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.

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.

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.”
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)

<table>
<thead>
<tr>
<th>boy</th>
<th>girl</th>
<th>bicycle</th>
<th>car</th>
<th>skateboard</th>
<th>planes</th>
</tr>
</thead>
<tbody>
<tr>
<td>monkey</td>
<td>mouse</td>
<td>music</td>
<td>pool</td>
<td>monsters</td>
<td>apples</td>
</tr>
<tr>
<td>football</td>
<td>phone</td>
<td>teacher</td>
<td>mountain</td>
<td>snakes</td>
<td>hats</td>
</tr>
<tr>
<td>school</td>
<td>pizza</td>
<td>computer</td>
<td>vase</td>
<td>clowns</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td>T-shirt</td>
<td>dog</td>
<td>circus</td>
<td>chairs</td>
<td></td>
</tr>
</tbody>
</table>

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. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

Name ________________________________
Teaching Notes: Verbs

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

<table>
<thead>
<tr>
<th>plural action verbs (blue)</th>
<th>helping verbs (yellow)</th>
<th>singular action verbs (green)</th>
</tr>
</thead>
<tbody>
<tr>
<td>take</td>
<td>am</td>
<td>takes</td>
</tr>
<tr>
<td>walk</td>
<td>is</td>
<td>walks</td>
</tr>
<tr>
<td>talk</td>
<td>are</td>
<td>writes</td>
</tr>
<tr>
<td>play</td>
<td>be</td>
<td>rides</td>
</tr>
<tr>
<td>run</td>
<td>can</td>
<td>drives</td>
</tr>
<tr>
<td>jump</td>
<td>have</td>
<td>goes</td>
</tr>
<tr>
<td>ride</td>
<td>will</td>
<td>drives</td>
</tr>
<tr>
<td></td>
<td>cannot</td>
<td>brings</td>
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<tr>
<td></td>
<td>should</td>
<td>takes</td>
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<tr>
<td></td>
<td>could</td>
<td>walks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>runs</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.
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”)

<table>
<thead>
<tr>
<th>spotted</th>
<th>stinky</th>
<th>soft</th>
<th>friendly</th>
<th>mean</th>
<th>short</th>
<th>tall</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>huge</td>
<td>tiny</td>
<td>red</td>
<td>purple</td>
<td>exciting</td>
<td>scary</td>
</tr>
<tr>
<td>heavy</td>
<td>boring</td>
<td>beautiful</td>
<td>wet</td>
<td>young</td>
<td>old</td>
<td>smooth</td>
</tr>
<tr>
<td>bumpy</td>
<td>striped</td>
<td>sharp</td>
<td>hairy</td>
<td>funky</td>
<td>silly</td>
<td>shy</td>
</tr>
</tbody>
</table>

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.
Dear [Name],

This activity is called Adjective Fill-In. It has two parts:

**Part 1:** Read each sentence below. Then rewrite the sentence, substituting different adjectives for the ones used. The first one is done for you.

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:** Write an adjective under each picture to describe it.

Thank you for completing this activity.

Best regards,

[Your Name]
Teaching Notes: Verbs & Adverbs

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

<table>
<thead>
<tr>
<th>not</th>
<th>fiercely</th>
<th>wisely</th>
<th>sneakily</th>
<th>easily</th>
<th>shyly</th>
<th>stupidly</th>
</tr>
</thead>
<tbody>
<tr>
<td>not</td>
<td>rudely</td>
<td>patiently</td>
<td>often</td>
<td>noisily</td>
<td>badly</td>
<td>slowly</td>
</tr>
<tr>
<td>not</td>
<td>painfully</td>
<td>softly</td>
<td>loudly</td>
<td>quietly</td>
<td>angrily</td>
<td>sadly</td>
</tr>
<tr>
<td>happily</td>
<td>suddenly</td>
<td>quickly</td>
<td>stubbornly</td>
<td>never</td>
<td>sleepily</td>
<td>jokingly</td>
</tr>
</tbody>
</table>

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
T-shirt
runs
dog
red
fast

Word List
sits
tiny
wet
sleepily
bicycle
monkey

Word List
wishes
circus
mouse
tall
quietly
could

Word List
skateboard
slowly
monsters
pool
ride
funky
hairy

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

Name ________________________________
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.
PartsofSpeechBingo

apple  run  quickly  crunchy

yellow  silly  mouse  eats

happily  cup  snakes  sad

worm  writes  bike  sings

PartsofSpeechBingo

bus  fast  book  red

swims  tiny  looks  old

plays  monkey  noisily  car

short  ride  stinky  plane

PartsofSpeechBingo

wears  angrily  music  table

hammer  sits  ugly  go

have  huge  computer  loudly

smooth  horse  smashes  purple

PartsofSpeechBingo

carefully  chair  wig  wear

slowly  laughs  gracefully  listen

striped  candy  circus  chubby

draw  walks  farmer  pink
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

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

Just One More
Michelle Koch

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

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

Reading List

Pocket Chart Reading — Basic Parts of Speech

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Cards-at-a-Glance

<table>
<thead>
<tr>
<th>Subject</th>
<th>Adjectives</th>
<th>Adverbs</th>
<th>Nouns</th>
<th>Verbs</th>
<th>Parts of Speech</th>
<th>Silly Sentences</th>
<th>Mean</th>
<th>Predicate</th>
<th>Adjective</th>
<th>Adverb</th>
<th>Noun</th>
</tr>
</thead>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
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<td></td>
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<td></td>
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<tr>
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