

Unit 1: Building Strong Communities

WEEK 7 Day 3

Vocabulary & Language
Verb Tenses Introduction

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| Weekly Question | How can we create positive change in our communities? |
| Language Objectives | I can identify and use verbs in the past, present and future tense. (L.1.1.c) I can distinguish root words and their inflectional forms when talking about verbs in different tenses. (L.4.1.c) |
| Vocabulary | donate: to give food, money, or time to help a person or a group recycle: to make something new from something that has been used before verb: a word that expresses a physical action, mental action, or state of being tense: the form of a verb that specifies time past: what has already happened present: what is happening now future: what is yet to happen |
| Materials and Preparation | <ul style="list-style-type: none">• Weekly Word cards: donate, recycle• <i>Maybe Something Beautiful</i>, F. Isabel Campoy and Theresa Howell, pages 21-22 flagged• whiteboard and marker |
| Opening | <i>In our Vocabulary and Language lessons, we have been learning about nouns and adjectives. In Writing, we have learned about verbs. Today we will identify and use verbs in the past, present, and future tenses.</i> |
| Discussion | <i>This week, we will read about two ways to make positive change in our communities. One way is to recycle things. Another way is to donate things.</i> |

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| | <p>When you donate, you give food, money, or time to help a person or a group. When you recycle, you make something new from something that has been used before. Turn to partner and share an experience you have with either donating or recycling.</p> <p>Donate and recycle are both verbs—words that express actions. If you donated or recycled before, you say “donated” or “recycled” instead of “donate” or “recycle” because you are describing something you already did. It is expressed in the past tense—the verb ending -d shows that the actions already happened. A verb’s tense is the form of the verb that specifies time.</p> <p>On the board, write: donate → donated; recycle → recycled.</p> |
| Pages 21-22 | <p>Let’s look at Maybe Something Beautiful. Think, Pair, Share. What actions do you see happening?</p> <p>I noticed that when you described actions in Maybe Something Beautiful, you used verbs in the present tense, because those are verbs or actions we are noticing now. For example, you said, “The muralist is painting.” The -ing ending shows that the action is happening now, in the present.</p> <p>On the board, write: paint → painting.</p> <p>What are some other actions we can think of that could create positive change in our communities? Think about the kinds of actions we are reading about. The verbs we use to tell these actions will be in the future tense, because these are things we still might do!</p> <p>Elicit a few responses and record these on the board.</p> <p>Address misconceptions if children are choosing words that are not verbs or if children are using inappropriate tenses.</p> |
| Closing | <p>Today we introduced identifying and using verbs in the past, present and future tenses. We will return to this work later in the year.</p> |
| Standard | <p>L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>L.4.1.c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</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>Can they connect to unit texts and content?</p> |