

Dear Teachers,

The following pages have been designed with you in mind. Flip through this book to find exciting, hands-on ideas for introducing and reinforcing basic parts of speech with a pocket chart! (LER 2206)

Pocket Chart Reading - *Basic Parts of Speech* has been developed to provide creative teaching ideas and reproducible activities to support the use of a pocket chart. Suggested activities are designed to attract all types of learners. They encourage listening, speaking, observing and manipulating words and pictures to teach children about subjects and predicates, nouns, verbs, adjectives, and adverbs. In addition, this book contains 226 ready-to-use cards to aid you in teaching these parts of speech. The cards display illustrated pictures and/or words to use within each lesson, and are color-coded for handy organization. A Cards-At-A-Glance chart shows what is pictured on each card, and is located in the back of the book for easy reference. Also included is a Reading List to help you build a classroom library filled with children's literature about the parts of speech.

This book quickly becomes a compact storage file! Tear out the sheets of cards along the perforated lines. Laminate the cards for extra durability, cut them, and store them in the pocket provided on the back cover of the book. As you use them, tear out the blackline master pages for photocopying, then use the folder pocket on the inside front cover for storage.

Pocket Chart Reading

Basic Parts of Speech

Notes about the book:

This book is designed to help familiarize students with nouns, verbs, adjectives, and adverbs. However, articles, conjunctions, prepositions, pronouns, and helping verbs are also included so that complete sentences can be built. These "helper" parts of speech are called *extras* throughout the book. All extras are printed in colored type (articles = lime green, prepositions = purple, pronouns = pink, and conjunctions = light blue). We recommend that

you familiarize yourself with the cards (and the color-coding system) before using them with your class.

Verbs: All verbs included in this book are in the present tense for consistency and simplicity. Both singular and plural verbs can be found in this book, and can be separated according to the ☀️ in the lower corner of each card (green for singular, blue for plural). However, small blank cards are included in the book, so that a singular verb can be pluralized (*he runs* converted to *they run*) by blocking out the *s* at the end of the *runs* card. Helping verbs (e.g. *am, are, is, etc.*) are also included in the book, and are marked with a yellow ☀️.

Nouns: Both singular and plural nouns are included in this book, and can be separated according to the ☀️ in the lower corner of each card (orange for singular, black for plural).

Capitalization/Pluralization/Contractions/Punctuation: The *T* and *A* cards can be used to capitalize the articles *a, an, the, this, these, those, and that* when they appear at the beginning of a sentence. The *'t* and *'nt* cards can be used to change *can* to *can't*, etc. The *s, ies, and es* cards can be used to pluralize singular nouns (*circus* to *circuses*). The punctuation cards can be placed within (or at the end of) the sentences your students build.

Note: The six picture cards go with the Silly Sentences activity found on page 28. Before students begin working on the activity sheet, post the *Silly Sentences* title card in the pocket chart, and pass around the picture cards.

Introduction strategies:

Before introducing parts of speech vocabulary terms (noun, verb, adjective, and adverb), use examples from your classroom to casually introduce them to your students. Ask students to identify **things** they see from their desks (nouns: chair, pencil, poster, teacher, etc.). Then ask students to think of something they **do** in the classroom (verbs: write, draw, cut, measure, listen, etc.). Next, ask students to think of "describer words," which tell **about** something, like a *colorful* poster or a *dusty* eraser (adjectives: new, shiny, dirty, tiny, etc.). Finally, ask students to think of "action describer words" that could be used to describe **how** they do things in class (adverbs: *quickly, repeatedly, neatly, etc.*).

Point out things, actions, describer words, and action describer words to students in written material, too. For example, in a simple sentence such as: "The fluffy dog barked loudly," the word *fluffy* is the describer word, *dog* is the thing, *barked* is the action, and *loudly* is the action describer word. Later, when you teach your students the proper terms for these words (noun, verb, adjective, adverb), they will already be familiar with their "functions."

Teaching Notes: Subjects & Predicates

Cards needed: (red ☀️)

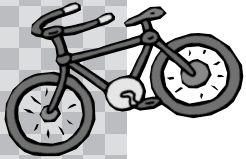
subject	predicate
---------	-----------

The	the	computer	mountain	jumps	smashes	huge
A	a	bicycle	boy	swims	sits	quickly
in	on	monkey	car	ride	take	
off		pool	skateboard			
		snakes	planes			



Presenting the concept:

Teaching students how to find the subject and predicate in a sentence can be challenging. Begin by posting some simple sentences in the pocket chart. Try the ones listed below for starters. Talk about the words *subject* and *predicate*. Explain that the subject of the sentence is the “doer,” and the predicate is the action being done. In other words, the predicate tells what the doer is doing! Explain that subjects are usually people or objects, and give plenty of examples. Predicates always include an action word (or words). Because students may tend to pick the simple subject and verb out of a sentence instead of simply separating the complete subject from the complete predicate, encourage students to divide sentences “in half,” with one half being the complete subject and the other half being the predicate. Note: In most simple sentences, the subject comes before the predicate.



Using the cards shown above, build one of the sentences listed below in the pocket chart. Center the *subject* card over the subject cards in the sentence, and center the *predicate* card over the predicate cards of the sentence. Note: To help students visualize the difference between the two parts of the sentence, you may want to physically separate the subject cards from the predicate cards by leaving a few inches of space between them. Repeat the activity with the other sentences below.

The huge planes take off.

A monkey jumps quickly.

A computer sits on the mountain.

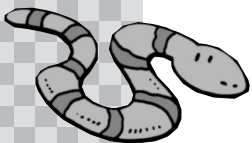
The car smashes a skateboard.

The snakes ride the bicycle.

A boy swims in the pool.

Follow-up activity:

Encourage students to find subjects and predicates in children’s literature during story time or independent reading time. Make lists of subjects and predicates on paper by dividing the paper in half with a vertical line, and writing *subject* at the top of the left column and *predicate* at the top of the right column. Ask students to split simple sentences into subject and predicate parts, and write the parts in the correct column on their papers.



Activity 1

Sentence Split

Directions: Split the subject from the predicate by drawing a line between them. Write an **S** above the subject, and a **P** above the predicate.

1. A wolf stood in the forest.

2. These blue socks fell off the pile.



3. Molly drank the juice quickly.

4. Mom and Dad drove to the beach.

5. That spotted owl screeches very loudly!

6. The rusty car dripped oil on the driveway.

7. Green and red bugs stung Riley's hand.

8. The robber stole the television
and the computer.



Activity 2

Smart Sentences

Directions: Underline the complete subject of each sentence, and circle the predicate.

1. This brush isn't in the right place!

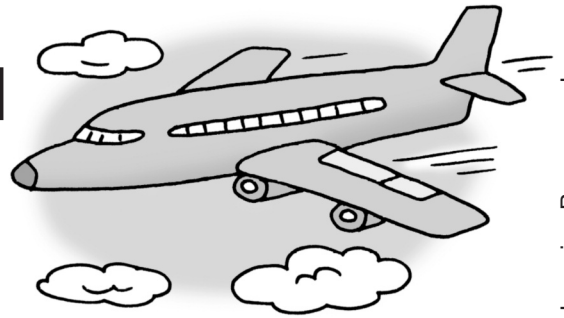


2. The monkey in the zoo swings from the tire.

3. An orange monster is not what I saw!

4. Fat raindrops fell on the umbrella.

5. The huge airplane dropped a brown suitcase.



6. Dan's left hand held the stolen key.


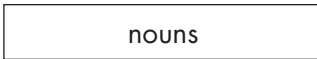
7. My dog, Zoey, made a bed in the closet.

8. Grandpa's old house creaks and squeaks.

Teaching Notes: Nouns

Cards needed: (orange & black ☀️)

(all “extras,” red noun identifier cards for follow-up)

boy	girl	bicycle	car	skateboard	planes	
monkey	mouse	music	pool	monsters	apples	
football	phone	teacher	mountain	snakes	hats	
school	pizza	computer	vase	clowns		
water	T-shirt	dog	circus	chairs		
						



Presenting the concept:

Place the *nouns* card at the top of the pocket chart, and begin your lesson by explaining that a noun is the “name” of a person, place, or thing. Ask students to look for nouns in the classroom and share them with the class (e.g., pencil, book, globe, clock, desk, student, etc.). Explain that there is always a noun of some sort (noun, proper noun, plural noun, pronoun) in the complete subject of a sentence, and the simple subject of the sentence is usually one of these kinds of nouns. For example, look at the sentence: *The huge dog jumps on the skateboard.* The complete subject is *The huge dog*, the simple subject is *dog*, the predicate is *jumps on the skateboard*, and the verb is *jumps*. The word *skateboard* is also a noun, but it is not part of the subject.

For simplicity, this book focuses on singular nouns, and only seven plural noun cards are included (black ☀️). However, the *s*, *ies*, and *es* cards can be used to pluralize singular nouns (*circus* to *circuses*) if you wish. Simply add one of the pluralizing endings to the end of the noun card, or cover part of the end of the noun card with a blank card where appropriate.

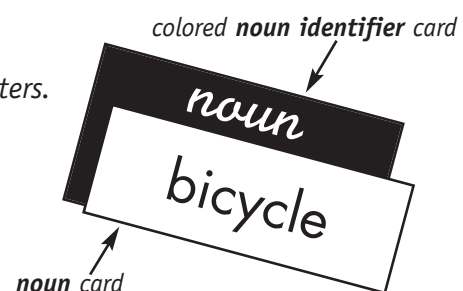
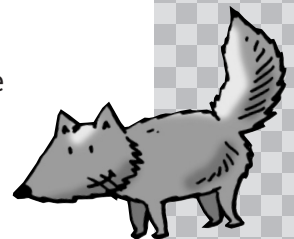
Place some of the singular noun cards (orange ☀️) in the pocket chart. Read through them, and talk about what the words have in common (they are persons, places, or things; they are things you can see; etc.). Add a few other types of words (verbs, adjectives, adverbs), and ask students to identify the noun cards among the other cards.



Follow-up activity:

Build some of the sentences shown below in the pocket chart. Provide the red noun identifier cards, and ask students to identify the nouns in each sentence by placing the noun identifier cards behind them. For example, in the first sentence below, the noun identifier cards should be placed behind the words *mouse* and *computer*. If you feel comfortable introducing pronouns to your students, use sentences 1-8. If not, use sentences 1-5 for this activity.

1. *This mouse walks quietly on the computer.*
2. *A tiny monkey rides the skateboard with the monsters.*
3. *The purple T-shirt looks silly.*
4. *That old bicycle is not very exciting.*
5. *Take the heavy phone to the school.*
6. *She walks the hairy dog to the pool.*
7. *They go with the teacher from the mountain.*
8. *I take the apples and run to the circus.*



Activity 3

Nifty Nouns

Directions: Read the story and circle the nouns.
Write the nouns next to the pictures on the lines below.

Near a tall tree, a huge snake rides a red bicycle. This snake likes to sing and talk on the phone. When rain falls from the clouds, his shirt gets wet! Wet clothes are not fun for a snake to wear.



1. _____



6. _____



2. _____



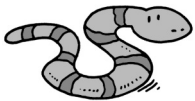
7. _____



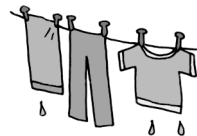
3. _____



8. _____



4. _____



9. _____



5. _____



10. _____

Teaching Notes: Verbs

**Cards needed: (yellow, green & blue ☀️)
(assorted noun, adjective, & adverb cards)**

plural action verbs (blue ☀️)

take	walk
talk	play
run	jump
ride	
verbs	

helping verbs (yellow ☀️)

am	is
are	be
can	have
will	cannot
should	could

singular action verbs (green ☀️)

takes	walks	runs
writes	rides	wears
drives	goes	brings
drinks	plays	hides
jumps	looks	swims
sits	wishes	eats
smashes	smells	talks



Presenting the concept:

Based on your students' prior knowledge of verbs, you will need to decide how you would like to present them using the pocket chart. Using color-coding, we have divided the verbs into three types: helping verbs (yellow ☀️), plural action verbs (blue ☀️), and singular action verbs (green ☀️). You may wish to introduce all of them as verbs rather than explaining the difference between helping and action verbs, or plural and singular verbs. However, separating the different types of verbs into these specific groupings may be easier for students to understand. It's up to you!

Begin by placing the *verbs* card at the top of the pocket chart. Place several different verb cards in the pocket chart below it. Read through the verbs as a class. Next, help students distinguish verbs from other parts of speech. Place a few noun, adjective, and adverb cards, and several verb cards into the pocket chart in scrambled order. Note: When you begin this activity, you may want to use action verbs only, saving the helping verbs for use in more advanced instruction. Ask student volunteers to find the verb cards and remove them from the pocket chart. If a student correctly removes a verb from the chart, ask him or her to make up a sentence using that verb.



Follow-up activity:

To teach singular vs. plural verbs, build sentences with a variety of plural and singular subjects, leaving a space in which a verb card can be inserted. Then ask students to complete the sentences using verb cards. Provide a mixture of singular and plural verb cards from which students can choose (e.g. *walk* and *walks*, *take* and *takes*). Encourage students to "listen" for the verb that sounds right with the subject — you may find that many native English speakers can "hear" the verb that agrees with the subject.



Activity 4

Viva Verbs!

Directions: Using the verbs in the Verb List, complete the sentences below.

Verb List:

am, can, drives, play, jump, brings, looks, swims

1. The duck _____ in the pond.



2. _____ you take the boys to the pool?

3. Kangaroos _____ higher than most animals!

4. The waiter _____ our milkshakes on a round tray.

5. I _____ waiting for the mail to come.

6. My Grandfather _____ to the store every day.



7. Her friends _____ in the sandbox.

8. That banana _____ brown and rotten!

Teaching Notes: Nouns & Adjectives

Cards needed: (orange, black & purple ☀)
(colored noun & adjective identifier cards)
(all “extras”)

spotted	stinky	soft	friendly	mean	short	tall
long	huge	tiny	red	purple	exciting	scary
heavy	boring	beautiful	wet	young	old	smooth
bumpy	striped	sharp	hairy	funky	silly	shy



adjectives

noun
noun

adjective
adjective

Presenting the concept:

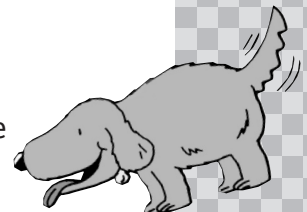
Once students have mastered nouns, it’s time to introduce the words that make nouns exciting...adjectives! Adjectives are describing words that modify nouns. Words like *shiny, yellow, soft, and round* are common adjectives. Place the *adjectives* card at the top of the pocket chart. Then place several adjective cards in the pocket chart. Read through the adjectives as a class. Next, build several sentences in the pocket chart, and ask students to place the noun and adjective identifier cards behind the nouns and adjectives to identify them. Refer to nouns and the adjectives that modify them as “pairs” to help students understand that adjectives work with nouns to make them more exciting. In other words, if there’s an adjective in a sentence, there must be a noun nearby!



Pass the adjective cards out to the students in your class (one per student if possible, or one for each pair of students). Ask them to write a sentence using their adjective, and then share the sentences with the class. For each sentence the students read aloud, identify the noun that the adjective modifies.

Follow-up activity:

In your favorite children’s book, have an adjective hunt. While reading the story aloud to your class, encourage students to raise their hand every time they hear an adjective in the story (or make a list of the adjectives they hear as you read). Or invite students to keep a log of the adjectives they find in the stories they read independently. Give awards to students who find the most unusual adjectives and the adjectives with the most letters.



Activity 5

Adjective Fill-In

Directions: **Part 1:** Read each sentence below. Then rewrite the sentence, substituting different adjectives for the ones used. The first one is done for you.
Part 2: Write an adjective under each picture to describe it.

Part 1

1. The scary house has creaky floors.

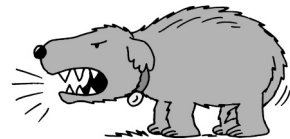
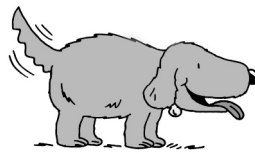
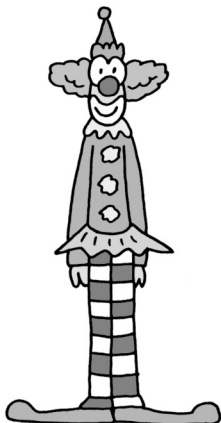
The spooky house has loud floors.

2. My hairy dog chewed the purple bone.

3. Did you see that slippery snake?

4. Those tight pants have a shiny button.

Part 2



Teaching Notes: Verbs & Adverbs

Cards needed: (green, yellow, blue & pink ☀️)
 (all colored identifier cards for follow-up)
 (nouns, adjectives, & “extras” for follow-up)

not	fiercely	wisely	sneakily	easily	shyly	stupidly
not	rudely	patiently	often	noisily	badly	slowly
not	painfully	softly	loudly	quietly	angrily	sadly
happily	suddenly	quickly	stubbornly	never	sleepily	jokingly

adverbs	verb	adverb	noun	adjective
	verb	adverb	noun	adjective



Presenting the concept:

Adverbs go with verbs like adjectives go with nouns...they make verbs more lively! Adverbs often end in *ly*, and include words like *quickly*, *rudely*, and *shyly*. They describe how something is done. Place the *adverbs* card at the top of the pocket chart, and place several adverb cards in the pocket chart. Read through the adverbs together, and brainstorm additional ones as a class.

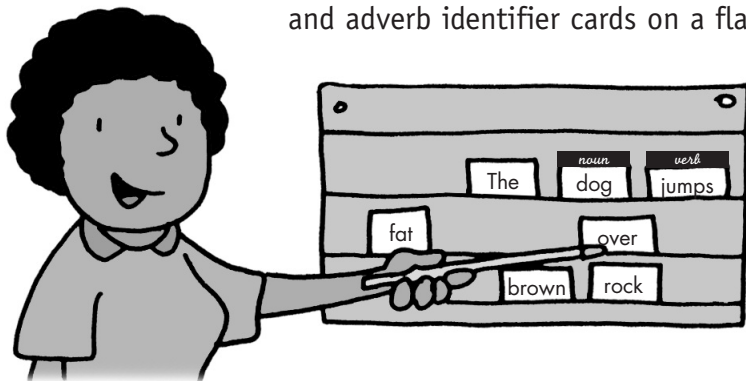
Next place several action verb cards vertically down the right side of the pocket chart. Lay the adverb cards on a flat surface near the pocket chart. Invite students to match the adverbs up to the verbs by placing the adverb cards in front of (or behind) the verb cards, and read the short verb phrases they create. Have them switch the adverbs, and read the new silly phrases they can make by changing the adverbs!



Follow-up activity:

Now that you have introduced nouns, verbs, adjectives, and adverbs, do a culminating parts of speech identification activity. Build sentences in the pocket chart (or invite your students to do so), and place the colored noun, verb, adjective, and adverb identifier cards on a flat surface near the pocket chart.

Ask students to “label” these four parts of speech in each sentence by placing the identifier cards behind the word cards so they peek out from behind.



Activity 6

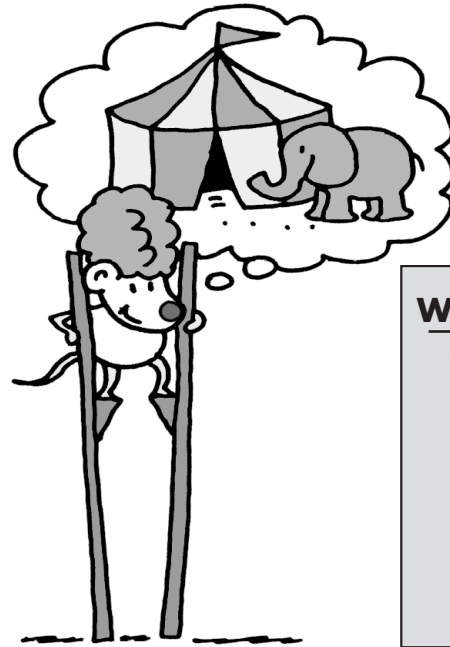
Silly Sentences

Directions: Look at the pictures below. Use the words from each Word List (plus extra words) to write a silly sentence about each picture.

Word List

- snakes
- noisily
- striped
- play





Word List

- wishes
- circus
- mouse
- tall
- quietly
- could

Word List

- T-shirt
- runs
- dog
- red
- fast



Word List

- sits
- tiny
- wet
- sleepily
- bicycle
- monkey





Word List

- skateboard
- slowly
- monsters
- pool
- ride
- funky
- hairy

Activity 7

Parts of Speech Review

Directions: Read each sentence. Write **N** above the nouns, **V** above the verbs, **ADJ** above the adjectives, and **ADV** above the adverbs.

1. The tall blue monster eats the pizza.



2. A huge flower grew quickly in the new garden.

3. Mike and Jeff watched the game silently.



4. That plane will stop at the silver gate.

5. Cats love smelly, green catnip.

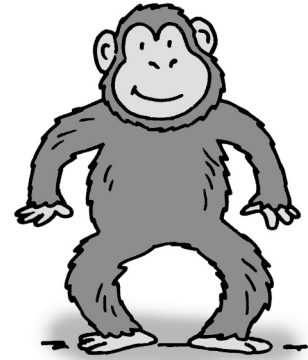
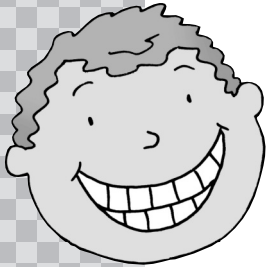


6. Grant ate the round cookie slowly.

Teaching Notes: Parts of Speech Bingo

Instructions:

Photocopy the bingo cards on pages 30-31, cut them out, and pass them out to the students. Provide markers for the students to use (pennies, candies, or plastic chips work well). Call out: "noun," "verb," "adjective," or "adverb," keeping track of the parts of speech you have called out. For each part of speech you name, ask students to look at their card to find an *example* of that part of speech on their card. If they do, they should place a marker over the word. For example, if you call out "noun," and a student has the word *mouse* on his or her bingo card, he or she would cover the word with a marker. Once a student has marked four corners, four across, four down, or four diagonally, he or she calls out "BINGO!" Ask him or her to read off the marked words on the card. Compare his or her words to the list of parts of speech you called out. If his or her marked words correspond to your list, that student wins the round.

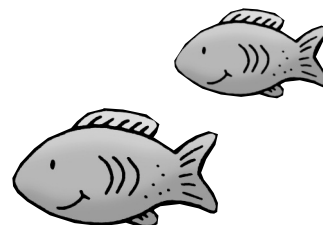


Parts of Speech Bingo

carry	crispy	quietly	blue
cheetah	fluffy	rope	whisker
dirty	wrap	slowly	grabs
firmly	tulip	taxi	swim

Parts of Speech Bingo

sadly	drags	softly	purse
wash	zipper	chew	flat
speckled	fish	muffin	take
crawl	soggy	sweetly	boat



Parts of Speech Bingo

apple	run	quickly	crunchy
yellow	silly	mouse	eats
happily	cup	snakes	sad
worm	writes	bike	sings



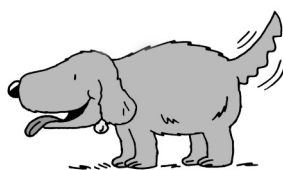
Parts of Speech Bingo

bus	fast	book	red
swims	tiny	looks	old
plays	monkey	noisily	car
short	ride	stinky	plane



Parts of Speech Bingo

wears	angrily	music	table
hammer	sits	ugly	go
have	huge	computer	loudly
smooth	horse	smashes	purple



Parts of Speech Bingo

carefully	chair	wig	wear
slowly	laughs	gracefully	listen
striped	candy	circus	chubby
draw	walks	farmer	pink



Reading List

Add It, Dip It, Fix It: A Book of Verbs
R.M. Schneider
Houghton Mifflin, Boston: 1995

A Bundle of Beasts
Patricia Hooper
Houghton Mifflin, Boston: 1987

A Cache of Jewels and Other Collective Nouns
Ruth Heller
Grosset & Dunlap, New York: 1987

Calico Cat at the Zoo
Donald Charles
Children's Press, Chicago: 1981

I Think I Thought, and Other Tricky Verbs
Marvin Terban
Clarion Books, New York: 1984

Just One More
Michelle Koch
Greenwillow Books, New York: 1989

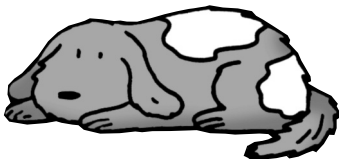
Kites Sail High: A Book About Verbs
Ruth Heller
Grosset & Dunlap, New York: 1988

Many Luscious Lollipops: A Book About Adjectives
Ruth Heller
Grosset & Dunlap, New York: 1989

Merry-Go-Round: A Book About Nouns
Ruth Heller
Grosset & Dunlap, New York: 1990

On the Go: A Book of Adjectives
Betsy Maestro
Crown Publishers, New York: 1979

Up, Up and Away: A Book About Adverbs
Ruth Heller
New York, Grosset & Dunlap: 1991



Cards-At-A-Glance

Cards are shown as front-to-back pairs.

bicycle	softly	am	stinky	brings	sharp		ies
boy	quickly	are	scary	drinks	The		T
car	painfully	are	tall	drives	boring		A
circus	sleepily	be	tiny	eats	the		ies
computer	quietly	is	spotted	goes	wet	.	s
dog	sadly	is	long	hides	an	.	s
football	fiercely	can	soft	jumps	for	.	n't
girl	slowly	can	exciting	looks	of	.	n't
monkey	angrily	cannot	red	plays	that	!	n't
mountain	noisily	could	huge	runs	those	!	't
mouse	suddenly	have	short	rides	A	?	't
music	happily	should	friendly	sits	funky	?	't
phone	easily	will	purple	smashes	a		
pizza	jokingly	will	mean	smells	with		
pool	stubbornly	jump	silly	swims	from		
school	not	play	young	takes	old		
skateboard	badly	ride	hairy	talks	these		
T-shirt	shyly	run	smooth	walks	bumpy		
teacher	stupidly	take	beautiful	wears	this		
vase	loudly	talk	striped	wishes	shy		
water	often	walk	heavy	writes	An		
apples	never	and	she	in	I		
chairs	not	and	he	off	we		
clowns	wisely	and	she	on	they		
hats	sneakily	at	I	or	we		
monsters	rudely	but	her	or	it		
planes	patiently	but	it	through	he		
snakes	not	either	him	under	you		

predicate	adjectives			noun	adjective	(x3)
predicate	Silly Sentences			noun	adjective	(x3)
predicate	Parts of Speech			verb	adverb	(x3)
subject	verbs			verb	adverb	(x3)
subject	nouns					
subject	adverbs					