

# Parts of Speech

Introduction to the Parts of Speech: Noun, verb, Adjective

## Author/s

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## Abstract

This lesson includes various technology strategies in order for the children to learn about the different parts of speech and ways to apply them into a sentence. This unit involves the students to implement Gardners Multiply Intelligences as well as Blooms Taxonomy to work through and engage in various hands on learning to understand what a noun, verb, and adjective are and how they enhance sentences.

## Performance Objectives

- 1) Students will be able to learn the different parts of speech songs
- 2) Students will create a PowerPoint to showcase what they learned
- 3) Students will formulate ideas both in smaller groups and in a class about what they learned and what questions they have for their classmates

## Outcomes

Students will understand the different parts of speech: noun, verb, adjective, and how to develop better sentence structure. Each student will be put into small groups and work with the materials and complete the assignment in each lesson. They will then come together at the end of the week and share their research with the class.

## Scaffolding Knowledge

Essential Question: What are the different parts of speech and how are they used in a sentence?

Tips on Scaffolding Verbs: [http://www.teach-nology.com/worksheets/time\\_savers/bloom/](http://www.teach-nology.com/worksheets/time_savers/bloom/)

Level	Activities
Remembering	<ol style="list-style-type: none"> <li>1. Students will remember their Parts of Speech songs</li> </ol>
Understanding	<ol style="list-style-type: none"> <li>1. The different Parts of Speech and where they fit into the sentence</li> <li>2. What makes each Part of Speech different</li> <li>3. The use of each part of speech in a sentence</li> </ol>
Applying	<ol style="list-style-type: none"> <li>1. Students will apply the knowledge they learn by creating an group PowerPoint Project using the research they found</li> <li>2. Creating actions to go with their parts of speech</li> <li>3. Assessing their knowledge using ABCya as well as the test generated on the website</li> </ol>
Analyzing	<ol style="list-style-type: none"> <li>1. How well did the students compute the song</li> <li>2. Were the students able to fill in the chart</li> <li>3. Did the students research and apply their knowledge correctly in the form of a PowerPoint Presentation</li> </ol>
Evaluating	<ol style="list-style-type: none"> <li>1. The students understood all Part of Speech by completing each assessment</li> <li>2. The students interact with each other to gain knowledge about the Parts of Speech and practice using the different Parts of Speech in sentences. (Teacher will make this known at the end when reviewing the final chart- eg. Joey did you realize that you told Jackie about what a verb is? So right there I used the Parts of Speech in a sentence to describe what actions you did. You all did thee same thing without realizing you were using the Parts of Speech as you were researching the Parts of Speech. Wow! That’s first grade work!) I like to call this making their work “come alive”.</li> </ol>
Creating	<ol style="list-style-type: none"> <li>1. Chart</li> <li>2. Movements for the lessons (Each lesson has a different aspect to showcase the Parts of Speech)</li> </ol>

### 3. PowerPoint project

# Multiple Intelligences

Intelligence	Activities
Linguistic	<ul style="list-style-type: none"><li>• Stating what a noun, verb, and adjective are</li><li>• Discussing with peers the different Parts of Speech</li><li>• On the website ABCya the students are too recognize and show their understanding of the different parts of speech in the asteroid game</li><li>• Being able to differentiate the different Parts of Speech in a sentence</li></ul>
Logical-Mathematical	<ul style="list-style-type: none"><li>• applying their understand to their final assessments</li><li>• thinking about what the parts of speech and differentiating them in a sentence Presenting the song they learned</li><li>• Presenting the Powerpoint presentation</li></ul>
Musical	<ul style="list-style-type: none"><li>• Learning the songs</li><li>• Watching and understanding the BrainPOPJr. video</li></ul>
Bodily-Kinesthetic	<ul style="list-style-type: none"><li>• Acting out each part of speech</li><li>• Presenting the Powerpoint to the class</li></ul>
Spatial	<ul style="list-style-type: none"><li>• Using the correct amount of space to describe the parts of speech</li><li>• Researching and writing in journal about the different parts of speech</li></ul>
Interpersonal	<ul style="list-style-type: none"><li>• Discussing the different parts of speech with each other</li><li>• Finding new ways to define and interpret the different parts of speech</li></ul>

	<ul style="list-style-type: none"> <li>• Designing different ways to process and present the researched material</li> </ul>
Intrapersonal	<ul style="list-style-type: none"> <li>• Understanding what a noun, verb, and adjective are and how to use them in a sentence</li> <li>• Finding different ways to explain what a noun, verb, and adjective are and how to apply their meaning</li> </ul>
<b>Mind Styles</b>	
Concrete Sequential	<ul style="list-style-type: none"> <li>• Formulating ideas on the different Parts of Speech through various activities each day</li> <li>• Each activity adds on more information to the activity prior</li> <li>• Applying all the research throughout the webquest and applying what was learned into a PowerPoint presentation</li> <li>• Gathering individual research and information in order to inform others</li> </ul>
Concrete Random	<ul style="list-style-type: none"> <li>• Applying what they learned about the different parts of speech to various aspects of the project: sentence, Microsoft Word document, group chart, journal, applying their research</li> </ul>
Abstract Random	<ul style="list-style-type: none"> <li>• Continuing to the group discussion on different parts of speech</li> <li>• Discussing with peers the different ideas about the parts of speech: noun, verb, and adjective and ways to apply them in a sentence</li> </ul>
Abstract Sequential	<ul style="list-style-type: none"> <li>• Identifying the Parts of Speech in a sentence or paragraph</li> <li>• Understanding each part of speech before completing the required assignments</li> </ul>

# Standards Addressed

NJSLS (New Jersey Student Learning Standards. (n.d.))

<b>P</b>	Understand and use technology systems.	8.1.P.A.1	Use an input device to select an item and navigate the screen
		8.1.P.A.2	Navigate the basic functions of a browser.
	Select and use applications effectively and productively.	8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
		8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
		8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
<b>K-2</b>	Understand and use technology systems.	8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
		8.1.2.A.2	Create a document using a word processing application.
	8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.	
	8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).	
	8.1.2.A.5	Enter information into a spreadsheet and sort the information.	
	8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.	

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

### **Conventions of Standard English**

**NJSLSA.L1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**NJSLSA.L2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Key Ideas and Details**

**RL.K.2.** With prompting and support, retell familiar stories, including key details (e.g., *who, what, where, when, why, how*).

### **Integration of Knowledge and Ideas**

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

### **Range of Reading and Level of Text Complexity**

RL.K.10. Actively engage in group reading activities with purpose and understanding.

<http://www.corestandards.org/the-standards>

## **Teacher Preparation**

- Examples:
- Materials:
  - Computer
  - Smartboard
  - Magazines
  - Journals
  - Pencils, colored pencils, erasers\* (students do not hold onto erasers)
- List any printable handouts needed

## **Key Terms**

Noun	Person, place, or thing (a name: John, New Jersey, cat)
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Verb	Action word (run, jump, skip)
Adjective	Describing word (blue, yellow, big, small)
Sentence	A set of words that tend to contain a noun, verb, or adjective and is complete

# Lesson Outline

## 1. Focus and Review

Open the WebQuest/lesson and project for the whole class to view. Help students through the activity by showing them the navigation, explain parts of the webquest and their journey.

## 2. Teacher Instructional Process

I will begin by opening the chart on the board that has the words “noun, verb, and adjective” written. I will then have the students add their own ideas and understandings on the board. Once they have exhibited their prior knowledge, I will then present BrainPOPJr. The BrainPOPJr. lesson will provide a more in-depth explanation of the different parts of speech

Question Prompts:

- What do you think the lesson is about?
- How do you think you will have to apply or practice showing me and your peers what you know?
- Why do you think it is important to learn the different Parts of Speech?

Prompt the students with questions about what they think the lesson is about.

Ask them to relate their experiences to this topic

Open the task page

- Ask them to relate their experiences to this role
  - How many nouns, verbs, and adjectives can you name?

Open the Process page.

- Each student will be put into different groups of five
- Each day the students will be assigned a different part of speech to research and gather information on either in their journals, develop a play, or put together a document in Microsoft Word
- In the group the students will come together and first share what I know, want to know, and what they learned. Once they do their research in their assigned groups, they will individually continue to research the different parts of speech and gather information
- Once the students have

### **3. Guided Practice**

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During the group activity, prompt students to stay on task, refer to the questions in the webquest and write answers in their journals. Each lesson contains guided practice for the students to learn about the different parts of speech

### **4. Independent Practice**

During individual practice, the students will explore, research, and take notes on what the different parts of speech are and ways they are used in a sentence.

### **5. Closure**

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Ask students to verbally summarize what they have learned by presenting their research in a form of a journal or PowerPoint project. The students will also contribute to their final parts of speech chart.

# Alternate Outline - Accommodations

- Example:
- Group work so students benefit from each other
- Share supplies- students can also bring in their own materials to use
- English Language Learners
  - <http://www.english-4kids.com/grammarsheets.html>

## Suggested Follow-Up

If students need more practice on skills, visit.....

[http://www.abcya.com/parts\\_of\\_speech.htm](http://www.abcya.com/parts_of_speech.htm)

M.S.E.T program. Ramapo College, New Jersey. 2012

[www.rst2.edu/masters/](http://www.rst2.edu/masters/)

References:

<http://www.shodor.org/interactivate/lessons/>

[http://en.wikipedia.org/wiki/Anthony\\_Gregorc](http://en.wikipedia.org/wiki/Anthony_Gregorc)

[http://en.wikipedia.org/wiki/Theory\\_of\\_multiple\\_intelligences](http://en.wikipedia.org/wiki/Theory_of_multiple_intelligences)

