

Discovering Language Arts

Parts of Speech

Teacher's Guide

Grade Level: K-2

Curriculum Focus: Language Arts

Lesson Duration: 1-2 class periods

Program Description

Nouns in the Desert (4 min.) – A noun is a word that names a person, a place, an animal, or a thing.

Verbs in the Desert (4 min.) – Verbs are words that show action.

Adjectives in the Desert (4 min.) – Adjectives are words that describe or tell more about a person, place, or thing.

Adverbs in the Desert (5 min.) – Writers use adverbs to tell more about an action they are writing about.

Spelling: A Supermarket Sweep (5 min.) – Good writers follow steps to ensure they are spelling words correctly. First a writer sounds out a word, then looks it up in a dictionary if need be.

Capitalization: Abraham Lincoln (4 min.) – Writers use capital letters at the beginning of a sentence and to show that a word is special.

Punctuation President (3 min.) – Question marks and periods tell a reader that a sentence has ended.

Onscreen Questions

- Take a look around you. What nouns can you find? Write a sentence using nouns.
 - How did you get to school today? Write a sentence using verbs or action words to tell what you did.
 - What adjectives could you use to describe yourself? Write three sentences telling readers all about you.
 - What adverb could you use to tell about something you did in school today? Write a sentence using adverbs.
 - What foods do you like? Write two sentences about your favorite food. If you are not sure how to spell a word, use the picture dictionary.
 - How do you spell your name? Write your name. Make sure you start with a capital letter.
 - What would you like to write about? Pair up with a friend and write sentences using periods and question marks. Read your sentences to a friend.
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Lesson Plan

Student Objectives

- Understand the difference among nouns, verbs, and adjectives.
- Provide examples of nouns, verbs, and adjectives.
- Create sentences using nouns, verbs, and adjectives.

Materials

- *Parts of Speech* video
- Chart paper
- One or two simple poems
- Crayons
- Index cards
- Pencils and erasers
- Three paper bags, shoeboxes, or other similar containers (label them Noun, Verb, and Adjective)
- Sentence strips, one per student
- Black felt tip markers

Procedures

1. Talk about the parts of speech with the class. Give some examples of nouns, verbs, and adjectives and the definitions of these parts of speech. A good way to introduce this topic is to watch portions of *Parts of Speech*.
2. After watching the program, talk about nouns, verbs, and adjectives. What is a noun? What are some examples of verbs? What adjectives would you use to describe the classroom? Play a version of the game Mad Libs by writing a simple poem on a large piece of chart paper, leaving blank spaces where the nouns, verbs, and adjectives should go. Underline these spaces and label them "noun," "verb," or "adjective" (like a Mad Libs game). Next, ask students to volunteer words to fill in the blanks. Read the finished poem aloud and talk about how different word choices would have changed the class poem. Repeat the process with a second poem.
3. After playing one or two rounds of the game and making sure students have a good understanding of nouns, verbs, and adjectives, take the poems down and generate a list of nouns, a list of verbs, and a list of adjectives from the class. Write these lists on the board or another piece of chart paper at the front of the room where students will be able to see them. If students are offering non-verbs as verbs, have them try to act out the words so that they remember that verbs are action words; they describe movement. If the word can't be acted out, then it most likely is not a verb.

4. Give each student three index cards and tell them that they will each be drawing a picture of a noun on one, a verb on another, and an adjective on the third. On the back of the cards, have them write the noun, verb, or adjective word that goes with each picture. Demonstrate the process by making a few cards (some examples for adjectives that are conducive to drawings are *happy, sad, angry, small, big*, etc.). Allow students time to make their cards. They may use some of the words from the lists at the front of the room. If they are using new words, have them try to spell the words correctly by sounding the words out and then referring to a picture dictionary.
5. Bring out the bags, boxes, or other labeled containers. As students finish making their cards, have them put the cards in the correct parts-of-speech container. Check to make sure that the cards are being put in the correct containers.
6. When all students have finished making their cards, tell them they will be using one another's cards to write creative sentences that use nouns, verbs, and adjectives. Remind them that all sentences begin with a capital letter and end with a period, question mark, or exclamation point. Have students blindly pick a card from each of the three containers and create a sentence with the words. Tell students to use a pencil to write their sentences on a sentence strip.
7. Walk around the class, checking student work. Once students have written a complete and satisfactory sentence on their sentence strip, give them a black felt tip marker to go over their words so that the words are easier to read from a distance.
8. When all students have finished their sentences, ask volunteers to read their sentence aloud to the class. Discuss the sentences. What is the noun in that sentence? What is the verb? What is the adjective? Would the sentence make sense if we removed the noun? How about the verb?
9. Create a bulletin board display with the sentences and index cards so that students can look at them during free time and refer to the words as reminders of the basic parts of speech.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students were highly engaged in class discussions; generated several examples of nouns, verbs, and adjectives for the class lists; demonstrated a clear understanding of the difference among nouns, verbs, and adjectives; created three colorful picture cards that correctly identified examples from the three parts of speech discussed in the lesson; and wrote clear and creative sentences that correctly used the parts-of-speech words and had no grammatical or mechanical errors.
- **2 points:** Students generally engaged in class discussions; generated a few examples of nouns, verbs, and adjectives for the class lists; demonstrated an adequate understanding of the difference among nouns, verbs, and adjectives; created at least two somewhat colorful picture cards that correctly identified examples of two out of the three parts of speech discussed in the lesson; and wrote somewhat clear and creative sentences that correctly used one or two parts-of-speech words and had few grammatical or mechanical errors.
- **1 point:** Students participated minimally in group discussions; generated one or no examples of nouns, verbs, or adjectives for the class lists; were unable to demonstrate a basic

understanding of the difference among nouns, verbs, and adjectives; created one or no picture cards, or their picture cards did not identify examples of the correct parts of speech discussed in the lesson; and wrote incomplete or unclear sentences that did not correctly use the parts-of-speech words and had multiple grammatical or mechanical errors.

Vocabulary

adjective

Definition: The part of speech that modifies a noun

Context: Look at the sentence "The mouse has soft fur." The word "soft" is the adjective; it tells us more about the mouse's fur.

capitalize

Definition: To write or print in uppercase letters

Context: The United States is a country, which means we have to capitalize the "U" in United and the "S" in States.

noun

Definition: The part of speech that is used to identify a person, place, or thing

Context: Lizard is the name of an animal; the word *lizard* is a noun.

verb

Definition: The part of speech that expresses action

Context: We've learned that verbs are words that show action.

Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit www.mcrel.org/compendium/browse.asp.

This lesson plan addresses the following national standards:

- Language Arts – Writing: Uses the general skills and strategies of the writing process; uses grammatical and mechanical conventions in written compositions
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media

The National Council of Teachers of English (NCTE)

The National Council of Teachers of English and the International Reading Association have developed national standards to provide guidelines for teaching English language arts. To view the standards online, go to www.ncte.org/about/over/standards/110846.htm.

This lesson plan addresses the following English standards:

- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
 - Students use spoken, written, and visual language to accomplish their own purposes
 - 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
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How to Use the DVD

The DVD starting screen has the following options:

Play Video – This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index – Here the video is divided into sections indicated by video thumbnail icons; brief descriptions are noted for each one. Watching all parts in sequence is similar to watching the video from start to finish. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units – These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They

include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link—Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources—This screen gives the technical support number and Web site address.

Video Index

I. Nouns

A noun is a word that names a person, place, animal, or thing. Take a trip to the desert and learn more about the nouns we can use there.

II. Verbs

Verbs are action words that tell what something does or how it moves. Learn about the different verbs that can be applied to desert animals and their movements.

III. Adjectives

Writers use adjectives to tell more about the person, place, or thing they are writing about. Discover how adjectives offer us more information about animals in the desert.

IV. Adverbs

Writers use adverbs to tell more about an action they are writing about. See how adverbs can help us more accurately understand how animals in the desert move.

V. Spelling

Being a good speller is an important part of being a good writer. Learn steps good writers use to make sure they are spelling words correctly.

VI. Capitalization

Capital letters are used at the beginning of each sentence and to tell readers when a word is special. Practice using capital letters while learning about Abraham Lincoln.

VII. Punctuation

Writers use periods and question marks at the end of sentences to tell readers that the sentence has stopped. Practice using periods and question marks while learning about Abraham Lincoln.

Curriculum Units

1. Nouns: Naming Words

Pre-viewing question

Q: What are some names of people, places, animals, or things that you can think of?

A: Answers will vary.

Post-viewing question

Q: What is a noun?

A: A noun is a word that names a person, place, animal, or thing.

2. Verbs: Action Words

Pre-viewing question

Q: What are some words that tell how you move when you are playing your favorite sport?

A: Answers will vary.

Post-viewing question

Q: What are verbs?

A: Verbs are words that show action. They tell what something does or describes how something moves.

3. Adjectives: Description Words

Pre-viewing question

Q: What are some words you would use to describe your school?

A: Answers will vary.

Post-viewing question

Q: What are adjectives?

A: Adjectives are words that describe or tell more about a person, place, or thing.

4. Adverbs: Telling More About an Action

Pre-viewing question

Q: What are some words that end in the letters “ly”?

A: Answers will vary.

Post-viewing question

Q: What are adverbs?

A: Adverbs are words that describe an action. Good writers use adverbs to tell more about an action they are writing about. Adverbs typically end in the letters “ly,” as in “gently” or “quickly.”

5. Learning About Spelling

Pre-viewing question

Q: What do you do when you don't know how to spell a word?

A: Answers will vary.

Post-viewing question

Q: What are the steps good writers follow to make sure they are spelling a word correctly?

A: Good writers first sound out the word they want to spell. Next, they look it up in a dictionary.

6. When to Use Capital Letters

Pre-viewing question

Q: When do you use capital letters?

A: Answers will vary.

Post-viewing question

Q: What are capital letters used for?

A: Capital letters are used to show the beginning of a sentence and to tell readers when a word is special. Examples of when to use capital letters include writing the name of a person; a person's title; the name of a place, such as a city, state, or street; the days of the week; and the months of the year.

7. Understanding Punctuation: When to Use Periods and Question Marks

Pre-viewing question

Q: What are some punctuation marks you use in your writing?

A: Answers will vary.

Post-viewing question

Q: How do writers decide whether to use a period or a question mark at the end of a sentence?

A: Both periods and question marks are forms of punctuation that can be used to end a sentence. However, a writer uses a period to end a sentence when that sentence is a statement, meaning that it is telling you something. A question mark should be used only when a sentence is asking a question; that is, when a sentence is looking for an answer or response to something. A question mark is used when the sentence is an asking sentence.