

Verbs:

Design

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Introduction

The analysis for the concept of verbs provided valuable information leading toward the instructional design of the concept. The analysis identified a need for elementary school students to learn the concept of verbs. The analysis also identified a specific type of learner and context. Lastly, the analysis identified the important aspects of the topic, which led to specific instructional objectives.

The instructional objectives are critical in designing appropriate and effective learning and evaluation materials. In the materials do not focus on instructional objectives, then they could be seen as either needless overlap, or careless design. The course content, activities and evaluation for this concept directly relate to specific instructional objectives. The motivational methods for this concept relate indirectly to the learning objectives, but motivate the learners to complete the learning objectives.

After a thorough description of the design process, a description is provided of instructional material that will be developed in the next phase of designing instruction for the concept of verbs.

Introductory Presentation of Instruction

Instructional Goal

A verb is an essential part of communication. Verbs are the engine of communication; without verbs, communication goes nowhere. Based on a thorough needs analysis, it was determined that grade-school students, especially those ranging in grades 2-4, needed to learn this concept in order to more completely understand the essential parts of language and grammar. Supplementing the learning of language and grammar with the learning about verbs would allow the learners to comply with normative needs, comparative needs, and felt needs.

The goal of instructing the concept of verbs is three-fold:

1. The learner will be able to recognize verbs in both written and spoken context.
2. The learner will be able to identify the three types of verbs: action verbs, state-of-being verbs, helping verbs.
3. The learner will be able to classify written or spoken verbs into one of the three types of verbs.

Learner Characteristics

Based on the learner analysis, the primary learners for the concept of verbs are grade-school students. The typical grade range for this learning is grades 2-4, with grade 3 being the most common. The learners are typical for that grade range, but the instruction can be modified without affecting the instructional goals in order to meet the needs of learners with special needs.

The learners will need to demonstrate four entry competencies before learning the concept of verbs:

1. The learner must possess a basic ability to read. Learners cannot recognize verbs within language if they cannot pronounce or define words. For the purpose of this topic, the learner should possess at least a reading level equivalent to that of the national standard for second grade students.
2. The learner should have mastered the concept of nouns. The ability to recognize verbs hinges on the ability to learn that verbs are not just words, but that they have different characteristics than nouns (Reigeluth, 1999, Principles for Learning Concept Classification, para. 4). Mastery of the concept is defined by being able to define what a noun is, the different types of nouns, and the purpose of nouns in language.
3. The learner will need to possess the ability to generalize (Reigeluth, 1999, Principles for Learning Concept Classification, para. 5). The learner should already be able to generalize nouns; the learner should know that even though all nouns do not have the same definition, they still have the same

- characteristics of a noun. The learner should be able to make the same generalization about verbs.
4. The learner must possess basic psychomotor skills. The practice activities involve being able to cut paper using scissors, being able to write, and being able to draw basic geometric shapes (square, circle, triangle, etc.). (The fifth competency is optional if the learner is physically disabled, which then puts more emphasis on the fourth competency.)

Most of these same prerequisite competencies are traditionally required for learning the concept of nouns. Since the lesson on nouns precedes the lesson on verbs, almost all students will already possess these competencies.

Instructional Context

Based on context analysis, the context for learning will be in a typical classroom. The classroom should be equipped with either a blackboard or a dry-erase board, and the students should all be able to see the board from their seats. In addition, the instructor should have the appropriate writing tool for the board she is using. The classroom should have enough places for the students to sit (desks, tables and chairs, etc.) and interact with each other and the instructor.

The students should also have access to basic art materials (markers, scissors, paper, pens, pencils, glue, etc.) for instructional activities. These art materials will be necessary for completing assignments in the student workbook that are relevant to the instructional objectives of the concept.

Course Content

The content for this concept is based on objectives and key terms identified during analysis. The content will be reinforced throughout the learning process and activities.

Instructional Objectives

The instructional objectives were developed as a part of a four-step process after completing the task analysis (Morrison, et al, 2001, p. 91):

1. Task analysis was reviewed, identifying essential knowledge the learner must master in order to fill the instructional need.
2. The task analysis was grouped into goal clusters.
3. An objective was written for each goal cluster.
4. Objectives were written for any additional essential information not addressed by previous objectives.

The objectives were then placed in a sequential order, moving from the simple learning to the complex. The following list is the instructional objectives for learning about verbs:

1. The learner will be able to recall the purpose of verbs in language.
2. The learner will be able to name the three types of verbs.
3. Given a sentence, the learner will be able to identify all of the verbs in the sentence.
4. Given a sentence, the learner will be able to classify all verbs in the sentence as one of the three types of verbs.
5. The learner will be able to distinguish the main characteristics of each type of verb.
6. Given a worksheet of 100 random words, the learner will be able to identify 90% of the verbs.
7. In the context of a given sentence, the learner will be able to choose the correct conjugated verb to demonstrate a point in time.

Key Terminology

The task analysis also introduced the following key terms to be used in instruction:

- Action verbs
- State-of-being verbs
- Helping verbs
- Conjugate
- Observable action
- Unobservable action
- Time reference – past, present, future

Key Course Content

The following key content will be emphasized in the presentation of material:

General Content

- Verbs are words that identify an action or state of being
- Verbs are composed of three different types: action verbs, state-of-being verbs, and helping verbs
- Verbs are used to express a state of time (past, present, future)
- More than one verb can exist in one sentence

Action Verbs

- Action verbs are words that describe an observable action (run, jump, play, etc.)
- Action verbs are words that describe an unobservable action (think, believe, hope, etc.)
- Action verbs tell when something took place
- Action verbs can be used alone or with a helping verb
- An action verb can be used as a state-of-being verb if it replaces a state-of-being verb (“The candy *tastes* sweet” instead of “the candy *is* sweet”)

State-of-Being Verbs

- State-of-being verbs state that something *IS*
- State-of-being verbs can be the main verb in the sentence
- State-of-being verbs can be used with a helping verb
- State-of-being verbs show time
- The 8 state-of-being verbs are: is, am, are, were, was, be, being, been
- State-of-being verbs are often called linking verbs because they link the subject of the sentence with the information about it
- State-of-being verbs can be followed by another noun (known as a *renaming noun*) or by an adjective
- The verbs *be, being, been* MUST be following a helping verb

Helping Verbs

- There are 23 helping verbs, split up into six categories
 - Have, has, had
 - Be, being, been, am, are, is, was, were
 - Do, does, did
 - Should, could, would
 - May, must, might
 - Will, can, shall
- Helping verbs in the first three categories can also be used as main verbs in sentences
- Not every sentence contains a helping verb
- Most verbs ending in “-ing” follow helping verbs
- A sentence can have more than one helping verb

- Some sentences have three helping verbs in a row
 - Example: He *might have been* thinking the same thing.

Incorporating the necessary facts and concepts within *verbs*, the following outline was created:

Verbs

I. Action Verbs

A. Describe an action

1. The action can be observable
 - a. *Run*
 - b. *Jump*
 - c. *Play*
2. The action can be unobservable
 - a. *Think*
 - b. *Believe*
 - c. *Hope*

B. Refer to a point in time

1. Past
 - a. She *ran*.
2. Present
 - a. She *runs*.
3. Future
 - a. She *will run*.

C. Can be used several ways

1. Can be used alone
 - a. He *smells* the flowers.
2. Can be used with a helping verb
 - a. He *will smell* the flowers.
3. Can be used as a state-of-being verb
 - a. He *smells* nice.

II. State-of-Being Verbs

A. Eight state-of-being verbs

1. *is, am, are, was, were, be, being, been*
 - a. The verbs *be, being, been* NEED a helping verb

B. Can be used several ways

1. As the main verb in the sentence
 - a. She *is* a student.
 - b. He *was* young.
2. With a helping verb
 - a. I *have been* sick all week.
 - b. Dogs *should be* on leashes.
3. As a helping verb
 - a. She *is running* a marathon.
 - b. We *are going* to Disneyland.

C. Refer to a point in time

1. Past
 - a. He *was* young.
 - b. We *were playing* Scrabble.
2. Present
 - a. He *is* young.
 - b. I *am* excited.
 - c. We *are* late for an appointment.

III. Helping Verbs

- A. There are 23 helping verbs, split into 6 categories
 1. Do, does, did
 2. Be, being, been, am, are, is, was, were
 3. Have, has, had
 4. Will, can, shall
 5. May, must, might
 6. Should, could, would
- B. Can be used several ways
 1. The helping verbs in the first three categories can be used as main verbs in sentences
 - a. Just *do* it.
 - b. He *had* cake for dessert.
 - c. She *is* my friend.
 2. Helping verbs precede verbs ending in “-ing”
 - a. Bill *is walking* in circles.
 - b. Sam *was washing* his laundry.
 3. Some sentences contain more than one helping verb
 - a. Frank *might be using* your golf clubs.
 - b. I *would have come* to the party, but I *was* busy.
 4. She *could have been dancing* to the wrong song.
- C. Not all sentences contain a helping verb

Activities

Strategy and Examples

The strategy used to facilitate learning the concept of verbs is designed so the learner will make meaningful relationships between the new information and pre-existing knowledge (Morrison, et al, 2001, p. 125). The learner will practice identifying and classifying verbs in the context of the instructor's examples and the student handbook. The following matrix shows the generative strategy (Morrison, et al, 2001, p. 125-128) used to meet each learning objective, and a matching practice exercise.

Learning Objective	Practice Strategy	Example Activity
Recall the purpose of verbs in language.	Recall	In the workbook, the students will need to draw pictures of what verbs mean to them and how they're used.
Name the three types of verbs.	Recall	In the workbook, the student will need to identify the three types of verbs.
Given a sentence, identify all of the verbs in the sentence.	Recall	The instructor will write out sentences that everyone can see, and will ask the class to identify the verbs in each sentence.
Given a sentence, classify all verbs in the sentence as one of the three types of verbs.	Recall	In the student workbook, sentences will be provided. The student will need to choose via multiple choice the correct type of verb.
Distinguish the main characteristics of each type of verb.	Recall	In the workbook, the student will need to write characteristics of each type of verb in the three columns provided.
Given random words, identify the verbs.	Recall	The workbook will have a page of approximately 100 words. The student will need to draw a circle around each verb.
Choose the correct conjugated verb.	Recall	In the workbook, several sentences will be missing a verb. The student will choose the correct conjugation.

The instructor will evaluate the work from each workbook and provide appropriate feedback. This feedback allows the learner to understand whether he comprehends the concept, and gives an indication to the instructor of an appropriate pace for teaching the concept.

Evaluation

The evaluation of this lesson will focus on the overall effectiveness of teaching and learning the concept of verbs. In order to properly evaluate the effectiveness of the lesson, varying degrees of formative, summative and confirmative evaluations will be used. It will be essential for each evaluation method to measure the instructional objectives, and not just evaluate a random aspect of the concept.

Since the learning materials are new, the lesson will be introduced into one classroom of typical learners first. Here, the effectiveness of the materials will be evaluated for accomplishing the learning objectives. If the test class does not master the material to the point of accomplishing the objectives, the material will be adjusted and re-tested. Since the material is designed to specifically complete each individual objective, each element can be adjusted individually if that specific module is the only one not meeting the matching objective. This method allows for a more effective evaluation in accordance with each objective, and a quicker redesign, if necessary.

The formative evaluation will measure the effectiveness of the instructional materials and learner comprehension *during* the lesson (Morrison, et al, 2001, p. 202). Since each element of the lesson corresponds to a specific objective, objective tests will be built into each instructional module. Each test will be designed with the illusion of being a normal activity in the workbook, so the students focus only on displaying knowledge instead of taking a test.

Although impacting learner attitudes is not a specific learning objective, observing the learners' attitudes toward the subject is also important. If the learners are inattentive or there appears to be a drop in participation, the evaluation may indicate a need for an alternate motivational technique. The attitude of the student will indirectly affect the successful completion of each objective.

Summative evaluation will determine the learners' overall ability to achieve the learning objectives. The formative evaluation will measure the specific "chunks" of learning, but summative evaluation will determine the overall effectiveness of the lesson. Since the lesson deals with cognitive learning, the best methods for testing will be in a test that combines objective elements (matching, multiple-choice) and short-answer elements (Morrison, et al, 2001, p. 280). The test will be constructed to focus on determining the effectiveness of the lesson on completing the instructional objectives.

Confirmative evaluation will be conducted during future language and grammar lessons, by requiring the learner to analyze all elements of speech within certain assignments. These evaluations will not be done through formal testing, but through continual application of learned material.

Motivational Strategies

Attention

Entertainment is a valuable attention-grabbing factor in elementary education. This instructional lesson will begin with the instructor playing a song that is popular with the students in the classroom. This approach increases the learners' curiosity in the subject because it gives the learner to learn more about something they already recognize (Keller, 1983, p. 402), while also being creative and novel (Keller, p. 401). Entertaining reading material may also be used, if the class appears to have more interest in reading than in music. Either way, the students are entertained as they are presented the main instructional concepts.

Relevance

The use of entertaining reading material or songs also provides a method of demonstrating relevance to the learners; each method demonstrates the potential outcomes of learning the value of verbs.

Another method of making the material relevant is by having the students describe what they have done throughout the day, and writing each verb on the blackboard or whiteboard. The students will be amazed how quickly the board fills with words!

Confidence

Learner confidence is established using two main factors: verbal recognition and written feedback. As the students are working through the workbook assignments, the instructor should remain attentive to the needs and questions of each student, encouraging or congratulating each student based on progress. As each student completes each assignment, the instructor will provide written feedback that will serve as a confidence boost.

Another method the instructor may choose to incorporate is that of a small contest relating to the way the instructor gained attention: see who can find a song with the most verbs in the lyrics. The prize is to be determined by the instructor.

Satisfaction

Throughout the lesson, the learners will have the opportunity to build satisfaction through the completion of the workbook tasks. The positive feedback from the instructor will also serve as a satisfying reward. As each learner's reading and writing skills improve because of the learning material, her satisfaction in reading will also increase.

Instructional Materials

Student Workbook

A student workbook was chosen because it encourages self-paced learning, while allowing for the instructor to monitor learning progress. The student workbook is designed to be both a guide through the lessons, and as an activity book. The workbook will provide detailed information to supplement the material the instructor provides, with an opportunity for faster learners to move ahead in the workbook as an independent study. Sample information will be definitions of the types of verbs, examples of verbs, and common uses of verbs.

The activity sections of the workbook are perforated, allowing the student to remove those pages for evaluation. The book was designed this way to allow the student to continue learning about the concept outside of class, while still being able to allow the instructor to appropriately evaluate the learning. Sample activities in the book include matching, fill-in-the-blank, and cut-and-paste activities.

One group exercise is built into the workbook exercises: write a song. The students will form groups of four for this exercise, and will collaborate in writing a song using a list of verbs provided in the workbook. One student will act as the record-keeper, writing down the lyrics in a space provided in the workbook as the group cooperates. Each verb used in the song will then be indicated with geometric shapes; the students will draw boxes around the action verbs, circles around the state-of-being verbs, and triangles around the helping verbs. This assignment sparks creativity in both writing the song and in drawing attention to the verbs used in the song.

The workbook has the dimensions of a common notebook, measuring approximately 8.5 inches by 11 inches. The instructional material in the workbook is on double-sided standard paper, with only activity sections having perforations.

Instructor Guide

The teacher guide includes the same aspects of the student workbook, along with some additional information. The teacher guide includes evaluation criteria for the activities in the student workbook, along with information about appropriate time commitment for each aspect of the lesson. The most important part of the instructor guide is the statement of instructional goals and objectives for the lesson. This will serve as a guide throughout the lesson.

The instructor guide will also contain valuable motivational techniques, like the ones described earlier. These techniques will be provided as a method of encouraging learners to strive for completion of the learning objectives.

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