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WHOOSH®

The Action Verb Game!

by Ashley Drennan, Karla Duncan, and Thomas Webber

WHOOSH® includes:

- A sturdy, colorful 16 ½" x 16 ½" game board with spinner.
- 240 illustrated Verb Cards (80 regular verbs and 160 irregular verbs) with 2,880 sentences. Cards have four subsections divided by color:
 - Regular Verbs – **A** – (Dark Blue) for present, past, and future tense verb sentences
 - Regular Verbs – **B** – (Light Blue) for present progressive (is/are + verb-ing), past progressive (was/were + verb-ing), and present perfect (has/have + past participle) tense verb sentences
 - Irregular Verbs – **A** – (Dark Purple) for present, past, and future tense verb sentences
 - Irregular Verbs – **B** – (Light Purple) for present progressive (is/are + verb-ing), past progressive (was/were + verb-ing), and present perfect (has/have + past participle) tense verb sentences

Each card includes sentences to target both singular and plural forms of the verb. The sentences that match the picture on the opposite side of the cards have an **S** for singular or a **P** for plural in the top right-hand corner on the sentence side of the card.

- 288 foam tokens (W, H, O, O, S, H)
- Answer Booklet

Introduction: *WHOOSH®* is a unique board game for students who have difficulty with regular and irregular verbs. The 2,880 sentences address six essential verb tenses: present, past, future, is/are + verb-ing, was/were + verb-ing, and has/have + past participle.

Object of the Game: To collect the most *WHOOSH®* tokens.

Getting ready to play: Attach the spinner to the board. The teacher chooses the sentence game to play (Regular or Irregular Verbs, 1–12). Place the cards facedown. Place the tokens in each section of the game board, as desired. (Separate letters by section, or mix all letters among all sections.)

How to play:

1. The first player draws a card.
2. The teacher or player reads/says aloud a target sentence. The player says the complete sentence using the correct verb form. (The teacher may require the student to complete one, two, or more verb sentences per card, depending on the student's ability.)
3. After the student completes each activity, he/she spins the spinner and picks up the number of tokens shown.
4. The player with the most tokens at the end of class wins.

Game Variations:

1. **Spell Bound**

The object of the game is to be the first player to spell the word *WHOOSH*[®]. Each player draws a card and reads/says the sentence(s) aloud. The player spins the spinner and collects the number of tokens shown. The first player to spell *WHOOSH*[®] wins!

2. **Spell-a-LOT**

The object of the game is to spell the word *WHOOSH*[®] as many times as possible. The player draws a card and reads/says the sentence(s) aloud. After completing each activity, the player spins the spinner and collects the number of tokens shown. The player that spells *WHOOSH*[®] the most number of times at the end of the class wins!

3. **Picture Perfect**

The object of the game is to collect the most tokens. The first player draws a card, looks at the picture, and names the verb. If desired, the player can use the verb in a sentence using the verb form desired by the teacher. (e.g., "Use catch in the present tense"). Then, he/she spins the spinner and collects the number of tokens shown. The player with the most tokens wins!

4. **Easy Does It**

The object of the game is to collect the most tokens. For very young players, use just the illustrated side of the card. Have each player look at a card and say an action word that has something to do with the card. After each activity, the player spins the spinner and collects the number of tokens shown. The player with the most tokens wins!

Using the cards alone: The teacher reads a *WHOOSH*[®] sentence card to each student in turn. If the student answers correctly, he/she gets the card. At the end of the session, the player with the most cards wins!

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Regular Verbs

1A

wipe

1. Today, Tina **wipes** the kitchen counter.
2. Yesterday, Tina **wiped** the kitchen counter.
3. Tomorrow, Tina **will wipe** the kitchen counter.
4. Today, Tina and Tiwana **wipe** the kitchen counter.
5. Yesterday, Tina and Tiwana **wiped** the kitchen counter.
6. Tomorrow, Tina and Tiwana **will wipe** the kitchen counter.

1B

wipe

7. Now, Tina **is wiping** the kitchen counter.
8. Now, Tina and Tiwana **are wiping** the kitchen counter.
9. Last Tuesday, Tina **was wiping** the kitchen counter.
10. Last Tuesday, Tina and Tiwana **were wiping** the kitchen counter.
11. Tina **has wiped** the kitchen counter.
12. Tina and Tiwana **have wiped** the kitchen counter.

2A

giggle

1. Today, Ronda **giggles** at the clown.
2. Yesterday, Ronda **giggled** at the clown.
3. Tomorrow, Ronda **will giggle** at the clown.
4. Today, Ronda and Jan **giggle** at the clown.
5. Yesterday, Ronda and Jan **giggled** at the clown.
6. Tomorrow, Ronda and Jan **will giggle** at the clown.

2B

giggle

7. Now, Ronda **is giggling** at the clown.
8. Now, Ronda and Jan **are giggling** at the clown.
9. Last Saturday, Ronda **was giggling** at the clown.
10. Last Saturday, Ronda and Jan **were giggling** at the clown.
11. Ronda **has giggled** at the clown.
12. Ronda and Jan **have giggled** at the clown.

3A

buckle

1. Today, Andy **buckles** his seat belt.
2. Yesterday, Andy **buckled** his seat belt.
3. Tomorrow, Andy **will buckle** his seat belt.
4. Today, Andy and August **buckle** their seat belts.
5. Yesterday, Andy and August **buckled** their seat belts.
6. Tomorrow, Andy and August **will buckle** their seat belts.

3B

buckle

7. Now, Andy **is buckling** his seat belt.
8. Now, Andy and August **are buckling** their seat belts.
9. Last Wednesday, Andy **was buckling** his seat belt.
10. Last Wednesday, Andy and August **were buckling** their seat belts.
11. Andy **has buckled** his seat belt.
12. Andy and August **have buckled** their seat belts.

4A

type

1. Today, Kathleen **types** on her computer.
2. Yesterday, Kathleen **typed** on her computer.
3. Tomorrow, Kathleen **will type** on her computer.
4. Today, Kathleen and Kim **type** on their computers.
5. Yesterday, Kathleen and Kim **typed** on their computers.
6. Tomorrow, Kathleen and Kim **will type** on their computers.

4B

type

7. Now, Kathleen **is typing** on her computer.
8. Now, Kathleen and Kim **are typing** on their computers.
9. Last week, Kathleen **was typing** on her computer.
10. Last week, Kathleen and Kim **were typing** on their computers.
11. Kathleen **has typed** on her computer.
12. Kathleen and Kim **have typed** on their computers.

5A

curl

1. Today, Leslie **curls** the bride's hair.
2. Yesterday, Leslie **curled** the bride's hair.
3. Tomorrow, Leslie **will curl** the bride's hair.
4. Today, Leslie and Candace **curl** the bride's hair.
5. Yesterday, Leslie and Candace **curled** the bride's hair.
6. Tomorrow, Leslie and Candace **will curl** the bride's hair.

5B

curl

7. Now, Leslie **is curling** the bride's hair.
8. Now, Leslie and Candace **are curling** the bride's hair.
9. Last Friday, Leslie **was curling** the bride's hair.
10. Last Friday, Leslie and Candace **were curling** the bride's hair.
11. Leslie **has curled** the bride's hair.
12. Leslie and Candace **have curled** the bride's hair.

Irregular Verbs

41A hit

1. Today, William **hits** the baseball.
2. Yesterday, William **hit** the baseball.
3. Tomorrow, William **will hit** the baseball.
4. Today, William and Alex **hit** the baseballs.
5. Yesterday, William and Alex **hit** the baseballs.
6. Tomorrow, William and Alex **will hit** the baseballs.

41B hit

7. Now, William **is hitting** the baseball.
8. Now, William and Alex **are hitting** the baseballs.
9. Last night, William **was hitting** the baseball.
10. Last night, William and Alex **were hitting** the baseballs.
11. William **has hit** the baseball.
12. William and Alex **have hit** the baseballs.

42A cut

1. Today, Ashley **cuts** hair.
2. Yesterday, Ashley **cut** hair.
3. Tomorrow, Ashley **will cut** hair.
4. Today, Ashley and Asia **cut** hair.
5. Yesterday, Ashley and Asia **cut** hair.
6. Tomorrow, Ashley and Asia **will cut** hair.

42B cut

7. Now, Ashley **is cutting** hair.
8. Now, Ashley and Asia **are cutting** hair.
9. Last Thursday, Ashley **was cutting** hair.
10. Last Thursday, Ashley and Asia **were cutting** hair.
11. Ashley **has cut** hair.
12. Ashley and Asia **have cut** hair.

43A spread

1. Today, Terry **spreads** jam on his sandwich.
2. Yesterday, Terry **spread** jam on his sandwich.
3. Tomorrow, Terry **will spread** jam on his sandwich.
4. Today, Terry and Abby **spread** jam on their sandwiches.
5. Yesterday, Terry and Abby **spread** jam on their sandwiches.
6. Tomorrow, Terry and Abby **will spread** jam on their sandwiches.

43B spread

7. Now, Terry **is spreading** jam on his sandwich.
8. Now, Terry and Abby **are spreading** jam on their sandwiches.
9. Last Saturday, Terry **was spreading** jam on his sandwich.
10. Last Saturday, Terry and Abby **were spreading** jam on their sandwiches.
11. Terry **has spread** jam on his sandwich.
12. Terry and Abby **have spread** jam on their sandwiches.

44A beat

1. Today, the drummer **beats** the drums at the game.
2. Yesterday, the drummer **beat** the drums at the game.
3. Tomorrow, the drummer **will beat** the drums at the game.
4. Today, the drummers **beat** the drums at the game.
5. Yesterday, the drummers **beat** the drums at the game.
6. Tomorrow, the drummers **will beat** the drums at the game.

44B beat

7. Now, the drummer **is beating** the drums at the game.
8. Now, the drummers **are beating** the drums at the game.
9. Last Friday, the drummer **was beating** the drums at the game.
10. Last Friday, the drummers **were beating** the drums at the game.
11. The drummer **has beaten** the drums at the game.
12. The drummers **have beaten** the drums at the game.

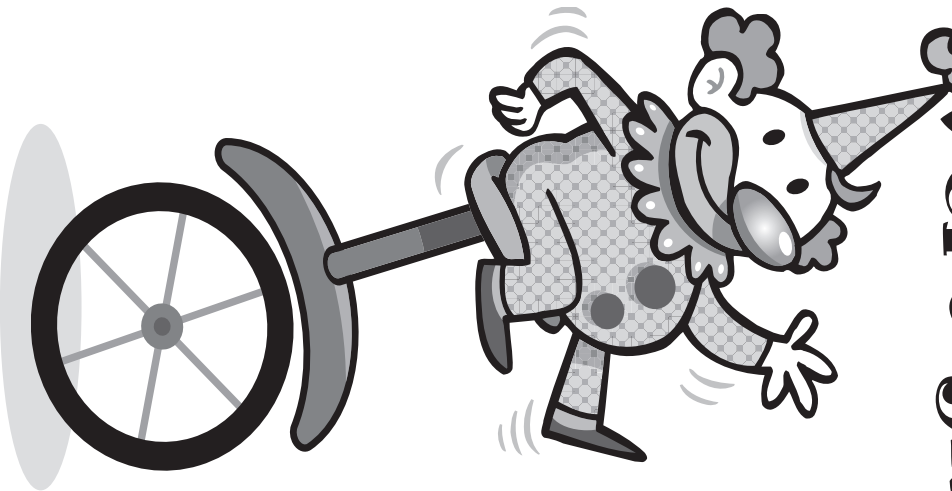
45A read

1. Today, Pam **reads** a book.
2. Yesterday, Pam **read** a book.
3. Tomorrow, Pam **will read** a book.
4. Today, Pam and Madison **read** a book together.
5. Yesterday, Pam and Madison **read** a book together.
6. Tomorrow, Pam and Madison **will read** a book together.

45B read

7. Now, Pam **is reading** a book.
8. Now, Pam and Madison **are reading** a book together.
9. Last Monday, Pam **was reading** a book.
10. Last Monday, Pam and Madison **were reading** a book together.
11. Pam **has read** a book.
12. Pam and Madison **have read** a book together.

No clowning around, your verb skills are out of town!



Name

Signature

Date