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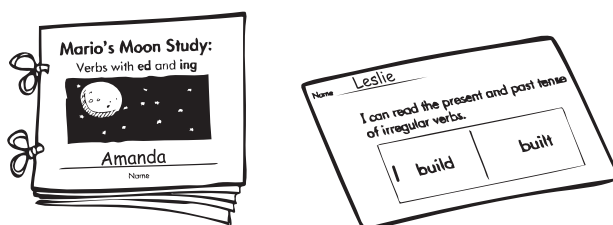
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Introduction

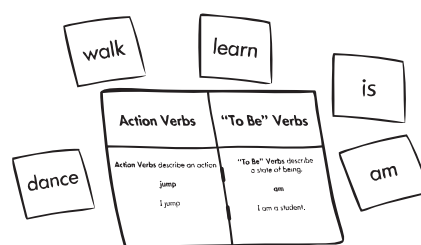
About the Build-a-Skill Instant Books Series

The *Build-a-Skill Instant Books* series features a variety of reproducible instant books that focus on important reading and math skills covered in the primary classroom. Each instant book is easy to make, and once children become familiar with the basic formats that appear throughout the series, they will be able to make new books with little help. Children will love the unique, manipulative quality of the books and will want to read them over and over again as they gain mastery of basic learning skills!



About Build-a-Skill Instant Books: Verb Forms

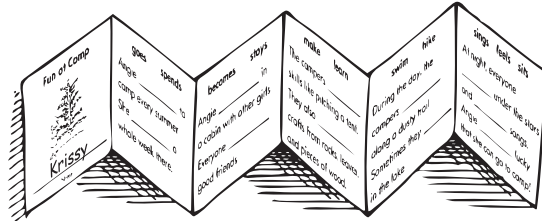
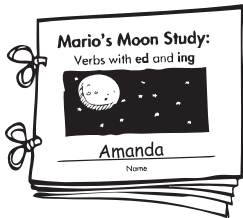
This book features commonly used verbs in fun and easy-to-make instant books. Children will make flip books, strip books, mini books, and more! As children read and reread their instant books, they will improve their understanding of verbs and increase their reading, writing, and spelling skills.



Refer to the Table of Contents to help with lesson planning. Choose instant book activities that fit with current curriculum goals in your regular or ELL classroom. Use the instant books to practice skills or introduce new ones. Directions for making the instant books appear on pages 3–4. To use a bookmaking activity as homework, provide copies of the directions along with the book patterns.

Making and Using the Instant Books

Most of the instant books in this resource require only one or two pieces of paper. Copy the pages on white copy paper or card stock, or use colored paper to jazz up and vary the formats. Children will love personalizing their instant books by coloring them, adding construction paper covers, or decorating them with collage materials such as ribbon and stickers. Customize the instant books by adding extra pages or by creating your own word cards using the reproducible on page 30.



Children can make instant books as an enrichment activity when their regular classwork is done, as a learning center activity during guided reading time, or as a homework assignment. Have children place completed instant books in their classroom book boxes and then read and reread the books independently or with a reading buddy. After children have had many opportunities to read their books in school, send the books home for extra skill-building practice.



Directions for Making the Instant Books

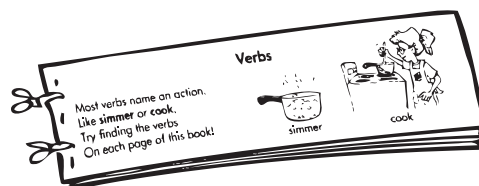
There are five basic formats for the instant books in this guide. The directions appear below and on the next page for quick and easy reference. The directions are written to the child, in case you would like to send the bookmaking activities home as homework. Just copy the directions and attach them to the instant book pages.

Hint!

Hint! Use the word cards on pages 28–29 with the instant books on page 27 to introduce the concept of the past tense of irregular verbs. Each card presents the present and past tenses of an irregular verb. As a rule of thumb, 6–10 cards can easily be stapled onto each instant book.

Strip Book, pages 5, 16, 17

1. Circle the verbs. Write them on the lines.
2. Complete the last page of the book.
3. Cut out the strips and put them in order.
4. Staple the book on the left.



Verbs

Most verbs name an action,
Like **simmer** or **cook**,
Try finding the verbs
On each page of this book!



simmer



cook

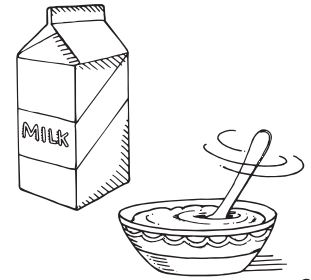
1

A boy pours the milk.

A girl stirs the flour.

They put the batter in the pan.

They bake the cake for an hour.



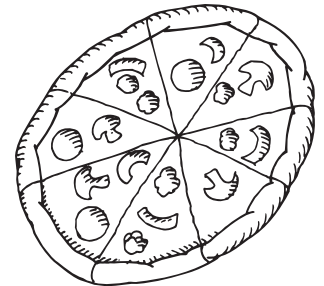
2

Ann makes a pizza.

Glen sets it on a plate.

They eat the cheesy slices.

Glen says the food tastes great!



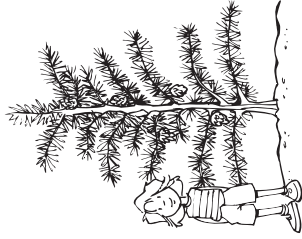
3

Write three sentences of your own. Circle the verbs.

4

Accordion-Fold Book

Fun at Camp



_____ 1
Name

goes spends

Angie _____ to
camp every summer.
She _____ a
whole week there.

2

becomes stays

Angie _____ in
a cabin with other girls.
Everyone _____
good friends.

3

Glue here.

make learn

The campers _____
skills like pitching a tent.
They also _____
crafts from rocks, leaves,
and pieces of wood.

4

swim hike

During the day, the
campers _____
along a dusty trail.
Sometimes they _____
in the lake.

5

sings feels sits

At night, everyone
_____ under the stars
and _____ songs.
Angie _____ lucky
that she can go to camp!

6

People in Action

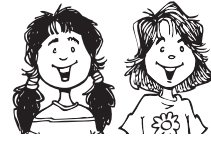
Verbs and nouns make a great combination,
But the verbs need to match the nouns doing the actions!

For nouns that name
only one, the verb
usually ends in s.



The girl **laughs**.

For nouns that name
more than one, the
verb usually does not
end in s.



The girls **laugh**.

1

The teacher _____ to the class. (talk, talks)

The boy _____ a funny story. (write, writes)

Some girls _____ their writing. (edit, edits)

The students _____ their books. (share, shares)



2

My dad _____ our lawn. (mow, mows)

My sisters _____ the weeds. (pull, pulls)

My brother _____ holes. (dig, digs)

My mom _____ flowers. (plant, plants)



3

Write three sentences describing people doing actions. Check that the verbs
match the nouns doing the actions.

4

Present
Tense

Accordion-Fold Book

What's Happening in the Forest?



_____ Name _____ 1

Chipmunks _____ chatter, chatters
in the sun.

Two bears _____ wrestle, wrestles
just for fun!

Three frogs _____ hop, hops
along the ground.

A cricket _____ make, makes
a chirping sound.

A small mouse _____ look, looks
for tasty seeds.

A squirrel _____ climb, climbs
a towering tree.

_____ 2

Busy ants _____ move, moves
here and there.

Butterflies _____ flutter, flutters
in the air.

_____ 3

Wild geese _____ honk, honks
while flying by.

An eagle _____ soar, soars
across the sky.

_____ 5

_____ 6

Glue here.

Adding **es** to Verbs

If a verb ends in **ch** or **sh**,
If a verb ends in **x**, **z**, or **s**,
Don't forget to add an **e**
Before you add an **s**!

splash
David splashes
in the lake.



1

Jeff _____ his hands. (wash)

He _____ some ice cream and soda. (mix)

The soda _____ in the glass. (fizz)

Jeff _____ the soda bubbles pop! (watch)



2

Mrs. Lee _____ her baby on the forehead. (kiss)

She _____ the baby in a warm outfit. (dress)

She _____ out the door with her child. (dash)

Mrs. Lee _____ the baby in the stroller. (push)



3

Write three sentences using verbs that end with **es**.

4

Adding s to Verbs Ending in y

If a verb ends with a **vowel** and **y**,
You simply add **s**—just give it a try!
If a verb ends with a **consonant** and **y**,
Add **es**, but change the **y** to an **i**.



play

The baby plays.



cry

The baby cries.

1

Rewrite each verb by adding **s** or **es**.

try _____ fly _____ buy _____

play _____ stay _____ fry _____

2

Rewrite each verb by adding **s** or **es**.

study _____ pay _____ enjoy _____

annoy _____ dry _____ empty _____

3

Write sentences using three of the verbs you wrote.

4

Park Happenings

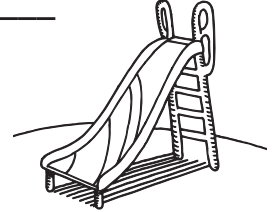
Verbs with s and es



_____ Name

1

Andrew _____
climb
up the slide.

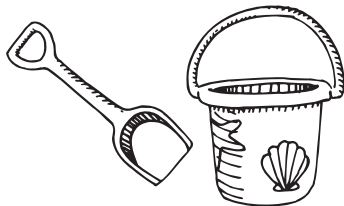


Sara _____
swing
upside down
on the monkey bars.

2

A toddler _____
play
happily in
the sand.

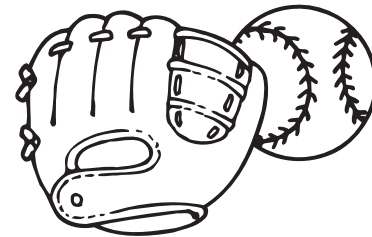
She _____
cry
when it is time
to go home.



3

Mitch _____
throw
a ball to Joe.

Joe _____
catch
the ball in his
glove.



4

Carla _____
scatter
crumbs in
the grass.

A hungry bird _____
fly
toward her.



5

Wendy _____
sit
on a park
bench.

She _____
sketch
some flowers that
are nearby.

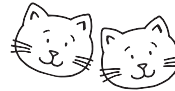


6

Is, Are, Am

Is, are, and am are verbs.
They are forms of the verb “to be.”
Try using these verbs in sentences.
It’s easy as 1, 2, 3!

My dog **is** happy.
My cats **are** happy.
I **am** happy, too!



Use **is** with one person or thing.

Use **are** with “you” or with
more than one person or thing.

Use **am** with “I.”

1

Mom _____ **is** _____ in the garden.

I _____ with her, too.

We _____ very busy.

There _____ work to do!



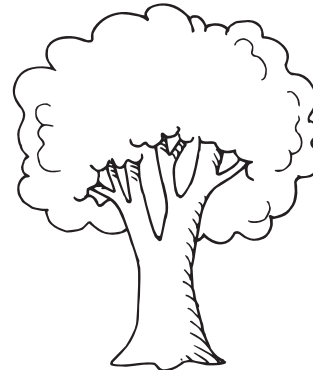
2

My dog _____ in the doghouse.

My cats _____ in the tree.

You _____ a very good climber.

Can you get the cats for me?



3

Write three sentences: one using **is**, one using **are**, and one using **am**.

4