

# Really Good Stuff® Activity Guide

## Words are CAtEgorical® – Verbs

Congratulations on your purchase of the Really Good Stuff® **Words Are CAtEgorical® Verbs, Adverbs, Prepositions Poster Set**. This set features break-apart mini posters for **verbs**, **adverbs**, and **prepositions**.

Inside this Really Good Stuff® set you'll find:

- **Words Are CAtEgorical® Verbs, Adverbs, Prepositions Poster Set**, 12" x 39", featuring 3 break-apart mini posters
- This Really Good Stuff® Activity Guide

### Verbs Activities

This unique banner allows you to introduce the parts of speech in two different ways. You can display the banner intact for a "parts of speech" display or break apart the mini posters into individual presentations for each part of speech. Before you introduce each part of speech, make a copy of this Really Good Stuff® Activity Guide, then share the poster with students.

### Introducing the Verbs Poster

Point out or share the **Verbs mini Poster** with students. Explain that a verb is a word that shows action or state of being. Have them brainstorm what is meant by showing action. Have them name some action verbs as you record them on the board. Have students brainstorm what is meant by state of being. You can help them out by naming the state of being verbs: *is, am, was, were, are, be, being, and been*. Have them take turns reading the verbs found in the background of the poster and identifying whether they are action or state of being verbs.

### Helping Verbs

Explain to students that sometimes there are helping verbs that come before action verbs, and state of being words. These words help make the meaning of the verbs more clear. Write the following list of helping verbs on the board. Have them copy the list and place it in their folders for future reference.

**am are is was were be being been  
do does did have has had may must  
might can could will would shall should**

Write the following sentences on the board to demonstrate the use of helping verbs: *I am running to the store.* and *We could jump on the trampoline.* Have them brainstorm sentences demonstrating the use of each helping verb on the list.

### Action Verb Journal

Have students create an *Action Verb Journal* to keep them thinking about action verbs. Have each of them take two sheets of notebook paper and fold the sheets together to form a tall, skinny, booklet and then staple the left edge. Allow students to illustrate an *Action Verb Journal* cover on the first page, then label each consecutive page with a day of the school week and the last page with the word *Sentences*. Have them record verbs in their journals for the actions they do each day such as *ride, eat, write, brush, etc.* At the end of the week, have them write sentences on the last page to demonstrate using some of the verbs. If desired, have them illustrate their sentences.

### Writing With Strong Verbs

Show your students the importance of using strong verbs in their writing. Explain that a strong verb in a sentence helps the reader to have a clear understanding of what the writer is saying. Write the following sentence on the board: *I was riding on my horse.* Below it, write: *I was galloping on my horse.* Ask students which sentence gives them a better idea of what was going on. Explain that the verb *riding* works fine in the sentence but the verb *galloping* is a stronger verb and gives the reader a much better picture. Challenge them to think of strong verbs to replace the following: *walk, sing, eat, run, talk, think, make, and laugh*. Label pieces of construction paper with each of the above words. Record students' suggestions for strong verbs on each. Display the strong verbs around the **Verbs Poster** for student reference when writing.

Words Are Categorical™ series includes the title: *To Root, To Toot, To Parachute: What is a Verb?* by Brian P. Cleary; illustrations by Jenya Prosmitsky. Copyright © 2001 by Carolrhoda Books, Inc. Produced by arrangement with Carolrhoda Books, Inc., a division of Lerner Publishing Group. Artwork featured from *Hairy, Scary, Ordinary: What is an Adjective?* Copyright © 2000 by Carolrhoda Books, Inc. All rights reserved. All copyrights, logos, and trademarks are the property of their respective owners.

All activity guides can be found online:

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### Adverbs Activities

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### Introducing the Adverbs Poster

Point out or share the **Adverbs mini Poster** with students. Explain that an adverb is a word that describes *when, where, how, and to what extent*. They frequently end in "**ly**" and modify verbs, adjectives, and other adverbs. Write the headings *when, where, how, and to what extent* on the board or on chart paper, leaving room underneath each to record adverbs. Have them read the words in the background on the poster and identify in which column they belong. Challenge students to think of additional adverbs that would fit under each heading.

### Adverb Spotting

Have students create *Adverb Spotting Booklets* to record adverbs from their daily reading materials. Give each student two sheets of blank paper and have them fold the sheets together to make a tall, skinny book. Staple the lefthand edges of the students' booklets. Have them title their booklets *Adverb Spotting* and decorate the covers. Inside the booklets, have them label each page with one of the following headers: *when, where, how, and to what extent*. Explain to students that as they read during the day, they are to look for and record adverbs on the appropriate pages in their booklets. Be sure to have them underline the adverb and include the verb, the adjective, or the adverb that is being modified.

After several days, have students share the adverbs they have found, using the booklets to help them with adverb writing assignments.

### How'd You Do It?

Give your students some practice with **ly** adverbs with this fast moving game. Have them sit in a circle or in rows. Explain that you are going to read sentences with blanks for **ly** adverbs. They are going to think of adverbs that could fit in the blanks. Give them the following example to demonstrate how to play: I was driving \_\_\_\_\_. Have students brainstorm **ly** adverbs that could fit in the blank such as *recklessly, carefully, quickly, haphazardly, expertly, etc.* Explain that to start the game, you are going to read a sentence and the first person fills in the blank with an adverb, then the next person gives another adverb that makes sense, and so on until someone is unable to think of an adverb and says pass. Read another sentence and start with the person who had to pass, continuing around the circle or down the row until another student must pass. After playing the game several times, challenge them to write down new sentences containing blanks and use them in future games. Some sentences for the game might be:

My sister paints \_\_\_\_\_.  
The dog barks \_\_\_\_\_.  
The bird sings \_\_\_\_\_.  
The boy \_\_\_\_\_ made his bed.  
She read the book \_\_\_\_\_.  
He ate his pizza \_\_\_\_\_.

### Adverb of the Day

Challenge your students to be in charge of an *Adverb of the Day*. Draw a box on your blackboard or dry erase board in an area where it will not be disturbed and label it with the title *Adverb of the Day*. Assign each student a school day during the month when he or she will be responsible for writing an adverb in the box. Explain to them that each morning, they are to use the adverb written in the box in three different sentences and underline the verbs, adverbs, or adjectives the adverbs modify. At the end of the day, have the student responsible for writing the adverb read some of the selections out loud. If desired, display their sentences around the **Adverb Poster**.

Words Are Categorical™ series includes the title: *Dearlly, Nearlly, Insincerelly: What is an Adverb?* by Brian P. Cleary; illustrations by Brian Gable; Text copyright © 2003 by Brian P. Cleary; Illustrations copyright © 2003 by Brian Gable. Produced by arrangement with Carolrhoda Books, Inc., a division of Lerner Publishing Group. All rights reserved. All copyrights, logos, and trademarks are the property of their respective owners.

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### Prepositions Activities

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### Introducing the Prepositions Poster

Point out or share the **Prepositions mini Poster** with students. Explain that a preposition is a word that connects a noun or a pronoun to other words in a sentence. They show us where, tell us time or place, and give us direction. Write the following sentence on the board: *The dog hid under the bed.* Explain to students that the word *under* is a preposition and it is at the beginning of a group of words called a prepositional phrase. The words *under the bed* tells where the dog hid. Write the sentence *We went home after the movie.* Ask students, *When did we go home?* Choose a student to underline the prepositional phrase that explains when. Have students read prepositional phrases found in the background of the poster and use them in sentences.

### Common Prepositions

Provide your students with a list of common prepositions to keep in their writing or language arts notebooks. Make a copy of the *Common Prepositions List* for each student. Have them use the list to help in identifying prepositions and prepositional phrases. If desired, make a second copy for each student to take home for parts of speech homework assignments.

### Where, Time, Place, Direction

Help students categorize the prepositions into lists for telling *where, what time, what place, or what direction.*

### Common Prepositions List

about	beside	inside	through
above	besides	into	throughout
across	between	like	till
after	beyond	near	to
against	by	of	toward
around	down	off	under
at	during	on	until
before	except	out	up
behind	for	outside	upon
below	from	over	with
beneath	in	since	without

Have them take a piece of notebook paper and fold it into four vertical columns. Unfold the paper and write the word *where* at the top of the first column, *what time* in the second column, *what place* in the third column, and *what direction* in the fourth column. Have them use their *Common Prepositions List* and write each preposition in a prepositional phrase under the correct heading. For example, a student might write the phrase *in an hour* under the *what time* heading. After they have completed their lists, choose students to share their prepositional phrases with the class.

### Where Are The Prepositions?

Play a game of *Where Are The Prepositions?* to get students thinking about prepositional phrases. Choose an item that can be placed in different areas in your classroom such as a stuffed animal for young students or an action figure for older students. Explain to them that you are going to place the figure somewhere in the room and they are to think of a prepositional phrase to describe the location. For example, if you placed the figure under a table, students would suggest the prepositional phrase under the table. Begin by placing the figure and choosing a student to name a prepositional phrase and the preposition that begins the phrase. Let that student place the figure in a new location and call on a classmate to give an appropriate prepositional phrase. Continue the game until all of them have had a chance to place the figure.

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