

Unit 2: Animals Surviving and Thriving

WEEK 4 Day 4

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	<p>rainforest: a rich, warm forest with lots of rainfall and a wide variety of plants and animals</p> <p>tundra: a large, flat area where the ground underneath is permanently frozen</p> <p>desert: a dry area of land with very few plants, usually covered by sand</p> <p>forest: a large area covered mostly with trees and undergrowth</p> <p>pond: a small body of still water</p> <p>ocean: the sea, a saltwater habitat</p>												
Materials and Preparation	<p>On the whiteboard, make the following table.</p> <table border="1"><thead><tr><th>nouns</th><th>verbs</th><th>sentences</th></tr></thead><tbody><tr><td>frog</td><td>jump</td><td></td></tr><tr><td>sloth</td><td>climb</td><td></td></tr><tr><td>prairie dog</td><td>warn</td><td></td></tr></tbody></table>	nouns	verbs	sentences	frog	jump		sloth	climb		prairie dog	warn	
nouns	verbs	sentences											
frog	jump												
sloth	climb												
prairie dog	warn												
Opening	<p><i>Yesterday we learned about noun-verb agreement: when we change the ending of a verb to match the noun it's attached to. We say a frog jumps, and two frogs jump. Today we're going to practice.</i></p>												
Discussion	Refer to the board.												

	<p><i>The top row of words are animals: frog, sloth, prairie dog. These are nouns.</i></p> <p><i>The bottom row are animal behaviors: jump, climb, watch. These are verbs, words that describe actions.</i></p> <p>Introduce the activity. <i>Today you'll work with your partner to make sentences using these noun-verb pairs. You'll have to be sure the nouns and verbs match.</i></p> <p>Identify the noun and how many. <i>Let's start with "frog" and "jump" again for our first sentence.</i></p> <p>Think, Pair, Share. <i>Decide how many frogs you are talking about, think of a sentence about a frog or many frogs jumping, and tell your sentence to your partner.</i></p> <p>Incorporating some of the children's ideas, co-construct an interesting sentence (including adjectives, a phrase of time, and/or a habitat, for example) and write it on the board. Mark the noun-verb agreement with underlining each and circling the -s where it appears.</p> <p>Repeat this process with the remaining noun-verb pairs.</p>
Closing	<p><i>Today we made sentences about animals to practice making nouns and verbs match, or agree. When we read this week, let's look out for noun-verb agreement.</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>The purpose of this lesson is to have children practice creating sentences with noun-verb agreement.</p> <p>Were the children who volunteered to share their sentences correct?</p> <p>Did multiple children volunteer to share their sentences?</p> <p>In addition, 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 D4