

Discovering Language Arts Intermediate Parts of Speech Teacher's Guide

Grade Level: 6–8

Curriculum Focus: Language Arts

Lesson Duration: 2–3 class periods

Program Description

Types of Sentences (6 min.) – A simple sentence expresses a complete independent thought. A compound sentence joins two simple sentences with a conjunction. *Pronouns in Jamestown* (6 min.) – A pronoun takes the place of one or more nouns and can be personal, possessive, or demonstrative. *Set Sail for Nouns* (5 min.) – Nouns are singular or plural and can show possession. *Verbs in the New World* (7 min.) – Verbs show action, state of being, or the proper tense. *Describing the American Revolution* (5 min.) – Positive adjectives describe two things; comparative adjectives compare two nouns or pronouns; superlative adjectives compare one object to a group of three or more. *Describing Actions* (5 min.) – Adverbs can modify

verbs, adjectives, or other adverbs.

Prepositional Phrases (6 min.) – Prepositional phrases act like adverbs and adjectives in a sentence.

Interjections and Huck Finn (6 min.) – Interjections express surprise or emotion.

Spelling (6 min.) – To improve spelling, practice writing words often misspelled, use affixes as spelling aids, and learn structural rules.

Capitalize This! (5 min.) – Proper names and adjectives, as well as title of books, plays, songs, and works of art must be capitalized.

Punctuation (7 min.) – Use quotation marks, hyphens, symbols, and other punctuation properly.

Sources and the City (6 min.) – Citing sources gives proper credit and tells the reader where the origin of the information.

Onscreen Questions

- Use simple and compound sentences to write a paragraph about a place you've recently visited.
- Write a story about the settlers' first winter in Jamestown. Use pronouns to avoid repeating nouns and to add variety and flow to your sentences.
- Write a story about another famous explorer. Use different nouns to make your writing better.
- Write a story about an historical figure. Use the different forms of verbs to help discuss your subject in detail.

- Write an essay about another famous incident from the Revolutionary War. Use different forms of adjectives to make your writing more detailed.
 - Write a story about an important event in your life. Use different adverbs to modify the verbs you use.
 - Write a short sentence about the Boston Tea Party. Then use a prepositional phrase to add more detail.
 - Write your own short adventure tale. Include interjections in your writing.
 - Fold a piece of paper and write your own pamphlet about something you believe in. Practice using words that you commonly misspell.
 - Design a cover of a book about yourself. Use a multi-word title. Then write a sentence using the title you have chosen.
 - Practice using quotation marks. Interview a friend in class about a new movie. Write down what he or she says as a quotation. Don't forget to add the "he said" or "she said."
 - Write a one-paragraph research report on a New York City building, bridge, or monument. Include at least one quotation and use footnotes.
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Lesson Plan

Student Objectives

- Describe the purpose of pronouns and when they should be used in writing;
- Replace nouns with the correct pronouns in a one-page essay; and,
- Differentiate between personal, possessive, and demonstrative pronouns.

Materials

- *Discovering Language Arts: Intermediate Parts of Speech* video
- Pencils and erasers
- Writing paper
- Chart paper
- Black marker

Procedures

1. Watch the "Set Sail for Nouns" segment of *Discovering Language Arts: Intermediate Parts of Speech* to introduce personal, possessive, and demonstrative pronouns to your class. Then talk about pronouns. Ask students: What is a pronoun? What are some examples? When would you use



pronouns in your writing? What differentiates personal and possessive pronouns? How is a demonstrative pronoun different from a personal or possessive pronoun?

2. Write a paragraph using simple sentences on the board, such as the following: "Tim went to the market. Tim bought milk at the market. Tim saw Mark and Jeff while Tim was walking home from the market. Tim stopped to say hello to Mark and Jeff. Tim forgot his milk when he continued on his way."

Ask a volunteer to read the paragraph aloud. Then have volunteers change the paragraph to include pronouns. Where could they exchange a noun or a group of nouns for a pronoun in this paragraph? What pronoun would they use? Is this pronoun personal, possessive, or demonstrative? Discuss why one cannot use a pronoun in the first sentence. Are there other places in the paragraph where a pronoun might be confusing, and if so, where? Remind students that pronouns must match the subject they replace in gender and tense.

3. Tell students that will write one-page essays about a favorite activity. Explain that they will write two versions; the first will avoid using pronouns and the second substitute nouns with pronouns when it makes sense to do so. Remind them to check the pronoun's gender and tense and to read both essays for clarity. If even the correct pronoun does not sound right or make sense, leave the original noun in place.
4. Help students consider what they want to say in their essays. Review the kinds of things students might include, such as how to participate in a favorite activity, why they like it, how it makes them feel, who participates in it, equipment needed to participate, or favorite memories. Give students time to write both drafts in class or as a homework assignment, if necessary
5. When students have finished writing both essays, have them exchange with one or two peers. First have students read the second version of each other's essays and see how many personal, possessive, and demonstrative pronouns they can find. Then have students read the first versions of the essays and discuss them both. Were there places where the replaced nouns should have remained because the pronouns were not useful or did not make sense? Which version of the essay reads more smoothly?
6. After students have finished reading and discussing one another's essays, hold a class discussion about pronouns. Ask students: When should pronouns be used? What is the difference between personal, possessive, and demonstrative pronouns?

Ask volunteers to provide examples of situations when pronouns did not work or were not useful in their essays. Discuss some things students noticed about their essays that should be kept in mind when using pronouns. Create a class list of grammatical rules to follow for pronouns on a piece of chart paper and display it in the classroom for student reference.

Assessment

Use the following three-point rubric to evaluate students' work during this lesson.

- **3 points:** Students provided a clear definition of the purpose of pronouns and when they should be used in writing; accurately described the differences between personal, possessive, and demonstrative pronouns; and wrote two versions of a well-written, creative



one-page essay about a favorite activity in which they demonstrated a clear understanding of the use of pronouns.

- **2 points:** Students provided an adequate definition of the purpose of pronouns and when they should be used in writing; somewhat described the differences between personal, possessive, and demonstrative pronouns; and wrote two versions of a one-page essay about a favorite activity in which they demonstrated a general understanding of the use of pronouns.
- **1 point:** Students were unable to define the purpose of pronouns and when they should be used in writing; did not describe the differences between personal, possessive, and demonstrative pronouns; and wrote two incomplete or unrelated versions of a one-page essay in which they were demonstrated a lack of understanding of the use of pronouns.

Vocabulary

demonstrative

Definition: Specifying or singling out the person or thing referred to

Context: A demonstrative pronoun points to and identifies a noun.

noun

Definition: The part of speech that is used to name a person, place, thing, quality, or action and can function as the subject or object of a verb, the object of a preposition, or an appositive

Context: A pronoun takes the place of one or more nouns in a sentence.

personal

Definition: Indicating grammatical person

Context: A personal pronoun refers to a specific person or thing.

possessive

Definition: Of or relating to ownership or possession

Context: A possessive pronoun shows ownership.

pronoun

Definition: The part of speech that substitutes for nouns or noun phrases and designates persons or things asked for, previously specified, or understood from the context

Context: "He" and "she" are commonly used pronouns.

subject

Definition: The noun, noun phrase, or pronoun in a sentence or clause that denotes the doer of the action or what is described by the predicate

Context: The subject of the sentence is Tim in this sentence: Tim went to school.



Academic Standards

Mid-continent Research for Education and Learning (McREL)

McREL's Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education addresses 14 content areas. To view the standards and benchmarks, visit <http://www.mcrel.org/compendium/browse.asp>

This lesson plan addresses the following national standards:

- Language Arts – Writing: Uses the general skills and strategies of the writing process; Uses grammatical and mechanical conventions in written compositions
- Language Arts – Viewing: Uses viewing skills and strategies to understand and interpret visual media

The National Council of Teachers of English (NCTE)

The National Council of Teachers of English and the International Reading Association have developed national standards to provide guidelines for teaching the English language arts. To view the standards online, go to <http://www.ncte.org/about/over/standards/110846.htm>

This lesson plan addresses the following English standards:

- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
 - Students use spoken, written and visual language to accomplish their own purposes
 - Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts
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Support Materials

Develop custom worksheets, educational puzzles, online quizzes, and more with the free teaching tools offered on the Discoveryschool.com Web site. Create and print support materials, or save them to a Custom Classroom account for future use. To learn more, visit

- <http://school.discovery.com/teachingtools/teachingtools.html>
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DVD Content

This program is available in an interactive DVD format. The following information and activities are specific to the DVD version.

How To Use the DVD

The DVD starting screen has the following options:

Play Video—This plays the video from start to finish. There are no programmed stops, except by using a remote control. With a computer, depending on the particular software player, a pause button is included with the other video controls.

Video Index—Here the video is divided into six parts (see below), indicated by video thumbnail icons. Watching all parts in sequence is similar to watching the video from start to finish. Brief descriptions and total running times are noted for each part. To play a particular segment, press Enter on the remote for TV playback; on a computer, click once to highlight a thumbnail and read the accompanying text description and click again to start the video.

Curriculum Units—These are specially edited video segments pulled from different sections of the video (see below). These nonlinear segments align with key ideas in the unit of instruction. They include onscreen pre- and post-viewing questions, reproduced below in this Teacher's Guide. Total running times for these segments are noted. To play a particular segment, press Enter on the TV remote or click once on the Curriculum Unit title on a computer.

Standards Link—Selecting this option displays a single screen that lists the national academic standards the video addresses.

Teacher Resources—This screen gives the technical support number and Web site address.

Video Index

I. Types of Sentences

Learn the difference between simple and compound sentences and discuss when to use conjunction words.

II. Pronouns in Jamestown

Discover the difference between personal, possessive, and demonstrative pronouns and discuss several examples of each.

III. Set Sail for Nouns

Learn how to change singular nouns into plural nouns and how to show possession.

IV. Verbs in the New World

Learn to use helping verbs and see how linking verbs show a state of being by connecting a sentence's subject with the part that describes it.



V. Describing the American Revolution

Practice identifying and writing positive, comparative, and superlative adjectives.

VI. Describing Actions

Discover how to use adverbs to modify verbs, adjectives, and even other adverbs.

VII. Prepositional Phrases

Learn how to use prepositional phrases to bring more descriptive language to your writing.

VIII. Interjections and Huck Finn

Explore how the author Mark Twain used interjections in *The Adventures of Huck Finn* to add expression to the dialogue.

IX. Spelling

Discuss a few ways to improve your spelling and take a peek at some frequently misspelled words.

X. Capitalize This!

Discover how to capitalize titles of books, songs, or other works of art.

XI. Punctuation

Examine important conventions of punctuation that go beyond how to end a sentence.

XII. Sources and the City

Learn how to properly write footnotes and cite quotations and titles of articles, books, and magazines used as informational sources.

Curriculum Units

1. Simple and Compound Sentences

Q: What is an example of a compound sentence?

A: Answers will vary.

Post-viewing question

Q: What is the difference between a simple and a compound sentence?

A: A simple sentence expresses one independent, complete thought. A compound sentence joins two simple sentences with a conjunction. Examples: "and" shows related ideas; "but" and "yet" show contrasting ideas; "so" indicates dependence of the second idea on the first; "because" and "for" show a causal link between the first and second ideas.

2. Personal, Possessive, and Demonstrative Pronouns

Pre-viewing question

Q: What pronouns could replace your name in a sentence?

A: Answers will vary.



Post-viewing question

Q: What is the difference between personal, possessive, and demonstrative pronouns?

A: A personal pronoun refers to a person or thing; examples include I, you, he, she, it, we, they. A possessive pronoun shows ownership; examples include mine, yours, hers, his, ours, theirs. A demonstrative pronoun identifies a noun; examples include this, that, these, those.

3. Singular, Plural, and Possessive Nouns

Pre-viewing question

Q: Give examples of singular nouns how to pluralize them.

A: Answers will vary.

Post-viewing question

Q: How do you change a noun to show possession?

A: To show possession, add an apostrophe and "s" at the end of a noun. For example, North America becomes North America's. When a word ends in "s" it often just takes an apostrophe. For example, Christopher Columbus becomes Christopher Columbus'.

4. Action, Linking, and Helping Verbs

Pre-viewing question

Q: Give examples of verbs that do not show action.

A: Answers will vary.

Post-viewing question

Q: What are linking verbs?

A: Linking verbs do not show action; they show state of being by connecting a sentence's subject with the part that describes it. For example, Christopher Columbus became a master mariner after leaving his family business. The word "became" is a linking verb.

5. Positive, Comparative, and Superlative Adjectives

Pre-viewing question

Q: What words would describe your school?

A: Answers will vary.

Post-viewing question

Q: Name the three types of adjectives and how they differ.

A: Adjectives can be positive, comparative, and superlative. Positive adjectives describe two things; comparative adjectives compare two nouns or pronouns using the suffix "-er" or "more" or "less;" and superlative adjectives compare one object to a group of three or more using the suffix "-est" or "most" or "least." For example, Crispus Attucks is more well known today than any other colonist killed during the Boston Massacre.

6. Adverbs in a Sentence

Pre-viewing question



Q: What are some words with the ending "ly"?

A: Answers will vary.

Post-viewing question

Q: What do adverbs do?

A: Adverbs modify verbs, adjectives, or other adverbs to tell you more about the time, place, manner, or degree in which an action is done. They can help answer the questions when?" and "how often?"

7. Prepositional Phrases Add Details

Pre-viewing question

Q: What prepositions do you know?

A: Possible answers include to, at, by, from, in, for, with, of, on, under.

Post-viewing question

Q: How are prepositional phrases written?

A: Prepositional phrases begin with a preposition (examples: to, by, for, on, at) and end with the object of the preposition, such as the date or time an action took place (to the store; by the lake, for the teacher, etc.).

8. Interjections Express Emotions

Pre-viewing question

Q: What words might express surprise?

A: Answers will vary.

Post-viewing question

Q: How do authors use interjections?

A: Authors often use interjections to add emotion to dialogue.

9. Become a Good Speller

Pre-viewing question

Q: What can you do to learn to spell a word?

A: Answers will vary.

Post-viewing question

Q: What are some strategies to improve spelling?

A: Practice writing words that are often misspelled; use affixes as spelling aids; learn structural rules (such as when to change a "y" to an "i"); consult a dictionary.

10. Proper Title Capitalization

Pre-viewing question

Q: What kinds of words require capitalization?

A: Answers include proper names of people, places, or things; titles of books, plays, songs, and other works of art; and proper adjectives.

Post-viewing question



Q: What do you need to keep in mind when capitalizing words in titles?

A: Capitalize the first, last, and important words in titles with more than one word. Do not capitalize the words "the" or "of" unless they are the first word.

11. Rules of Punctuation

Pre-viewing question

Q: What rules of punctuation do you follow?

A: Answers will vary.

Post-viewing question

Q: What new rules of punctuation have you learned?

A: Answers will vary.

12. Citing Sources

Pre-viewing question

Q: Why should writers their sources?

A: Answers will vary.

Post-viewing question

Q: What are the rules for citing sources?

A: Use quotation marks when lifting exact wording from another source. Use footnotes to give more information about a fact, detail, or quotation or to cite paraphrased information. Use italics to indicate the title of a book, magazine, play, or movie.