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# Introduction

## About the series

*Grammar Springboards* is a series of three attractive resource books and CD-ROMs designed to make grammar a stimulating and fun learning experience for children of all abilities within KS1 and KS2. Each book is closely linked to the New National Curriculum of 2014's Programmes of Study and the statutory English Appendix 2: Vocabulary, grammar and punctuation.

Together, the books and the CD-ROMs make an excellent tool for:

- Teaching grammar in a range of class settings, as lessons, within groups, individually or as homework.
- Teachers and teaching assistants to access easy to use resources and activities for different class situations.
- Using elements from the New National Curriculum of 2014's Programmes of Study and the statutory 'English Appendix 2: Vocabulary, grammar and punctuation'.
- Pupil assessment with opportunities for day to day assessment, periodic assessment and transitional assessment.

## About the book

Each book focuses on the main areas of grammar taught within KS1 and KS2.

### These are:

- Nouns
- Pronouns
- Verbs
- Adjectives
- Sentences
- Punctuation.



There are three main sections to the book:

## Section 1

Section 1 is set out in chapters covering each of the main grammar areas – nouns, pronouns, verbs, adjectives, sentences, punctuation.

**Each chapter contains:**

**Grammar information:** Teacher information about the uses and different aspects of the grammar subject, including a glossary of terms, examples and word tables.

**Grammar and punctuation objective chart:** A simple to read chart to show what grammar and punctuation objectives are covered in the grammar lessons and activities.

**Ideas springboard:** Fun ideas for wall displays, games and activities for the class, groups or individuals. Some resources for games and activities can be found in 'Teacher resources'.

**Lesson plans:** Suggested lesson plans for the different grammar subjects and objectives, e.g. 'Chapter 1 – Nouns' includes the subjects Common nouns, Proper nouns and Compound nouns.

Each lesson has a main teacher led lesson followed by differentiated activities for three ability groups.

**Each lesson plan has:**

- **Lesson objectives**
- **Resources:** list of suggested resources for the lesson and activities. Resources can be found in 'Lesson resources' on the CD-ROM.
- **Lesson/activity notes:** Suggestions on setting up resources and suggested grouping and support for the activity groups.
- **Introduction:** Ideas for introducing a grammar subject.
- **Main lesson:** Teacher or adult led lesson with class participation.
- **Differentiated group activities:** Three bullet point activities.
- **Plenary:** Suggestions on ways to reinforce the lessons objectives.
- **Support:** Ideas for supporting children who may need more reinforcement or consolidation in their learning.
- **Extension:** Ideas and challenges for children who have grasped the main objectives and need to extend their knowledge.
- **Activity worksheets or resources:** The activity worksheets are set out in age related abilities from Year 1 to end of Year 6.

## Section 2: Assessment

**Periodic Assessment tests:** Two levelled short tests to accompany each grammar chapter. The questions cover all the grammar areas taught in each chapter.

**Transitional Assessment tests:** Two levelled transitional tests that can be used at the end of a school year to judge the progress and understanding of grammar subjects.

## Section 3: CD-ROM

The accompanying CD-ROM contains resources which can be used on whiteboards, printed or photocopied.

**Lesson resources:** Include resources to accompany each of the lesson plans, including texts to highlight or re-model word and sentence examples, flashcards, information posters, games, templates for word sliders and pictures.

**Worksheets:** Stand alone worksheets for reinforcement, extension, homework and individual assessment. There are two levelled worksheets linked to each grammar subject covered within each chapter.

**Records for assessment:**

- **Individual Grammar Record Sheet:** To be used during an activity for observing or assessing a child's responses and understanding of the objective.
- **Group Activity Record:** To be used for writing observational notes and the children's comments during a group activity.
- **Group Record Charts:** To be used to record when certain children in a specific group have understood different learning objectives.
- **My grammar target record sheet:** A child's own record sheet of achieving the learning objectives of the different grammar subjects. There is one sheet per grammar subject with a tick chart and a design to colour in as children achieve each objective.

**Teacher resources:**

- Word bank
- Word searches and word search grid templates
- Flash cards
- Templates for models and games
- Fun grammar bookmarks and badges
- Definition posters.

**Word Bank:** This useful resource can be used by teachers as a quick and easy reference or by children exploring different words and creating their own word banks.

# Chapter 1 – Nouns

## Noun Information

<b>Common noun</b>	A word that is used to name people, places, objects or creatures.	<i>clown, fire-fighter, forest, airport, pen, strawberry, tiger, grasshopper</i>
<b>Proper noun</b>	A word that gives people, places, objects and events their specific or special names. Proper nouns <u>always</u> begin with a capital letter.	<i>Mr Benson, Mrs Khan, Doctor Lee, Queen's Avenue, Tesco, Arsenal Football Club, River Thames, Cardiff, Fife, Saturn, Snickers, Monday, April</i>
<b>Compound noun</b>	A word made up of two nouns.	<i>snowman, teabag, peanut, sunflower, rainbow, toothbrush, suitcase, footpath</i>
<b>Singular noun</b>	A noun that names one person, place, object or creature.	<i>castle, shell, flag, bucket, bird, spade, crab, towel</i>
<b>Plural noun</b>	A noun that names more than one person, place, object or creature. Some plural nouns are created by adding '-s' on the end.	<i>castles, shells, flags, buckets, birds, spades, crabs, towels</i>
	Some plural nouns are created by adding '-es' on the end.	<i>dresses, foxes, princesses, beaches</i>
	Some nouns are both singular and plural.	<i>sand, sheep, seaweed, deer, trousers, scissors</i>
<b>Collective noun</b>	A noun that names a collection or group.	<i>crowd, flock, team, herd, class, swarm.</i>
<b>Gender noun</b>	A noun that names a feminine or masculine identity.	<i>boy, girl, king, queen, drake, ewe</i>
	Some nouns name their feminine gender by changing their masculine ending.	<i>tiger – tigress; prince – princess; steward – stewardess.</i>
	Some nouns name a common gender that can be masculine or feminine.	<i>child, adult, animal, person, relative</i>
<b>Abstract noun</b>	A word that describes something that we can't touch or see such as thoughts, emotions, concepts and qualities.	<i>peace, poverty, happiness, sadness, strength, love, hope, beauty, cowardice</i>
<b>Concrete noun</b>	A word that names something or someone physically. A concrete noun describes something physical through the five senses. It can be touched, smelt, seen, heard or tasted. Most nouns are concrete nouns.	<i>gate, rabbit, teachers, park</i>
<b>Countable noun</b>	A word that describes things that can be counted using numbers.	<i>one chair, two chairs</i>
<b>Verbal noun</b>	A noun formed from a verb by adding '-ing'. Verbal nouns are sometimes called 'gerund nouns'.	<i>Swimming is such fun. Seeing is believing. Snowboarding has the most contestants.</i>

<b>Noun forming prefixes (word beginnings) and suffixes (word endings)</b>	Prefixes and suffixes can be added to words to create nouns or new nouns.	
<b>Prefixes</b>	Detached – semi-detached, cycle – tricycle	
<b>Suffixes</b>	From a verb to a noun (climb – clim <u>er</u> ), adjective to noun (happy – happi <u>ness</u> ), a concrete noun to an abstract noun (baby – baby <u>hood</u> ).	
<b>Noun phrase</b>	A word or group of words to describe a specific noun or pronoun such as a person, object or place.	<i>the small, cheery gnome, the bottle of wine, little red hen</i>
<b>Article</b>	The small words ‘ <i>the</i> ’, ‘ <i>an</i> ’ and ‘ <i>a</i> ’ used before a noun. They can be a definite or indefinite article.	
	‘ <i>The</i> ’ is a <u>definite</u> article – it points to a specific thing.	<i>the egg, the car, the apron, the table, the iceberg, the school</i>
	‘ <i>An</i> ’ and ‘ <i>a</i> ’ are <u>indefinite</u> articles – they don’t point to any specific thing.	<i>an egg, a car, an apron, a table, an iceberg, a school</i>
	‘ <i>An</i> ’ is used before words beginning with a vowel or words with an unsounded ‘ <i>h</i> ’.	<i>an apple, an elephant, an igloo, an orange, an umbrella, an hotel, an hour</i>
	‘ <i>An</i> ’ is <u>not</u> used in front of words beginning with ‘ <i>u</i> ’ with a hard sound (you).	<i>a unicorn, a uniform</i>
	‘ <i>A</i> ’ is used before words beginning with consonants or words beginning with a hard ‘ <i>u</i> ’ (you).	<i>a coat, a slide, a teacher, a monkey, a theatre, a university</i>
<b>Determiners</b>	Always go in front of nouns to indicate what the nouns refer to. They are also in front of descriptive adjectives that come before a noun.	<i>The girl crept down the alley. The little girl crept down the dark alley.</i>
<b>Possessive noun</b>	A word that shows ownership. An apostrophe is used.	<i>Alison’s robot, the horse’s saddle, eight birds’ nests</i>
<b>Singular possessive noun</b>	Names the single owners. The apostrophe comes before the ‘ <i>s</i> ’.	<i>Emmas handbag = Emma’s handbag, the boys cards = the boy’s cards.</i>
	If the single owner’s name ends in ‘ <i>-s</i> ’, just write an apostrophe.	<i>Moses’ stick, Tess’ bed</i>
<b>Plural possessive nouns</b>	Name the plural owners. The apostrophe comes after the ‘ <i>s</i> ’.	<i>the girls bikes = the girls’ bikes, the dogs bowls = the dogs’ bowls.</i>
	If there are two owners, put the apostrophe before the <i>s</i> (‘ <i>s</i> ’) before the second owner.	<i>Jack and Jills bucket = Jack and Jill’s bucket. My gran and granddads shed = my gran and grandad’s shed.</i>
	If the plural noun is irregular, write the apostrophe before the <i>s</i> (‘ <i>s</i> ’).	<i>all my childrens shoes = all my children’s shoes, mens knitting = men’s knitting.</i>

# Noun objective chart

Objectives	Abstract and concrete nouns	Plural and singular nouns	Possessive nouns	Expanded noun phrases	Nouns with suffixes
<b>Word – Year 5</b>					
Revision from previous years.	★	★	★	★	★
<b>Word – Year 6</b>					
Difference between vocabulary of informal speech and formal speech.	★				
Revision from previous years.	★	★	★	★	★
<b>Sentence – Year 6</b>					
Difference between structures of informal and formal speech.	★				
<b>Punctuation – Year 5</b>					
Revision from previous years.			★		
<b>Punctuation – Year 6</b>					
Revision from previous years.			★		

# Noun springboard

## Abstract and concrete nouns

Encourage a group or individual children to choose an abstract noun. They then use magazines, fonts, pictures, colours and other ideas to create a colourful collage of the abstract noun. Display the collages with labels around the room.

Children could also use a multi-media presentation or a drama presentation to illustrate examples of the concept and issues of the abstract nouns.

Link the different abstract nouns to Citizenship issues, such as racism, slavery or greed, and get the children to write about each one.

Have a favourite abstract noun of the day – children can decorate the word.

Create a wall of abstract noun cards and encourage the children to use them to create poems as a group or in pairs.

## Word walls

Create eye catching different shaped word walls. One flash word card equals one brick. Have several bricks to create the word wall with the children. Have blank cards so that the children can write new nouns and add to or make a new word wall shape. Use them for matching or creating new words or noun phrases and sentences. They can be used in a variety of ways.

- Plural and singular noun rule.
- Different categories of abstract nouns.
- Building nouns with prefixes or suffixes.
- Creating noun phrases.

## The word ladder

A similar game to 'Consequences'. In groups of four, the children are given strips of paper with four sections (see Word ladder template – Teacher resources). The children write a noun on the first section, fold over the paper to hide it and pass it to the next child. They then write another noun on the next and so on. After the strip has been completed, it is opened up and the children read out the four written nouns.

- **Abstract nouns:** A child writes four different abstract nouns. When they open the finished ladder they use the four nouns to create a poem.
- **Proper nouns:** Choose four categories in advance and at the end the children use the nouns to tell a story or use the ideas to write a poem.

## Word wheel/ Word slide

(see Teacher resources for templates)

The teacher or children add nouns to the wheels or slides

to explore and discover other words such as plurals with 's' or compound nouns. Also a good reinforcement resource.

## Flap books

Build up a flap book for a different noun subject. Have a large piece of strong paper and create pockets and flaps which show a range of different aspects of the noun subject: word banks, different text example uses, quizzes, pictures, definitions.

Children could make their own or create a class flap book to be used as reference during lessons.

## Nouns with suffixes

Create adverts for different occupations and jobs using nouns with suffixes e.g. singer, artist, doctor.

Discuss the original verb word that is turned into the suffix. The children could invent new occupation titles for other verbs e.g. sneezer.

## Other activity ideas

- Word wheel/word slide
- I'm thinking of a noun. I'm acting a noun. I'm drawing a noun
- Scrabble
- Card games
- Hangman
- Noun dominoes/bingo games
- Word searches – doing them and creating their own.
- Use pictures and colouring books for the children to find nouns/more than one thing – plurals and get them to write a list down of what they see.
- Kim's game: Children look at a picture or a tray of objects before it is taken away. They then have to remember what they have seen. Use for plurals, possessive nouns etc.
- Designing and drawing fun proper noun names.
- Who am I? Give the children headdresses with the name of a famous character. Children ask questions to find out who they are: Homer Simpson.
- Make up a product with a special name: Clever Kettle. In small groups, the children have a few minutes to sell it to the rest of the group.
- Pairs card games: match the plural with the singular nouns.
- Trump cards/Fact cards of noun categories.



# Abstract nouns

## Learning Objectives

- To understand what an abstract noun is.
- To identify and recognise the differences between abstract and concrete nouns.
- To use abstract nouns in writing.

## Resources

- **Lesson** – Display on whiteboard or make copies of 'Abstract noun and concrete nouns poster' (see Lesson resources).
- **Group 1 (Year 5)** – Copies of activity sheet 1, 'Abstract noun symbols' and activity sheet 2, 'An abstract acrostic poem' for each child. Small white boards or a large whiteboard.
- **Group 2 (Year 5/6)** – Copies of activity sheet 3, 'Abstract nouns', for each child, scissors, glue, A4 blank paper.
- **Group 3 (Year 6)** – Copies of activity sheet 4 'Using abstract nouns' for each child, paper for poems/stories, proverb dictionary (optional).

## Lesson/activity notes

- **Lesson** – You may want to display the 'Abstract and concrete noun poster' (see teacher resources) on a wall for reference.
- **Group 1 (Year 5)** – Children work individually and then as a discussion group with adult support.
- **Group 2 (Year 5/6)** – Children work individually and then as pairs. Teacher/adult participation once the children have completed their similes and cut them up.
- **Group 3 (Year 6)** – Children work individually on their activity. They share their work with another child or as a group.

Point to 'friendship' and say it is an abstract noun. Explain that abstract nouns name things that can't be touched or seen such as ideas, concepts, thoughts, emotions and qualities. Write a sentence using 'friendship': *Maddie, feeling lost and alone, was grateful for the cat's friendship.* Discuss how the noun, 'friendship' is not a physical thing. Any noun that isn't covered by the five senses is an abstract noun. Highlight how many abstract nouns are created by suffixes at the end of the words: '-ness', *happiness*; '-ity', *popularity*; '-sion', *explosion*; '-tion', *education*; '-ment', *embarrassment*.

## Main lesson

Draw a simple two column table with the subtitles, 'Abstract nouns' and 'Concrete nouns' on the board. Display or give out copies of 'Abstract noun or concrete noun?' Ask the children to help you sort the mixed up nouns into abstract or concrete nouns and add them into the correct columns in the table. As they select the nouns, ask the children to give reasons for their choices: suffixes on abstract noun, can feel it, can't see it. Explain how abstract nouns are often used in poetry and stories to enhance

Chapter 1: Abstract Nouns, Activity 1

### Abstract noun symbols

Name: \_\_\_\_\_

An abstract noun names things that can't be touched or seen such as ideas, thoughts, emotions and qualities: love, cruelty, trust, friendship.

A concrete noun names things that are physically there: a table, a man, an ant, a school.

The symbols

Two symbols

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Chapter 1: Abstract Nouns, Activity 2

### An abstract acrostic poem

Name: \_\_\_\_\_

An abstract noun names things that can't be touched or seen such as ideas, thoughts, emotions and qualities: love, cruelty, trust, friendship.

Complete the acrostic poem about the abstract noun 'talent'.

Draw a symbol to represent what you think the abstract noun talent means.

Talent

Chapter 1: Abstract Nouns, Activity 3

### Abstract nouns

Name: \_\_\_\_\_

An abstract noun names things that can't be touched or seen such as ideas, thoughts, emotions and qualities: love, cruelty, trust, friendship.

A concrete noun names things that are physically there: a table, a man, an ant, a school.

Write the abstract nouns in the box.

1. love \_\_\_\_\_

2. cruelty \_\_\_\_\_

3. trust \_\_\_\_\_

4. friendship \_\_\_\_\_

5. talent \_\_\_\_\_

6. courage \_\_\_\_\_

7. happiness \_\_\_\_\_

8. fear \_\_\_\_\_

9. comfort \_\_\_\_\_

10. jealousy \_\_\_\_\_

11. calmness \_\_\_\_\_

12. freedom \_\_\_\_\_

13. honesty \_\_\_\_\_

14. kindness \_\_\_\_\_

15. generosity \_\_\_\_\_

16. bravery \_\_\_\_\_

17. loyalty \_\_\_\_\_

18. patience \_\_\_\_\_

19. humility \_\_\_\_\_

20. wisdom \_\_\_\_\_

Chapter 1: Abstract Nouns, Activity 4

### Using abstract nouns

Name: \_\_\_\_\_

An abstract noun names things that can't be touched or seen such as ideas, thoughts, emotions and qualities: love, cruelty, trust, friendship.

Abstract nouns are often used in proverbs: *Crime does not pay. Beauty is but a blossom. Pride goes before a fall. Curiosity killed the cat. Laughter is the hiccup of a fool.*

Compose a proverb for each of these abstract nouns.

Happiness \_\_\_\_\_

Fear \_\_\_\_\_

Comfort \_\_\_\_\_

Courage \_\_\_\_\_

Write three sentences beginning with these abstract phrases.

Shaking with fear \_\_\_\_\_

In deep despair \_\_\_\_\_

She watched in awe \_\_\_\_\_

On a blank piece of paper choose one of your proverbs or one of the above sentences as inspiration to write a poem or a short story. Try to include at least six of the abstract nouns below.

jealousy anger calm truth achievement cupidty cruelty misery  
pain love joy childhood amazement adventure hunger delight despair  
loyalty freedom slavery hope talent surprise

Grammar Springboards Years 5/6

## Lesson

### Introduction

Write the nouns, 'friendship' and 'apple' on the board. Point to 'apple' and explain that it is a concrete noun. Highlight that most nouns are concrete nouns. They name physical things that can be touched, seen, smelt, heard or tasted. Write a sentence that includes the noun, 'apple': *The round, green apple was sweet and crunchy.* Highlight how you can feel an apple, see its colour and shape, taste it, smell it and even hear it as you bite into the skin.



imagery and emotions. Write the letters of 'Friendship' vertically down the board and encourage the class to think of words or sentences to create a class acrostic poem.

Explain to the children that they are going to do activities using abstract nouns. Put the children into their levelled groups and give out the activities. Spend time moving between the groups to discuss individual children's work and assess their level of understanding.

## Activities

### Group 1 (Year 5)

- Give out the activity sheet 1 'Abstract noun symbols' to each child.
- Working individually, the children identify six abstract nouns from a mixed list of abstract and concrete nouns and use them to label the abstract noun symbols.
- Bring the children together and encourage them to discuss their choices and reasons.
- Give out activity sheet 2 'An abstract acrostic poem' to each child. Explain that they are going to write an acrostic poem using the abstract noun 'talent'.
- Discuss what the word 'talent' means to the children and why it is an abstract noun.
- Go through each letter and encourage the children to think of words or short alliterative sentences about talent: *Tight rope walking on tiptoes.*
- Let each child write out their poems and then draw a symbol to represent talent. Offer support if needed. If time, read through some of the poems.

### Group 2 (year 5/6)

- Give out the activity sheet 3 'Abstract nouns' to each child.
- Working individually, the children identify and label nouns as concrete or abstract.
- They then write similes to describe six abstract nouns and cut each simile out.
- Bring the children back together into a group and let the children share their similes, looking at one abstract noun at a time.
- Collect the simile strips and put the children into pairs.
- Give each pair all the simile lines for one abstract noun, such as 'bravery', and some paper.

- Ask each pair to experiment and re-arrange the abstract noun similes to create an effective poem and then stick the chosen order onto the paper.
- Once the poems have been completed, let the children read them out and discuss how abstract nouns help create powerful imagery.

### Group 3 (Year 6)

- Give out the activity sheet 4, 'Using abstract nouns' to each child.
- Read through the instructions with the children. Observe how some proverbs are metaphors or similes.
- Working individually, the children compose four proverbs for four given abstract nouns.
- They then complete three sentences that start with abstract nouns.
- Finally they choose one of their proverbs or one of the three sentences as inspiration to write a poem or short story.
- They include at least six abstract nouns from a given list in their poem or story.
- Once the children have completed their activity, let them share their work with another child or with the group. Encourage them to discuss how abstract nouns can create deeper meaning within writing.

## Plenary

Before the end of the lesson, bring the groups together. Ask different children to read out or show their work. Write some of their poetry, stories and proverbs on the board and highlight abstract nouns and concrete nouns. Discuss why there are always more concrete nouns than abstract nouns in writing.

## Support

Ask the children to find various concrete nouns in the classroom. Read out some simple abstract nouns: *love, worry, fear, happiness*. Let them choose one abstract noun and create a collage of its meaning using magazines and pictures. Discuss how and why they are not concrete nouns.

## Extension

Encourage the children to create an abstract noun dictionary by finding the definitions of a given set of abstract nouns (see Word Bank). Ask the children to think of ways to present it for other readers to use. For a homework exercise ask the children to write a short story with six abstract nouns included in the text.

## Abstract noun symbols

Name: \_\_\_\_\_

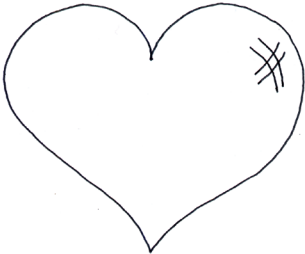
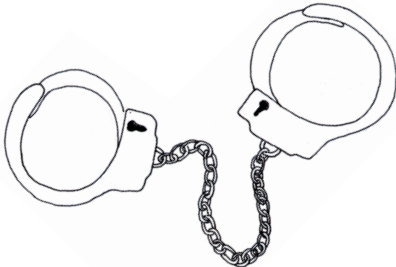
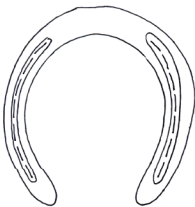

**An abstract noun names things that can't be touched or seen such as ideas, thoughts, emotions and qualities: *love, cruelty, trust, friendship.***

**A concrete noun names things that are physically there: *a table, a man, an ant, a school.***

The symbols below show the meaning of six different abstract nouns. Find four abstract nouns from the list below and label them under their correct symbols.

love      calm      heart      slavery      music      horseshoe      handcuff      luck

**Two symbols are missing. Draw the symbols you think would match them.**

<p>1.</p>  <p>_____</p>	<p>2.</p>  <p>_____</p>
<p>3.</p>  <p>_____</p>	<p>4.</p>  <p>_____</p>
<p>5.</p> <p><u>anger</u></p>	<p>6.</p> <p><u>friendship</u></p>

# An abstract acrostic poem

Name: \_\_\_\_\_

**An abstract noun names things that can't be touched or seen such as ideas, thoughts, emotions and qualities: *love, cruelty, trust, friendship*.**

**Complete the acrostic poem about the abstract noun 'talent'.**

**Draw a symbol to represent what you think the abstract noun talent means.**

## Talent

T \_\_\_\_\_

A \_\_\_\_\_

L \_\_\_\_\_

E \_\_\_\_\_

N \_\_\_\_\_

T \_\_\_\_\_

## Symbol

