

**Lesson Plan: Exploring Naming Words and Action Words in Simple Sentences for Young
Multilingual Learners**

Myriam Edith Barros

Westcliff University

CAP 670 Practicum

Professor Thomas Tischler

April 2026

Lesson Plan Exploring Naming Words and Action Words in Simple Sentences for Young Multilingual Learners

Location: Breakthrough Montessori Public Charter School, Washington, DC

Course/Level: Primary/Kindergarten language lesson for multilingual learners in a mixed-age Montessori classroom (target group: ages five to six).

Texts/Materials: Montessori grammar box materials or color-coded word cards, miniature objects or picture cards representing familiar nouns and actions, action command cards, pocket chart, sentence strips, rug mats/table space, chart paper, markers, and optional movable alphabet or dry-erase boards for extension.

Previous classwork: Students have practiced oral language routines, vocabulary naming, classroom movement games, grace and courtesy expectations for small-group lessons, and early sound-symbol work. They are familiar with identifying common classroom objects, animals, and everyday actions through pictures, gestures, and spoken language. Students have also participated in movement-based activities and simple oral sentence practice, which prepares them to notice how words function in short sentences. Many students can name familiar objects and describe simple actions orally, though they are still developing the language needed to explain how words work grammatically in English.

Context

This lesson is designed for older children in a Montessori primary environment, especially kindergarten-aged multilingual learners who are continuing to develop oral language, early literacy, and grammatical awareness in English as an additional language. These students already use oral language to name familiar people, animals, and classroom objects, and many can also describe simple actions such as running, sitting, or jumping. Their existing oral language knowledge provides an important foundation for this lesson, which helps them begin to

notice that words in sentences serve different functions. In this small-group lesson, students build on what they can already say orally in order to identify naming words and action words in simple spoken and written sentences supported by movement, visuals, and concrete materials.

General Objective

Students will be able to demonstrate early grammatical awareness and oral language growth by identifying naming words and action words in familiar simple sentences.

Specific Objectives

- Students will accurately identify the naming word in at least four orally presented or visually supported sentences.
- Students will accurately identify the action word in at least four orally presented or visually supported sentences.
- Students will orally produce at least three complete responses using sentence frames such as, “The naming word is ____” or “The action word is ____,” with visual or verbal support.
- Students will demonstrate understanding of action words by correctly acting out and identifying at least three verbs during guided practice.
- Students who are ready for extension will independently build or modify at least one simple sentence using color-coded word cards.

Students will be considered successful in the lesson if they can correctly identify the naming word and action word in guided practice with support and independently identify both word types in at least one simple sentence during follow-up work.

Procedure

Activity / Timing	Step-by-Step Details	Interaction /Seating
Welcome and connection to prior knowledge 3 minutes	The teacher gathers four to six students on the rug and introduces the lesson in simple, supportive language: “Today we are going to look at words in sentences. Some words tell who or what we are talking about. Some words tell what is happening.” The teacher shows one or two familiar objects or picture cards, such as a cat or a child, and asks students what they see. The teacher then acts out or points to an action such as running or sitting and asks students what is happening. Teacher talk includes prompts such as, “Who is this?” “What is the cat doing?” and “Can you say the whole sentence	Small group on rug; teacher and students in a semicircle

	with me?” Student talk includes naming the object, describing the action, and repeating a short sentence with the teacher.	
Interactive oral modeling of naming words and action words 5 minutes	Using picture cards, miniature objects, or a pocket chart, the teacher models one or two simple sentences such as “The cat runs” or “The dog sleeps.” The teacher says each sentence aloud, then repeats it slowly while pointing to each word. The teacher explicitly introduces the functional distinction: “Cat is the naming word. It tells who we are talking about. Runs is the action word. It tells what the cat is doing.” The teacher invites students to repeat the sentence and identify the two key words. Teacher talk	Small group on rug; interactive and teacher guided.

	remains concise and patterned: “Who is it about?” “What is happening?” “Which word is the naming word?” “Which word is the action word?” Student talk includes chorally repeating the sentence, answering questions such as, “The naming word is cat,” and using gestures or pointing if needed.	
Guided practice through the action game 10 minutes	The teacher introduces a movement-based action game to reinforce the meaning of verbs in context. The teacher gives simple oral commands or shows action cards such as jump, sit, walk, or sleep. Students briefly act out the action, then pause and identify what happened using simple language. The teacher	Small group on rug with brief movement space; teacher guided and interactive.

	then connects the action to a complete sentence, such as “The child jumps” or “The dog runs.” After acting out the sentence, students identify the naming word and the action word with teacher support. During guided practice, the teacher will observe whether students can correctly identify who or what the sentence is about and what action is taking place. The teacher will note whether each student can identify the naming word and action word with verbal, visual, or gestural support.	
	Students work in pairs or independently with Montessori-inspired grammar materials, picture cards, and color-coded word cards. The teacher presents short	

Montessori-style hands-on grammar work 8 minutes	sentences and invites students to sort or place the naming word and action word into separate categories or spaces on a mat. For example, students may match a picture of a pig jumping with the sentence “The pig jumps,” then isolate pig as the naming word and jump as the action word. Students who are ready may use prepared symbols, color coding, or the grammar box style presentation to reinforce the distinction. Teacher talk includes, “Find the word that tells who or what,” “Find the word that tells the action,” and “Can you build the sentence again?” Student talk includes saying the full sentence, naming the two word types,	Pairs or independent work at rug trays or nearby tables.
--	---	--

	and explaining what each word does. Students who need additional support will work with fewer sentence choices, picture cues, gestures, repeated teacher modeling, and oral sentence frames. Students who are ready for extension will independently sort color-coded word cards, build a simple sentence, or substitute a new naming word or action word to create a different sentence.	
	Students choose one follow-up task: matching picture cards to simple sentences, sorting word cards into naming words and action words, building a simple sentence with prepared cards,	

Independent/follow-up work 7 minutes	or orally practicing complete sentences with a partner. Some students may record one or two simple sentences on paper or on a dry-erase board if they are ready for written extension. The teacher rotates briefly to assess student responses. Teacher talk is brief and supportive: “Tell me the sentence.” “Which word tells who or what?” “Which word tells the action?” and “Can you make a new sentence?” Student talk includes self-explanations, partner repetition, and short oral responses for assessment. As students complete follow-up tasks, the teacher will briefly confer with each child and record whether the student can independently identify the naming word and	Independent or partner work at tables/shelves.
--	--	---

	action word in at least one simple sentence and respond using an oral sentence frame. Students who demonstrate confidence may create a new sentence independently for extension	
Closure and oral reflection 5 minutes	The group reconvenes on the rug. Students share one sentence they practiced and one thing they noticed about words in sentences. The teacher asks, “Which word was the naming word?” “Which word told the action?” and “Who can teach us with a new sentence?” Student talk is emphasized during closure as children explain, model, and respond to each other. The teacher briefly restates the purpose of the lesson and affirms progress in noticing that	Small group on rug.

	different words have different jobs in a sentence.	
--	--	--

Homework / Follow-up: Students will take home a simple picture-and-sentence practice card with three or four familiar sentences, such as “The cat runs” or “The pig sleeps.” Families can point to the picture, say the sentence aloud, and ask simple questions such as, “Who is this about?” and “What is happening?” In the classroom, the materials will remain available in a language or grammar basket for independent review during the work cycle.

Rationale

This lesson was designed to support young multilingual learners’ oral language and early grammatical development within a developmentally appropriate Montessori environment. Early grammar instruction helps children notice patterns in how language works, which supports both oral language growth and later reading and writing development. For multilingual learners, grammar is most meaningful when it is presented in context through familiar vocabulary, concrete examples, and repeated opportunities to hear and use language purposefully. Rather than treating grammar as abstract terminology to memorize, this lesson helps children understand the function of words within simple sentences they can see, act out, and say aloud.

The lesson reflects TESOL principles by using comprehensible language, visual support, repetition, modeling, partner interaction, and structured oral response patterns. Students are not asked simply to listen passively. Instead, they respond, rehearse, explain, and manipulate language in multiple ways. The repeated teacher-talk and student-talk structure helps multilingual learners hear accurate English models while also giving them frequent opportunities to produce language in supported contexts. These interactional features align with research emphasizing that

language learning is strengthened when students can participate actively in scaffolded academic talk and receive clear, comprehensible support (Echevarria et al., 2017; Gibbons, 2015).

The lesson also reflects Montessori principles because children learn through concrete materials, purposeful movement, repetition, and carefully sequenced teacher observation. Rather than separating language from action, the lesson allows students to move, sort, speak, and rebuild sentences after oral rehearsal. Montessori (1967) emphasized that children build understanding through active engagement in a prepared environment, and this lesson maintains that principle by moving from guided oral work toward increasingly independent practice. Altogether, the lesson is appropriate for a mixed-age public Montessori setting because it integrates oral language, grammar awareness, movement, and student agency in a structured but responsive way.

References

- Echevarria, J., Vogt, M. E., & Short, D. J. (2017). Making content comprehensible for English learners: The SIOP model (5th ed.). Pearson.
- Gibbons, P. (2015). Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom (2nd ed.). Heinemann.
- Montessori, M. (1967). The discovery of the child. Ballantine Books.
- Pence Turnbull, K., Bowles, R., & Justice, L. M. (2012). Language development from theory to practice (2nd ed.). Pearson.

Appendix

Lesson material and teacher guide: <https://canva.link/ektxkwx3f21rg5q>