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When I first sat down to teach the 8 parts of speech I thought, “This will be a quick easy lesson. Just a few weeks of review, and we can move on.” I taught the lessons as normal. We did a few cut and paste activities here and there, and I figured we could move on. It wasn’t until a few weeks later when we were looking at something, and I said, “Oh! This is an awesome word! Who can tell me what part of speech it is?” It took the students 6 guesses to get the correct part of speech (There are only 8 to choose from!) I knew right then that there had to be a different way to teach the eight parts of speech. The more I researched and the more I tried things in my own classroom, the more I realized that it is small chunks of daily practice and genuine discussion that was really going to help my students not just memorize the definitions for parts of speech, but really master them. As I watched my students grasp the parts of speech in ways like never before, their writing began to skyrocket. As we read great books together, they were noting powerful verbs and descriptive adjectives which easily found their way into their own writing. This is the end goal. Knowing parts of speech gives a common language when you are instructing students in writing. These steps created students who were always on the hunt for good words that they could add to their own writing. They become observant readers and confident writers. I assembled five essential steps to take students from just knowing definitions, to becoming better writers. These steps (and freebies for EVERY step of the way) are included in this free download. Below are the steps I took to bring my students to full mastery of the 8 parts of speech with just 10-15 minutes a day of practice. Remember the ultimate goal is to create independent learners and confident writers. Each step is working toward both of those things. Create a bulletin board or anchor chart for the 8 parts of speech so students can reference it regularly when they get stuck. Now this may be an unpopular opinion, but I love creating bulletin boards. There is just something about new paper and those layers borders that get my teacher heart going. It is important, however, that the bulletin boards are not just beautiful and eye-catching, but also serve your students in some way. The words on your bulletin board should be big enough for students to read. Most importantly, the students should be able to access the information without much help from the teacher. I also know that these beautiful bulletin boards can be very time-consuming. The best option is to have paper size pieces, so they are easy to print and assemble. This allows you to easily put up and switch out the bulletin board in a matter of minutes. You can get this bulletin board display for the 8 parts of speech for free in this download. And the best part? You can easily store these in a safe place and throw them back up on the bulletin board next year. The bulletin boards are a great student reference, but there is something I have found to be even more successful as a reference tool- individual reference materials with students input! When students are involved in creating the reference (even just coloring) they are significantly more likely to actually use it. Using smaller versions of the 8 parts of speech posters are perfect to keep at student desks (using these sticky hooks on the side of the desks), small group table, or literacy stations. I printed mine on cardstock, laminated them, hole-punched them, and placed them on a binder ring. These sets have lasted three years of student use in my room. Some students may be slow to memorize, and these smaller individual student references for parts of speech help to build the confidence of students as they work on individual or small-group tasks. The anxiety of not knowing is easily diminished with easy to access guide right at their fingertips. And even when you’re ready to switch out the large classroom display bulletin board, students will still have access to the information they need. Want to take it a step further? You could even have students create their own small reference cards or reference sheet. Students who are involved in creating a reference are more likely to pull it out and use it when they get stuck. I use these small cards in my classroom and print them on card stock in black and white. I let the students color them and make them their own. Then throughout the lessons I have the students look for examples of the parts of speech in all different subject areas and even the books that they’re reading. They write these examples on the backs of the cards and once we have enough examples, then I laminate them. I have the students cut them out and put them on the ring to save my prep time. Because the students were involved, they will go back and pull out these cards all year long. I also make sure to have a hook stuck on the side of their desk. This way they can easily grab the ring of cards and use the information anytime. Want to truly assess how much your students know what it comes to the 8 parts of speech? Pull a sentence from any book and write it up on your classroom whiteboard. Then tell the students that there are blank number of nouns and ask them to find them. Treating this lesson like a scavenger hunt gets students engaged and excited for parts of speech. Every sentence is going to have something new, different, and probably tricky that will need to be addressed. The best benefit of labeling sentences with parts of speech is the discussion that occurs. I have stood in front of my class and asked them to give me a noun. Without a doubt one student will raise their hand and say something like “run”. Now most of the students in the class at this point are shaking their head thinking “run” is a verb. But the truth is “run” CAN be a noun, and this is where the magic happens in classroom discussion. You can use any sentence from any book or article and have students locate the parts of speech to prompt this natural and organic discussion. Usually, I like to give my students a checklist of things to find in the sentence. I may tell them that this sentence has three nouns, two verbs, one adjective, etc., and write this checklist up on the board before having students volunteer to come up and label the sentence. I also like each student to have a copy of the sentence and checklist on paper in front of them. This allows them to not only listen and watch the board, but also copy the information down onto their paper. They’re often not enough words in the sentences for every student to be able to label something on the board. By giving them a hard copy to label on their desk, I ensure that every student is able to participate. I hand the sentence to the students and give them ONE minute (on a timer) to try to find as many things as they can. Then we start to go over it together on the board together. What I love most about this activity is that it only takes 10 minutes. The sentence goes up on the board and they have one minute to try to find as much as they can. After the timer goes off, I start drawing sticks (or calling on volunteers) to call students to the board to label something from the sentence. The students still sitting at their desks are checking their work and filling in anything that they missed. Make it Digital! These interactive slides allow students to drag the parts of speech pieces over each word. During distance learning I needed to find a way to recreate this activity for my students. I created a digital version of this activity where students click and drag labels over the words in a sentence. We aren’t still doing distance learning (thank GOD). However, I still project the slides on my whiteboard to use as our sentence of the day. Or occasionally I’ll assign them to students in Google Classroom. If you want to try this out in your classroom, you can get five free sentences with student handouts and a teaching guide with discussion points in this FREE download. Now that students have had a lot of time to interact with the parts of speech in their natural form in sentences, they’re ready to practice in some new and fun ways. Below are a collection of my favorite activities that I use in my classroom for students to practice. You can download a FREE copy of each of these activities to start using with your class today. Start your grammar time with a parts of speech poem and don’t forget the motions! I highly encourage you to find a poem for the parts of speech because it is incredibly engaging for the students. When I’m looking for a poem (or song), I want to make sure it has definitions for each part of speech, but also examples for the students to have. I also love to add motions and ask the students for their input. Making it so that the students are part of the creation process means they will be more likely to participate with enthusiasm when reciting the poem. I have included a copy of the poem I wrote for the 8 parts of speech in this FREE download. Having students creating their own sentences that follow a given pattern with the 8 parts of speech moves the students from memorizing to applying and creating. Another fun activity I’ve seen really help students grasp and memorize the parts of speech is do-it-yourself sentences. I will write different parts of speech on the board in a pattern and ask students to write a sentence that would fit. We start off very easy with just three or four word sentences and work our way up. This is a great activity to do in small groups because it is so simple to differentiate. The best part about this activity is that it doesn’t require any prep or materials while still engaging students.. Students especially in upper elementary get super excited about coloring, so this color by number for the parts of speech is a fun and engaging activity for practice. Coloring by Part of Speech makes them fun for students because who doesn’t love coloring (especially in Upper Elementary. As soon as I ask the students to get their colored pencils, you can feel the energy in the room spike. You can easily create your own color by part of speech worksheet. Just find a coloring sheet in a coloring book or online and use a pen to write in different words. Then create a coloring key at the top or the bottom of the page before making copies for the students. I used this activity for seat work, morning work, and even sometimes in word work or literacy stations. And yes, a freebie for this is also included in the download! This Mad Libs activity works best in whole group or small group settings. First, I have students make cards for the different parts of speech. I may have them make six cards for nouns, five for verbs, etc. Then we create one pile for each part of speech to use with a story that has some missing words. When we get to a blank that says “noun”, we shuffle the noun cards and pull out a noun to write in. We do this with all the blanks on the page and it always creates a silly story. This is a fun morning meeting or small group activity, but really students can do this in small groups of just their peers. You can easily create this activity yourself by just having students use note cards for the parts of speech cards and then finding a small story to white out some of the words. But if you don’t feel like creating your own, there is a free sample in this download. After students have mastered the definitions for parts of speech and had some fun interacting with them in new and creative ways, it’s important to make that jump away from “this is a parts of speech activity” to a natural discovery and collection of the words throughout all subject areas. This isn’t a separate activity- it is an integration into every subject and the way that you teach. This means we’re looking at a math worksheet and I’m asking the students to find three verbs in word problems. This is looking at a map in social studies and noticing that the places are all nouns. This will take modeling on the part of the teacher and also some scaffolding to get the students to do this and notice these things on their own. After students have some modeling by the teacher, they’re ready to go on the hunt on their own. I like to start by having the students get in groups. Each group uses the same paragraph or article to hunt through to find the different parts of speech. This is a great way to start because we can all come back together as a class and discuss. As time goes on I want the students up to be able to pick up their free reading book and fill out a collection sheet for independently. This doesn’t mean that I stop asking questions on the math worksheet about parts of speech, or that I stop engaging and modeling this discovery for the students. However, I am moving them toward a more independent discovery and collection of the words. Your students now have experience not just knowing the 8 parts of speech but actually finding and discussing them among their peers. They’re now ready to apply what they have learned to their writing which was always the end goal. When I’m starting to tie this into writing, I give the students blank pages to curate word lists from writers and authors they admire. The students make the jump from: finding parts of speech in a sentenceto just finding any parts of speech while they’re readingto now finally being selective in the parts of speech that they findand sorting them into categories for later use. Again, having students participate in the making of a reference material means they are much more likely to pick it up and use it. Making the final transition from learning the 8 parts of speech to using them in writing, is the final step for student mastery. Once the students have some good lists, they are ready for a writing checklist. This checklist does not include things like capitalization, punctuation, or spelling (although those things are very important). Rather it includes things that are going to spice up their writing. On the checklist that I created for my students you will find powerful verbs, descriptive adjectives, and strong adverbs. You will also find a list of ways that students can start their sentences with prepositional phrases, clausal/subordinating conjunctions, and strong adverbs. Students began to see this connection between the parts of speech words they’ve collected and good quality writing. Fun Ways To Teach Parts of Speech– This post is geared toward homeschooling, but has several fun parts of speech activities that involve movement! Eight Parts of Speech Reivew- Jack Hartmann– This is a YouTube video and rap style song that introduces and defines the 8 parts of speech with examples. How to Teach Parts of Speech So They Stick– This post by Hannah at The Classroom Key includes an amazing visual map for the 8 parts of speech and some cute songs and poems. The eight parts of speech used to be mini lessons that I squeezed in here and there. But now that I’ve seen the impact of mastering parts of speech on my students’ writing, I will never go back. Whether it is: fun poems to start off our class time10-minute authentic discussions and sentence dissectionsplaying Mad Libs and laughing just as hard as the kidsor collecting quality words that my students are passionate about adding into their writing I have seen firsthand the impact of an in-depth study on the eight parts of speech has had on students. It doesn’t have to be boring or time-consuming. It can be a simple, yet effective tool when it comes to creating observant readers and confident writers. If you’re feeling a bit overwhelmed by all of these steps and just not sure where to start, this is for you. You can download this free step-by-step guide that will walk you through The 5 Steps to Effectively Helping your Students Master the Eight Parts of Speech with freebies included for ALL 5 steps. You can download this guide below and start implementing it in your classroom today! Some of the links below in this desk pets blog post are affiliate links. This means that, at zero cost to you, I will earn an affiliate commission if you click through the link and finalize a purchase. Are you looking for creative ways to teach the eight parts of speech? Below, I’ve outlined my parts of speech lessons for older students. . . often my first set of grammar activities. So, you’re going to teach the eight parts of speech. . . often during those first weeks of school. Hmmmmmm. I have a method, a method that I created after years of experience. I’ve detailed it below. First, consider methods with how to teach parts of speech. You can use a worksheet every day for every lesson, but students rarely retain information if they only see the information presented one way. Instead, consider how you teach other concepts in your classes. You probably utilize an assortment of activities like station work, task cards, coloring sheets, and graphic organizers. Second, I included tons of parts of speech activities—I would never use all of these with one class. Over the years, I have taught many ages with a variety levels of grammatical understanding. Only use what works for you and your students in your lesson plan! What are the eight parts of speech? The eight parts of speech are noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. These are the basic building blocks of the English language and understanding them is essential for effective communication and writing. A few notes about these notes for teaching the eight parts of speech: First! I don’t pretend that my older students have never heard these terms before. We review for the manipulation and analysis for which older students should strive. As a general guide to my parts of speech grammar lessons below, I’ve provided headers in bold. Read the specifics underneath because I work to overlap the material while differentiating for all the levels in my classes. Also? I don’t think there is one “right” way for grammar lessons. This format works for me. Take what works for your students. . . I tried to be accurate and thorough. You can purchase the grammar lessons for teaching the parts of speech I mention below. You don’t have to purchase those exact parts of speech lessons, though! Now, we are ready! Here are my parts of speech lessons. Week One: Pretest/ Nouns Considering middle school grammar, I know that my students’ experiences and knowledge greatly varies. Therefore, I start with a pretest. Then I take information from the language pretest and divide it into areas for improvement. When possible, divide practice among students (task cards help with individual practice). Finally, I provide that information to students and tell them that we’ll work to improve those areas. Grammar lessons can be interesting, and I establish early with students that language is diverse and requires multiple practice opportunities. After the pretest, I begin with direct instruction with nouns. (Note: as I continue these parts of speech lessons, I’m writing about what normally happens. If students understand nouns, for example, we don’t complete lessons over them.) Students may take notes however they wish—many choose note cards, but some choose flipping books or infographics. Since my older students feel that different parts of speech are “babyish,” I try to give them freedom in certain areas, like with note taking. Then I might organize how I teach the eight parts of speech like this: I have presentations that outline all of the material concerning each part of speech lesson. All of our assignments branch from that information, and students know to consult that information. We will work through identifying nouns that first week in an assortment of ways: worksheets, task cards, coloring sheets, centers, and grammar manipulations. When students arrive on a Monday, I give the direct instruction over the concept. Students practice, often together or with me. The following days of the week, we reinforce that skill. It might be direct grammar materials, but it might also be through vocabulary or mentor sentences. When students complete an assignment (for instance in week one, nouns), they move onto the area I’ve told them to study from their pretest. Finally, I focus on differentiation. For example students work on personal pronouns, conjunctions, verbs, or modifiers as extension work. Sometimes they have a specific exercise, like reviewing an online website or a Powerpoint. Another option for differentiation (that I base on that pretest) is for me to sit with different groups. Students who need to practice prepositions, for example, benefit from a quick review with me. Since they struggled in that area on the pretest, I don’t worry about their being bored during the direct instruction in subsequent weeks. At this point in their schooling, these students have experienced numerous parts of speech lessons. They still need review for advanced discussions. NOTE! I repeat this format for direct instruction and practice in the following weeks. If students begin to excel with their extra practice (from the pretest), I will switch how I teach the eight parts of speech for subsequent lessons. Week Two: Pronouns, not relative pronouns Pronouns: so many of them! Part of any English grammar less must include a discussion over pronouns and their changing role in language. When I teach the eight parts of speech, I include a discussion that language evolves. My students make anchor charts of pronouns. To begin, we practice all pronouns except relative pronouns: indefinite, personal, compound personal, interrogative, and demonstrative. (Whew.) We discover examples of pronouns and consult our charts. I acknowledge this is tons of material, and that is why we cover it so early. I remind students that for subject-verb agreement (especially with indefinite pronouns), they will need to know them. When learning large chunks like pronouns, I’ve found it helpful to both continuously find those pronouns in other areas of class, and to also explain to students why they will use that information later. Week Three: Verbs Students must be able to locate a verb in different circumstances of writing. I once taught verbs after adjectives, but to reinforce both nouns and pronouns, I switched. (As you continue building your methods to teach the eight parts of speech, you’ll discover what works best for you.) With verbs, I tell students they must memorize linking verbs. I help them: you can read how I “act out” verbs. This really sticks, and students run through that process when deciding if a verb is a linking or action one. Plus, connect grammar to writing here. Powerful verbs can improve writing. Plus, every sentence you read will have a verb! Finding examples of verbs is easy. Week Four: Adjectives and Adverbs For modifiers, we have two direct instruction days. We cover adjectives and practice with nouns and pronouns. Normally on Wednesday, we have direct instruction over adverbs. This creates a loop of practice of everything we have studies so far. As I continue to teach the eight parts of speech, I gather when students need a pause and when they need review. I continue to consult with students about their pretest practice. I start switching students, assigning new Powerpoints and practice sheets based on what they feel they need. As we continue, students are often all reviewing different concepts at different times. Grammar has many moving pieces, and parts of speech lessons probably won’t be linear. Week Five: Prepositions, with more adjectives and adverbs review Most students find prepositions easy once they familiarize themselves with the list. They even find prepositions fun; they are amazed at how many we use in our writing and speaking. (My free grammar lessons contain a specific activity for prepositions.) Finally, teaching prepositions allows me to build on prior knowledge and connect grammar to writing. Overall, students do well with prepositions. The biggest part of studying prepositions is to find the objects, which then loops back to nouns and pronouns. Older students must identify prepositional phrases for proper punctuation. Whenever I think ahead (connections to writing or punctuation) during parts of speech lessons, I’m sure to explain that to students. Week Six: Conjunctions, not subordinating conjunctions Much like pronouns, I don’t teach all conjunctions the first week; I cover all except for subordinating conjunctions. Most students understand FANBOYS and will recognize the pieces of correlative conjunctions. (I give them the visual that they are puzzle pieces, and they must find the missing piece of the puzzle.) After student see the sentence format for conjunctive adverbs, they are comfortable with them. When students have trouble with conjunctions, I have them keep the lists on their desks as we practice. Of course, conjunctions join the previously studied parts of speech, and I will add on quick practice. Ask students to identify what is joined or to label all the nouns (for example) in their sentences. Week Seven: Subordinating conjunctions, subjects This week, I already start review, but I add in subordinating conjunctions. Students write those and keep that list on their desks. In our final assessments, I do not quiz over those just yet. Students struggle with those, so I give them extra time for mastery. If I am teaching sixth grade, I might not review subordinating conjunctions. Seventh graders, however, need to understand subordinating conjunctions for sentence structure. I will often walk students through finding the subordinating conjunctions, and then we will find the conjunction’s subject (a noun or a pronoun) and verb. We will discuss if the noun, pronoun, and verb have any modifiers. If at any time, students become overwhelmed, we make parts of speech posters together. Week Eight: “Big Picture” I mention interjections, which normally takes five minutes. An interjection is an individual word that interjects, that exclaims. If you want to have a bit of fun as you teach the eight parts of speech, ask students to punctuate and write some interjections. Students feel successful, and that’s a nice ending to the direct instruction for different words. We start to put all of the parts of speech lessons together, more so than we have in previous weeks. I run through sentences with students and demonstrate how they can now label each word in a sentence. I will also have students write sentences for me, and I will deconstruct them. That is actually a practice I continue all year; students try to “stump” me with difficult sentences to label. (You can use my free grammar lessons to start discussions.) Often, this week includes honest discussions about the purpose of eight parts of speech activities: We are building a foundation, we are gaining perspective, and we are connecting language to other parts of our lives. Week Nine: Reviews and Assessments We have final assessments, some of which might float into the tenth week dependent upon holidays. My favorite is to bring in food and analyze the ways language is used in real life. (Plus the kids get to eat.) Analyzing food goes beyond an eight parts of speech lesson, but if students are ready for application and analysis, diving into marketing is an authentic assessment. Next, we move onto parts of a sentence, but as I like to tell students, they already have the foundation for that. Middle or high school students are looking at the language in a new way with different purposes. They have the foundation: the eight parts of speech. And, that is a very quick overview of how I teach the eight parts of speech! Don’t forget to download my free grammar lessons to use the entire school year. Tips to teach the eight parts of speech: Build the grammar lessons. Week one, we study nouns, but we never stop studying them. We identify nouns in relation to adjectives, in the stories we read, and in the vocabulary we study. Continually use domain-specific language. A message I always send students is that grammar is like building blocks. We’re laying the foundation. I trust that they know nouns, and we continue to study them. You can watch this free video that details how I talk to students about the “big picture” of grammar. I don’t ignore subjects and verbs. Older students know those terms. When we identify verbs, I ask students to find the subject – which is probably reviewing nouns and pronouns. I do expect all students to have a grasp of the eight parts of speech, and I encourage students to teach each other. Older students can show each other tricks and develop anchor charts for the class. Since they are older, I give them as much ownership as possible. Again, I never stop talking about the parts of speech. I make it a point to mention if an author uses an abundance of prepositional phrases, or repeats a noun, or is vague with pronoun use. Students should realize that grammar filters into all parts of an ELA class! This grammar bundle contains every activity I use to teach the eight parts of speech. Do you still have questions about grammar for high school, general grammar lessons, and parts of speech lessons? Join us at Grammar Gurus. It’s a private Facebook page full of helpful teachers who are devoted to teaching grammar in meaningful ways. middle school grammar parts of speech There are eight parts of speech: nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, interjections, and articles. Learning to identify each part of speech is essential to mastering how to write standard English. If you are looking for worksheets and activities to help your students better understand parts of speech, you’ve come to the right place. Check out these parts of speech activities: Parts of Speech Projects Parts of Speech Newspaper – Create a newspaper with eight articles featuring stories about the parts of speech. The eight stories should explain what each part of speech does and provide examples. Paper should also have pictures. Parts of Speech Newspaper RTF Parts of Speech Newspaper PDF Preview Parts of Speech Newspaper in Your Web Browser Parts of Speech Tests Parts of Speech and Sentence Type Test: Looking for a test on Parts of Speech? This one has 32 multiple-choice questions on the parts of speech. It also has 5 questions about sentence types. This is a great way to assess an early grammar unit. Parts of Speech Test | RTF Parts of Speech Test | PDF Parts of Speech Test | Preview Parts of Speech Test | Answers Nouns Test – This noun test has 35 multiple-choice questions covering common and proper nouns; singular, plural, and possessive nouns; and concrete and abstract nouns. It is available at three different reading levels, so it’s accessible to a most students. And it’s themed around superheroes, which makes it awesome. Reading Level 01 – Grades 3-5 Nouns Test – Reading Level 01 | RTF Nouns Test – Reading Level 01 | PDF Nouns Test – Reading Level 01 | Preview Reading Level 02 – Grades 6-8 Nouns Test – Reading Level 02 | RTF Nouns Test – Reading Level 02 | PDF Nouns Test – Reading Level 02 | Preview Reading Level 03 – Grades 9+ Nouns Test – Reading Level 03 | RTF Nouns Test – Reading Level 03 | PDF Nouns Test – Reading Level 03 | Preview Answer Key for All Reading Levels View Answers Verbs Test | With Bugs – Here’s an awesome verb test to find out what your students really know about verbs. It has 33 multiple-choice questions. Some of these questions ask students to identify verb phrases. Others ask students to conjugate verbs correctly based on tense and aspect. The best part of all is that this verb test is themed around bugs, which makes it really fun for students, or at least as fun as a test about verbs can be. This test was written at three different reading levels for maximum accessibility. Yet, the answer key is the same for each test to simplify differentiation. You’re going to love it. Reading Level 1 – Grades 3-5 Verbs Test – Reading Level 01 | RTF Verbs Test – Reading Level 01 | PDF Verbs Test – Reading Level 01 | Preview Reading Level 2 – Grades 6-8 Verbs Test – Reading Level 02 | RTF Verbs Test – Reading Level 02 | PDF Verbs Test – Reading Level 02 | Preview Reading Level 3 – Grades 9+ Verbs Test – Reading Level 03 | RTF Verbs Test – Reading Level 03 | PDF Verbs Test – Reading Level 03 | Preview Answer Key for All Reading Levels Verbs Test | Answer Key Pronouns Test | With Cats – This pronoun test has 30 awesome multiple-choice questions. Students read sentences and answer questions that require them to choose the correct pronoun, identify antecedents, and determine pronoun case. Perhaps the best part about this test is that it is themed around a mischievous group of cats, so it’s a lot of fun. It is also available at three reading levels so everyone can take part in the fun. Reading Level 1 | Grades 3-5 Pronouns Test – Reading Level 01 | RTF Pronouns Test – Reading Level 01 | PDF Pronouns Test – Reading Level 01 | Preview Reading Level 2 | Grades 6-8 Pronouns Test – Reading Level 02 | RTF Pronouns Test – Reading Level 02 | PDF Pronouns Test – Reading Level 02 | Preview Reading Level 3 | Grades 9+ Pronouns Test – Reading Level 03 | RTF Pronouns Test – Reading Level 03 | PDF Pronouns Test – Reading Level 03 | Preview Pronouns Test | Answer Key for All Reading Levels View Answers Parts of Speech Online Activities Noun Types Online Practice Activity – Here are twenty online practice problems to review types of nouns. Noun Types Online Practice Activity 1 | Ereading Worksheet Noun Types Online Practice Activity 2 – Here are twenty more problems to give your students practice identifying noun types. Save paper. Use Ereading Worksheets. Noun Types Online Practice Activity 2 | Ereading Worksheet Parts of Speech App – Looking for online practice with parts of speech? How about video lessons and user profiles? You might like this FREE parts of speech app. I spent WAY too long building it. I hope that you like it. Parts of Speech App Parts of Speech Video Game: This is a fun, browser based video game where students play the role of a ninja. The object is to get to the end of each level, while dispatching enemies and acquiring secret powers along the way. Students learn and review parts of speech and sentence structure concepts in a way that rewards them for mastery with in game benefits. I hope that students have fun while learning the parts of speech with this game. Parts of Speech Game Looking for Something Else? Noun Worksheets and Activities Verb Worksheets and Activities Pronoun Worksheets and Activities Adverbs and Adjectives Worksheets and Activities Prepositions Worksheets and Activities Sentence Structure Worksheets Punctuation Worksheets All Reading Worksheets Still looking for something? Search here. Parts of speech are an important aspect of the language taught in English Language Arts and English as a New Language classrooms. Not only do the parts of speech help in formulating correct sentences, they also help the reader to understand what is taking place. As a staple of clear communication and analysis, mastery of the parts of speech is essential for students. The eight parts of speech chart on the right is a great visual for displaying the 8 categories of words that are included. Teachers use a variety of different approaches to engage students in their parts of speech lesson plans. One popular idea for a "bodily kinesthetic" activity for parts of speech is to conduct a scavenger hunt to have students identify the 8 different parts of speech existing around the classroom. There is also the classic lesson on parts of speech that instructs students to diagram and label sentences provided by the teacher. A parts of speech writing activity could begin with students first writing about a simple topic like what they are going to do after school. After they have their sentences down, they could work individually or with a partner to label each of the 8 parts of speech. Another fun part of speech activity is to have students play "Grammar Bingo". They can fill in a bingo card that includes all 8 parts of speech! These are all effective activities for part of speech where students can see the language in action or on paper and identify these important grammatical elements. However, the reality is that this particular part of language learning and development can be boring and dry for students. Teachers can liven up their parts of speech lesson plans for elementary, middle and high school students with Storyboard That! Storyboard That can help teachers use more creative ways to teach parts of speech! The 8 Parts of Speech Lessons Help You Understand clearly what is being said in a sentence. Know how and when to use words correctly. Reflect more accurately on the English language. The parts of speech activity below shows how you can use the Storyboard That Creator to make storyboards depicting the different parts of speech, in this case three different verbs. Teachers can quickly create a parts of speech lesson plan using the "create an assignment" wizard where they can input directions and even a template to help students get started. The template could include the titles of the parts of speech for students to depict such as: 8 Parts of Speech Lesson Plans In reading and writing, it is important to make clear for your audience who or what is most important in a sentence, what is happening, and other important details that enhance the information being conveyed. Using the Storyboard Creator in your parts of speech lesson allows students to make visual depictions of the parts of speech and help them remember these important pieces of writing! Some General Elementary School Parts of Speech Activity Ideas Use Storyboard That’s parts of speech template to create your own storyboard using the 8 parts of speech. Provide students with a sentence that has certain underlined or highlighted words by replacing "EXAMPLE SENTENCE". Note: If you're not a Storyboard That user yet, sign up for a free trial. Have students make a visualization of the sentences on the storyboard. While creating the storyboards, students will make sure to point out which part of speech they are illustrating by drawing attention to the word using an arrow or other indicator. Lesson Extension: Have students come up with their own sentences and use storyboards to depict them! Example Project for the 8 Parts of Speech More Parts of Speech Project Ideas Make a storyboard that describes and illustrates the most common prepositions. Make a T-chart that illustrates examples of action verbs and nonaction verbs. Choose at least one prepositional phrase and make a storyboard to illustrate it. Make a storyboard that illustrates adjectives that express emotion. Teachers can either give students a list so that students all have the same words, or have students choose their own. Research and define the many different speech definitions such as: independent clauses, complex sentences, main verbs, and so much more! A fun adverbs project idea is to have students answer a prompt in the storyboard such as the one below. The teacher can include the prompt in the template and have the students write and illustrate their answer using as many other adverbs as they can! To modify this assignment, the template could include the description box on the bottom where students can write more full sentences showing their understanding of how to use adverbs. This project could also be modified to be an activity for any of the 8 parts of speech. Related Activities 1 Select games and activities that are engaging and appropriate for the age and skill level of your students. Examples of games and activities that teach parts of speech include Mad Libs, Charades, Parts of Speech Bingo, Parts of Speech Jeopardy, and Word Sorts. 2 Before starting the games and activities, make sure your students understand the basics of parts of speech. Define and provide examples of the main parts of speech: nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. 3 Model the use of different parts of speech to ensure that students understand how they function in language. Use sentences or examples from the games or activities you have chosen to illustrate the different parts of speech. 4 Play the games and activities with your students, making sure to explain the rules and provide any necessary guidance. Encourage active participation and engagement from all students, and provide support or additional practice for students who may need it. 5 After playing the games and activities, reinforce learning by reviewing the parts of speech used and how they function in language. Ask students to explain how they used different parts of speech in the games and activities and provide feedback or corrections as needed. 6 Encourage students to create their own games and activities that incorporate parts of speech. This can help them solidify their understanding of the concepts and provide opportunities for peer teaching and learning. 7 Finally, assess students' understanding of parts of speech through quizzes, writing assignments, or other assessments. Make sure that your assessments reflect the skills and knowledge you want students to acquire, such as identifying parts of speech and using them correctly in context. Use the results of your assessments to guide further instruction and support for students who may need it. The 8 parts of speech to include in a parts of speech chart are: Noun: Nouns are a person, place, thing, or idea Verb: Verbs are actions or states of being Adjective: Adjectives describe nouns Adverb: Adverbs describe a verb, adjective or another adverb Pronoun: Pronouns stand in for a noun Preposition: Prepositions link a noun to another word Conjunction: Conjunctions join words, clauses, and sentences Interjection: Interjections are short exclamations What are some parts of speech activities to do with students? There are many 8 parts of speech lesson plans that incorporate the storyboard Creator that will help students visualize and be able to demonstrate their understanding. Some parts of speech activities using the Storyboard That Creator are: Create a visual part of speech diagram of a sentence using a storyboard! Many teachers instruct students to diagram parts of speech in their sentences by underlining or circling different parts of speech. However, by illustrating what is occurring in the sentence and how those parts of speech are related, students are more apt to retain the information. Create a list of all of the different parts of speech with illustrations and definitions. Make a quiz for a fellow classmate! How can teachers create parts of speech lesson plans in Storyboard That? Creating assignments in Storyboard That is as easy as 1-2-3! The easiest way to create a lesson is to copy one of our awesome premade lesson plans and customize it how you see fit. To create a lesson from scratch, simply follow the “create an assignment” steps. What is the difference between proper nouns and common nouns? The difference between a proper noun and a common noun is that a common noun refers to general things, such as a mountain, river, or lake. A proper noun, however, refers to a specific noun, such as Mt. Everest, Nile River, or Lake Michigan. Learning nouns, verbs, adjectives, and other parts of speech can seem boring to kids. It’s one of those basic skills that they need to master grammar, but it doesn’t always seem like much fun. For years, teachers have used Mad Libs to spice it up, but there are plenty of other engaging parts of speech activities out there to try. Here are some of our favorites. 1. Color a parts of speech picture. Coloring pages are really popular parts of speech activities, with hundreds of them available online. Try this one for free at the site below. Learn more: A World of Language Learners 2. Make parts of speech signs. Cut out the large letters and break your class into group by parts of speech. Have each group fill the letters with definitions and examples of their assigned part. Hang up their creations as part of your classroom decor! Learn more: Panicked Teacher/Instagram 3. Play parts of speech bingo. This free printable bingo game can be used over and over again in your classroom. Use it with vocabulary or spelling words, or terms from your current lessons in other subjects too. Learn more: 123Homeschool4Me [contextly_auto_sidebar] 4. Re-purpose a set of UNO cards. Replace the numbers on a set of UNO cards with words instead. The game play is the same, but instead of numbers, players much put down a matching color or part of speech. Learn more: Best Teacher Resources Blog 5. Build sentences with LEGO bricks. Sort LEGO bricks by color, then write words on them using masking tape. Use one color for all the nouns, another for verbs, and so on. Then, build sentences with the bricks, identifying each part of speech as you go. Learn more: There’s Just One Mommy 6. Throw darts and give examples. Snag a Velcro dart board at the dollar store and label the different sections with parts of speech. Kids throw a ball or dart, and have to give an example of the part they land on in order to get the points. Fun! Learn more: The Kinder Teacher/Instagram 7. Face off in tic-tac-toe. Label the parts of a tic-tac-toe board with various parts of speech. To get the square, the player must give an example of that type. Learn more: Teacher Thrive 8. Bag it up. This is really several parts of speech activities in one. Label a series of bags with the parts of speech, and have your class define each one as you go. Have students write a series of words on index cards (try using vocab or spelling words), then sort them into the correct bags. Finally, pull a word from each bag one at a time and ask a student to use it in a sentence. Learn more: Education.com 9. Dress up a sentence. Take a very basic sentence and dress it up using various parts of speech. Teachers and kids both love this one, since it really emphasizes practical application. Get a free printable worksheet to use with this here. Photo: Teach Starter/Instagram 10. Use parts of speech clip cards. Parts of speech activities like this one are perfect for independent learning centers. Visit the link for a free printable set of cards. Learn more: This Reading Mama 11. Hunt and sort eggs. Fill plastic eggs with a variety of words and hide them around your room (or even the playground). Send kids out to find them, then open and sort them into the correct bucket. (Find more fun plastic egg activities for the classroom here.) Learn more: For the Love of First Grade 12. Go on a parts of speech scavenger hunt. Grab a stack of old magazines and send students on a hunt to find the various parts of speech. They can cut them out and glue them to posters to hang around the room. Learn more: Miss Gorton’s Class/Instagram 13. Add a grammar twist to Jenga. Use colored Jenga blocks to help kids review the parts of speech. Get the full rules and free printables at the link below. Learn more: Teaching With Jennifer Findlay 14. Learn the Parts of Speech Poem. This anonymously-written poem has been around a long time. Have your students learn it, and they can use it as a guide during all sorts of parts of speech activities. Learn more: Teaching With Miss Cooper/Instagram 15. Play Hangman with parts of speech. Put a grammar spin on Hangman by giving students a clue about the part of speech being spelled out. Learn more: Crafting Connections 16. Make your morning message more meaningful. Take a few moments to analyze your morning message (or any other memo or handout kids receive or read) to look for various parts of speech. Learn more: Learning Like Littles 17. Match up parts of speech dominoes. Make free printable word dominoes, then match a part of speech with an example word on each turn. Learn more: Homeschool Giveaways & Freebies 18. Sort magnetic poetry words and make sentences. If you’ve got magnetic poetry words on hand, they’re ideal for parts of speech activities! Sort them by type, then make sentences that fit specific patterns (e.g. “article + adjective + noun + helping verb + verb” etc.) 19. Sort vocabulary words with a free printable. Use our free customizable printable to sort vocabulary words from your current lessons. Grab it here. Looking for more ways to mix up your grammar lessons? Try these 6 Ways to Make Teaching Grammar Fun. If you’re tired of hearing kids grumble when it’s time to talk poetry, check out these entertaining Poetry Games and Activities. The 8 parts of speech can be challenging to learn. Here are 7 engaging ideas to help teach it. Like many language arts topics, learning the 8 parts of speech can be an abstract concept. Hands on activities are great for your kinesthetic learners. Doing a skit can be a fun way to learn these types of skills, especially nouns and verbs and adjectives and adverbs. Depending on the level of your students, you could either present sentences to the class or the students can write their own. Students may need guidance to think about how exactly to act out the sentences. The “actors” can act out the sentence and the “audience” can then determine the parts of speech in the sentence. It’s up to you if you present the sentence first, or if you want students to guess. Watch as your actors and actresses make this activity even more fun than you had planned!There are several variations of this activity. One way is to have students focus on how to show action through their art work (using lines to show motion is one way to do this.) Another creative idea is to have them create a main character that is a noun or verb (or any other part of speech), and have him/her/it go on adventures. Great activity for visual learners.Interview an adjective! (Can also be adapted to use with other parts of speech). This works well for students with a great understanding of others (interpersonal learning style). Students take on the personality of a chosen part of speech and answer questions about their “life” (what their role involves). This can be done in pairs (interviewee and interviewer), or students may choose to use different voices.Students with a Naturalistic learning style are likely to enjoy this. This activity can be done either at home or at school. Students can name the nouns that they see, verbs that they notice happening, and use their senses to list any adjectives. You could do this using a simple list or students could create a chart that could then lead to sentence or paragraph writing. Parts of Speech Song: Students with an auditory strength or musical intelligence may choose this activity. Students write a song, either about the parts of speech or from the point of view of a part of speech. Bonus points for performing the song!Mystery bag: For our tactile learners, this can be fun. However, I wouldn’t recommend anything slimy for students with sensitivity to sensory input! The teacher places mystery objects in a brown paper bag. Students put their arm into the bag (without looking!) and describe what they feel to a partner. The describing words (adjectives) are then written down and used to try to guess what the mystery object might be (noun). For a fun way to practice parts of speech, try my task cards! (See link below). These cards are a great way for students to practice identifying parts of speech in fun ways that feel more like games than like studying or “doing work”. Any time that students are learning while having fun is a win for us! I’ve also included more activities below. Happy Learning! may also enjoy this post: Category of words based on shared grammatical properties in a clause For the album by Dessa, see Parts of Speech (album). In grammar, a part of speech or part-of-speech (abbreviated as POS or PoS, also known as word class[1] or grammatical category[2][a]) is a category of words (or, more generally, of lexical items) that have similar grammatical properties. Words that are assigned to the same part of speech generally display simil

separate class, as often did the numerals, and the English word noun came to be applied to substantives only. Works of English grammar generally follow the pattern of the European tradition as described above, except that participles are now usually regarded as forms of verbs rather than as a separate part of speech, and numerals are often conflated with other parts of speech: nouns (cardinal numerals, e.g., "one", and collective numerals, e.g., "dozen"), adjectives (ordinal numerals, e.g., "first", and multiplier numerals, e.g., "single") and adverbs (multiplicative numerals, e.g., "once", and distributive numerals, e.g., "singly"). Eight or nine parts of speech are commonly listed: Noun Verb Adjective Adverb Pronoun Preposition Conjunction Interjection Determiner Some traditional classifications consider articles to be adjectives, yielding eight parts of speech rather than nine. And some modern classifications define further classes in addition to these. For discussion see the sections below. Additionally, there are other parts of speech including particles (yes, no)[b] and postpositions (ago, notwithstanding) although many fewer words are in these categories. The classification below, or slight expansions of it, is still followed in most dictionaries: Noun (names) a word or lexical item denoting any abstract (abstract noun: e.g. home) or concrete entity (concrete noun: e.g. house); a person (police officer, Michael), place (coastline, London), thing (necktie, television), idea (happiness), or quality (bravery). Nouns can also be classified as count nouns or non-count nouns; some can belong to either category. The most common part of speech; they are called naming words. Pronoun (replaces or places again) a substitute for a noun or noun phrase (them, he). Pronouns make sentences shorter and clearer since they replace nouns. Adjective (describes, limits) a modifier of a noun or pronoun (big, brave). Adjectives make the meaning of another word (noun) more precise. Verb (states action or being) a word denoting an action (walk), occurrence (happen), or state of being (be). Without a verb, a group of words cannot be a clause or sentence. Adverb (describes, limits) a modifier of an adjective, verb, or another adverb (very, quite). Adverbs make language more precise. Preposition (relates) a word that relates words to each other in a phrase or sentence and aids in syntactic context (in, of). Prepositions show the relationship between a noun or a pronoun with another word in the sentence. Conjunction (connects) a syntactic connector; links words, phrases, or clauses (and, but). Conjunctions connect words or group of words. Interjection (expresses feelings and emotions) an emotional greeting or exclamation (Huzzah, Alas). Interjections express strong feelings and emotions. Article (describes, limits) a grammatical marker of definiteness (the) or indefiniteness (a, an). The article is not always listed separately as its own part of speech. It is considered by some grammarians to be a type of adjective[16] or sometimes the term 'determiner' (a broader class) is used. English words are not generally marked as belonging to one part of speech or another; this contrasts with many other European languages, which use inflection more extensively, meaning that a given word form can often be identified as belonging to a particular part of speech and having certain additional grammatical properties. In English, most words are uninflected, while the inflected endings that exist are mostly ambiguous: -ed may mark a verbal past tense, a participle or a fully adjectival form; -s may mark a plural noun, a possessive noun, or a present-tense verb form; -ing may mark a participle, gerund, or pure adjective or noun. Although -ly is a frequent adverb marker, some adverbs (e.g. tomorrow, fast, very) do not have that ending, while many adjectives do have it (e.g. friendly, ugly, lovely), as do occasional words in other parts of speech (e.g. jelly, fly, rely). Many English words can belong to more than one part of speech. Words like neigh, break, outlaw, laser, microwave, and telephone might all be either verbs or nouns. In certain circumstances, even words with primarily grammatical functions can be used as verbs or nouns, as in, "We must look to the hows and not just the whys." The process whereby a word comes to be used as a different part of speech is called conversion or zero derivation. Linguists recognize that the above list of eight or nine word classes is drastically simplified.[17] For example, "adverb" is to some extent a catch-all class that includes words with many different functions. Some have even argued that the most basic of category distinctions, that of nouns and verbs, is unfounded,[18] or not applicable to certain languages.[19][20] Modern linguists have proposed many different schemes whereby the words of English or other languages are placed into more specific categories and subcategories based on a more precise understanding of their grammatical functions. Common lexical category set defined by function may include the following (not all of them will necessarily be applicable in a given language): Categories that will usually be open classes: Adjectives Adverbs Nouns Verbs (except auxiliary verbs) Interjections Categories that will usually be closed classes: Auxiliary verbs Coverbs Conjunctions Determiners (Articles, quantifiers, demonstratives, and possessives) Measure words or classifiers Adpositions (prepositions, postpositions, and circumpositions) Preverbs Pronouns Cardinal numerals Particles Within a given category, subgroups of words may be identified based on more precise grammatical properties. For example, verbs may be specified according to the number and type of objects or other complements which they take. This is called subcategorization. Many modern descriptions of grammar include not only lexical categories or word classes, but also phrasal categories, used to classify phrases, in the sense of groups of words that form units having specific grammatical functions. Phrasal categories may include noun phrases (NP), verb phrases (VP) and so on. Lexical and phrasal categories together are called syntactic categories. A diagram showing some of the posited English syntactic categories See also: Function word and Content word Word classes may be either open or closed. An open class is one that commonly accepts the addition of new words, while a closed class is one to which new items are very rarely added. Open classes normally contain large numbers of words, while closed classes are much smaller. Typical open classes found in English and many other languages are nouns, verbs (excluding auxiliary verbs, if these are regarded as a separate class), adjectives, adverbs and interjections. Ideophones are often an open class, though less familiar to English speakers,[21][22][c] and are often open to nonce words. Typical closed classes are prepositions (or postpositions), determiners, conjunctions, and pronouns.[24] The open–closed distinction is related to the distinction between lexical and functional categories, and to that between content words and function words, and some authors consider these identical, but the connection is not strict. Open classes are generally lexical categories in the stricter sense, containing words with greater semantic content,[25] while closed classes are normally functional categories, consisting of words that perform essentially grammatical functions. This is not universal: in many languages verbs and adjectives[26][27][28] are closed classes, usually consisting of few members, and in Japanese the formation of new pronouns from existing nouns is relatively common, though to what extent these form a distinct word class is debated. Words are added to open classes through such processes as compounding, derivation, coining, and borrowing. When a new word is added through some such process, it can subsequently be used grammatically in sentences in the same ways as other words in its class.[29] A closed class may obtain new items through these same processes, but such changes are much rarer and take much more time. A closed class is normally seen as part of the core language and is not expected to change. In English, for example, new nouns, verbs, etc. are being added to the language constantly (including by the common process of verbing and other types of conversion, where an existing word comes to be used in a different part of speech). However, it is very unusual for a new pronoun, for example, to become accepted in the language, even in cases where there may be felt to be a need for one, as in the case of gender-neutral pronouns. The open or closed status of word classes varies between languages, even assuming that corresponding word classes exist. Most conspicuously, in many languages verbs and adjectives form closed classes of content words. An extreme example is found in Jingulu, which has only three verbs, while even the modern Indo-European Persian has no more than a few hundred simple verbs, a great deal of which are archaic. (Some twenty Persian verbs are used as light verbs to form compounds; this lack of lexical verbs is shared with other Iranian languages.) Japanese is similar, having few lexical verbs.[30][failed verification] Basque verbs are also a closed class, with the vast majority of verbal senses instead expressed periphrastically. In Japanese, verbs and adjectives are closed classes,[31] though these are quite large, with about 700 adjectives,[32][33] and verbs have opened slightly in recent years. Japanese adjectives are closely related to verbs (they can predicate a sentence, for instance). New verbal meanings are nearly always expressed periphrastically by appending suru (する, to do) to a noun, as in undō suru (運動する, to (do) exercise), and new adjectival meanings are nearly always expressed by adjectival nouns, using the suffix -na (〜な) when an adjectival noun modifies a noun phrase, as in hen-na ojisan (変なおじさん, strange man). The closedness of verbs has weakened in recent years, and in a few cases new verbs are created by appending -ru (〜る) to a noun or using it to replace the end of a word. This is mostly in casual speech for borrowed words, with the most well-established example being sabo-ru (サボる, cut class; play hooky), from sabotāju (サボタージュ, sabotage).[34] This recent innovation aside, the huge contribution of Sino-Japanese vocabulary was almost entirely borrowed as nouns (often verbal nouns or adjectival nouns). Other languages where adjectives are closed class include Swahili,[28] Bemba, and Luganda. By contrast, Japanese pronouns are an open class and nouns become used as pronouns with some frequency; a recent example is jibun (自分, self), now used by some as a first-person pronoun. The status of Japanese pronouns as a distinct class is disputed, however, with some considering it only a use of nouns, not a distinct class. The case is similar in languages of Southeast Asia, including Thai and Lao, in which, like Japanese, pronouns and terms of address vary significantly based on relative social standing and respect.[35] Some word classes are universally closed, however, including demonstratives and interrogative words.[35] Part-of-speech tagging Sliding window based part-of-speech tagging Traditional grammar ^ Not to be confused with Grammatical category. ^ Yes and no are sometimes classified as interjections. ^ Ideophones do not always form a single grammatical word class, and their classification varies between languages, sometimes being split across other word classes. Rather, they are a phonosemantic word class, based on derivation, but may be considered part of the category of "expressives",[21] which thus often form an open class due to the productivity of ideophones. Further, "[i]n the vast majority of cases, however, ideophones perform an adverbial function and are closely linked with verbs."[23] ^ Rijkhoff, Jan (2007). "Word Classes". Language and Linguistics Compass. 1 (6). Wiley: 709–726. doi:10.1111/j.1749-818x.2007.00030.x. ISSN 1749-818X. S2CID 5404720. ^ Payne, Thomas E. (1997). Describing morphosyntax: a guide for field linguists. Cambridge: Cambridge University Press. ISBN 9780511805066. ^ John Lyons, Semantics, CUP 1977, p. 424. ^ a b Krueger, Paul (2005). Analyzing Grammar: An Introduction. Cambridge: Cambridge University Press. p. 35. ISBN 978-0-521-01653-7. ^ Robins RH (1989). General Linguistics (4th ed.). London: Longman. ^ Bimal Krishna Matilal (1990). The word and the world: India's contribution to the study of language (Chapter 3). ^ Mahadevan, I. (2014). Early Tamil Epigraphy - From the Earliest Times to the Sixth century C.E., 2nd Edition. p. 271. ^ Ilakkuvanar S (1994). Tholkappiyam in English with critical studies (2nd ed.). Educational Publisher. ^ Cratylus 431b ^ The Rhetoric, Poetic and Nicomachean Ethics of Aristotle, translated by Thomas Taylor, London 1811, p. 179. ^ Dionysius Thrax. τέχνη γραμματική (Art of Grammar), ια΄ περὶ λέξεως (11. On the word) Archived 2015-03-15 at the Wayback Machine: λέξις ἐστὶ μέρος ἐλάχιστον τοῦ κατὰ σύνταξιν λόγου.λόγος δέ ἐστι πεζῆς λέξεως σύνθεσις διάνοιαν αὐτοτελῆ δηλοῦσα.τοῦ δὲ λόγου μέρη ἐστὶν ὀκτώ· ὄνομα, ῥῆμα, μετοχή, ἄρθρον, ἀντωνυμία, πρόθεσις, ἐπίρρημα, σύνδεσμος. ἡ γὰρ προσηγορία ὡς εἶδος τῶι ὀνόματι ὑποβέβληται. A word is the smallest part of organized speech.Speech is the putting together of an ordinary word to express a complete thought.The class of word consists of eight categories: noun, verb,participle, article, pronoun, preposition, adverb, conjunction. A common noun in form is classified as a noun. ^ The term onoma at Dionysius Thrax, Τέχνη γραμματική (Art of Grammar), 14. Περὶ ὀνόματος Archived 2022-09-10 at the Wayback Machine translated by Thomas Davidson, On the noun Archived 2020-08-04 at the Wayback Machine καὶ αὐτὰ εἴδη προσαγορεύεται· κύριον, προσηγορικόν, ἐπίθετον, πρός τι ἔχον, ὡς πρός τι ἔχον, ὁμώνυμον, συνώνυμον, διώνυμον, ἐπώνυμον, ἐθνικόν, ἐρωτηματικόν, ἀόριστον, ἀναφορικὸν ὃ καὶ ὁμοιωματικὸν καὶ δεικτικὸν καὶ ἀνταποδοτικὸν καλεῖται, περιληπτικόν, ἐπιμεριζόμενον, περιεκτικόν, πεποιημένον, γενικόν, ἰδικόν, τακτικόν, ἀριθμητικόν, ἀπολελυμένον, μετουσιαστικόν. also called Species: proper, appellative, adjective, relative, quasi-relative, homonym, synonym, pheronym, dionym, eponym, national, interrogative, indefinite, anaphoric (also called assimilative, demonstrative, and retributive), collective, distributive, inclusive, onomatopoetic, general, special, ordinal, numeral, participative, independent. ^ [penelope.uchicago.edu/Thayer/E/Roman/Texts/Quintilian/Institutio_Oratoria/1B*.html This translation of Quintilian's Institutio Oratoria reads: "Our own language (Note: i.e. Latin) dispenses with the articles (Note: Latin doesn't have articles), which are therefore distributed among the other parts of speech. But interjections must be added to those already mentioned."] ^ "Quintilian: Institutio Oratoria I". Archived from the original on 2012-01-20. Retrieved 2015-09-18 – via The Latin Library. ^ See for example Beauzée, Nicolas, Grammaire générale, ou exposition raisonnée des éléments nécessaires du langage (Paris, 1767), and earlier Jakob Redinger, Comeniana Grammatica Primae Classi Franckenthalensis Latinae Scholae destinata ... (1659, in German and Latin). ^ The Oxford Dictionary of English Grammar by Bas Aarts, Sylvia Chalker & Edmund Weine. OUP Oxford 2014. Page 35. ^ Zwicky, Arnold (30 March 2006). "What part of speech is "the"". Language Log. Archived from the original on 27 December 2009. Retrieved 26 December 2009. ...the school tradition about parts of speech is so desperately impoverished ^ Hopper, P; Thompson, S (1985). "The Iconicity of the Universal Categories 'Noun' and 'Verbs'". In John Haiman (ed.). Typological Studies in Language: Iconicity and Syntax. Vol. 6. 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