The Science of Verbs

The student will connect science to everyday, unusual, or rare actions carried out by people.

Grade Level: 8 - 10th
Subject: Science
Length of Time: About 2 Class Periods

Objectives & Outcomes
The students will be able to identify the science involved with common actions and behaviors of the human race. The students will be able to effectively explain in writing the science involved with human actions and behaviors.

Materials Needed
Internet access or other resources

Prepare ahead of time: A method of displaying students’ responses during the opening of the lesson, which can be saved and referred to if necessary.

Procedure

Opening to Lesson
- Teacher will tell students: Today we will be starting class with a writing lesson.
- Ask students: How many action verbs can each of you name?
- Accept all responses and list the actual action verbs using the display method (Defining action verb may be necessary for some students.)

Body of Lesson

Modeling
- Ask students: How do you think these action verbs are related to science? Or, how is science related to each action/behavior?
- Encourage students to think about the science behind each action/behavior (Example: Walking: How many muscles are involved? How do joints allow people to move? The list could be endless.)
- Encourage students to go beyond the usual and think outside the box for each action

Guided Practice
- Assign 3 to 5 actions to each student from the generated list (Keep track of the actions/students)
- Tell students they are responsible for identifying the science behind the action
• Students may create their own questions to answer about the action as well
• Once completed with the research, have students write an essay (pre-determined length) about each of the actions and the science involved
• Share a suggested starting point for the essay: For example, “Eating is an action a person takes part in every day. There are numerous science concepts related to eating...”
• Once completed with each essay the students will turn them in to be evaluated for accuracy, effective communication, and writing style

**Independent Practice**

• For homework, assign one more action verb to each student to research, but also have the students interview five adults, asking the question: What does science have to do with (verb)? Write one more essay and the responses to the interview question.

**Closing**

Discuss the responses from the students’ interview question. Ask: Why is it important to understand the science of everyday actions/behaviors? Finally, write the word “noun” on the board, and ask students to name some persons, places, and things. End the lesson.

**Assessment & Evaluation**

Assess the completed written reports based on pre-determined rubrics

**Modification & Differentiation**

Students may work in pairs. Prepare a list of action verbs to use ahead of time instead of allowing students to create the list. Instead of written reports, students give oral presentations. Assign more or less action verbs to each student.

**Related Lesson Plans**

**Debate an Environmental Issue**

Students will read an article about the sale of tropical fish. Students will analyze the information given and discuss their opinion based on facts from the article.

**Reducing Every Day Plastic Use**

Students will research and write a persuasive essay about the effects of plastic in every day use. They will be encouraged to send these letters to officials who could make a difference.

**Creature Connection**

The student will research three living creatures, write a short report for each, and discover
the ecological connections between each.

**Cost of Recycling**

Each pair of students will trace 1 single recyclable product, from manufacturer to recycling center, examining costs of making the product and recycling it, answering the question: Is recycling worth it?