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ED 427 Section 6
3-14-19
Lesson Plan #16

Topic: The Verb Be

Lesson Type: Direct Instruction

Standards: CCSS L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS LITERACY.SL.2.1 Ask for clarification and further explanation as needed about the topics and texts under discussion.

Objective: Students will be able to understand and identify the correct usage of the verb Be, and ask clarifying questions when needed, with at least 80% accuracy.

Assessment Plan: 1) Students will be able to understand and identify the correct usage of the verb Be with at least 80% accuracy. 2) This formative assessment will occur throughout the lesson 3) as students work solve problems in their work books. 4) The instructor will listen to verbal explanations and look written responses to assess individual understanding 5) in order to guide further instruction.

DOK: Level 2. How can we tell if we should use a verb that is singular or plural? What's the difference between the past and the present?

Materials Needed: Pencils for each student, whiteboards and pink rags (front of room), dry erase markers, students' work books, smartboard, verb Be PowerPoint, write the room cards and answer sheets.

Total Participation Techniques: Whiteboard Hold-Up: During the input section of the lesson have students write what Be verb should go in the fill in the blank sentences.

Differentiation: Struggling: Students who are struggling to understand the appropriate Be verb to use will receive one-on-one instruction with the teacher. Additionally, they will be allowed to write only the correct Be verb on their workbook page instead of rewriting the whole sentence.

Advanced: They will likely understand the concept easily. They will have the opportunity to do a write-the-room activity in which they will decide on the correct Be verb. Additionally, they will write their own sentence with a Be verb in it.

Anticipatory Set: I does well on the test I took Monday. Hmm, that doesn't sound quite right. I do well on the test I took Monday. That doesn't quite sound right either! I think I forgot how to use Be verbs correctly! Oh no!

Recall Prior Knowledge: Teacher: Now, I know Mrs. Poehler went over some of the Be verbs with you earlier this week. Who can remind me what a singular Be verb is?

Student: Does (or did).

Teacher: That's right! How about a plural Be verb?

Student: Do (or did)

Teacher: That's right!

Teacher: Earlier this week you talked about past versus present Be verbs, right? (S: Yes).

Teacher: If the sentence doesn't have the Be verb in it, how can we tell if the sentence is talking about the past or the present?

Student: (Answers will vary. We look for clue words like yesterday or today etc.)

Teacher: That's a good idea! We can be detectives and look for clues like __ suggested.

Input and Modeling: Today, we're going to review and learn some new Be verbs! (go to first slide).

Teacher: Some new present tense Be verbs are is, are, and am. Past tense Be verbs are, was and were. Now, if there is only one subject, let's say I'm talking about my cat, I could say my cat is fat. Is that present or past tense?

Students: Present!

Teacher: That's right! How can you tell?

Student: Because you're saying that your cat is fat right now.

Teacher: That's right! If I wanted to switch my sentence to past tense what verb could I use

Student: You could use was.

Teacher: That's right. Now, if I'm talking about more than one subject, let's say I'm talking about my brothers, I could say, my brothers are taller than me. Is that present or past?

Students: Present!

Teacher: That's right! Now, if I say, my brothers were shorter than me, that would be...

Students: Past!

Teacher: That's right! Let's practice some together.

(dismiss the tables one by one to get a whiteboard and pink rag. Go to second slide.)

Teacher: I'm going to read some sentences that are missing the Be verb out loud. Your job is to figure out which Be verb, from all of these red ones, is the correct one. When you figure it out, silently write it down on your whiteboard. Keep your eyes on your own whiteboard and your mouths quiet so that everyone has a chance to answer. I __ a weaver. On 3, hold your boards up. (I am a weaver). Am, that's right class!

(continue the same process with the rest of the sentences on the slide)

Guided Practice/Independent Practice: (dismiss tables one by one to put their whiteboards and rags away).

Teacher: Alright class, now turn to page 125 and work on these problems by yourself. What does it mean to work by yourself?

Students: We are quiet and don't look at other people's pages.

Teacher: That's right. Make sure you read the questions carefully and raise your hand if you need help. Make sure you rewrite the whole sentence with the correct Be verb (allow the slow finishers to only write the Be verb. Read the problems out loud for those who struggle with reading and give additional prompts as necessary). After you are done with your work page, I have a write-around-the room activity for you. There are 10 cards taped up on the wall. Each one has a sentence that's missing its Be verb! It's your job to save the day and right down

which of the three given Be verbs is the missing one! I want you to write the word not just the letter down (allow slower finishers to just write the letter down). When you are done, bring me your page. (if anyone finishes the whole write-the-room have them write their one sentence and underline the Be verb they use).

Transition: Each child will bring their paper to the teacher to have it checked before washing up for lunch.

Reflection: