Moving Speech

Students will creatively review the eight parts of speech (noun, verb, adjective, adverb, preposition, pronoun, interjection, conjunction), using them in sentences correctly.

Grade Level: 6th Grade

Subject: English/Language Arts

Length of Time: One to Two 45-Minute Periods

Common Core Alignment

CCSS.ELA-Literacy.L6.1.E - Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

CCSS.ELA-Literacy.6.3.A -

CCSS.ELA-Literacy.6.3.B -

Objectives & Outcomes

The students will be able to identify and use each of the eight parts of speech in a wide variety of sentences.

Materials Needed

5” x 8” Blank Index Cards or similar sized sheets of Paper (the more the better but at least 4 to 8 per student)

Prepare ahead of time: One Index Card with a single word on each side representing a part of speech. For example, one card may have a noun on one side and verb on the back side. Mix it up. Label the part of speech. (These will be used to open the lesson.) In addition, prepare “article cards” ahead of time with the, a, an, also one on each side.

Procedure

Opening to Lesson

- As each student enters the room, hand them one of the prepared cards or have cards on each desk ahead of time.
- Once all are seated, announce “Who has a (an) part of speech?”
- Pick students and have that part of speech stand in front of room holding the card so all can see.
• Continue to do this until a complete sentence is formed.
• Repeat a few more times until each student has a chance to come to the front of the room.
• Verbally ask students the question: “What are the eight parts of speech?”
• Display the correct answers and then begin the lesson.

Body of Lesson

Modeling
• Teacher will demonstrate how each student will write a part of speech on each side of their blank index cards. A different part of speech labeled on each side.
• Use large print so others may be able to see the words from a distance.

Guided Practice
• Once cards are created by individual students, place students in groups of three or four.
• Give each group a few “article cards”.
• Instruct each group they have three minutes (or other specified time) to create one six to eight word sentence.
• After three minutes each group will display it in a pre-determined part of room where all groups will be able to see peers’ sentences.
• Repeat several times and rearrange groups to come up with a variety of sentences.
• Keep students moving quickly, creating and displaying the creative sentences.

Independent Practice
• Students receive a blank sheet of paper. List each part of speech with two examples and write at least ten different sentences using their new words.
• Distribute a worksheet with sentences. Students will identify the part of speech for every word. For example, write a one for above word for noun, two for verb, etc.
• The teacher will collect the completed pages. This will be used as an assessment.

Closing
After collecting assessments, repeat the opening to the lesson as a class review.

Assessment & Evaluation
Computer web sites or worksheets with practice in identifying the eight parts of speech. In addition, the students create their own sentences using each of the parts of speech.

Modification & Differentiation
Groups may be smaller or larger. Outdoor lesson if weather permits. Students could stay in seats and cards could be passed around. Sentence size minimum could be changed. Have one student at a time go to front of room to post sentence on board/wall asking for a specific part of speech from other students.
Related Lesson Plans

**Theater in Action**

Students will write and perform a scene from the story, *Alice’s Adventures in Wonderland*.

**What Year Did That Happen?**

Students will practice rewriting and summarizing paragraphs, paraphrasing the information, facts, and other details in a writing sample.

**Debate an Environmental Issue**

Students will read an article about the sale of tropical fish. Students will analyze the information given and discuss their opinion based on facts from the article.

**Nothing but the Truth**

This lesson will allow students to practice reading out loud and determining how point of view affects the action of a story.