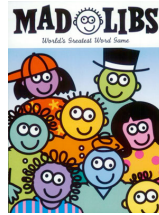


Mad Libs Project

3rd- 6th Grade Language Arts



You will be working with a partner to write your own “Mad Lib,” and this Mad Lib will be published in an original “Terry’s Terrific Mad Libs” booklet for our class! In order to complete this project, you must follow the steps on this sheet very closely and carefully.

Step One:

Write a story with your partner. The story should be *normal*...it’s not the story that makes a Mad Lib funny; it’s what people do with the words that makes it funny! Your story should contain no more than 50-60 words and should be able to fit on half a sheet of computer paper when written.

Every story needs to have at least 1 of each of the parts of speech we’ve studied:

- Noun
- Pronoun
- Verb
- Adjective
- Adverb
- Preposition
- Conjunction
- Interjection

Also, make sure to come up with a catchy title for your story!

Step Two:

Proofread the story very carefully with your partner. Check your spelling, punctuation, capitalization, and sentence structure.

Step Three:

Choose which of the words you would like to omit, and identify their parts of speech. (Remember, make sure you have at least one of each of the parts of speech we have studied!) You should omit at least 10 words from your story. Erase or cross them out of your story, placing a line where they were and writing the part of speech below the line.

Turn Over for More Directions...

Step Four:

Fold a sheet of white paper in half. On the left side, write the title of your story at the top. Under the title, make a list of the parts of speech that are missing in your Mad Lib. Write the part of speech and place a line beside it. On the right side, write the title of the story at the top, and then copy over your corrected version of the Mad Lib *as neatly as possible!* At the bottom, in smaller letters, write “Mad Lib created by:” and then the names of you and your partner(s). *See example below.*

Title	Title
Noun _____	Blah Blah _____ blah blah
Verb _____	_____ <i>noun</i>
Adjective _____	_____ blah blah. Blah
Plural Noun _____	_____ <i>verb</i>
Adverb _____	blah _____ blah blah
Conjunction _____	_____ <i>adjective</i>
Preposition _____	blah. Blah _____ blah
Pronoun _____	_____ <i>plural noun</i>
Verb _____	blah blah blah...
Adverb _____	

Step Five:

Have each member of the group proofread your Mad Lib very closely again. Check again for spelling, punctuation, capitalization, and sentence structure. Also check that the list on the left side of your paper matches the words missing in the story on the right.

*When you are finished creating your Mad Lib, work on the cover design contest! The cover should be the same size as one page of the Mad Lib (half of a regular piece of computer paper), should be written on white paper in dark ink or pencil (not in color), and should have the following information on it:

Terry's Terrific Mad Libs

Volume V

Created by the students of Ms. Terry's Language Arts Classes

Copyright 2009

Mad Lib Project Grading Checklist

Names: _____

____ Did the students write a *normal* story from the beginning of the process? (20 points)

____ Was the story an appropriate length? (around 50-60 words?) (10 points)

____ Did the students have a catchy title for their Mad Lib story? (5 points)

____ Did the students choose at least 10 words to replace, including one of each part of speech we have studied? (10 points)

- *Noun*
- *Pronoun*
- *Verb*
- *Adjective*
- *Adverb*
- *Preposition*
- *Conjunction*
- *Interjection*

____ Did the students identify the parts of speech of the words correctly? (25 points)

____ Did the students proofread the story carefully and correct grammar mistakes? (10 points)

____ Did the students work well together? (20 points)

TOTAL: _____

Mad Lib Project Grading Checklist

Names: _____

____ Did the students write a *normal* story from the beginning of the process? (20 points)

____ Was the story an appropriate length? (around 50-60 words?) (10 points)

____ Did the students have a catchy title for their Mad Lib story? (5 points)

____ Did the students choose at least 10 words to replace, including one of each part of speech we have studied? (10 points)

- *Noun*
- *Pronoun*
- *Verb*
- *Adjective*
- *Adverb*
- *Preposition*
- *Conjunction*
- *Interjection*

____ Did the students identify the parts of speech of the words correctly? (25 points)

____ Did the students proofread the story carefully and correct grammar mistakes? (10 points)

____ Did the students work well together? (20 points)

TOTAL: _____

Teacher Directions:

Use what the students created to put together a booklet. You may have to “cut and paste” the Mad Libs to make them copy correctly onto 8 ½” by 11” paper.

Other ideas to use with this project:

- ☐ *Have a cover design contest to design the cover of your Mad Libs booklet!*
- ☐ *Make it into a fund-raiser! Sell the booklets at lunch at your school to raise money for an important cause.*

The next page contains pages you may want to add to your Mad Libs, adapted from the original Mad Libs books, like the direction page and the back of the booklet.

**ANOTHER GREAT
NEW COLLECTION
OF MAD LIBS—
THE WACKY WORD GAME.**

*This collection of Mad Libs was created by Miss Terry's Language
Arts Classes.*

Copyright 2009

How to Play Mad Libs

In this book you'll find different kinds of stories with some words left out. One person picks out a story. This person is the only one who knows the story before it's finished. Without telling the story, he/she asks the other players for words to fill in the blank spaces in the stories, and then he/she writes them in the blanks. When the story is complete, he/she reads it aloud. After everyone stops laughing—someone *else* gets to pick a story and ask for words.

To fill in the blanks in each of the stories, you'll need to know the following parts of speech: **NOUN, PRONOUN, VERB, ADJECTIVE, ADVERB, PREPOSITION, CONJUNCTION, and INTERJECTION.**

A **NOUN**, as you know, is the name of a person, place, or thing, such as friend, school, or book. Plural means more than one.

A **PRONOUN** is a word that renames a noun. It can rename people, such as he or they, or it can rename a thing, such as it.

A **VERB** is an action word. It tells what a noun does, such as run, read, or scream.

An **ADJECTIVE** is a word that describes a noun, such as sticky, quiet, or jumpy. It tells you *which one*, *what kind*, and *how many*.

An **ADVERB** tells you *when*, *where*, *how*, and *how often*. It describes a verb and often ends in “-ly.” Easily, bravely, and truthfully are adverbs.

A **PREPOSITION** is a word that helps connect ideas. They usually help indicate direction, *position*, *time*, *cause*, or *possession*, like up, between, after, because, or of.

A **CONJUNCTION** is a word that connects words, phrases, and clauses, like and, but, or or.

An **INTERJECTION** is a word that is used to introduce a sentence, usually indicating strong emotion, and it is set off with a comma or an exclamation mark. For example, “Wow! Mad Libs are really fun!”