

**Lesson 6: Action-Words****FIRST BOOK IN LANGUAGE****PART 1.1 READ AND DISCUSS • SENTENCES & ACTION-WORDS****LIVING GRAMMAR****The dog runs.**

Name-word: dog • Action-word: runs

**The boy plays.**

Name-word: boy • Action-word: plays

**The fish swims.**

Name-word: fish • Action-word: swims

- Find the name-words in these lines. Why is **dog** a name-word?
- Is **runs** a name-word? Why not? What word tells what the dog does?
- What word tells what the fish does? What word tells what the boy does? What do these words assert?

**PART 1.2 Memorize:** A word that asserts something, or that tells what any-thing does, is an action-word.**PART 2.1 PRACTICE WORK — USE ACTION-WORDS WITH THE FOLLOWING NAME-WORDS:**

Write an action-word for each subject

1. The bird \_\_\_\_\_.

5. The sun \_\_\_\_\_.

9. The girl \_\_\_\_\_.

2. The man \_\_\_\_\_.

6. The rain \_\_\_\_\_.

10. The clock \_\_\_\_\_.

3. The birds \_\_\_\_\_.

7. The girls \_\_\_\_\_.

11. The horses \_\_\_\_\_.

4. The men \_\_\_\_\_.

8. The dogs \_\_\_\_\_.

12. The clocks \_\_\_\_\_.

**PART 2.2 FILL THE BLANKS IN THE FOLLOWING EXERCISE WITH NAME-WORDS OR ACTION-WORDS:**

A. The \_\_\_\_\_ and the stars \_\_\_\_\_ at \_\_\_\_\_.

B. The \_\_\_\_\_ shines in the \_\_\_\_\_.

**PART  
2.3****Oral  
Narration:**

Read your sentences aloud in a clear voice. Tell what action-words fit a dog, a bird, or yourself!

Active Expression • 1880s  
Method

## TO THE TEACHER (ORIGINAL 1800S PEDAGOGICAL INSTRUCTION)

"The forms under Practice Work should be filled out by each pupil, to correspond with the object chosen by him. This can be done orally if the pupils are very young, and later, in review, should be written. The oral instruction should aim to make the child's observation of the objects definite and accurate, and to get the results of such observation in simple, correct sentences."

## PART 1 • MODEL LINES &amp; SOCRATIC QUESTIONS KEY

| Model Sentence  | Name-Word (Noun)         | Action-Word (Verb)          | Socratic Discussion & Assertion                                  |
|-----------------|--------------------------|-----------------------------|------------------------------------------------------------------|
| The dog runs.   | <b>dog</b> (an animal)   | <b>runs</b> (what it does)  | Dog names the creature. Runs asserts movement across the ground. |
| The boy plays.  | <b>boy</b> (a person)    | <b>plays</b> (what he does) | Boy is a name-word. Plays tells what the boy is doing with joy.  |
| The fish swims. | <b>fish</b> (a creature) | <b>swims</b> (what it does) | Fish names the creature. Swims asserts movement through water.   |

## PART 2.1 • PRACTICE WORK SOLUTIONS (SINGULAR &amp; PLURAL AGREEMENT)

| #   | Subject Name-Word    | Model Action-Word      | Completed Living Sentence             | Grammar Focus           |
|-----|----------------------|------------------------|---------------------------------------|-------------------------|
| 1.  | The bird (singular)  | <b>flies / sings</b>   | The bird flies. / The bird sings.     | Singular verb (-s)      |
| 2.  | The man (singular)   | <b>walks / works</b>   | The man walks. / The man works.       | Singular verb (-s)      |
| 3.  | The birds (plural)   | <b>fly / sing</b>      | The birds fly. / The birds sing.      | Plural verb (base form) |
| 4.  | The men (plural)     | <b>walk / work</b>     | The men walk. / The men work.         | Plural verb (base form) |
| 5.  | The sun (singular)   | <b>shines / rises</b>  | The sun shines. / The sun rises.      | Singular verb (-s)      |
| 6.  | The rain (mass noun) | <b>falls / pours</b>   | The rain falls. / The rain pours.     | Singular verb (-s)      |
| 7.  | The girls (plural)   | <b>sing / laugh</b>    | The girls sing. / The girls laugh.    | Plural verb (base form) |
| 8.  | The dogs (plural)    | <b>bark / run</b>      | The dogs bark. / The dogs run.        | Plural verb (base form) |
| 9.  | The girl (singular)  | <b>sings / reads</b>   | The girl sings. / The girl reads.     | Singular verb (-s)      |
| 10. | The clock (singular) | <b>ticks / strikes</b> | The clock ticks. / The clock strikes. | Singular verb (-s)      |
| 11. | The horses (plural)  | <b>trot / gallop</b>   | The horses trot. / The horses gallop. | Plural verb (base form) |
| 12. | The clocks (plural)  | <b>tick / chime</b>    | The clocks tick. / The clocks chime.  | Plural verb (base form) |

## PART 2.2 • COMBINED NAME-WORDS AND ACTION-WORDS KEY

| Sentence | Original Exercise Frame           | Accepted Model Answers                                                                               | Parts of Speech Identified                                                |
|----------|-----------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| A.       | The [ ] and the stars [ ] at [ ]. | <b>The moon and the stars shine at night.</b><br>(Also: <i>twinkle at dusk / gleam at midnight</i> ) | moon (name-word)<br>shine (action-word)<br>night (name-word)              |
| B.       | The [ ] shines in the [ ].        | <b>The sun shines in the sky.</b><br>(Also: <i>The moon shines in the night / dark</i> )             | sun / moon (name-word)<br>shines (action-word)<br>sky / night (name-word) |

## CHARLOTTE MASON TEACHING SEQUENCE

- **Sensory Demonstration:** Act out the words first: ask child to *run, walk, hop*. What are you doing? You are acting!
- **Ear Before Eye:** Read the pairs aloud (\*bird flies\* vs. \*birds fly\*). Train the child's natural ear for singular vs plural agreement without heavy grammar rules.
- **Gentle Penmanship:** Praise clear letter formation, correct sitting posture, and proper resting of pencil on the dashed baseline.
- **Oral Narration:** Let the child create their own spontaneous 2-word sentences (\*The cat leaps\*, \*The baby sleeps\*).

## ASSESSMENT RUBRIC (CCSS L.K.1.B • VERBS &amp; NOUNS)

- Level 4 Exemplary:** Accurately chooses lively action-words for all 12 items, perfectly matches singular/plural forms, completes both Part 2.2 sentences with neat penmanship.
- Level 3 Proficient:** Completes 10–12 items with fitting action-words; correctly completes Part 2.2 frames; minor agreement slip corrected upon oral re-reading.
- Level 2 Developing:** Identifies action-words with teacher prompt; oral completion accurate, written requires guidance for spelling or line placement.
- Level 1 Beginning:** Confuses name-words and action-words; benefits from sensory acting and oral choral reading before written drill.