

TEACHING

VERB ENDING IN "ING"

MAD LIBS[®]

in the CLASSROOM

NOUN

A CURRICULUM GUIDE FOR GRADES 2-6

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Dear _____
NOUN

Welcome to the _____ world of Mad Libs® in the classroom. So many of
ADJECTIVE
you are using the books in different capacities that we wanted to provide you with a collection of activities to enhance the learning experience. The suggested assignments in this guide are designed to be used with the Mad Libs® books and the free downloadable Mad Libs® App to supplement the reading, writing, and language arts curriculums in your elementary classroom (grades 2-6).

Interactive lessons, games, and activities combine direct instruction with discovery learning to reinforce essential grammar, reading comprehension, vocabulary, fluency, and study skills. The Mad Libs® books should be a fun and engaging platform for you and your students. The easy-to-facilitate activities are designed for individuals, partners, and small groups, whether you assign them in class or to complete at home. They can also be modified to meet the needs of diverse learners. So dive in! Have fun, and don't forget to fill in all the _____.
PLURAL NOUN

Penguin School and Library Marketing.

NOUNS

The basic definition of a noun is a person, place, thing or idea.

Noun Sort

Ask students to look through Mad Libs® stories and choose a noun to write on an index card. Collect and redistribute the index cards. Make four columns with the headings *person*, *place*, *thing*, and *idea*. Students will take turns sorting their cards into the appropriate column or pile.

Proper Nouns, Common Nouns

Review the concepts of proper and common nouns. The job of a common noun is to name any person, place, thing, or idea. The job of a proper noun is to name a *specific* person, place, thing, or idea. In this activity, students will create a matching activity for a peer. Ask students to find five proper nouns and five common nouns in completed Mad Libs® stories.

Plural Noun Hunt

In pairs, ask students to look around and list the nouns they see. Instruct the students to select five to share with the class. On chart paper, write down the singular and plural forms of the noun, taking time to explain any irregular forms like leaf/leaves or forms that stay the same like fish/fish. Students should then select plural nouns from the list to use in completing a Mad Libs® story.



VERBS

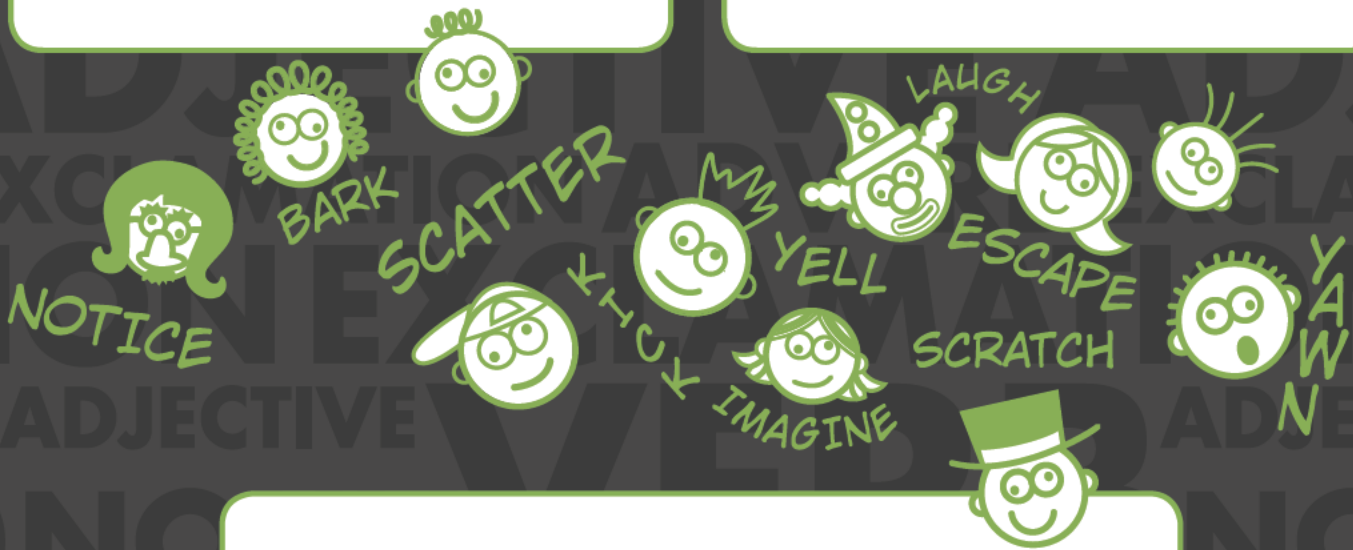
A verb is an action word that tells a noun what to do.

Lights, Camera, Action Verbs!

Copy sentences from Mad Libs® stories and ask students to identify the verb in each sentence. Write these verbs on sticky notes and collect them in a small container. Have each student pull one from the container to pantomime the action verbs while the class guesses.

Verb Scattergories

Look through the titles of Mad Libs® stories in a few different books. Choose five. In small groups, tell students they will compete to list as many verbs related to the title as possible. Groups will earn a point for every verb that they generate that has not been recorded by another team.



Linking Verbs and Helping Verbs

Review linking verbs and helping verbs with students. Explain that a linking verb is a verb that connects the subject with the noun or adjective that describes it. Linking verbs can stand alone. For example, Amy became angry. A helping verb is a verb that is used together with the main verb to express action. For example, Amy might listen. Ask students to look through Mad Libs® stories to find five examples of linking verbs and five examples of helping verbs. Students will write the linking verbs on strips of paper and staple them together. Combine them into one long strip of linking verbs. Students should trace their hands on construction paper and write "A Helping Hand" on the palm. On each finger, instruct students to write down the helping verbs and the corresponding main verbs that were collected from Mad Libs® stories.

ADJECTIVES

Adjectives are describing words.

Mystery Bag

In this activity, students will use adjectives to describe a mystery object. Ask students to collect an item from home or in the classroom. Conceal the object in a paper bag. In pairs, students will use and record adjectives that describe the way the object sounds, smells, feels, as well as its size, shape etc. Partners will have opportunities to feel the mystery object without looking to make a final guess before the object is revealed. Lastly, students will choose adjectives recorded in the game to use in a Mad Libs® story.

Adjective Graveyard

Many adjectives are often overused in student writing (for example, *big, nice, fun*.) Look through your students' Mad Libs® stories and student writing to identify a list of overused adjectives. Assign each student an overused adjective to write on the top of a tombstone made from construction paper with RIP written underneath. On the back of the tombstone, challenge students to come up with as many alternative words as possible.

Guess Who

Write each student's name on a stick. Each student will choose a stick from a pile, only returning the stick if they choose their own name. Students will write a descriptive paragraph about the person they've selected without revealing his or her name. The student should underline the adjectives he or she uses in the description. The class will "Guess Who" based on the description. Students will select some of the underlined words to use as adjectives in a Mad Libs® story.

Guess My Mood Charades

Students will look through Mad Libs® stories to find adjectives that describe a person's mood (for example, *happy, angry, embarrassed*). Write each of these moods on a Popsicle stick. Students will select a stick and pantomime the mood while other students guess.



ADVERBS

Adverbs modify (or describe) verbs or other adverbs to answer the questions how, where, when, to what extent, and why.

Shake It Up!

Ask students to look through Mad Libs® stories and, as a class, make a list of 20 action verbs and 20 adverbs. Write each word on a sticky note and put the adjectives in one container and the adverbs in another. Students will shake up each container and pull out a verb and an adverb. Students will combine the words to make a phrase they can act out (for example, walk slowly, clap quickly, cheer silently).

Adverb Questions

Students will read through several completed Mad Libs® stories looking for adverbs. Have students fold a piece of paper into five columns. At the top, students will write the questions answered by adverbs: how, when, where, to what extent, and why. After reading the adverbs in context, students will list them in the column that matches the question they answer.

Modifier Search

Provide students with three different colored pencils, highlighters, or crayons. First ask students to read through three Mad Libs® stories and underline the adverbs using one color. Next, ask students to draw a line connecting the adverb to the word it modifies and circle it. The line should be drawn in a second color if a verb is being modified and it should be drawn in the third color if an adverb is being modified.

Adverb Collage

Ask students to bring in old newspapers or magazines. Challenge students to look for adverbs in the text. Instruct them to cut out adverbs and create a class collage by gluing or taping the adverbs on chart paper in the shape of the letters that spell *adverb*. Students can use this adverb collage as a reference for completing Mad Libs® stories.



READING COMPREHENSION

Pass the Envelope, Please

As a class, read through ten completed Mad Libs® stories. Assign one story to each pair of students. Ask students to write a brief summary of their story on an index card and place it in an envelope. While seated in a circle, mix up the envelopes and pass them to each pair. Take turns having pairs read aloud the summaries in their envelope. Students will then match the summary to one of the ten Mad Libs® titles.

The “Rain” Idea

Provide students with a main idea umbrella template or ask them to draw their own. In the umbrella’s canopy, ask students to write down the main idea from a completed Mad Libs® story. Under the umbrella, students should draw three or four large raindrops. Inside each raindrop, instruct students to record a detail that supports the main idea.

Beach Ball Bash

Ask students to read through five Mad Libs® stories. Students should generate at least one comprehension question for each story. Compile the questions as a class. Write the questions on a piece of masking tape and tape them in various spaces on a beach ball. You will create a beach ball for each story. Students will sit in a circle. Roll the beach ball to a student. The student will then answer the question nearest to where his or her hand touches the ball. Repeat this game for all five stories so that every student has a chance to answer a question.

Story Sequencing

Fold a large piece of white paper into four sections. Ask students to complete a four-part storyboard with the titles First, Then, Next, and Last at the top of each section. After reading a completed Mad Libs® story with a clear sequence of event, students will illustrate the four key events in order.



VOCABULARY

Vocabulary Rock 'N' Roll

Select new or unfamiliar vocabulary words from Mad Libs® stories and review the definitions with the class. In this activity, students will work with a partner to practice the definitions of these new words. Each pair will need one die and a reference sheet.

The reference sheet should include the following information:

If you roll a 1,
you will write out a definition of the word.

If you roll a 2,
you will write a synonym for the word.

If you roll a 3,
you will write an antonym for the word.

If you roll a 4,
you will write a sentence with the word.

If you roll a 5,
you will illustrate the word.

If you roll a 6,
you will act out the word.

Call out a vocabulary word and each pair of students will take turns rolling the die for 5 minutes.

Once 5 minutes has passed, move on to the next word.

Vocabulary Visor

Ask students to look through Mad Libs® stories for new or unfamiliar vocabulary. Provide them with a definition of these new words. On a strip of paper, write down the new word and staple it like a visor or crown to be worn on the students' foreheads. Students will mingle around the room and ask peers for definitions and descriptions so they can guess which vocabulary word they are wearing. (You can also create a new list of vocabulary words based on all the Mad Libs® stories for the classroom to learn together.)

Meet Your Match

As a class, read through several Mad Libs® stories and locate words that have synonyms and antonyms. Record these words on a list. In the first round of this activity, students will tape an index card to their forehead with a word from the list that has a synonym. They will mingle throughout the classroom asking questions in order to find a peer who has the matching synonym taped to his or her head. Play until all students have paired off. Then, students will find their antonym pair.

Vocabulary Bingo

As a class, locate 16 new or unfamiliar vocabulary words from Mad Libs® stories. Review the word meanings with student-friendly definitions. Provide each student with a 16-square board and markers. Read the vocabulary words aloud and have students randomly assign them to squares on their board. Next, read out the definitions to words and ask students to put a bingo marker on the word that corresponds to the definition. The first student to get four in a row, either horizontally or vertically, wins.



FLUENCY/STUDY SKILLS



Reader's Theater

Students will practice fluency and dialogue through reader's theater. Assign a Mad Libs® story to partners or small groups of students so that each person has a speaking part. Students will practice using their voices to depict the characters in the text in order to improve fluency. Students may choose to add props and perform the story in front of the class.

Compound Words

Teach students that compound words are two words that make a new word when joined together. Have students look through Mad Libs® stories and make a list of the compound words they find. Provide students with index cards and ask students to write each part of the compound words on a separate card. Students will play a matching game with a small group. The group will combine cards, making sure there are no repeats, and place them facedown in an array. They will take turns looking for matches that make up a compound word. The person with the most matches wins. At the end, students will read their compound words aloud to their group and tell them their meanings.

Punctuation Takes a Vacation

In this activity, students will learn the importance of punctuation to the meaning of words and sentences. Provide students with copies of Mad Libs® stories in which punctuation has been removed or covered. Tell students that punctuation has taken a vacation. Ask students to read these stories aloud to a partner. Afterwards, have a discussion about why punctuation is so important to reading comprehension. The next part of the activity is meant to emphasize reading punctuation. As a class, come up with different sounds or movements to represent different punctuation marks. For example, make a “bing” sound when you come to a period. Provide students with a reference chart of these sounds and movements along with copies of the Mad Libs® stories with all the punctuation in place. Students will read these stories aloud to a partner accentuating the punctuation with the sounds and movements. Students may also choral read for added fluency practice.

The Contraction Surgeon

Teach students that a contraction is the shortened form of a word or group of words in which certain letters are removed and replaced with an apostrophe. As a class, look through Mad Libs® stories and find examples of contractions or phrases that can be shortened into contractions, and make a list. From the list, ask students to choose three phrases to make into contractions. Students will play the role of surgeons. They will write the phrase on a sentence strip. During contraction surgery, they will cut out the letters or words necessary to make a contraction. After the surgery, they will replace these letters or words with a “scar”—the apostrophe—and read the shortened word.

CUMULATIVE ACTIVITIES

Write Your Own Mad Libs® Book

This activity provides students with an opportunity to link reading genres to writing genres. For each writing unit, students will write a short piece of text (for example, a fable, friendly letter, how-to guide, nonfiction feature article, realistic fiction story with dialogue, etc). After writing, editing, and finalizing their drafts, provide students with a list of the parts of speech and instruct them to redact at least one example of each part of speech from the story. Students can refer to the format of published Mad Libs® as a guide. Students will trade and complete one another's Mad Libs® stories. At the end of the year, students will compile these texts in their own Mad Libs® book that will serve as a writing portfolio and grammar review.

Grammar Bingo

Use the definitions at the beginning of each Mad Libs® book to create bingo boards, with a different definition randomly assigned to each of the eight boxes. Teachers can make these boards ahead of time or ask students to randomly copy the definitions into each box. Call out the different parts of speech and ask students to cover the corresponding definition with a bingo marker. The first student to cover four in a row is the winner. Students can swap boards and play again.

Scattergories

Divide students into groups of four and provide each group with a piece of paper that has been folded into four columns. Instruct students to write the headings *noun*, *verb*, *adjective*, and *adverb*. Review the parts of speech with the class using the guide at the beginning of each Mad Libs® book. Tell students you will give them five minutes to write as many words as possible in each category, beginning with a letter you've written on the board. Teams earn one point for every word they've written that no other team has recorded. Continue play with a new letter each round.

Scavenger Hunt

Using a Mad Libs® book, create a scavenger hunt for students. Develop a handout of different words, phrases, and titles students need to locate in the book. For example, find three adverbs that end in *-ly*, find an example of nonfiction and write the title below, locate five contractions and record them in their expanded and condensed forms.



MAD LIBS® APP

INTEGRATE TECHNOLOGY! STUDENTS AND TEACHERS CAN DOWNLOAD THE MAD LIBS® APP FOR FREE THROUGH THE APP STORE OR THROUGH ITUNES AT [HTTPS://ITUNES.APPLE.COM/US/APP/MAD-LIBS/ID326885152?MT=8](https://itunes.apple.com/us/app/mad-libs/id326885152?mt=8).

This app provides students and teachers with access to 21 FREE stories, complete with definitions, tips, and suggestions for filling in parts of speech. In addition to using the app to complete the activities listed in this teacher's guide, completing Mad Libs® stories through this app would be a great homework assignment or computer lab activity. Teachers can also encourage students to play with family and friends. Upon completing stories, students can share their results with teachers and peers. The app also saves student

responses so teachers can check for accuracy. Additional stories are available for purchase. This technology allows students to reinforce essential grammar skills from anywhere!



TEACHERS ♥ MAD LIBS!

“ I am a teacher using the app with my kids. They love to read their stories out loud to the class. ”

“ Some of my students need to review parts of speech. This is a fun way for them to practice with peers! ”

“ My students love playing with this app once they’ve finished an English assignment. ”



“ Have used these for years!
The kids love them and so do I. ”
– Janis, teacher, CA



Mrs. Norris' Class
@SheilaAnnNorris

#schoolhousetoourhouse

Doing some Mad Libs at the Norris house tonight! Fun way to practice grammar!



St. Peter's Primary
@StPetersBray

#MadLibs

We're having fun learning about our parts of speech in the resource room with #MadLibs.

MAD LIBS[®]
World's Greatest Word Game

With over 125 million Mad Libs in print, 130 titles available, and a brand-new classroom-friendly app, Mad Libs is the perfectly silly way to teach your students about the English language.

For more classroom lesson plans and activities, visit PenguinClassroom.com