

# Really Good Stuff® Activity Guide

## Words are Categorical™ – Nouns

Congratulations on your purchase of the Really Good Stuff® **Parts of Speech Poster Set**. This set features break-apart mini posters for **nouns**, pronouns, verbs, adverbs, adjectives, and prepositions.

### Inside this Really Good Stuff® set you'll find:

- 2 **Parts of Speech Banners**, 12" x 39", featuring 6 break-apart mini posters
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### Parts of Speech Banner Activities

This unique banner allows you to introduce the parts of speech in two different ways. You can display the banners intact for a “parts of speech” display or break apart the mini posters into individual presentations for each part of speech. Before you introduce each part of speech, make a copy of this Really Good Stuff® Activity Guide, then share the poster with students.

### Introducing the Nouns Poster

Point out or share the **Nouns mini Poster** with students. Explain that a noun is a word that names a person, a place, or a thing. Nouns can be divided into two categories. A proper noun names a particular person, place, or thing and must begin with a capital letter. All of the other nouns are called common nouns and are not capitalized. Have students take turns reading some of the words in the background on the poster and identifying them as proper or common nouns.

### Take A Noun Trip

Challenge them to a *Take A Noun Trip* in your classroom. Have them fold pieces of notebook paper in half to make two columns. At the top of one column write *common* and at the top of the other column write *proper*. When you tell them to start, they are to look around the classroom and write the names of common and proper nouns in the columns. To add to the challenge, explain that even though the names of their classmates are proper nouns, they should not be included on their sheets. Choose a period of time you wish them to work. When time is up, have them count how many nouns they have in each column and place the numbers at the top. Recognize students who have the most nouns. Choose students to read the nouns on their papers. Display the papers around the **Nouns Poster**.

### Question A Noun

Label 4" by 6" pieces of paper with common and proper nouns that they will be able to guess after hearing clues.

Without allowing the student to see the word, pin a noun to his or her back. Ask them to stand at the front of the class and turn around so the class may see the noun. Have the student ask classmates questions such as *Am I a proper noun or common noun? and Am I a person, a place, or a thing?* Once the type of noun is narrowed down, have them begin by asking for a clue. Each time a wrong guess is made, he or she can choose a student to give another clue. Once the student guesses the noun, they can choose the next student to come up and continue the game.

### Homeward Nouns

Have students divide a piece of notebook paper as described in the *Take A Noun Trip* activity. Have them take home the sheets and ask them to work with family members to add nouns to the list. Remind them that they can only write nouns naming people, places, or things they find in their homes. When they return with their lists, give them a sheet of colored construction paper and have them use crayons or markers to record the nouns in a pleasing design or pattern on their paper. You may want to suggest that they use different types of lettering to make an interesting presentation. When finished, have them place their names on their papers, then display them around the **Nouns Poster** for a colorful display.

### Match-A-Noun

Pair your students into partners and challenge them to a *Match-A-Noun* game. Write the following common noun words on the board: *peanut butter, candy, lake, mountain, grandma, dog, soda, computer, cookie, restaurant, store, car, toy, juice, book, river, city, country, boy, and school*. Have each partnership write the common nouns on a piece of paper. Explain to students that they are going to write a proper noun to match each common noun. For example, if the common noun was *state*, they might write *North Carolina*. Review the definition of a proper noun on the poster, then challenge them to get started. Be sure to have some reference materials such as maps, newspapers, or books on hand for them to use. When they are finished, have each partnership share the common and proper nouns on their lists. You could make this activity more challenging by designating a certain number of proper nouns they are to find for each common noun.

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## Words are Categorical™ – Pronouns

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### Introducing the Pronouns Poster

Point out or share the **Pronouns mini Poster** with students. Explain that a pronoun is a word that takes the place of a noun. They can be personal pronouns like *I*, *you*, *me*, *him*, or *her*. They can be possessive pronouns that show ownership like *my*, *mine*, or *hers*. They can be interrogative pronouns and ask a question like *who*, *whom*, or *whose*. They can be indefinite pronouns like *someone*, *everyone*, or *both*. Or they can be demonstrative pronouns like *this*, *that*, *those*, and *these*. Write these examples on the board. Have them use the examples to identify the types of pronouns found on the poster.

### Personal Pronoun Plug-In

Let students have some practice picking just the right personal pronoun. Write the sentences below on the board or on chart paper. Have a student read each sentence and challenge classmates to name the missing pronoun for the underlined word(s).

**Sam** had a new dog that \_\_\_\_\_ named Rover.  
**Kris and Pat** went to the store and \_\_\_\_\_ got lost.  
**Mom** likes cookies and \_\_\_\_\_ also likes candy.  
The **baby** was chewing on \_\_\_\_\_ toy.  
The boy picked out the **toys** by pointing at \_\_\_\_\_.

After they have filled in the missing pronouns, have them write their own sentences with missing pronouns. When finished, choose students to write their sentences on the board for classmates to complete.

### Possessive Pronoun Pick

Have students label index cards or pieces of paper with the following possessive pronouns: *mine*, *yours*, *his*, *hers*, *ours*, and *theirs* and place them face up on their desks. Read the following sentences and challenge students to hold up the correct possessive pronouns to complete the sentences.

This computer belongs to David. The computer is \_\_\_\_\_.  
I drew a picture. The drawing is \_\_\_\_\_.  
I gave you this sweater. It is \_\_\_\_\_.  
We made this cake. This cake is \_\_\_\_\_.  
The class wrote the letters. The letters are \_\_\_\_\_.  
The purse belonged to my mom. The purse was \_\_\_\_\_.

Challenge them to write their own sentences for each pronoun. After they are finished, have them read their examples while the class holds up the correct answers.

### Pronoun Poem

Give your students a quick little poem to help them remember the interrogative and demonstrative pronouns. If desired, transcribe the poem onto a piece of poster board and display near the **Pronoun Poster**.

Interrogative pronouns,  
Are simple as can be.  
Each one asks a question,  
And that is just the key.

When you ask for people,  
It's **who** and **whom** and **whose**.  
When you ask for things,  
It's **which** and **what** you choose.

Demonstrative pronouns  
Are simple as can be.  
Each one points to other nouns,  
And that is just the key.

These special kinds of pronouns,  
Can be used with ease.  
To point out someone or something,  
Use **this**, **that**, **those**, and **these**.

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## Words are Categorical™ – Verbs

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### Introducing the Verbs Poster

Point out or share the **Verbs mini Poster** with students. Explain that a verb is a word that shows action or state of being. Have them brainstorm what is meant by showing action. Have them name some action verbs as you record them on the board. Have students brainstorm what is meant by state of being. You can help them out by naming the state of being verbs: *is, am, was, were, are, be, being, and been*. Have them take turns reading the verbs found in the background of the poster and identifying whether they are action or state of being verbs.

### Helping Verbs

Explain to students that sometimes there are helping verbs that come before action verbs, and state of being words. These words help make the meaning of the verbs more clear. Write the following list of helping verbs on the board. Have them copy the list and place it in their folders for future reference.

**am are is was were be being been  
do does did have has had may must  
might can could will would shall should**

Write the following sentences on the board to demonstrate the use of helping verbs: *I am running to the store.* and *We could jump on the trampoline.* Have them brainstorm sentences demonstrating the use of each helping verb on the list.

### Action Verb Journal

Have students create an *Action Verb Journal* to keep them thinking about action verbs. Have each of them take two sheets of notebook paper and fold the sheets together to form a tall, skinny, booklet and then staple the left edge. Allow students to illustrate an *Action Verb Journal cover* on the first page, then label each consecutive page with a day of the school week and the last page with the word *Sentences*. Have them record verbs in their journals for the actions they do each day such as *ride, eat, write, brush, etc.* At the end of the week, have them write sentences on the last page to demonstrate using some of the verbs. If desired, have them illustrate their sentences.

### Writing With Strong Verbs

Show your students the importance of using strong verbs in their writing. Explain that a strong verb in a sentence helps the reader to have a clear understanding of what the writer is saying. Write the following sentence on the board: *I was riding on my horse.* Below it, write: *I was galloping on my horse.* Ask students which sentence gives them a better idea of what was going on. Explain that the verb *riding* works fine in the sentence but the verb *galloping* is a stronger verb and gives the reader a much better picture. Challenge them to think of strong verbs to replace the following: *walk, sing, eat, run, talk, think, make, and laugh*. Label pieces of construction paper with each of the above words. Record students' suggestions for strong verbs on each. Display the strong verbs around the **Verbs Poster** for student reference when writing.

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## Words are Categorical™ – Adverbs

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### Introducing the Adverbs Poster

Point out or share the **Adverbs mini Poster** with students. Explain that an adverb is a word that describes when, where, how, and to what extent. They frequently end in “**ly**” and modify verbs, adjectives, and other adverbs. Write the headings when, where, how, and to what extent on the board or on chart paper, leaving room underneath each to record adverbs. Have them read the words in the background on the poster and identify in which column they belong. Challenge students to think of additional adverbs that would fit under each heading.

### Adverb Spotting

Have students create *Adverb Spotting Booklets* to record adverbs from their daily reading materials. Give each student two sheets of blank paper and have them fold the sheets together to make a tall, skinny book. Staple the lefthand edges of the students' booklets. Have them title their booklets *Adverb Spotting* and decorate the covers. Inside the booklets, have them label each page with one of the following headers: when, where, how, and to what extent. Explain to students that as they read during the day, they are to look for and record adverbs on the appropriate pages in their booklets. Be sure to have them underline the adverb and include the verb, the adjective, or the adverb that is being modified.

After several days, have students share the adverbs they have found, using the booklets to help them with adverb writing assignments.

### How'd You Do It?

Give your students some practice with **ly** adverbs with this fast moving game. Have them sit in a circle or in rows. Explain that you are going to read sentences with blanks for **ly** adverbs. They are going to think of adverbs that could fit in the blanks. Give them the following example to demonstrate how to play: I was driving \_\_\_\_\_. Have students brainstorm **ly** adverbs that could fit in the blank such as *recklessly, carefully, quickly, haphazardly, expertly, etc.* Explain that to start the game, you are going to read a sentence and the first person fills in the blank with an adverb, then the next person gives another adverb that makes sense, and so on until someone is unable to think of an adverb and says *pass*. Read another sentence and start with the person who had to *pass*, continuing around the circle or down the row until another student must *pass*. After playing the game several times, challenge them to write down new sentences containing blanks and use them in future games. Some sentences for the game might be:

My sister paints \_\_\_\_\_.  
The dog barks \_\_\_\_\_.  
The bird sings \_\_\_\_\_.  
The boy \_\_\_\_\_ made his bed.  
She read the book \_\_\_\_\_.  
He ate his pizza \_\_\_\_\_.

### Adverb of the Day

Challenge your students to be in charge of an *Adverb of the Day*. Draw a box on your blackboard or dry erase board in an area where it will not be disturbed and label it with the title *Adverb of the Day*. Assign each student a school day during the month when he or she will be responsible for writing an adverb in the box. Explain to them that each morning, they are to use the adverb written in the box in three different sentences and underline the verbs, adverbs, or adjectives the adverbs modify. At the end of the day, have the student responsible for writing the adverb read some of the selections out loud. If desired, display their sentences around the **Adverb Poster**.

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### Introducing the Adjectives Poster

Point out or share the **Adjectives mini Poster** with students. Explain that an adjective is a word that helps describe a thing, an idea, or a living being. They modify nouns and help tell you more about those nouns. Write the following example on the board: Mom bought a **fuzzy** sweater. Explain to students that the adjective fuzzy tells more about the sweater and gives the reader a better picture. Have students take turns reading the adjectives found in the background on the poster and using them in sentences. Be sure to have them identify the noun that is being modified in their sentences.

### Adjective Picture Dictionary

Let your students have some fun creating a classroom Adjective Picture Dictionary. Give students blank sheets of paper and have them fold the papers into eight boxes. After unfolding the papers, have them draw along the folds with crayons or markers. Have each student choose a noun to modify with Eight different adjectives. For example, a student may choose the noun *hamburger*. Next, the student would write the noun at the top of the sheet and write an adjective at the bottom of each box to modify the word *hamburger*. Some examples might be *juicy*, *triple-decker*, *skinny*, *humongous*, *tiny*, etc. Then the student would use crayons or markers to illustrate each box. Have students think for a few minutes about nouns that could be described Eight different ways and discuss some possibilities. After students are finished, combine the papers into a classroom Adjective Picture Dictionary

and place it at a reading or language arts center for the students to enjoy. If desired, supply additional blank sheets of paper and encourage students to add to the *Picture Dictionary*.

### Be More Descriptive

Challenge students to add adjectives to a sentence to help readers form pictures in their minds. Write the following sentence on the board: *I ate an ice cream cone during the movie*. Tell students that you can add adjectives to this sentence to make it more interesting. Demonstrate by rewriting the sentence to say: *I ate a creamy, drippy, chocolate ice cream cone during the long, scary movie*. Have students identify the adjectives you added to the sentence while you underline them on the board. Write the following sentences on the board and have students rewrite them with added adjectives: *The cowboy rode the horse around the lake*. *The teenager parked the car in the garage*. *The cake was served at the party*. When finished, choose several students to read their new sentences, and then display the students' work around the **Adjectives Poster**.

### Classroom Adjectives

Let students decorate the classroom with adjectives. Cut several pieces of white construction paper into 4" by 8" pieces and place them on a table along with colored markers, tape, and poster putty. Ask students to look around the room and name things that could be described with adjectives. For example a student might suggest **flat** table, **dusty** drapes, or **cold** water. As students name adjectives to describe classroom nouns, have them label the construction paper with the adjectives and attach the labels to the items.

### Restaurant Menu Adjectives

Have your students create restaurant menus packed full of adjectives. Give each student a piece of white construction paper and have them fold them horizontally or vertically to form menus. Challenge students to create a cover for an imaginary restaurant and a menu that contains lots of adjectives. Be sure to remind them not only to list each menu item, but to include a description of the food. Allow students to illustrate their completed menus with crayons or markers, and then display them around the **Adjectives Poster** for all to enjoy.

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## Words are Categorical™ – Prepositions

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### Introducing the Prepositions Poster

Point out or share the **Prepositions mini Poster** with students. Explain that a preposition is a word that connects a noun or a pronoun to other words in a sentence. They show us where, tell us time or place, and give us direction. Write the following sentence on the board: *The dog hid under the bed.* Explain to students that the word *under* is a preposition and it is at the beginning of a group of words called a prepositional phrase. The words *under the bed* tells where the dog hid. Write the sentence *We went home after the movie.* Ask students, *When did we go home?* Choose a student to underline the prepositional phrase that explains when. Have students read prepositional phrases found in the background of the poster and use them in sentences.

### Common Prepositions

Provide your students with a list of common prepositions to keep in their writing or language arts notebooks. Make a copy of the **Common Prepositions List** for each student. Have them use the list to help in identifying prepositions and prepositional phrases. If desired, make a second copy for each student to take home for parts of speech homework assignments.

### Where, Time, Place, Direction

Help students categorize the prepositions into lists for telling *where*, *what time*, *what place*, or *what direction*.

### Common Prepositions List

<b>about</b>	<b>beside</b>	<b>inside</b>	<b>through</b>
<b>above</b>	<b>besides</b>	<b>into</b>	<b>throughout</b>
<b>across</b>	<b>between</b>	<b>like</b>	<b>till</b>
<b>after</b>	<b>beyond</b>	<b>near</b>	<b>to</b>
<b>against</b>	<b>by</b>	<b>of</b>	<b>toward</b>
<b>around</b>	<b>down</b>	<b>off</b>	<b>under</b>
<b>at</b>	<b>during</b>	<b>on</b>	<b>until</b>
<b>before</b>	<b>except</b>	<b>out</b>	<b>up</b>
<b>behind</b>	<b>for</b>	<b>outside</b>	<b>upon</b>
<b>below</b>	<b>from</b>	<b>over</b>	<b>with</b>
<b>beneath</b>	<b>in</b>	<b>since</b>	<b>without</b>

Have them take a piece of notebook paper and fold it into four vertical columns. Unfold the paper and write the word *where* at the top of the first column, *what time* in the second column, *what place* in the third column, and *what direction* in the fourth column. Have them use their **Common Prepositions List** and write each preposition in a prepositional phrase under the correct heading. For example, a student might write the phrase *in an hour* under the *what time* heading. After they have completed their lists, choose students to share their prepositional phrases with the class.

### Where Are The Prepositions?

Play a game of *Where Are The Prepositions?* to get students thinking about prepositional phrases. Choose an item that can be placed in different areas in your classroom such as a stuffed animal for young students or an action figure for older students. Explain to them that you are going to place the figure somewhere in the room and they are to think of a prepositional phrase to describe the location. For example, if you placed the figure under a table, students would suggest the prepositional phrase *under the table*. Begin by placing the figure and choosing a student to name a prepositional phrase and the preposition that begins the phrase. Let that student place the figure in a new location and call on a classmate to give an appropriate prepositional phrase. Continue the game until all of them have had a chance to place the figure.

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