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Exploring VERBS

Body Parts

Divide the class into groups of three. Give each group a sheet of paper with a simple line drawing of a person in the center. Ask the group to write as many verbs as they can around the picture.

The verbs should be only one word, and should say what a person can do with the different parts of the body (e.g., see, hear, speak, listen, taste, smell, sniff, bite, etc.).

Allow the groups two to three different sessions to prepare their verb webs to really stretch their thinking.

Each group should present their work.

The sheets of paper could be displayed on a bulletin board, or collated into a class book entitled: "Doing Verbs" or "Verbs of Action."



Ready for Action

Give one to two well-chosen storybooks to each pair of students. Ask them to skim through the pages to find and list 10 "doing" verbs. Explain that because they are storybooks, they will be written about things that have happened and many of the verbs will end in *-ed*. Demonstrate with a book of your own, writing some verbs on the board.

Out of Sorts

Give each pair of students a magazine or calendar picture, and a sheet of paper with two columns headed "NOUNS" and "VERBS." Ask each pair to write one-word nouns and one-word verbs about their picture. Stipulate between three and 10 words for each category, matching the strengths of your students.

Set a time limit of between five and eight minutes. Each pair could present their list to the class. Discuss any inaccuracies.

Variation: After three minutes, each pair passes their list on to another pair, who then adds more words. Do three or four changes before returning to the original owners for sharing.

Extension: Ask students to write two or three sentences each about their pictures, using the words they have listed to help them.



"Doing" Verbs 1

Verbs show what people and things are doing. (Examples: The bell rang and the children walked back into school. They sat down and read their books.) We often call them "**doing**" verbs.

spin
twist
throw
chop
bend
ring

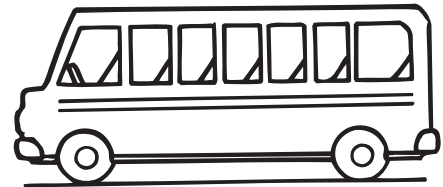
The verb is the heart of a sentence.

It brings the people and things to life by telling us what they are doing, thinking, saying, and feeling.

roll
stand
read
buy
growl
hop

1. Underline the people in these sentences. Circle what they are doing.

- a. The farmer planted wheat in the field.
- b. The bike riders raced up the steep hill.
- c. The dancer twirls on her toes.
- d. Our class went to the museum by bus.
- e. They jump on their trampoline.
- f. The teacher counted the children in her class.
- g. I cooked sausages for breakfast.



2. Answer these questions—"Yes" or "No."

- a. Could you lift a train?
- b. Could you carry a tray of cups?
- c. Could you send an elephant through the mail?
- d. Should you skate on a road?
- e. Do cats and dogs eat wheat?
- f. Could you fill a bucket with sand?
- g. Have you kicked a goal in soccer?
- h. Can you play marbles?

Grammar Task Card: Verbs

3

1. Rewrite these sentences in the past tense.

- | | |
|------------------------------|----------------------------------|
| a. We <u>buy</u> candles. | f. They <u>sit</u> on chairs. |
| b. They <u>wear</u> hats. | g. I <u>pat</u> my cat. |
| c. We often <u>see</u> them. | h. I <u>dry</u> the dishes. |
| d. I <u>bend</u> down. | i. They <u>walk</u> in the park. |
| e. He <u>stands</u> up tall. | j. We <u>wave</u> goodbye. |

2. Write these negative verbs as contractions.

- | | | | |
|--------------|--------------|-------------|-------------|
| a. did not | d. cannot | g. will not | j. have not |
| b. could not | e. is not | h. was not | k. do not |
| c. has not | f. would not | i. are not | l. were not |

Grammar Task Card: Verbs

4

1. Add the correct ending to the verb—"ing" or "-ed."

One afternoon, a boy and his dog were walk____ along the beach. The boy was look____ for shells. He was carry____ a bucket and a shovel. The dog was trot____ happily along at the boy's heels.

Then a large wave roll____ up the beach. The dog bark____. Off went the boy, run____ and splash____ through the water. He pick____ up the shells, before they could be wash____ away again.

2. Write these pronouns and verbs as contractions.

- | | | | |
|--------------|------------|-------------|-------------|
| a. she will | d. he is | g. they are | j. we would |
| b. they have | e. we are | h. he would | k. I am |
| c. you are | f. I would | i. she has | l. we will |