

# 85 Lesson Launchers



Parts of  
Speech

**SAMPLE PAGE**

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# Introduction

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Walch Education's *85 Lesson Launchers* series is a wonderful way to turn extra classroom minutes into valuable learning time. Use the 85 quick activities at the beginning of class to focus students on instruction; near the end of class to make good use of transitional time; in the middle of class to shift gears between lessons—or whenever you have minutes that now go unused.

*85 Lesson Launchers* are a natural lead-in to more in-depth activities.

*85 Lesson Launchers* are easy to use. Simply photocopy the day's activity and distribute it. Or, make a transparency of the activity and project it on the board. Use the activities for extra credit points or to check your students' skills as they are acquired and built over time.

*85 Lesson Launchers* are a convenient and useful supplement to your regular class lessons. Make every minute count!

SAMPLE PAGE



# Places to Go, People to See!

A **common noun** names a nonspecific person, place, thing, or idea. It is not capitalized.

**Examples:** dentist (person), school (place), crayon (thing), emotion (idea)

Write common nouns on the lines below to complete the sentences. The first one has been done for you.

1. Our car (thing) is very fast on the highway.
2. We got lost going to the \_\_\_\_\_ (place), so we decided not to go.
3. The \_\_\_\_\_ (person) gave a wonderful concert.
4. My \_\_\_\_\_ (idea) are easily hurt when my friends are mean to me.
5. My \_\_\_\_\_ (person) taught me how to fish and ride a bike.
6. The \_\_\_\_\_ (thing) wasn't large enough to cover my head.
7. We should put the papers inside the \_\_\_\_\_ (thing).
8. We saw a giraffe at the \_\_\_\_\_ (place).
9. The \_\_\_\_\_ (person) graded my homework.
10. Everyone wants the \_\_\_\_\_ (idea) to do what they want.



# A Flock of V's and a Bunch of O's

The plural of most nouns ending in **f** or **fe** is formed by adding **s**. For some nouns that end in **f** or **fe**, the **f** is changed to a **v** and an **s** or **es** is added.

**Examples:** gulf, gulfs; leaf, leaves

Write the plural form of the nouns on the lines. Use a dictionary, if needed.

1. scarf \_\_\_\_\_
2. roof \_\_\_\_\_
3. life \_\_\_\_\_
4. wife \_\_\_\_\_
5. wharf \_\_\_\_\_
6. cliff \_\_\_\_\_

For nouns that end in **o**, add an **s**. For nouns that have a consonant before the **o**, add **es**.

**Examples:** studio, studios; tomato, tomatoes

Write the plural form of the nouns on the lines.

7. potato \_\_\_\_\_
8. radio \_\_\_\_\_
9. domino \_\_\_\_\_
10. patio \_\_\_\_\_
11. tomato \_\_\_\_\_
12. studio \_\_\_\_\_



# Follow the Action!

An **action verb** tells what the subject is doing.

**Examples:** The girl **jumps** over the rope.

The girl **swings** the rope over her head.

Underline the action verbs in the sentences below.

1. The builder hammered a nail into the wall.
2. The man shuffled the deck of cards like an experienced player.
3. The boys hopped over every crack in the sidewalk.
4. We fixed the lights in the theater.
5. My sister sings in the choir on Saturday.
6. We brought the rest of the chocolate pies.
7. The weeds outside grow very quickly.
8. The wagon fell over on its side.
9. We sprayed water on our coach after the game.
10. The candle burned a hole through the paper.
11. My phone rings constantly at home.
12. The little kitten batted my ball of yarn.
13. I ride my horse Target every weekend.
14. The wind blew the papers across the lawn.
15. We picked strawberries on the farm.



# I'm Late!

A **helping verb** is used with the main verb to express different times and moods. Some helping verbs include **has, had, and have; do and did;** and forms of the verb **to be** such as **am, is, was, and were.**

**Examples:** Jason **will** play in the game this afternoon.

I **have** taken three flowers from the bouquet.

Help this boy apologize to his mother for being late for dinner. Use the helping verbs in the box below to complete each sentence.

may	must	am	could	had	will
would	did	were	should	can	shall

1. I'm sorry; I know that I \_\_\_\_\_ call when I'm going to be late.
2. I \_\_\_\_\_ to go over to Eric's house to help him with his homework.
3. I \_\_\_\_\_ not know that it was so late.
4. I \_\_\_\_\_ have called if I had known it was past six o'clock.
5. We \_\_\_\_\_ working very hard.
6. I \_\_\_\_\_ have forgotten to check my watch.
7. Next time, I \_\_\_\_\_ be sure to look at the clock.
8. You \_\_\_\_\_ also call Eric's house to remind me.
9. I know that I \_\_\_\_\_ being irresponsible when I don't call.
10. If you'd like, I \_\_\_\_\_ come home right after school tomorrow.
11. I \_\_\_\_\_ make dinner; Eric's mom taught me how to make spaghetti.
12. We \_\_\_\_\_ see if I am a good cook.



# Time Travel

The **tense** of a verb is its time. The **present tense** tells that an action is *happening now* or is *happening regularly*. The **past tense** tells that an action *happened at a specific time in the past*. The **future tense** tells that an action *will happen in the future*.

Write a sentence for each tense of the verbs below. One sentence in each group has been done for you.

1. **Present:** I **mow** the lawn every week for my dad. \_\_\_\_\_  
**Past:** \_\_\_\_\_  
**Future:** \_\_\_\_\_
2. **Present:** \_\_\_\_\_  
**Past:** \_\_\_\_\_  
**Future:** I **will climb** the tallest oak tree tomorrow. \_\_\_\_\_
3. **Present:** \_\_\_\_\_  
**Past:** We **moved** into this house five years ago. \_\_\_\_\_  
**Future:** \_\_\_\_\_
4. **Present:** \_\_\_\_\_  
**Past:** \_\_\_\_\_  
**Future:** I hope that I **will live** to be a hundred years old. \_\_\_\_\_
5. **Present:** We **skate** on the pond in the park every winter. \_\_\_\_\_  
**Past:** \_\_\_\_\_  
**Future:** \_\_\_\_\_



# Adjectives That Compare

An **adjective** is a word that describes a noun or a pronoun. A **comparative adjective** compares two people, places, things or ideas.

**Examples:** Your painting is **large**. (adjective)  
Your painting is **larger** than mine. (comparative adjective)

Write a comparative adjective on the lines below.

1. The Empire State Building is \_\_\_\_\_ than my house.
2. Sammy Sosa is a \_\_\_\_\_ baseball player than I am.
3. Our grass is \_\_\_\_\_ than the neighbor's grass.
4. My brother is \_\_\_\_\_ than I was at his age.
5. The North Pole is \_\_\_\_\_ than my town.
6. The Atlantic Ocean is \_\_\_\_\_ than my pool.
7. Charlotte's hair is \_\_\_\_\_ than Kendra's hair.
8. A large fire is \_\_\_\_\_ than a small fire.
9. Our motorboat is \_\_\_\_\_ than that sailboat.
10. Drums are \_\_\_\_\_ than flutes.

A **superlative adjective** compares three or more people, places, things, or ideas.

**Example:** That is the **most creative** idea I've heard today.

Write a superlative adjective on the lines below.

11. You have the \_\_\_\_\_ pencil in the class.
12. The \_\_\_\_\_ player in the band is the one I can always hear.
13. I have the \_\_\_\_\_ room in the house.
14. That is the \_\_\_\_\_ bouquet of roses I have ever seen.
15. He is the \_\_\_\_\_ of the five brothers.
16. My doctor told me that I was the \_\_\_\_\_ of all his patients.
17. They sell the \_\_\_\_\_ vegetable burgers in town.
18. We rode the \_\_\_\_\_ ride at the amusement park.
19. I took out the \_\_\_\_\_ book in the library.
20. We had the \_\_\_\_\_ class in the history of the school.



# Adverb Olympics

An **adverb** is a word that describes a verb, an adjective, or another adverb. Some adverbs tell *when*, *how often*, or *how long* something happens.

Complete the sentences with adverbs from the box below.

last	first	frequently	rarely	sooner
daily	recently	briefly	quickly	previously
yesterday	usually	temporarily	instantly	yearly

1. The sprinters ran \_\_\_\_\_ earlier this morning.
2. The athletes must train \_\_\_\_\_ for this.
3. Johnson was in first place \_\_\_\_\_ before Henrick overtook him.
4. My favorite event will be \_\_\_\_\_ later this evening.
5. I wish that this were a \_\_\_\_\_ event.
6. Kittredge \_\_\_\_\_ broke his leg, so he couldn't race.
7. We are \_\_\_\_\_ able to see so many talented athletes in one place.
8. The sprinter \_\_\_\_\_ lost sight of the finish line.
9. The tennis match finished \_\_\_\_\_ than I thought.
10. The concerned distance runner \_\_\_\_\_ checks his watch.
11. The weight lifters are \_\_\_\_\_ large.
12. The swimmers swam \_\_\_\_\_, and the runners will run today.
13. The cyclist \_\_\_\_\_ trained in France before coming to the Olympics.
14. When we saw Gustav smile, we \_\_\_\_\_ knew he had won.
15. The fifty-meter dash ended \_\_\_\_\_.



# A Trip to the Museum

A **pronoun** is a word used in place of a noun. An **object pronoun** is used as a direct object, an indirect object, or in a prepositional phrase.

**Singular:** me, you, him, her, it

**Plural:** us, you, them

Replace the noun (or nouns) in **bold** with an object pronoun. The first one has been done for you.

1. My mom, my dad, and I went with ~~my sister~~ <sup>her</sup> **Joanna** to the museum.
2. My family took **an umbrella** because it was raining out.
3. The museum had an exhibit on **Pablo Picasso**.
4. Picasso was a great painter who inspired **my family and me**.
5. "You should definitely see **the exhibit**," our teacher told **Joanna**.
6. The paintings gave **the visitors** goosebumps because the paintings were so beautiful.
7. They didn't bring their favorite picture for **viewers** because the picture was in Paris.
8. "You should buy **Joanna** a postcard, Dad," Joanna said to her father.
9. It was difficult to see **the paintings** above the crowd.
10. My dad put **Joanna** on his shoulders to let **Joanna** see.
11. Joanna complained, "You're not lifting **Joanna** high enough, Dad."
12. Dad moved to another location for **Joanna**.
13. My mother gave **Joanna** the umbrella to hold.
14. As Dad was moving, I saw **the umbrella** slip out of Joanna's hand.
15. The umbrella hit **the painting** and knocked **the painting** to the ground!



# Arrows and Antecedents

An **antecedent** is the noun that a pronoun replaces or refers to.

**Example:** The **chairs** got wet when we left **them** in the rain.  
(*Chairs* is the antecedent of the pronoun *them*.)

Draw a line connecting a pronoun with an antecedent. Write sentences below using the pairs you have made. Use each pronoun once. The first one has been done for you.

- |                           |                |
|---------------------------|----------------|
| 1. the marine biologists  | we             |
| 2. Mr. Hammerstein        | you (singular) |
| 3. Nicole                 | they           |
| 4. my little sister and I | she            |
| 5. the flight attendant   | he             |
| 6. the carpenters         | you (plural)   |
| 7. the waiter             | them           |
| 8. Ivan                   | her            |
| 9. the band and I         | him            |
| 10. Jamal and Dale        | us             |

1. The marine biologists said that they were going to the ocean today.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

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# What Is Being Described?

An **adverb** describes a verb, an adjective, or another adverb. An **adjective** describes a noun or a pronoun.

Circle the descriptive adjectives below. Underline the adverbs. Draw an arrow from the adverb or adjective to the word that it describes.

1. We quickly walked across the busy street.
2. My mother and father are very nice people.
3. He is shy when he is meeting new people.
4. That is sweet tea.
5. We quickly skated over to the edge of the pond.
6. I love having a large room.
7. Your dress is a beautiful shade of pink.
8. We brought the crooked one home to show Mom.
9. I completely forgot to pass in my homework paper.
10. The bright, new lamp works perfectly.
11. Maybe his bravery will win him a gold medal.
12. The burrito is too large to eat with my hands.
13. The alarm buzzes softly in the morning.
14. I am thirsty after eating salty potato chips.
15. Martha hurriedly ran to meet her father.

