LESSON PLAN:

COMMONLY CONFUSED VERBS: sit/set, lie/lay, rise/raise

MAIN OBJECTIVE:

1. To build clarification and concrete understanding of commonly confused verbs: sit/set, lie/lay and rise/raise

GOALS:

1. Reinforce the words: sit vs. set, lie vs. lay and rise vs. raise with a Total Physical Response (TPR) activity.
2. To involve the student in his/her learning using graphic organizers, model talk, read-aloud and writing of a 4-square story.

MATERIALS:

* One metre-stick
* a nearby container of chalk or white-board markers
* to know the name of a book that is already in the students’ desks (“math book” is used in the example)
* a chair, a pencil and a book for modelling during the TPR Activity
* “The Perfect Egg” Audio-Visual Storybook, available online at http://multiliteraciesproject.com/category/multilingualism/
* blank graphic organizer (attached), one for each student
* worksheet (attached), one for each student
* blank 8 ½ x 11 paper for 4-square story, one for each student

**PART I (5-7 minutes)**

INTRODUCTION: TPR ACTIVITY:

1. Write the commonly confused verb pairs Sit vs. Set, Lie vs. Lay, Rise vs. Raise on the board and tell students that they will be performing silent activities to reinforce the differences in the meanings of each verb. Be sure to use your chair, pencil, book and other props to help model the actions as you give commands.
2. Ask all students to stand by their chairs. Ask them to “**Sit** in your seats.” then “**Sit** on the ground,” then “**Sit** at someone else’s desk.” Have students return to their own seats.
3. Continue to model as you ask students to “**Set** your pencil on your desk,” then “**Set** your math book on your desk,” then “**Set** your pencil on your chair,” and finally “**Set** your math book on your chair.”

Note verbally: we ***sit*** ourselves/using only ourselves, but we must ***set***an item/items in a location.

1. Give instructions for two volunteers to complete the following actions to introduce **lie** vs**. lay**.
	1. Ask one student to “**Lie** on your back,” then “**Lie** on your stomach” and finally “**Lie** on your side.”
	2. Ask one of the students to “**Lay** this metre-stick across two desks,” then ask the other to “**Lay** all the chalk/white board markers on the ground in a straight line,” and then ask both to “**Lay** your coats on your desks.”

Note verbally: we ***lie*** ourselves/using only ourselves, but we must ***lay*** an item/items in a location.

1. Give instructions for all students to complete the following actions to introduce **rise** vs. **raise**.
	1. Give the command, “Anyone with brown eyes, please **rise**,” then “Anyone with blue eyes, please **rise,**”then “Anyone with green or hazel eyes, please **rise**.”
	2. Give the command, “Girls **raise** your math books off your desks,” then “Boys **raise** your math books higher,” then “Girls **raise** your math books as high as you can,” then “Boys **raise** your math books as high as you can.” Have them place books back on their desks.
	3. Give the command “Girls, **raise** your left hand,” then “Boys, **raise** your right foot,” then ask students to **set** their hands and feet down and for those standing to **sit**. Then say “Everybody **rise**. Everybody **sit**,” then “Everybody **raise** your left hand,” then “Everybody **raise** your right hand.” Then ask students to put their hands down.

Note verbally: we ***rise*** ourselves/using only ourselves, but we must ***raise*** an item/items from its location. This item may be a part of our body, such as a hand, foot, arm, etc.

IDENTIFICATION:

Label the verb pairs you have written on the board as “Commonly Confused Verbs” and ask students if they have ever had trouble telling the difference between the members of the pairs. Discuss personal experiences.

**PART II: (20 minutes):**

LISTENING AND WATCHING:

1. Introduce the audio-visual storybook “The Perfect Egg” by explaining to students that chickens **lay** eggs, and that **raising** animals is not physically lifting them, but the act of taking care of and helping them to grow bigger**.** These are two common usages they will hear in the book.
2. Watch and listen to the reading of “The Perfect Egg” from beginning to end.
3. Watch and listen again, instructing students to pay close attention to the commonly confused verbs. When is the action being done using only the character’s self? When is the action being done *to* *something*? Is someone making the sun rise, or is it doing it all by itself? What does it mean to *raise your voice*? How is this like raising an object? You may need to stop the story to discuss these questions with students.

After the video, provide students with the tip that the member of the verb pair that includes the letter “i” in present tense (lie, sit, rise) can always be done all by ourselves (as in “I rise each day at 6am.”) without needing an object to do it to. Have students copy this in their notebooks.

SPEAKING:

Watch the video again, pausing after each page is read. Assign a row/group of kids to re-read the sentences on the page aloud, to practice their pronunciation as a group.

**PART III (25 minutes):**

PRACTICE WRITING:

1. Model how to fill in the attached graphic organizer. Students should copy into their own blank graphic organizer.
2. Students fill in the blanks on the attached worksheet. Correct as a class.

**PART IV (25 minutes):**

BEGIN PRACTICAL WRITING:

1. Students will prepare to write a four-square story by making one vertical fold and one horizontal fold in their blank sheet of paper.

1. Students are to draft a story using two of the commonly confused verb pairs (making a total of four verbs). They may choose tenses as appropriate. Offer the students various short phrases as story starters (e.g. lying on a beach, raising their hands in class, etc.). Have students draft their ideas on a separate piece of paper, for peer-input and editing. Students might not finish the final edition during this 75-minute lesson.

**PART V (Next Steps for a future lesson)**

PUBLISHING:

Publishing ideas for four-square story include: reading to the class; reading to another student; reading to another class; making audio and/or audio-visual recording of the readings; doing a live-action play of the story; making all four-square stories into a reference book for the class to use.

MAKE A WALL-CHART:

Dedicate a portion of wall-space to create a reference list of Commonly Confused Verbs that students can add to throughout the school year.

STORY ANALYSIS:

Watch the video of “The Perfect Egg” again from a socio-cultural point of view. Discuss with students what kinds of generalizations we form in our minds, if any, when we hear “poor boy” and “rich boy.” Ask students if they had images in their minds before they saw the video. How did the images in the story book compare to what they imagined? Re-read the second half of the story. Why do the students think Jake decided to go home? What did Louis have to be ashamed about? Discuss what each boy learned through his relationship with the other boy. What do students think is/are the moral(s) of the story?

Graphic Organizer

Commonly Confused Verbs: lie/lay, sit/set, rise/raise

|  |  |  |  |
| --- | --- | --- | --- |
| **Present** | **Present participle**  | **Past** | **Examples** |
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|  |  |  | **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\lay books on table.png** |
|  |  |  | **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\sitting-stick-figure-clipart-1.jpg**  **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\12375610862115638529kattekrab_Seated_Stick_Figure.svg.hi.png** |
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|  |  |  | **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\Stand+Up.png**  **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\sun rising.png** |
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Graphic Organizer – ANSWER KEY

Commonly Confused Verbs: lie/lay, sit/set, rise/raise

|  |  |  |  |
| --- | --- | --- | --- |
| **Present** | **Present participle**  | **Past** | **Definitions and Sample Sentence** |
| **lie** | **lying** | **lay** |  **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\stick-figure-lying.png** |
| **lay** | **laying** | **laid** | **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\lay books on table.png** |
| **sit** | **sitting** | **sat** | **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\sitting-stick-figure-clipart-1.jpg**  **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\12375610862115638529kattekrab_Seated_Stick_Figure.svg.hi.png** |
| **set** | **setting** | **set** | Ann For A Day  September 2012 |
| **rise** | **rising** | **rose** | **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\Stand+Up.png**  **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\sun rising.png** |
| **raise** | **raising** | **raised** |  **C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\raise the flag.jpg C:\Users\Loretta\Documents\masters of education\Language, Culture and Society\group project\images for graphic organizer\raise your hand.png** |

Worksheet

Commonly Confused Verbs: lie/lay, sit/set, rise/raise

Choose from the verb pairs provided to complete the sentences. Look at the examples to help you understand how to use each verb.

Examples: You can **lie** down if you need to rest. Please **lay** *the books* on the table. Try to **sit** by the fireplace to stay warm. Please **set** *the plates* on the table. The sun is **rising** from the east. By **raising** *his hand,* Alex shows that he knows the answer.

Present:

1. I will carefully \_\_\_\_\_\_\_\_\_\_\_ the gift inside the box. (lie/lay)
2. Louis likes to \_\_\_\_\_\_\_\_\_\_ in the rocking chair to watch television. (sit/set)
3. “Time to \_\_\_\_\_\_\_\_\_\_ down for bed,” my mom said. (lie/lay)
4. Early to bed and early to \_\_\_\_\_\_\_\_\_\_ makes a person healthy, wealthy and wise [an old saying]. (rise/raise)
5. If you \_\_\_\_\_\_\_\_ (lie/lay) the blanket on the sand, we can all \_\_\_\_\_\_\_ on it at the beach. (sit/set)

Present Participle:

1. The level of water in the river is \_\_\_\_\_\_\_\_\_\_\_\_\_\_. (rising/raising)
2. The owner of the store is always \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the price of groceries. (rising/raising)
3. Jake enjoys \_\_\_\_\_\_\_\_\_\_\_\_\_ on the grass. (lying/laying)
4. Trisha is \_\_\_\_\_\_\_\_\_\_\_\_ on the grass playing with the cat. (sitting/setting)
5. Try \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the plant closer to the window. (sitting/setting)

Past:

1. Who \_\_\_\_\_\_\_\_\_\_\_\_ on my coat? It is all wrinkled! (sat/set)
2. Last night he \_\_\_\_\_\_\_\_\_\_\_\_ on the bed and fell quickly asleep. (lay/laid)
3. When I was little, my mother \_\_\_\_\_\_\_\_\_\_\_\_\_ my clothes on my bed each morning. (sat/set)
4. As the sound of the music \_\_\_\_\_\_\_\_\_\_\_\_\_, the show began. (rose/raised)
5. We \_\_\_\_\_\_\_\_\_\_\_\_\_ horses when we lived on a farm. (rose/raised)

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Past:

1. Who \_\_\_sat\_\_\_ on my coat? It is all wrinkled! (sat/set)
2. Last night he \_\_\_lay\_\_\_ on the bed and fell quickly asleep. (lay/laid)
3. When I was little, my mother \_\_\_set\_\_\_ my clothes on my bed each morning. (sat/set)
4. As the sound of the music \_\_\_rose\_\_\_, the show began. (rose/raised)
5. We \_\_\_raised\_\_\_\_\_ horses when we lived on a farm. (rose/raised)