



McKinney Christian Multisensory Teacher Training
Accredited through IMSLEC

Grammar Application Worksheets

VOLUME 1

Completed by Dr. Beverly Dooley - Dallas, Texas



Multisensory Teacher Training
MCKINNEY CHRISTIAN ACADEMY

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GRAMMAR APPLICATION WORKSHEETS VOLUME I

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Noun

A **noun** is the name of a person, place, thing, or idea.

There are two kinds of nouns: common and proper.

A **common noun** is an ordinary person, place, thing, or idea. It is not capitalized.

A **proper noun** is the name of a particular person, place, or thing. It begins with a capital.

1.

2.

3.

4.

5.

Nouns

Find all the nouns.

Nouns are . . . person, place, thing, or idea.



Nouns

Think of nouns associated with Halloween. List them.

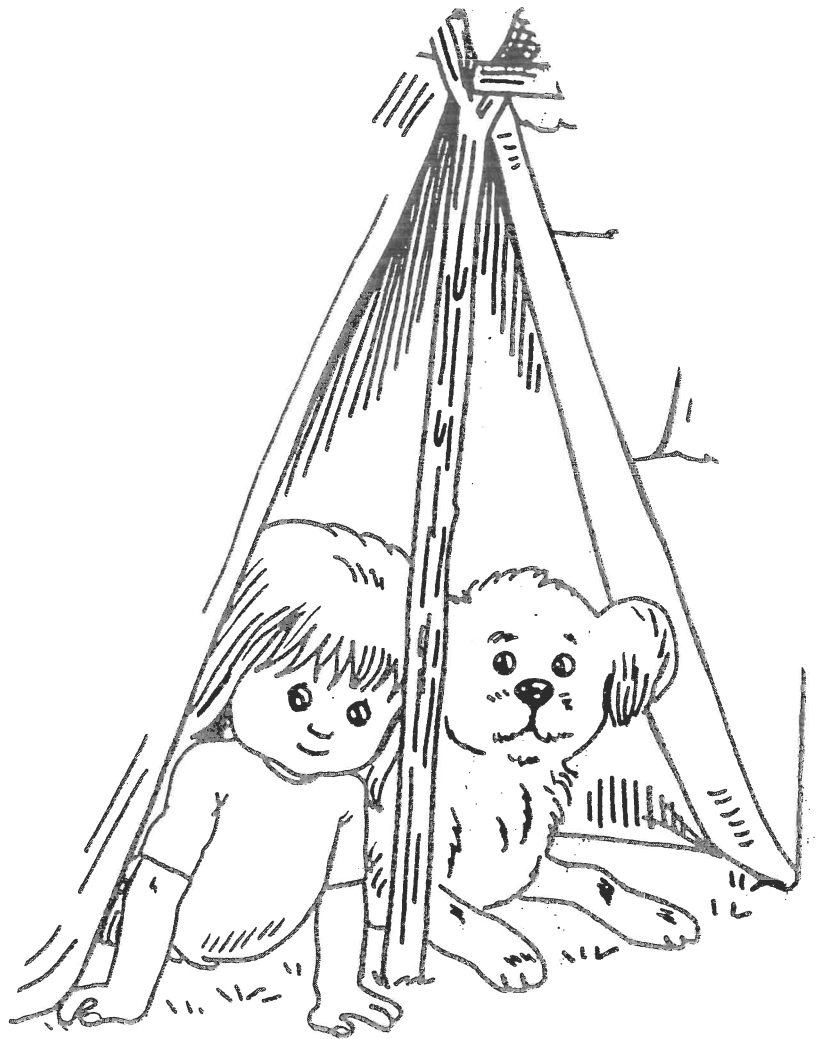


ghosts

Nouns

Find the nouns. Underline them. There are ten nouns.

Hal and his dog, Ben, camp on a hill. Ben smells the snacks. Ben sniffs and snaps at the ham. Pets can be pests!



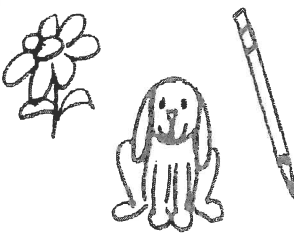



Nouns - Teacher's List

Cindy	numbers
police	stove
pencil	Fred
school	car
flower	flag
hospital	home
broom	balloons
time	doctor
wagon	Wal-Mart
teacher	student
space	music

Nouns

1. Listen to the noun the teacher says.
2. Make a mark under the correct section.

 person	 place	 thing	 idea

Nouns

Fill in the blanks in these sentences with a noun from the words below.

1. You live so close to _____ that you can ride your _____ .
2. It is a good _____ to do your homework first.
- 3 . Mary' s _____ has a tear in it.
4. It's so cold, you will need to wear your _____ today.
5. Billy is _____ because he made a new friend.
6. Your _____ is waiting for you in the car.

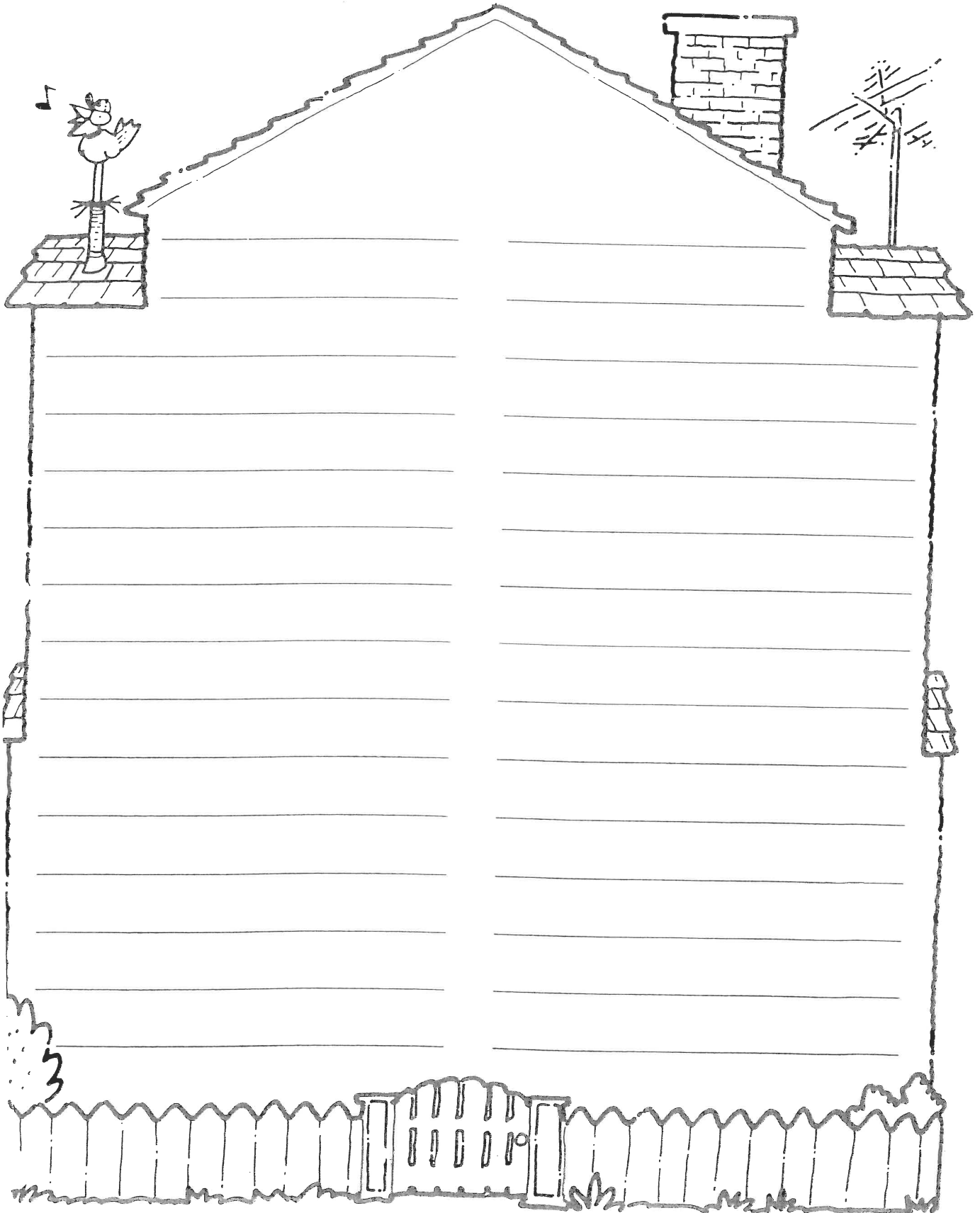
car mother coat

sweater school idea

bike happy books

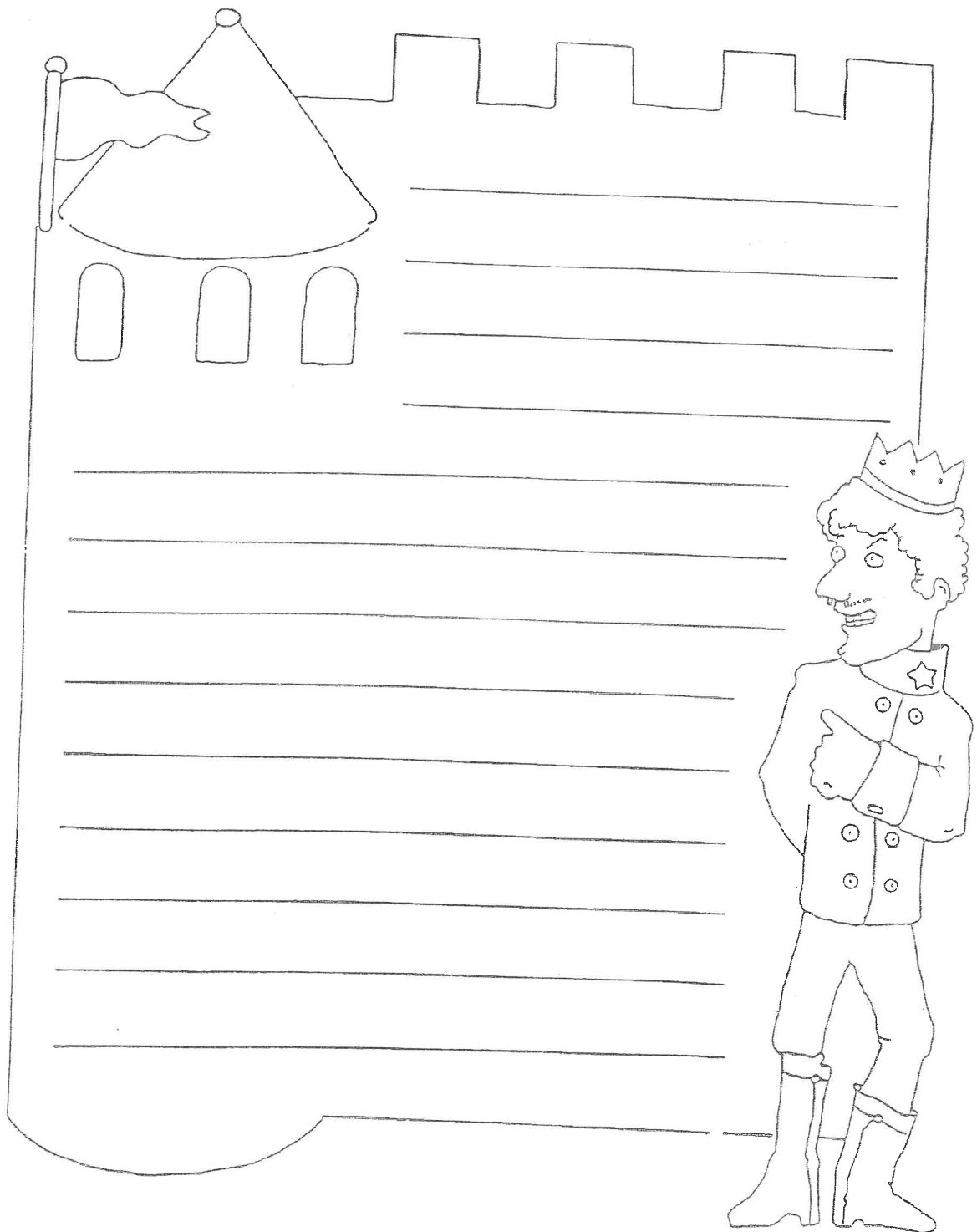
Nouns

List 10 - 15 things that you see in your room. These are nouns. Every sentence needs a noun.



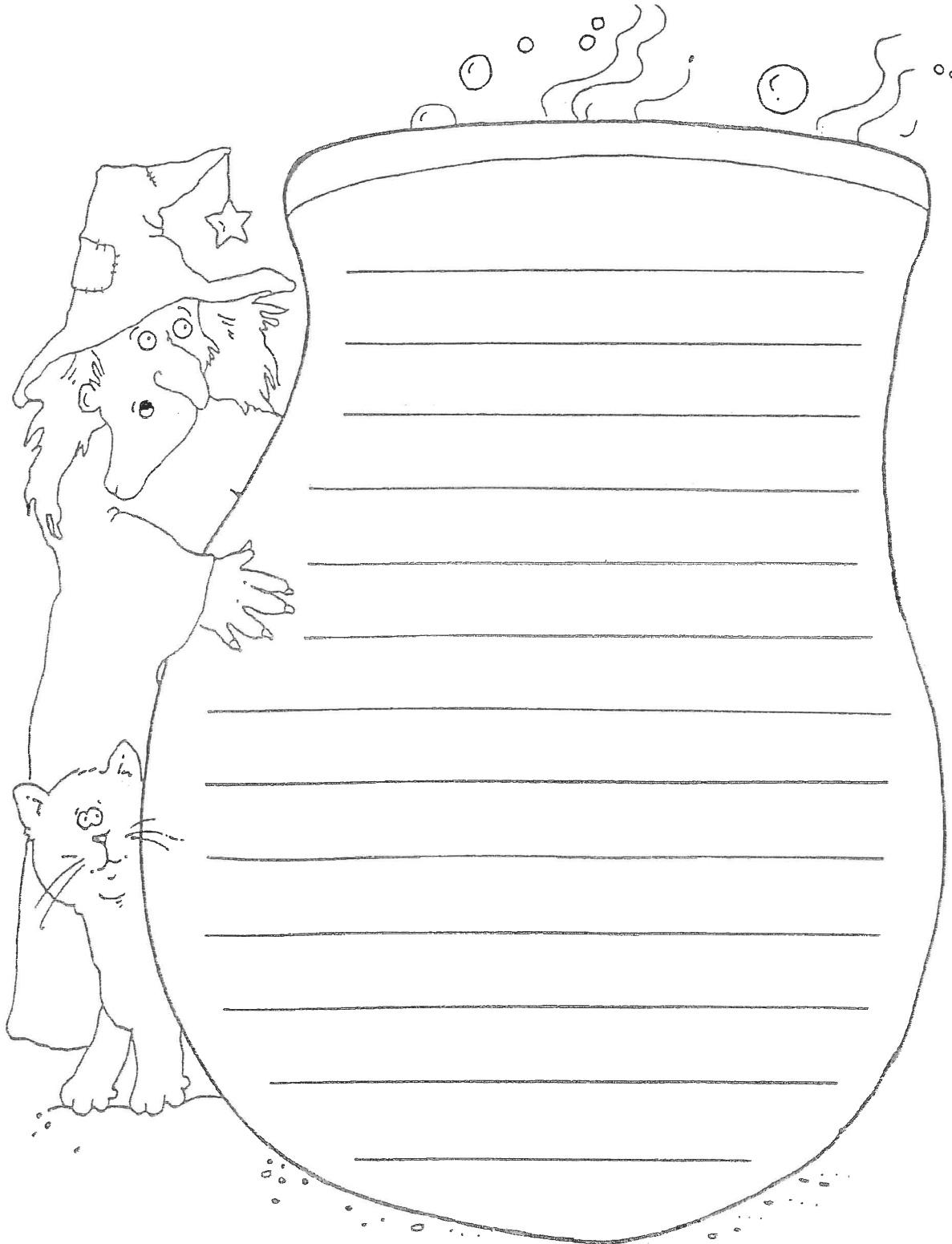
Nouns

Remember that a noun is a person, place, or thing. List all the nouns that you might find inside Prince Dwayne's castle.



Nouns

List all the nouns you might find inside Witch Margaret's cauldron.



Common Nouns

A noun names a person, place, or thing.

Draw a line under the noun in each sentence.

1. The yard is big.
2. The girl ran fast.
3. I have a garden.
4. A rabbit lives there.
5. He eats lettuce.
6. The lawn mower is noisy.
7. We went into town.

Nouns

A noun is the name of a person, place, thing or idea.

CHARADES The game must have at least two people or more. Put names of nouns on index cards. If the word is too difficult to read, a picture might be added to the card. The player chooses a card and acts out the word. Take turns being the actor. The following words can be used or words of the student's choice.

basketball

dog

sun

chair

rabbit

rain

bird

snake

door

cat

monkey

lion

Nouns

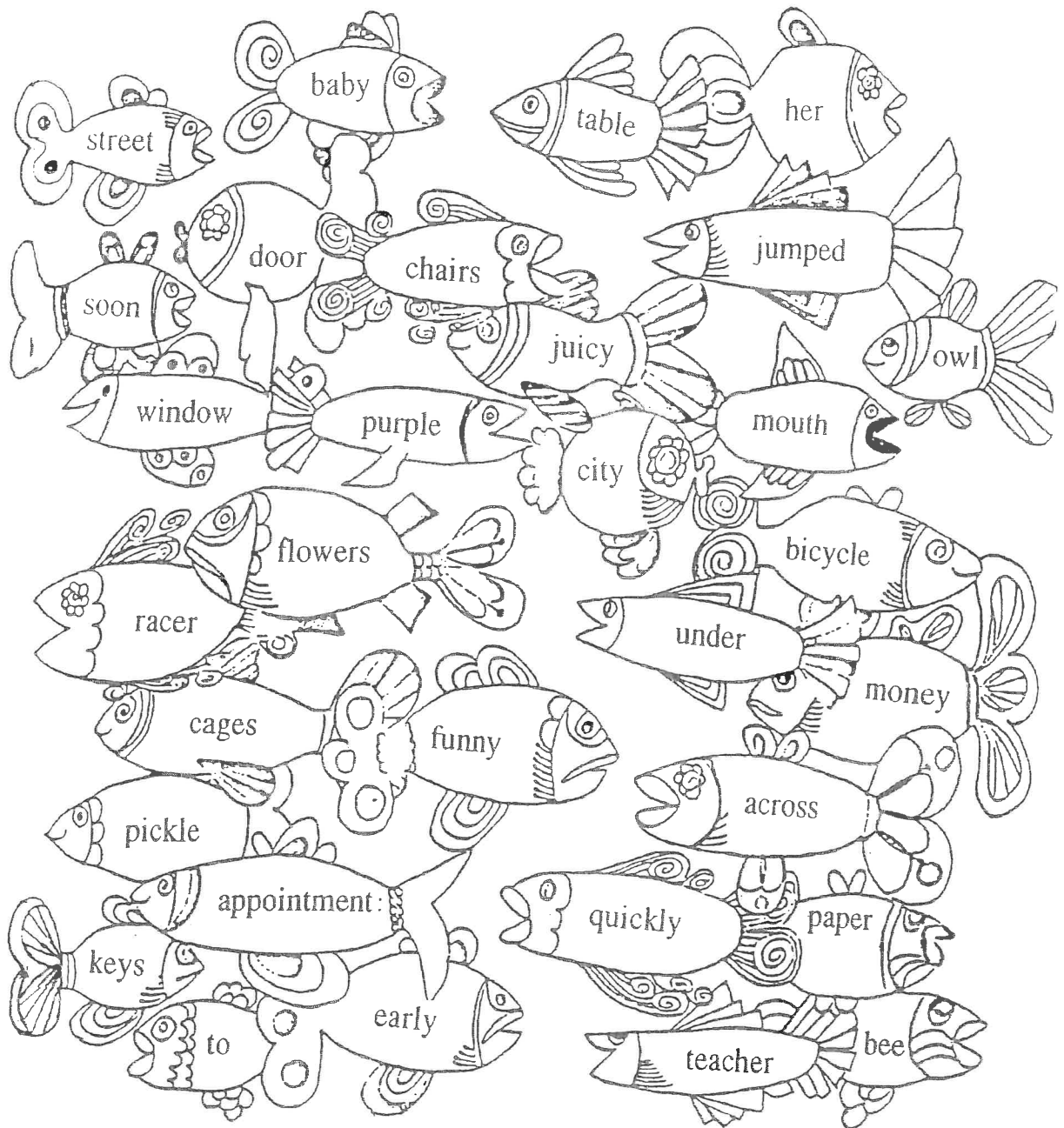
Noun Hook-up

Can you "hook" the nouns below?

Color or shade in 20 nouns.

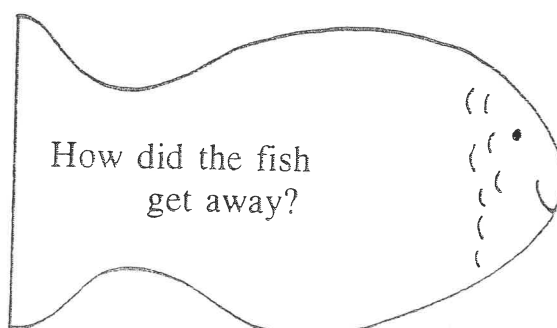
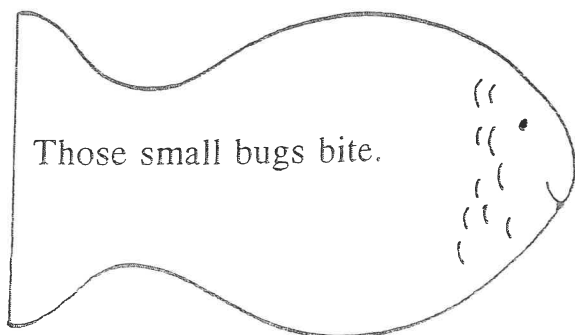
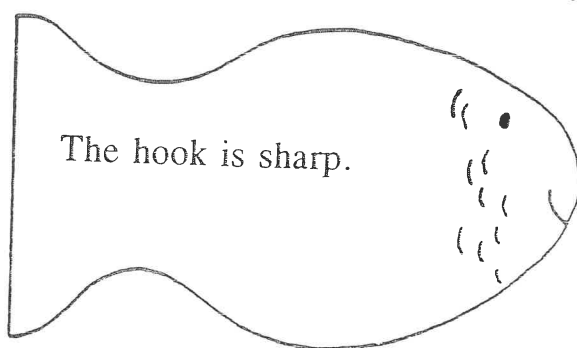
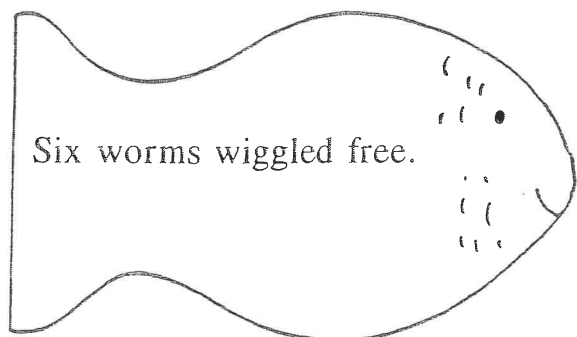
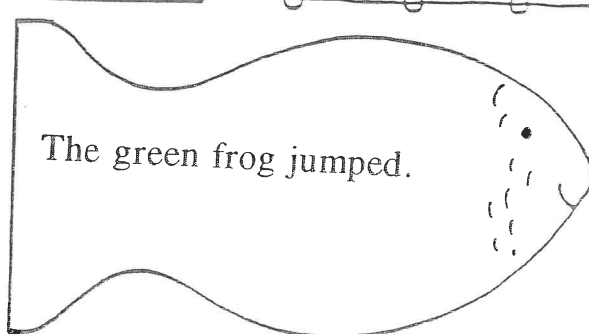
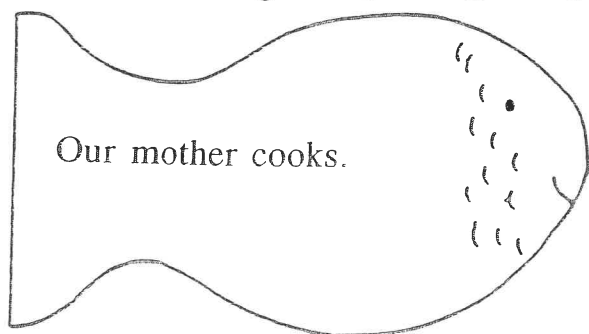
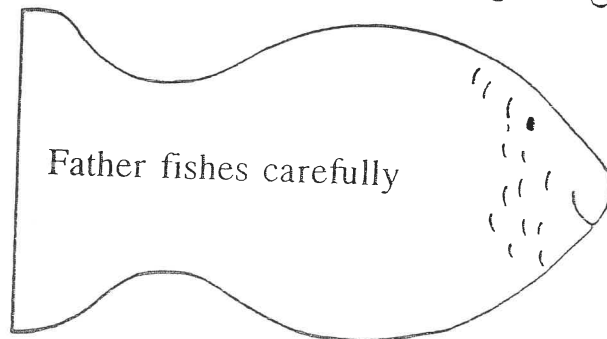
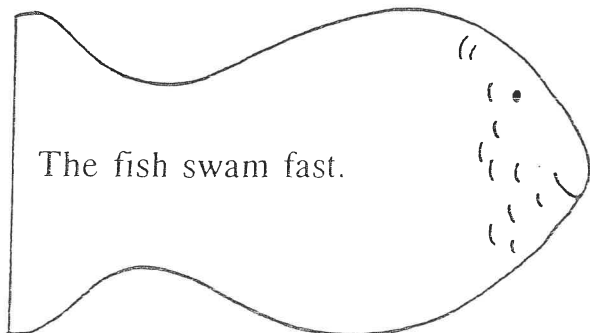
Make a list of the nouns you find on the back of your paper.

HINT: A noun names a person, place, or thing.



Fishing for Nouns

Draw a line, or glue a piece of yarn from the fishing pole to the noun in each sentence.

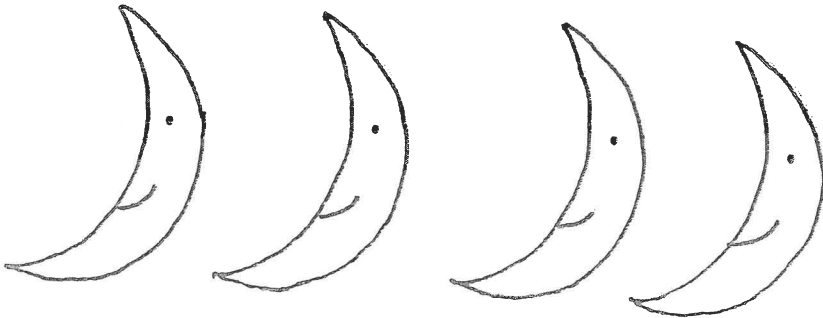


Nouns

Do you see one _____?

Try these nouns in the Singular Noun Test Sentence.

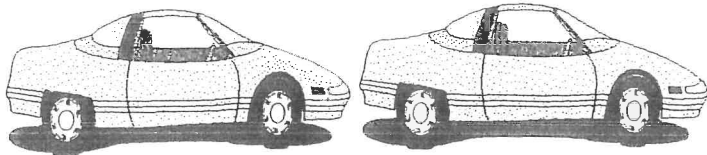
Then circle the singular nouns in red.



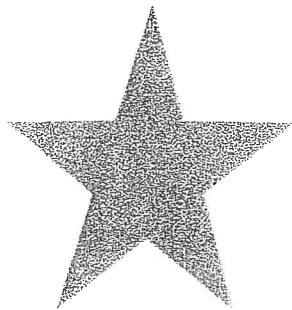
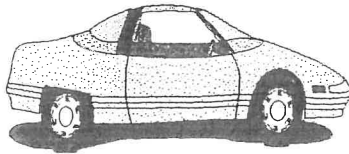
moons



tree



cars



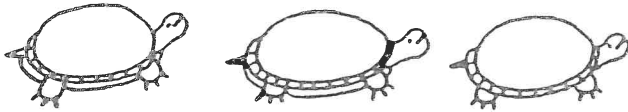
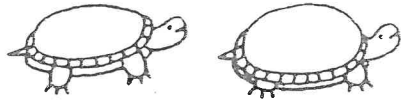
star

PLURAL NOUNS

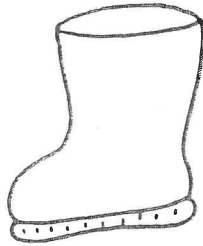
Try these nouns in the Plural Noun Test Sentence.

Then circle the plurals in red.

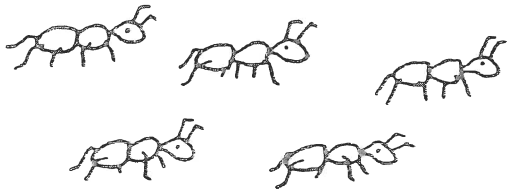
Do you see two _____?



turtles



boot



ants



bear

PLURAL NOUNS

Add s to most nouns to name more than one.

Add es to nouns that end in x, ch, sh, or s to name more than one.

Underline the nouns that name more than one.



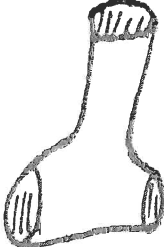




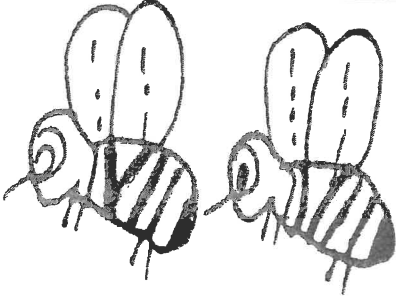
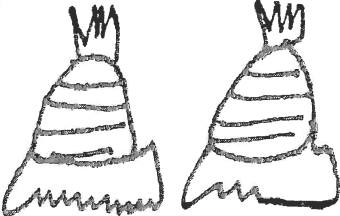
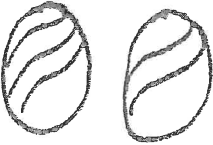


1. The king gave two wishes.
2. My friends are at my house.
3. I don't want to wash the dishes.
4. Chris painted two benches.
5. Amy likes to read books.
6. Father gave us apples to eat.
7. Do you see all of the animals?
8. Those four are ducks.
9. I unpacked five boxes.
10. Mary had two glasses of tea.

PLURAL OR SINGULAR NOUN?

Write a P in the box if it is plural.

Write an S in the box if it is singular.

Draw your own picture and label it.

PLURAL NOUNS

In each blank write the plural of the noun.

1. one ship, two _____

2. one map, two _____

3. one window, two _____

4. one bird, two _____

5. one tree, two _____

6. one room, two _____

7. one table, two _____

8. one chair, two _____

9. one ladder, two _____

10. one cat, two _____

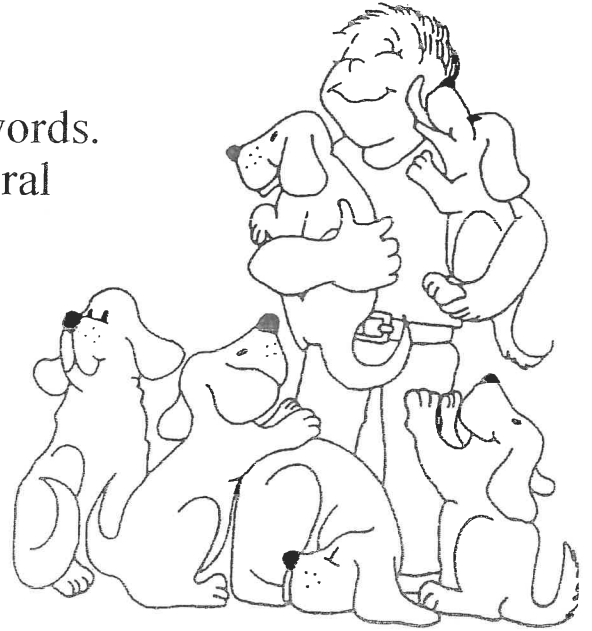
PLURAL NOUNS

Plural means more than one.

Write the plural form of these words.

Remember: base word + s = plural

dog + s = dogs



1. book _____

2. shoe _____

3. car _____

4. paper _____

5. tree _____

6. doll _____

7. cloud _____

8. pen _____

9. leg _____

10. rock _____

COMMON & PROPER NOUNS

Write the nouns in the correct columns. Capitalize the proper nouns.

david

postman

donald duck

church

christmas

strawberry

sunday

school

main street

baseball

julie

thursday

COMMON

PROPER

COMMON & PROPER NOUNS

DIRECTIONS: Attach a clothespin on the proper noun.

Ms. Smith

Arkansas

dog

pen

airplane

Mr. Jones

Toys-r-Us

Sunday

hospital

school

Hart's Grocery

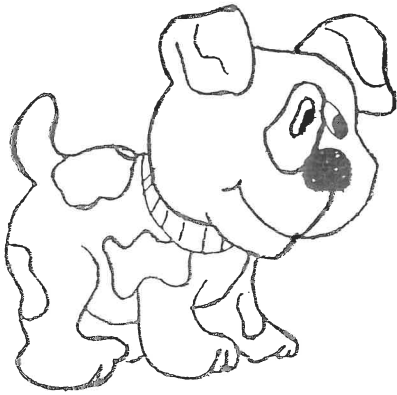
Pepsi

August

computer

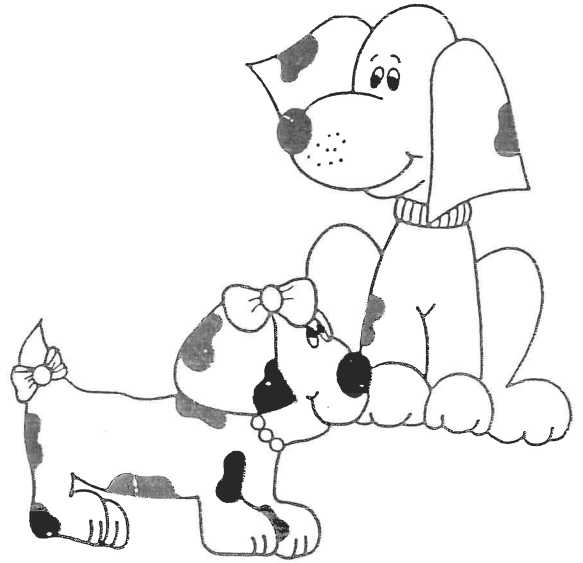
NOUNS

Singular



dog

Plural



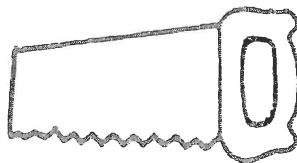
dogs

Write one sentence using the noun dog and another sentence using the noun dogs.

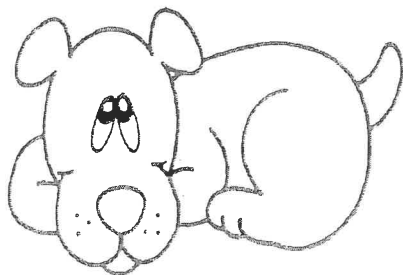
1. _____

2. _____

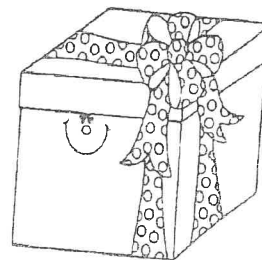
SINGULAR NOUNS



saw



dog



present

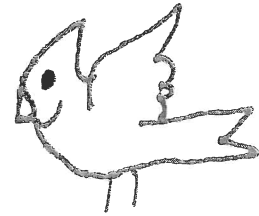
Can you think of other nouns that are singular and draw a picture of them?

PLURAL NOUNS

Plural Noun Test Sentence

Fill in the right word.

1. Do you see one _____? bird birds



2. Do you see one _____? raindrop raindrops



3. Do you see one _____? flower flowers



4. Do you see one _____? star stars



5. Do you see one _____? bee bees



NOUN TEST

Do you see one _____ ?

---- singular ----

---- plural ----

TEACHER:

On day one, cut out the singular nouns and have students verbalize if they are person, place, thing or idea. On the next day, do the column of plural nouns. Next day, copy this page for the student to place the nouns under the appropriate column.

SINGULAR

PLURAL

mother	moons
girl	rulers
boy	pens
moon	bottles
tree	trees
ruler	schools
pen	mothers
bottle	girls
school	homes
home	restaurants
restaurant	flowers
flower	states
state	daydreams
daydream	boys
hope	hopes

SINGULAR

PLURAL

faith	faiths
love	loves
grandmother	grandmothers
tea	teas
golf course	golf courses
jar	jars
teacher	teachers
shopping center	shopping centers
theater	theaters
car	cars
friend	friends
station	stations
cup	cups
test	tests

COMMON & PROPER NOUNS

Common nouns = any ordinary person, place or thing

Proper nouns = an individual person, place or thing. It begins with a capital letter.

Read each word and put it in the correct column.

COMMON

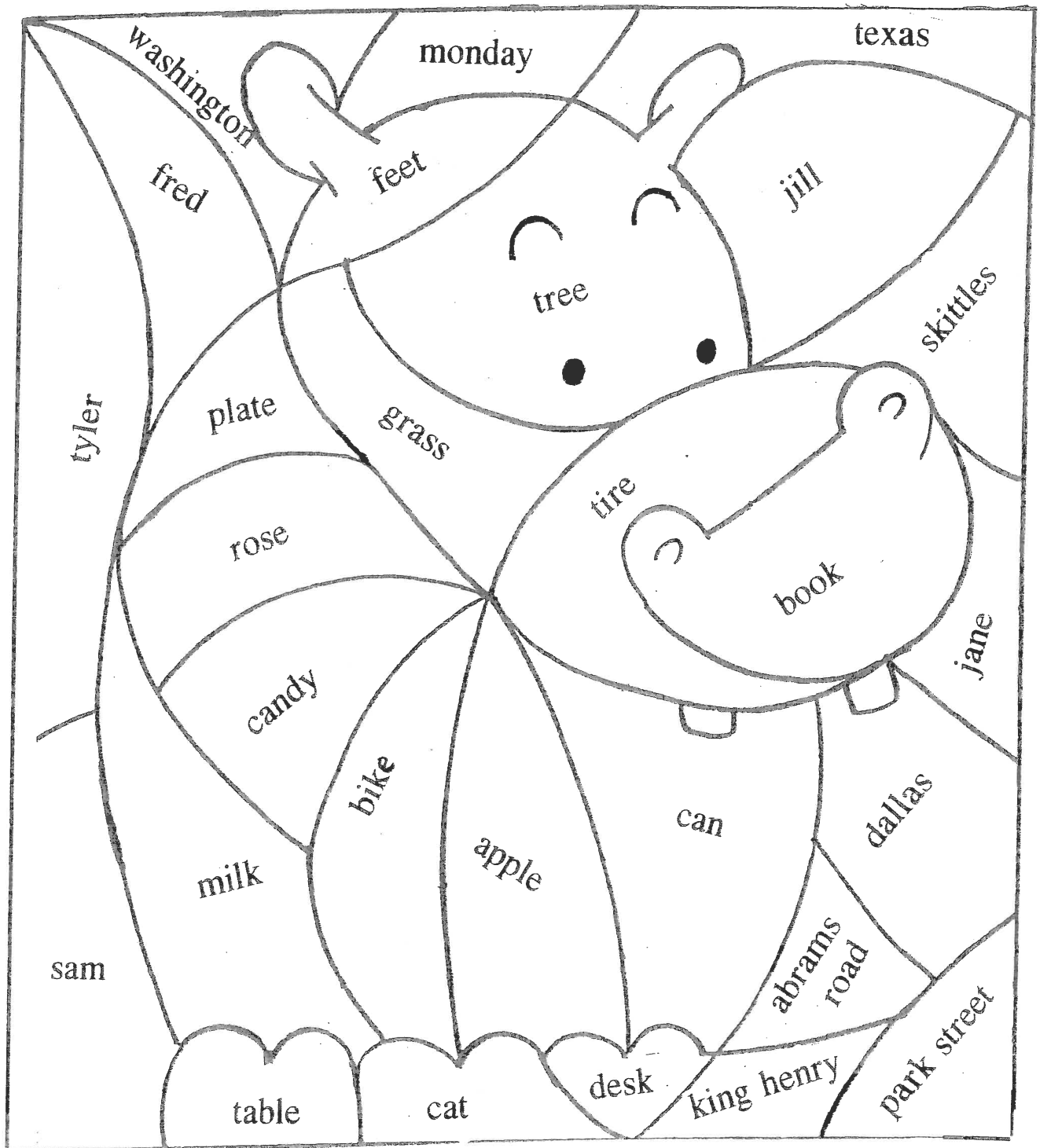
PROPER

pond
lunch
Bingo
ball
Sandy
sign
Carlo
Dallas
garden
yard
boy
Eureka Springs
animal
pencil
Mrs. Dooley
St. Valentines Day
book
The Fabulous Mr. Fox
holiday

COMMON NOUNS & PROPER NOUNS

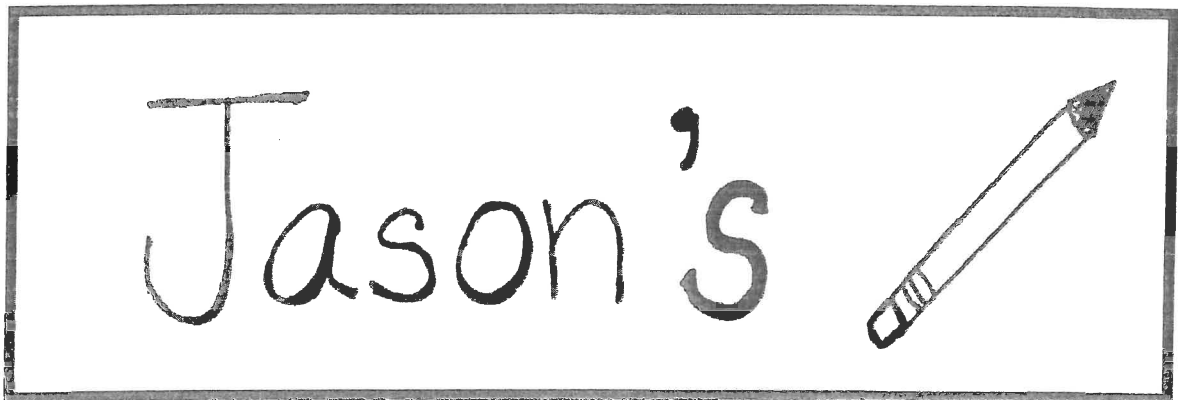
Find all of the common nouns and color the spaces brown.

Find the proper nouns, capitalize, and color the spaces yellow.



Nouns - Possessive

Have each child take out something from his supply box. Give each child a cardboard strip with some tape. Have each child write his name on this strip in big letters. You go around and in another color add 's to each child's name. Then have each child tape his belonging to the right of his name.



By using a child's personal belonging he is experiencing possessive; therefore, understanding it with greater ease.

Take up each cardboard and tack them up to the board so that each child can see their "item" daily.

Nouns-Classifying

1. Divide the class into groups.
2. Assign each group a kind of noun. (ex. common, proper, singular, plural, person, place, thing, etc.)
3. Have each group make a list of all the nouns they see in the classroom. (There will be some overlapping.)
4. Make a master list on the board.
5. Discuss the lists.
6. Put the nouns on index cards.
7. Play around the world with the cards.

NOTE: If the children have reading difficulties, orally call out the words.

ARTICLES

Articles are also called noun signals and determiners. They are **a**, **an**, **the**. They come before a noun.

Use **a** when the next word begins with a consonant.

Use **an** when the next word begins with a vowel or a silent h.

Use **the** when indicating a specific noun.

1.

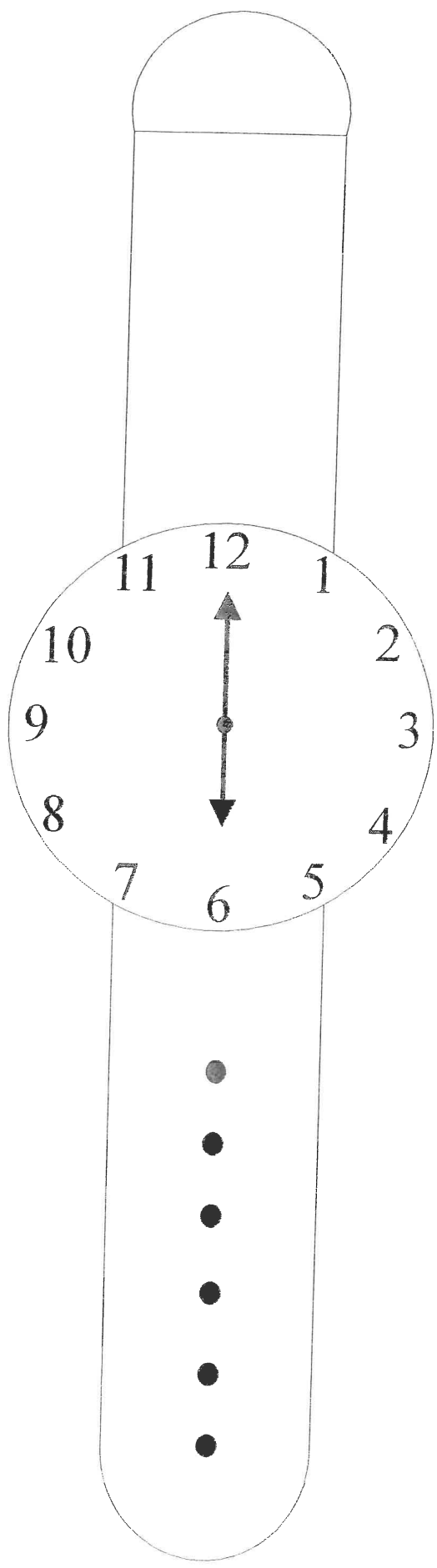
2.

3.

4.

5.

ARTICLE/DETERMINER
“WATCH FOR A NOUN!”



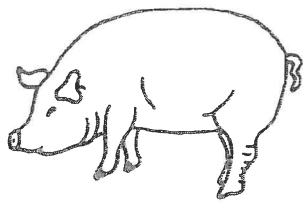
ARTICLE/DETERMINER

Write the correct noun determiner before each noun.

a

or

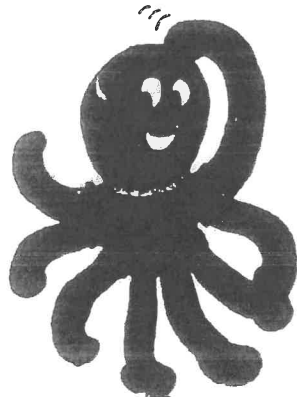
an



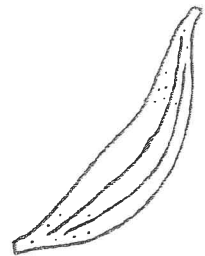
_____ pig



_____ owl



_____ octopus



_____ banana



_____ dog



_____ apple

ARTICLE/DETERMINER

a or an

Choose the determiner that goes before each noun.

_____ marble

_____ elephant

_____ cat

_____ pear tree

_____ apple

_____ boy

_____ ball

_____ umbrella

Fill in the blanks with a determiner. (an, an, the)

Make sure _____ door is closed.

Would you like to feed _____ the birds?

Did you remember to bring _____ pencil?

Don't make _____ noise, or you will wake _____ baby.

ARTICLES/DETERMINERS

In each blank below complete with appropriate determiner. a an the

1. _____ sound became louder.
2. I fell on _____ chair.
3. He was holding _____ cable.
4. Bob turned on _____ lights.
5. Suddenly _____ room lit up.
6. I heard _____ scream.
7. I want to fly like _____ eagle.
8. _____ owl hooted.
9. It was _____ dark night.
10. _____ hinges creaked.

ARTICLES/DETERMINERS

Explain that determiners are a signal that a noun is to follow soon.

Have students color the traffic signal.

Read the following story aloud.

Students hold up their traffic signal when they hear a determiner.

The teacher may also have the students name the determiner read.

The Deer

Once there was a gentle deer that wandered slowly through the quiet woods. The deer's name was Ginger. She like to eat an apple a day and browse on the plants. Ginger could run at an amazing speed and jump a very high fence. One day, Ginger jumped a very high fence, wandered away from the woods, and became lost. She did not like being lost, not even a little bit! Ginger wandered under the blue sky until she found a familiar trail. The trail lead her through the unfamiliar territory and back to the woods that looked familiar. Ginger decided not to jump anymore high fences and stay in the quiet woods.

PRONOUNS

A pronoun is a word that takes the place of a noun.

Singular pronouns are: it, he, she, him, her, I, you, me

Plural pronouns are: we, us, they, them

1.

2.

3.

4.

5.

PRONOUN Substitute

Write a pronoun in place of the underlined noun.

1. Bob and Sue went to a party.
2. Sally had a party.
3. Tom had fun.
4. The birthday cake was good.
5. Sally invited Betty

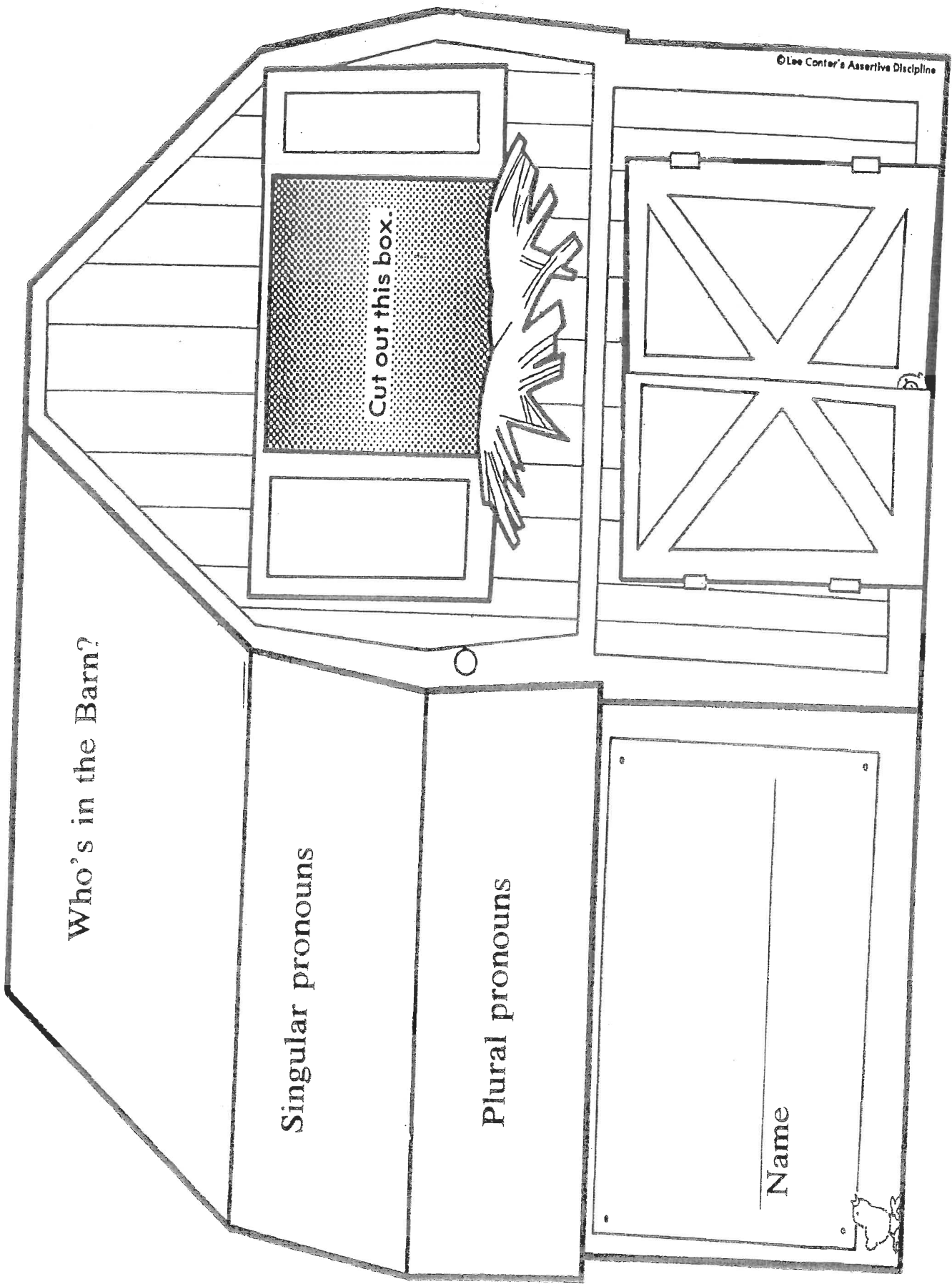
He

She

It

They

Her



Who's in the Barn?

Singular pronouns

Plural pronouns

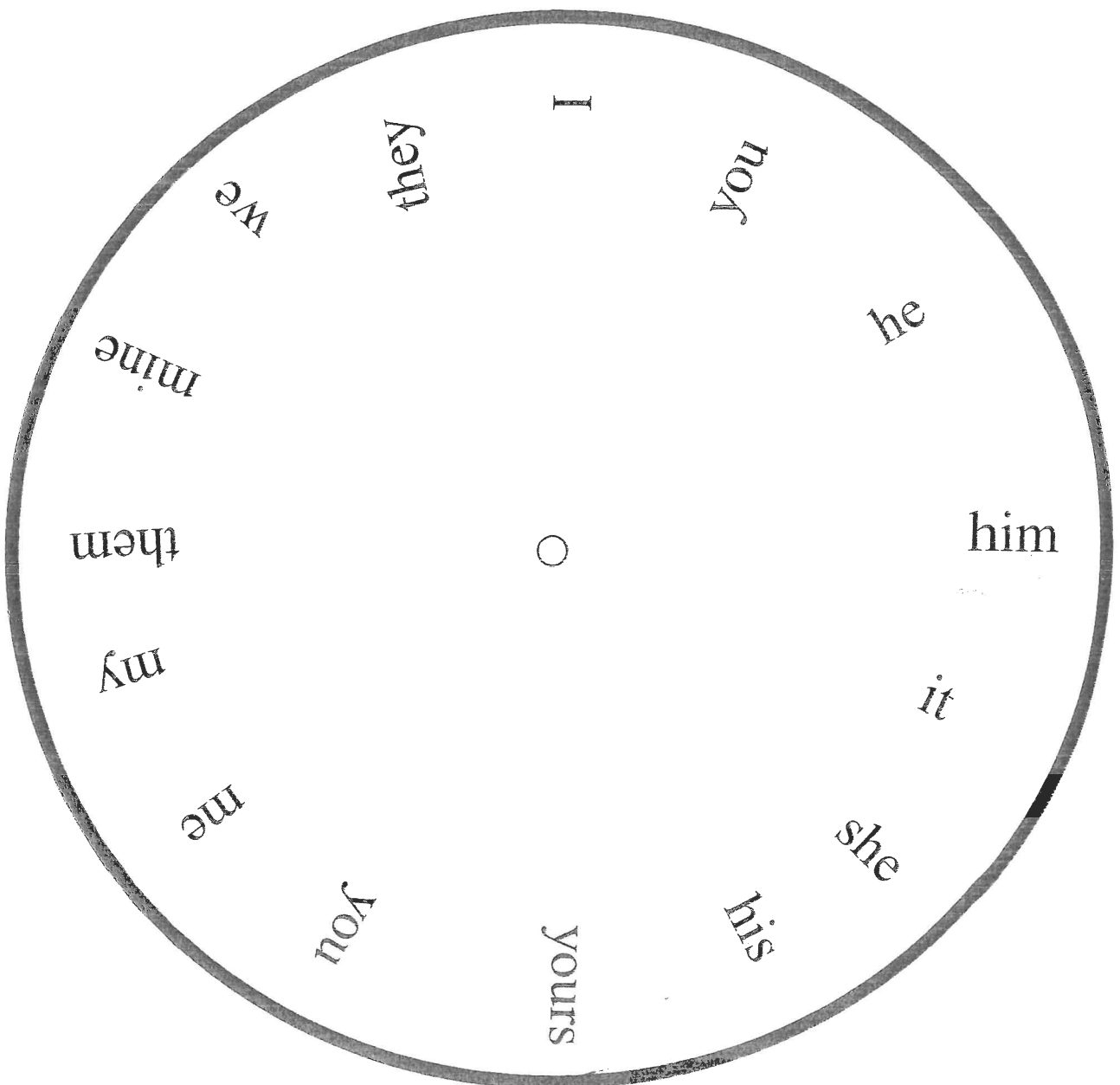
Name



Singular and Plural Pronouns

Who's in the Barn?

Cut the circle out and attach it to the barn with a brass brad. Have the student identify singular and plural pronoun.

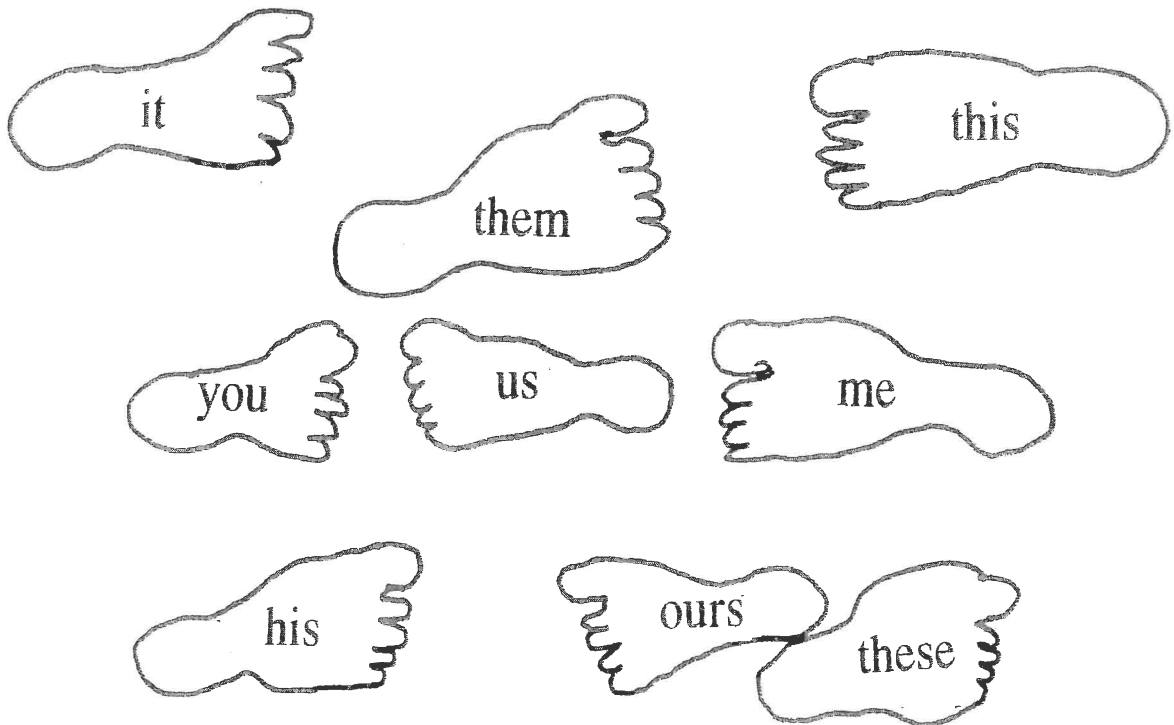


Plural Pronouns

Plural means more than one.

Pronouns include: you, me, us, them, his, hers, us, them, ours, theirs, they, these, this, who, what, some, few, I, she, that, any, he, it, those, and many others.

DIRECTIONS: Color the single pronouns orange and the plural pronouns blue.



PRONOUNS

Rewrite the following using pronouns when needed.

1. Bruce likes to eat. Bruce enjoys lunch and looks forward to dinner. Snacks are also enjoyable for Bruce.

2. John is very strong. John works out so John can carry heavy things. John's friends said John was tough.

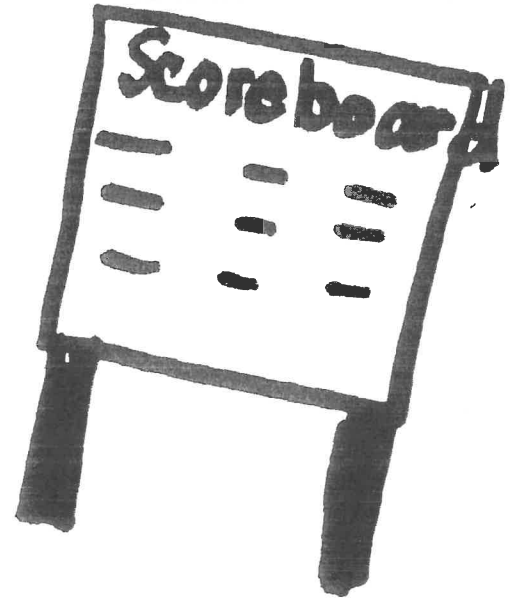
3. Alice's home is near Six Flags. Alice is so close that Alice can walk to Six Flags.

4. Mark has a brand new puppy. Mark named Mark's puppy Jasper. Mark loves to play with Jasper. Mark throws the ball to Jasper and Jasper fetches the ball.

The PRONOUN Ballgame

List the pronouns. (Find 7)

1. He will be the pitcher.
2. They are upset over the game.
3. She is the star batter.
4. He is upset that she was chosen.
5. What do you think of him?



To score 7 more runs, write a noun for each pronoun.

PRONOUNS

Look at the picture. Put pronouns in the blanks that take the place of nouns.

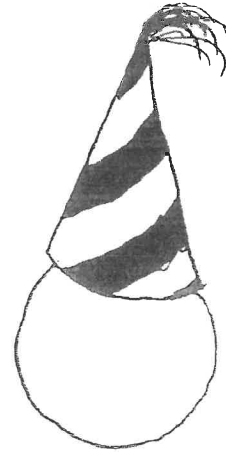


(Jack) _____ is skating. (Ann) _____ is skating for the first time. (Ann) _____ falls on the grass. (The grass) _____ is hard! Jack wants to help (Ann) _____. Be Careful! (Ann and Jack) _____ might both fall down.

Pick from the following words.

He They It Him She Us Her Them

PRONOUNS



Rewrite the paragraph using pronouns.

SAMUEL MORSE

Most of us know Samuel Morse as the man who invented the Morse code. However, for the first forty years of Samuel Morse's life, Samuel Morse studied art in both the United States and Europe. Morse's life changed when Morse heard that electricity could be sent over wires. For the next few years Morse worked hard to develop the telegraph.

PROPER NOUNS & PRONOUNS

Replace the proper nouns in the sentence with pronouns.

1. Jan has red hair.

_____ has red hair.

2. Margaret helped Jan with the lesson.

_____ helped _____ with the lesson.

3. Tim and Sally both finished early.

_____ both finished early.

4. Mary and Ann showed Tim how to do it.

_____ showed _____ how to do it.

5. Will you see Tom and Bill tomorrow?

Will you see _____ tomorrow?

PRONOUNS

Read the story aloud.

What sounds different in this story?

Think how you would change this story to sound better.

As I read this again, raise your hand when you hear something you would like to change.

What kind of words did we change? (List on board)

What words did we use instead? (List on board)

In the place of NOUNS we substituted PRONOUNS -- words that take the place of nouns.

One day Penelope Prunebacker walked down to the house of Penelope Prunebacker's friend, Matilda McGillicutty, to see if Matilda McGillicutty could play. Mrs. McGillicutty opened the door. "Good morning, Mrs. McGillicutty," said Penelope, "Could Matilda come down to Penelope's house to play?"

"Well, Mrs. McGillicutty guesses Matilda could do that for a little while, Penelope," Mrs. McGillicutty replied. "What do Penelope and Matilda plan to do?"

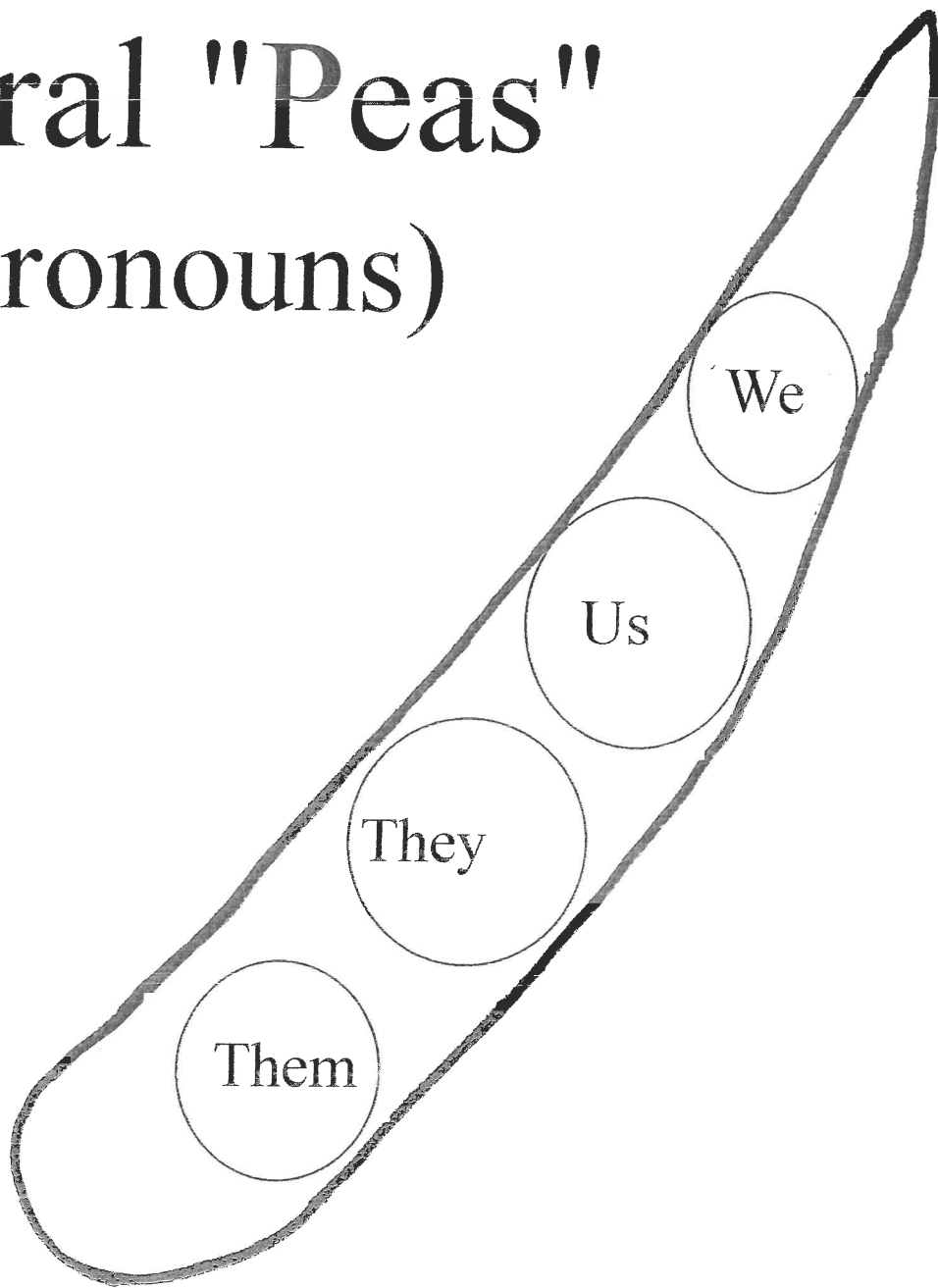
"Oh!" replied Penelope excitedly, "Matilda and Penelope will play in Penelope's room, ride on Penelope's bike, jump on Penelope's trampoline, and play in Penelope's sandbox."

By this time Matilda had come to the door and was jumping up and down in excitement. "Please Mother, may Matilda go to Penelope's house?"

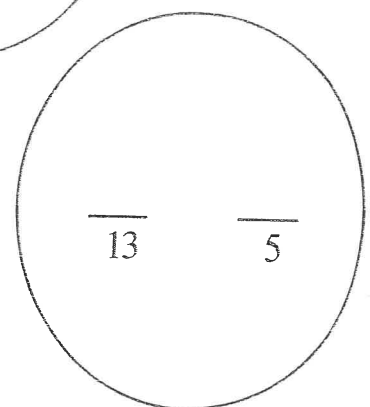
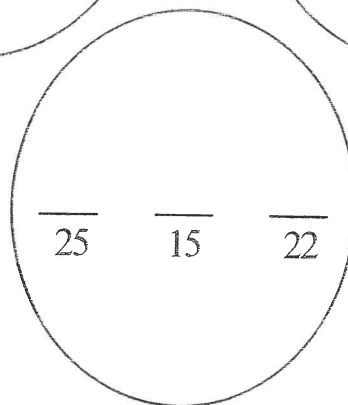
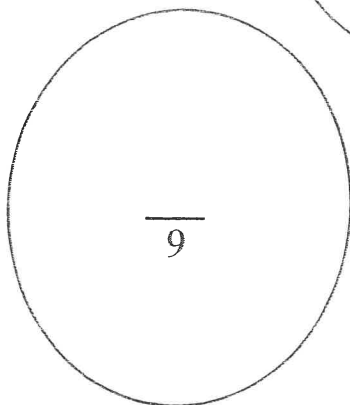
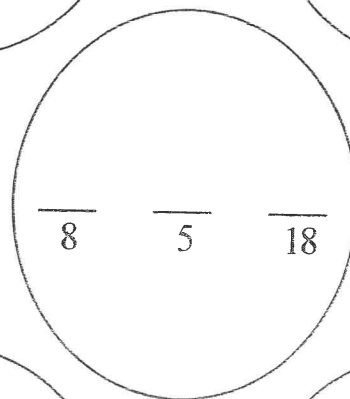
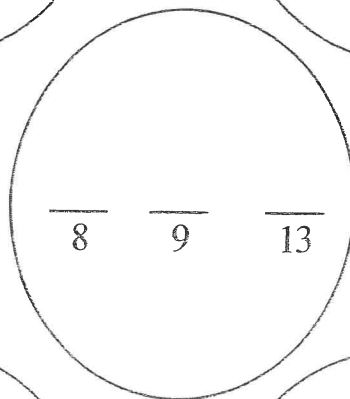
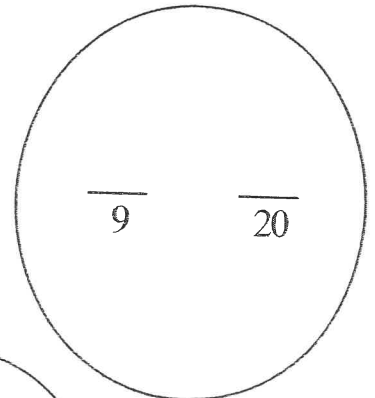
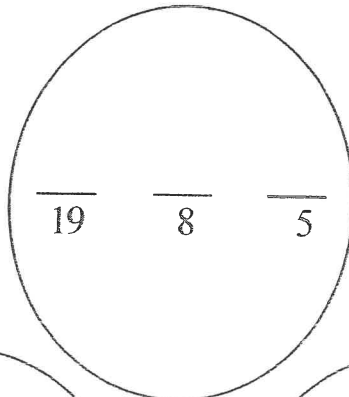
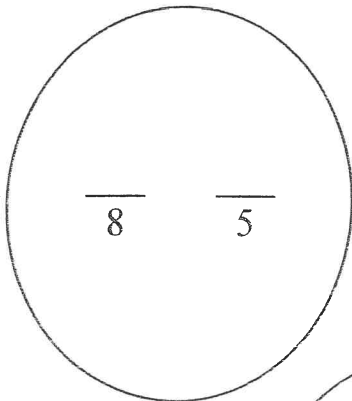
"Yes, honey," answered Matilda's mother, "Have a good time and be home by 4:00."

Plural "Peas"

(pronouns)



"Peas" (please) find the singular PRONOUNS.



A-1	E-5	I-9	M-13	Q-17	U-21	Y-25
B-2	F-6	J-10	N-14	R-18	V-22	Z-26
C-3	G-7	K-11	O-15	S-19	W-23	
D-4	H-8	L-12	P-16	T-20	X-24	

ADJECTIVES

Adjectives describe nouns, by telling what kind, which one, how many.

1.

2.

3.

4.

5.

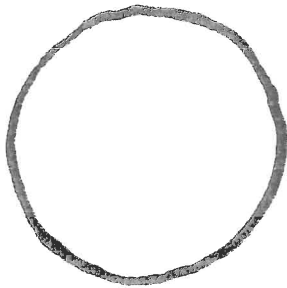
ADJECTIVES

This paper has three black spots.

An adjective is a word that describes a person, place or thing.

Underline the two adjectives in each sentence. Then finish drawing each picture and color it.

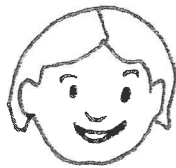
1. I have a red striped ball



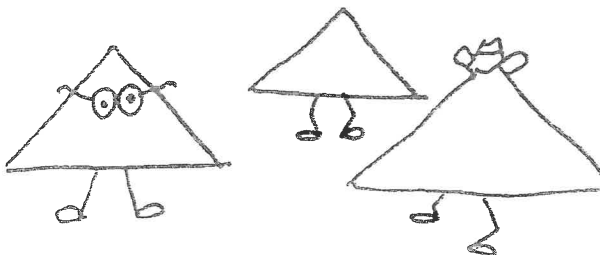
2. The rabbit has long pink ears.



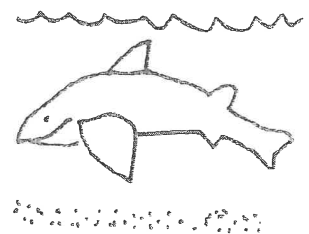
3. The boy wore a tall blue hat. 4. The giraffe has a long yellow neck.



5. These are happy green triangles.



6. The shark swims in deep blue waters.



ADJECTIVE

Make plain white T-shirts for each student. (See pattern.) Have coloring materials available. Teacher needs crown and some type of pointer.

STORY:

Today I am going to tell you about a strange land by the name of _____ . In this land the people speak the language of _____ . Of course, they have different words for things than we do. For example, what would you call this in my hand? (pointer, stick, etc.) Well, in the land of _____ this is an ADJECTIVE. This T-shirt is called a NOUN.

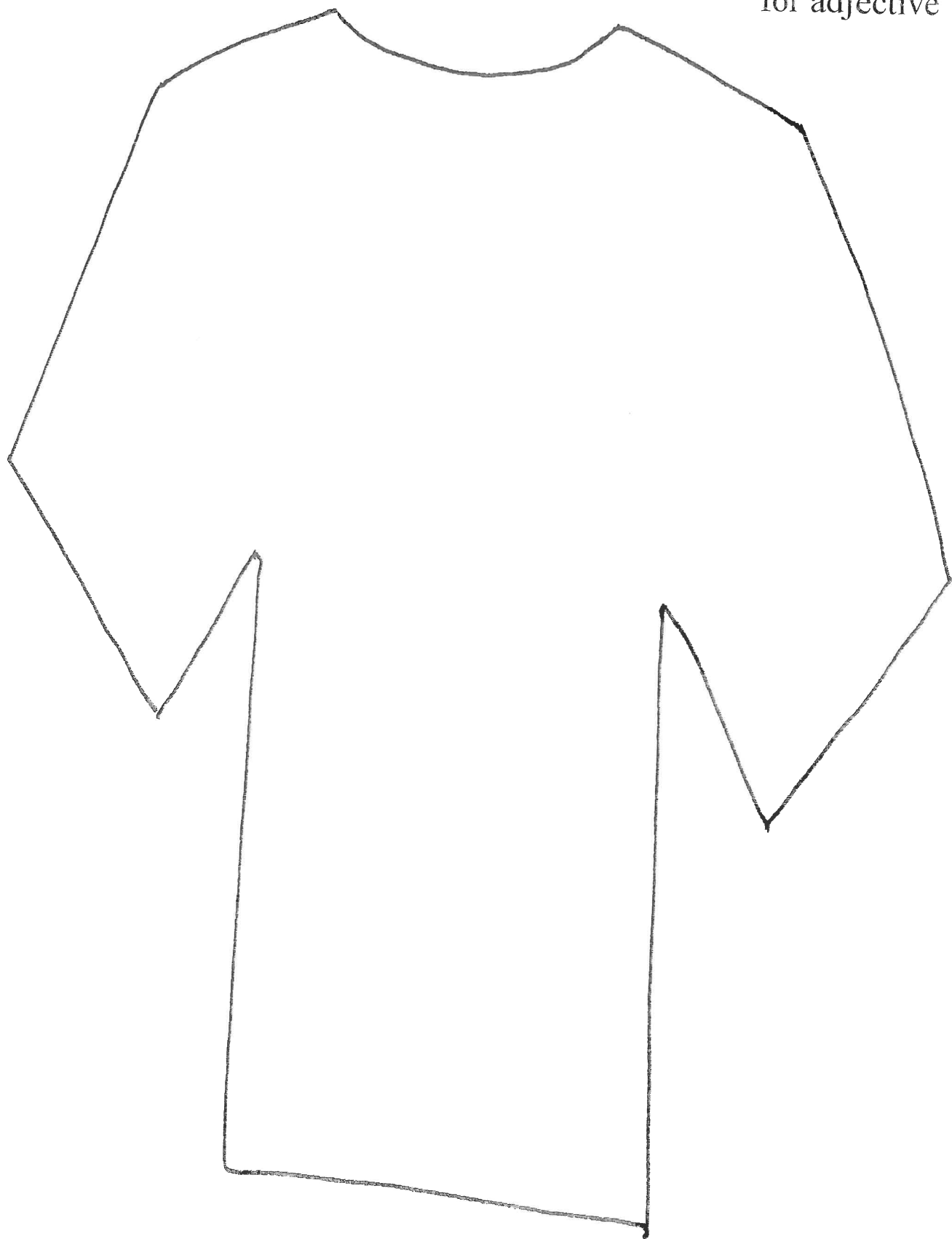
The ruler of _____ would rise early each day and call to his servants to bring him his NOUN so he could dress. His servants would reply, "WHICH NOUN do you want?" The king would then use his ADJECTIVE. When the king grew tired of plain, white NOUNS, he hired some artists to decorate them. (Pass out the T-shirts, colors, etc, and let each child design a NOUN for the king using a repeated motif, such as dots, stripe, etc.)

The next day when the king called out for his NOUN, the servants asked, "WHAT KIND OF NOUN do you want, sire?" Again the king used his ADJECTIVE to indicate WHAT KIND OF NOUN he desired. "The striped (or whatever) one," he revealed. (Note to teacher: Be pointing to the T-shirt with the pointer.)

One day the king decided to go on a long trip, so he instructed his servants to pack his trunk. "HOW MANY NOUNS will you be needing?" they inquired. Quickly the king used his ADJECTIVE to count showing them HOW MANY NOUNS would be required.

Who can remember the three ways the king used his ADJECTIVE?
to tell WHICH noun, WHAT KIND OF noun, HOW MANY nouns.

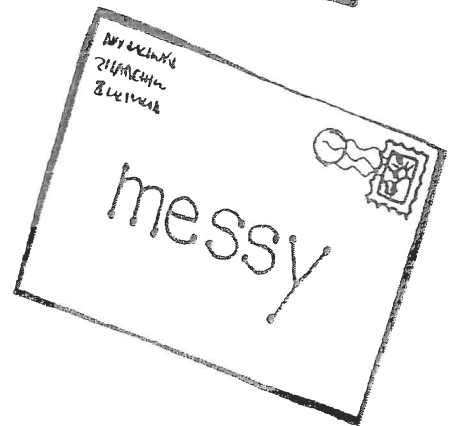
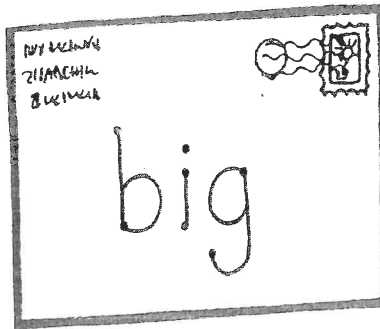
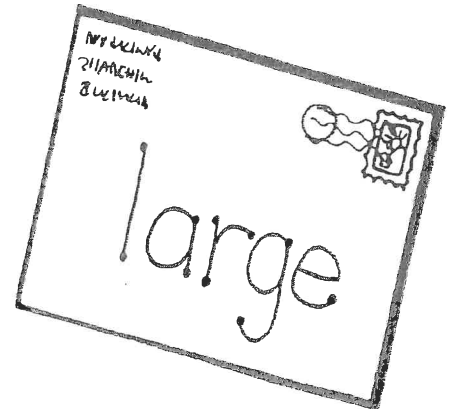
T-shirt pattern
for adjective



ADJECTIVES



Mail Call!



Write your name down the side of the paper. Use the first letter to list a word that describes you.

EXAMPLE:

Jolly
Intelligent
Lively
Lucky

ADJECTIVES

Taste, Touch, Feel

Materials: Feely bag, fruit or other food items.

Directions: Place fruit in a bag and pass it around and have children feel the object inside. Ask children to describe how it felt to them. Cut the object and ask the children to smell it and then describe to you how it smells. Now have them to taste the object and describe to you how it taste to them. List all words on the board.

Review: Discuss the definition of an adjective.

ICE FISHING

These 3 Eskimos are Ice Fishing. One of them has lost the hook on his line. Which one is it?



ADJECTIVE

Ice Fishing

The day before:

1. Freeze water in a bundt pan overnight.
2. Have students think of cold weather descriptive adjectives.
3. Write adjectives on fish patterns.
4. Either laminate or cover fish patterns in scotch tape and trim.
5. Put small metal paper clips on each fish.

Next day:

1. Invert frozen bundt pan in a bowl which closely fits.
2. Fill bowl with water.
3. Drop fish in the hole.
4. With a string and a magnet let students fish for adjectives.
5. Have students make a list of the adjectives they "caught".
6. Have students write a descriptive paragraph using their words.



ADJECTIVES

How does this ice cream taste?

Write as many adjectives as you can.

ADJECTIVES

Adjectives are words that describe nouns.



Write adjectives describing Halloween.

spooky ghosts

ADJECTIVES

Adjectives tell what kind.

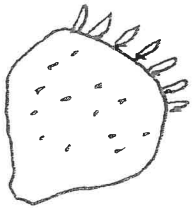
Write a word that tells what kind.

ex.:

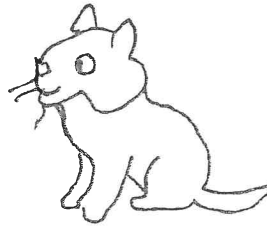


star

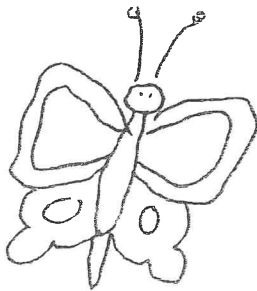
bright



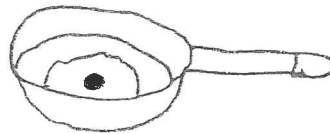
berry



cat



butterfly



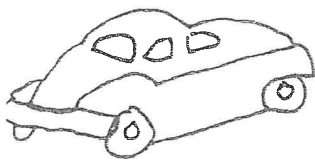
pan



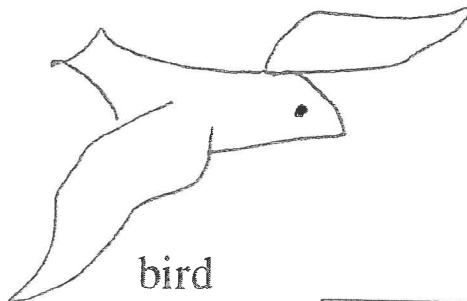
flower



cup



car

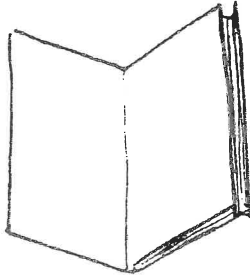


bird

ADJECTIVES

Adjectives describe nouns.

Answer the following questions about each noun.



What kind? _____

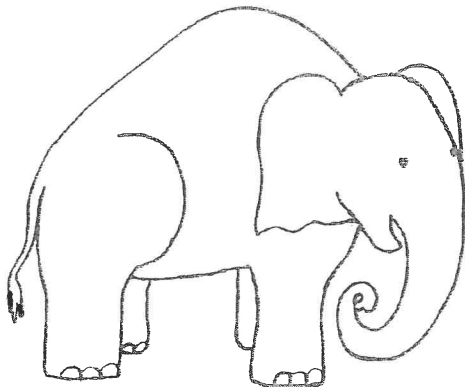
Which one? _____

How many? _____

What kind? _____

Which one? _____

How many? _____



What kind? _____

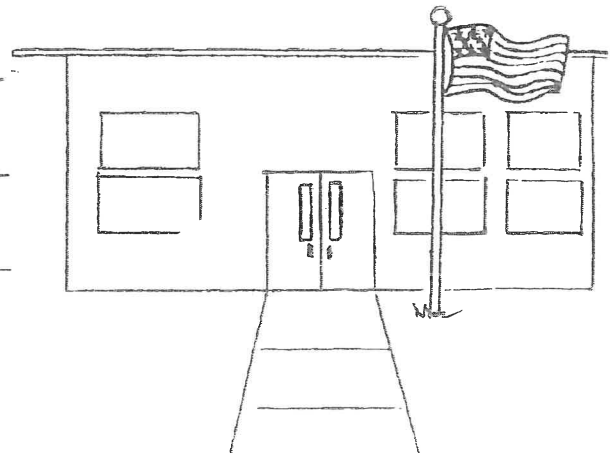
Which one? _____

How many? _____

What kind? _____

Which one? _____

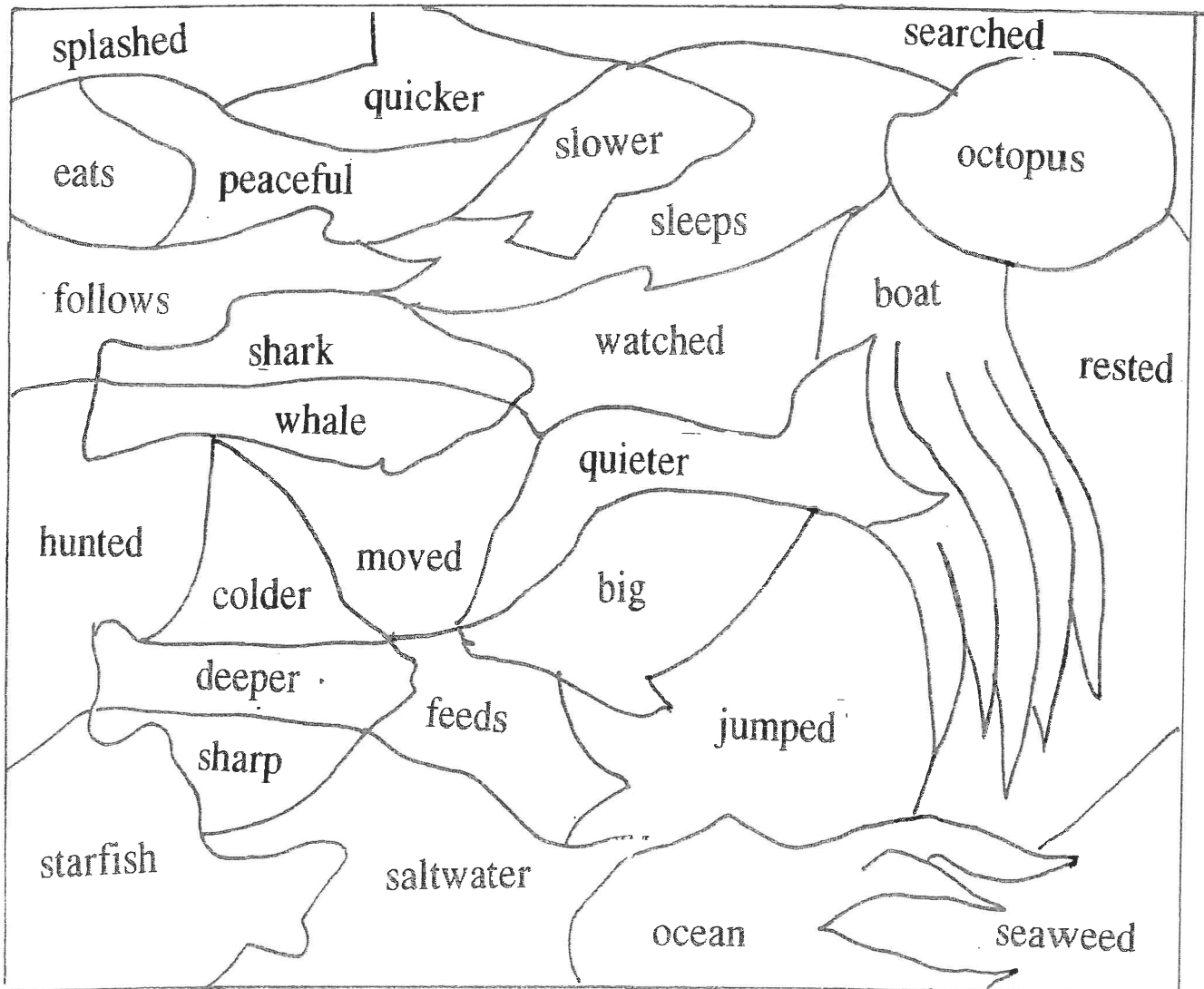
How many? _____



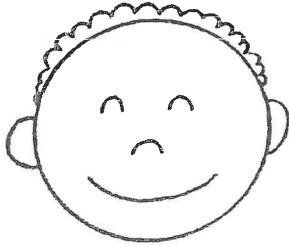
NOUNS, VERBS, ADJECTIVES

<p>Nouns name a person, place or thing (such as diver, Pacific Ocean and rock).</p>	<p>Verbs are words that may tell about an action (such as swims and looked)</p>	<p>Adjectives describe a person, place, or thing (such as rough and braver)</p>
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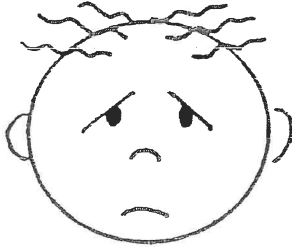
Color the eight nouns orange. Color the eleven verbs blue. Color the eight adjectives purple.



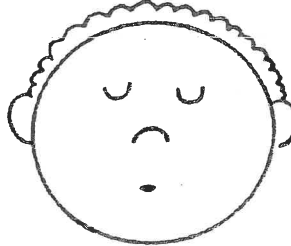
ADJECTIVES



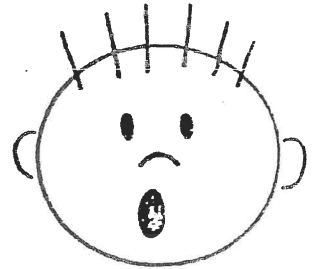
happy



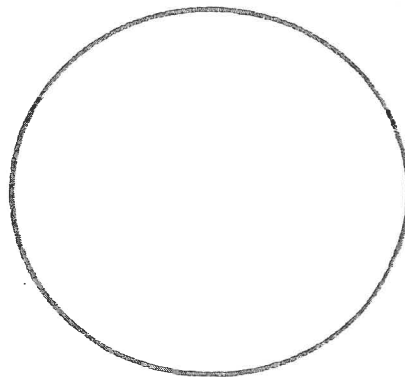
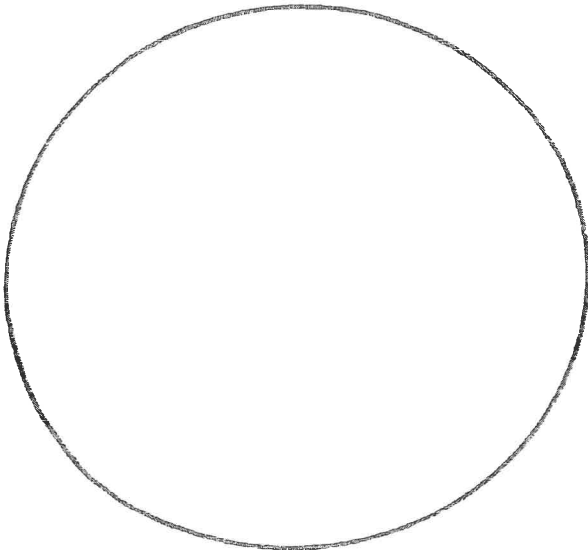
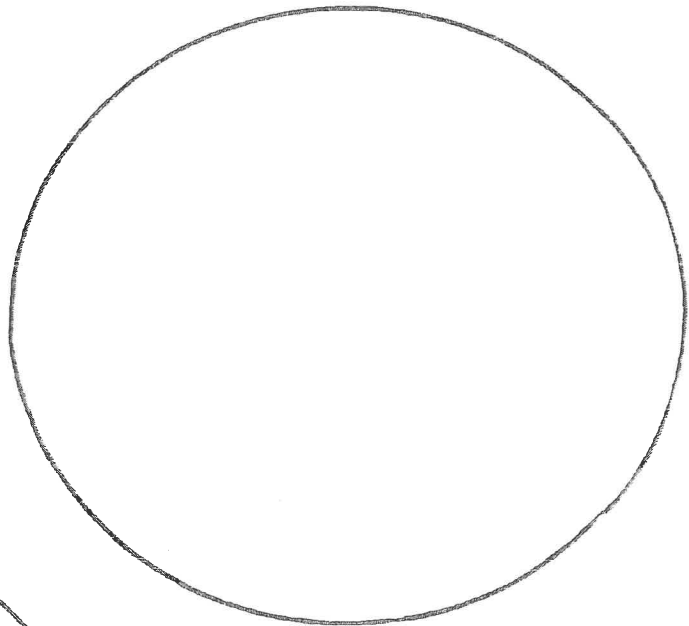
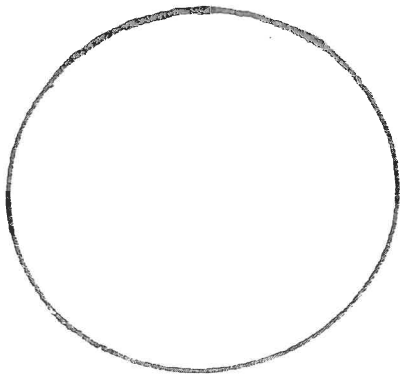
sad



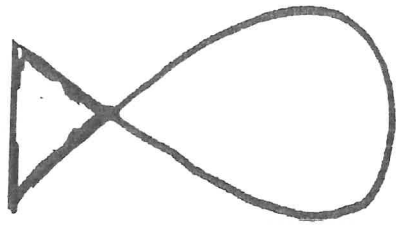
asleep



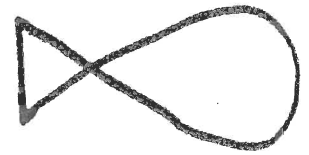
scared



Draw 4 different expressions in these circles. Let the class use adjectives to describe your faces.



EXAMPLES



Be careful that your fish are not too large. Each child needs to make 5. You may not be able to fit all of the fish in at one time.

The size depends on the fine motor control of your students and the size (length) of the adjective.

ADJECTIVES

1. Fill in circles with words that describe the dragon
2. What are these words called? _____ ?



ADVERBS

Adverbs are words that tell how, how much, where, or when. They modify a verb, an adjective, or another adverb.

They usually end in ----ly.

Some adverbs are very, not, here, there, too, also, never, always, ever.

1.

2.

3.

4.

5.

Adverbs

Adverbs tell how, when, and where the action is.

Complete the sentence by filling in the blanks.

1. The dog ran _____ How?
_____ When?
_____ Where?

2. A hummingbird flew _____ How?
_____ When?
_____ Where?

3. The old bus traveled _____ How?
_____ When?
_____ Where?

4. The deer jumped _____ How?
_____ When?
_____ Where?

5. A student worked _____ How?
_____ When?
_____ Where?

6. Three ships sailed _____ How?
_____ When?
_____ Where?

Adverbs

Write an adverb to complete these sentences.

Remember: An adverb describes a verb. It tells how, when, where and how much! (Option: Child could act out sentence first, then write appropriate adverb.)

1. I walked _____ to my seat.
2. I _____ closed the window.
3. Will you please, _____ give a book to your friend.
4. Write your name _____ on the board.
5. She _____ closed the door.
6. Speak _____ to a friend.
7. Sit down _____ in your chair.
8. _____ stand up beside your desk.

Adverbs

Adverbs tell how, when or where. Look at the word list and find five adverbs that describe what the fish are doing.

Underline adverbs that tell "how".

Circle the adverbs that tell "where".

Box the adverbs that tell "when".

The fish swim:

see

big

mad

swiftly

scales

morning

under

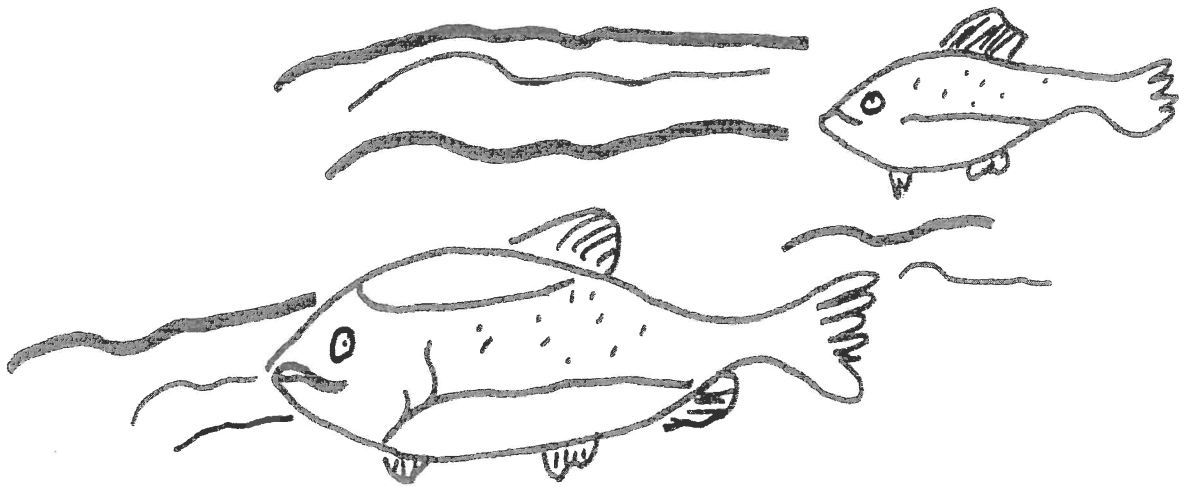
hungrily

early

surface

quietly

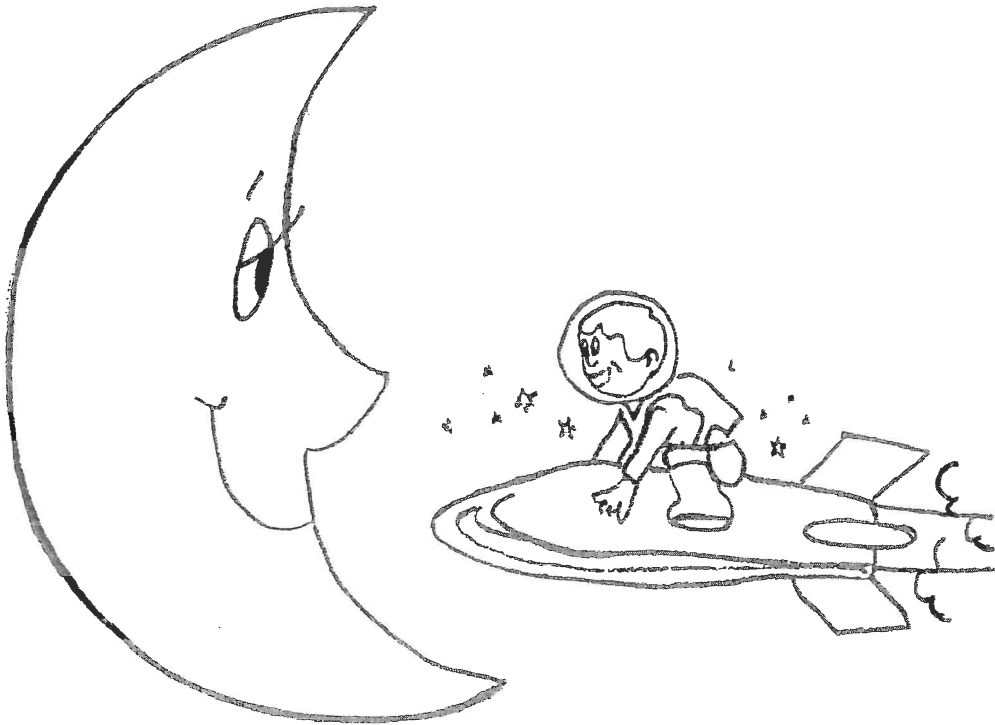
swim



Write a sentence about the fish using at least three adverbs.

Adverbs

Think of adverb describing this picture. Words that describe action.



driving fast

feeling lonely

Adverbs

Adverbs describe verbs, adjectives, or other adverbs by telling how, when, where, or to what degree.

Underline the adverb you find in each sentence.

1. The corn was growing well.
2. The farmer watered it often.
3. Now he could relax.
4. Suddenly a strong wind came.
5. A spark quickly set fire to it.
6. The corn ears fell down.
7. They popped happily into a field of popcorn.



Crispy Crop

Adverbs

Circle the adverbs in the following paragraph.



Jeff laid lazily on his bed, thinking about going outside to play. He was extremely busy trying to think of just the right job to do. He wasn't going to be able to do anything until he cleaned up his room first. He then has to wait until you circle all the adverbs on this page.

VERBS

Verbs show physical or mental action or help make a statement.

The tense of a verb tells the time.

Present tense expresses action that is happening at the present time.

Past tense expresses action that has happened in the past.

Future tense expresses action that will happen in the future.

1.

2.

3.

4.

5.

HELPING VERBS

Helping verbs help the main verb.

They are: am, is, are, was, were, do, did, does, have, has, had, can, could, shall, should, will, would, may, might, must.

1.

2.

3.

4.

5.

LINKING VERBS

Linking verbs do not show action. They link the subject with a word that describes or renames the subject.

Linking verbs are: is, am, are, was, were, appear, become, feel, look, taste, touch, seem, sound

1.

2.

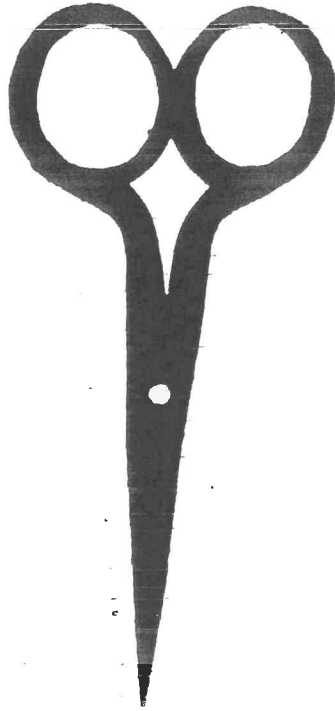
3.

4.

5.



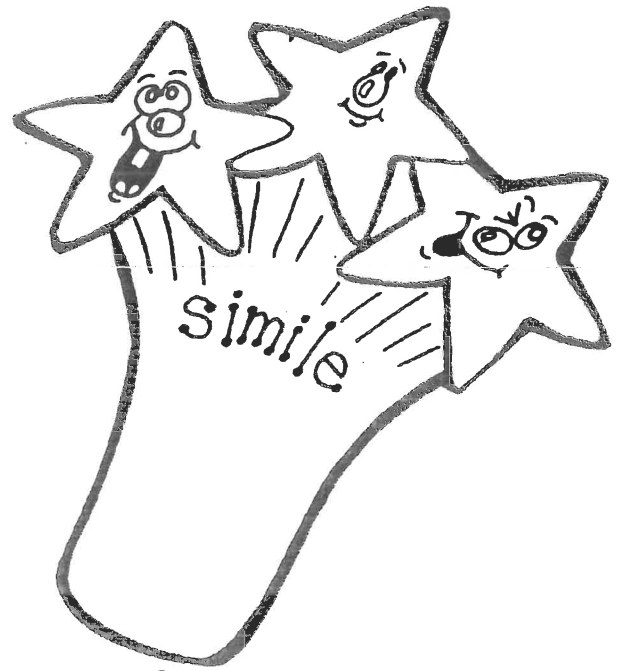
ACTION VERBS
show physical or mental action



© Steiner and Kramel

Can you change this pair of scissors into something completely different that shows an action verb?
Turn the paper any way you prefer.

VERBS



List these words on the board.

hop

crawl

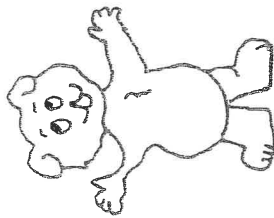
swim

fly

Brainstorm naming animals that make these movements and list them. Have a child choose an animal to act out and see if the class can guess which animal it is being demonstrated.

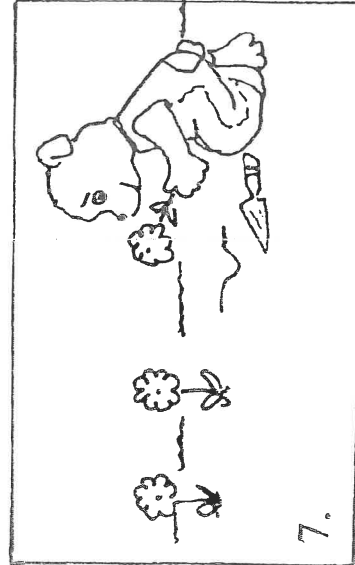
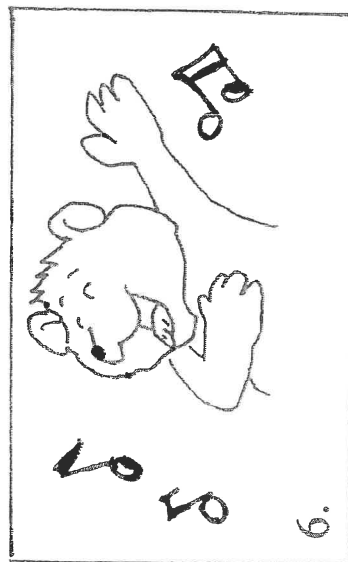
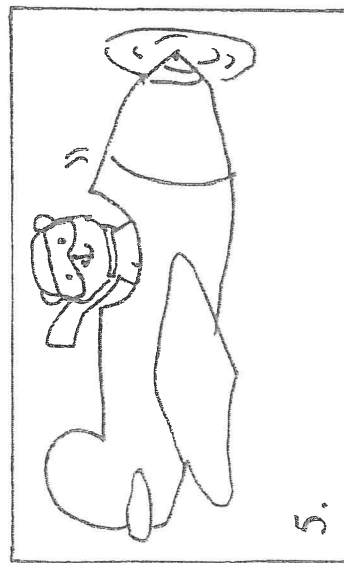
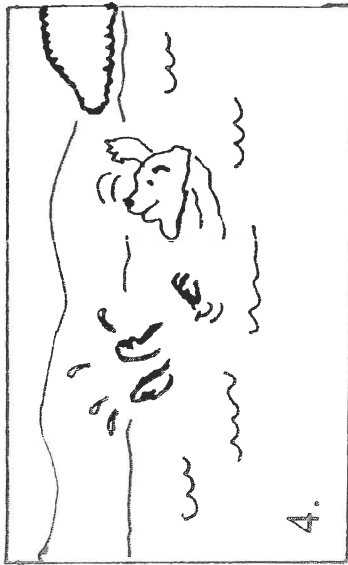
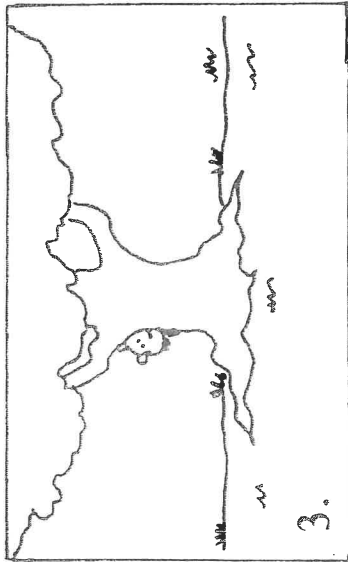
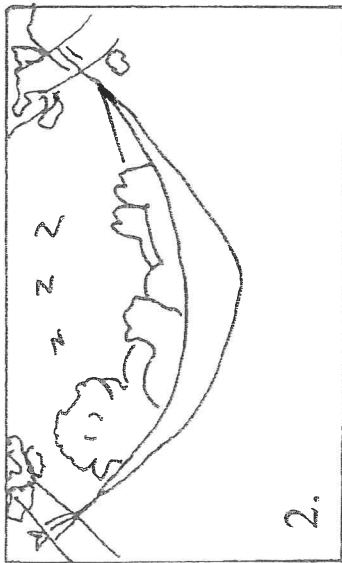
Review with the definition of a verb.

Look at each picture. Write the verb that tells what the bear does. Use the words from the Verb Box.



VERB BOX

flies plants sings swims
hides reads sleeps



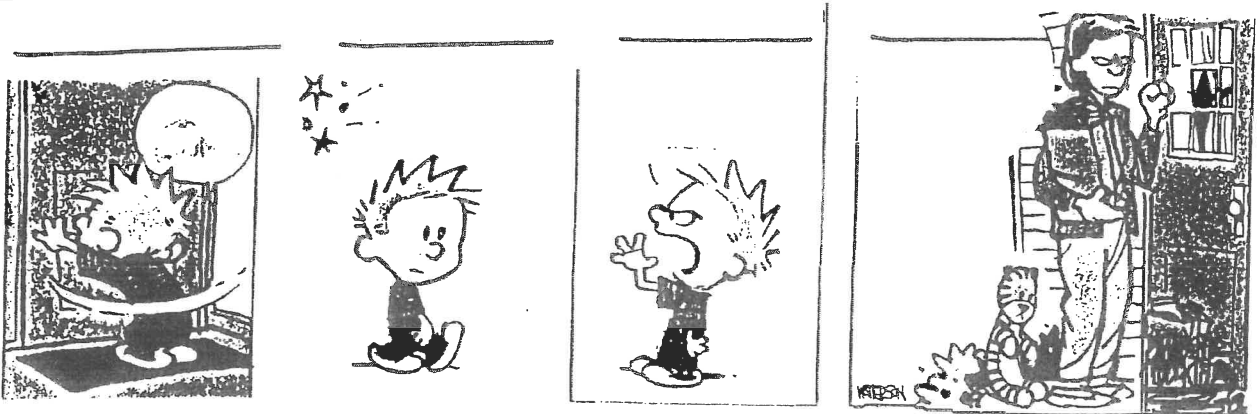
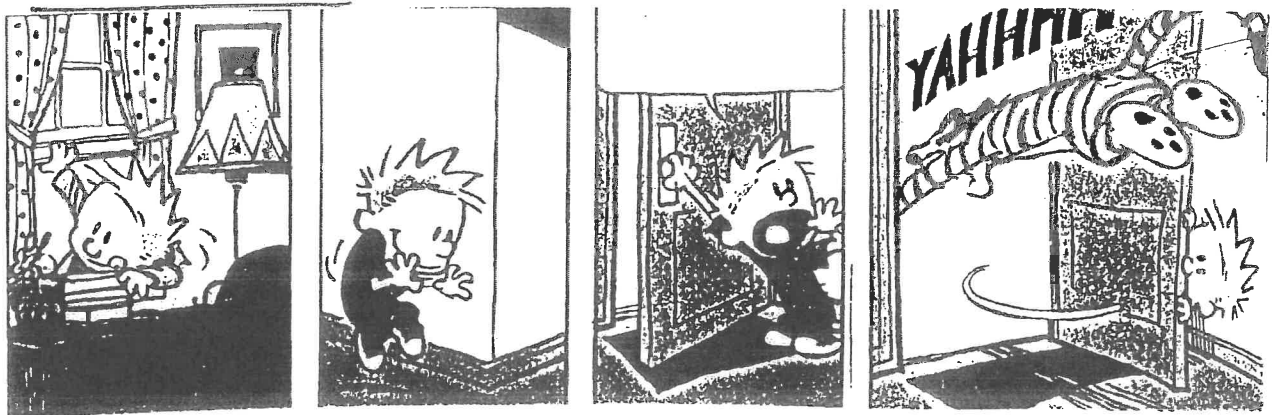
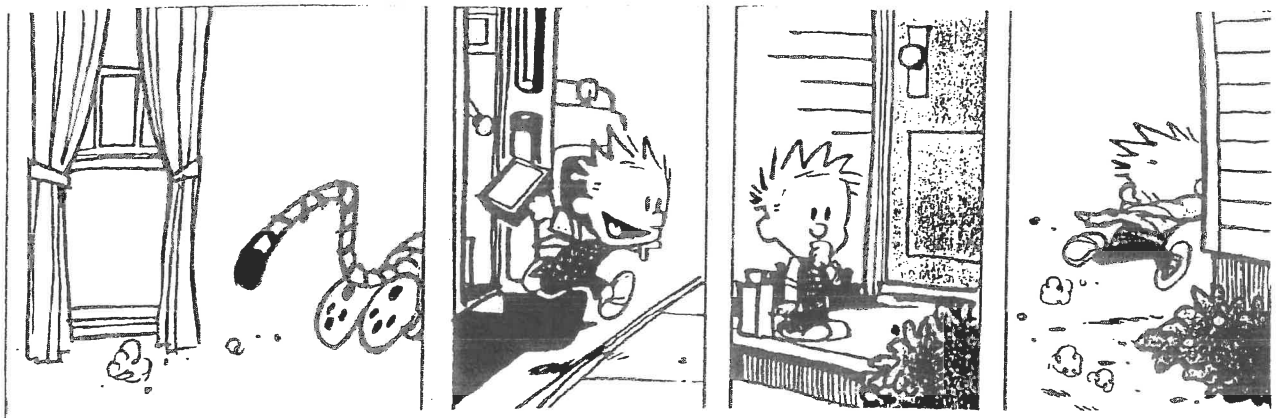
VERBS

Write 10 verbs demonstrated
in this picture.



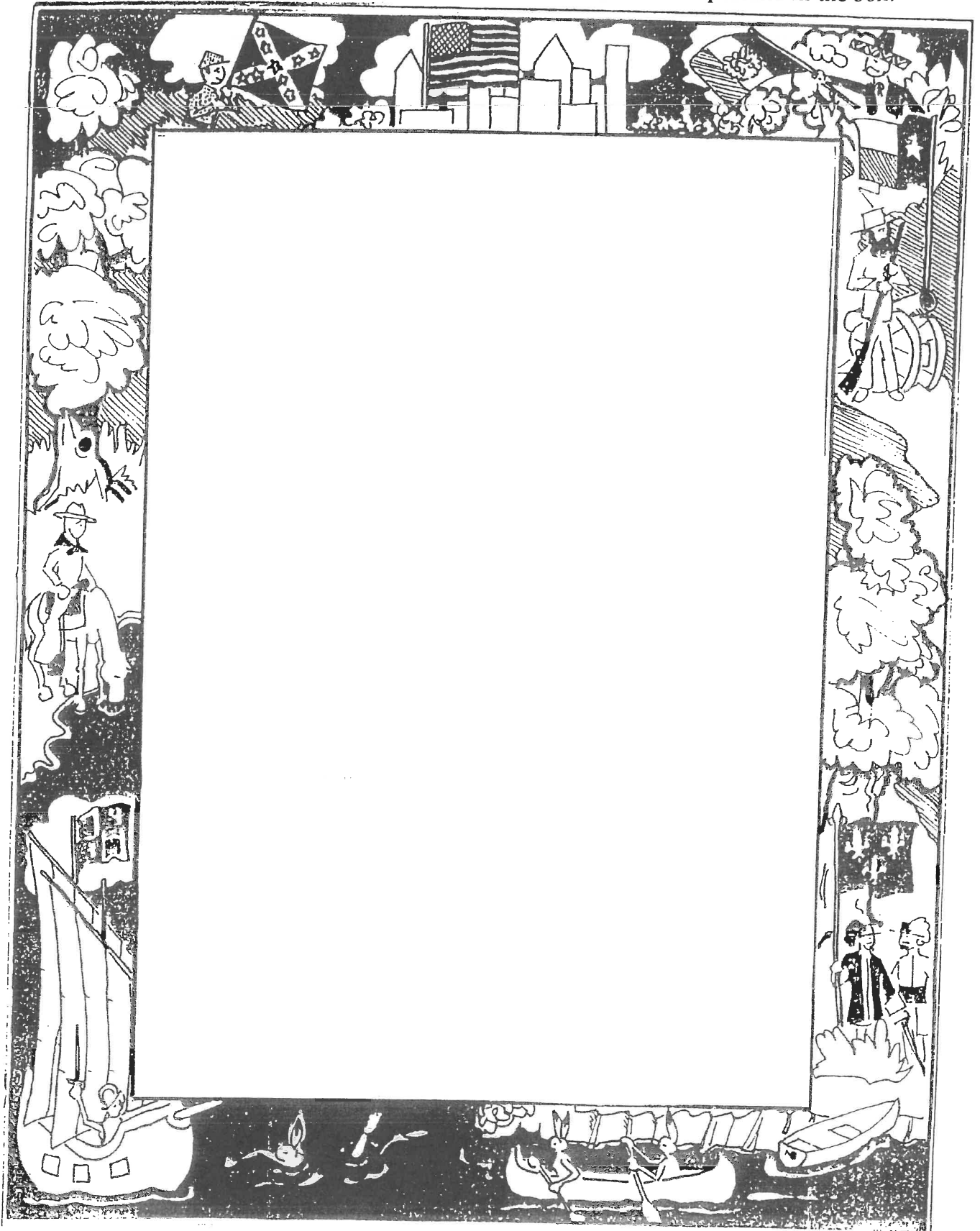
VERBS

Write a verb for each picture.



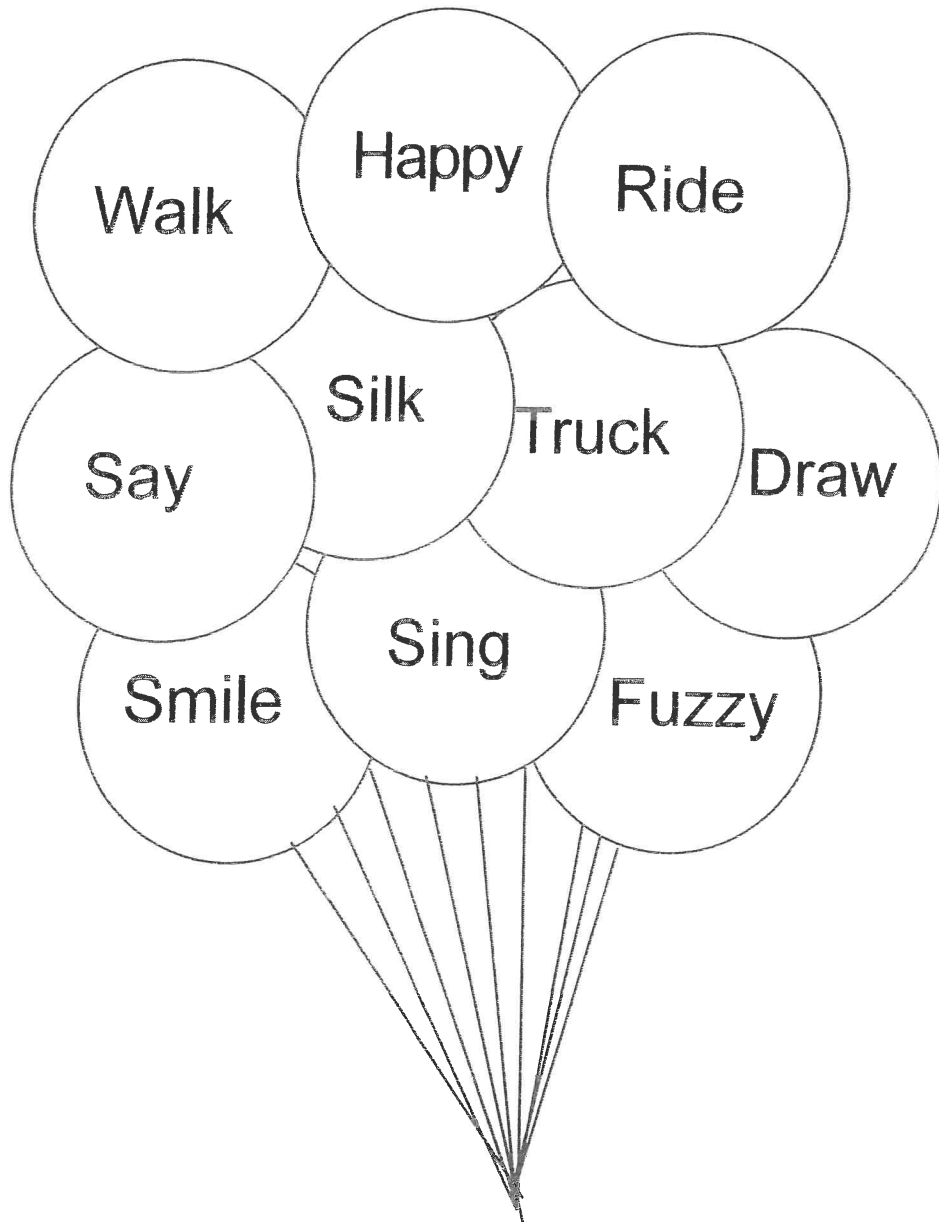
VERBS

Carefully look at the border picture and list as many verbs as possible in the box.



VERBS

Color the balloons that have verbs written on them.



VERBS

Have flash cards naming various action verbs. Student draws from flash card pile and acts out the action. Other students must guess the verb.

running

singing

skipping

writing

crying

fishing

driving

scratching

VERBS

Try these verbs in the Action Verb Test Sentence. Then circle the action verbs in red.

Can you _____ ?



read



eat

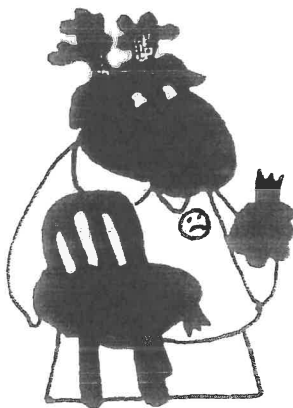


sick

VERBS

Try these verbs in the Action Verb Test Sentence. Then circle the action verbs in red.

Can you _____ ?



broken



wave



run

VERBS --show action or help make a statement

GOOFY SENTENCES

Below are nine sentence beginnings, nine sentence middles, and nine sentence endings. Copy the sentence beginnings on index cards cut in half. Copy the sentence middles and the sentence endings on index cards. Place the cards -- beginnings, middles, and endings -- in front of student. Explain that he can create and read goofy sentences. Always have him explain the verb in each sentence.

Beginnings

The little boy

Dad

My teacher

My cat

The dog

My friend

An orange

The cat

The man

Middles

rode a bicycle

ran from the house

waited

wanted

barked

ate apples

grows

cleans herself

catches fish

Endings

to the store.

to catch a bus.

to get my work.

to catch a mouse.

to scare a cat.

to get strong.

in the sun.

by licking.

in the river.

VERBS -- Charade

For this game you will need:

index cards

pens or pencils

storage box

On each index card write one action word or phrase. Put these cards in a box for the children to pick. Each child takes a turn. The child will read to themselves and then act out the word. When the act is completed then the other children can try to guess the word. The children will continue to take turns reading, acting, and guessing.

The following is a list of charade words and phrases:

writing a letter

running

throwing

brushing your teeth

sweeping the floor

playing basketball

As the children get the idea and hang of the game, you can make the charade cards more challenging. You can also play the game with nouns and adjectives.

ACTION VERBS -- show physical or mental action

Underline action verbs in this story.

A Rainy Day in the Park

Janet walks her dog, Bruno, to the park every day.

Sometimes Janet and Bruno run, if Bruno feels frisky.

Today, Janet thinks it might rain. She decides to take her new umbrella and wear her new raincoat. When they arrive at the park, Janet sees the dark clouds. Janet smiles. Rain feels good when you dress for it.



Write a sentence with the verb walk.

Write a sentence with the verb think.

VERBS

Write the verb that completes each sentence correctly.
Use the following verbs.

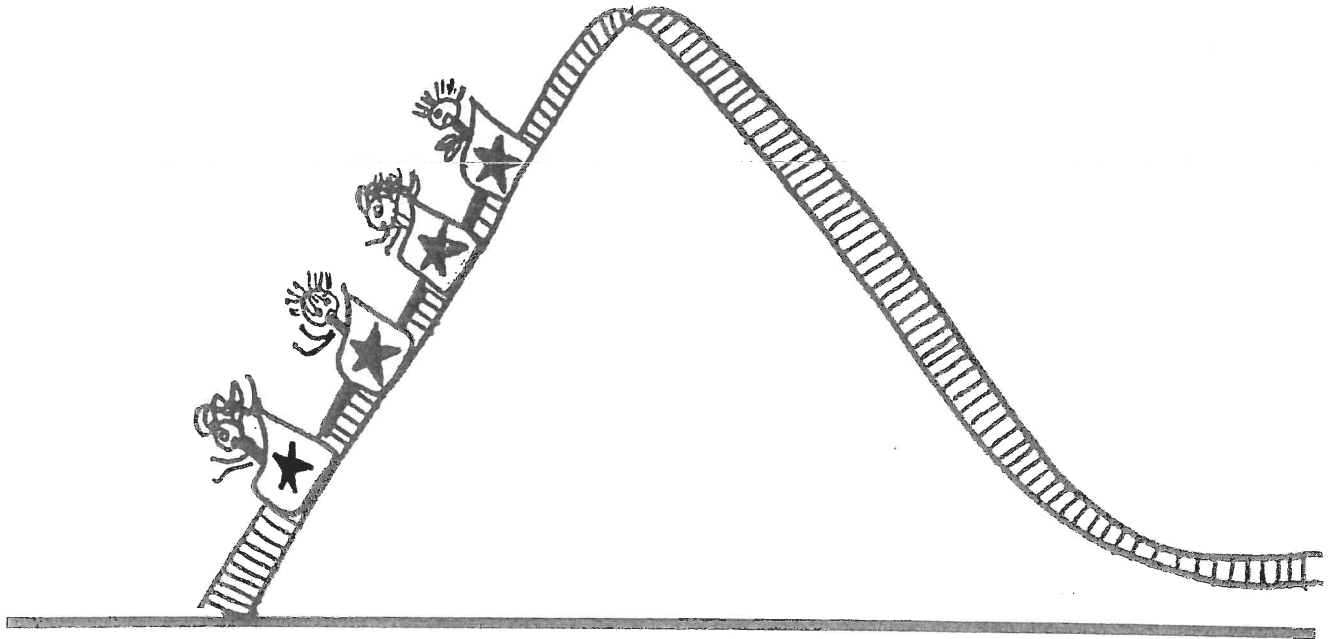
paint help fly plant

1. Pilots _____ jets.
2. Farmers _____ corn.
3. Artists _____ pictures.
4. Nurses _____ sick people.

Circle the action words (verbs) in each sentence below.

5. Randy digs in the dirt.
6. He plants corn seeds.
7. The plants grow.

ACTION VERBS



Roller Coaster Rush

Imagine that you are in line to ride the new roller coaster at the amusement park. You are just about to load into your car. The attendant fastens you in and you are off!

Make a list of all the action verbs you can think of that relate to your roller coaster ride.



ACTION VERBS

Action Verb Test Sentence. --

Can you _____?

Circle all the words that would fit the test sentence.

play

jump

fly

dog

sun

write

rain

hop

swim

cat

run

car

house

sing

dog

work

go

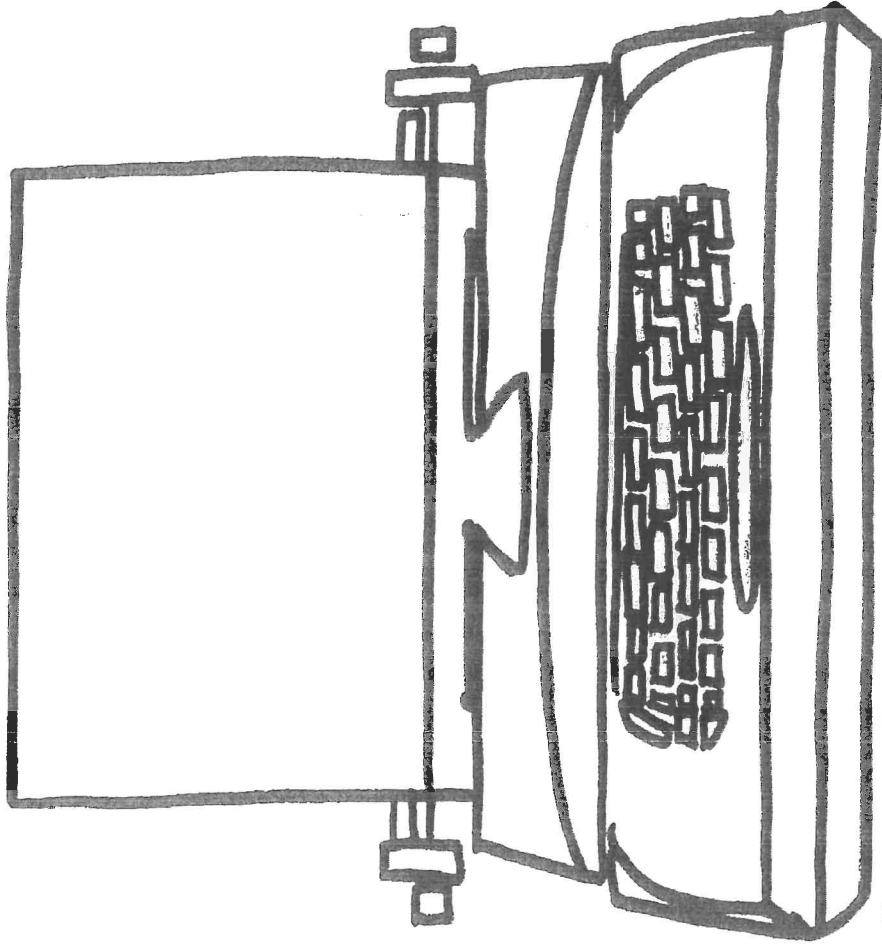
shoe

laugh

clap

glass

smile



Linking Verbs

Write the linking verbs on the paper or parts of the typewriter

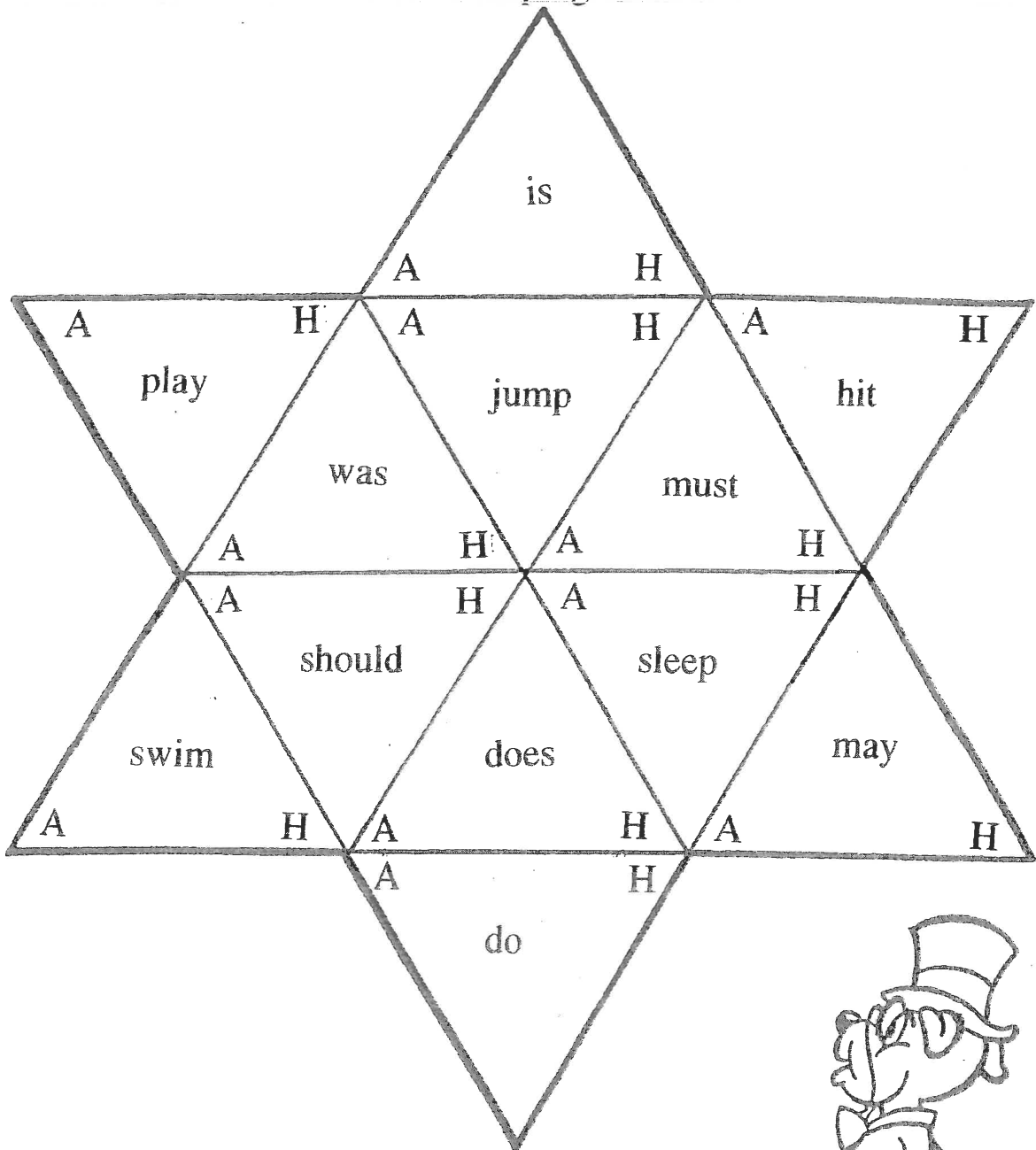
LINKING VERB CHAIN

1. Discuss the fact that linking verbs link the subject to a noun or an adjective.
2. Get a list of examples of sentences with linking verbs.
(See attached)
3. Make strips of paper with the subject on one strip and the noun or adjective that the linking verb is linking the noun to on the other strip.
4. On another color of paper strips write the linking verbs.
5. Form the strips into paper chain links.
6. Connect the strips to make sentences with the linking verb strips as the middle link.
7. This should reiterate that the linking verb is the chain that links the subject to a noun or adjective.

NOTE: Linking verbs do not express action

HELPING VERBS OR ACTION VERBS?

In this figure, there are 20 triangles. Find as many as you can. (Use different-colored pencils to outline the different-sized triangles.) Circle A if the word is an action verb. Circle H if the word is a helping verb.



HELPING VERBS

1. Have two students demonstrate either an "assist" in basketball or soccer.
2. Discuss that the goal would not have been scored without the "assist."
3. Make the connection that helping verbs help or assist the verb in the sentence.
4. Pass out list of helping verbs.
5. Read attached sheet and have students highlight all the helping verbs.
6. Use some or all of the helping verbs in sentences.
7. Pass out word search and have students find the helping verbs.

HELPING VERBS

Circle the helping verbs in the following sentences.

1. The two boys were sharing the toy.
2. Will you help me clear the table?
3. He did what was right.
4. You might have to go to the doctor.
5. We shall begin the lesson now.

Can you think of any other helping verbs?

Make a sentence with one.

Common Helping Verbs

is

shall

be

am

should

being

are

may

been

do

might

can

does

must

could

did

have

was

will

has

were

would

had

VERB TENSES

I. JUMP

I _____ We _____

You _____ They _____

He/She _____ It _____

II.

Yesterday I _____.

Tomorrow I will _____.

Now I am _____.

III.

Write one sentence using a verb that ends with the suffix -ed.

IV.

Write a sentence using a verb that ends with the suffix -ing.

V. T or F -- All sentences need at least one verb.

VERBS--Present Tense

Verbs that tell about now.

Circle the correct verb.

1. Andy (ring, rings) the bell.
2. The door (open, opens).
3. Andy (shout, shouts) with joy.
4. The horse (jump, jumps) the fence.
5. The boys (call, calls) for help.
6. The dog (get, gets) the horse back.
7. The horse (want, wants) some water.

VERBS--Present Tense

Present Tense Test Sentence --

Can you _____ ?

Underline all the words that would fit the test sentence.

sing

laugh

clapped

called

shouts

smiles

get

runs

wants

swim

open

jump

VERBS--Past Tense

says that something has already happened

Write the past tense of the verbs.

sail _____

walk _____

work _____

play _____

Circle the verbs that are past tense.

1. I saw them playing.
2. Let's sing together.
3. They ate the ice cream yesterday.
4. Bob went to the store.
5. When will you leave?
6. He jumped on the trampoline.

VERBS--Past Tense

Add -ed to a verb to show that something happened in the past.

Draw a line under the verbs that happened in the past.

1. A big ship (roar, roared) off the ground.
2. It (landed, lands) on the moon.
3. Men (walked, walk) on the moon.
4. We (watch, watched) them ride the rover.
5. One person (jump, jumped) from the ship.



VERBS--Past Tense

DIRECTIONS: Place a (p) in the blank of the sentences that happened in the past.

_____ 1. I want a dog.

_____ 2. Mike laughed at Rick.

_____ 3. We hoped we would win.

_____ 4. I like watermelon.

_____ 5. Bill gave me a book.

_____ 6. The dog jumped over the fence.

_____ 7. Beth raked the leaves.

_____ 8. I see Fred and Tad.

VERBS--Past Tense

Try these verbs in the Past Tense Test Sentence.

Circle all the words that would fit the test sentence.

Have you _____ ?

jumped

played

play

worked

smile

watch

laughed

opened

danced

cooked

walk

close

Mismatched VERBS and Verb Tenses

Underline the verb which does not match the tense of the other verbs. Write what tense of the verb is used to match the remaining verbs: Present, Past, Future

- _____ 1. go, come, see, sang
- _____ 2. play, jumped, saw, watched
- _____ 3. will do, will swim, will make, did
- _____ 4. draw, match, wrote, think
- _____ 5. cooked, mixed, beat, ate
- _____ 6. went, will meet, will see, will pray
- _____ 7. thought, liked, shook, shake
- _____ 8. am, is, are, was
- _____ 9. closed, shopped, will be, drove
- _____ 10. wobbled, crawl, skip, dance

VERB TENSES: Past, Present, Future

Make three cards with one titled "past", one "present", and one "future." Attach each card to a different container.

Write various verbs in all tenses on clothespins.

Student picks a clothespin and chooses correct container to drop pin in.

VERB EXAMPLES:

acted	acting	will act
added	adding	will add
carried	carrying	will carry
brushed	brushing	will brush
cooked	cooking	will cook
climbed	climbing	will climb
batted	batting	will bat
studied	studying	will study

This activity can be done in groups of two. One student does activity, the other checks. Then reverse roles.

VERBS--Past, Present, Future

When did the action take place?

Write present, past, or future in the blank.

_____ 1. Bob is playing ball today.

_____ 2. He played yesterday.

_____ 3. He will play tomorrow.

_____ 4. It happened.

_____ 5. It is happening.

_____ 6. It will happen.

Past Tense of IRREGULAR VERBS

DIRECTIONS: Fill in the blanks with the correct form of the following verbs.

swam was gave do is went
be will give see did sat saw

1. Today _____ Friday.
2. Yesterday _____ Thursday.
3. Tomorrow will _____ Saturday.
4. I couldn't find my shoes, now I _____ them.
5. Yes, I _____ that movie last week.
6. On Sunday I _____ beside Pat at church.
7. I _____ my sister a book to read.
8. She _____ you a ride to school.
9. Jacob _____ four laps in the pool.
10. Can you _____ the butterfly stroke?
11. He _____ his chores.
12. Susan _____ to the store.

VERBS--Future Tense

PRESENT TENSE
(now)

PAST TENSE
(already happened)

FUTURE TENSE
(will happen)

pick

picked

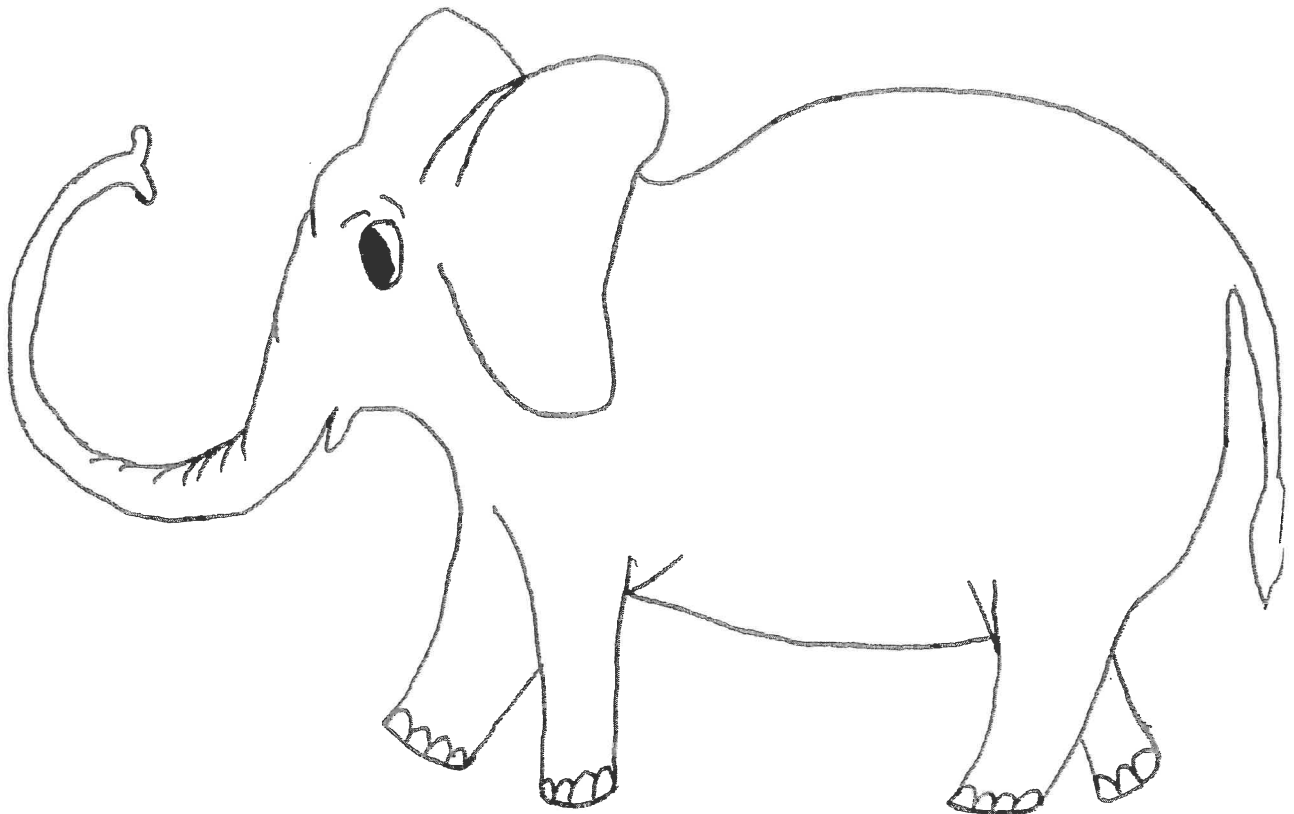
will pick

look

looked

will look

Directions: Look at the picture below and write one sentence about it in the future tense.



CONJUGATING

Conjugating is giving all the forms of the verb.

The teacher will work with the children. Once the children feel comfortable, they may use the sheet independently!

The Old Dish Story!!

wash

washing

washed

1. I _____ the dishes yesterday.
2. I will _____ the dishes tomorrow.
3. I am _____ the dishes.

You won't have to dry the dishes if you can write 3 sentences using dry, will dry, drying!

1.

2.

3.

"CONJUGATING" is giving all the forms of the verb.

EXAMPLES:

verb -- play

I played.

I am playing

I will play.

verb -- wash

I washed.

I am washing.

I will wash.

LET'S CONJUGATE!!

dry

laugh

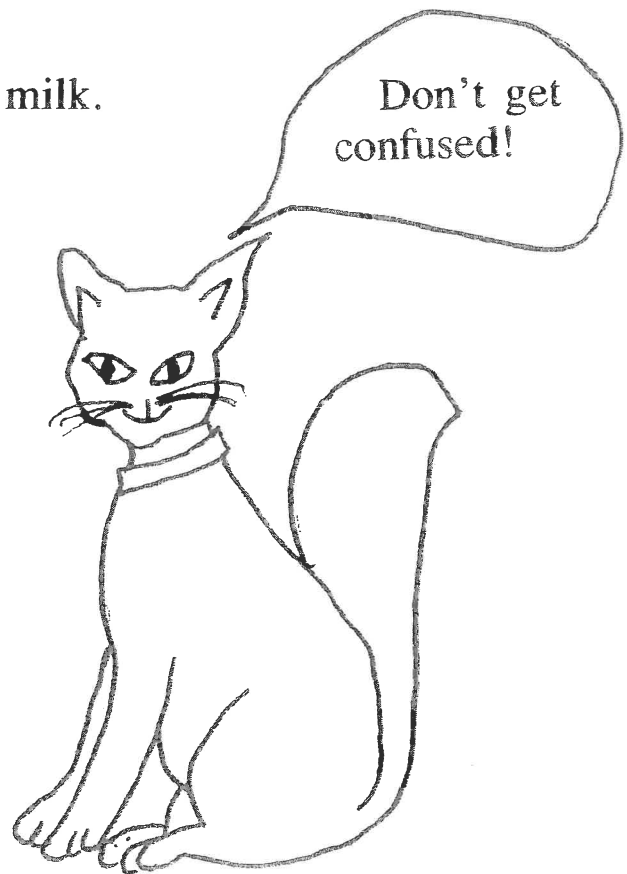
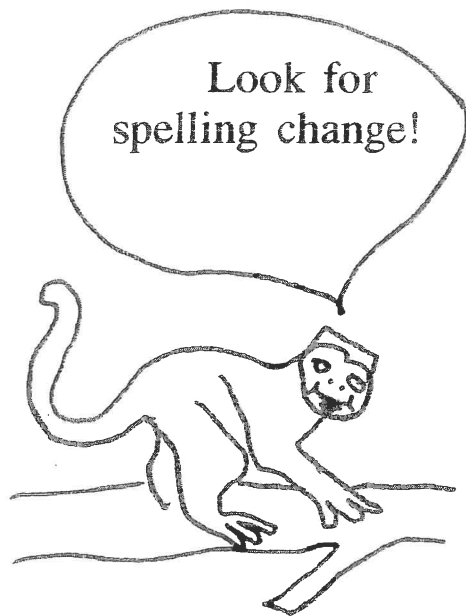
jump

happen

IRREGULAR VERBS

DIRECTIONS: Circle the correct verb in each sentence.

1. The boy (ride, rode) his bicycle.
2. James (fall, fell) into the lake.
3. The wind (blow, blew) the kite into the tree.
4. I (throw, threw) the ball.
5. I (drink, drank) all of my milk.



PREPOSITIONS

Prepositions are words used to show relationship between a noun and another word in the sentence.

A **prepositional phrase** is a group of words beginning with a preposition and ending with a noun or pronoun.

The **object of a preposition** is the noun or pronoun at the end of the prepositional phrase.

Some prepositions are: at, by, during, for, from, of, through, to, with.

1.

2.

3.

4.

5.

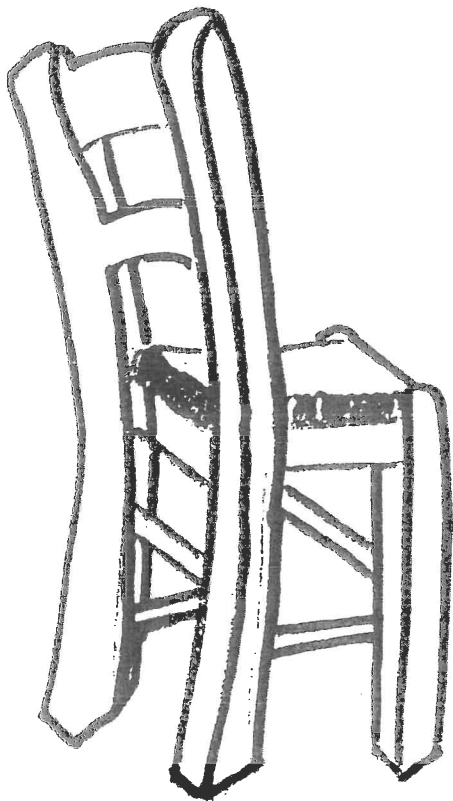
Prepositions

Materials needed:

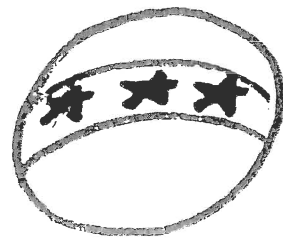
co-operative student
1 chair
1 Nerf ball

Have student:

sit in the chair
stand behind the chair
lean over the chair
kneel on the chair
roll a ball under the chair
toss a ball through the leges of the chair



STUDENT



Prepositions

on under between over
out before in above
through by off

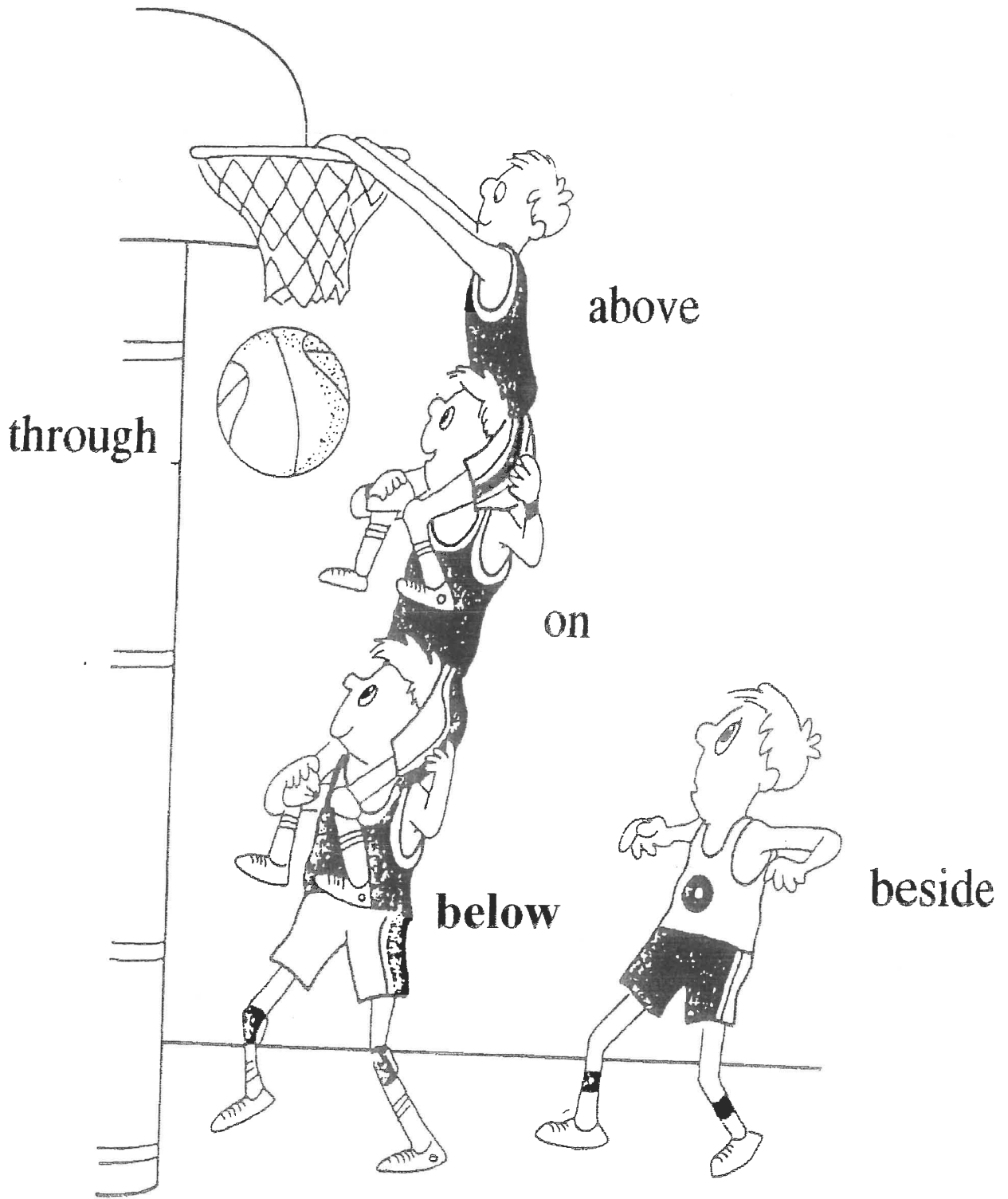
Fill in the blank with a preposition.

1. _____ the roof.
2. _____ a table
3. _____ the fence
4. _____ the door
5. _____ a cloud
6. _____ two houses
7. _____ recess
8. _____ the woods
9. _____ a star

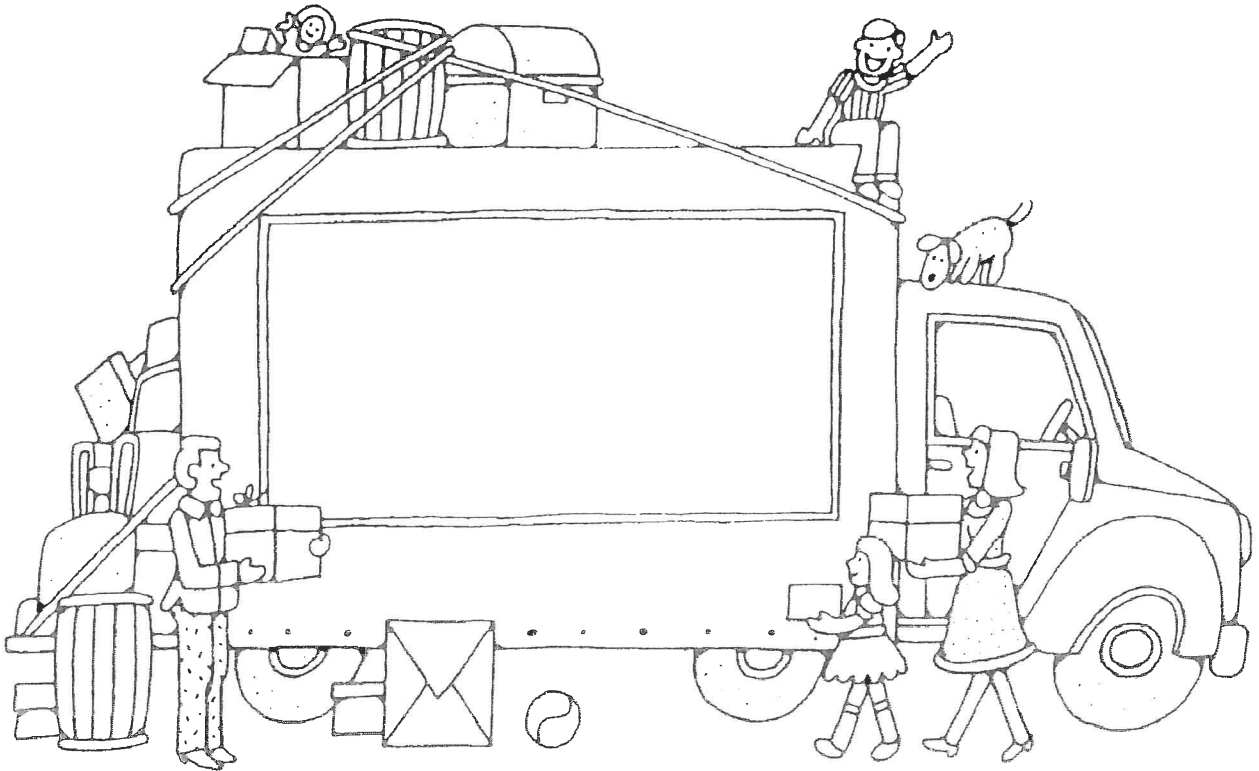
Object of the Preposition

Child will read the command. Name the preposition. Then choose the object of the preposition and perform the action. Teacher or another child will "guess" what object of the preposition was chosen.

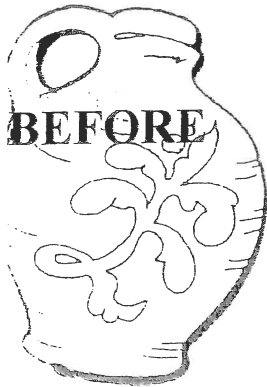
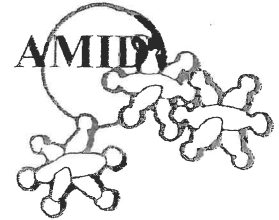
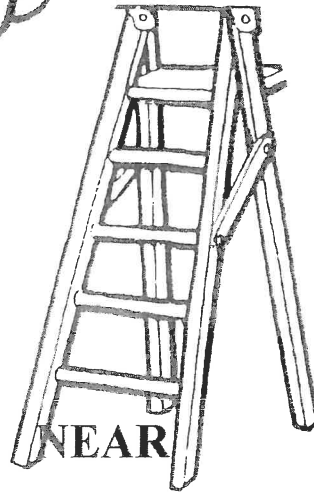
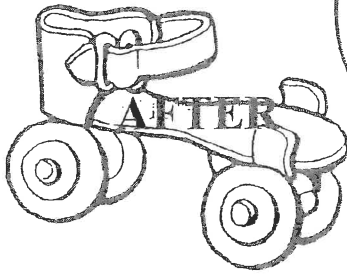
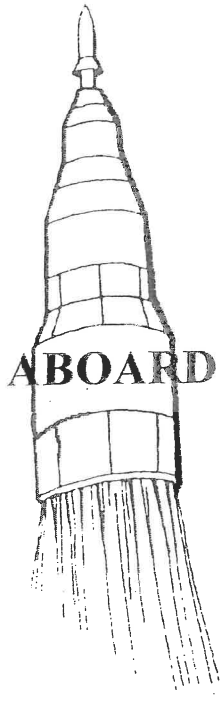
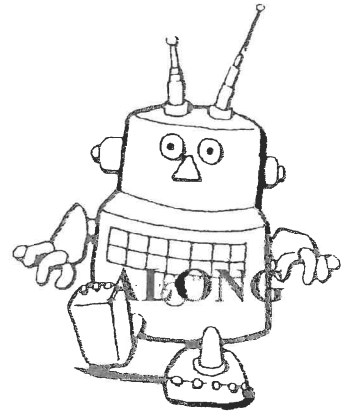
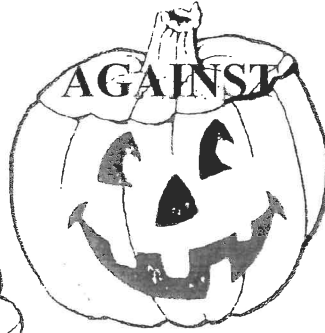
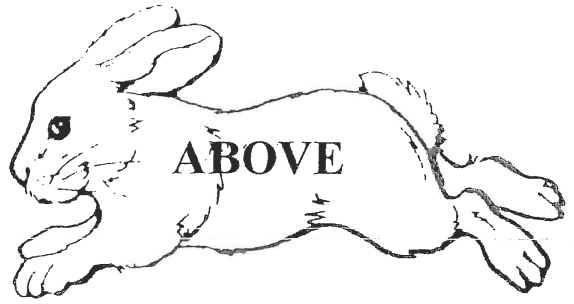
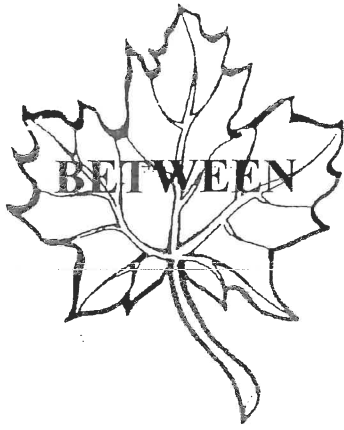
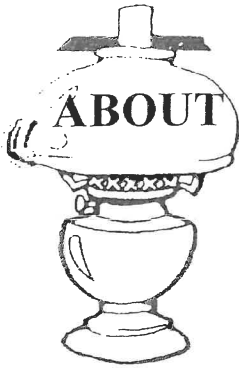
1. Put the book on _____.
2. Sit by _____.
3. March to _____.
4. Look in _____.
5. Throw the beanbag to _____.
6. Place your pencil on _____.
7. Put your hands on _____.
8. Draw on _____.
9. Return the paper to _____.
10. Stand beside _____.

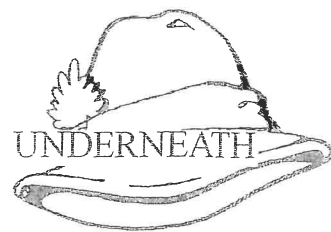
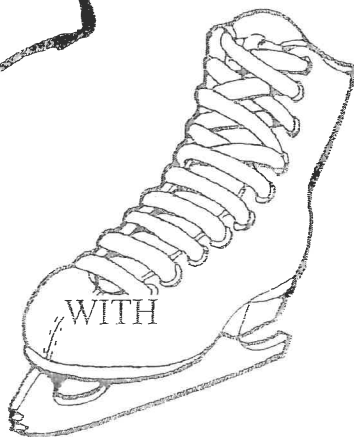
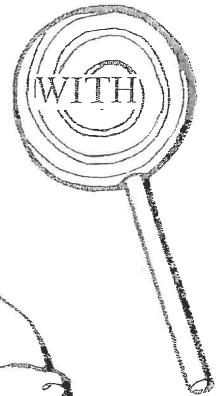
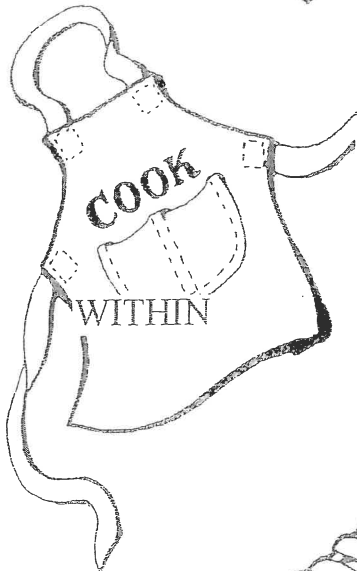
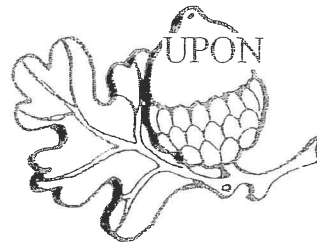
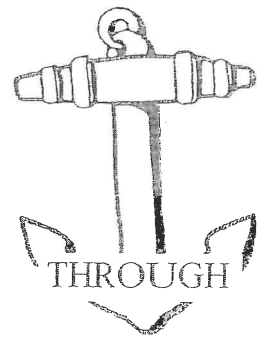
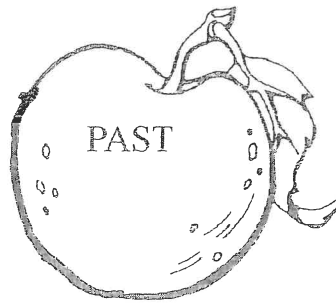
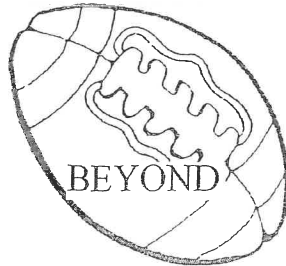
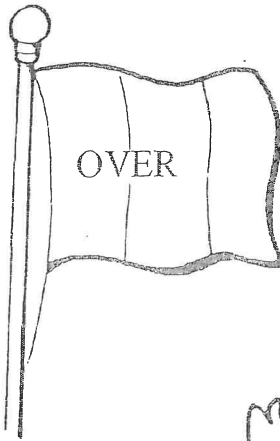
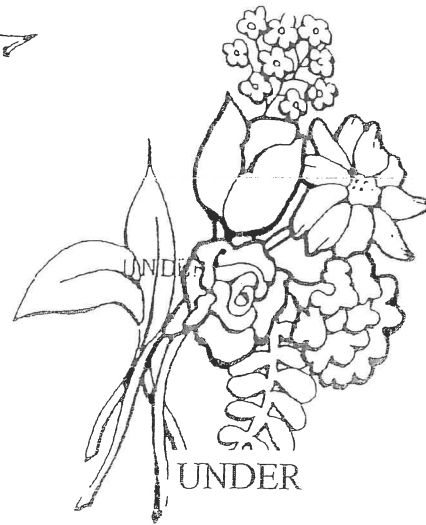


Prepositions



The Smith's are moving. Write sentences using prepositions to tell about the moving van and its contents.





Prepositions

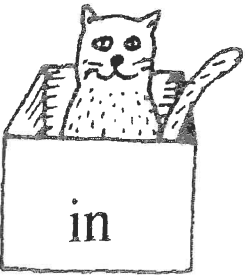
Color the prepositions in the story, then color the wheelbarrow just for fun.

[The little Rabbit] had rides in the wheelbarrow, and picnics on the grass, and lovely fairy huts for him under the raspberry canes behind the flower border.

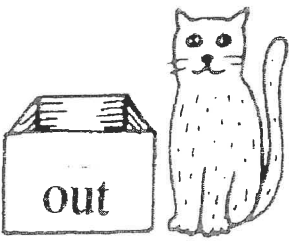


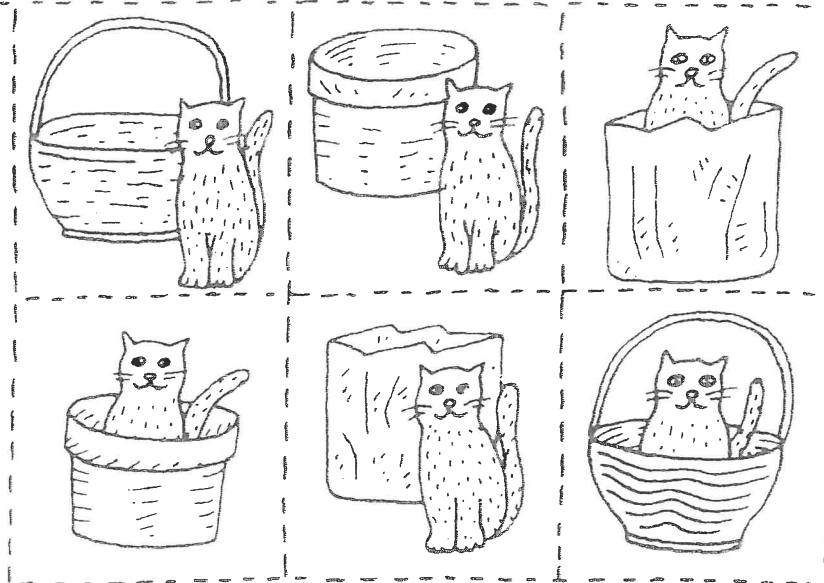
Prepositions

Paste the pictures of cats that are in things here.

 in			
---	--	--	--

Paste the pictures of cats that are out of things here.

 out			
---	--	--	--




Cut out the pictures on the dotted lines.

in

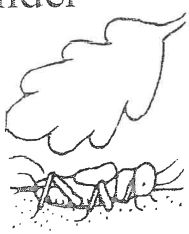
out

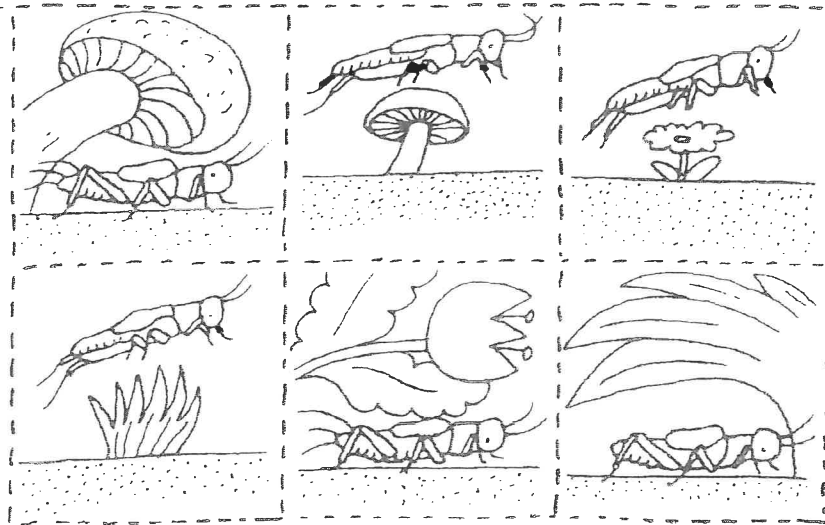
Prepositions

Paste the pictures of grasshoppers hopping over things here.

over 			
---	--	--	--

Paste the pictures of grasshoppers hiding under things here.

under 			
---	--	--	--



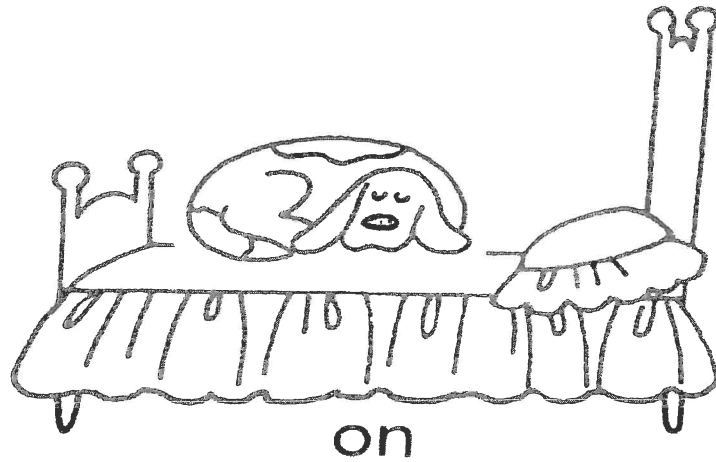
Cut out the pictures on the dotted lines.

over

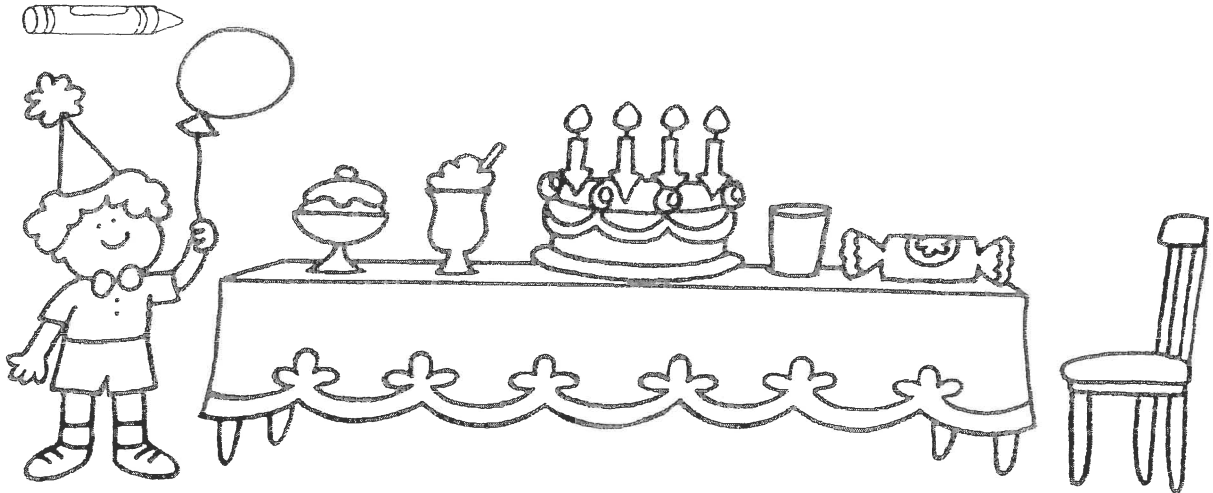
under

Prepositions

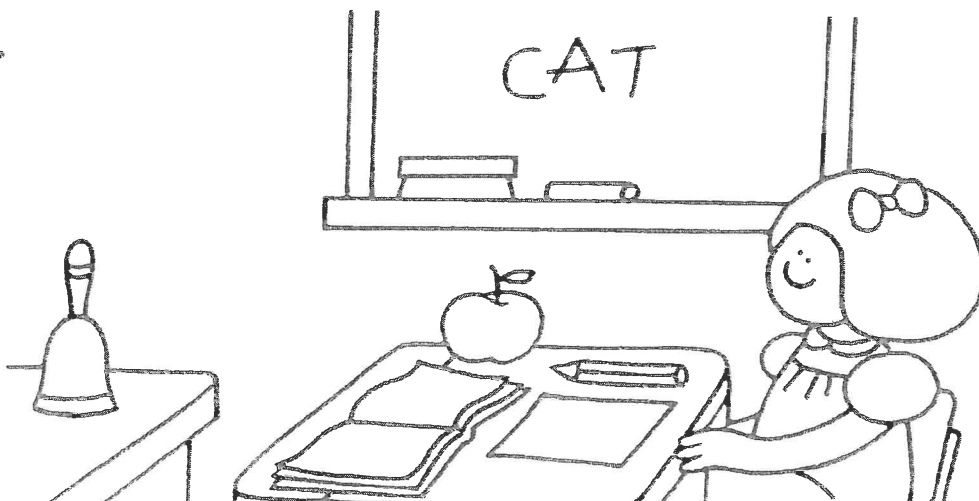
1. Color the objects on the table.
2. Color the objects on the desks.



1.



2.

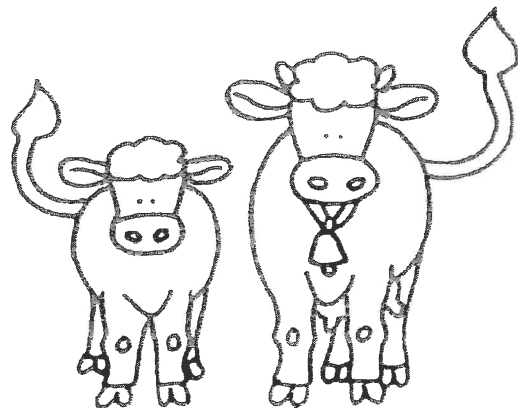
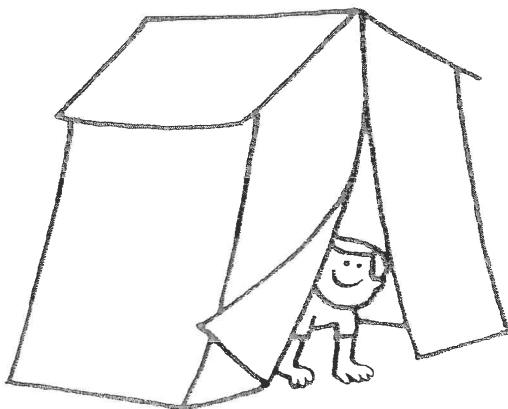
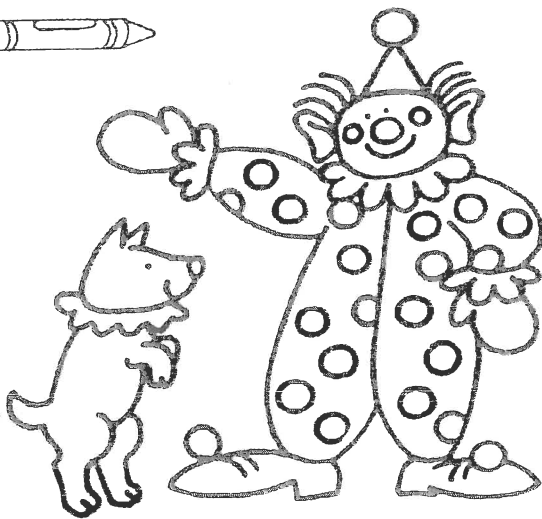
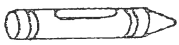


Prepositions

Color the pictures that show the concept "next to."



next to

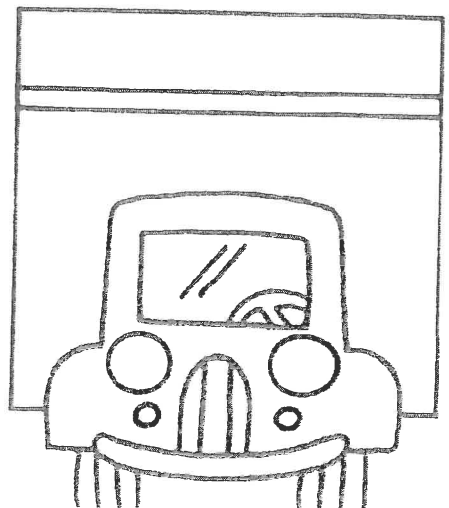
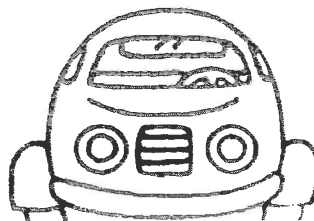
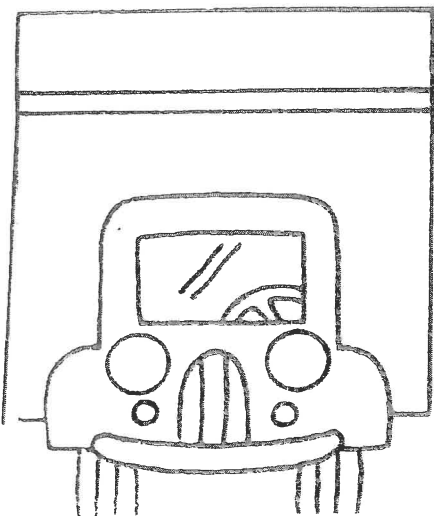
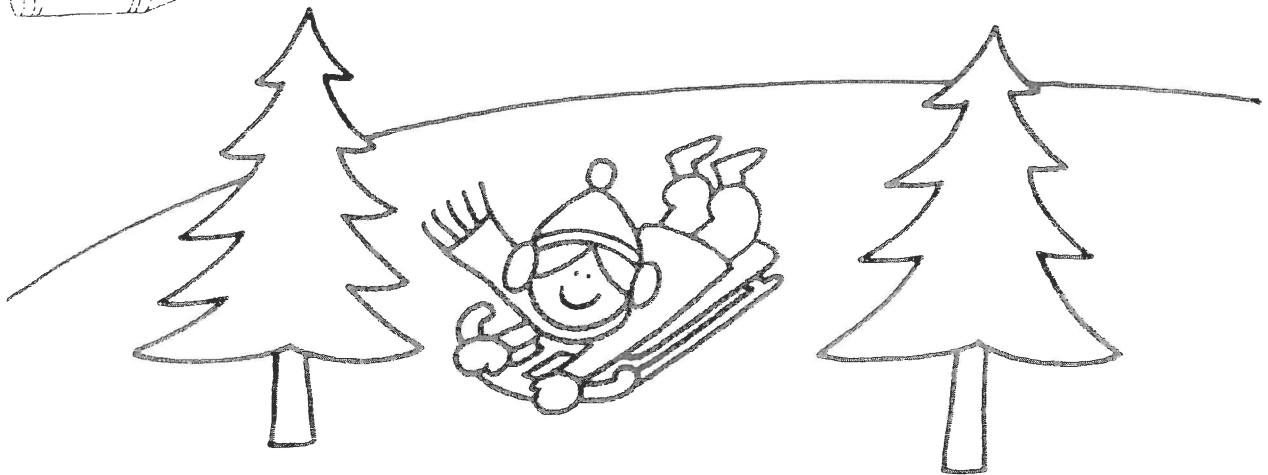
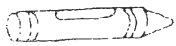


Prepositions

Color the object that is between two other objects.

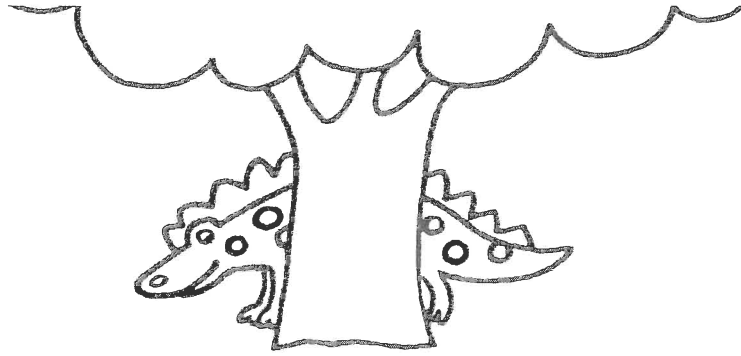


between

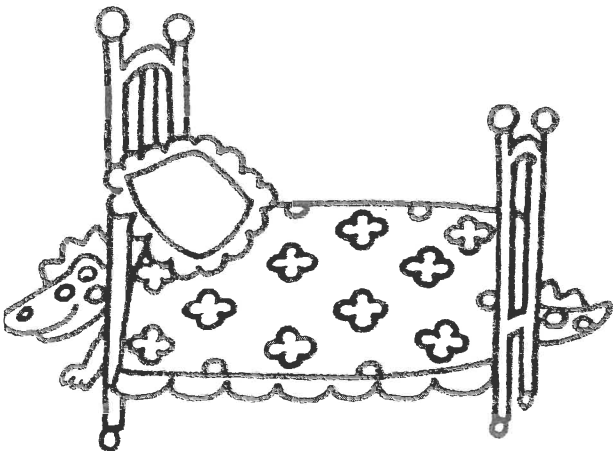
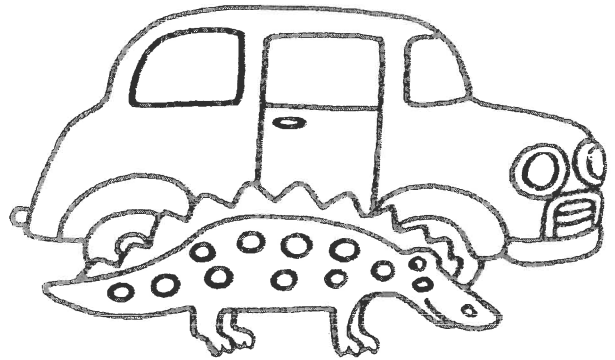
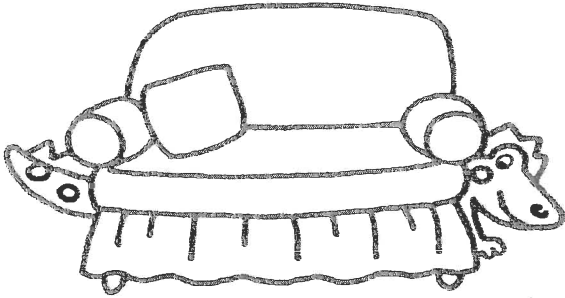


Prepositions

Color the dinosaur when he is behind an object

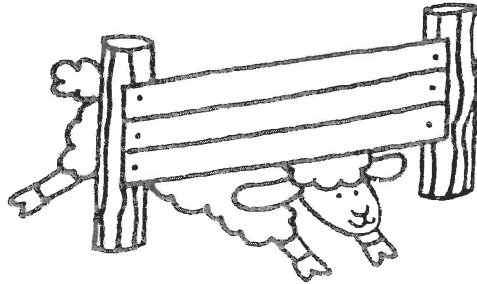


behind

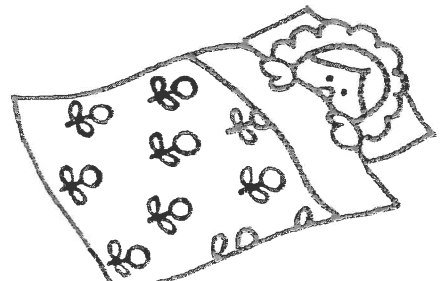
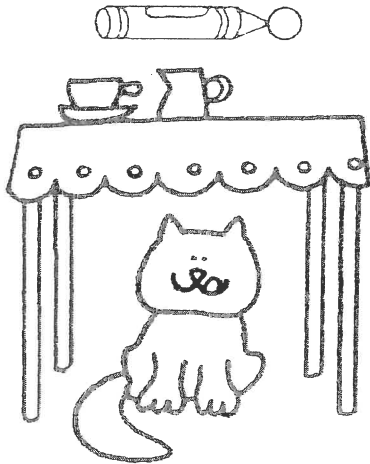


Prepositions

Circle the pictures that show the concept "under."



under



Prepositions

Take a bottle, label bees with prepositions and use this sentence.

The bee flew _____ the bottle.

Preposition List

aboard
after
among
behind
between
down
from
near
over
throughout
underneath
upon

about
against
around
below
beyond
during
in
of
past
to
until
with

above
along
at
beneath
but
except
into
off
since
toward
unto
within

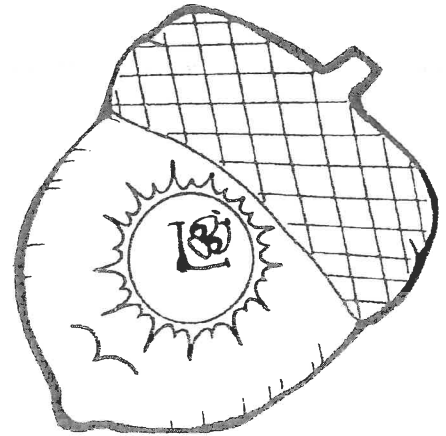
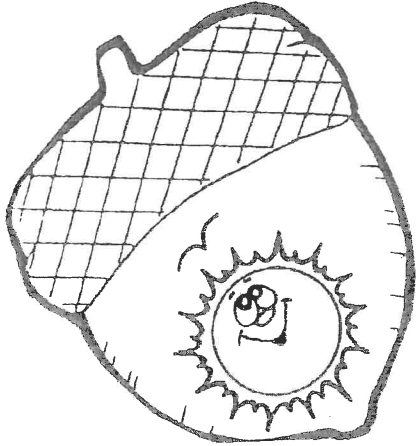
across
amid
before
beside
by
for
like
on
through
under
up
without



Prepositions

commonly used prepositions

over

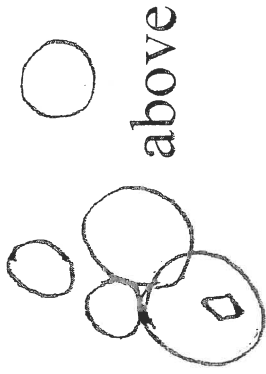


under

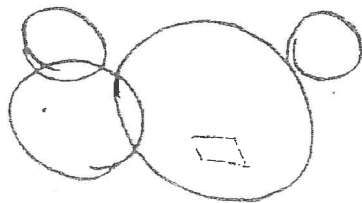
NOTE: think of direction

aboard	at	down	off
about	before	during	on
above	behind	except	over
across	below	for	past
after	beneath	from	since
against	beside	through	in
along	into	between	under
among	beyond	without	like
of	around	by	toward
underneath	to	upon	until
throughout	with	up	within

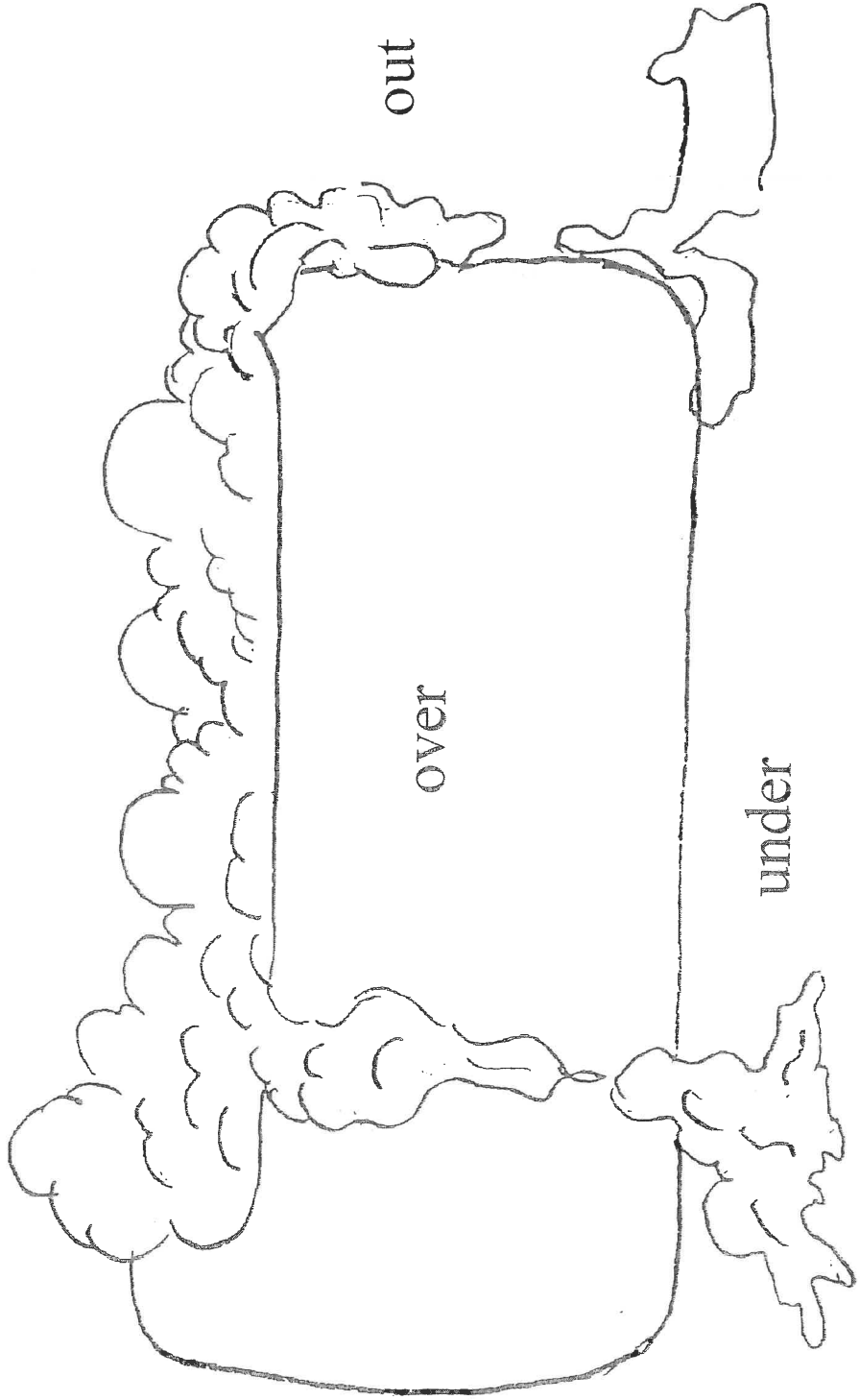
Prepositions



above



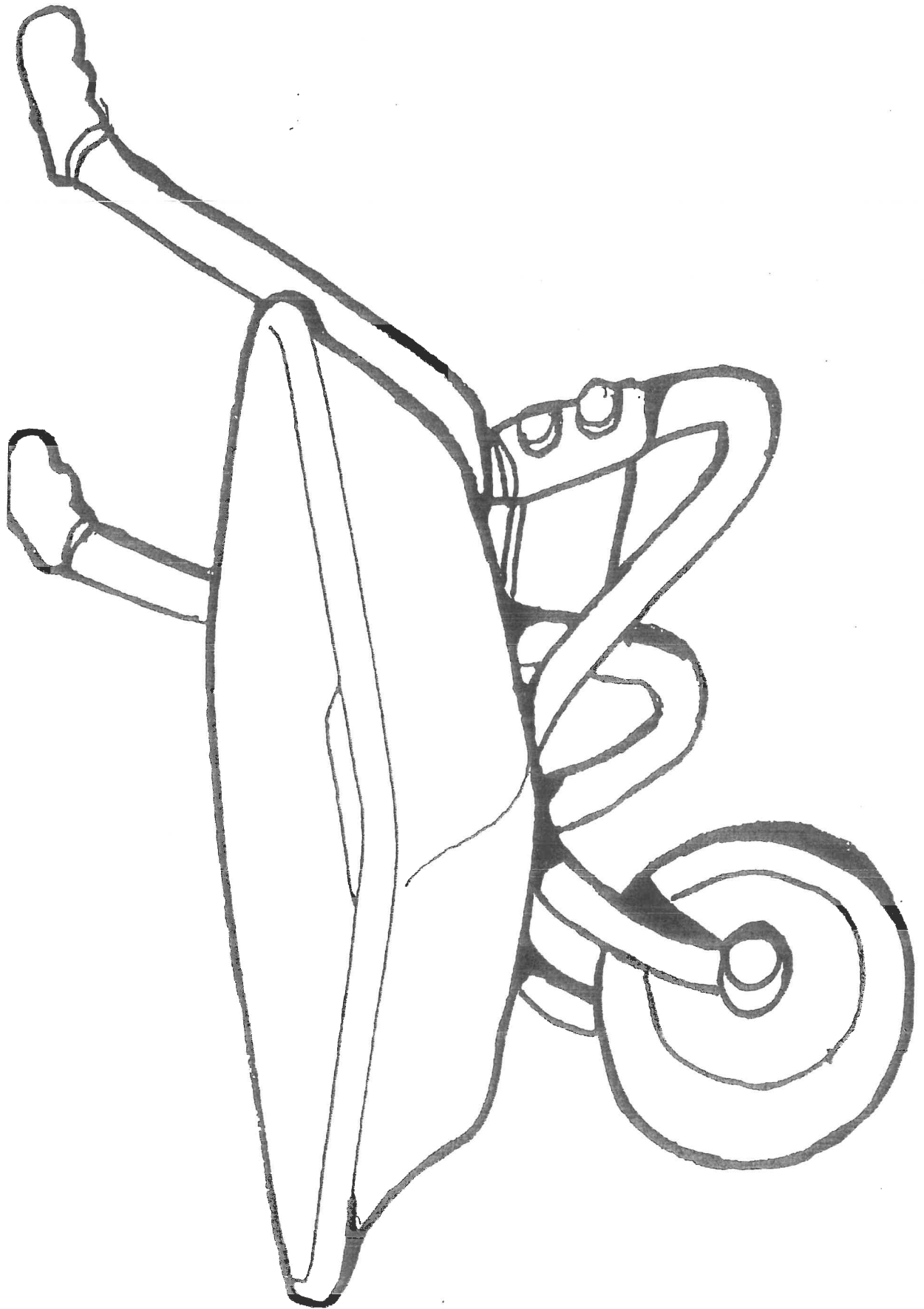
beside



out

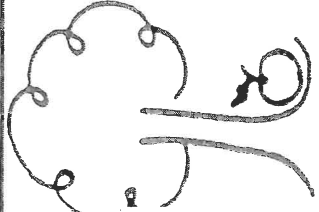
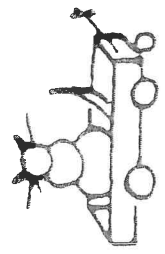
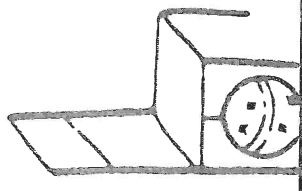
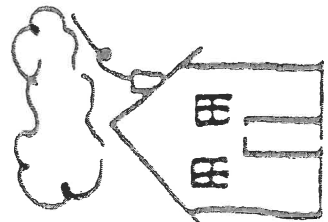
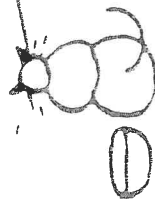

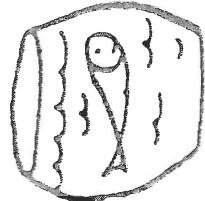
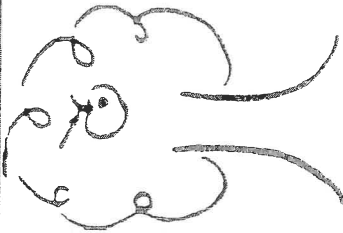
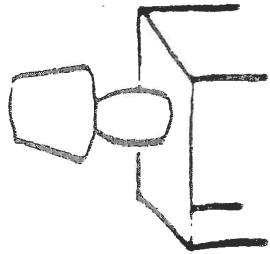
over

under



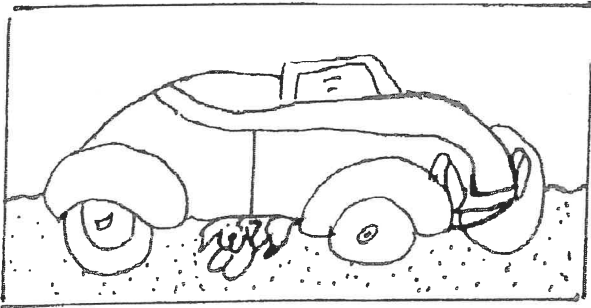
Prepositional Phrases

Cut into squares or draw on blackboard. Student will read each prepositional phrase on each picture and then circle which is the "correct" choice.

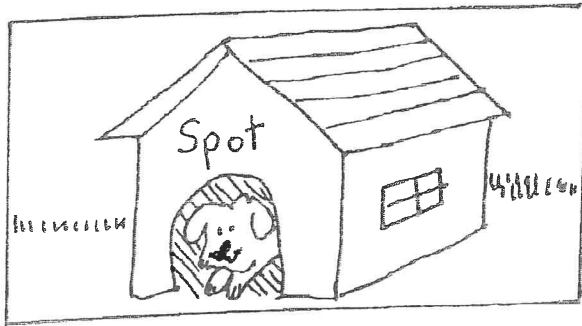
 <p>in a tree on a tree under a tree</p>	 <p>by a wagon in a wagon over a wagon</p>	 <p>under a chair by a chair on a chair.</p>
 <p>on a house over a house under a house</p>	 <p>by a dish in a dish on a dish</p>	 <p>over an arm by an arm on an arm</p>
 <p>in a bowl on a bowl by a bowl</p>	 <p>over a tree on a tree under a tree</p>	 <p>by a table over a table on a table</p>

Prepositional Phrases

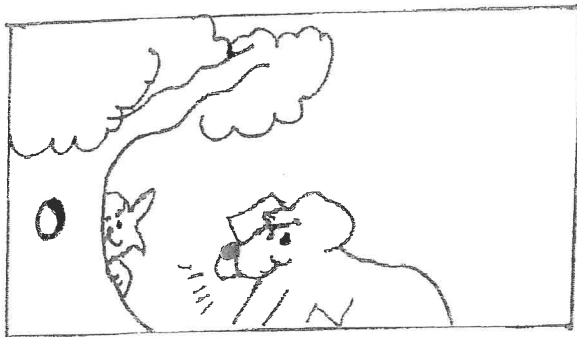
Draw a line to the prepositional phrase that completes each sentence.



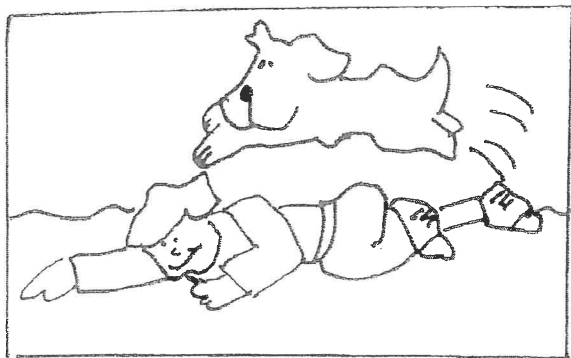
The dog is
on the car.
under the car.



The dog is
over the doghouse.
in the doghouse.



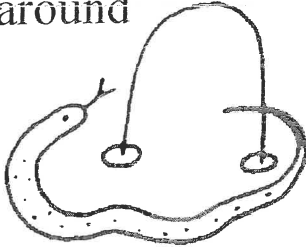
The dog is
by the tree.
in the tree.



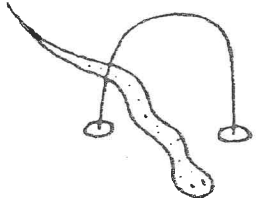
The dog is
over the boy.
under the boy.

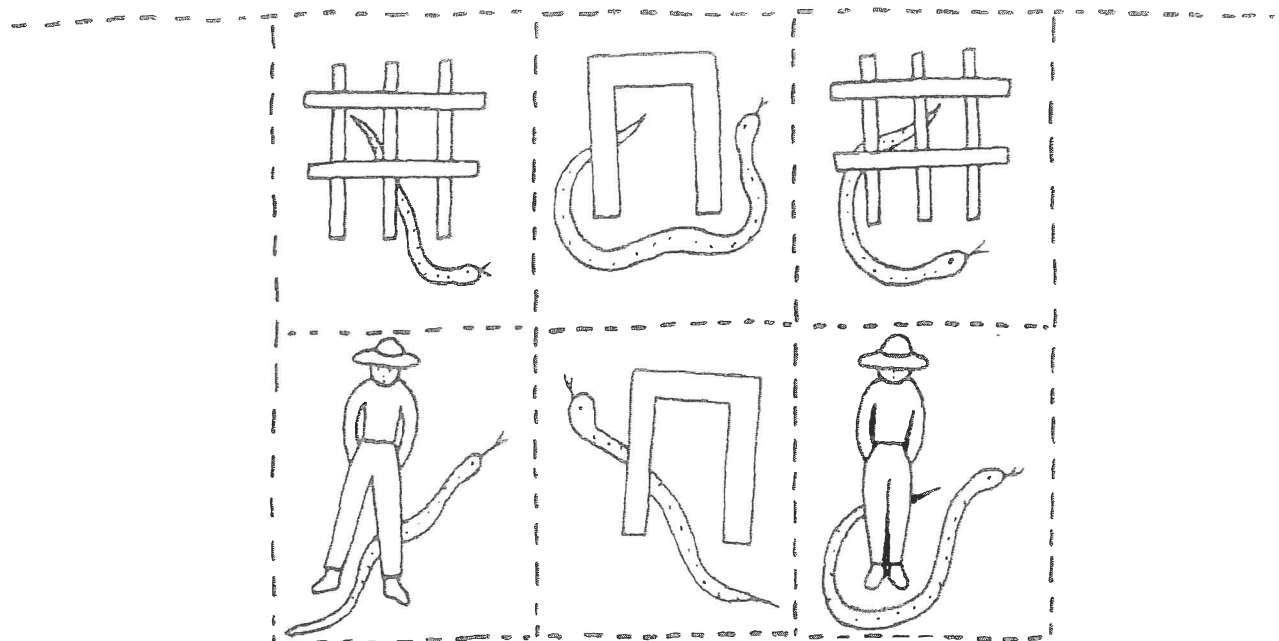
Prepositions

Paste the pictures of snakes going around things here.

<p>around</p> 			
---	--	--	--

Paste the pictures of snakes going through things here.

<p>through</p> 			
--	--	--	--



Cut out the pictures on the dotted lines.

around

through

Prepositions

Underline the preposition

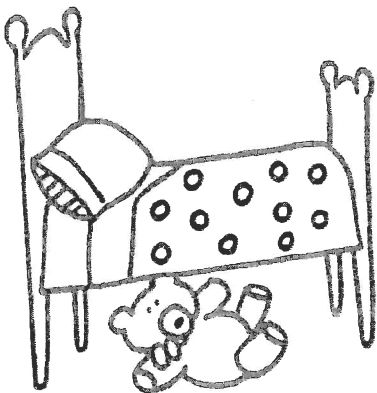
Circle the object of the preposition



over the fence



in the nest



under the bed

Prepositions

Underline the preposition.

Circle the object of the preposition.



out of the jar



over the moon

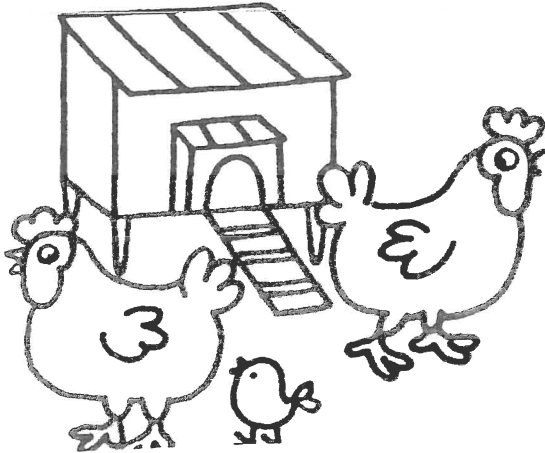


in the basket

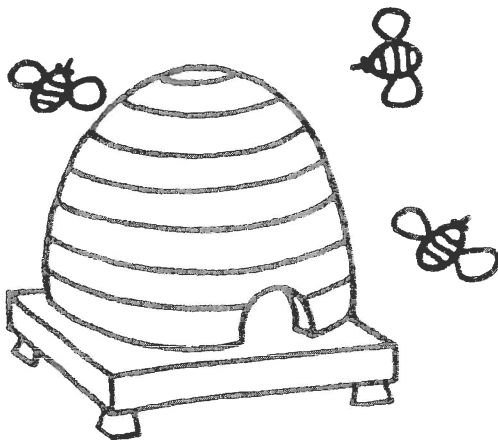
Prepositions

Underline the preposition.

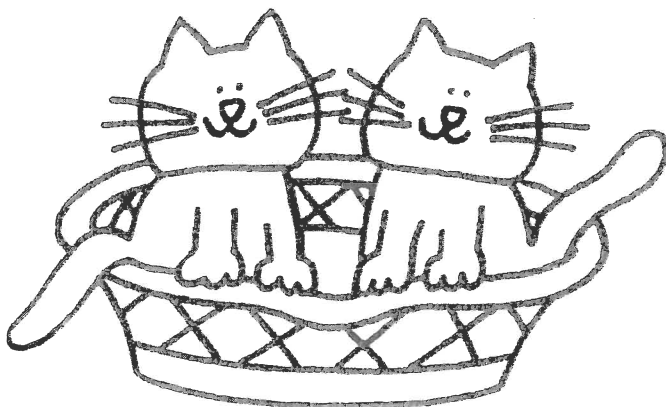
Circle the object of the preposition.



out of the coop



around the hive



in the basket

CONJUNCTIONS

Conjunctions are words used to connect words, phrases and ideas.

Some conjunctions are: and, but, or, nor.

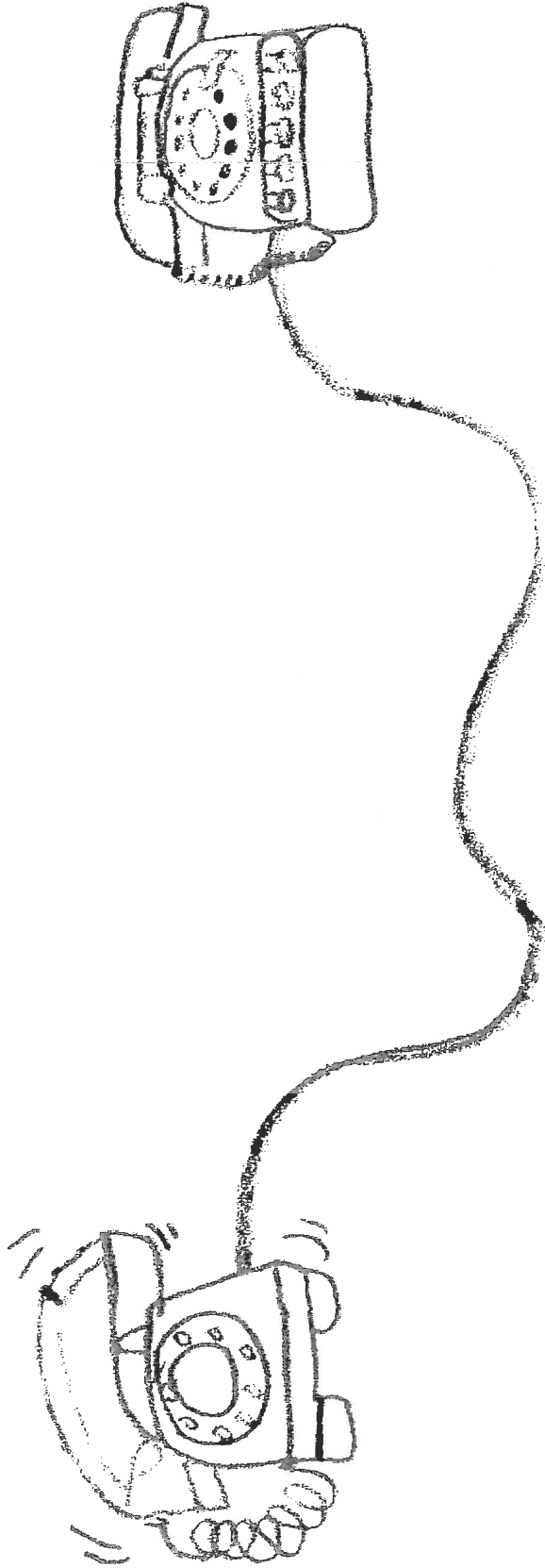
1.

2.

3.

4.

5.



Conjunctions

Write the conjunctions on the wire.



Conjunctions

Write the conjunctions on the wire.

Conjunctions

Words that connect words, phrases; and sentences.

Circle the conjunction in each sentence.

1. We will go to the play or the movies.
2. Sally and Sue will play their guitars and flutes.
3. The elephant and lion will eat their dinners of hay and meat.
4. Where did Bill and Jo play ball?
5. I like bananas, but I like apples, too.
6. You may go, unless Karen wants to.
7. Either you clean your room, or wash dishes.
8. Both legs and feet of the runner were sore.
9. We found a hat and ball at the beach.
10. Neither the horse nor the cow were well.

INTERJECTIONS

Interjections are words used to express emotion and they stands alone.

Some interjections are: Oh, Wow, Oh, no.

1.

2.

3.

4.

5.

Complete the Predicate

What is said about the subject



Sally waves at me.

The dog walks with her.

Complete the Predicate

What is said about the subject



Grandpa runs slowly.

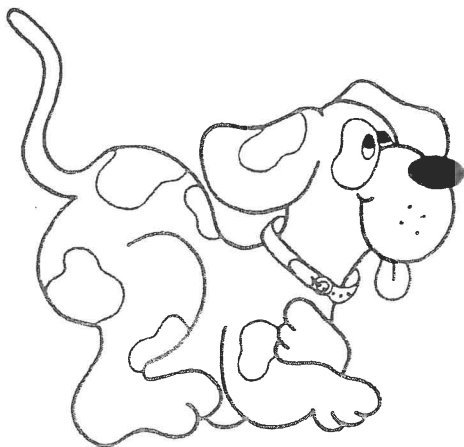


Sue climbs the tree.

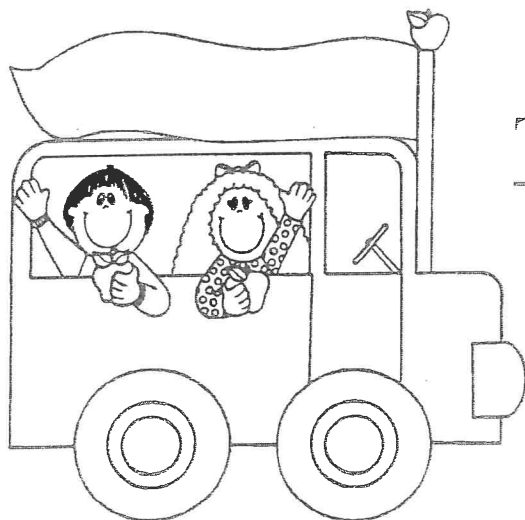
Billy swings from the tree.

Complete Subject.

What the sentence is about



The dog ran.



The children waved.

Subject

It tells what the sentence is about.

Circle the subject in these sentences.

1. Brian likes to play soccer.
2. His team is called the Eagles.
3. They won their last game.
4. Many people come to the games.

Write sentences using these words as subjects.

playground

puppy

Predicate

The action part of a sentence is the predicate. It tells what the subject did.

Finish each sentence. Write an action part from the list below.

1. A squirrel _____.

2. A cow _____.

3. A bear _____.

4. A hen _____.

5. Fish _____.

eats nuts

swims fast

lays eggs

growls

gives milk

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