

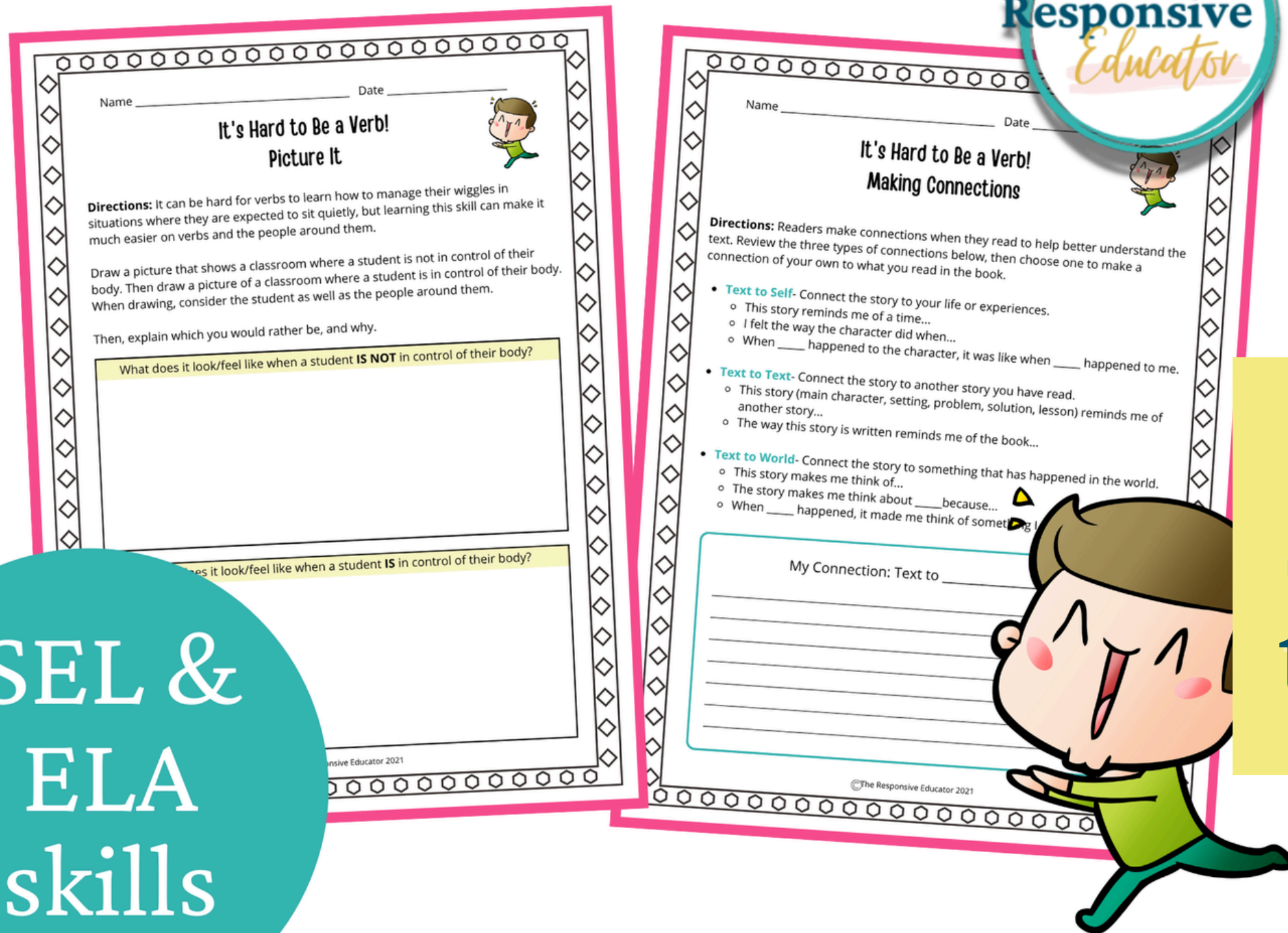
Companion to Julia Cook's It's Hard to Be a Verb

The
Responsive
Educator

Interactive Read-
Aloud Lesson Plan
with **96 pages** of
instruction and
activities!

SCROLL
to take a look inside!

SEL &
ELA
skills



TEACHERS KNOW THAT IMPULSIVITY AND INATTENTION CAN DISRUPT LEARNING AND SELF-ESTEEM

- Helps Improve Classroom Behavior and Social Skills
- Assists in teaching strategies for focus, responsibility, and self-control
- Offers Differentiated Learning Opportunities

The image shows two worksheets from a program called "It's Hard to Be a Verb!". The first worksheet, titled "My Self-Evaluation", includes a section for a student to rate their behavior on a scale of "Always", "Sometimes", and "Never". The second worksheet, titled "Picture It", asks the student to draw a picture of a classroom where a student is not in control of their body, and then explain which they would rather be, and why.

Worksheet 1: My Self-Evaluation

Name _____ Date _____

Read each statement below. Place a check mark in the box that best matches your behavior in the classroom.

	Always	Sometimes	Never
I have a hard time sitting still in class.			
I raise my hand and wait to be called on.			
I forget to raise my hand before talking.			
I get out of my seat without permission.			
I have no problem focusing on my work.			
Little things that happen around me distract me from my work.			
I daydream during class.			
I have a tough time staying organized and keeping track of my things.			
I lose track of what the directions were.			

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Worksheet 2: Picture It

Name _____ Date _____

Directions: It can be hard for verbs to learn how to manage their wiggles in situations where they are expected to sit quietly, but learning this skill can make it much easier on verbs and the people around them.

Draw a picture that shows a classroom where a student is not in control of their body. Then draw a picture of a classroom where a student is in control of their body. When drawing, consider the student as well as the people around them.

Then, explain which you would rather be, and why.

What does it look/feel like when a student **IS NOT** in control of their body?

What does it look/feel like when a student **IS** in control of their body?

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What's Included?



SEL Objectives



SEL Skill Activities



Guided Questions for Before,
During, & After Reading



Story Elements & Writing
Activities



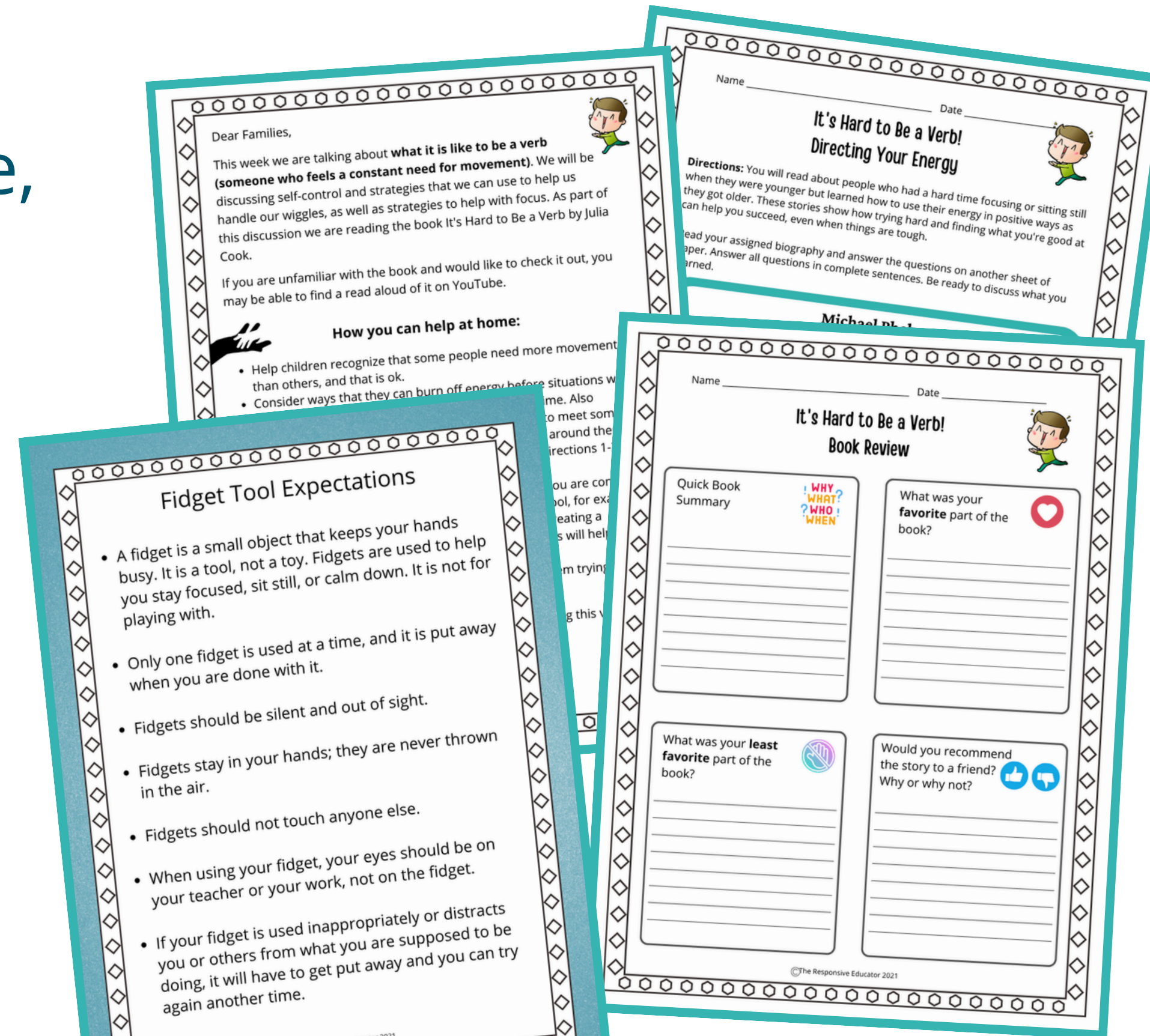
Interactive Read-Aloud



ELA Posters & Visuals



Family Connection Notes



Includes Table of Contents

It's Hard to Be a Verb!
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- 4 The Benefits of Social-Emotional Learning
- 5 The Benefits of Addressing SEL Through Picture Books

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**PictureBook SEL
Research &
Benefits**

**Teaching
Resources**

**Worksheets &
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It's Hard to Be a Verb!
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ELA Visuals & Posters

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Easy to Read

Align with
Activities &
Objectives

Fun Visuals

Writing a Letter

May 14, 2022

Heading

Dear Grandma,

Greeting

How are you?
are coming to
after I get
excited! I
cookies with

I can't wait

Subject & Predicate

A complete sentence can stand alone. It has both a **subject** (who or what the sentence is about), and a **predicate** (contains a verb and tell something about the subject).

To find the **subject**, ask yourself, "Who or what did the action?"
To find the **predicate**, ask yourself, "What did the subject do?"

Example:

My friends and I went to the beach.	
Find the subject :	- Ask yourself, "Who or what went to the beach?" - Answer (subject): My friends and I.
Find the predicate :	- Ask yourself, "What did my friends and I do?" - Answer (predicate): went to the beach.

Sentence or Fragment?

A complete sentence can stand alone. It has a **subject** (who or what the sentence is about), a **verb** (what the subject is doing).

A complete sentence also forms a complete thought. A complete thought is when a sentence says something clear and makes sense by itself. It's like telling a whole idea or story in one sentence, so that someone reading or hearing it understands what you mean.

A sentence fragment is a group of words that is missing either a subject, a verb, or forms an incomplete thought. A fragment is an incomplete sentence.

Missing a **verb**

My

Summarizing Fiction

When summarizing fiction, one useful tool is to use the following format:

Somebody...Wanted...But...So...Then...



Somebody (who is the main character?)



Wanted (what did they want?)



But (what was the problem?)



So (how did he/she/they try to solve the problem?)

Easy to use and Differentiate

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Variety of story elements and writing strategy activities

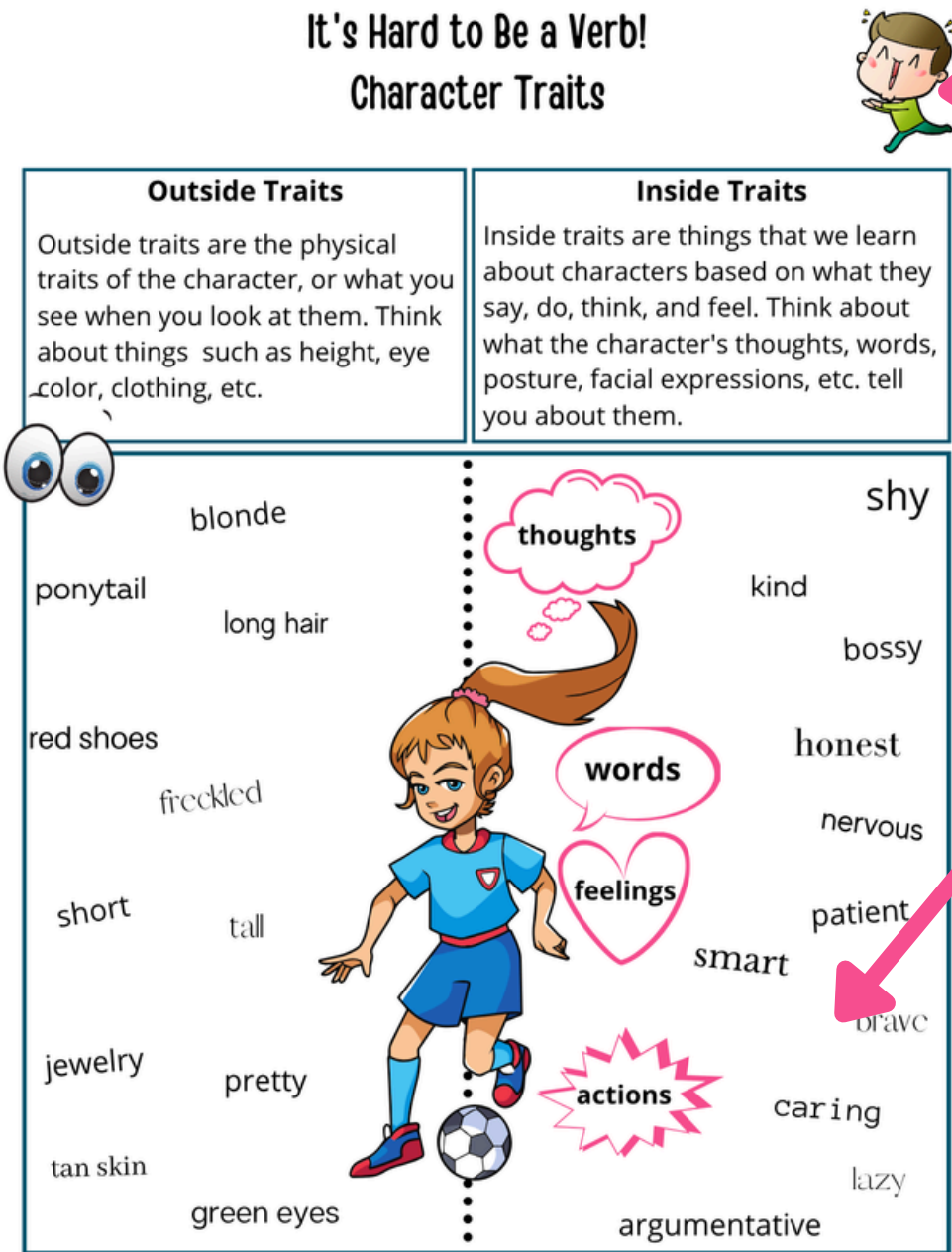
Example pages included

Differentiated options

Many opportunities for student reflection and writing practice

Name _____ Date _____

It's Hard to Be a Verb! Character Traits



Outside Traits	Inside Traits
Outside traits are the physical traits of the character, or what you see when you look at them. Think about things such as height, eye color, clothing, etc.	Inside traits are things that we learn about characters based on what they say, do, think, and feel. Think about what the character's thoughts, words, posture, facial expressions, etc. tell you about them.
blonde ponytail long hair red shoes freckled short tall jewelry tan skin green eyes	shy kind bossy honest nervous patient smart brave caring lazy argumentative

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Name _____ Date _____

It's Hard to Be a Verb! Character Analysis

Characters are the people, animals or things in the story that feel, think and speak.

Directions: Complete this character analysis on the character of Louis.

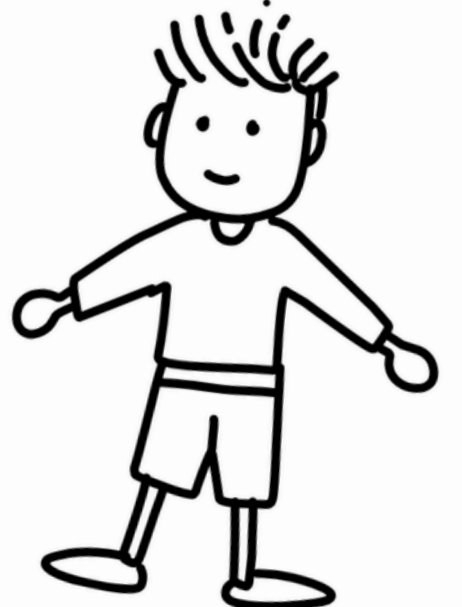
Name of character: _____

Draw a picture of the character: _____

What did _____ do? _____

Directions: For the character of Louis from the beginning of *It's Hard to Be a Verb!*, list at least 3 inside traits and 3 outside traits.

Outside Traits	Inside Traits



A Wide Variety of ELA & SEL Activities

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- Making predictions
- Summarizing
- Character Analysis
- Compare & Contrast
- Writing Prompts
- Understanding impulses
- Staying on task
- Self-regulation strategies
- Focus-building activities



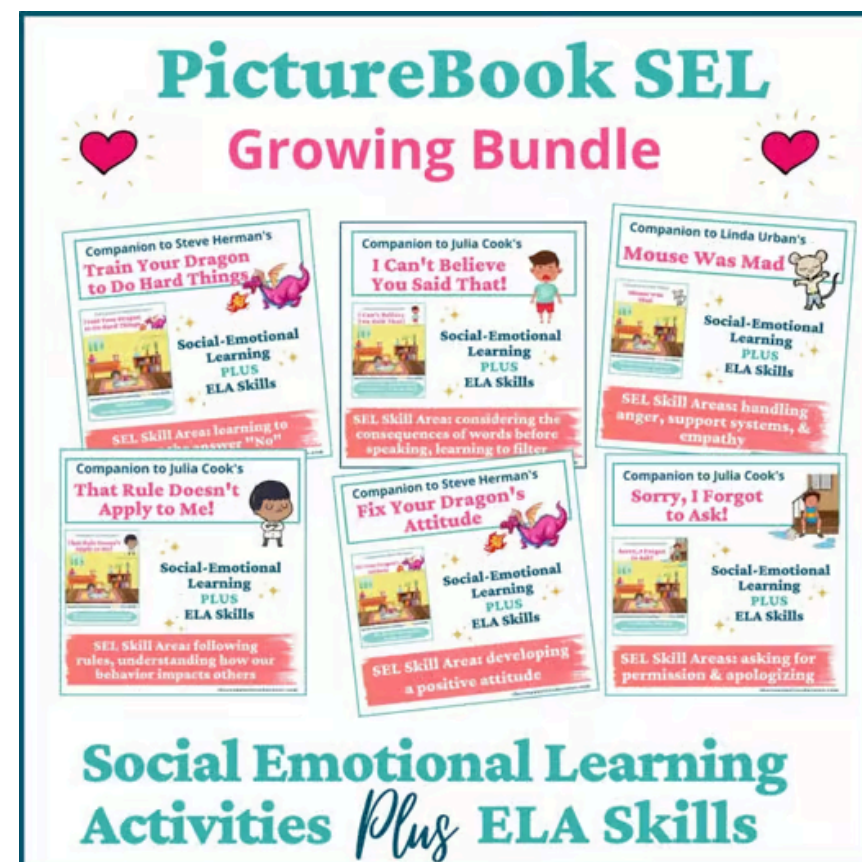
Why Do I Need This?

- ★ Ready-to-use plans and activities to **reduce prep time**
- ★ Combines ELA and SEL to teach **both at once**
- ★ Works as **independent work, whole group instruction, small groups, or center activities**
- ★ Keeps students **engaged** while teaching students how to **manage impulses and stay focused**
- ★ Builds consistent **support between school and home** with family connection notes
- ★ Easy to **reuse** year after year!

Looking for More Like This?



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Individually
or Get the
Entire
Bundle



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