

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 3

Vocabulary & Language
Noun-Verb Agreement

Weekly Question	How do animals survive in their habitats?									
Language Objective	I can match verbs to singular and plural nouns. (L.1.1.b)									
Vocabulary	rain forest: a rich, warm forest with lots of rainfall and a wide variety of plants and animals noun: a person, place, thing, or idea verb: a word that expresses a physical action, mental action, or state of being									
Materials and Preparation	On the whiteboard, make the following table. <table border="1" style="margin-left: auto; margin-right: auto;"><thead><tr><th>nouns</th><th>verbs</th><th>sentences</th></tr></thead><tbody><tr><td>one frog</td><td>jump</td><td></td></tr><tr><td>many frogs</td><td></td><td></td></tr></tbody></table>	nouns	verbs	sentences	one frog	jump		many frogs		
nouns	verbs	sentences								
one frog	jump									
many frogs										
Opening	<i>To speak and write clearly about animals' behaviors—what they do—we need to know how to make nouns (the animals) match the verbs (their actions or behaviors). Let's practice with the noun "frog" and the verb "jump."</i>									
Discussion	Briefly review nouns and verbs, as needed.									

	<p><i>Let’s imagine that we are walking through a rain forest. Look! A frog! When we see the frog jump away from us, we say, “The frog jumps away.”</i></p> <p>Write this sentence on the board.</p> <p><i>Look what we did to the word, “jump.” We didn’t change the meaning of the word, but we added an s.</i></p> <p>Circle, or invite a child to circle, the suffix, s.</p> <p><i>Let’s keep walking in the rain forest. Look! There are two frogs! And now they are also jumping away from us to protect themselves. So we say, “The frogs ...”</i></p> <p>Invite children to chime in to complete the sentence: The frogs jump away. Write the sentence on the board.</p> <p><i>“Frogs” is a plural noun: there is more than one frog. So it has an -s on the end.</i></p> <p>Circle, or invite a child to circle, the suffix, -s.</p> <p><i>When we use plural nouns—more than one of something—we leave the verb alone.</i></p> <p><i>This can be confusing. Let’s try another set of sentences.</i></p> <p>Invite children to suggest another noun-verb (animal-behavior) pair, and manipulate it in the same way.</p>
Closing	<p><i>Today we looked at how nouns and verbs match in sentences, according to whether the noun is singular—there’s only one—or plural—there’s more than one. We add the suffix -s to the verb attached to singular nouns, like “frog” and ____ [second example]. When we do this, we call it noun-verb agreement. Tomorrow we’ll practice some more.</i></p>
Standard	<p>L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</p>
Ongoing assessment	<p>Do children hear the ways verbs change according to their nouns in speaking? Do children understand that conjugating a verb in does not change its meaning?</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



Vocabulary & Language U2 W4 D3