Description: Students will create and perform a rap that demonstrates action verbs.

Learning Objectives:

- Students will identify action verbs.
- Students will work cooperatively in groups to create their rap.

Activity Time: 55 minutes (can be broken into two class periods if needed)

Materials:

- CD of contemporary rap music and CD player
- Simple props, such as jump ropes and balls

Directions:

- Review action verbs by playing “action charades.” Write action verbs on small slips of paper and place them in a hat or other container. Have students select a piece of paper and act out the verb. Have the class guess what action the student is performing. Use verbs such as wiggle, dance, drive, cook, measure, etc.
- Play some contemporary rap for the class and have them listen for action verbs in the lyrics.
- Discuss the rap assignment (page 2 of 2).
- Assign teams of three to four students to create their rap.
- Give students 20 minutes to create and practice their rap.
- Have the teams perform their rap for the class.

Extend the activity:

- You can make this a two-day activity and give the students more time to practice their rap.

Submitted by Kendra Hart, Norton Middle School, Norton, Massachusetts.
**Action Rap**

Every sentence must have a verb. Action verbs are words you can DO. They can be physical or mental actions. You can run, jump, think, hop, skip, play, imagine, score, fall, rise, win! You can change your life with action. Create a rap that tells and SHOWS what an action verb is. You will work in groups of three to four.

**Your rap must:**

- Have an accurate definition of action verbs.
- Contain a minimum of 15 action verbs.
- Encourage students to use action in their lives in positive ways.
- Demonstrate at least 10 of the actions mentioned.

You may use props, such as jump ropes or balls, to make your rap more lively and entertaining.

**Correlation to National Curriculum Standards:**

4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for various purposes.

11. Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.

12. Students use spoken, written and visual language to accomplish their purposes (e.g., for learning, enjoyment, persuasion and the exchange of information).

*From the National Council of Teachers of English [http://www.ncte.org/about/over/standards/110846.htm](http://www.ncte.org/about/over/standards/110846.htm)