

Passive Verb Construction in Content Texts – Directed Question Technique

Purpose: Students will identify the active agent in sentences to support accurate comprehension of text

Designed to be used by and with: Students who need explicit instruction in understanding the language of content text.

Materials: Writable copy of the text, 3 different colored highlighters

Preparation: Identify passive verb construction in the content text you are expecting students to comprehend prior to the lesson. Determine the active and passive agents in the sentences.

Procedure:

1. Model how to respond to questions about active and passive sentences.
2. Provide opportunities for guided practice

Teacher: I'll say a sentence and then ask you a question. 'The fox tricked the bear.'
Who was tricked?

Student: The bear

Teacher: Who did the tricking?

Student: The fox.

Teacher: Now, listen to a different sentence. "The fox was tricked by the bear." Who was tricked?

Student: The fox.

Teacher: Who did the tricking?

Student: The bear

3. It will be helpful for students to annotate, using color coding, the agent and receiver of the action. Determine a color for active agent, the action, and the receiver of the action. Choose any color for each, but be sure to keep the colors consistent for every lesson.

Zipoli, R. P. (2017). Unraveling Difficult Sentences. *Intervention in School and Clinic*, 52(4), 218-227.

Passive Verb Construction in Content Texts – Pictorial Support

Purpose: Students will identify the active agent in sentences to support accurate comprehension of text

Designed to be used by and with: Students who need explicit instruction in understanding the language of content text. This technique is especially helpful for younger native English speaking students as well as lower level English learners.

Materials: Content text, drawing paper, pencil/crayons/markers

Preparation: Identify passive verb construction in the content text you are expecting students to comprehend prior to the lesson. Determine the active and passive agents in the sentences.

Procedure:

1. Provide students with explicit instruction on verbs with active and passive voices.
2. While providing this instruction, draw simple pictures.
3. Choose exemplars from the content text that match the students' background knowledge & expectations.

Teacher: Now, it's your turn to draw a picture. Draw, "The cat chased the mouse."

Students draw the active verb construction

Teacher: Let's try a different sentence. "The mouse was chased by the cat."

Students demonstrate mastery of sentences with active and passive construction in the drawing tasks.

4. Provide extension activities comparing and contrasting iterations of these sentences by drawing "silly" sentences such as "The mouse chased the cat" "The cat was chased by the mouse."

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