

WEEK 1 Day 4

Vocabulary & Language
Action Verbs in Different Tenses

Weekly Question	What happens at a market?
Language Objectives	I can use action verbs in different tenses. (L.1.1.d) I can distinguish root words and their inflectional forms when talking about verbs in different tenses. (L.4.1.c)
Vocabulary	action verbs: verbs that express physical action tense: the form of a verb that specifies time present: what is happening now past: what has already happened future: what is yet to happen
Materials and Preparation	<ul style="list-style-type: none"> ● Action Verbs slides, from Day 3 ● projector and screen
Opening	<i>Yesterday we read a poem that included action verbs. Today we are going to look again at an image and use action verbs to describe what happens at a market.</i>
Discussion Slide 3	<p><i>There are a lot of people at this market! What are they doing?</i></p> <p>Think, Pair, Share. <i>Look closely at the image. What other actions are happening?</i> As children talk, circulate to support them.</p> <p>Harvest the children’s ideas of action verbs. Record them on the board. <i>I noticed that when you described actions, you used verbs in the present tense, because those are verbs or actions we are noticing now. For example, you said, “The customers are shopping.” The -ing ending shows that the action is happening now, in the present.</i></p>

	<p>On the board, write: shop → shopping.</p> <p><i>Imagine this market happened last summer. How can we change “shop” to the past tense, to show that it already happened?</i></p> <p>On the board, write: shop → shopped.</p> <p><i>What if we want to shop in the future, such as next spring when the market re-opens; how would we write “shop”?</i></p> <p>On the board, write: shop → will shop.</p> <p>Repeat the process with several other action verbs, choosing from those identified by children, recorded on the board.</p>
Closing	<p><i>Tense refers to the time when something happens. Today we used action verbs to discuss what happens at a market, and we used those verbs in different tenses, to show them happening now, in the past, and in the future.</i></p>
Standard	<p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</p> <p>L.4.1.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>
Ongoing assessment	<p>During the discussion, note how children are grappling with verbs in the past, present, and future.</p> <p>Are they able to identify and use verbs in different tenses?</p> <p>Notice how children participate in turn taking. Consider using Equity Sticks or another talk protocol to ensure that all children have opportunities to volunteer ideas.</p>

Notes



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