

Introduction to Parts of Speech

Elizabeth Meringer

Ramapo College

ABSTRACT

Introduction:

As a teacher, I understand the importance of curriculum in the classroom and especially the way to which students understand, analyze, and interpret data in multiple ways. Since this is ideal, I find the Montessori Method (Standing & Havis, 1998) is most significant for identifying ways to help students learn the best. I am currently a Montessori Kindergarten teacher and find that there are multiple ways students understand multiple concepts. For instance, students can take the basic idea of $2+2$ and apply it using two of any object and two of another object and understand that it is 4. This is what is known as “black” data or data you can visually see and is apparent to you. Then there is the data that is “gray.” This is data that is not as easily recognized therefore is not understood as precisely. For instance, the idea of gravity to a Kindergartener might seem more complex than it really is.

However, this is exactly where technology can help. Aside from various programs such as BrainPOP Jr, there are also other ways to which you can help show a child the importance of these concepts. For this project, I will be focusing on how important it is for a child to understand grammar, specifically parts of speech (noun, verb, adjective) at a young age. Daily Grammar stated that, “Grammar lays the groundwork for effective communication” and stressed the importance of grammar in the real world.” Daily Grammar provided great detail and insight as to the importance of teaching students about the English language. Knowing the importance of grammar and parts of speech is crucial when merging grammar with technology. (“Why is grammar important?,” n.d.)

This project will take a week where each lesson will be carefully thought out and the

target will be for the students to understand, analyze, and present their ideas of Parts of Speech in different forms of technology.. Children are confronted with various pieces of technology every day and it seems like the “basic” forms of technology have now turned into portable devices. For instance, a traditional pencil or marker has been formed into a technological piece that can write on the smartboard; it is both visual and educational. Educational technology is implemented in every school in multiple ways. It has positively affected my professional life as well as the students in my classroom. Since this is a constant transition, we the teachers need to be sure that we implement technology in a safe, educational, and healthy way. For instance, text messaging has become “the norm”, and I realize that I want my students to still understand and value the traditional method of written and oral language.

In my classroom students have to learn the basics of the alphabet before venturing into the grammar, however grammar is eventually introduced. Students begin by learning their individual letters and then their blends. Once they understand the blends and the words they will then move into understanding nouns, verbs, and what adjectives are.”How does the child assimilate his environment? He does it solely in virtue of one of those characteristics that we now know him to have. The child *absorbs* these impressions not with his mind but life itself. Language provides the most obvious example. These impressions must be so strong, and cause such an intensity of emotion- so deep an enthusiasm as to set in motion invisible fibers of his body, fibers which start vibrating in the effort to reproduce those sound.” (Montessori, Chattin-McNichols, & Montessori, 1995 pp. 24-25) How does it happen that the child learns to speak? These different aspects of language include attention and concentration, receptive, and expressive language. (“Using grammar - kid sense child development,” 2017) The educational

technology activities infused in this unit will then move students into understanding what the different parts of speech are and *how* they can provide others with an understanding using different pieces of technology.

This project will enhance the student's individualism by making it unique to them in a way they understand. For instance, in this class I have 18 students and one co-teacher. Out of the 18 students I have a few that are English as a Second Language learner. A great aspect of the Montessori approach is that it is expected of the teacher to reach out to each child individually at a level to which they are comfortable. Most students, if not all, work beautifully with technology and hands-on materials. Our class works hand-in-hand with the technology teacher in order to help educate the students on their technology and the devices being used in class. The major components of this project will leverage computers, smartboard, iPad, and projector.

This project will make a huge impact in my curriculum since it is 65% technology based as well as focused on important aspects of grammar: understanding noun, verb, and adjective. Most of the curriculum is hands-on which is wonderful and aligned to the use of technology making it easier for the students to transition and assimilate new knowledge. The technology will have a great positive impact on the classroom, my ways of teaching, and the strategies used for gathering data and documentation.

2. Objectives:

Within this unit the students will analyze, interpret, and provide information to show they understood what the Parts of Speech are. The students will be required to contribute to the

lessons provided by the teacher followed up by assessments using various forms of technology. By using technology, the students will be able to get a first look of a noun, verb, and adjective and their roles, specifically in a sentence. They will then apply the information they learned in a group project to be presented at the end of the week. The students will also understand the importance of language and how that is interpreted through the use of technology.

Lesson 1: (Visual, Spatial)(“Gardner’s Multiple Intelligences”)(Primacy and Recency)(Sousa, 2011)

- Students will stand on a dot on the circle
- I will begin by having them pass around a smartboard pen and ask follow up questions such as: “What color is this? What does it look like? What do you think it is used for?”
- Once the students are able to answer that it is smartboard pen I would ask them to repeat the questions I asked, “What color is this? What does it look like? What do you think it is used for?”
- I would explain to them that color is an adjective, pen is a noun, and writing is a verb and bring up the BrainPOP Jr

Students will watch BrainPOP Jr and other videos to discover what nouns, verbs, and adjectives are

- <https://jr.brainpop.com/readingandwriting/word/nouns/>
- <http://study.com/academy/lesson/verbs-lesson-for-kids-definition-examples.html>
- <https://www.youtube.com/watch?v=FhwHrFzZhNo>
- Once they finished watching the videos they will be asked several initial questions and must fill out the chart on the smartboard as a class
- I will introduce what a keyboard and monitor are and explain that this is what we will be

using in order to complete this project

- I will review with the students what their tasks are within the next few days and how they will be put into groups and what their requirements will be

Lesson 2: (Musical, Interpersonal)(“Gardner’s Multiple Intelligences”)(Sense and Meaning)(Sousa, 2011) Students will identify, explain, interpret, and act out what a noun is as well as learn the noun song created by Elizabeth Meringer.

- Students will research what a noun is and write the definition in their journals:
 - <http://www.aje.com/en/arc/glossary-grammar/>
- Students will have to research online three different clipart images of nouns from Classroom Clipart, copy, and paste them into a word document and save it.
- Once that is complete the students will be put into groups of 5 to discuss what images they choose and why
- Afterwards they will share with the class what they learned about nouns

Lesson 3: (Musical, Spatial, Interpersonal, Visual, Intrapersonal)(“Gardner’s Multiple Intelligences”) Primacy and Recency)(Sousa, 2011) Students will identify, explain, interpret, and act out what a verb is as well as learn the verb song created by Elizabeth Meringer.

- Students will research online what a verb is and write the definition in their journals

- Once that is complete the students will be put into group of 5 to discuss what images they choose and why
- Using the verbs they choose students will have to create a play to which is only about verbs
- Afterwards they will share their play with the class with the class what they learned about verbs

Lesson 4: (Musical, Spatial, Interpersonal)(“Gardner’s Multiple Intelligences”) (Sense and Meaning)(Sousa, 2011) Students will identify, explain, interpret, and act out what an adjective is as well as learn the adjective song created by Elizabeth Meringer.

- Students will research what an adjective is and write the definition in their journals
- Students will have to create their own adjectives
- Once that is complete the students will be put into group of 5 to discuss what adjectives they created
- Afterwards they will share with the class what they learned about adjectives

Once all the students learned the songs they will go onto their computers and take the “assessment” or game showing how much they learned.

- This assessment is found at “<https://testmoz.com/1018309>”
- Students will also create their own PowerPoint to showcase what they learned about nouns, verbs, and adjectives.

Lesson 5: (Interpersonal, Primacy and Recency)(“Gardner’s Multiple Intelligences”)(Sense and Meaning)(Sousa, 2011) Once all the students learned the song they will go onto their computers and use the song to take the “assessment” or game showing how much they learned.

- This assessment is found at “<https://testmoz.com/1018309>”
- Students will also create their own PowerPoint to showcase what they learned about nouns, verbs, and adjectives including the initial chart they created during the first lesson.
- Finally, students will be able to test their knowledge by using the Parts of Speech Asteroid Educational IXL game: http://www.abcya.com/parts_of_speech.htm

3. Procedure:

The students will be introduced to different lessons on different days, each which focuses on Parts of Speech. As the students do their research and become more comfortable with their project, they will then be assigned tasks to do to show the rest of the class what they learned and will be ready to teach others.

Introduce students to the first lesson on the first day and have them understand the terms (parts of speech) noun, verb, and adjective.

1. After being introduced they will complete the chart (Lesson 1) and fill in different nouns, verbs, and adjectives that they know
 - a. We will save their initial chart to use at a later date
 - b. <https://jr.brainpop.com/readingandwriting/word/nouns/>

2. The next day (Lesson 2) the students as a group will learn what nouns, verbs, and adjectives are by learning the songs created by their teacher, Ms. Liz
3. Once they review the songs Ms. Liz will put the students in groups of five and give them one of the parts of speech to focus on as well as complete the requirements for Lesson 2, 3, 4. <http://study.com/academy/lesson/verbs-lesson-for-kids-definition-examples.html>
<https://www.youtube.com/watch?v=FhwHrFzZhNo>
4. Lessons 2, 3, 4 will all be on the same day since it requires putting the students into groups and each group has a different lesson and then forming groups to create their PowerPoint Presentations.
5. We will then come together as a class to discuss what was learned and if possible, add more information to the chart we created
6. Once all the lessons have been established and executed, we will come together to show and present the PowerPoint presentations as well as go over the assessments. Assessment One: <https://testmoz.com/1018309> Assessment Two: http://www.abcya.com/parts_of_speech.htm

4. Impact:

To create a diverse way of understanding and analyzing information through the use of technology. Students will work and think about various ways that they can use technology in order to explain to the class what their Part of Speech was. By using their computers to research and put together their PowerPoint presentations as a group, they will share with the class what they learned. The students will also be utilizing the SmartBoard and Smartboard Markers to

create the chart at the beginning as well as using the projector to present their PowerPoint projects. This ideal plan will include the STEM approach (“Journal of STEM education: Innovations and research,” n.d.) where the students will experience science, technology, engineering and math. This will also be valuable to the other departments in this school. They can add this lesson to their curriculum and expand on it.

Gardners Multiple Intelligence (Lane, 2017):

Visual/Spatial-

- the students writing and creating a class chart of what an adjective, noun, and verb are
- Showing their peers the different parts of speech

Body/Kinesthetic-

- Acting out each part of speech
- Presenting projects

Musical-

- Learning the Parts of Speech Song

Interpersonal-

- Discussing the different parts of speech with each other
- Collaborating new ideas to bring sense and meaning to the parts of speech
- Researching about the project

Intrapersonal-

- Understanding each part of speech and connecting it with other factors
- Being able to use the part of speech in a sentence

Linguistic-

- Presenting the song they learned
- Presenting the powerpoint presentation

Logical/Mathematical-

- On the website ABCya the students are too recognize and show their understanding of the different parts of speech in the asteroid game
- Being able to differentiate the different Parts of Speech in a sentence

Blooms Taxonomy: (“Bloom’s Taxonomy and Multiple Intelligences”)

Remember:

1. Students will remember their Parts of Speech songs

Understand:

1. The different Parts of Speech and where they fit into the sentence
2. What makes each Part of Speech different
3. The use of each part of speech in a sentence

Apply

1. Students will apply the knowledge they learn by creating an group PowerPoint Project using the research they found
2. Creating actions to go with their parts of speech
3. Assessing their knowledge using ABCya as well as the test generated on the website

Analyze

1. How well did the students compute the song
2. Were the students able to fill in the chart
3. Did the students research and apply their knowledge correctly in the form of a PowerPoint Presentation

Evaluate:

1. The students understood all Part of Speech by completing each assessment
2. The students interact with each other to gain knowledge about the Parts of Speech and practice using the different Parts of Speech in sentences. (Teacher will make this known at the end when reviewing the final chart- eg. Joey did you realize that you told Jackie about what a verb is? So right there I used the Parts of Speech in a sentence to describe what actions you did.You all did thee same thing without realizing you were using the Parts of Speech as you were researching the Parts of Speech. Wow! That’s first grade work!) I like to call this making their work “come alive”.

Create:

1. Chart
2. Movements for the lessons (Each lesson has a different aspect to showcase the Parts of Speech)
3. Powerpoint project

NJSLS (New Jersey Student Learning Standards. (n.d.))

P	Understand and use technology systems.	8.1.P.A.1	Use an input device to select an item and navigate the screen
		8.1.P.A.2	Navigate the basic functions of a browser.
	Select and use applications effectively and productively.	8.1.P.A.3	Use digital devices to create stories with pictures, numbers, letters and words.
		8.1.P.A.4	Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer).
		8.1.P.A.5	Demonstrate the ability to access and use resources on a computing device.
K-2	Understand and use technology systems.	8.1.2.A.1	Identify the basic features of a digital device and explain its purpose.
	Select and use applications effectively and productively.	8.1.2.A.2	Create a document using a word processing application.
		8.1.2.A.3	Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
		8.1.2.A.4	Demonstrate developmentally appropriate navigation skills in virtual

			environments (i.e. games, museums).
		8.1.2.A.5	Enter information into a spreadsheet and sort the information.
		8.1.2.A.7	Enter information into a database or spreadsheet and filter the information.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Print many upper- and lowercase letters.
- B. Use frequently occurring nouns and verbs.
- C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- D. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- E. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- F. Produce and expand complete sentences in shared language activities.

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Key Ideas and Details

RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

Integration of Knowledge and Ideas

RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Range of Reading and Level of Text Complexity

RL.K.10. Actively engage in group reading activities with purpose and understanding.

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