

A Note To Educators

My Mama always told me, “You get more bees with honey than you do vinegar!” When you are teaching a “VERB” or any child for that matter, this is always the case. Children who struggle with focus and organizational skills can be very frustrating to deal with, yet the more positive you can be with them, the better they will do in the classroom.

The purpose of this book is to offer teachers and ALL students “hands on” activities that can help them become more successful. When you are dealing with a “VERB,” it is the little things that can make a big difference! External organization becomes vital for success both in and out of the classroom.

How to Teach a “VERB!” – A Quick Teacher Recipe

1. Stay Positive.
2. Be Organized.
3. Start each day with a clean slate.
4. Set reasonable expectations.
5. Work *with* the “VERB” as opposed to working *against* them.
6. Do everything you can to see the world from their perspective.

This book was especially fun for me to create because...I am a “VERB!”

ENJOY!

–Julia Cook

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P.O. Box 22185 • Chattanooga, TN 37422-2185
423.899.5714 • 866.318.6294 • fax: 423.899.4547
www.ncyi.org

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Summary: A supplementary teacher's guide for *It's Hard To Be A Verb!*.
Full of discussion questions and exercises to share with students.

Written by: Julia Cook • Illustrations by: Carrie Hartman
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My Own Amazing Work Shield!

When there is a lot going on in the classroom, “Verbs” have a tough time focusing on their own independent work. A work shield can help them focus by creating a distraction barrier.

Materials Needed

3 Manilla Folders
Stapler
Markers or Crayons

1. Staple the manilla folders together so they create a three-sided shield (see illustration).
2. Have students decorate one side of the folders any way they like. The student can even write, “MY OWN AMAZING WORK SHIELD!” on the folders.
3. Have students brainstorm and write down three personal work goals on a sheet of paper. Goals might include: I will focus on the work I need to do. I will complete my work to the best of my ability. I will stay in my seat during work time, etc.
4. Have students copy their goals on the other side of the folders so when they are working, they can look at their personal goals, but not be distracted by their fantastic work shield designs.
5. When it is time for independent seat work, have students set up their shields on their desks. Shields can easily be folded and stored inside their desks when not in use.





Focus Squishy Basket

Fill a basket full of small items that can be used as focus squishies. Items can include: stress balls, three pieces of swing set chain hooked together, small soft toys, bendable plastic coated toys, silly putty, etc. Make sure you have twice as many focus squishies as you have students. (This will lessen their importance because everyone can have them when they need them.)

Explain to your students that some kids can listen more effectively if their fingers are busy moving. Tell your students, “The purpose of the focus squishy is to add to your learning NOT take away from it.” Allow students to choose a focus squishy for the day. They can keep it on their desks, and when they need to listen actively, they can use it to keep their fingers busy. The focus squishies are NOT to be used as toys. They have a very important job to do and must be treated with respect. When they are not needed, they are to be placed carefully on top of the student’s desk. Having a focus squishy and using it correctly can do wonderful things for your brain!

At the end of the day, have students clean their focus squishy with hand sanitizer and put it back in the basket. They can then be “squished” by others who are focusing the very next day.

The Sounds of a Learning Classroom!

When working with children who have ADD and ADHD, research has proven that the more natural and open a person feels in their surroundings, the more their symptoms of distractibility and hyperactivity will improve. During work time, fill your classroom with the sounds of nature by playing CDs with ocean waves, blowing trees, chirping birds, waterfalls, etc.

Rock and Roll Your Wiggles!

Create a CD containing several fast paced, kid-appropriate songs. You can use rock and roll, oldies, hip hop, fast country, and/or jock jams.

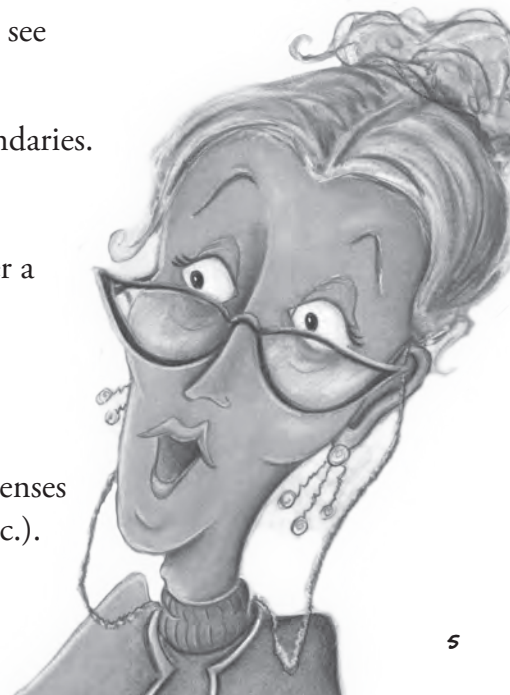
Whenever your students seem to be a bit too wiggly, stop what you are doing and put on a song. Play it as loud as you can (make sure you don’t disturb other classrooms). Have your students stand up and wiggle to the music!





Terrific Tips for Teaching verbs

1. Keeping a positive attitude is an absolute MUST! Be an “I can” teacher instead of an “I can’t” teacher. Do everything you can do to convince your students that they are “I can” students instead of “I can’t” students.
2. Create a secret sign with your “verb” (i.e. a hand on their shoulder, etc.) that reminds them that they are off task without calling negative attention to them from you or from other students.
3. Have realistic expectations for each child, not one blanket expectation for your entire class.
4. Break up work time into shorter segments for your “verbs” to accommodate their excess energy. Allow them to get up and move around, stretch, get a drink, run an errand etc. in the middle of work time. Hold high expectations that when given a short break, the student will return to their assignments and be productive.
5. Play nature sound CDs (ocean waves, trees blowing, waterfall noise, birds chirping, etc.) softly in your classroom during work time. Get kids outside for fresh air whenever possible, even if it is just for two minutes!
6. Prior to work time, do the wiggle dance, or other physical activity that will get your students’ blood flowing to their brains.
7. Start each day with a clean slate. Each day should be filled with a sense of hope for a successful day – both from the teacher and from the student.
8. Provide immediate feedback and give reinforcements whenever you see improvement. Reward success in every way possible!
9. Establish control by being consistent with classroom rules and boundaries. Discipline offenses immediately. (Most “verbs” function best in the “NOW.”) Offer explanations when rules are violated. Be willing to actively listen to their side of the story and then brainstorm together a positive alternative for future use.
10. Utilize group work. Encourage problem solving, teamwork, and cooperation.
11. Use teaching visuals whenever possible and try to involve as many senses as you can in your direct teaching (i.e. see, smell, hear, taste, feel, etc.).



What Can You Make of It?

How many words (two or more letters) can you make from the phrase:

IT'S HARD TO BE A VERB!

Write your answers below. Use the back of the paper if you run out of room.

1. _____

12. _____

2. _____

13. _____

3. _____

14. _____

4. _____

15. _____

5. _____

16. _____

6. _____

17. _____

7. _____

18. _____

8. _____

19. _____

9. _____

20. _____

10. _____

21. _____

11. _____

22. _____

Think About It (Being a Verb!)

Sometimes, it's FUN to be a “verb.”

Write down five fun things you *like* about being a “verb”:

1. _____
2. _____
3. _____
4. _____
5. _____

Circle one of the five FUN things. Write about a time when you *enjoyed* being a “verb.”
Briefly explain what happened and how you felt about your actions.

Sometimes, it's NOT-SO-FUN to be a “verb.”

Write down five not-so-fun things you *don't like* about being a “verb.”

1. _____
2. _____
3. _____
4. _____
5. _____

Circle one of the five NOT-SO-FUN things. Write about a time when you *didn't enjoy* being a “verb.”
Briefly explain what happened and how you felt about your actions.

What could you have done differently that would have made the situation better for you?

Think About It (Living with a Verb!)

Sometimes, people think it's FUN to be around a “verb.”

Write down five fun things others *like* about you being a “verb”:

1. _____
2. _____
3. _____
4. _____
5. _____

Circle one of the five FUN things. Write about a time when others *enjoyed* you being a “verb.” Briefly explain what happened and how they felt about your actions.

Sometimes, people think it's NOT-SO-FUN to be around a “verb.”

Write down five not-so-fun things others *don't like* about you being a “verb.”

1. _____
2. _____
3. _____
4. _____
5. _____

Circle one of the five NOT-SO-FUN things. Write about a time when others *didn't enjoy* you being a “verb.” Briefly explain what happened and how they felt about your actions.

What could you have done differently that would have made the situation better for them?

Campaign for VERBS!

Directions:

You are in the VERB promotion business.
Think of a catchy phrase that can be used to promote “verbs”
and design a t-shirt using your phrase.

EXAMPLE

“Verbs” help
to color our
world!

