

How verbs represent different processes for doing, feeling, thinking, saying...

understand how verbs represent different processes for doing, feeling, thinking, saying and relating

Learning intention

- understand how verbs represent different processes for doing, feeling, thinking, saying and relating

Teach and model

- exploring “doing” and “saying” verbs in narrative texts to understand how they give information about what characters do and say
- exploring the use of sensing verbs and how they allow readers to understand what characters think and feel; for example, “He remembered his first day at school.”
- exploring the use of relating verbs in constructing definitions and descriptions; for example, identifying the relating verb “is” or “are”, “has” or “have” in descriptions of...

Check understanding

- Explain the main idea in how verbs represent different processes for doing, feeling, thinking, saying... using an example.
- Show the idea in a second way: with words, a model, a diagram or symbols.
- Apply the idea to a short unfamiliar situation and justify the result.

Teaching cautions

- Ask the student to explain their choice, not only state an answer.
- Check that key vocabulary is understood in a new example.
- Mix representations so the skill is transferred rather than copied.

Quick lesson sequence

- Connect to prior knowledge and introduce the key vocabulary.
- Model one clear example, then solve a second example together.
- Finish with an independent check and a short student explanation.