



Ready. Set. ACTION!

Our Class Name and Action Book

By:

Most

VERBS show

action.



Bb



Bb Brianna bounces
a ball.



Ff



Ff
Franklin found a flag.



A-Z

From Aa to Zz
our class is very active
as you can see!

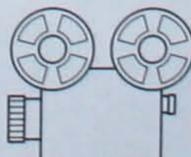
Aa Bb Cc Dd Ee Ff Gg Hh
Ii Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz



PRODUCTION Understanding Action Verbs
SCENE Classroom TAKE One
DIRECTOR
STUDENT ACTOR
DATE

Brianna

Just a note
to let you know
you did an awesome job
on your
"Kids in ACTION" page
for our class book!



Mrs. Henderson



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Name and Action Class Book

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Since writing simple sentences with a noun and verb, using a beginning capital letter and an ending punctuation mark, is now a standard for even our littlest kiddo's, I wanted to incorporate something that would be easy and fun for them and reinforce letters and their names as well, since they are working on all of those standards!

I thought, why not combine them in a class book they will enjoy contributing a page to! Thus the Name and Action Class Book was born.

I bought an "action movie clapper" from the party store for around \$3.00. I chose a child to use it any time we did reader's theater.

Since most verbs show action, I thought it was the perfect vehicle to introduce action words and the concept of using verbs in a sentence to my little ones.

By giving young children a symbol to latch on to, you are giving them a visual as a tool to help them remember a concept that's a bit difficult for a little kid to wrap their head around.

Allow them to pass around a "clapper" to snap open and shut a few times while saying "Action!" and then have them give an action word, and the light bulbs start going on.

Run off copies of each letter of the alphabet, repeating letters if more than one student has that initial.



In order to use this as a tool to reinforce the letters of the alphabet, you need to run off all of the letters, even if you don't have students whose names begin with Q, Y, Z etc.

Use these as your sample pages so that students can see how to do their own page. i.e. *"We do not have a student whose name begins with Q. I had a Quentin once. What action could he do that starts with Q? What noun starts with Q? How about: Quentin quarrels with the queen."*

You also want to do a sample of your own name. It's a great way for students to get to know you. Mine were always amazed that I had a first name.

Since this book repeats a letter similar to a tongue twister sentence, you can also introduce the term alliteration.

It's a good idea to gather students in a circle and brainstorm verbs and nouns that begin with each child's name so that everyone understands the concept.

Since we are also working on letters, I want them to write the capital letter as well as the lowercase letter of their name before they begin their sentence.

Remind students that the beginning word should be capitalized and that they should have ending punctuation.

To ensure that my students remember this, I had them underline the first letter in the first word that was capitalized, as well as the end punctuation mark.

I also wanted them to be able to pick out the verb "action word" and the noun "thing word" so I had them underline them in 2 different colors.

When students have completed their page you can go around and ask them which is which to reinforce the lesson.

Children illustrate their page underneath their sentence.

Children who finish early can illustrate the sample pages.

To make the book more of a keepsake, trim down their first day of school photo that you took of them, or use their school picture.

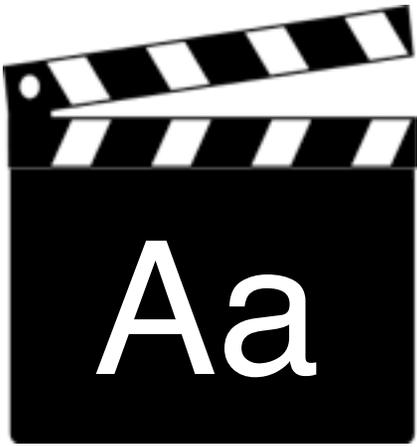
I drew a black line around them with a marker.

Laminate and collate the pages. Add the cover and last page. Remember to include your personal page as well.

When you share the completed book with your students, have the child who made that page come up and read it to the class.

Class books are wonderful to display at parent/teacher conferences.

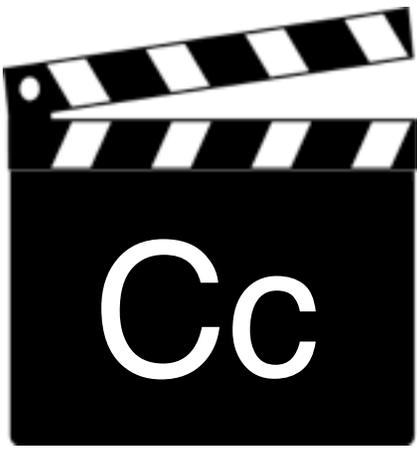




Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, with a double-line border at the very bottom of each set.



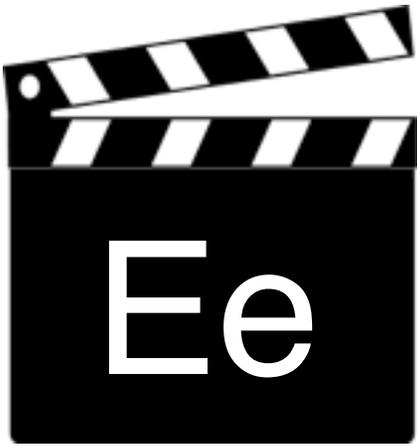
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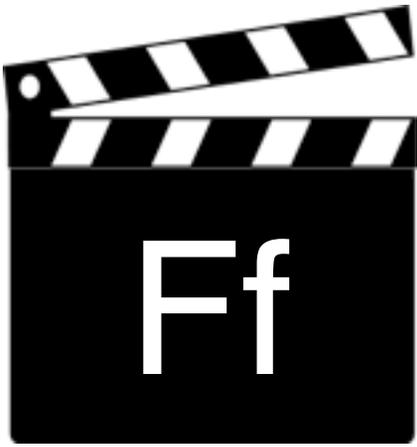
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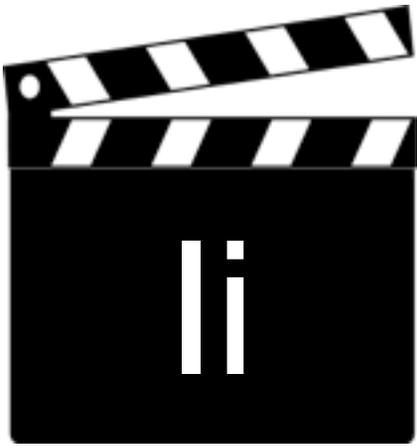
Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a solid top line, a dashed midline, and a solid bottom line, with a double-line border at the very bottom of each set.



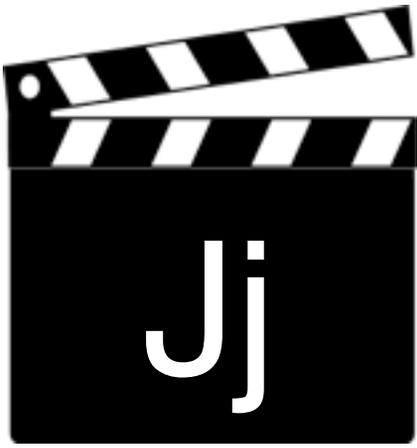
Handwriting practice lines consisting of three sets of horizontal lines. Each set includes a solid top line, a dashed middle line, and a solid bottom line, providing a guide for letter height and placement.



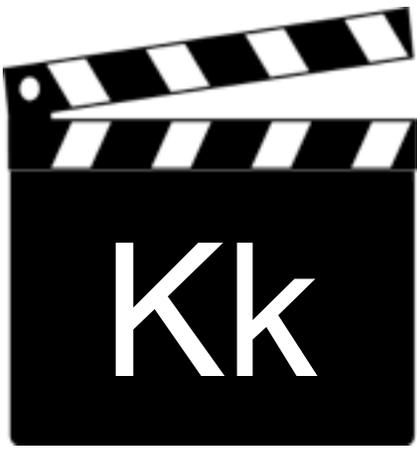
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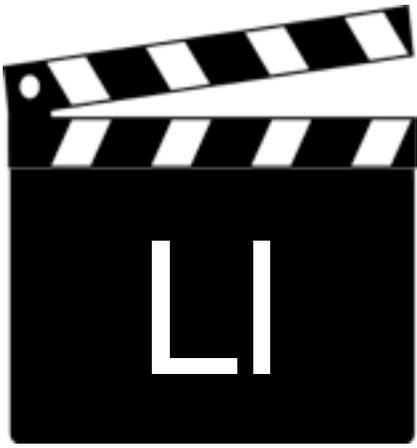
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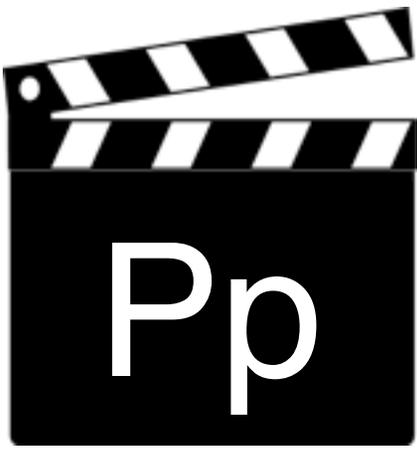
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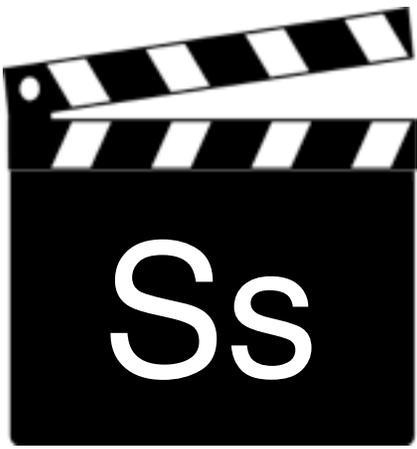
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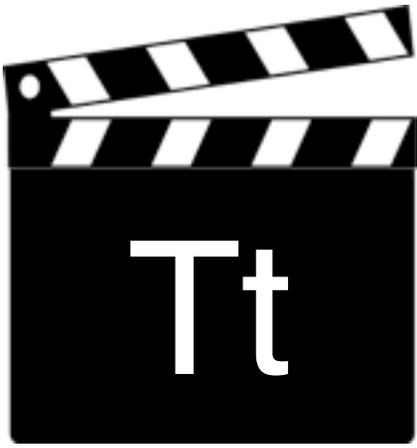
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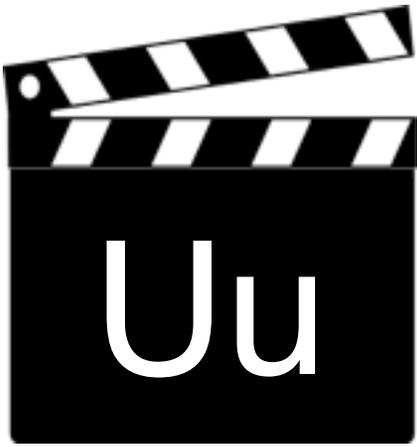
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From Aa to Zz

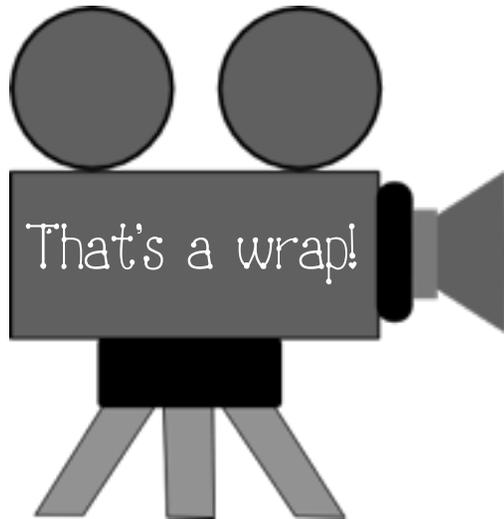
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Aa Bb Cc Dd Ee Ff Gg Hh

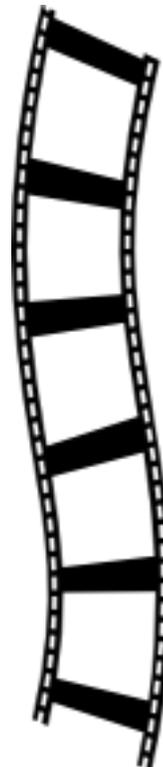
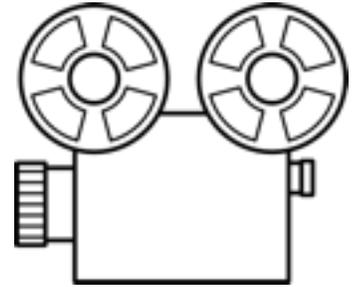
Ii Jj Kk Ll Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww Xx Yy Zz

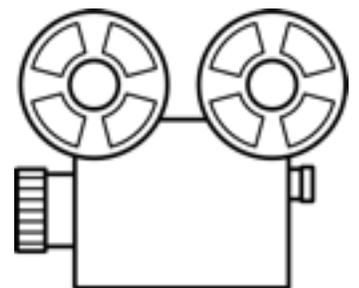




Just a note
to let you know
you did an awesome job
on your
"Kids in ACTION" page
for our class book!



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Name and Action Class Book Blog Article

Having to write a simple sentence with a noun and verb, with appropriate capitalization and end punctuation is now a standard for even our youngest students.

This can be a pretty big mountain to climb, as some of them are just learning how to write their name and to identify the letters of the alphabet, so I thought why not cover all of these standards in a fun way with an alliterative class-made alphabet book!

The 33-page Name & Action Verb and Noun Class Book packet is perfect for first graders, and something that can be done later in the year for kindergartners.

The packet covers the **Common Core Standards: RF.K1a, RF.K1c, RF.K1d, L.K1a, L.K1b, L.K2a, L.K2b**

Students write a simple sentence using a letter from the alphabet that starts with the letter of their name.

They underline the capital letter of the beginning word as well as the ending punctuation.

To make sure they have included an "action word" (verb) and a "thing word" (noun) they need to underline those as well.

Children then illustrate their page.

I chose to make this an alliterative book because I think tongue twisters are not only more fun, and a bit more challenging for first graders, but they help reinforce the **Common Core Standard RF.K3a** where students demonstrate basic knowledge of letter-sound correspondences, by producing the primary or most frequent sound for each consonant.

If you think this is too difficult for your PK's or K's simply have them think of any verb or noun and simply work on that skill, rather than make it too complicated.

I suggest sitting in a circle around the white board and brainstorming each child's words, as a whole group, which would help the light bulbs go on, as you are continuously working on the same concept over and over with different letters, with everyone helping, until you have completed the task.

You could also send the page home as a home-school assignment, and let parents work one-on-one with their child.

When everyone has completed their page, laminate and collate them into a class book.

Make sure that you do a sample page of your own. My students are always surprised to find out that I too, have a first name.

As you share your example page, show them the organization and basic features of print: How they follow words from left to right, top to bottom and page by page (RF.K1a) making sure that they see and then write their own words separating them by spaces. (RF.K1d).

Point out the title page, front cover, and back cover. Once again have them define what an author and illustrator do. They will be thrilled that THEY are the authors as well as illustrators.

If you simply do that, you will also be working on the **Common Core State Standards: RI.K.5, RL.K.6**

When you get to a student's page have them come up and read/share their page. When they are done they can choose one question to ask the class: What the action verb was, what the noun was, what was the name of the end punctuation or what letter was capitalized?

Students will enjoy "playing teacher" and you will be reinforcing several standards in a fun way, as each child shares their page!