Grammar Unit: Parts of Speech: The Building Blocks of Grammar
Grammar Mini Focus: Verbs
Sequence: #5 of 8
Total Time Allotment: 11 minutes
Special Materials Needed: Grammar Grabber transparency and answer key transparency, Verbs Notes transparencies, Quick Check Review transparency and answer key transparency, and an overhead projector
State Standard(s) addressed: Grade 7, Conventions 1.3; Grade 8, Conventions 1.4
Rationale for teaching this mini lesson: Now that students have learned nouns, pronouns and adjectives, we will build on this knowledge by adding verb review to it. Students will eventually be able to recognize that complete sentences must have a subject and a verb.
Prior knowledge needed: some familiarity with verbs
Indicators of attainment: +4/4 on the Quick Check at the end of the lesson
Connection to prior instruction: We are building on our knowledge of the parts of speech.

Teaching the Lesson:

I. GRABBER (3 minutes):
   1. Raise your hand if you can give the definition and an example for “noun.” Good!
   2. Raise your hand if you can give the definition and an example for “pronoun.” Good!
   3. Raise your hand if you can give the definition and an example for “adjective.” Good!
   4. Let’s do a grammar grabber as a warm-up for our lesson on verbs. Can you find the action words in this brain teaser? (Teacher places brain teaser transparency on overhead.)
   5. Students have two minutes to follow directions on the projector as a quick warm-up.
   6. After two minutes, teacher places answer transparency on the projector while students check their answers.

II. DIRECT INSTRUCTION (5 minutes):
    1. Now let’s take some notes on verbs. (Place notes transparencies on projector. Tell students that they do not need to copy all of the explanations or examples. They should copy what they need, so that it makes sense to them when they review their notes later.)

III. QUICK CHECK (2 minutes):
    1. Now read the Chinese Proverb on this next transparency. Follow the directions on the transparency. (Teacher places Quick Check Review transparency on the overhead.)
    2. After one minute, teacher reveals the answers while students check their work.
    3. Raise your hand and show me how many verbs you identified correctly.

IV. NEXT STEPS (30 seconds):
    1. In our next grammar lesson we will learn about adverbs, words that modify verbs.
Verbs

I. Definition: a verb is a word that expresses action or state of being (called linking verbs)

   A. Action verbs: Dance! Sing! Paint! Giggle! Chew!
   What are these words doing? They are expressing action, something that a person, animal, force of nature, or thing can do. As a result, words like these are called action verbs. Look at the examples below:

   1. Clyde sneezes with the force of a tornado. Sneezing is something that Clyde can do.

   2. Because of the spoiled mayonnaise, Ricky vomited potato salad all day. Vomiting is something that Ricky can do—although he might not enjoy it.

   3. *NOTE: If you are unsure whether a sentence contains an action verb or not, look at every word in the sentence and ask yourself, "Is this something that a person or thing can do?" Take this sentence, for example:

   During the summer, my poodle constantly pants and drools.

   Can you during? Is during something you can do? Can you the? Is there someone the-ing outside the window right now? Can you summer? Do your obnoxious neighbors keep you up until 2 a.m. because they are
summering? Can you my? What does a person do when she's my-ing? Can you poodle? Show me what poodling is. Can you pant? Bingo! Sure you can! Run five miles and you'll be panting. Can you and? Of course not! But can you drool? You bet—although we don't need a demonstration of this ability. In the sentence above, therefore, there are two action verbs: pant and drool.

B. Linking verbs:

1. Linking verbs, on the other hand, do not express action. Instead, they connect the subject of a verb to additional information about the subject.

2. Example #1: Mario is a computer hacker.

Is-ing isn't something that Mario can do. Is connects the subject, Mario, to additional information about him, that he will soon have the FBI on his trail.

Example #2: During bad storms, trailer parks are often magnets for tornadoes.

Are-ing isn't something that trailer parks can do. Are is simply connecting the subject, trailer parks, to something said about them, that they tend to attract tornadoes.

3. The following verbs are true linking verbs: any form of the verb be [am, were, has been, are being, might have been, etc.], become, and seem. These true linking verbs are always linking verbs.
4. Then you have a list of verbs with multiple personalities: *appear*, *feel*, *grow*, *look*, *prove*, *remain*, *smell*, *sound*, *taste*, and *turn*. Sometimes these verbs are linking verbs; sometimes they are action verbs. Their function in a sentence decides what you should call them.

**C. Verbs are a necessary part of all sentences.**

All sentences must have a subject (who or what is doing an action) and an action or state of being.

For example:

The daredevil cockroach *splashed* into Sara's soup.

*The daredevil cockroach* = subject (who or what is doing the action)  *splashed* = verb (the action)

Information taken from Robin L. Simmons at [http://www.chompchomp.com/terms/verb.htm](http://www.chompchomp.com/terms/verb.htm)
1. Read the following brain teaser, but DO NOT shout out the answer if you know it.

2. On your sheet of paper, copy down all of the verbs in the brain teaser.

3. Then write down the answer to the brain teaser if you can.

   The shape of my form
   Will waver and bend
   From the things I destroy
   And the things I will rend*.
   My color will vary
   From bright red and blue.
   The power I use
   Will dictate my hue.

*rend = To separate into parts with force or sudden violence
Brain Teaser Answers

Verbs:
1. (will) waver
2. bend
3. destroy
4. (will) rend
5. (will) vary
6. use
7. (will) dictate

Answer to Teaser:
fir
Quick Check: Verb Review

1. Read the following Chinese proverb.

2. Write down all of the verbs in it.

3. Then explain, in your own words, what the proverb means.

“You cannot prevent the birds of sorrow from flying over your head, but you can prevent them from building nests in your hair.”
Verbs:
1. (cannot) prevent
2. flying*
3. (can) prevent
4. building*

Flying and Building are gerunds in the above proverb (verbs functioning as nouns). "A gerund is a verbal that ends in -ing and functions as a noun. The term verbal indicates that a gerund, like the other two kinds of verbals, is based on a verb and therefore expresses action or a state of being. However, since a gerund functions as a noun, it occupies some positions in a sentence that a noun ordinarily would, for example: subject, direct object, subject complement, and object of preposition." In this case, flying and building are objects of the preposition from. http://owl.english.purdue.edu/owl/resource/627/01/

Explanation of Proverb:

People cannot stop bad/sad things from happening to them, but they have control over how long they allow the bad/sad things to make them feel sad.