



TITLE: Parts of Speech Review

GRADE LEVEL: Appropriate for grades 3-6

MATERIALS: Classroom Set of 24 KleenSlate dry erase paddles with marker and erasers. A KleenSlate Classroom Set of 24 includes 6 each of red, blue, green and yellow paddles. Colored paddles enable the teacher to break students into groups and assign parts of speech to the different groups.

OVERVIEW: Students need to know how to correctly use words in their writing and speaking. By reviewing parts of speech with hands-on activities, children will retain their learning as they enjoy studying sentence structure.

OBJECTIVE:

Students will be able to:

1. work within a group to develop the correct answer
2. learn how to diagram a sentence
3. understand the concepts of modifiers
4. understand the concepts of “helping verbs”
5. diagram a sentence correctly while at their seats

ACTIVITIES AND PROCEDURES:

- Write one word of a multi-word sentence on however many of the KleenSlate dry erase paddles are needed. Be sure to write large enough so that all the seated children will be able to see the paddles from the front of the room. Teacher says the sentence outloud and then holds up one paddle at a time with each word on it. Students have to either say what part of the sentence it is or they write it on their own KleenSlate paddle at their desk and hold it up for the teacher to see their answer.

Practice with sentences that review a particular part of speech or sentence structure (Ex.: object, subject, verb, adverb, noun, adjective, compound sentences, phrases, etc.)

- Distribute KleenSlate dry erase paddles throughout the class. Have the students write a word that represents a part of speech on their paddle. Chose two students from each group and have them form a sentence in correct order in front of the rest of the class. How can only two students form a sentence?

Have a seated student read the sentence outloud for the rest of the class.

Identify the simple subject of the sentence by asking, "Who or what is the sentence about?"

Identify the simple predicate of the sentence by asking, "What is the subject doing in this sentence?"

As you progress you would identify the direct object next.

As each of the following are identified the student

holding that part of speech steps forward. If a helping verb is in the sentence have the student with the helping verb paddle step forward and put his/her arm around the action verb in the sentence.

Go back to the person holding the subject paddle. Identify any modifiers. Have each child holding a paddle that modifies the subject move behind the subject.

Move on to the person holding the predicate paddle(s). Identify any modifiers. Have each child holding a paddle that modifies the predicate move behind the predicate.

As students become more proficient, add prepositional phrases and identify the object of the preposition and what the phrase modifies.

TYING IT ALL TOGETHER: Students should be able to label all the parts of speech in the sentence that the class just worked on.

Additional Activities:

Have students label similar sentences on their own.

Have the students at their seats correctly diagram the sentence that the class just worked on.

Have the class diagram similar sentences on their own.

KIDS LOVE THIS ACTIVITY TO BRING LANGUAGE ARTS OUT OF BOOKS AND INTO THEIR HANDS!!!