



Word Jobs: Nouns, Verbs & Adjectives

LEARNING GOAL

Notice how naming, action and describing words contribute different jobs in a sentence.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Notice how naming, action and describing words contribute different jobs in a sentence.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Noun

Use it in your own sentence or explanation.

Verb

Use it in your own sentence or explanation.

Adjective

Use it in your own sentence or explanation.

Name

Use it in your own sentence or explanation.

Action

Use it in your own sentence or explanation.

Describe

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to grammar and vocabulary.

1

Nouns name; verbs show actions or states; adjectives add description.

2

One word can have different jobs in different sentences, so look at how it is used.

SHOW IT ANOTHER WAY

Say it, point to it, build it, read it, explain it.

Try it together

ENGLISH & LITERACY

Adult: model the first item. Child: explain what you notice or how you know.

1 Sort: rabbit, hop, soft, teacher, laugh, tiny.

2 Add an adjective: the ____ kite.

3 Add a verb: The birds ____.

4 Build: adjective + noun + verb.

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Sort: rabbit, hop, soft, teacher, laugh, tiny.

2 Add an adjective: the ____ kite.

3 Add a verb: The birds ____.

4 Build: adjective + noun + verb.

5 In "The bright stars shine", identify the adjective, noun and verb.

SHOW YOUR THINKING

Use the idea in a new way

ENGLISH & LITERACY

Work carefully. Draw, mark, build or write when that helps your thinking.

1 Add a verb: The birds ____.

2 Build: adjective + noun + verb.

3 In "The bright stars shine", identify the adjective, noun and verb.

4 Improve: "The dog ran." Add two useful details.

5 Sort: rabbit, hop, soft, teacher, laugh, tiny.

SHOW YOUR THINKING

Talk 1 In "The bright stars shine", identify the adjective, noun and verb.

Talk 2 Improve: "The dog ran." Add two useful details.

Talk 3 What strategy, clue or observation helped you most with grammar and vocabulary?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Choose an object. Say one noun for it, one action connected to it, and three describing words.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Design an imaginary animal and label it with three adjectives, two nouns and two verbs.

Use this space to draw, label, plan or draft.

Independent challenge

ENGLISH & LITERACY

Try without help first. Then explain or check your work with a grown-up.

- 1 In "The bright stars shine", identify the adjective, noun and verb.
- 2 Improve: "The dog ran." Add two useful details.
- 3 Create one new example that would help another Grade 1 learner practise grammar and vocabulary.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- bright=adjective, stars=noun, shine=verb.
- Answers vary; e.g. The small brown dog ran quickly.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

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