



## Ensure Automatization through Practice and Review

### CATEGORIZING PARTS OF SPEECH

Categorizing words by part of speech helps students review common parts of speech and understand that words can be used in different ways depending on their context.

#### STEP 1: PREPARE CARDS.

- Create a set of note cards that include a variety of words (*nouns, verbs, adjectives, adverbs, etc.*) based on what has been taught in class.
  - For more complicated cards, an example sentence can be added on the back to provide more context.
- Create 4 heading cards for each set. These should have the titles: *nouns, verbs, adjectives, adverbs, etc.*
- Make enough sets for each student or pair in the class to have a complete set.

#### STEP 2: CONTEXTUALIZE THE CONCEPT.

- Provide the context for this activity by reviewing parts of speech with students.
- This can be through an example on the board, a request to take out their notes on parts of speech, or a brief discussion.

#### STEP 3: DISTRIBUTE CARDS AND EXPLAIN THE ACTIVITY.

- Give each student or pair of students a set of cards.
- Ask them to match each card to one of the heading cards (*nouns, verbs, adjectives, adverbs, etc.*).
- Be sure to explain that some words could fit in multiple categories, so they must choose a category. (If there is an example sentence on the back, they should base their choice on the example sentence.)

#### STEP 4: COMPLETE THE ACTIVITY.

- As students work, allow them to make mistakes, try out ideas, and ask each other questions.
- Encourage students to verbalize their thinking by prompting them with a question. For example: “Can you think of a sentence using that word?” or “In the following sentence, how is that word being used?”



# SPOTLIGHT

ON LANGUAGE-BASED TEACHING



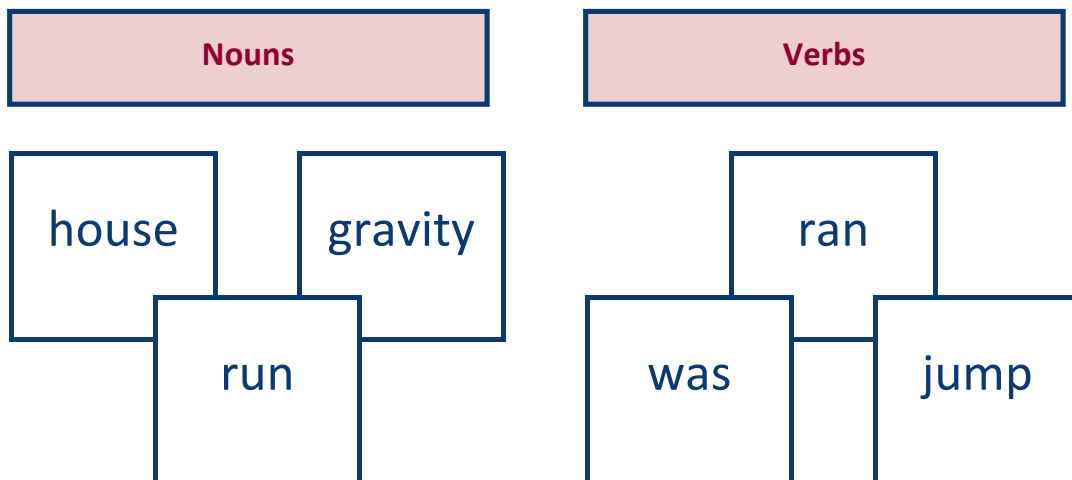
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## STEP 5: **REVIEW CATEGORIES.**

- As they wrap-up, have students explain why they put particular cards into each category.
- Extend this idea by including more complex parts of speech, having students use their words in a sentence based on where they were placed, or discussing how pronunciation changes based on what type of word it is.
- As an add-on, provide words in different forms for categorization (e.g., agitate, agitation, agitating/agitated).

### EXAMPLE:

Since the goal of this activity is to have students review the concept of parts of speech, set the headings for each student or pair and have them match cards to their appropriate categories.



If using sentence examples to help students categorize these cards, the backs could be as follows:





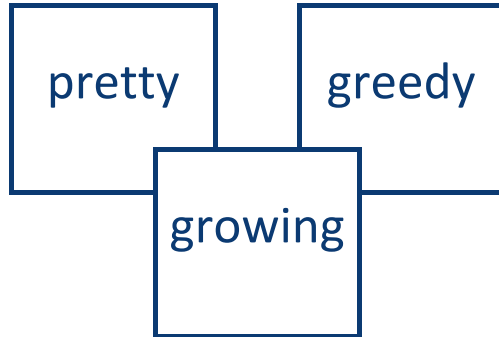
# SPOTLIGHT

ON LANGUAGE-BASED TEACHING

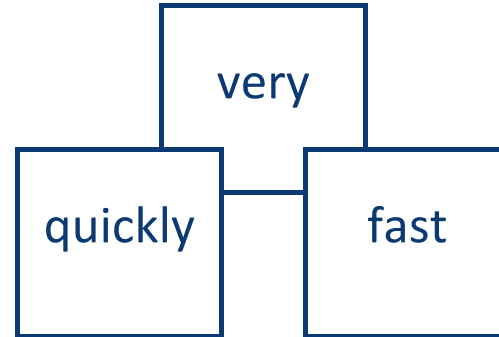


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## Adjectives



## Adverbs



If using sentence examples to help students categorize these cards, the backs could be as follows:

growing



A growing boy is healthy.

very



She was very happy today.

### HOW DOES THIS ENSURE AUTOMATIZATION THROUGH PRACTICE AND REVIEW?

- This takes a concept (parts of speech) that has been covered, and asks students to review it by categorizing each word.
- By having students approach words in a different manner, they can review the main points and clarify their understanding.

*Categorizing can be used to introduce concepts, review, and even assess understanding.*