

# Can You Do It?

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## OVERVIEW

**Topic:** Nouns and verbs. This ITV based lesson is meant to help students see the differences between nouns and verbs by using the context clues in a story and video.

## LENGTH OF LESSON

One, 60 minute class period

**Subject:** Language Arts

## VIDEO/TECHNOLOGY HARDWARE AND SOFTWARE

- *Reading Rainbow #1001, Follow the Drinking Gourd*
- TV/VCR preferably with a remote control
- Computer with access to the World Wide Web
- VGA adapter or a presentation TV if possible
- Computer for word processing (ClarisWorks, AppleWorks, MicrosoftWord, Microsoft Power Point)

## WEB APPLICATIONS

Visit the following:

- <http://www2.lhric.org/pocantico/tubman/tubman.html>
- <http://www2.lhric.org/pocantico/tubman/gourd1.html>
- <http://www.cr.nps.gov/aahistory/>
- <http://www.americangirl.com/agcn/addy/index.html>

## LEARNING OBJECTIVES

The student will be able to:

- ★ define the parts of speech - nouns and verbs
- ★ categorize words as either nouns or verbs
- ★ identify words in text as either nouns or verbs

(This lesson addresses the following Virginia SOLs: History K1, 1.1; CivicsK.8, 2.9 ; Oral Language K1, K2, 1.1, 1.2; Writing 1.12, 2.1, Reading Literature 2.5, 2.7, 2.8, 3.7, 4.4, 4.6; Research 3.10 ; Computer/Technology 5.3, 5.4)

## MATERIALS AND TEACHER PREPARATIONS

- word cards - one set for each pair of students - punch holes in the cards on the dots if you choose (template attached)
- magnetic tape
- copy of the book Follow the Drinking Gourd by Janette Winter
- chart paper with the words to the song Follow the Drinking Gourd printed on it
- sheets with the words to the song for each child if desired
- basic fact cards used to set up pairs
- blue and red construction paper
- sentence strips
- train engine cards (1 labeled nouns and 1 labeled verbs) (template attached)
- yarn
- unruled index cards
- red and blue marker

For each student:

For Pre-Viewing Activity:

- baggie with a set of word cards( holes punched to attach to others with yarn)
- notebook to write their words
- pencil

For Post-Viewing Activity:

- baggie with word cards
- yarn
- notebook
- pencil and crayons

Preparations for Pre-Viewing Activity:

Before the day of the lesson, create your basic fact cards. Depending on the level of the student, use addition, subtraction, or Multiplication fact cards. Create the cards so that you have equation cards blue and answer cards red. These will be used to divide the class into pairs. Also create word sets to use in the Pre-Viewing Sort Activity. (A list of words is included in this lesson.) Choose words that are an appropriate level for your students, and choose the appropriate number of cards for the students. (Example: K- 10 cards, 1st grade -10 cards, 2nd grade-15 cards, 3rd grade- 20 cards.) Also create a class set with magnetic tape on the back to put on the board randomly for students to use to create the final sort.

Pre-cue your video; Set the video to begin with the frame immediately after the narrator says, “read by Keith David.” (0:05)

### **PREPARATORY/PRE-VIEWING ACTIVITIES**

Tell students: Today boys and girls we are going to learn about two parts of speech called nouns and verbs. You will be working with partners on a sorting activity that will help you understand the difference between these two parts of speech. As I come around I want you to take a card from my bag but do not show it to anyone until I tell you to do so. After everyone has a card, Say:

Everyone look at your card now and decide what you will need to make your card a complete math equation. When I tell you to, hold up your card and look around the room for the other part of your equation. Give students just a moment to decide what they need and then Say: Ok boys and girls look for your partner and walk quietly to them. You and your partner return to the desk of the person who has the blue card and take your chair with you .Once the students are settled with their partners Say: Now, I am going to give each team a baggie with word cards in it. Carefully dump out the cards on your table and take turns reading each card. After you have read the cards I want you and your partner to sort the cards into two groups. One group for words that name something that you can do and one group for words that name something that you cannot do. Give the students time to go through their entire set of cards. As students sort their cards circulate around the room asking students why they put words where they did. Using a teacher set of cards, have a student volunteer to put his/her group’s on the board. Discuss with the class why the words are sorted as they are. Ask students what they notice about the words in each group. Continue your questioning until the students come up with the idea that you can “do” the words in one group and the other group names persons, places or things. Ask if there are any questions. After all questions are answered have the students write their words in their notebooks to use later. Make sure that you don’t say whether the groups’ words are correct or not. After the children have written their words in their notebooks tell the students that they will be watching a part of a video that will help them to better understand nouns and verbs.

### **FOCUS FOR VIEWING/OTHER TECHNOLOGY**

Before viewing tell students: You and your partner have just finished an activity where you put words into groups that you thought

were either words that named an action that you could do or into a group which named words for people, places, or things. I want you to listen and watch this section of video very carefully. Watch and listen to see if you can hear any of the words that you wrote in your notebook. As you listen, check to see if you put each word into the correct group.

### **VIEWING AND/OR ONLINE ACTIVITIES**

1. **FOCUS:** Listen now to this first segment of video for some of your words. **Start** the video tape at the frame with the white house and play until the narrator says, "Peg Leg Joe would slip away to work for another master and teach the song again.(0:55) **Stop** the video. Ask the students how many words they heard that they have listed in their groups. At this time see if any students feel that they might have put a word in an incorrect group. If so, ask them why they chose the group that they did and ask questions to help them make the correct choice. If everyone is happy with his/her choices have a student volunteer to put five of the words on the board in the correct group.
2. **REFOCUS:** Say: We will watch and listen to more of the story to hear more words that we have in our groups. Remember, we are listening for words that name something that we can do, for example (read the words in the "things you can do" group) or, words that name something that is a person, place, or thing. For example (read the words in the person, place, or thing group). Now listen carefully. **Resume** the tape (0:55) and **Stop** this time when the narrator says, "They hid all day in the woods." (2:20). Say: How many of you heard more words in the story that you have in your groups? Call on a student to read some of the words that they heard in their groups. Have another student come up and put the words in the correct group on the board. Explain to the children that the words in the "can do"

group are verbs and that the words in the "can't do" group are nouns. In other words, words that name a people, places or things are called nouns and words that name an action are called verbs. Have students put the word "action" at the top of their group of action words and the word "naming" at the top of their group of naming words. Read through the groups with the children. After that have the children put the cards back in the baggies and collect them.

### **POST-VIEWING AND/OR ON-LINE ACTIVITIES**

1. Before beginning the post-viewing activity give out the copies of the song, Follow The Drinking Gourd if you choose to use them. This lesson uses the song sheets for each child so that they can read along with the teacher. Using the chart with the words to the song Follow the Drinking Gourd, have the students do a word hunt looking for the words they heard in the story and new words that fit in either group. Say: Now boys and girls let's see how many more words you can find that name either an action word or a naming word. I will read each part of this song. You follow along with me, and when you hear a word that names an action or a word that names a person, place or thing raise your hand. I will let you come to the board and circle the word. Say: You will use red if the word names an action or blue if the word names a person, place or thing. Begin reading the song and stop as students raise their hands to circle the words. Ask the students to add the words to their word lists to use later.
2. Say: Wow, we have a lot of words here that name actions and persons, places and things. We need to give them the proper titles. Any word that names an action is called a verb. Write the word verb on the top of your list of words that name actions. Any word that names a person, place, or thing is called a noun.

Write the word noun on the top of your list of words that name persons, places, and things. Now you know the correct term for each group of words.

3. Since this story is about the underground railroad the students can build noun trains and verb trains. Say: Now I am going to divide you into five groups and you are going to build noun trains and verb trains.
4. Count off 1,2,3,4,5; give a moment for the class to complete this count off. All the 1's get together, 2's together, 3's together, 4's together, and 5's together. (Teacher note: You can give the students blank index cards to make their own train cars or you can give back the baggies so they can use the word cards already made. This lesson uses blank index cards.)
5. Say: I am going to give each group a stack of index cards, two train engines, and some yarn. I want you to write your words on the index cards and tie them to the correct train engine. When your team has finished raise your hands. Circulate around the room helping where needed. When all trains are completed they can be posted on the board.

## ASSESSMENT

1. Have students fold their paper in half and label the columns Nouns and Verbs. Using the word cards, call out each word and have the students write the word in the proper columns.
2. Using a worksheet of typed sentences have students underline nouns with a blue crayon, and verbs with a red crayon.
3. Hand out 10 word cards and have students write sentences using the words correctly.

## ADAPTATIONS

1. For students who cannot write have them, use the word cards to sort according to the part of speech .

2. Trains can be stapled instead of tied if the student has difficulty with those actions needed to tie.

3. For students who are visually impaired, have the student say noun or verb as the words are read to them.

4. Students who are hearing impaired may be provided with a copy of the pages read on the video. This way they can see the words and can learn from the sorts that they will do with their partner or team.

## ACTION PLAN

1. Bring in an impersonator to speak about the Underground Railroad.
2. Visit the following websites:  
<http://www2.lhric.org/pocantico/tubman/tubman.html>  
<http://www2.lhric.org/pocantico/tubman/gourd1.html>  
<http://www.cr.nps.gov/aahistory/>  
<http://www.americangirl.com/agcn/addy/index.html>
3. Have a farmer bring in some gourds for the students to compare.
4. Visit a planetarium is possible to see the drinking gourd ( big dipper ) constellation.

## EXTENSIONS

### Creative Writing/Social Studies:

1. Have students write sentences using a variety of nouns and verbs.
2. Using a word bank, have students write a story about the Underground Railroad. The words come from the original word bank.
3. Using information from the websites, have students write stories about the days of the Underground Railroad.
4. After reading the entire story, Follow the Drinking Gourd, have students write journal entries telling about their run to freedom.

### Science:

1. Study the different constellations.
2. Using black construction paper have students mark the Big and Little dippers. If

students are able, have them punch holes in the paper so that light can shine through.

**Math:**

1. Students can measure the angles made by the stars in the Big and Little dippers.
2. Students can measure the weight and length of a variety of gourds, and can place them from smallest to largest.

**Art:**

1. Have students draw pictures showing examples of the verbs or nouns from their word list.
2. Have students illustrate a part of the video.
3. If possible have students decorate gourds.

**Music:**

1. Learn the song, "Follow the Drinking Gourd".
3. Learn and sing slave freedom songs.