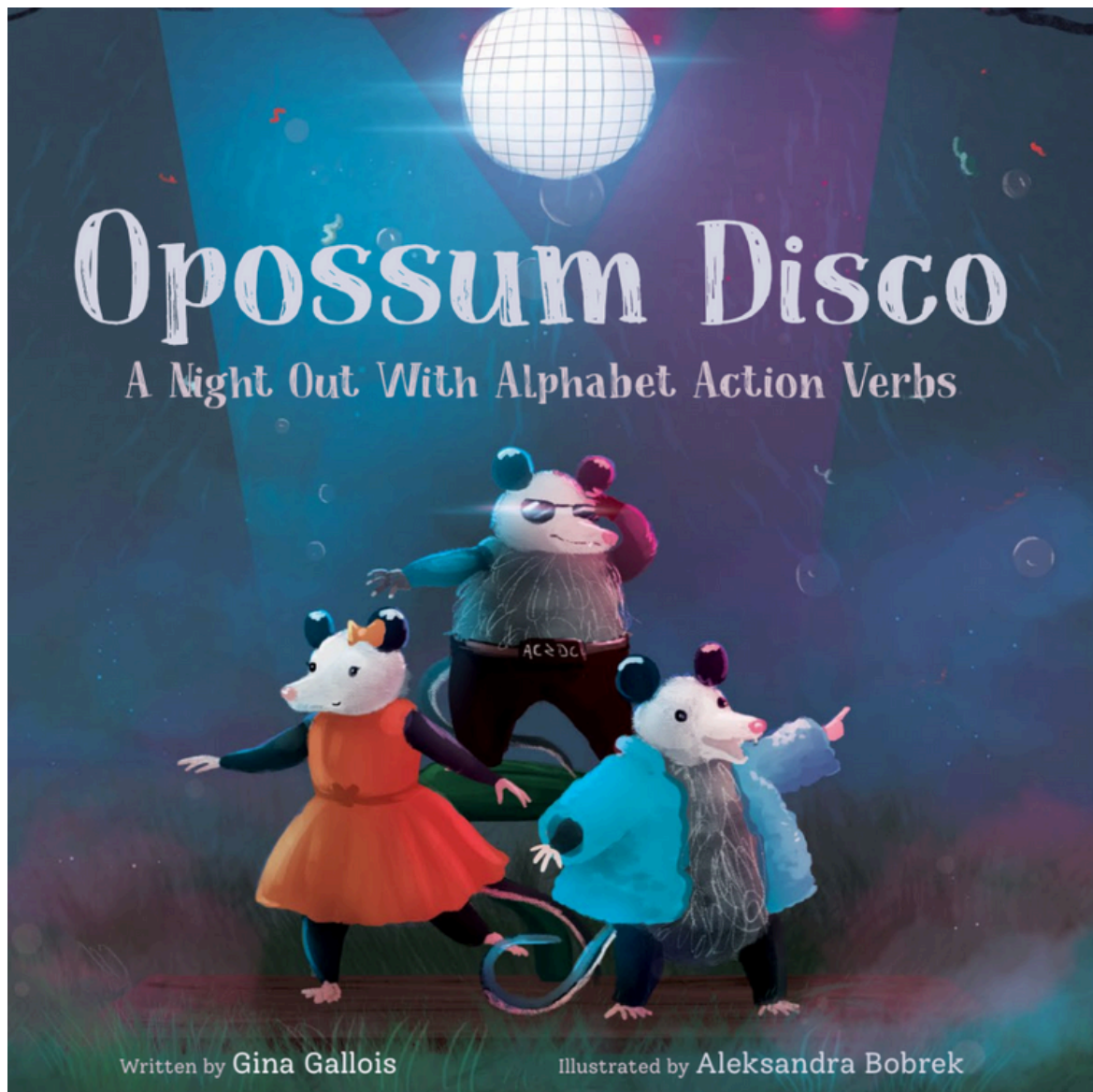


Lesson Plans: K-2

Opossum Disco: A Night Out with Alphabet Action Verbs



Opossum Disco K-2 Lesson Guide

Objective:

Students will both be able to identify and use action verbs in sentences and understand the foundations of alphabetical order after reading *Opossum Disco: A Night Out with Alphabet Action Verbs* by Gina Gallois.

Standards Addressed:

Kindergarten:

- CCSS.ELA-LITERACY.L.K.1.B:

Use frequently occurring nouns and verbs.

- CCSS.ELA-LITERACY.RF.K.1.D:

Recognize and name all upper - and lower case letters of the alphabet.

- CCSS.ELA-LITERACY.SL.K.2:

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

1st Grade:

- CCSS.ELA-LITERACY.L.1.1.E:

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

- CCSS.ELA-LITERACY.SL.1.4:

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

2nd Grade:

- CCSS.ELA-LITERACY.L.2.1.D:

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).

- CCSS.ELA-LITERACY.W.2.3:

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

- CCSS.ELA-LITERACY.RF.1.1.A:

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Key Points:

- Action verbs are words that show what someone or something is doing and can be used to describe movements, sounds, and activities.
- Each letter of the alphabet corresponds to an action verb in the book.
- Action verbs make our writing and speaking more exciting and descriptive.
- Identifying action verbs helps us understand and create more vivid sentences.
- Understanding the alphabet and its order is a foundational skill that supports K-2 standards.

Vocabulary:

A-Z Action Words: awaken, blinks, cleans, dresses, emerge, fail, gathers, hunts, indulging, ~~jostle~~, ~~know~~, ~~lick~~, meeting, nod, offer, prefer, quench, refuse, strut, shake, thank, understand, venture, wishes, "x" as in "xoxo", yawn, zzz

1st and 2nd grade: verb tenses, past, present/continuous, future, singular (i.e. she cleans), plural (i.e. they strut)

Sample Reading Activities for *Opossum Disco*:

Before Reading Activities:

1. Activate Prior Knowledge:

- Play a quick game of "Simon Says" using action verbs (e.g., "Simon says hop," "Simon says twirl").
- Ask students: "What were you doing in our game? How did you know what to do?"
- Setting the Scene: Discuss nocturnal animals and what they might do at night. Ask students what actions they think an opossum might do.

2. Introduce Vocabulary:

- Explain the term "action verb" and provide simple examples.
- Teacher may choose to pre-teach the meaning of certain A-Z Action Words to enhance overall comprehension.

3. Make Predictions:

- Show the cover of "Opossum Disco" and ask students to predict what action verbs they might find in the story.
- Write down their predictions on chart paper.

During Reading Activities:

1. Interactive Read-Aloud:

- Read the book aloud, pausing occasionally to highlight action verbs.
- Have students act out the action verbs as you read them.
- Echo Reading: After reading each page, have students repeat the action verb.

2. Verb Hunt:

- As you read, ask students to listen carefully for action verbs.
- When they hear an action verb, they can do a silent cheer (e.g., thumbs up).

3. Think-Pair-Share:

- Pause at key points in the story to have students turn to a partner and discuss what actions they've heard so far.

After Reading Activities:

1. Recap and Discuss (All Grades):

- Review the action verbs, or a selection of the action verbs, found in the book.
- Create a list of these action verbs on chart paper.
- Compare the list to the predictions made before reading.
- Provide alphabet cards and challenge students to think of a new action verb for each letter not used in the book.
- Create an "Action Verb Wall" in the classroom, adding new verbs as students encounter them in other books or activities.
- Second Grade: Introduce the concept of adverbs and how they modify action verbs. Have students expand sentences from the book by adding adverbs (e.g., "The opossum danced quickly").

2. A-Z alphabet chart (1st and 2nd grade):

- Explain that students will create an action verb alphabet chart (sample below).
- With a partner or in a small group, students will either use verbs from the book, their own verbs, or a combination of both to fill in each square of the alphabet chart.
- Students may include an illustration (first grade) or a word (second grade)

3. Share and Reflect:

- Have students pair up and share their mini-books with a partner.
- As a class, discuss new action verbs learned and how they make the story more exciting.

Sample Lesson Structure using *Opossum Disco*:

Opening:

- Gather students in a circle on the carpet.
- Ask students: "What do you think an action verb is? Can you show me an action?"
- Have 2-3 students demonstrate their actions and identify the corresponding verbs.
Teacher can also provide non-examples to clarify meaning.
- Introduce the book *Opossum Disco: A Night Out With Alphabet Action Verbs* and explain that they will learn about many fun action words.

Introduction to New Material:

- Read the book "Opossum Disco: A Night Out With Alphabet Action Verbs" aloud to the class.
- As you read each page, pause and have students act out the action verb together.
- After reading, review 5-6 action verbs from the book, having students demonstrate each one.
- Explain that action verbs tell us what someone or something is doing.
- Common misconception to address: Some students might confuse nouns with action verbs. Clarify the difference by providing examples (e.g., "Dance is an action verb, but a dancer is a person who does the action").
- For second grade, point out that the verbs are in present continuous tense and give a few regular and irregular past tense forms of words (regular: Dresses/dressed, hunts/hunted, etc. and irregular: awaken/awoke, know/knew etc.)

Guided Practice:

- Kindergarten: Explain that students will now play a game called "Opossum Says" (similar to Simon Says).
 - Set expectations: Listen carefully, follow instructions, and have fun!
 - Give instructions using action verbs from the book (e.g., "Opossum says strut," "Opossum says dress").
 - Occasionally give an instruction without saying "Opossum says" to test students' listening skills.
 - Observe each student's participation and ability to perform the correct actions.

- 1st and 2nd Grade:
 - Divide the class into small groups of 3-4 students.
 - Provide each group with a set of picture cards showing actions from the book.
 - Have groups take turns selecting a card and acting out the action for their classmates to guess.
 - Circulate among the groups, offering support and encouragement. Bring the class back together and review the actions they practiced.

Independent Practice:

For Kindergarten:

- Sensory Bin Exploration: Set up a sensory bin with small toys or figurines. Students choose a toy and act out/name an action the toy could do.
- Action Verb Picture Matching: Provide students with simple picture cards of actions and corresponding word cards. Have them match the pictures to the words.

For First Grade:

- Action Verb Sentences: Provide students with action verb cards. They write simple sentences using each verb and draw a picture to match.
- Verb Tense Practice: Give students present tense action verbs from the book. They practice writing the past tense form (e.g., "hop" to "hopped").
- Action Verb Comic Strips: Students create 3-panel comic strips using action verbs from the story, drawing pictures and writing captions.

For second Grade:

- Story Continuation: Students write a short paragraph continuing *Opossum Disco's* adventure, using at least 5 new action verbs not found in the original story.
- Adverb Addition: Provide a list of action verbs from the book. Students add appropriate adverbs to create more descriptive phrases (e.g., "hop quickly," "twirl gracefully").
- Action Verb Synonym Pairs: Give students common action verbs and have them find synonyms using a thesaurus or digital thesaurus (e.g., "jump" - "leap," "bounce," "spring").

Closing:

- Play a quick round of "Action Verb Charades" where you act out an action from the book and students guess the verb.
- Ask students to share their favorite action verb from the story and why they liked it.

Alphabet Chart

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	X
Y	Z		

What happened at the Opossum Disco?

Do you remember what the animals did last night? Write or draw your answers.

First:



Second:


Next:

Then:

Finally:

My favorite part:



 @artemisopossum

 @LivingImperfection

This reading activity is brought to you by Moonflower Press with art from Opossum Disco: A Night Out With Alphabet Action Verbs, by Gina Gallois



Let's take ACTION

Draw the action verbs below and write a sentence using the verb.



to awaken:


to emerge:

to shake:



to yawn:



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