Action Verbs

OBJECTIVES

- **To use frequently occurring action verbs**
- **To demonstrate an understanding of action verbs**

MATERIALS

- **Day 1:** (none)
- **Day 2:** *Voyages in English* Grammar Big Book, Volume 1 (pages 24–25), markers
- **Day 3:** 8 to 10 picture flash cards depicting action verbs
- **Day 4:** Student Book page 13 (1.12 Action Verbs), note cards, cones or soft objects
- **Day 5:** Assessment options (pages 147–154)

DAY 1 Warm-Up

In a large open space, such as a gym, have students prepare to play "Simon Says." Review the rules of the game. Then give directions using action verbs such as *walk, run, wiggle, twirl, march,* and so on. Allow students to suggest additional actions.

Talk about words that show action. Ask volunteers to name things they do at a beach or pool or on the playground. Call attention to the action words being said. Then **SAY: Some words show action. These words are called action verbs.**



DAY 2 Teach

Turn to pages 24–25 in the *Voyages in English* Grammar Big Book, Volume 1. **SAY: Let's learn more about action verbs.** Read aloud the title and the sentence that follows. Then point to each verb as you read it aloud and have students repeat after you. Ask individual students to find the picture that corresponds to each verb.



Next, tell students that you will name a place, and they should say as many action verbs as they can think of that go with that place—for example, *library (read, study, check out); playground (swing, climb, tag); grocery store (shop, buy, pay).*

SHARED WRITING Help students complete this sentence: *I _____ (verb).* Share the marker with each student and together write the sentence. Talk about the verb and how it demonstrates an action. After writing, encourage students to draw a picture to accompany the action.



Writing Connection

Whenever students engage in writing, have them point out at least one action verb. Then help each student name the noun that is doing the action.

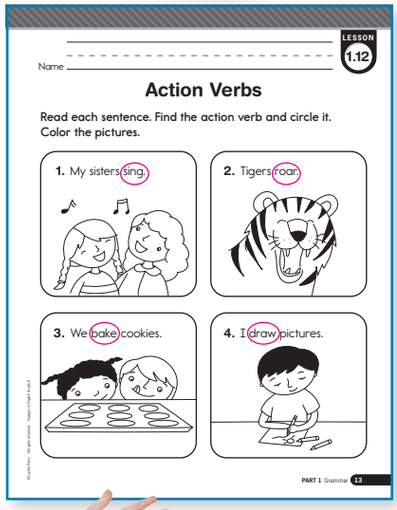
DAY 3 Practice

Show students a set of picture flash cards printed from the internet or made in advance that depict action verbs, and explain that they will now play a game. Have students form two groups. Students should take turns selecting a card and acting out the verb shown, as the other group tries to guess the action. Continue until all students have had a turn.



DAY 4 Apply

Ask students to turn to page 13 (1.12 Action Verbs) in their Student Books. Help students read each sentence. Ask a question, such as *What are the sisters doing?* Then direct students to circle the verb. For an added challenge, ask them what other action verb they could substitute in the sentence.



Go outside or into a large open space, such as a gym. **SAY: We are going to have a relay race. Everyone will need to work together with their teammates.**

1. Ahead of time, make cards for learned verbs or easily decodable action verbs, such as *run, hop, dance, jump.* Make two of each card and place them into separate stacks. Shuffle each stack.
2. Divide students into two teams. Line up the teams where they will have plenty of room. Then place cones or a soft object to indicate the end of the course.
3. Place the stacks next to the first person on each team. When you say *Go!,* the first person on each team should draw a card from his or her stack, read it, and perform the action down the course and back.
4. As soon as the first player returns and tags the second player, the second player should begin his or her turn with a new card and a new action.
5. Continue until all students have had a turn.



DAY 5 Assess

Choose an assessment option from pages 147–154. Place students' work samples in their portfolios.