

## Lesson Plan Template

<b>Grade:</b> Third Grade		<b>Subject:</b> Language Arts	
<b>Materials:</b> white boards, markers, erasers, clipboards, pencils, cards, worksheet		<b>Technology Needed:</b> SmartBoard	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b> <b>3.L.1</b> Within the context of authentic English writing and speaking... c. Form and use the progressive verb tenses. d. Use helping and modal auxiliaries to convey various conditions.		<b>Differentiation</b> <b>Below Proficiency:</b> When going around the room students can identify the verb in the sentences. Students can write basic sentences using a verb and underlining it. <b>Above Proficiency:</b> There can be another set of cards around the room for students who are higher. They can have a blank in the sentence and students would come up with their own helping verb. <b>Approaching/Emerging Proficiency:</b> Students will complete the activity as is. <b>Modalities/Learning Preferences:</b> Visual – chart, PowerPoint, underlining and circling Auditory – group discussion Kinesthetic – walking around the room, underlining and circling	
<b>Objective(s)</b> By the end of the lesson students will be able to identify helping verbs by underlining them in sentences. By the end of the lesson students will be able to utilize helping verbs when writing sentences.  <b>Bloom's Taxonomy Cognitive Level:</b> Applying			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Whole group – Students will be up front with a whiteboard, marker, and eraser. Activity – Students will be dismissed by table group to start the activity.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Whole group – Students will be participating in the activity with a zero voice level unless answering a question. Raise hand. Utilize 5-4-3-2-1 strategy. Activity – Students will be participating in the activity with a whisper voice level. Walking feet.	
<b>Minutes</b>	<b>Procedures</b>		
<b>15 min</b>	<b>Set-up/Prep:</b> Create PowerPoint, cards, and worksheet. Have PowerPoint pulled up and cards around the room.		
<b>2 min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>• “What is a verb?” Allow for student responses.             <ul style="list-style-type: none"> <li>○ Verbs are things you do. Words that show action.</li> </ul> </li> <li>• “Raise your hand if you can give me an example of a verb.” Allow for student responses</li> <li>• “Today we are going to be learning about main and helping verbs.”</li> </ul>		
<b>8-10 min</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>• Have sentences on the board with one main verb. (Powerpoint slide)             <ul style="list-style-type: none"> <li>○ Kathy wrote a letter.</li> <li>○ At recess Julia ran to the swings.</li> <li>○ Sally sings very well.</li> </ul> </li> <li>• “On the board I have written three sentences. I am going to draw sticks and then you are going to come up to the board and circle the verb.”             <ul style="list-style-type: none"> <li>○ Thumbs up, down if they agree with their peer.</li> </ul> </li> <li>• “Good! These verbs that we just circled are called main verbs. Now let’s look at another sentence.” Go to next slide             <ul style="list-style-type: none"> <li>○ Kathy had written a letter to her grandma.</li> </ul> </li> <li>• “Helping verbs work with the main verb; they tell more about the action. In a sentence the helping verb will come before the main verb. So examples of common helping verbs are: am, are, was, were, is, have, has, had.” Point this out on the anchor chart. “So in this sentence the main verb is written and the helping verb is had.”             <ul style="list-style-type: none"> <li>○ Circle main verb, underline helping.</li> <li>○ “Helping verbs also tell us the tense. So in this case it is past. Had written.</li> </ul> </li> <li>• Show a few more examples of sentences and the teacher will identify the main and helping verbs explaining why they are helping verbs.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• “Let’s look at another sentence. Raise your hand and tell me what the main verb is.” Singing. “What is the helping verb?” is             <ul style="list-style-type: none"> <li>○ Sally is singing in the school play this year.</li> </ul> </li> <li>• Do a few examples calling students up to the board to circle and underline.</li> <li>• “Can anyone think of a sentence to share with the class?” Allow for a student to respond and identify the helping verb in the sentence. Write it on the board.</li> <li>• “When I call your row you may walk to get a white board and marker and then come back to the carpet.”</li> <li>• Call rows one by one. Wait for all rows to be back.</li> <li>• “When we have white boards at the carpet, the expectation is that you are using them in the way that they are intended for the lesson. In this case you should only be writing the main/helping verbs. Once you have that written your cap goes on your marker and it is placed next to you.”</li> <li>• “Now we are going to practice a few more. I am going to put a sentence on the board. We will read it and then I want you to write down on your white board what the helping verb is. Once you have it down hold your white board up for me to see.”</li> <li>• For a few draw sticks and have students come up to the board and mark their answer, others still write it on the whiteboard.</li> <li>• Go through a few examples, talking through the answer together.</li> <li>• “Is every sentence going to have a helping verb?” No. “So the word before the verb isn’t always going to be a helping verb, it has to be helping the main verb and tell more about the action.”</li> </ul>
<p><b>8-10</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>• “Now that we have practiced you are going to do some on your own. There are cards around the room. I am going to pass out a worksheet. You are going to write down the helping verb that is used in the sentence. Give me a thumbs up if that makes sense.”</li> <li>• “Then on the bottom of this sheet you can see that there are 3 blank lines. I want you to write your own sentences that use a helping verb and a main verb. You are going to underline the helping verb and circle the main verb. What do sentences have?” Capitalization and punctuation.</li> <li>• “Before we begin, when going around to the classroom to the different cards, how should you be walking?” Walking feet “What level of voice should you have?” 1.</li> <li>• “I am going to dismiss you by table group. Once I give you the worksheet you may go put your whiteboard away and get your clipboard and a pencil and start working.”</li> </ul>
<p><b>2 min</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>• Give students a two-minute warning. All students return to the carpet.</li> <li>• “Today we learned all about main and helping verbs. We know the main verb is a word that shows action. Turn to your neighbor and tell them what a helping verb is.”</li> <li>• “Can I have a few volunteers to share a sentence that they wrote and tell us the helping verb and main verb?”</li> </ul>
<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <ul style="list-style-type: none"> <li>• Teacher will be listening to student responses throughout.</li> <li>• Thumbs up, thumbs down.</li> <li>• Teacher will be paying attention to students’ whiteboard answers.</li> </ul> <p><b>Consideration for Back-up Plan:</b></p> <ul style="list-style-type: none"> <li>• Students could complete a worksheet.</li> <li>• Students could write all their own sentences and identify the verbs.</li> </ul>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <ul style="list-style-type: none"> <li>• Students will have correctly identified the helping verbs and will have written sentences that use a main verb and helping verb.</li> </ul> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b>          If I taught this lesson again, I would definitely keep the activity. The kids were engaged and it was good to get them up and moving around. I have kept how I started off the whole lesson, with a review of verbs. This allows the students to review what they already knew and then build off of that. So, they are already thinking about verbs. Another</p>	

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thing I think went well was having the sentences up on the smartboard and having students come up and circle and underline. What I liked about this was it got them moving and they love to write on the board so they were engaged. Along with this I had the white boards. This ensured that all the other students were engaged and working on the problem as well, I would keep this part if I taught this again.

I changed a lot of the classroom management in this lesson. I added more specific directions for the markers and whiteboards as well as for the activity. These will prevent the students from playing with the whiteboards and markers, walking quickly around the room, and getting too loud. I would make sure to enforce these while teaching, unlike the first time I taught this lesson. I forgot to put the instructions on the worksheet, which I now have.

When I first taught this lesson, I didn't feel there was enough teaching. I have changed the lesson to model more for the students before asking them to identify the helping verbs. There wasn't really an ending to the lesson, so I have added one to provide closure. The students now all come back to the carpet. We restate the definitions and I ask for students to share sentences they have created with helping verbs. I had ideas for differentiation the first time I taught this lesson, but I did not implement them. If I taught this lesson again I would make sure to have another set of cards in a different color for the higher student.

## Main and Helping Verb Scoot

Directions: For each card identify the helping verb in each sentence and write it in the corresponding box.

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.

For 13-15 write a sentence using a main and helping verb. Underline the helping verb and circle the main verb.

13. \_\_\_\_\_

\_\_\_\_\_

14. \_\_\_\_\_

\_\_\_\_\_

15. \_\_\_\_\_

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