Description: After students have learned the various parts of speech, they will break into small groups and design a Parts of Speech Obstacle Course. Using various parts of speech, students will write sentences describing the steps of the obstacle course, and the class will vote on their favorite course. Students will build and run through the winning course.

Learning Objectives:

- Students will review the various parts of speech.
- Students will learn to combine parts of speech to make a command.

Activity Time: Day 1 – 30 minutes; Day 2 – 45 minutes

Materials:

- Parts of Speech Obstacle Course chart (page 3 of 3)
- Various equipment depending on the obstacle course activities (e.g., jump ropes, hula hoops, balls, etc.)
- Open space (gymnasium, field, auditorium or cafeteria)

Directions:

Day 1:

- Review these parts of speech with students and give them examples:
  - Adverb (example: carefully)
  - Verb (example: jump)
  - Preposition (example: on)
  - Adjective (example: tough)
  - Noun (example: football)
- Divide the students into small groups (three to four students per group).
- Distribute one Parts of Speech Obstacle Course chart (page 3 of 3) to each group.
- Show students what equipment/props are available for them to use in their obstacle course.
- Have students write sentences describing their obstacles using their knowledge of parts of speech and the chart (page 2 of 3).
- Have the groups present their descriptions of how to complete the course to the class, and have the class vote on their favorite course.
Day 2:
• Have the students build the winning obstacle course in a large open area or the gym.
• Have the class run through the course, following the course description.

Parts of Speech Obstacle Course Sample Sentences
1. Slowly dance in striped hula hoop.
2. Quickly crawl through nylon tunnel.
3. Carefully jump on colorful hopscotch squares.
4. Cautiously bend under limbo stick.
5. Gleefully slide down orange slide.
6. Happily ride (tricycle) through orange cones.
7. Softly throw (football) into green can.
8. Triumphantly break through finish line.

Submitted by Anna Hill, Charlton Middle School, Charlton, Massachusetts

Correlation to National Curriculum Standards:
4. Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.

From the National Council of Teachers of English http://www.ncte.org/about/over/standards/110846.htm
### Parts of Speech Obstacle Course Chart

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<th>Adverb</th>
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<td>Ex.</td>
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