The A-Z of Senior Cycle Level 1 and Level 2 Action VERBS

Attend - Direct attention (visual/tactile/auditory) to focus on a person, object or stimulus

Ask - Establish/find out

Calculate - Obtain a numerical answer, showing the relevant stages in the working

Check - Compare with the choices of others

Choose/ Make choices - Indicate a preference from given options using any text

Clarify - Express and justify choices

Communicate - Vocalise, make gestures, move eye gaze or use of text to convey a message

Compare - Express the similarities and/or differences between two or more items or situations

Connect - Compare, express in equivalent terms and order

Contrast - Implies presenting two different perspectives or positions and showing the differences

Construct - To make or form by combining or arranging parts or elements

Correct - Address errors

Create - Be involved in the process of making something new

Demonstrate - Show an awareness, skill, or understanding

Describe - Develop a detailed picture or image of, for example, a structure or a process, using words or diagrams where appropriate; produce a plan, simulation or model

Develop - Progress or improve to become more mature, advanced, or elaborate

Distinguish - Recognise the difference between persons, context, concept or object

Draw - Track the movement of objects or uses concrete manipulatives to explore structure or pattern

Engage - Become involved in a task/process (through looking, touching, smelling, listening or tasting)

Employ - Respond to and to communicate with

Estimate - Give an approximate value. Evaluate conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

Experience - Participates in activities

Evaluate - Conclusion in an inquiry or investigation; identify the limitations of data in conclusions; make judgments about ideas, solutions or methods

Explore - Use the senses (in terms of touch, taste, sound, sight etc) to inquire into an item/concept/activity. The student may make new discoveries during this process

Express - Convey a feeling, opinion or message through any text*/reactive changes in behaviour

Extract - To get, pull, deduce, draw out, usually with special effort, skills or force

Follow - Adhere to rules/conventions specific to an environment or activity (e.g. slowing down from a run to a walking pace in a supermarket in response to the teacher giving the instruction verbally and showing a 'walking' symbol)

Give - To present voluntarily to or produce something, or to hand something to somebody

Handle - Explore an item through touching/feeling it in some way. This may involve body parts other than the student's hands (e.g. feeling fur rubbed on their arm/cheek) if necessary to support the student's physical or sensory needs

Identify - Locate and/or specify who or what a person, object or stimulus is

Indicate - Change behaviour in a way that identifies/communicates a response to an object, person, environment or stimulus using any text*. This may or may not be intentional communication (e.g. crying in response to a loud noise)

Increase - Show an understanding in the difference of value

Initiate - Start something. A student that initiates communication/interaction with someone may do so in a wide variety of ways including seeking eye contact, reaching out to the person, vocalising or touching a familiar object of reference

Interact - Experience having an effect and/or being affected by an exchange with another person

Interpret - Communicate an understanding of information, knowledge or skill.

Listen - Focus auditory attention on the experience of sounds. Students may not always pay visual attention to the sound source

Locate - To discover the exact place or position of; situate in a particular place and/or within a particular context

Maintain - Keep, reflect and/or review

Measure - Demonstrate an awareness that attributes such as length, weight, capacity and area can be measured and compared

Move - Change position in space with or without support

Name - Recognise according to their part-whole relationships

Order - Compare and order things by how much of a particular attribute (physical quantity) they have relative to each other. Attributes are compared and ordered using units of measurement

Know - To have information, understanding, or familiarity with something or someone

Participate - Demonstrate engagement in the learning activity

Plan - To devise or project a method or a course of action

Predict - Indicate an awareness/knowledge of what will come next based on previous learning and experiences (e.g. when the teacher reaches into a bag of props at a certain point in a familiar story, the student reacts by screwing up and moving their face in anticipation of a water spray that is used at this point of the story)

Prepare - Make something ready for use or presentation

Present - Promote or propose an idea; deliver or illustrate evidence; show something for others to examine

Provide - To give someone something they need

Purchase - Attend to situations where objects are exchanged for money

Read - Extract meaning from and demonstrate understanding of any form of text (e.g. looking at an object of reference for 'snack' then immediately turning head towards the snack cupboard expectantly)

Recognise - Demonstrate an understanding of familiarity with persons, context, concept, or object

Record - To keep information for the future either by writing it down or storing it digitally

Represent - Show information in different ways

Refine - Improve an idea, method, system by making small changes

Request - ask for something in an appropriate manner

Respond - Change behaviour in some way (movement/shift in eye gaze/respond verbally/communicate through text/demonstrate emotions etc) in reaction to something or someone

Seek - Search for/look out for something. This requires the student to focus on the activity/task with intention and purpose

Select - Make a choice and/or make use of

Sequence - A list of object or actions that follow an order. Events in daily routines can be described and sequenced. A timetable is a useful display to show when things happen

Show - Express awareness, understanding, knowledge or feelings through actions

Sort - Objects and sets can be sorted according to one or more attributes

Understand - Interpret and apply learning in a specific context

Undertake - Experience and/or engage in role play activities

Use - Apply sensory awareness/skills/learning to a practical setting for a given function

Write - To make letters, words, numbers or symbols on a surface with an instrument such as a pen or pencil or digital instrument

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