

PARTS OF SPEECH ROUTE CLIMBING



Students must recognize different parts of speech while traversing the wall using only certain hand holds.

materials needed:

2 Sets Discovery Plates™ OR

2 Sets Erasa Plates™ (see Product Resource Guide, page 109)

Chalk OR Dry-Erase Marker (teacher only)

prior to the activity:

Install Discovery Plates™ or Erasa Plates™ across the length of your Traverse Wall in a variety of places, high, low and in between.

Decide what and how many different parts of speech you are going to practice with students. Then label all plates with words that are nouns, verbs, adjectives and/or adverbs, etc. creating routes as you go. (Keep in mind the age and knowledge of students. “Beginners” should have only two different parts of speech on the wall, like nouns and verbs).

activity:

Inform students what part(s) of speech they are going to practice while climbing. Review, if necessary. Let them know that their hands or feet can ONLY be on holds that are labeled with words that are examples of that part of speech.

Have the whole class line up to one side of the wall. The goal is to successfully traverse the wall using only the holds that are “on the route” (i.e. labeled with the correct part of speech). You should watch for accuracy and ask students to step down and get in line to climb again if an error is made.

Once everyone has traversed the length of the wall, have students start at the beginning again with another part of speech as the new “route.”

variation:

If using Discovery Plates: Instead of writing words in chalk, use magnetic words and have students add or remove certain words as they climb.

Refer to pages 1 - 4 for descriptions of abbreviated skills listed here:

**Skills Developed : SES4 - SES5 - CS2 - CS3 - CS5
CS8 - PS1 - PS2 - PS3**