

TIME

OBJECTIVE

PRODUCT

9 minutes Compare lively and plain verbs for the same action and explain what different word choices make a reader picture. An oral comparison of two arrival verbs plus one new verb choice. Essential question: How can different verbs make the same kind of arrival look different in your mind?

Materials

- The book
- Prepared excerpts printed in this lesson
- Verb cards Text to mark
- Clown entrance - a clown “zooms” into the ring
- Elephant entrance - elephants “skate” into the ring Prepared text Zip, zoom, clowns. A clown zooms into the ring. He goes around and around. Three more clowns drive in. Look, two elephants skate into the ring. Add elephants to clowns. What you get is crash!

Lesson sequence

1 Collect the different words for coming in - 5 min Read the clown and elephant excerpts. Have students point to zooms and skate and explain how those arrival words make different pictures. 2 Say a new arriving word of your own - 4 min Reread the elephant excerpt. Have students choose a different verb for how the elephants could arrive and explain what the new word makes the reader picture.

Teacher key

Zooms suggests a fast entrance; skate suggests gliding on skates. A valid new verb should still describe arriving while changing the movement a reader imagines. Support & extension

Support:

Act out zooms and skate with a hand, then describe the difference.

Extension: Compare a lively arrival verb with the plain phrase come in and explain what the lively verb adds.

Assessment

- Identifies zooms as an arrival verb
- Identifies skate as an arrival verb
- Explains how the verbs create different pictures
- Generates a new arrival verb and explains its effect

Zooms, Skates, Enters

Adding with Sebastian Pig and Friends at the Circus - Grade 1 - Short lesson

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Essential question: How can different verbs make the same kind of arrival look different in your mind?

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Prepared text

Zip, zoom, clowns. A clown zooms into the ring. He goes around and around. Three more clowns drive in.

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Read the clown and elephant excerpts. Have students point to zooms and skate and explain how those arrival words make different pictures.

2 Say a new arriving word of your own - 4 min

Reread the elephant excerpt. Have students choose a different verb for how the elephants could arrive and explain what the new word makes the reader picture.

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Zooms suggests a fast entrance; skate suggests gliding on skates. A valid new verb should still describe arriving while changing the movement a reader imagines.

Support & extension

Support: Act out zooms and skate with a hand, then describe the difference.

Extension: Compare a lively arrival verb with the plain phrase come in and explain what the lively verb adds.

Assessment

- Identifies zooms as an arrival verb
- Identifies skate as an arrival verb
- Explains how the verbs create different pictures
- Generates a new arrival verb and explains its effect