

# ACTION WORDS

The Match ups show activities that children experience everyday. The actions (verbs) chosen relate to common experiences and have been selected for use with a wide range of ages and abilities. Knowing these action words (verbs) increases children's vocabulary and helps them to put two/three words together.

## OBJECTIVES:

- Develop verbal expression\comprehension
- Improve communication skills
- Encourage expressive language
- Develop understanding of correct usage of verbs.

## HOW TO USE:

### 1. Language Comprehension

1. Start with action-verbs that do not involve an object, as these are easier for the child to understand. They describe movements such as reading, walking and talking, which the child can carry out himself/herself.
2. Carry out an action and ask the child to join in, saying "Let's clap, We're clapping" emphasizing the action word.
3. Group the cards into their colour coded sets.
4. Look at the cards together and choose pictures of any one group and place them on a table face up.
5. Tell them the names of some of the actions.
6. Talk about the pictures using simple language.
7. Name one specific action (verb) and ask them to identify (find).
8. Encourage the child\children to say the action words too.
9. Now ask them to match the Picture Cards to the corresponding Name Cards.
10. Then attempt the above activities with other groups of action cards.
11. Ask the child/children to copy some of the actions.
12. In a group, give each child a few "Action cards". Ask each child to mime one of the actions and see if the other children can identify the right Picture/Word.
13. Look through picture books and talk about different actions of the characters. Ask the child to find the different pictures of actions.
14. Distribute an action card to each child. Invite each child to hold up his or her card, show and say the name, and demonstrate the action that goes with it.

### 2. Language Expression

1. Place a few Picture Cards face up on the table and ask the child\children to name them one by one.
2. To develop language select a card then use the phrase according to the appropriate level of difficulty. For example: The verb "writing" can be taught in the following ways:

"The girl is writing." Or "Writing on the notebook" Or "The girl is writing on the notebook with a pencil." Beginners should be given simpler model phrases such as "Girl writes"/"Girl writing."

### 3. Use of pronouns

Select a group of cards; use the correct pronoun. Examples:

"He is clapping." "He is crying." "She is cleaning." And so on.....

Ask for repetition of the exercise and then extend it by doing the same with different action cards. Encourage using two or three words together by talking about brushing hair, drinking milk, riding a tri-cycle and so on.

## ACTION WORDS USED

**Green border:** running, bathing, bouncing, talking, flying

**Blue border:** climbing, weeping, skipping, reading, brushing

**Red border:** painting, drinking, pouring, laughing, writing

**Yellow border:** peeling, walking, eating, blowing, shouting

**Pink border:** building, clapping, riding, crawling,