



Protocol: Identifying Word Functions

<p>There are 3 protocols based on developmental sequence</p>	<ul style="list-style-type: none">• Setting: This activity can be used in whole group or a targeted small group.• Knowledge Goal: Students will understand that a complete sentence must contain a noun (namer/who) and a verb (action/do).• Definitions to Know:<ul style="list-style-type: none">◦ Complete Sentence: a group of words that includes a subject (the namer or “who”) and predicate (the action or “do”)
 <p>Why This Matters:</p>	<p>These activities focus on the function or role that words play to make meaning. Rather than focusing on grammatical terminology, these activities work to establish an understanding of the concept before attaching terms. Using basic questions can help students identify what role a word, or group of words, plays in a sentence. These questions help students unpack the meaning of the sentence, expanding awareness and supporting comprehension for both simple and complex sentences. Interpretation of sentences is required if students are to comprehend whole texts.</p>
 <p>Activity: Word Function Sorts with Pictures</p>	<p>Teacher Tip: Consider using words from content that students are learning in science/ social studies or from a current read-aloud.</p> <p>Step 1: Create a set of picture cards that include nouns (namers/who) and verbs (action/do). Have approximately the same number of pictures for each category.</p> <p>Step 2: Teach students what namers and actions are (see sample below for wording) and explain that all complete sentences must have both a namer and an action. Place a <i>Namer/Who</i> card and an <i>Action/Do</i> card at the top of the board or an anchor chart.</p> <p>Step 3: Sort the pictures one at a time, placing them in the appropriate column on the chart. Use the following prompt as needed:</p> <ul style="list-style-type: none">• “Is this picture a ‘who’ that names a person, place, or thing? Or is this picture a ‘do’ that shows an action that someone or something does?” <p>Step 4: Do several more examples following this same structure. Utilizing a gradual release of responsibility, provide guided and independent practice.</p> <p>Step 5: After sorting all of the pictures, practice taking a namer/who and an action/do from the chart to use orally in a complete sentence. Model for students before providing some guided and independent practice.</p> <p>Sample: Today we are going to work on identifying namers and actions. Some words are called namers because they name something – either a person, a place, or a thing. Every complete sentence must have a namer or a “who.” Another group of words are called actions because they show an action that someone or something does. Every complete sentence must also have an action or a “do.” We’re going to look at some pictures today and decide if it is a namer, or a who, or an action, or a do. Watch me think through this first picture.</p> <p>Let’s look at this picture from the book we read in science today. This is how plants grow. Our word is <i>grow</i>. I’m going to ask myself, “Is this a ‘who’ that names a person, place, or thing? Or is this a ‘do’ that shows an action?” I know that <i>grow</i> is an action that the plant does, so I would put it under the heading <i>Action/Do</i>.</p> <p>Do several more examples following this same structure.</p> <p>Utilizing a gradual release of responsibility, provide guided and independent practice.</p>

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Activity: Word Function Sorts with Decodable Text

Step 1: Create a set of word cards from a decodable text that students have read or are about to read. The set of decodable word cards should include nouns (namers/who) and verbs (action/do). Have approximately the same number of words for each category.

Step 2: Teach students what namers and actions are (see sample below for wording) and explain that all complete sentences must have both a namer and an action. Place a *Namer/Who* card and an *Action/Do* card at the top of the board or an anchor chart.

Step 3: Read the words one at a time and place them in the appropriate column on the chart. Use the following prompt as needed:

- “Is this word a ‘who’ that names a person, place, or thing? Or is this word a ‘do’ that shows an action that someone or something does?”

Step 4: After sorting all of the words, have students practice taking a namer/who and an action/do from the chart to use orally in a complete sentence.

Step 5: Do several more examples following this same structure. Utilizing a gradual release of responsibility, provide guided and independent practice.

Sample: Today we are going to work on identifying namers and actions. Some words are called namers because they name something – either a person, a place, or a thing. Every complete sentence must have a namer or a “who.” Another group of words are called actions because they show an action that someone or something does. Every complete sentence must also have an action or a “do.” We’re going to read some words today and decide if it is a namer, or a who, or an action, or a do. Watch me think through this first word.

Let’s read this first word from our decodable text together by blending the sounds:

/c/ /a/ /t/ - cat

Our word is *cat*. I’m going to ask myself, “Is this word a ‘who’ that names a person, place, or thing? Or is this word a ‘do’ that shows an action?” I know that a cat is the name of a thing, so I would put it under the heading *Namer/Who*.

Do several more examples following this same structure.

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- **Extension:** You may have some words that can be both a namer/who and an action/do. An example of this is *shop* which could mean a building where goods are sold (noun) or the action of buying goods (verb). In these cases, use that as an opportunity to discuss multiple meaning words with students. Consider adding a column in between the two with the heading *Both*.

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Activity: Word Function Charts with Complex Text

Step 1: Select sentences from a current complex text that is being used as part of content instruction in science, social studies, or ELA. Prepare a chart using the word function questions below. The chart must include the first two questions about “who.” You can expand the chart using the other word function questions based on the complexity of the sentence and the readiness of your students.

- Who or what?
- Is doing what?
- When?
- Where?
- How?
- How many/which one?

Step 2: Review the concept of subject and predicate, reminding students that every complete sentence must have two things: a “who” and a “do.”

Step 3: Using sentences from complex text, sort words/phrases from the sentence to answer the function questions (see the sample below). Prompt thinking by asking:

- “Which word(s) tells us the ‘who or what’?”
- Which word(s) tell us the ‘do’ or action?”
- Which word(s) tell us what, when, how?”

Step 4: Do several more examples following this same structure. Utilizing a gradual release of responsibility, provide guided and independent practice.

Sample: *The sentence used in this example came from Martin’s Big Words by Doreen Rappaport, a complex text that could be part of unit on courage that answers the essential question: What does it mean to act with courage? The unit includes fiction and nonfiction complex text that integrate ELA and social studies content.*

Today we’re going to take some sentences from our text and think about the functions of the words in each sentence. Remember, all complete sentences must have a subject and a predicate. The “who” is called a noun, and it names something – either a person, a place, or a thing. This is our subject. The “do” is called a verb, and it is an action that someone or something does. This is our predicate. Both must be used to build a complete sentence. Let’s look at the following sentence:

After ten years of protests, the lawmakers in Washington voted to end segregation.

I’m going to think through the answer to each of the word function questions on my chart.

- Who or what? *the lawmakers*
- Is doing what? *voted to end segregation*
- When? *after ten years of protests*
- Where? *in Washington*

Do several more examples following this same structure.

Utilizing a gradual release of responsibility, provide guided and independent practice.