Adjectives
—describe a noun or pronoun telling which one, what kind, or how many

Which one?  What kind?  How many?
Nouns
-name a:

Person
Place
Thing
Idea
<table>
<thead>
<tr>
<th>Pronouns</th>
<th>-replace nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>You</td>
</tr>
<tr>
<td>He</td>
<td>She</td>
</tr>
<tr>
<td>It</td>
<td>We</td>
</tr>
<tr>
<td>You all</td>
<td>They</td>
</tr>
</tbody>
</table>

S. George and A. Thelen, 2012
Verbs

-show:

Physical Action

Mental Action

State of Being

S. George and A. Thelen, 2012
Adverbs

describe a verb, an adjective or another adverb. It usually ends in -ly, it's easy to identify.

S. George and A. Thelen, 2012
**Prepositions**

- Combine with a noun or a pronoun to show location or time.

S. George and A. Thelen, 2012
Conjunctions - connect more than one idea

and:

but:

or:

S. George and A. Thelen, 2012
Interjections
-express strong emotion

S. George and A. Thelen, 2012
Pictures for nouns and verbs
Which one?
Articles
Demonstrative
How many?
Definite

S. George and A. Thelen 2012
Adjective subheadings

Which one?

Articles

Demonstrative

How many?

Definite

S. George and A. Thelen 2012
Which one?

Articles

Demonstrative

How many?

Definite

S. George and A. Thelen 2012
Indefinite

Number

What kind?

Observation or Quality

Size

S. George and A. Thelen 2012
Adjective subheadings

Age

Color

Origin

Material

Qualifier

S. George and A. Thelen 2012
Comparative
Superlative
Shape
Texture
Taste
Noun subheadings

Common
Person
Place
Thing
Idea
(Abstract)
Noun subheadings

Proper

Compound

Non-Count

Gerund
Pronoun subheadings

Subject
before verb

Object
after verb

Possessive
before noun alone

S. George and A. Thelen 2012
Pronoun subheadings

Interrogative

Relative

S. George and A. Thelen 2012
Verb subheadings

To Be

Modals
(Helper)

Irregular

Linking

S. George and A. Thelen 2012
Verb subheadings

Mental Action

Physical Action

Phrasal Action

To Have

S. George and A. Thelen 2012
Adverb subheadings

Manner (How)
Direction
Time
Frequency
Degree
Transitions

S. George and A. Thelen 2012
Preposition subheadings

Location

Time

Purpose

S. George and A. Thelen 2012
Coordinating
Addition
Reason
Contrast
Choice

S. George and A. Thelen 2012
Conjunction subheadings

Correlative
Subordinating
Time
Reason
Contrast

S. George and A. Thelen 2012
Conjunction subheadings

Condition

Place
Interjection subheadings

Strong Emotion

Emphatic Phrase

Onomatopoeic Words
Playing with Parts of Speech

By: SarahBeth George and Alissa Thelen

OELAS Conference 2012
<table>
<thead>
<tr>
<th>Parts of Speech Introductory Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjectives</td>
</tr>
<tr>
<td>Nouns</td>
</tr>
<tr>
<td>Parts of Speech Introductory Activities</td>
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<td>--------------------------------------</td>
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<tr>
<td>Parts of Speech Introductory Activities</td>
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<tr>
<td>Parts of Speech Introductory Activities</td>
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<tr>
<td>---------------------------------------</td>
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</tbody>
</table>
# Grammar Games and Centers

Contributors: Sara Egli, SarahBeth George, Cheryl Groen, Jennifer Hughey, Stephanie Lamb, Alissa Thelen, and many other fabulous teachers we’ve met along the way!

## Game Notes

### Busted!
- Prepare craft sticks. They may have:
  - specific parts of speech
  - cloze sentences that require a specific part of speech (ex: Fill in an appropriate adjective: My _____ dog likes to play.)
- Write “BUSTED!” on several sticks. Put all the sticks into a cup or can.
- Students pull 1 stick out. If it has a word or sentence, the student reads it aloud and uses it correctly in a sentence. If it has a sentence, the student fills in the blank. All other students show ‘thumbs up’ or ‘thumbs down’ to agree to disagree.
- If the student is correct s/he keeps the stick. If s/he is incorrect, the other students help to correct, and the stick is put back into the cup.
- When any student pulls a ‘BUSTED!’ stick, everyone puts all their sticks back, and the game continues.

### Grammar Sort
- Noun Sort – magazine pictures or photos sorted as ‘person’, ‘place’ or ‘thing’
- Verb Sort – pictures/words sorted as ‘mental action’ or ‘physical action’
- Noun/Verb Sort – pictures/words sorted as ‘noun’ or ‘verb’
- Punctuation – Teacher provides sentences. Students sort sentences into categories based on which type of ending punctuation they would get
- Pronoun Sort – sort of magazine pictures of people (or pictures of your students at work!) into categories such as ‘him’/’her’, ‘he’/’she’/’they’, etc.
- Adjective/Adverb Sort – pictures/words sorted as ‘adjective’ or ‘adverb’
- Check out [www.eslflashcards.com](http://www.eslflashcards.com) for free picture cards.

### Grab Bag
- Teacher places index cards in a bag. Cards can have:
  - Various types of punctuation to direct the type of sentence that is written (, ? !)
  - Various pronouns to be included in the sentence
  - Forms of ‘to be’
  - Adjectives
  - Directives (ex: “Write a sentence with a plural noun.”)
- Students grab one card without looking and use that card to write a sentence on paper or white boards.
- After writing 1 sentence as indicated on the card, student puts the card back in the bag and chooses another.
- Make this fun by adding stickers or pictures to the cards and awarding a prize for the most descriptive sentence.

### Interjection Bubbles
- Teacher copies pages with characters from favorite class read alouds. Teacher pastes speech bubbles onto each page.
- Students select pages, write interjections/emphatic phrases in the speech bubbles, and share with partners.
<table>
<thead>
<tr>
<th>Silly Sentences</th>
<th>Which one doesn't belong?</th>
<th>Tally Race</th>
<th>Index Card Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher labels cups with parts of speech. (ex: 1 cup for nouns, 1 for adjectives, 1 for verbs)</td>
<td>Teacher creates large index cards with 3 words/pictures from the same part of speech and 1 word from a different part of speech.</td>
<td>Teacher selects sets of pictures that will allow students to find a bunch of adjectives, nouns, verbs, adverbs, or prepositions.</td>
<td>Teacher uses index cards to create game cards. Teachers write types of verbs/adjectives/nouns/adverbs/prepositions and include a corresponding picture.</td>
</tr>
<tr>
<td>Teacher writes many example words for each cup on craft sticks. For the younger grades, be sure to color code the words and cups to match the grammar wall.</td>
<td>Students read the words or describe the pictures aloud, find the part of speech that doesn’t belong, and explain why.</td>
<td>Students have a timer and a pile of face-down mystery pictures.</td>
<td>Whenever a card is used/played/selected, students must use the picture prompt to state a sentence with the word used correctly. Their team must agree before the next student plays.</td>
</tr>
<tr>
<td>Students pull one stick from each cup and create a sentence. Students record the sentence and illustrate.</td>
<td>If their neighbor agrees, they get to keep the card. If not, the neighbor explains the correct answer and gets to keep the card.</td>
<td>Option 1 (oral practice):</td>
<td>They can be used for the following games:</td>
</tr>
<tr>
<td></td>
<td>Tip: To make this a never-ending center game, shuffle in some silly pictures on index cards and place pictures and word cards face-down. When a picture card is pulled, all students put their cards back into the pile. Funny directions (ex: “Make a silly face”, “Switch seats”, “Do 5 jumping jacks”, can also be added to keep students engaged.)</td>
<td>o Student 1: States the type of speech Student 2 will look for. Flips a picture over and starts the timer.</td>
<td>o Memory or concentration (2 cards for each word must be made)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Student 2: States as many adjectives/nouns/verbs as s/he can within the time limit.</td>
<td>o Go Fish! (2 cards for each word must be made)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Student 1: Tallies or counts the number of correct words Student 2 states.</td>
<td>o Board Games (Chutes and Ladders, Candy Land, etc)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Students switch roles and continue with a new picture. The student with the largest number wins.</td>
<td>‧ A pile of word cards are put in the center</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>‧ Students play the game as normal</td>
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<td>‧ Each time they roll or spin they read the number of word cards as the number of spaces they will move</td>
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<tr>
<td>Run and Fill</td>
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<tr>
<td>---------------------------------------------------------------------------</td>
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<tr>
<td>- Teacher labels bags or bins with a part of speech and places them at the finish line.</td>
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<tr>
<td>- At the starting line, students have a mystery pile of words/pictures that are classified as 1 part of speech.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- Students work in teams to turn a card over, decide which part of speech it is, and run to fill the corresponding bag/bin.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Extensions:</td>
<td></td>
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<tr>
<td>- Each student creates 3 word cards. Students must tell the teacher what part of speech their card is before they run to fill the bag/bin.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>- Rather than sort parts of speech, students can sort by subcategories:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- nouns: singular/plural nouns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- nouns: people/places/things/ideas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- pronouns: subject/object/possessive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- verbs: mental/physical actions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- verbs: regular/irregular</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>- adverbs: manner/frequency</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Conjunction Cup</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teacher labels a “Conjunction Cup.” Teacher writes or/and/but on the ends of craft sticks.</td>
</tr>
<tr>
<td>- Students work in partners.</td>
</tr>
<tr>
<td>- Student 1: Reads a passage aloud.</td>
</tr>
<tr>
<td>- Student 2: Listens for conjunctions. Each time s/he hears a conjunction s/he places the corresponding stick in the “Conjunction Cup.”</td>
</tr>
<tr>
<td>- Student 2: Rereads passage aloud.</td>
</tr>
<tr>
<td>- Student 1: Listens for the conjunctions and removes the corresponding conjunctions from the cup.</td>
</tr>
<tr>
<td>- By the end of the passage, all sticks should have been removed from the cup.</td>
</tr>
<tr>
<td>- Repeat with a new passage and/or highlight the conjunctions in the passage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Want more?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- “Grammar Games and Activities that Boost Writing Skills” by Immacula A. Rhodes (Scholastic Inc, 2008)</td>
</tr>
<tr>
<td>- “Writing Skills Made Fun: Parts of Speech” by Karen Kellaher(Scholastic Inc, 2001)</td>
</tr>
<tr>
<td>- “Grammar Manipulatives Kids Love!” by Nancy I. Sanders (Scholastic Inc, 2004)</td>
</tr>
<tr>
<td>Action Step</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Noun Tally Race

<table>
<thead>
<tr>
<th></th>
<th>Person</th>
<th>Place</th>
<th>Thing</th>
<th>Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Noun Tally Race

<table>
<thead>
<tr>
<th></th>
<th>Person</th>
<th>Place</th>
<th>Thing</th>
<th>Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Partner 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Adjective

A word used to describe a noun or pronoun telling what kind, which one, or how many is an adjective.

Examples:  (what kind) red small
            (which one) this that
            (how many) some two
Noun

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

Examples:  person:  teacher  place:  school
             thing:  turtle  idea:  joy
Pronoun

A word that is used in place of a noun is a pronoun.

Examples: I you he she it me us
Verb

A word that shows physical or mental action, being, or state of being is a verb.

Examples: play, run, learn, think, imagine
Adverb

A word that is used to describe a verb, an adjective, or another adverb. It tells where, how or when, and many adverbs in English end in-ly.

Examples: playfully, often, quickly, quite, early
Preposition

A word that shows the relationship of a noun or pronoun to another word is a preposition.

Examples: above, under, in, before, at, on
Conjunction

A word that joins/connects words or groups of words is a conjunction.

Examples: and but or because since
Interjection

A word or phrase that is used to express strong emotion is an interjection.

Examples: Oh! Wow! No! Ouch! Yes!
Adjective

A word that tells:

- how many nouns
- what kind of noun
- which noun

adjective + noun  
noun + linking verb + adjective
Noun

A word that names a:

- person
- place
- thing
- idea

noun + verb

subject + verb + noun
Pronoun

A word that takes the place of a noun.
Verb

A word that shows action

noun/pronoun + verb
Adverb

A word that tells how the action happens

verb + adverb

slowly

quickly

adverb + verb
Preposition

A word that goes everywhere with his best friend, Noun, to tell when or where

preposition + noun
Conjunction

A word used to join words together, like glue

word + conjunction + word

(subject + verb) + conjunction + (subject + verb)
Interjection

A word used to show strong feeling or emotion