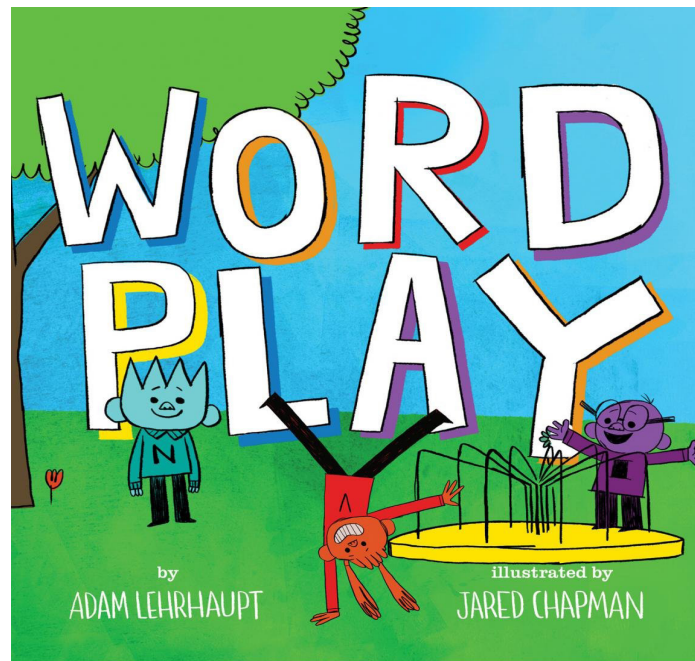


A Common Core State Standards-Aligned Discussion & Activity  
Guide for Grades PK-3



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Written by Adam Lehrhaupt  
Illustrated by Jared Chapman  
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*When the parts of speech gather on the playground, Verb is always the star. She can climb! She can frolic! She can DO anything! Her friends Adjective, Adverb, and Interjection all watch admiringly. ("WOW!" says Interjection.)*

*Then Noun comes along -- and Noun can BE anything. A person! A place! Even a thing! ("PRETTY!" says Interjection.) The other parts of speech are fascinated by this new kid, and Verb doesn't like it one bit.*

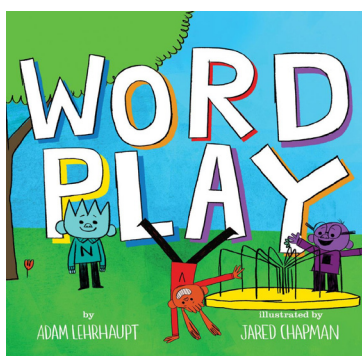
*But when a new threat menaces the playground, Noun can't move! There's only one part of speech who can DO something about it ... and that might allow Noun and Verb to BE something together: friends.*

Guide created by Debbie Gonzales, MFA  
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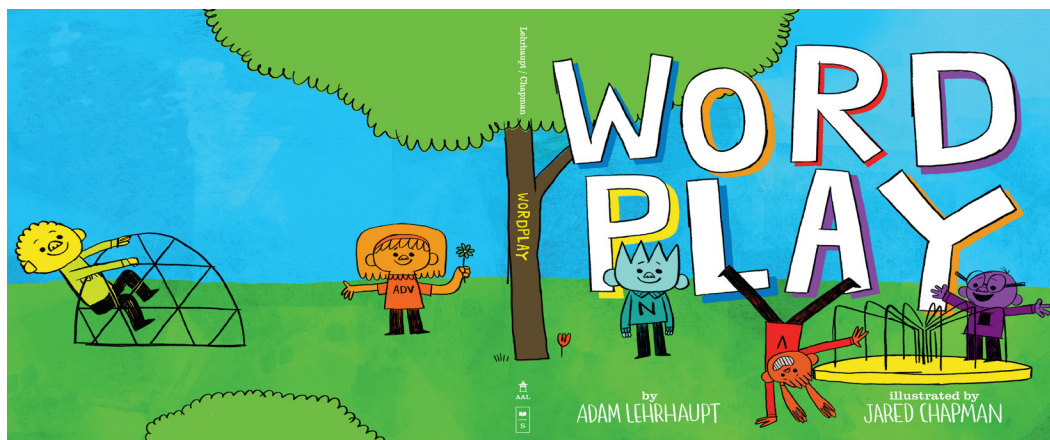


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## Pre-Reading Discussion Questions



Consider the front and back of the book jacket:

- Describe the action. Tell what the characters are doing in this spread.
- Explain why the girl in red is the only character who is balancing up-side down.
- Determine how each character is feeling. How do you know?
- Predict where this story is going to take place. What clues did you use to make this determination?
- The title of this story is WORDPLAY. Discuss ways that kids might play with words. Consider how words might play with kids.
- Describe what you think this story is going to be about.

Meet the author - Adam Lehrhaupt:

- An author is a person who use words to tell stories. In this case, Adam has written a story *about* words with words. Consider the silliness of that statement.
- A 'word' is a group a letters sequenced in specific way to create meaning. To 'play' means to have fun, joke, to frolic, and goof around. Determine how Adam was able to make words play.
- Adam has traveled to six continents, performed on Broadway, and lived on a communal farm, which means that lots of people live and work on farm together. At home, he has a great wife, two crazy dogs and two awesome boys who make him laugh every day. Discuss how Adam's life experiences serve as inspiration for the books he writes today.
- Access [www.adamlehrhaupt.com](http://www.adamlehrhaupt.com) to learn more about Adam Lehrhaupt, the author who knows how to make words play.



Meet the illustrator - Jared Chapman:

- An illustrator uses pictures to tell stories. Consider the illustration on the WORDPLAY book jacket. Tell the story the illustration suggests.
- Jared has illustrated and written other books and has worked for companies such as Walt Disney and Hallmark Cards, among many other impressive companies. To become a skilled illustrator like Jared, artists must study and practice, practice, practice. Explore the topics an illustrator would need to study. Describe what life would be like if you were able to draw pictures for a living!
- Learn more about Jared by accessing his website at [www.jaredchapman.com](http://www.jaredchapman.com).



## Post-Reading Discussion Questions

*After reading WORDPLAY in its entirety, discuss the quotes below by searching back through the book to locate the spread where they are featured. Study the illustration, then explore the concepts described in the bulleted comments below.*

### **Meet Verb. She does things.**

- Describe that 'things' Verb can do.
- Predict how she feels when she is active and the center of attention.
- Is it important to Verb that the others are impressed by her skills? How do you know?

### **Meet Noun. Noun can't DO like verb But Noun can BE.**

- Consider how the others are equally impressed with all of the things that Noun can be, most especially the dinosaur. Who do you think they are more impressed with - Verb or Noun? How so?
- Observe Verb's response to the way the others are reacting to Noun's ability to be anything. Tell how Verb is feeling. Explain your answer.
- The word *jealous* means to envy, resent, and to wish someone didn't have something. Discuss ways that Verb is demonstrating jealousy. Why is she behaving in this way?
- Is Noun aware of Verb's feelings? How do you know?

### **Noun can't DO anything. He is stuck.**

- Define the meaning of the word 'stuck'.
- Explain why Noun does not move when the bee is attacking.
- Describe the danger of the situation.
- Discuss Adverb, Adjective, and Interjection's reaction to the dangerous situation. What does their reaction reveal about their character? Explain your answer.



## She helps.

- Throughout the story, Verb has not been very kind to Noun. Instead of cheering him on, Verb has been reacting and responding to Noun in mean ways. Explain why helping Noun demonstrates a change in her character.
- Verb chose to help Noun. She didn't have to do it. The others didn't. Determine the reason why Verb chose to help someone who she has been jealous of.
- Explain how Noun needs Verb.
- Discuss how Verb needs Noun.

## Then Noun knows what he will be to Verb: A friend.

- Describe Noun and Verb's relationship. Would you consider them to be 'best friends'? If so, identify the reason why this is so.
- The word *grateful* means to appreciate and to be thankful. Which character - Noun or Verb - is the most grateful of their new friendship. How so?
- The word *caring* means thoughtful, considerate, and kind. Which character - Noun or Verb - has demonstrated caring for another in need. Explain your answer.
- Define the word *friend*. Explain what the word means to you.
- Predict what Noun and Verb's friendship will be like after the story ends.

## Compare and Contrast Noun & Verb



Discuss the similarities and differences between Noun and Verb.

- List 5 ways that Noun and Verb are the same.
- List 5 ways that Noun and Verb are different.



*It is said that 'opposites attract'. This means that, oftentimes, two people who have completely different personalities, interests, and behavior end up becoming very good friends. Do you think that the saying 'opposites attract' is a true statement in Noun and Verb's case? Explain your answer.*

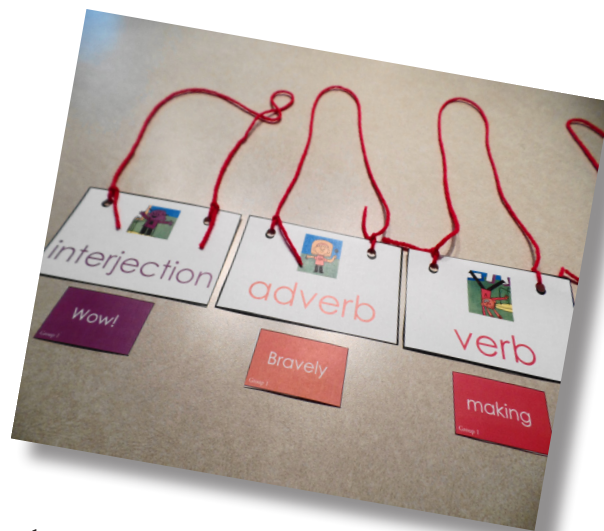


## Improv: Understanding Parts of Speech

*In this activity, students will engage in a dramatization of the characteristics of various parts of speech.*

### Materials:

- Character Cards (Guide, pgs. 8-9)
- Word Cards (Guide, pgs. 10-11)
- Cardstock
- Scissors
- Hole punch
- 5 paper clips
- Yarn (5 2 ft. long strings)
- WORDPLAY (more specifically, turn to page 3 on which the definition of each featured part-of-speech is found)



### Construction Instructions:

- Print Character Cards on cardstock.
- Use scissors to trim around the border of the Character Cards.
- Punch holes in the spaces indicated on Character Cards with hole punch.
- Tie ends of yarn strings in each hole, creating a hanging name tag to represent each character in the story.
- Print Word Cards on cardstock.
- Use scissors to trim around the borders of each card.
- Using the numbers in the left corner of each card, organize the cards by paper clipping each group together.

### Procedure:

- Explain that, in this activity, the students will be using *improv* techniques to act out different parts of speech. Improv requires acting out a scene without previous preparation. Improv involves imagination and creativity and is a great deal of fun! Let the class know that the following process will be repeated a number of times to assure that most students will have a chance to participate.
- Choose a student to wear the Character Card labeled 'verb'. Refer to page 3 in WORDPLAY and explain to the class what the verb's role is in a sentence - to show action or a state of being, and to reveal what is happening in a sentence. Choose the word 'making' from the first group of Word Cards. Tell students that the word 'making' demonstrates action.
- Choose a student to wear the Character Card labeled 'noun'. Refer to page 3 in WORDPLAY and explain to the class what the noun's role is in a sentence - to represent a person, place, or thing and that nouns are the subject or object of the action in a sentence. Choose the word 'friends' from the first group of Word Cards. Explore how the word 'friends' comes alive when paired with a verb. Encourage students wearing Character Cards to improv their connection with each other.
- Choose a student to wear the Character Card labeled 'adjective'. Refer to page 3 in WORDPLAY and explain to the class what the adjective's role is in a sentence - to *modify* nouns or pronouns, meaning to change, tweak, enhance, or make more understandable. Choose the word 'new' from the first group of Word Cards. Explore how the word 'new' modifies the noun. Encourage students wearing Character Cards to improv their connection with each other.

- Choose a student to wear the Character Card labeled 'adverb'. Refer to page 3 in WORDPLAY and explain to the class what the adverb's role is in a sentence - to *modify* verbs or other adverbs, meaning to change, tweak, enhance, or make more understandable. Choose the word 'bravely' from the first group of Word Cards. Explore how the word 'bravely' modifies the verb. Encourage students wearing Character Cards to improv their connection with each other.
- Choose a student to wear the Character Card labeled 'interjection'. Refer to page 3 in WORDPLAY and explain to the class what the interjection's role is in a sentence - to express emotion and/or excitement. Choose the word 'Wow!' from the first group of Word Cards. Explore how the word 'wow' expresses surprise, and adds enthusiasm to the meaning of the sentence. Encourage students wearing Character Cards to improv their connection with each other.
- Instruct students wearing Character Cards to line up in correct sequence and tell what they know about their role as an important player in the structure of this sentence.
- Repeat process using the remaining four groups of Word Cards.



*Word Cards - Group 1 & Group 2*

## Character Cards



noun

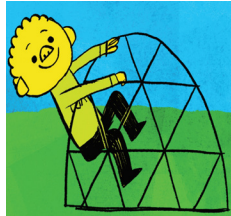


verb





adverb



adjective



interjection

## Word Cards

Group 1:

making

Group 1

friends.

Group 1

new

Group 1

Bravely

Group 1

Wow!

Group 1

Group 2: \_\_\_\_\_

drawing

Group 2

pictures.

Group 2

colorful

Group 2

Quietly

Group 2

Shhh!

Group 2



Group 3:

petting

Group 3

puppy.

Group 3

silly

Group 3

Happily

Group 3

Aww!

Group 3

Group 4:

---

singing

Group 2

songs.

Group 2

hip-hop

Group 2

Badly

Group 2

Cool!

Group 2

Group 5:

---

writing

Group 5

letter.

Group 5

farewell

Group 5

Sadly

Group 5

Wah!

Group 5

## Word Cubes

*In this activity, students will create manipulatives with the intent to reinforce the understanding of various parts of speech.*

### Materials:

- Word Cubes (Guide, pgs. 13-17)
- Scissors
- Tape or glue
- Character Cards (Guide, pgs. 8-9)

### Construction Instructions:

- Use scissors to carefully trim around the borders of the Word Cubes, taking care to cut around tabs labeled “Fold and glue tab”.
- Fold the on the lines between the squares inward.
- Fold tabs inward.
- Construct Word Cubes by folding and securing tabs to form cubes.

### Procedure - Word Cubes & Name Card Role Play:

- Instruct the student wearing a particular stringed Name Card to identify with their part of speech by introducing themselves as their function in grammar. Make certain that they understand the noun's role in a sentence.
- Have the student roll the 'Noun' Word Cube. Tell them to act out the word that landed on the top of the cube.
- Next, instruct the child wearing the Name Card labeled 'Verb' introduce themselves as their function in grammar. Make certain that they understand the verb's role in a sentence.
- Have the student roll the 'Verb' Word Cube. Tell them to assume dramatize the word that landed on the top of the cube.
- Instruct the students wearing the Noun and Verb stringed Character Cards to dramatize the connection between their words. For example, the words chosen might be 'dog' and 'sing.' If so, direct students to role play a dog singing.
- Continue in the same manner, combining all of the parts of speech indicated on the Word Cubes.
- Some suggested Word Cube Role Play combinations might be:
  - ~ Noun & Verb
  - ~ Adjective & Noun
  - ~ Verb & Adverb
  - ~ Interjection (boldy and confidently dramatizing each term)
  - ~ Interjection, adjective, noun, verb, and adverb



*Fold tabs and lines inward.*



*Fold and secure tabs to form cubes.*



dog

nouns

Fold and glue tab.

Fold and glue tab.

bird

ball

tree

Fold and glue tab.

Fold and glue tab.

car

Fold and glue tab.

Fold and glue tab.

shoe

Fold and glue tab.





Fold and glue tab.

sleeping

verbs

Fold and glue tab.

jumping

swimming

flying

Fold and glue tab.

singing

Fold and glue tab.

Fold and glue tab.

whispering

Fold and glue tab.

Fold and glue tab.



adverbs

Fold and glue tab.

Fold and glue tab.

fast

loudly

quickly

Fold and glue tab.

quietly

Fold and glue tab.

Fold and glue tab.

softly

Fold and glue tab.

Fold and glue tab.



tall

adjectives

Fold and glue tab.

Fold and glue tab.

silly

happy

funny

Fold and glue tab.

fuzzy

Fold and glue tab.

Fold and glue tab.

stinky

Fold and glue tab.

Fold and glue tab.



# interjections

Fold and glue tab.

Fold and glue tab.

Yay!

Wow!

Hurrah!

Fold and glue tab.

Awesome!

Fold and glue tab.

Fold and glue tab.

Cool!

Fold and glue tab.

Fold and glue tab.

## Story Pages

*In this activity, students will demonstrate the understanding of the function of various parts of speech.*

### Materials:

- Word Cubes (Guide, pgs. 13-17)
- Story Pages (Guide, pgs. 19-23)
- Pencil
- Markers or crayons

### Procedure:

- Print a Story Page.
- Note the part(s) of speech highlighted on that particular Story Page.
- Choose Word Cubes that correspond with part(s) of speech designated on Story Page.
- Roll Word Cubes.
- Record the word(s) that land on the top of the cube in the color-coded spaces designated on the Story Page.
- Illustrate the connection between the particular part(s) of speech. Create a scene in which both terms interact with one another.
- Write a short story or description of their connection in the spaces provided at the bottom of the Story Page.
- Share drawings and stories with the class.

*sample*

*Roll NOUN Word Cube.  
Record noun in the color-coded space provided here.*

*Illustrate story in the space provided here.*

*Write story in space provided here.*

*Roll VERB Word Cube.  
Record verb in the color-coded space provided here.*





## Story Page: Noun & Verb

*Roll the Word Cubes. Record the word landing on the top portion of the cubes in the color-coded spaces below. Illustrate a scene dramatizing the connection between the two parts of speech. Write a brief story describing the action in the illustration. Share work with the class.*



noun



verb

---

---

---

---

---



## Story Page: Adjective & Noun

*Roll the Word Cubes. Record the word landing on the top portion of the cubes in the color-coded spaces below. Illustrate a scene dramatizing the connection between the two parts of speech. Write a brief story describing the action in the illustration. Share work with the class.*

adjective

noun



## Story Page: Verb & Adverb

*Roll the Word Cubes. Record the word landing on the top portion of the cubes in the color-coded spaces below. Illustrate a scene dramatizing the connection between the two parts-of-speech. Write a brief story describing the action in the illustration. Share work with the class.*



verb



adverb

---

---

---

---



## Story Page: Interjection

*Roll the Interjection Word Cube. Record the word landing on the top portion of the cube in the colored-coded spaces below. Illustrate a scene dramatizing a situation in which that particular interjection might be used. Write a brief story describing the action in the illustration. Share work with the class.*



interjection

---

---

---

---



## Story Page: Interjection, Adjective, Noun, Verb & Adverb

*Roll the Word Cubes. Record the word landing on the top portion of the cubes in the correct spaces below. Illustrate a scene dramatizing the connection between the two parts of speech. Write a brief story describing the action in the illustration. Share work with the class.*



interjection



adjective



noun



verb



adverb





## Common Core State Anchor Standards Alignment

English Language Arts Standards » Anchor Standards for Reading		Discussion Questions	Improv	Word Cubes	Story Pages
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	●			
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	●			
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	●			
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	●	●	●	●
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	●	●	●	●

### English Language Arts Standards » Anchor Standards for Writing

CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				●
CCSS.ELA-Literacy.CCRA.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.				●
CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				●
CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.				●

### English Language Arts Standards » Anchor Standards for Speaking & Listening

CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	●	●	●	●
CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	●	●	●	
CCSS.ELA-Literacy.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		●	●	●
CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	●	●	●	●

### English Language Arts Standards » Anchor Standards for Language

CCSS.ELA-Literacy.CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●
CCSS.ELA-Literacy.CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	●	●	●	●
CCSS.ELA-Literacy.CCRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	●	●	●	●