



## Parts of Speech

**LESSON OVERVIEW:** For a fun review of grammar, this lesson uses Trink-ets™ to demonstrate parts of speech. Can be adapted as desired to introduce and reinforce specific parts of speech, such as prepositions or adjectives.

**Curriculum Content Area:** Language Arts

**Correlation to National Standards:**

Language Arts: Evaluation Strategies - Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

Applying Knowledge - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

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

**Skill Development:** Students will become more comfortable writing and identifying parts of speech in their everyday language use.

**Grade level:** If used as reinforcement of skills already presented, this is a lesson appropriate for 3<sup>rd</sup> to 5<sup>th</sup> grade. For introducing specific parts of speech, it can be used with 2<sup>nd</sup> to 4<sup>th</sup> grade. Preschool and early elementary students can enjoy slightly adapted activities as vocabulary development.

## Lesson Summary:

### Objective:

Students will use trinkets to demonstrate prepositions, to identify nouns, pronouns, verbs, adjectives and/or adverbs.

### Time required:

One class period, to be repeated with new trinkets, as desired.

### Materials required:

Think-ets™ Classroom Pack

### Vocabulary:

Adjective - a word that describes a noun or pronoun

Adverb - a word that modifies a verb, adjective or another adverb

Noun - a word, other than a pronoun, used to name a class of people, places, or things

Preposition - a word governing, and usually preceding a noun or pronoun and expressing a relation to another word or element in the clause

Pronoun - a word that substitutes for a noun

Verb - a word used to describe an action, state or occurrence

## Activity:

1. Review the meaning and spelling of common prepositions with this warm-up activity. If age-appropriate, explain that prepositions often describe the position or relation of one thing to another.
2. Direct students to number a slip of paper from 1 to 5. Remind students that a preposition can sometimes be a phrase, such as NEXT TO, rather than a single word. Ask them to write the preposition that you are demonstrating in each of the following actions:
  - a. Put the trinket IN your hand.
  - b. Hide the trinket BEHIND your back.
  - c. Balance the trinket ON TOP OF your head.
  - d. Set the trinket UNDER a paper on your desk.
  - e. Place the trinket IN FRONT OF a row of pencils or chalk.Accept all answers that accurately describe the placement of the trinket.
3. Announce that class will work on more grammar, with each student using their own selected trinket.

4. Distribute one Think-ets™ trinket to each student, keeping the silver jingle bell aside. If time allows, let students select a trinket that interests them.
5. Show your trinket and announce, "I have a jingle bell." Ask students to name the trinket they have. Elicit the part of speech these names are; or, if appropriate, explain that these names are nouns, and ask students to identify other nouns they see in the classroom.
6. Shake your bell and announce, "My jingle bell rings." Now ask students what their trinkets can do or be used for. Ask the name for these words of action (verb). If desired, explain that the name for words that describe an action or state of being of a noun is verb.
7. Announce, "My jingle bell is shiny." Give further examples of adjectives that apply to the bell: smooth, silver, round. Next, ask students to give words that describe their trinket--its color, shape, feel, size, material, etc. As appropriate, define or elicit that adjectives are words that describe nouns.
8. Shake your bell slightly and state, "My shiny jingle bell rings softly." Identify 'softly' as an adverb and explain that adverbs add some extra meaning to a verb.
9. If you'd like to include pronouns in your review, now announce, "It rings softly" after you ring the bell again, and discuss pronouns taking the place of nouns. When fitting, discuss gender and number as they affect pronoun choice.
10. Ask students to give examples of sentences that use their trinket noun and verb; then adding an adjective, then an adverb, and a pronoun substituted for the noun.
11. Pass out additional trinkets, the number to correspond with the number of sentences to be written in the assignment below.
12. Assign: Write (your choice of number) sentences about your trinkets that use a noun, a verb, an adjective and an adverb. Write at least (your choice again) sentences that also include a preposition.
13. When most students have completed their sentences, announce this legend to identify their parts of speech:
  - Underline nouns.
  - Circle verbs.
  - Put adjectives in parentheses.
  - Draw a square around adverbs.
  - Lightly shade all prepositions.

### Evaluation:

Content: Check written sentences for proper use of nouns, verbs, adjectives, adverbs, and prepositions.

Process: Note individual's participation in class discussion of parts of speech and their willingness to offer their own examples.

### Extensions:

- **Place Prepositions**

For very young students, try this activity to reinforce prepositions.

1. Students place one trinket and a book on their desk or workspace.
2. Ask very young children to show you that they can place their trinket **IN** their hand.
3. Direct students to place their trinket in some of the following positions in relation to their books or personal selves. Demonstrate as needed, with younger students.
  - Put your trinket **ON** your book.
  - Put your trinket **UNDER** your book.
  - Put your trinket **NEXT TO** your book.
  - Put your trinket **INSIDE** the book.
  - Spread a hand out **ON** the table/desk.
  - Put your trinket **BENEATH** your hand.
  - Put your trinket **BESIDE** your thumb.
  - Put your trinket **ON TOP** of your hand.
4. Allow students to test **YOU**, by giving you directions to place a trinket using prepositions.

### Enrichment:

- **MadTrinkets**

Use the Think-ets™ to provide the "pictures" in a rebus story written on large chart paper. Write the words of the story leaving blanks for nouns, to be completed with trinkets. Use the stories that students wrote using trinkets as prompts in the Tell a Tale of Trinkets lesson, or write your own. Leave these rebus stories out for free time activity of placing trinkets in the blanks, and read some of the results aloud at transition times.

The logical next step would be bringing MadLibs into the classroom. These consumable booklets published by Price Stern Sloan ask participants to offer words by parts of speech that will be filled in to complete stories. Students love the silly stories that result from the words they have offered. To use in the classroom, go around and ask each student to contribute one word in the blanks.

There are also online versions of this fill-in-the-blank parts of speech practice. Some from MadLibs are at <http://www.madlibs.com/>. Houghton Mifflin offers its own version and includes parts of speech help at <http://www.eduplace.com/tales/>. Another option offers the choice of typing in a word or selecting from some floating around the screen—good reinforcement for the part of speech being requested - great for younger students: <http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html>. Another option for older students is at <http://www.madglibs.com>.

- **Diagramming sentences**

Students who really enjoy identifying parts of speech and dissecting a sentence for meaning may enjoy learning the nearly-forgotten skill of diagramming sentences. If your memory isn't serving you well, check out online resources:

<http://www.lifestreamcenter.net/DrB/Lessons/TS/diagram.htm>

<http://www.sendraw.ucf.edu/>

<http://members.cox.net/teachro/diagramming/diagramming.htm>

## Resources:

*Max's Words* by Kate Banks, published by Farrar, Straus and Giroux, 2006

*Nouns and Verbs Have a Field Day* by Robin Pulver, published by Holiday House, 2007

*Voices in the Park* by Anthony Browne, published by DK Children, 2001

*Why the Banana Split* by Rick Walton, published by Gibbs Smith, 2005

***World of Language*** series by Ruth Heller, published by Grosset & Dunlap, 1998-2000.

*Merry-Go-Round: A Book About Nouns*

*Kites Sail High: A Book About Verbs*

*Many Luscious Lollipops: A Book About Adjectives*

*Up, Up and Away: A Book About Adverbs*  
*Behind the Mask: A Book About Prepositions*  
*Mine, All Mine: A Book About Pronouns*  
*Fantastic! Wow! and Unreal!: A Book About Interjections and Conjunctions*  
*A Cache of Jewels and Other Collective Nouns*

***Words Are Categorical*** series by Brian Cleary, published by Carolrhoda Books and Millbrook Press, 1999-2007

*A Mink, a Fink, a Skating Rink: What Is a Noun?*  
*To Root, to Toot, to Parachute: What Is a Verb?*  
*I And You And Don't Forget Who: What Is a Pronoun?*  
*Hairy, Scary, Ordinary: What Is an Adjective?*  
*Dearly, Nearly, Insincerely: What Is an Adverb*  
*Under, Over, by the Clover: What Is a Preposition?*  
*A Lime, a Mime, a Pool of Slime: More About Nouns*  
*Slide And Slurp, Scratch And Burp: More About Verbs*  
*Quirky, Jerky, Extra Perky: More About Adjectives*  
*Lazily, Crazily, Just a Bit Nasally: More About Adverbs*

***Magic of Language*** series by Anne Heinrichs, published by Child's World, 2004

*Nouns*  
*Verbs*  
*Adjectives*  
*Adverbs*  
*Pronouns*  
*Prepositions*  
*Conjunctions*  
*Interjections*

***Word Fun*** series by Michael Dahl, published by Picture Window Books, 2007

*If you Were a Noun*  
*If you Were a Verb*  
*If you Were an Adjective*  
*If you Were an Adverb*  
*If you Were a Preposition*  
*If you Were a Conjunction*  
*If you Were an Interjection*