbs.pdf>
- <https://www.education.com/lesson-plan/verbs-working-together-helping-and-linking-verbs/>
- <https://amingshori.blogspot.com/2016/09/lesson-plan-of-helping-verbs-english.html>

Additional Notes

chores." Discuss the difference of these three sentences. Do they mean the same thing? How are they different?

2. Explain that linking verbs are simply verbs that don't show action; rather, they show state of being and connect the subject to the predicate. There is no action, the verb provides a status. Give the example: "I am tired," or "She is late."

Assessment Activity

1. Have students examine an excerpt of text from a book they are reading and identify linking and helping verbs in the story.
2. Challenge students to write sentences that have both helping and linking verbs.

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2. Have students examine an excerpt of text from a book they are reading and identify helping verbs in the story.
 3. Challenge students to write sentences that have both helping and linking verbs.
 4. Write the sentence on the board: "I was early but I will help clean after the party."
 5. Have students identify the helping and linking verbs. "Was" is the linking verb and "will" is the helping verb.

Guided practice

Day 4/Lesson 4: 20 Mins

1. Ask students to take out their textbooks.
 2. Read aloud a sentence from the textbook in which verb be, do or have is used as a main verb.
 3. Ask one of the students to identify whether the verb is used as a main verb or a helping verb.
 4. Praise the students if he/she gives correct response. If the student did not give correct response. Ask another student to explain to him why his/her response was not correct.
 5. Re-ask the first student to look in the book and read another example.
 6. Ask different students to give examples of the sentences and tell whether the
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6. Now, ask if anyone had any of the following verbs: is, has, does, can, could, must, be, are, have, do, will, would, may, been, am, had, did, shall, should, might, being, was, and were. Students may be surprised or confused as, most likely, no one will have these verbs.
 7. Explain that these are called helping verbs and linking verbs and that they are often overlooked but are very important.

Summary

Discuss: What would our language be like without helping or linking verbs? How would communication be different?

verbs am, is, was, were, have, has, had,
do, done, did are used as main or
helping verbs.

7. Do the activity as long as time allows.
