Georgia Performance Standards Framework for ELA Unit 1 – 5th grade

Grade: 5
Topic: Conventions: Verbs
Instructional unit: “Self-Assessment: Habits of Effective Readers, Writers, Speakers, Listeners, and Viewers”
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The task:
The teacher will read orally either Kites Sail High: A Book About Verbs (Ruth Heller) or Verbs (Cleary). Throughout the reading, the teacher will pose questions in order to determine students’ level of understanding and/or to build background knowledge for students. The teacher will also discuss the sentences in the text with students in order to identify the verbs and to determine the kind of verb according to its usage.

Students will need to access the website: www.wideworldofverbs.com
Students will work in collaborative pairs to read the short stories and discuss the verbs in each sentence to determine the correct response. After an appropriate amount of time (to be determined by the teacher and a particular group of students), the teacher will work through the lessons in order to allow students to self assess their understanding.

Working in collaborative pairs, students write five sentences and exchange papers so that their partners can identify the type of verbs in each sentence.

As a summary activity, students can be given an index card. On the card, they must answer the following questions:

- What is the function of a verb?
- What are the different types of verbs?
- How can you distinguish between an action verb and a linking verb?

This task may be extended in the following manner:

Working in small groups, students create a PowerPoint presentation showing definitions and examples. The PowerPoint may also include samples that may be used to ask questions of their peers in order to reinforce understanding and/or provide more practice.

The Differentiated task:
- Have students draw pictures that depict the action of the verb or that links the ideas.

Modifications/Accommodations:
- Provide additional time to complete power point
- Monitor progress of completion assignment
- Assign roles to group members to build on students’ strengths
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Focus Standard:
ELA5C1 The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student
a. Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
d. Recognizes that a word performs different functions according to its position in the sentence.

ELA5W3 The student uses research and technology to support writing. The student
e. Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).
f. Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).

ELA5LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.
When delivering or responding to presentations, the student:
a. Shapes information to achieve a particular purpose and to appeal to the interests and background knowledge of audience members.
b. Uses notes, multimedia, or other memory aids to structure the presentation.
c. Engages the audience with appropriate verbal cues and eye contact.
d. Projects a sense of individuality and personality in selecting and organizing content and in delivery.

Circumstances of the assignment/Notes to the Teachers:
Prior to teaching this lesson, the teacher will collect several sentences from magazines, newspapers, novels, etc. containing examples of different kinds of verbs (action, linking, helping). The teacher will have the sentences written on the board or chart paper before beginning the lesson. Students will need access to the Internet for this task. If Internet access is limited or unavailable, the teacher may download and print copies for students’ use. Students will need access to a computer in order to complete the extension of this task.