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| **Content Area/Grade Level: 2nd grade** | **Unit Name/Theme: Literacy** |
| **Summary of Unit: First day of school** | **Duration: 60 mins** |
| **Standards:** Students learn about past-tense verbs by writing a story about their past | Students will be able to recognize and form past-tense verbs. |
| **Resources:** A list of all the regular and irregular verbs that they found. Students should look for patterns in the irregular verbs and categorize them accordingly. | **Materials:** Paper  Pencils  Highlighters |

**Scope & Sequence:** Include the Scope and Sequence you created from the previous unit here. You may have to adjust settings some to fit it here.

(Fill out each chart for your 3 lessons, these boxes will expand, and you should go into depth and provide specific detail on how you plan to accomplish these things within the lesson.

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| **Lesson 1 Title: Learning about words: past tense** | |
| **TEKS:** 2.11 D ii Past, present, and future verb tense | **ELPS: beginning** |
| **Lesson 1 Summary:**  Gather students together for the start of lesson.  Review what a verb is and explain what makes a verb special. For example, you might say, “Verbs are our action words and represent the things we do, such as run, eat, or walk.”  Ask your students to think of other verbs and record them on chart paper or your whiteboard.  Tell your class that today they will be practicing how to change a verb from the present tense, which means what is happening right now or in the present (e.g., “I walk”) to the past tense, or what already happened (i.e., “I walked”). | |
| **Student Outcomes:** This reading and writing lesson plan helps second graders expand their understanding of grammar by learning how to change a present-tense verb to a verb in the past tense. First, a playful theater activity gets children up and moving to facilitate their learning about words in the present and past tense. Then, young learners are guided through the process of adding -ed to the end of regular verbs to make them past tense verbs. | |
| **Context for Learning:** assess whether students were able to correctly change each verb to the past tense. | |
| **Instructional Delivery:**  Point to the present tense verbs written on the board and explain that these are all called “present tense” because they describe an action that is happening in the present, or right now.  To illustrate past and present tense, point to a word on the board that students can act out (for example, *walk* or *dance*) and ask your class to stand up and complete the action.  Signal to stop and have students return to their seats on the rug. Ask them to describe their action in a sentence, “I just \_\_\_\_\_\_\_\_\_\_\_\_.”  Write the sentence up on the board (e.g., “I just danced”) and circle the ending of the verb (*-ed*).  Say, “When a verb changes from the present tense like walk, bike, dance, or cook to the past tense, we add an *-ed* to the end of the word. So walk becomes walked, bike becomes biked, dance becomes danced, and cook becomes cooked. We do this to show that something has already happened. For example, if I were to describe something we did in class yesterday, would I say, 'Yesterday we dance a lot at our dance party’ or would I say, ‘Yesterday we danced a lot at our dance party’? Which sounds better?"  Allow students a few moments to share out which sentence sounds (and looks) better and why.  Take a moment to explain that sometimes past tense verbs don’t follow the *-ed* rule. You can explain that some verbs are irregular, or follow a different pattern. For example, *sing* becomes *sang*, not *singed*, and *run* becomes *ran*, not *runned*. You can tell students that one way to tell if a verb follows the irregular pattern is to say the word aloud with an *-ed* at the end to hear how it sounds. | |
| **Specific TIL Action Step or Strategy to be used (GBF):** Define Strategic Initiatives | |
| **Lesson 1 Application: Activities (Modeling and Guided Practice)** Pass out mini whiteboards (or clipboards with paper) to each student.  Have students write each of the remaining present tense verbs written on the whiteboard (from the previous section) one at a time.  After writing a word, ask them to change the verb to its past tense and hold the whiteboard up to share.  As you go over each word, write the correct past tense on the whiteboard or chart paper.  Remind students of the irregular past tense verbs.  Explain to students that they will now get to practice turning present tense verbs into past tense verbs on their own | |
| **Lesson 1 Assignments: (How will students synthesize and evaluate their learning here?):** Go over the Past Tense Verb worksheet instructions with the class and send them to work independently.  Circulate around the room and offer support as needed | |
| **Formative Assessment: (if applicable)** Collect the Past Tense Verb worksheet and assess whether students were able to correctly change each verb to the past tense. | |
| **Closure:** Review as a whole class by writing a present tense word on the board and having students say the word aloud and tell you what you need to do to change it to past tense. Discuss student questions as needed. | |

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| **Lesson 2 Title: Vern Tenses; Past, present, future** | |
| **TEKS:** 2.11 D ii Past, present, and future verb tense | **ELPS: Intermediate** |
| **Lesson 2 Summary:** Students will be able tomaster effective communication with this lesson, which covers the past, present, and future verb tenses. From reading to writing, kids will get the practice they need to communicate here. | |
| **Student Outcomes:**  Students will be able to identify the verb and tense in a sentence by circling and labeling. | |
| **Context for Learning:** Students will be able to write a sentence using the past, present, or future tense. | |
| **Instructional Delivery:**  Start by showing the students the enlarged Verb Tense Chart, with past, present and future simple tense definitions, descriptions and examples.  Tell students to take a moment with their partners and discuss what’s on the chart. This is meant for students to have an opportunity to make observations and discuss things that they might already know, and things they don't.  Have students share their observations whole class. This will help you set the stage for the objective and essential question.  Explain that verb tense tells us when an action takes place. The past tense tells what has already happened, the present tense tells us what is happening, and the future tense tells what will happen.  Tell students that by the end of the lesson, they will be able to identify the past, present, and future tenses, and write a sentence using a tense.  To set the purpose for the lesson, introduce the essential question: *How does knowing the past, present and future tense of verbs help us communicate?* Have this on the board with the objectives. You will revisit this question at the end of the lesson when students complete the exit ticket | |
| **Specific TIL Action Step or Strategy to be used (GBF): Translate and elaborate** | |
| **Lesson 2 Application: Activities (Modeling and Guided Practice)** Demonstrate how to circle and label verb tenses on the whiteboard or projector, using a simple sentence. One example is: *Mrs. Strand is closing her eyes.* Replace your name here to get students invested in the lesson's content.  Verbalize your thought process through the steps listed below, to model the objective. Write them on the board as you go, or before starting the lesson, so students can reference the steps with their partners, and independently.  Stress that writing two additional sentences is important to meet the second objective of the lesson.  Refer to the handout of additional sentences. The handout includes eleven sets of three sentences each, one for each verb tense. You only need to model this one set.  Model these three sentences on the Verb Tense Assessment Handout: *Mrs. Strand is closing her eyes. Mrs. Strand will close her eyes. Mrs. Strand closed her eyes.*   1. Read a sentence. 2. Circle the verb. (On this step, think aloud using the verb tense chart from the introduction of the lesson) 3. Label the verb using this system: p = past, pr = present, f = future. Write the appropriate abbreviation above the circled word. 4. Write two sentences that use the other two tenses. For example, *Mrs. Strand will close her eyes. Mrs. Strand closed her eyes.* | |
| **Lesson 2 Assignments: (How will students synthesize and evaluate their learning here?)**  Have students follow the steps you modeled to complete 2-3 sentences on the Verb Tense Assessment handout with a partner. You know your students best. Depending on the group and level of students, you may have certain groups complete 2 sets and others 3 sets.  After students have tried 2-3 sentences with a partner, have a pair of students join together with another pair of students to create groups of 4.  Have the pairs compare their work, making any changes if necessary. Be sure to facilitate these discussions so that students are not off-track. Now is the time to catch any errors and decide who may need to be pulled for a small group during independent time.  Have one group share one of their three sentences. The class must identify the verb tense used. | |
| **Formative Assessment: (if applicable)** When analyzing their work, look to see if students first were able to circle and label the correct verb tense.  Next, assess if they correctly wrote two new sentences that included different verb tenses: one present, one past, and one future sentence.  An additional form of assessment is the exit ticket, which will be addressed in the Review and Closing. | |
| **Closure:** allow 1-2 students to share their newly created sentence. Let the class guess the verb and the verb tense.  Go back to the Verb Tense Chart. Ask students to turn to a partner and tell them one new thing they learned from this lesson. Make sure students speak in complete sentences.  Review the essential question.  Provide the exit ticket handout. The handout includes a scrambled sentence. The students must unscramble the sentence, put it in order, then circle and label the verb and tense. They must also answer the essential question in writing. | |

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| **Lesson 3 Title: Back in the Day** | |
| **TEKS:** 2.11 D ii Past, present, and future verb tense | **ELPS: Beginning** |
| **Lesson 3 Summary:** Students learn about past-tense verbs by writing a story about their past. | |
| **Student Outcomes:** Students will be able to recognize and form past-tense verbs. | |
| **Context for Learning:** Have students share their writing with the class, reading aloud a portion. | |
| **Instructional Delivery:** Write a short paragraph about something that happened in the past on the board. After you write, call on students to circle all the verbs in your paragraph. Tell students that the verbs are written in the past tense because they describe actions that were done in the past. Explain that the past-tense of verbs is usually formed by adding -ed. Point out the regular past-tense verbs that you circled. | |
| **Specific TIL Action Step or Strategy to be used (GBF):** | |
| **Lesson 3 Application: Activities (Modeling and Guided Practice)** Tell students that some verbs have irregular past-tense forms. Explain that these verbs do not simply add an -ed to make a past-tense form. Pass out paper to each student. Have students work in partners to identify the remaining irregular pasttense verbs in your paragraph. Have them make a list of these verbs on their paper | |
| **Lesson 3 Assignments: (How will students synthesize and evaluate their learning here?)** Now tell students that they will write their own stories about something that took place in the past. When they are done writing their stories, they should share them with the same partner they worked with during the guided practice part of the lesson. As the partners read each other’s work, they should use highlighters to highlight all the verbs. When they are done highlighting, students should put an “R” by the regular past-tense verbs and an “I” by the irregular past-tense verbs. | |
| **Formative Assessment: (if applicable)** Assess students’ understanding by noticing how they are identifying and forming past-tense verbs in their writing. | |
| **Closure:** After reading, call on other students to list the past-tense verbs that they heard in the story. | |

**Summative Evaluation of Unit:**

Distribute a blank index card to each student to use as an exit ticket.

Project the Understanding Primary Sources: Censuses worksheet back onto the board using a document camera.

Tell students to answer the following question: "What is one thing you can learn from the 1880 U.S. Census?"

Write this sentence frame on the board: "I \_\_\_\_\_\_\_\_ that \_\_\_\_\_\_\_\_."

Instruct students to answer the question by writing the sentence frame on their index card and filling in the blanks using a past tense verb and one thing they learned from the census.

Collect students' exit tickets.

**Unit Closure:**

Tell students that they are going to take a class census using information from our classmates.

Read the headings aloud to each student.

Call on students, two at a time, to fill in their information.

Observe the data as a class and ask students to share what they observe with a partner (e.g. "Most people are nine years old.").

Call on students to share their findings with the whole class

**Notes:**