

Iditarod Parts of Speech

Developed by: Brian Hickox, 2019 Iditarod Teacher on the Trail™

Discipline / Subject: English Language Arts

Topic: Parts of Speech

Grade Level: 5, 6, 7, 8, 9

Resources / References / Materials Teacher Needs:

- Access to definitions of the parts and speech and accompanying examples for each part of speech
- A visualizer or projector in order to review the parts of speech and model how to determine a word's part of speech

Lesson Summary:

Students will define the eight parts of speech. They will identify italicized words and determine the part of speech. To demonstrate learning of the parts of speech, students will craft a short story in which they appropriately use all of the parts of speech.

Standard's Addressed: (Local, State, or National)

CCSS.ELA-LITERACY.L.5-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.W.5-10.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Learning Objectives:

1. Students will be able to define the different parts of speech and identify examples of each part of speech.
2. Students will be able to craft a written response and effectively use the different parts of speech in a coherent manner.

Method of assessment for learning

- Parts I, II, III and IV of the assignment, “Parts of Speech,” are proficiently completed

Procedural Activities

1. Spend 1-2 classes reviewing the different parts of speech with your students.
2. Model how to determine a word’s part of speech as it is used in a text.
3. Model how to craft a sentence that grammatically makes sense based on each word’s part of speech.
4. Give every student their own copy of the assignment, “Parts of Speech.”
5. Review the directions and answer any questions that students have.
6. Model how to complete parts I, II, III and IV.
7. Have students complete their assignment.
Note- you may decide to have students work with a partner
8. Make sure you check for understanding by circulating around the classroom and checking-in with students.
9. When students have finished their work, share the responses as a class.

Materials Students Need:

- Each student needs a copy of the assignment, “Parts of Speech”
- Students will need access to a [resource](#) that will [provide the definitions](#) for the eight parts of speech

Technology Utilized to Enhance Learning:

- Access to the internet in order to find the definitions of the parts of speech
- Consider having students type their response to part IV
- Have students research and find other Iditarod photos in order to respond to part IV

Other Information:

Have a conversation about why it is important to know the parts of speech. Talk about the importance of being able to communicate effectively in our everyday society. Also, you can talk about how words often have more than one part of speech.

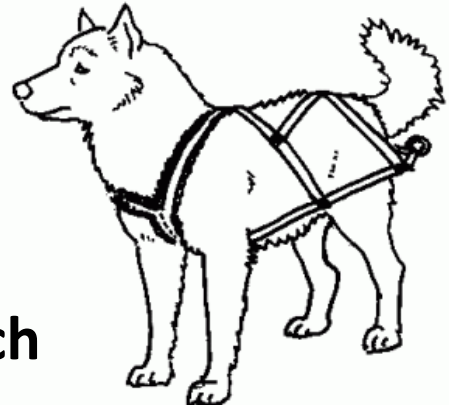
Modifications for Special Learners/ Enrichment Opportunities:

- Provide students with the definitions of the parts of speech
- Reduce the number of problems
- Have students design their own parts of speech assessment using this assignment as a model
- Give students a sentence-starter for each one of the photos in part IV
- Have students peer edit their responses to part IV
- Have students illustrate their own Iditarod-themed picture and craft a narrative that is based off of it

Name: _____

Block: _____

Date: _____



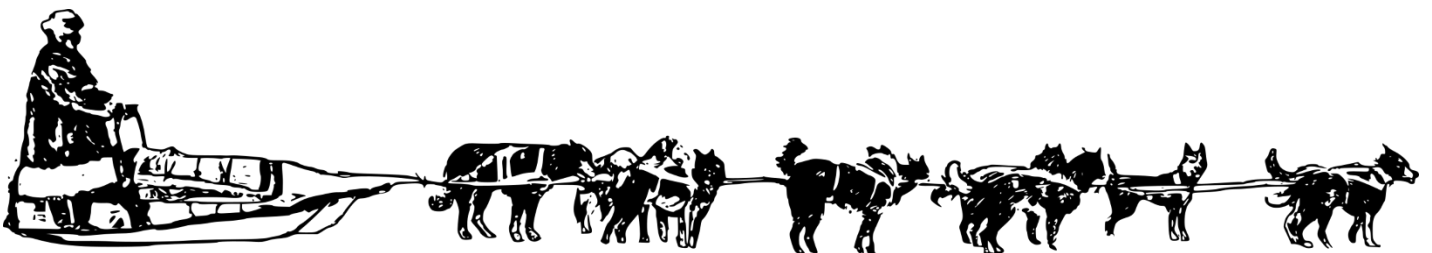
Parts of Speech

Part I Directions: Locate the definition for each part of speech that is listed in the left column in the chart below. Write your definition in the space that is provided.

Part of Speech	Definition
NOUN <i>n.</i>	
VERB <i>v.</i>	
PRONOUN <i>pron.</i>	
ADJECTIVE <i>adj.</i>	
ADVERB <i>adv.</i>	
PREPOSITION <i>prep.</i>	
CONJUNCTION <i>conj.</i>	
INTERJECTION <i>interj.</i>	

Part II Directions: Read each sentence below and see if you can recognize the eight parts of speech as they're used. Label the italicized words correctly, by writing the abbreviations: *n.*, *v.*, *pron.*, *adj.*, *adv.*, *prep.*, *conj.*, *interj.*

1. The *determined* musher never quit while encountering the blizzard. 1. _____
2. Darby, the most intelligent dog on the team, was selected as the *leader*. 2. _____
3. *Whom* did you request to sponsor your team? 3. _____
4. I *carefully* packed my drop bags for the Iditarod. 4. _____
5. There were *sixty* mushers who signed up for the race. 5. _____
6. Mushers typically exhibit *perseverance*. 6. _____
7. The musher accidentally overslept and left the checkpoint *late*. 7. _____
8. A veterinarian notebook was given *to* the veterinarian at the checkpoint. 8. _____
9. *Always* be prepared for the unexpected to happen. 9. _____
10. The mushers arrived *early* in order to prepare for the race. 10. _____
11. The *volunteer-pilot* safely flew the passengers to their destination. 11. _____
12. The Red Lantern Award was *hers* as a result of being the last finisher. 12. _____
13. The mushers *barely* get any sleep during the race. 13. _____
14. The tired dog was able to rest *in* the sled. 14. _____
15. Boots *and* mittens are essential items to have on the trail. 15. _____
16. Wanting the dogs to slow down, the musher commanded, *whoa!* 16. _____
17. The straw for the dogs was scattered *by* the wind. 17. _____
18. Every dog is an *exceptional* athlete. 18. _____
19. Mushers *regularly* ensure that their dogs are safe. 19. _____
20. *I* love the Iditarod! 20. _____



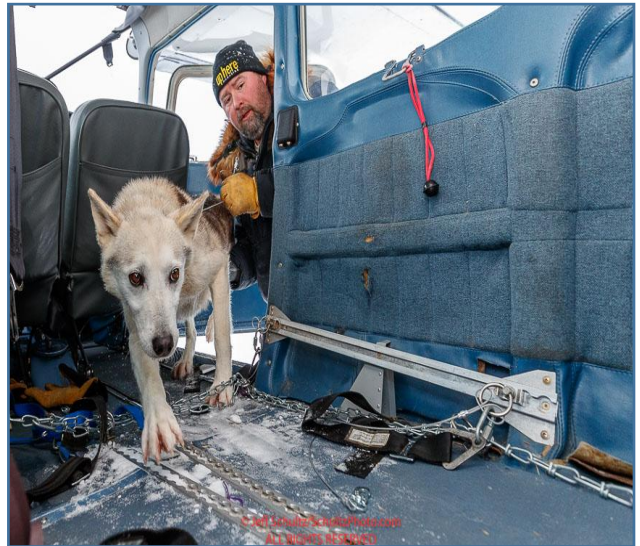
Part III Directions: Read the excerpt below from Jack London's novella, *The Call of the Wild*. Based on the definitions of different parts of speech, determine the part of speech of each word as it is used in context.

When the long winter nights come on and the wolves follow their
 1 2 3 4 5 6 7 8 9 10 11 12
 meat into the lower valleys, he may be seen running at the head of
 13 14 15 16 17 18 19 20 21 22 23 24 25 26
 the pack through the pale moonlight or glimmering borealis, leaping
 27 28 29 30 31 32 33 34 35 36
 gigantic above his fellows, his great throat a-bellow as he sings a
 37 38 39 40 41 42 43 44 45 46 47 48
 song of the younger world, which is the song of the pack.
 49 50 51 52 53 54 55 56 57 58 59 60

- | | | | | |
|-----------------|-----------|-----------|-----------|-----------|
| 1. <u>Conj.</u> | 13. _____ | 25. _____ | 37. _____ | 49. _____ |
| 2. <u>Adj.</u> | 14. _____ | 26. _____ | 38. _____ | 50. _____ |
| 3. _____ | 15. _____ | 27. _____ | 39. _____ | 51. _____ |
| 4. _____ | 16. _____ | 28. _____ | 40. _____ | 52. _____ |
| 5. _____ | 17. _____ | 29. _____ | 41. _____ | 53. _____ |
| 6. _____ | 18. _____ | 30. _____ | 42. _____ | 54. _____ |
| 7. _____ | 19. _____ | 31. _____ | 43. _____ | 55. _____ |
| 8. _____ | 20. _____ | 32. _____ | 44. _____ | 56. _____ |
| 9. _____ | 21. _____ | 33. _____ | 45. _____ | 57. _____ |
| 10. _____ | 22. _____ | 34. _____ | 46. _____ | 58. _____ |
| 11. _____ | 23. _____ | 35. _____ | 47. _____ | 59. _____ |
| 12. _____ | 24. _____ | 36. _____ | 48. _____ | 60. _____ |

Part IV Directions: Look at the images below. Select one of the images and write 3-5 paragraphs in which you craft a narrative and describe what is happening. Be creative and engage the reader by developing an appealing story based on the picture. Make sure you include all of the different parts of speech in your response. After you finish writing, complete all of the following requirements:

- Highlight five (5) **nouns in yellow**
- Highlight three (3) **adverbs in green**
- Highlight three (3) **verbs in purple**
- Highlight three (3) **conjunctions in blue**
- CIRCLE three (3) **pronouns**
- UNDERLINE five (5) **adjectives**
- Put a RECTANGLE around three (3) **prepositions**
- BOLD one (1) **interjection**



A blank sheet of lined paper with a blue border and 25 horizontal black lines. The lines are evenly spaced and extend across the width of the page, leaving a small margin on the left side. The paper is otherwise empty of any text or markings.