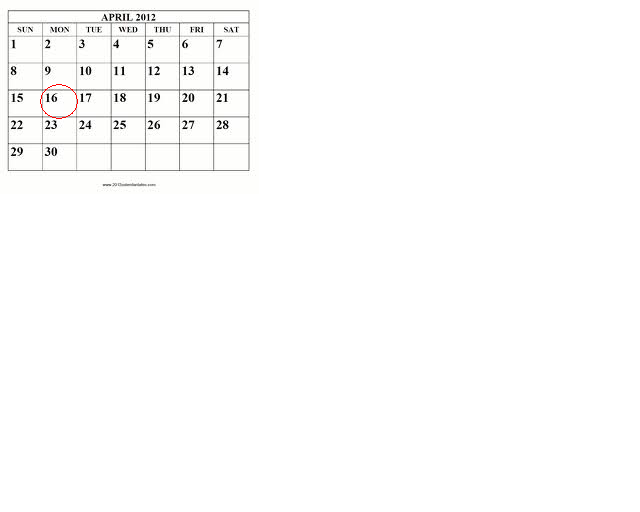
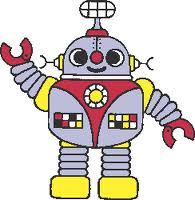
I have learned.

[](http://www.google.com/imgres?q=old+wooden+cottage&hl=en&safe=active&sa=G&gbv=2&biw=1269&bih=835&tbm=isch&tbnid=d--wVdWE7EP_fM:&imgrefurl=http://cutcaster.com/photo/100916303-Old-traditional-wooden-cabin/&docid=ftdlzDXUnsCxDM&imgurl=http://watermarked.cutcaster.com/cutcaster-photo-100916303-Old-traditional-wooden-cabin.jpg&w=450&h=300&ei=zlKMT9a7M4-49gSS0MDcCQ&zoom=1&iact=hc&vpx=348&vpy=319&dur=344&hovh=183&hovw=275&tx=175&ty=131&sig=107443336271470554173&page=1&tbnh=138&tbnw=177&start=0&ndsp=22&ved=1t:429,r:7,s:0,i:84)

I am learning.



I will learn.

[](http://www.google.com/imgres?q=robot&hl=en&safe=active&sa=X&gbv=2&biw=1269&bih=835&tbs=itp:clipart&tbm=isch&tbnid=2m0CPBsx5VonOM:&imgrefurl=http://motoki-y.sakura.ne.jp/en/illust/robot.shtml&docid=XYgWJF_SiA2dcM&imgurl=http://motoki-y.sakura.ne.jp/illust/robot/01.gif&w=244&h=250&ei=M1WMT8KULYm29QTUw43xCQ&zoom=1&iact=hc&vpx=113&vpy=335&dur=3203&hovh=200&hovw=195&tx=130&ty=141&sig=107443336271470554173&page=1&tbnh=150&tbnw=144&start=0&ndsp=29&ved=1t:429,r:7,s:0,i:85)

Verbs from the past, present, and future.

Sara Brown

April 16, 2012

ELED 3151

Mini-Unit

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Page 23: Reflection

|  |  |  |
| --- | --- | --- |
| **UNIT PLAN ORGANIZER** | Candidate’s Name Sara Brown  Mentoring Teacher’s Name Dr. Brashears  Grade Level 3rd  Semester Spring Year 2012 | |
|  | | |
| Unit Title: I have learned. I am learning. I will learn. | | |
| Unit Goal and Tennessee Curriculum Standards: List the goal first. Under the goal, list the related standards’ numbers and description. (This is not necessarily the goal for individual lessons, but the overall goal for the unit.)  The students will develop an appreciation for language arts and verb tenses. | | |
| Assessment tools:  Participate Checklist, Verb Tenses Worksheet, and Anecdotal Notes | | |
| Vocabulary to be taught:  verb, simple verb form, irregular verb form | | |
| Child-related Web sites: <http://www.funbrain.com/verb/index.html>  <http://www.bradleys-english-school.com/online/jigword/jigpast1.html>  <http://www.brainpopjr.com/readingandwriting/word/tenses/preview.weml>  <http://www.bbc.co.uk/schools/starship/english/blastrocket.shtml>  <http://www.wisc-online.com/objects/ViewObject.aspx?ID=ESL302> | | Teacher-related Web sites: <http://www.educationalrap.com/song/verb-tenses.html>  <http://www.learnnc.org/lp/pages/3813>  <http://www.brainpopjr.com/readingandwriting/word/tenses/grownups.weml>  <http://leo.stcloudstate.edu/grammar/tenses.html#simple>  <http://grammar.ccc.commnet.edu/grammar/quiz_list.htm>  <http://www.writersrelief.com/blog/2009/01/present-or-past-verb-tense-what-to-choose-for-your-fiction-writing/> |
| Trade books: Include the title and author.  *Jack Wakes Up* by Seth Harwood  *Verbs! Verbs! Verbs* by Marvin Terban  *Where the Wild Things Are* by Maurice Sendak  *Fun with Grammar* by Laura Sunley | | Other textbooks or media:  Smart Steps 3rd Grade by DK  Windows 2000 / XP Home Edition / XP Professional |
| Supplies needed:  Paper colored to look like wooden logs  One old wooden desk  Three lanterns (with flameless candles inside)  Aluminum foil  One extra desk for the front of the room  Posters with buttons on them  Dry erase markers  Verb Tenses worksheet  Participation Checklist  Drawing/ Computer  Extra pencils | | Introductory Activity for Unit:  Students will watch a video on verb tenses from the Brain Pop website.  <http://www.brainpop.com/english/grammar/tenses/preview.weml>  Culminating Activity for Unit:  The room will be split into two teams. The teacher will say a verb and what tense the students should put the verb in. Once the team has come up with a sentence using the verb in the correct tense, they must ring the bell (a hand held bell). The first team to ring their bell and use the verb in a sentence correctly will receive a point. This can game can go to any amount of points you wish. |
| Links to other content areas:  Science: Technology, Theories/ Discoveries  Social Studies: History, Inventions  Art: Drawing, Painting | |

Verbs from the Past: I have learned.

**Date of Lesson:**

**Grade Level:** 3rd

**Subject:** Grammar/ Verbs

**Number of Students:** 18

**Number of IEP Students:** 0

**Major Content:** Language Arts

**Unit Title:** I have learned. I am learning. I will learn. Verbs from the past, present, and future.

**Number of Lessons in the Unit:** 3

**Length of Lesson:** 30 minutes

**Special Concerns:** There is a student noted in my “Provisions for Individual Differences” section. The student gets distracted easily and must be kept on task.

**Goal:** The students will develop an appreciation for language arts and verb tenses.

**Instructional Objectives:**

Students will discuss past tense verbs in grand conversation.

Students will write regular and irregular past tense verbs.

Students will write one sentence using a past tense verb.

**Standards:**

L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

* + Form and use regular and irregular verbs.
  + Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

**Bloom’s Taxonomy:**

Remembering: Students will list verbs in the past tense.

Understanding: Students will illustrate a picture of a past tense verb.

Applying: Students will model their knowledge of past tense verbs with their “Verb Tenses” worksheet.

Analyzing: Students will divide verbs into different tenses.

Evaluating: Students will determine what tense of a verb to use.

Creating: Students will create sentences using the past tense.

**Multiple Intelligences:**

Visual-Spatial: Students will make a chart displaying verb tenses.

Interpersonal: Students will discuss verb tenses in grand conversation.

**Provisions for Individual Differences:** One student gets distracted easily and must be kept on task. The student will be moved to a desk near the teacher’s workstation if needed.

**Materials and Media:**

* Paper colored to look like wooden logs
* One old wooden desk
* Three lanterns (with flameless candles inside)
* Dry erase markers
* Verb Tenses worksheet
* Participation Checklist
* Drawing/ Computer
* Extra pencils

**Required Prior Knowledge/ Skills:** The students will know the different parts of speech from a previous unit (Which part is it?). Students will recognize verbs in a sentence.

**Lesson:**

**Attention Getter (Introduction):**

*(10 minutes)* 1. The room will be set up like a school from long ago. Paper that looks like wooden logs will be tapped to the wall in the front of the room (where the Promethean Board is). One wood desk will be set up in the front of the room. There will be a few lanterns sitting around the room (to be lit when the lights are off). The teacher will say, “Good morning students. Oh my, the room looks a bit different than it did yesterday. Raise your hand to answer, what do you see that is different today?” The teacher will allow an appropriate time for students to answer. (Some responses may be, ‘It looks very old’.)

**Procedure/ First Step of the Tennessee Instructional Model:**

*(10 minutes)* 2. The teacher will say, “Exactly! It looks old because it is from the past. Today we are going to talk about past tense verbs. As you all know, verbs are special words that show action or a state of being. A past tense verb tells of something that happened in the past. Most verbs will have ‘ed’ added to the end.” The teacher will write “Most past tense verbs will end in ‘ed’,” on the board. The teacher will say, “Name a few verbs used in the past tense.” The teacher will allow an appropriate amount of time for students to answer. The teacher will take a few of the student answers and write them on the board. The teacher will write the following verbs on the board ‘walked, talked, cleaned’. The teacher will say, “There are a few special verbs that we will call irregular verbs. Would you say ‘I writed a letter to my friend’?” The teacher will allow an appropriate amount of time for students to respond. “No! For this verb, we use wrote.” The teacher will ask for any other irregular verbs and write those on the board. These are past tense verbs.”

**Second Step of the Tennessee Instructional Model:**

*(5 minutes)* The teacher will say, “Take the paper on your desk that says ‘Verb Tenses’ and focus on the ‘Past Tense’ section.” The teacher will instruct the students to copy the information from the board onto the ‘Past Tense’ section of their paper and to write the past tense version of verbs (regular and irregular) on the paper. The teacher will circulate the room to check students for correctness and help when needed.

**Third Step of the Tennessee Instructional Model:**

*(5 minutes)* The teacher will say, “Now in the ‘Past Tense’ section on your ‘Verb Tenses’ sheet there are lines on the bottom. I want you to write one complete sentence using a past tense verb. When you are done, place your paper in the ‘Work Completed’ tray and I will make sure it is correct.”

**Closure/ Review:**

The teacher will review any concepts or material and objectives the students may be having trouble with. Students will put away any stray materials in preparation for the rest of the day.

**Assessment and Evaluation:**

Objective: Students will discuss past tense verbs in grand conversation.

Assessment: The teacher will use a checklist and anecdotal notes to indicate students who participate in the grand conversation on past tense verbs.

Objective: Students will write regular and irregular past tense verbs.

Assessment: The teacher will check the students’ “Verb Tenses” worksheet for correctness.

Objective: Students will write one sentence using a past tense verb.

Assessment: The teacher will check the students’ “Verb Tenses” worksheet for correctness.

**Supplemental Activities:**

The students will correct any words on their “Verb Tenses” sheet that need to be fixed.

The students will draw a picture of the sentence they created using a past tense verb.

Students will play the Starship English: Blast the Rocket game on this website: <http://www.bbc.co.uk/schools/starship/english/blastrocket.shtml> and take a screen shot of their score. They will then print it out and submit it to the “Work Completed” tray.

**Reflection of Candidate:**

What went as planned? What went well? Why?

What did not go as planned? What did not go well? Why?

Where there any unexpected occurrences? If so, describe.

What will be done differently next time?

B y implementing this lesson, what new insights about your own teaching did you learn?

Verbs in the Present: I am learning.

**Date of Lesson:**

**Grade Level:** 3rd

**Subject:** Grammar/ Verbs

**Number of Students:** 18

**Number of IEP Students:** 0

**Major Content:** Language Arts

**Unit Title:** I have learned. I am learning. I will learn. Verbs from the past, present, and future.

**Number of Lessons in the Unit:** 3

**Length of Lesson:** 30 minutes

**Special Concerns:** There is a student noted in my “Provisions for Individual Differences” section. The student gets distracted easily and must be kept on task.

**Goal:** The students will develop an appreciation for language arts and verb tenses.

**Instructional Objectives:**

Students will discuss present tense verbs in grand conversation.

Students will write regular and irregular present tense verbs.

Students will write one sentence using a present tense verb.

**Standards:**

L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

* + Form and use regular and irregular verbs.
  + Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

**Bloom’s Taxonomy:**

Remembering: Students will list verbs in the present tense.

Understanding: Students will illustrate a picture of a present tense verb.

Applying: Students will model their knowledge of present tense verbs with their “Verb Tenses” worksheet.

Analyzing: Students will divide verbs into different tenses.

Evaluating: Students will determine what tense of a verb to use.

Creating: Students will create sentences using the present tense.

**Multiple Intelligences:**

Visual-Spatial: Students will make a chart displaying verb tenses.

Interpersonal: Students will discuss verb tenses in grand conversation.

**Provisions for Individual Differences:** One student gets distracted easily and must be kept on task. The student will be moved to a desk near the teacher’s workstation if needed.

**Materials and Media:**

* Dry erase markers
* Verb Tenses worksheet
* Participation Checklist
* Drawing/ Computer
* Extra pencils

**Required Prior Knowledge/ Skills:** The students will know the different parts of speech from a previous unit (Which part is it?). Students will recognize verbs in a sentence.

**Lesson:**

**Attention Getter (Introduction):**

*(10 minutes)* 1. The room will look normal. The teacher will say, “Good morning students. Oh my, the room looks a bit different than it did yesterday. Raise your hand to answer, how does our classroom look different today?” The teacher will allow an appropriate time for students to answer. (Some responses may be, ‘It looks normal.’ or, ‘It doesn’t look old anymore.’)

**Procedure/ First Step of the Tennessee Instructional Model:**

*(10 minutes)* 2. The teacher will say, “Exactly! It looks normal because it is in the present. Today we are going to talk about present tense verbs. As you all know, verbs are special words that show action or a state of being. A present tense verb tells of something that is happening now. Most verbs will have a special verb called a helping verb such as ‘am’ and ‘ing’ added to the end.” The teacher will write “Most present tense verbs will have a helping verb and end in ‘ing’,” on the board. The teacher will say, “Name a few verbs used in the present tense.” The teacher will allow an appropriate amount of time for students to answer. The teacher will take a few of the student answers and write them on the board. The teacher will write the following verbs on the board ‘walking, talking, cleaning’. “These are present tense verbs.”

**Second Step of the Tennessee Instructional Model:**

*(5 minutes)* The teacher will say, “Take the paper on your desk that says ‘Verb Tenses’ and focus on the ‘Present Tense’ section.” The teacher will instruct the students to copy the information from the board onto the ‘Present Tense’ section of their paper and to write the present tense version of verbs on the paper. The teacher will circulate the room to check students for correctness and help when needed.

**Third Step of the Tennessee Instructional Model:**

*(5 minutes)* The teacher will say, “Now in the ‘Past Tense’ section on your ‘Verb Tenses’ sheet there are lines on the bottom. I want you to write one complete sentence using a past tense verb. When you are done, place your paper in the ‘Work Completed’ tray and I will make sure it is correct.

**Closure/ Review:**

The teacher will review any concepts or material and objectives the students may be having trouble with. Students will put away any stray materials in preparation for the rest of the day.

**Assessment and Evaluation:**

Objective: Students will discuss present tense verbs in grand conversation.

Assessment: The teacher will use a checklist and anecdotal notes to indicate students who participate in the grand conversation on present tense verbs.

Objective: Students will write regular and irregular present tense verbs.

Assessment: The teacher will check the students’ “Verb Tenses” worksheet for correctness.

Objective: Students will write one sentence using a present tense verb.

Assessment: The teacher will check the students’ “Verb Tenses” worksheet for correctness.

**Supplemental Activities:**

The students will correct any words on their “Verb Tenses” sheet that need to be fixed.

The students will draw a picture of the sentence they created using a present tense verb.

**Reflection of Candidate:**

What went as planned? What went well? Why?

What did not go as planned? What did not go well? Why?

Where there any unexpected occurrences? If so, describe.

What will be done differently next time?

B y implementing this lesson, what new insights about your own teaching did you learn?

Verbs from the Future: I will learn.

**Date of Lesson:**

**Grade Level:** 3rd

**Subject:** Grammar/ Verbs

**Number of Students:** 18

**Number of IEP Students:** 0

**Major Content:** Language Arts

**Unit Title:** I have learned. I am learning. I will learn. Verbs from the past, present, and future.

**Number of Lessons in the Unit:** 3

**Length of Lesson:** 30 minutes

**Special Concerns:** There is a student noted in my “Provisions for Individual Differences” section. The student gets distracted easily and must be kept on task.

**Goal:** The students will develop an appreciation for language arts and verb tenses.

**Instructional Objectives:**

Students will discuss future tense verbs in grand conversation.

Students will write regular and irregular future tense verbs.

Students will write one sentence using a future tense verb.

**Standards:**

L.3.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

* + Form and use regular and irregular verbs.
  + Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

**Bloom’s Taxonomy:**

Remembering: Students will list verbs in the future tense.

Understanding: Students will illustrate a picture of a future tense verb.

Applying: Students will model their knowledge of future tense verbs with their “Verb Tenses” worksheet.

Analyzing: Students will divide verbs into different tenses.

Evaluating: Students will determine what tense of a verb to use.

Creating: Students will create sentences using the future tense.

**Multiple Intelligences:**

Visual-Spatial: Students will make a chart displaying verb tenses.

Interpersonal: Students will discuss verb tenses in grand conversation.

**Provisions for Individual Differences:** One student gets distracted easily and must be kept on task. The student will be moved to a desk near the teacher’s workstation if needed.

**Materials and Media:**

* Aluminum foil
* One extra desk for the front of the room
* Posters with buttons on them
* Dry erase markers
* Verb Tenses worksheet
* Participation Checklist
* Drawing/ Computer
* Extra pencils

**Required Prior Knowledge/ Skills:** The students will know the different parts of speech from a previous unit (Which part is it?). Students will recognize verbs in a sentence.

**Lesson:**

**Attention Getter (Introduction):**

*(10 minutes)* 1. The room will look futuristic. Aluminum foil will cover the wall in the front of the room (where the Promethean Board is). One desk will be covered with aluminum foil in the front of the room. There will also be a few poster boards in the front of the room that will be silver and have large buttons on them. The teacher will say, “Good morning students. Oh my, the room looks a bit different than it did yesterday. Raise your hand to answer, what do you see that is different today?” The teacher will allow an appropriate time for students to answer. (Some responses may be, ‘It looks like one of those movies from the future’.)

**Procedure/ First Step of the Tennessee Instructional Model:**

*(10 minutes)* 2. The teacher will say, “Exactly! It looks new because it is in the future. Today we are going to talk about future tense verbs. As you all know, verbs are special words that show action or a state of being. A future tense verb tells of something that will happen in the future and is paired with the word will or shall. The verb will remain in its simple form.” The teacher will write “Most future tense verbs will be paired with the word will or shall and the verb will remain in its simple form” on the board. The teacher will say, “Name a few verbs used in the present tense.” The teacher will allow an appropriate amount of time for students to answer. The teacher will take a few of the student answers and write them on the board. The teacher will write the following verbs on the board ‘walk, talk, clean’. The teacher will say “These are future tense verbs.”

**Second Step of the Tennessee Instructional Model:**

*(5 minutes)* The teacher will say, “Take the paper on your desk that says ‘Verb Tenses’ and focus on the last section left ‘Future Tense’.” The teacher will instruct the students to copy the information from the board onto the ‘Future Tense’ section of their paper and to write the future tense version of verbs (including the words will or shall) on the paper. The teacher will circulate the room to check students for correctness and help when needed.

**Third Step of the Tennessee Instructional Model:**

*(5 minutes)* The teacher will say, “Now in the ‘Future Tense’ section on your ‘Verb Tenses’ sheet there are lines on the bottom. I want you to write one complete sentence using a future tense verb. When you are done, place your paper in the ‘Work Completed’ tray and I will make sure it is correct.”

**Closure/ Review:**

The teacher will review any concepts or material and objectives the students may be having trouble with. Students will put away any stray materials in preparation for the rest of the day.

**Assessment and Evaluation:**

Objective: Students will discuss future tense verbs in grand conversation.

Assessment: The teacher will use a checklist and anecdotal notes to indicate students who participate in the grand conversation on future tense verbs.

Objective: Students will write regular and irregular future tense verbs.

Assessment: The teacher will check the students’ “Verb Tenses” worksheet for correctness.

Objective: Students will write one sentence using a future tense verb.

Assessment: The teacher will check the students’ “Verb Tenses” worksheet for correctness.

**Supplemental Activities:**

The students will correct any words on their “Verb Tenses” sheet that need to be fixed.

The students will draw a picture of the sentence they created using a future tense verb.

The students will take the verb tense quiz on the website: <http://academic.cuesta.cc.ca.us/ahalderma/verbqz.htm> and print their results. They will then submit their answers to the “Work Completed” tray.

**Reflection of Candidate:**

What went as planned? What went well? Why?

What did not go as planned? What did not go well? Why?

Where there any unexpected occurrences? If so, describe.

What will be done differently next time?

B y implementing this lesson, what new insights about your own teaching did you learn?

Name:

Future

Past

Present

Checklist:

|  |  |
| --- | --- |
| Student Name: | Student participated in grand conversation: |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |
| 6. |  |
| 7. |  |
| 8. |  |
| 9. |  |
| 10. |  |
| 11. |  |
| 12. |  |
| 13. |  |
| 14. |  |
| 15. |  |
| 16. |  |
| 17. |  |
| 18. |  |

Here is the sample poster with buttons for the future tense lesson.

Reflection

When I began writing this Mini-Unit, I have learned. I will learn. I am learning. Verbs from the past, present, and future., my first decision was to decide on what aspect of grammar/ language arts that I wanted to target. There are many different areas to choose from. I looked into punctuation, parts of speech, and verb tenses. I finally chose verb tenses because I knew that I could make three lessons that focused on three different areas: past, present, and future tense verbs. Now that I had completed this portion, it was easier to continue with creating the lesson plans.

Once I decided to create my lesson plans on verb tenses it was time to begin researching and gathering information. First, I started by looking at different verb tense information on the internet. There are many great resources on the World Wide Web. Second, I talked to my peers in order to brainstorm ideas. Third, I consulted my mentoring teacher about ideas that I thought would work and she told me of activities that she implemented in her classroom. These three resources were very helpful while I was writing my Mini-Unit.

Before this assignment, I had only used Tennessee State Standards to create my lesson plans. This time, however, the class was instructed to use Common Core Standards. For a previous journal topic, I had written about the Common Core Standards, so I was a little familiar with them. I really appreciate how the Common Core Standards do not repeat themselves. When I would use the Tennessee State Standards, I would include many standards because they were very similar. Now, with the Common Core Standards, I only needed to include one standard with two subheadings. I found the new set of standards very easy to navigate. The way each subject is broken up into different sections on different tabs is very helpful as well. I had never written a lesson plan guided by the Common Core Standards before and I enjoyed having this experience and practice very much.

There are a few strategies through my Mini-Unit (I have learned. I will learn. I am learning. Verbs from the past, present, and future.), that I believe would be very helpful to students who learn in different ways. First, in the beginning of each lesson, my set or attention getter included concrete items to represent the past, present, and future. These items are good visuals for students to understand the time concepts of past, present, and future; students may then apply this to verb tenses. Second, the students will also be using the “Verb Tenses” worksheet in order to create a chart which will help them see the differences in each tense. Third, along with writing on the board, I would be lecturing while having a grand conversation; this aspect will help auditory learners. These are a few strategies which I have incorporated into my Mini-Unit.

Dr. Brashears, I would like to thank you for this assignment and the opportunity to explore create lesson plans with the Common Core Standards.