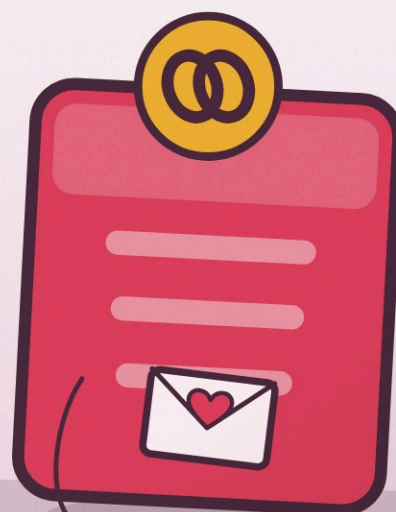
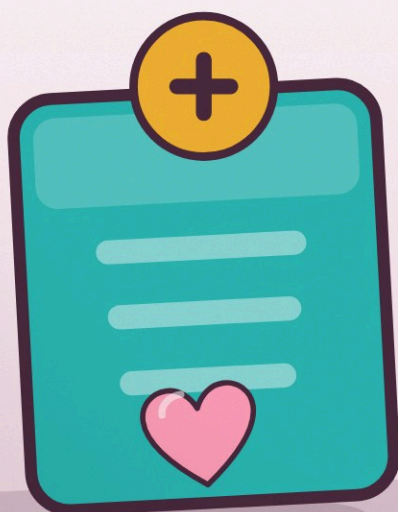


# Valentine's Helping and Linking Verbs

HELPING • LINKING



• 23 pages • 48 sentences • 3 page types



A Valentine's-Day helping-and-linking-verb kit built so a child always knows what is being asked: read and tell them apart, sort them, then write one of each.

### THREE STEPS

- 1 Look at the Helper together**  
 Page 6 shows what a helping verb is and what a linking verb is, side by side: a helping verb teams up with another verb; a linking verb connects the subject to a describing word. Read the two cards with the child before the first practice page.
- 2 Pick a page type and a set**  
 Three page types, easiest to hardest: Circle, then Sort, then Write Your Own. The chart says which page for which child.
- 3 Check it, record it, send it home**  
 The answer keys are pages 14 and 15. Date each page on the tracker (page 16), and send the home page (page 18). A filled example is on page 19.

### WHICH PAGE, WHEN

| WHEN...                                                 | USE...                                    |
|---------------------------------------------------------|-------------------------------------------|
| Learning what a helping and a linking verb are          | Helper, page 6                            |
| Can tell helping from linking, needs to read and circle | Circle Helping or Linking, pages 7, 8, 9  |
| Ready to sort and categorize                            | Sort Helping and Linking, pages 10 and 11 |
| Ready to write an original sentence                     | Write Your Own, pages 12 and 13           |

#### Everything inside (23 pages)

- **8 student pages** in 3 page types plus a Helper, 1 dot to 3 dots
- **24 helping-verb sentences** and **24 linking-verb sentences**, all invented and Valentine's-themed, grade-appropriate
- **2 cut-and-sort pages** with mixed helping and linking sentences
- **2 answer keys** with every item's real answer, generated from the same banks as the pages
- **1 tracker, 1 team note, 1 home page, 1 filled example, 1 phrase bank**
- **1 back page**

#### What makes it different

Every item's follower word is either a verb (Helping) or a describing word (Linking), never both — so there is never a card a child could argue either way. Every sentence is Valentine's-Day wording, invented, never a real classmate.

# HELPING AND LINKING VERB HELPER



My name: \_\_\_\_\_

Date .....



## Helping Verb

Teams up with another verb

The class **is** making valentines.  
She **has** signed her card.  
We **will** visit the valentine party.

## Linking Verb

Joins the subject to a describing word

The card **is** sweet.  
My friend **seems** excited.  
The candy **tastes** minty.

### The difference

A **helping verb** stands next to another verb and helps it tell when something happens. A **linking verb** stands alone and connects the subject to a word that describes it — no action happens. The same word (like “is” or “was”) can be either one — look at the word right after it to tell which.





My name: \_\_\_\_\_

Date \_\_\_\_\_



Read each sentence. Circle Helping or Linking.

1. The classroom sounds loud during the party.



Helping



Linking

2. The stickers are tiny and sparkly.



Helping



Linking

3. My friend has finished her valentine cards.



Helping



Linking

4. My teacher looks happy today.



Helping



Linking

5. The students were picking stickers for their cards.



Helping



Linking

6. The class is picking cards for the valentine box.



Helping



Linking

7. The candy heart tastes spicy today.



Helping



Linking

8. We can visit the valentine party after lunch.



Helping



Linking

Remember: look at the word right after the bold word. A verb (like **running** or **finished**) means Helping. A describing word (like **happy** or **spicy**) means Linking.





My name: \_\_\_\_\_

Date \_\_\_\_\_



Cut out the sentences. Glue each one in the right bin: Helping or Linking.

Helping

Linking

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Cut on the dashed lines.

|                                                         |                                                             |                                                     |                                                           |
|---------------------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------|
| The chef <u>has</u> chopped strawberries for the party. | The students <u>had</u> finished their cards before recess. | The song <u>sounds</u> cheerful.                    | You <u>must</u> wear something red or pink today.         |
| My aunt <u>seems</u> proud of my valentine card.        | The fruit punch <u>tastes</u> tangy.                        | The puppy <u>was</u> chewing on a paper heart.      | The dancers <u>are</u> practicing for the valentine show. |
| The pond <u>looks</u> frozen this morning.              | The box <u>was</u> quiet until we opened it.                | We <u>might</u> visit the nurse for extra stickers. | The ribbons <u>are</u> golden on the gift bag.            |





My name: \_\_\_\_\_

Date \_\_\_\_\_



**Pick a topic. Write one HELPING sentence and one LINKING sentence.**

### THE VALENTINE PARTY

Write a HELPING-verb sentence about the valentine party.

.....

.....

.....

Write a LINKING-verb sentence about the valentine party.

.....

.....

.....

### MY VALENTINE CARD

Write a HELPING-verb sentence about my valentine card.

.....

.....

.....

Write a LINKING-verb sentence about my valentine card.

.....

.....

.....

A helping verb teams up with another verb. A linking verb describes the subject. Need a helping verb? Try: **is** • **has** • **can** • **will** • **was**. Need a linking verb? Try: **is** • **looks** • **feels** • **seems** • **tastes**.





Circle Helping or Linking, pages 7, 8, 9. Item numbers are the numbers printed to the left of each sentence.

## Set A

| ITEM | SENTENCE                                                   | ANSWER  |
|------|------------------------------------------------------------|---------|
| A-1  | The classroom <b>sounds</b> loud during the party.         | Linking |
| A-2  | The stickers <b>are</b> tiny and sparkly.                  | Linking |
| A-3  | My friend <b>has</b> finished her valentine cards.         | Helping |
| A-4  | My teacher <b>looks</b> happy today.                       | Linking |
| A-5  | The students <b>were</b> picking stickers for their cards. | Helping |
| A-6  | The class <b>is</b> picking cards for the valentine box.   | Helping |
| A-7  | The candy heart <b>tastes</b> spicy today.                 | Linking |
| A-8  | We <b>can</b> visit the valentine party after lunch.       | Helping |

## Set B

| ITEM | SENTENCE                                                 | ANSWER  |
|------|----------------------------------------------------------|---------|
| B-1  | The class <b>will</b> visit the valentine display.       | Helping |
| B-2  | The sky <b>becomes</b> dark before supper.               | Linking |
| B-3  | My friend <b>seems</b> nervous before the show.          | Linking |
| B-4  | The lemon candy <b>tastes</b> sour.                      | Linking |
| B-5  | The baker <b>has</b> baked heart-shaped cookies.         | Helping |
| B-6  | You <b>should</b> wash your hands before the party.      | Helping |
| B-7  | The helpers <b>are</b> working on the valentine mailbox. | Helping |
| B-8  | The blanket <b>feels</b> warm and cozy.                  | Linking |

## Set C

| ITEM | SENTENCE                                                 | ANSWER  |
|------|----------------------------------------------------------|---------|
| C-1  | The hallway <b>looks</b> gray without decorations.       | Linking |
| C-2  | The cupcake <b>appears</b> ready to eat.                 | Linking |
| C-3  | Our team <b>could</b> win the valentine card contest.    | Helping |
| C-4  | The room <b>is</b> calm before the party starts.         | Linking |
| C-5  | The twins <b>were</b> singing a valentine song in class. | Helping |
| C-6  | The puppy <b>will</b> learn to carry the valentine mail. | Helping |
| C-7  | My classmates <b>have</b> planted red tulips outside.    | Helping |
| C-8  | The children <b>were</b> quiet during the card exchange. | Linking |

## How to use this key

Checking done — mark the tracker (page 16). A filled example is on page 19.





Use this page between team meetings, or to send home, without writing a note from scratch. Everything below is observable, with room for your own wording and numbers from the tracker (page 16).

CLINICIAN / TEACHER

STUDENT

MARKING PERIOD

What we worked on this week

What went well

Next focus

Anything else for the team meeting

A filled-in line, for reference

"This week we practiced Circle Helping or Linking, Set A and B. Correctly identified 7 of 8 in Set A and 8 of 8 in Set B. Next focus: Sort Helping and Linking, page 1." That is the level of detail this page is built for — every blank is a number or a word your team already uses, never a label.

QUESTIONS? BEST WAY TO REACH ME

SIGNATURE, IF YOUR SCHOOL ASKS





Starters for a session note, a progress update, or the questions to ask before the pencil moves. Each one is an observation with a blank for the number or the word — the count comes off the tracker or the page itself, never from memory.

### Describing accuracy

- Correctly identified \_\_\_\_ of \_\_\_\_ sentences as helping or linking.
- Correctly sorted \_\_\_\_ of \_\_\_\_ sentences into the Helping or Linking bin.
- Wrote a matching helping and linking sentence about \_\_\_\_ of \_\_\_\_ topics.
- Checked work against the answer key with \_\_\_\_ of \_\_\_\_ correct on the first try.

### Describing what the student did

- Needed [visual cue / hand-over-hand / a model] to sort a sentence.
- Explained why a sentence was helping or linking in their own words.
- Pointed to the word right after the bold verb to decide helping or linking.
- Re-read a sentence before choosing, without being asked to.

### For next steps

- Ready to move to [Sort Helping and Linking / Write Your Own].
- Needs more practice telling helping from linking before writing original sentences.
- Can now use this skill when editing their own writing.
- Showed this skill outside of the lesson on \_\_\_\_.
- Ready for a new set (A, B or C) of the same page type.

### Talk-first questions, any page

- Does the bold word team up with another verb right after it?
- Does the bold word connect the subject to a describing word?
- Is this a helping-verb sentence or a linking-verb sentence? How can you tell?
- Can you change this helping sentence into a linking sentence about the same subject?

### For the Write Your Own page

- Wrote a helping-verb sentence about \_\_\_\_ using the verb \_\_\_\_.
- Wrote a linking-verb sentence about \_\_\_\_ using the word \_\_\_\_.
- Used a helping verb (is, has, can, will) without being asked.
- Needed a model sentence read aloud before writing their own.

