

Unit 1: Building Background

Day 2: Parts of Speech

Content Objectives:

1. Students will review the parts of speech, focusing on nouns, verbs, and adjectives.
2. Students will sort word cards by part of speech to create an acrostic poem with the school name.

Language objective:

1. Working in their small groups, students will justify their responses for categorizing words as nouns, verbs, or adjectives.

Teacher materials:

- overhead of objectives
- parts of speech overhead with three lists culled from students' collages
- parts of speech rap song (available for download from <http://www.educationalrap.com/song/parts-of-speech/>)
- rap song lyrics (come with the download)
- cd player or computer and speakers
- acrostic overhead – blank
- overhead markers

Student materials:

- rap song lyrics
- acrostic template and baggie with word cards
- glue stick
- exit card

Day at a Glance:

- (5) review previous day's activity
- (10) introduce parts of speech and objectives
- (20) model and create acrostics
- (5-10) discuss acrostics
- (5) wrap-up

Activities:

(5 min – review Day 1) Don't introduce the objectives yet. Start by reviewing what you did on Day 1. [reading *Max's Words*, becoming 'word collectors' and creating collages using words to describe ourselves, and sharing one or two words with our classmates]. Tell the students that you will continue with the work that you did yesterday, working with some of the same words from the collages.

(10 min – introduce parts of speech and objectives). **I went through your collages yesterday, and I pulled some of the words that I found in them. I put the words in three columns, and I want to see if you can figure out why.** [Project the overhead you've created with the three, unnamed columns, with just a single word in each (one noun, one verb, and one adjective that you've gotten from students' collages). Cover up the other two tables for the time being. The table will look like this, but with words from your students' collages:

What are the columns for?

people	do	specific
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Solicit ideas from students about what the three columns might be for. Assuming that no one has gotten it yet, show the next table with two words in each column (again, words that you've pulled from collages) and see if anyone has any new ideas.

What are the columns for?

people goal	do think	specific main
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If necessary, go down to the third table, where you have several words in each column.]

What are the columns for?

<p>people goal education knowledge information kids Revolutionary War classroom students</p>	<p>do think feel know want believe prepare respect focus consider</p>	<p>specific main particular certain important</p>
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Right, you’ve figured out that the three columns are for three different parts of speech. What’s in this first column? [nouns]. Right, nouns. And who can tell us what a noun is? [person, place, or thing]. Great! Ok, so what is in the middle column? [verbs]. Right, verbs. And what are verbs? [action words]. Good. So what’s in this last column on the right? [adjectives]. Right. And what do adjectives do? [describe nouns]. Good. We’re going to spend some time talking about these three parts of speech today, because in order to do a lot of the *Words in Motion* activities, it’s important to be clear about the differences between nouns, verbs, and adjectives.

So let’s look at our objectives for today. [project them and read them out loud.] All of our objectives today have to do with parts of speech. So before we move forward, I thought it would be fun to listen to a song about parts of speech to help us review. [Pass out the lyrics to the parts of speech rap and play the downtempo version, just verses 1 and 2. Project the lyrics and have students follow along. After listening once or twice, pull out the nouns, verbs, and adjectives from the song and add them to the three columns of your chart.]

(20 min – acrostics) So now that we’ve reminded ourselves about these three parts of speech, we’re going to do an acrostic, or a poem, using the letters in the name of our school. You’re going to work in groups for this activity. Each group will get a table with the name ‘[insert name or acronym of your school here]’ written down the left-hand column, and the parts of speech, ‘noun,’ ‘verb,’ and ‘adjective’ written across the

top. [Project the grid on the overhead – some of the words are already filled in.] **So let's take a minute to look at this table, and notice the words that are already filled in. First, under the nouns column, we have...** [Point to the nouns column and state the words that are already listed in it, and show how they start with the same letter as the school name, on the left-hand column. If your students need more help with parts of speech, spend some time on each item, processing whether it is a person, place, or thing.] **Great, now let's move onto the verbs column.** [Point to the verbs column and read the words in it – process in the same way that you did for the nouns column.] **Super. Finally, let's take a look at the adjectives column.** [Point to the adjectives column and process in the same way.]

So on our acrostic, some of the words are already filled in, but most are not. You'll also get a baggie with a lot of strips of paper – each strip has a word on it. [Show paper version of grid and baggie.] **Working together with your group, you'll need to figure out where every word goes – it has to start with the same letter as the one in the box to the left, and it has to be in the right part of speech column. So here's one word** [pick one out of the baggie] – **it's _____** [say word] – **it starts with** [say letter it starts with] **and it's a _____** [solicit part of speech from kids] **so it would have to go where? That's right it goes here, _____** [indicate where it goes on the overhead.] **So you're going to work with your group to figure out where all of the words go, and then glue them onto the paper.** [If the kids need more modeling, do another word or two with the whole group before you pass out the materials, or pass out the materials and do some together with the whole class for guided practice. Otherwise, have students get into groups, and give each group a paper with a blank table, a baggie with the word strips, and a glue stick.]

Music: Play the parts of speech rap while students work.



Timer: Use the powerpoint countdown clock or another timer to help the students to stay focused. After your introduction/modeling, they will probably have about 15 minutes to work in cooperative groups. Give them reminders when 10, 5, and 2 minutes are remaining. When time is up, collect the glue sticks.



Differentiation/Extension: Groups that finish early can come up with their own words for the acrostic and write them next to the words on the strips of paper. (ex: writing ‘devil’ for a ‘D noun’ next to ‘dog’). Alternately, students can create an acrostic using the letters or initials of their name.

(5-10 min – discussion) Project the acrostics template overhead, and working letter by letter, ask the students to tell you what words go in each slot. Write the words as students give them to you, doing any needed correcting as you go.

(5 min – Wrap-up) Review the objectives and do a quick thumbs up or down to see whether or not they were met today. Have group members write their names on the acrostics and collect them. On an exit card, have the students write a noun that starts with the first letter of their name, and hand it to you on their way out the door, along with their group’s acrostic.