### Summary

**Verbals Mastery Plan**

This lesson introduces verbals, identification of verbals, and the use of verbals to strengthen writing. You can reinforce students’ study of this grammatical convention by asking them to be on the lookout for verbal use in their independent reading or reading outside of the classroom. Educators will link the correct use of verbals as a way to create powerful, correct, and complete sentences. The rules and use of verbals will be clarified in the lesson through a PowerPoint and a corresponding lesson. Teachers will elicit evidence from the students through practice problems. Educators and students can act on the evidence and gauge student understanding based on the practice problems. Lastly, students will need to answer a writing prompt where they will apply their understanding of verbals by incorporating them into an assigned writing prompt.

### Objective

* Students will identify verbals and how they function in sentences.
* Students will exhibit mastery over the grammatical skill through written application.

### Common Core State standards

* L.8.1.A- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
* W.8.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* W.8.5- With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed

### Formative Assessment

* Educators will clarify intended learning through the explanation of verbals.
* Students will elicit evidence through practice problems, class discussion/work, and writing prompt.
* Students will interpret evidence by analyzing their practice problems and by revising their writing.
* Educators and students will act on evidence. The evidence provided by the practice problems will help educators determine if more instruction is needed. The evidence provided by the writing prompt will help students act on their understanding through revisions and the writing prompt will allow teachers again to act if further instruction is needed based on the application of verbals in the writing prompt.

### Lesson Procedures

1. Students clarify understanding of verbals:
	1. Educators can explain verbals through lecture and the use of the PowerPoint.
	2. Suggestions for differentiation:
		* Educators may only want to tackle one gerund at a time for struggling learners.
		* For advanced learners, educators may want to flip the classroom and have students gain the knowledge on their own through the PowerPoint and video outside of class.
2. As a class, have students go through the “Student Handout Grammar and Usage: Verbals” to help them practice with verbals. Educators can act on evidence and gauge student understanding of verbals. If the students are not grasping the concept, educators can incorporate practice problems that are included in this lesson.
3. Educators can incorporate the practice problems in any way that best fits their class.
	* + Complete the practice problems in partners.
		+ Assign the problems as additional practice.
		+ Complete the practice problems in class and address any questions students may have.
	* By incorporating and analyzing student success on the practice problems, educators can act on that evidence and provide additional instruction or practice that is specific for student needs.
4. To ensure mastery of verbals, give students a quiz.
	* After the quiz, students need to review their results and analyze any incorrect responses.
	* The teacher could require students to retake the quiz until a set score is reached (for example 80%).

Differentiation for Struggling Students:

* + Set up a time for struggling students to come in for one-on-one instruction over the concept, and go over some problems with the students.
	+ Break down the standard; some students may need to focus on simply identifying verbals. After they identify verbals successfully, move on to determining how the verbals are used in the sentence.

Application of Concept

1. After students have proven mastery on verbals, assign the writing prompt.
	* The writing prompt will require students to apply their understanding of verbals in writing.
2. When the writing prompts are completed, have students complete a peer review.
	* Identify verbals used in the writing prompt and identify how it is used.
	* Revise for conventions and spelling.

### Extension/Modifications

1. Give students a pre-assessment before the lesson begins. Any student who shows mastery on the pre-assessment (90% or 100%) can skip the practice problems and/or the mastery portion of the lesson, and go straight to the writing prompt.
2. Modify the writing prompt requirements to address specific grammatical areas where students are lacking.
3. Modify the length of the writing prompt.

### Objectives

**Student Handout
Grammar and Usage: Verbals**

* Identify verbals
* Identify how verbals function in a sentence
* Use verbals correctly in writing

### Verbals

1. A verbal is a form of a verb that is used as some other part of speech: noun, adjective, or adverb.
	* Participle: a verbal that functions as an adjective.
	* Example: Throwing the doll aside, the little girl dove for the lollipop.
	* Gerund: a verbal that functions as a noun.
	* Example: Once the clanking stopped, I could sleep.
	* Infinitive: a verbal that functions as a noun, adjective, or adverb.
		+ The word to usually appears in front of the verb form.
	* Example: I began to look around for the missing sock.
2. A verbal phrase is the verbal and any modifiers or complements of the verbal.
	* Participle Phrase
	* The man traveling in the cold, dark evening was confident he would arrive.
	* Gerund Phrase
	* Guarding the sleepy village was the sentry’s only job.
	* Infinitive Phrase
	* To stay in the house seemed rude.

### For Real: Verbals in a Real Text

1. Look at the sentences below that use verbals. Identify and highlight where the writer utilizes verbals or verbal phrases.

***a.*** *“Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God’s children.” (Martin Luther King Jr., “I Have a Dream,” 1963)*

1. What is the verbal(s) used in this quote?
2. How does the verbal function in the sentence?
3. How does using a verbal affect the sentence?

# b. *“I would come on up even to 1863, and watch a vacillating President by the name of Abraham Lincoln finally come to the conclusion that he had to sign the Emancipation Proclamation.” (Martin Luther King Jr., “I’ve Been to the Mountaintop,” 1968.)*

1. What is the verbal(s) used in this quote?
2. How does the verbal function in the sentence?
3. How does using a verbal affect the sentence?

# c. *“The issue is injustice. The issue is the refusal of Memphis to be fair and honest in its dealings with its public servants, who happen to be sanitation workers. ” (Martin Luther King Jr., “I’ve Been to the Mountaintop,” 1968.)*

1. What is the verbal(s) used in this quote?
2. How does the verbal function in the sentence?
3. How does using a verbal affect the sentence?

Check Yourself

Identify the verbal or verbal phrase below and how it functions in the sentence. There may be more than one verbal in the sentence.

1. She wanted to pass the driving test more than anything else in the world.
2. Driving to school was a sure ticket into the “cool crowd.”
3. Sitting on the shelf, the driving manual had never been opened.
4. Studying was an important part to pass the test.
5. Receiving a failing score would destroy her.

### Writing Prompt

In a well-developed paragraph (you may write more than one paragraph if that is what it takes to explain your thoughts coherently) explain what the following quote means to you.

“It is not enough to have a good mind.

The main thing is to use it well.”

~Rene Descartes

In your paragraph, you need to use details and examples to explain yourself. Your paragraph should have the following:

|  |  |
| --- | --- |
| *Paragraph Structure Requirements* | *Grammar Requirements* |
| * *A clear topic sentence*
 | * *Correctly uses* ***two*** *gerunds*
 |
| * *Specific reasons and examples to support your position*
 | * *Correctly uses* ***two*** *infinitives*
 |
| * *A maintained focus throughout the paragraph*
 | * *Correctly uses* ***two*** *participles*
 |
| * *Concluding sentence that provides a statement of closure.*
 |  |

# Writing Prompt Assessment

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exemplary | Proficient | Emerging |
| Clear topic sentence/ thesis | Strongly and clearly states the writer’s stance on the issue. | The stance on the issue is stated, however, it is not as strong as it could be. | Does not provide a clear statement to start the paragraph. |
| Support for thesis | Accurately uses information that supports the stance taken in the topic sentence. The support is explained thoroughly. | Support for the thesis is given, but is not explained thoroughly. | The writer gives vague, personal opinions, general support, or no support is given at all. |
| Conclusion  | Summarizes the argument with a strong concluding statement. | Summarizes the argument with a concluding statement, although concluding statement may be weak. | Concluding statement is weak, unclear, unrelated to the topic, or missing.  |
| Focus and Format  | The text maintains a clear and focused point throughout. The paragraph follows a clear and coherent format. | The text has a clear point, but the focus may drift at times. The paragraph followed a coherent format. | The text does not maintain a clear focus throughout, or the main idea is unclear entirely. The text does not utilize a proper format and is disorganized. |
| Verbal usage | Purposefully and correctly uses verbals to convey a powerful statement. | Uses verbals correctly, but the use at times seems forced or disconnected. | Does not correctly use verbals. |
| Conventions | Demonstrates error-free spelling and use of standard English conventions. | Demonstrates limited command of conventions and spelling; errors interfere with the meaning. | Contains numerous errors in grammar and conventions.  |