

DIRECTIONS: Read the following sentences and circle the verb(s) in each. Remember a verb is a word that describes an action, state, or occurrence.

Sentence #1

The dog runs after the boy.

Sentence #2

The lion eats the gazelle.

Sentence #3

The bird sings in the tree, then flies away.

Sentence #4 (Write your own in the space below!)

ACTIVITY: Write down one ACTION VERB in each box below, then cut along the dotted lines. You will have four action verb flash cards. Use the cards to play Charades by acting out the action verbs you have written down. (Be sure to write down action verbs that are as DESCRIPTIVE, EVOCATIVE, and SPECIFIC as possible!)

A large grid of four boxes defined by dotted lines, intended for students to write action verbs. The grid is formed by a vertical dotted line and two horizontal dotted lines, creating four equal-sized rectangular sections.

DIRECTIONS: Read the following paragraphs and circle the verbs in each. Remember a verb is a word that describes an action, state, or occurrence.

Paragraph #1

The lion is the biggest and strongest cat on the savanna. The lion's jaw is strong enough to get through a wildebeest's leg bone. Lions also run after prey through the grass on very powerful legs.

Paragraph #2

The lion hunts its prey on the savanna. It sneaks through the tall grass and stalks a wildebeest. When the wildebeest stops at the river and drinks, the cat charges, pumping its powerful legs. Finally, the lion pounces, slashing the wildebeest with its sharp claws, crushing the bovine's leg in its teeth. The lion devours the wildebeest and gnaws on its bones.

How many verbs did you circle in the paragraph? How many were action verbs? Which paragraph demonstrates a more evocative, descriptive, and specific style of writing?

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The form consists of a large grid of four boxes, created by two horizontal dotted lines and two vertical dotted lines that intersect in the center. The boxes are empty, intended for students to write down action verbs for use as flash cards.