

## TITLE: Getting Familiar with the Word Lists: Parts of Speech

**LEARNING OBJECTIVES:** By the end of the lesson, students will have become more with the words for the (local, regional or national) round through a sorting exercise, and have learned at least 5 new words as demonstrated by a small part-of-speech game at the end of the lesson.

**TIME:** 1 hour

**GRADES:** 6<sup>th</sup>-8<sup>th</sup> or 9<sup>th</sup>-12<sup>th</sup>

### MATERIALS:

Copies of word list (either local, regional or national)

- You can have one copy per group of students
- You can have a copy for every student

Notebooks (for students)

Pencils (for students)

Board & Chalk

Potato, clean (or 2 in case it is a very big group)

Music/phone/timer (something that you can watch and stop after 1 minute)

PROCEDURE	TIME	DETAILS
<b>Review &amp; Motivation</b> Warm-up	10 mins	<p>Put students into even groups.</p> <p>You may mix the student English levels so the groups have advanced and lower level students in the same set OR, you can divide groups so they can each work at their own level. An easy way to group students is into 3 ability groups: Beginner, Intermediate, Advanced, based on their grade level performance in class compared to other students.</p> <p>Have students face the board. Draw a circle on the board and inside write: Parts of Speech. Ask students, 'what does 'parts of speech' mean?'. You may get answers in English or students' native language. Write the translation on the board under the English word.</p> <p>Ask students to raise their hands and identify parts-of-speech they know (examples: nouns, verbs, helping verbs, pronouns, adjective, adverb, etc)</p> <p>Have weaker students or students that are participating less come to the board and write the translation of the English word for the part-of-speech.</p> <p>Then have all students open their notebooks and write this diagram down for their notes.</p>
<b>Presentation</b> Getting Familiar with the word list	5 mins	<p>Mini Lecture:</p> <p>Tell students, 'parts-of-speech help you decide what kind of ending or beginning you need for a word. They also help you decide if you know another word that is similar to it, but a different part of speech. Knowing the part of speech can also help you change words so you have a bigger and more interesting vocabulary'.</p> <p>Write on the board 'love'.</p> <p>Ask students, 'what part of speech is the word angry?'</p> <p>Answer: It is an adjective. "I am angry at my sister because she has my favorite doll."</p> <p>Tell students, "Adjectives describe nouns. Pretty dress. Sunny day. Rainy afternoon. But we can also describe actions so other people can understand the action with more details. It will have a strong picture in their minds with more description words. This is called an adverb. "I am nervous for my test so I am talking quickly. You are being silly because you are bored in the lesson."</p> <p>Ask students, 'how we would we change the word anger into an adverb?'</p> <p>The answer: angrily. To change anger into an adverb we add -ly and change y, to i. We can do this for other words. Sad, Sadly. Happy, happily.</p>

		Knowing the part-of-speech makes it easier for us to make our sentences stronger because we can take words we know and try to use them in new ways. It can also help us understand how to spell a word.
<b>Practice</b> Sorting the word list	25 mins	<p>Students will practice their understanding of parts-of-speech by sorting the (local, regional, national) word list words. You can assign each group one page of the word list or the whole list. You can also break this up over 2 days if there are too many words, or more!</p> <p>Have students take a notebook page and ALL students must write all of the categories of parts of speech they see for their set of words (if it is all of the words, then all).</p> <p>After 5 minutes, have each group member share one part-of-speech from their list and create a master list on the board for students to use during practice.</p> <p>Now have the groups take one category of parts-of-speech and write each word under the category heading. Each time they write a word, they should make a small mark next to the word so they know it is done.</p> <p>Repeat this until all words are sorted by part-of-speech.</p> <p><i>YES, this IS a lot of writing. But this will help students start to memorize the words without knowing they are starting to memorize them. They will see the words over and over as they review the list, and they will write the words, and they will then do a production activity with the words. This is memorization and learning through repetition and categorization.</i></p>
<b>Production</b> Part-of-speech recall	15 mins	<p>You are now going to have students play a game to practice recall of words they wrote down in each category of part-of-speech. Use the master list you have on the board.</p> <p>First, give the students 5 minutes to work as one big group on reviewing words in each of the categories on the board, especially if you divided up the list since some groups may not have a specific part of speech in their list.</p> <p>Now, have the students stand in a circle (if it is too many students, do a group 1 and a group 2). You have a potato. You are going to play hot potato. Students will gently toss the potato around in a circle. They are going to say a word from a part-of-speech when they get the potato within 10 seconds. You are going to select a category for part-of-speech. They must give you words from that category of part-of-speech without repeating. If someone repeats the a word they are out, or if they say a word that is the wrong part-of-speech. You can have one student help you read through the list to make sure there aren't mistakes.</p> <p>They will toss the potato for 1 minute. Whoever has the potato after 1 minute in their hands, is also out. You will pick a new category and repeat this process until just 1 student is left. This student wins Hot Potato parts-of-speech.</p> <p>You can do the same thing for the 2<sup>nd</sup> group if you have one.</p> <p>You can play music for a minute or run a timer on your phone for a minute, or just watch a clock hand go around one time to count a minute for the game.</p>
<b>Conclusion</b> Next lesson and Studying	5 mins	<p>Tell students to keep their notebooks and to use this to help them study. Tell them where they can find the word list online in case you did not print one copy for every student in the lesson.</p> <p>Tell students to practice trying to remember at least 2 new words from each part-of-speech category to review for next lesson.</p>

## TEACHERS' NOTES

**WHAT WENT WELL:**

**CHALLENGES:**

**RECOMMENDATIONS:**