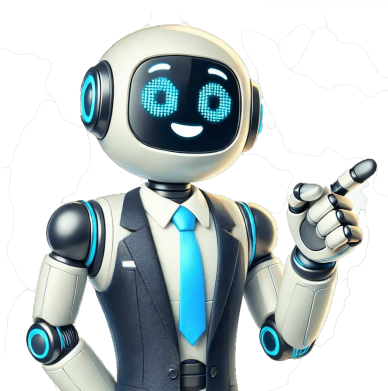


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Nouns and verbs

My friend Anni uses IXL Learning in her classroom. She is a teacher at the Tennessee School for the Deaf in Knoxville. She had showed me the program previously, and I thought it was fantastic. So when the opportunity came up to review the program I jumped at the chance. Folks, HONESTLY, hold onto your hat. This is probably one of the finest programs I have EVER seen when it comes to homeschooling, and I am a HUGE HUGE FAN. This review will be CHOCKED FULL because there is that much to talk about. DO NOT MISS THIS ONE! And we were NOT disappointed. Holy Cow! I barely know where to begin because there is just so much amazing things to cover in this review. I reviewed this program for the nine children that we homeschool here on the farm ranging in grade from pre-K to seventh grade, and every single child found the program easy to use and positive. No one complained about having to do IXL, like, EVER. Here was the breakdown in "grades" that we are on here at our house: Genevieve (Pre-K) Hannah (Pre-K) Eoin "Owen" (K) Abigail (1st) Kari (4th) Sidge (4th) Isaac (4th or 5th) Ana (6th) Gabe (7th) So how does it work keeping track of nine children on a program? Well, it's a super easy. Once we sign in to our main "family" account, a new screen pops up asking who is using the program for the day. This screen allows each child to pick his/her name and go directly into their own "learning center." (In addition, I have my own log-in as a parent as a well.) Check out how this looks below: So let's say that I want to log in as Gabe (who is in seventh grade.) There he is -- a basketball on the screen. (We were allowed to pick an icon that matched each child.) Once Gabe clicks on his name, he is brought to another screen Gabe then has his own secret word that he has to type in. (I made these super easy so that no one forgot their word.) There are then a variety of sections that the student can go to. These are all grouped under: Check out this photo below: Learning Let's start by looking at the "Learning" section. It may be a little hard to see on the screen shot, but the student has the following choices: Recommendations: This is the section up on the screen above. It has the student select their grade level to explore math and language art topics that IXL recommends for them to begin practicing. They can then pick any skill they'd like to try. Diagnostic: This is a way to see how your student is doing in different areas and figure out where they should start. This section covers only Math and Language Arts. The student answers questions to help narrow down what level they are on so that you can really focus on that when they step into the program. Just for a sample, I am including a screen shot of one of my three fourth graders. I am keeping them anonymous just to protect them. As you can see, they are mostly in about the 4th grade level on most things (which is great news for me!) As they answer more and more questions, it narrows them down more and more: Math Language Arts Science Social Studies Spanish TN Standards: Love this section! Your student (and YOU!) can see what things they should be knowing/learning for their current grade level. Awards: This is a fun section where you can work to uncover hidden pictures based on skills you have practiced. The picture below is an example of what a pre-K student gets when he/she clicks on the "awards" section. You can see that as soon as they accomplish what is requested of them, they get the opportunity to uncover that square. I really appreciate that the program really tries to make things "look" appropriate for that particular age. Fore example, check out the 8th grade "awards" page. You can tell that it is for a higher level student: AnalyticsOkay now that I've finished talking about the "Learning" section, let's spend a bit of time on the Analytics section of this program. It is broken down into the following sections: Usage: The picture below breaks down how much Ana has been on the program. It also gives a breakdown of her practice by category and her practice by day: Diagnostic: This link actually doubles with the one in the "Learning" section so refer back above for more on this. Trouble Spots: This page features a breakdown of questions that your student has missed. For example, below I checked out Isaac's trouble spots. I can choose which child, what subject, what grade levels, and also a date range. Below, I picked any trouble spots for Isaac in Science and here is what came up: Scores: In the picture below, you can see the scores for one of my students. Things they haven't done at all don't have a score. Things they have done have a score, a date, and how much time they spent on them: Questions: Here you can select a skill to view how your student is doing in that category. Progress and Improvement: This category breaks down the skill, time spent, questions, and score improvement for each student. Honestly folks, this program is simply uh-maz-ing. I cannot recommend it enough. Please take a moment to give IXL Learning a thorough look. You can pay monthly or yearly. The program runs about \$20 per month for one child. However, if you buy it for the year it is about \$13 a month. For four children, it is about \$32 a month for the yearly membership and \$23 for a yearly membership.These prices are INCREDIBLY reasonable and worth every single penny. TRUST ME! As always, feel free to message me for more information about this program. A noun is a word or set of words for a person, place, thing, or idea. A noun of more than one word (tennis court, gas station) is called a compound noun. There are common nouns and proper nouns. Common nouns are words for a general class of people, places, things, and ideas (man, city, award, honesty). They are not capitalized. Proper nouns are always capitalized. They name specific people, places, and things (Joe, Chicago, Academy Award). A verb is a word or set of words that shows action (runs, is going, has been painting): feeling (loves, envies); or state of being (am, are, is, have been, was, seem). NOTE We will use the standard of underlining subjects once and verbs twice. Examples: He ran around the block. I like my friend. They seem friendly. State-of-being verbs are called linking verbs. They include all forms of the verb to be (be, being, been, am, is, are, was, were), plus such words as look, feel, appear, act, go, followed by an adjective. (See Adjectives and Adverbs) Examples: You look happy. We feel fine. He went ballistic. Verbs often consist of more than one word. For instance, had been breaking down is a four-word verb. It has a two-word main verb, breaking down (also called a phrasal verb), and two helping verbs (had and been). Helping verbs are so named because they help clarify the intended meaning. Many verbs can function as helping verbs, including is, shall, must, do, has, can, keep, get, start, help, etc. You will sometimes hear the word participle, which is the form of a verb used with helping verbs to make verb tenses or is used to form adjectives. For instance, breaking and broken are the present and past participles, respectively, of the verb break. A broken dish is an example of a phrase containing a participle as an adjective (see Adjectives and Adverbs). Verbs often take direct objects, which receive the action of the verb carried out by the subject. Examples: I like cake. (cake receives the action, like, done by the subject, I) She lifts weights. (weights receives the action, lifts, done by the subject, She) Verbs may also take indirect objects, which receive the direct object. You can spot an indirect object if it makes sense to place to or for in front of it. Examples: I gave Joe the cake. (The indirect object, Joe, receives the direct object, cake, given by the subject, I. Note that you could also say I gave the cake to Joe.) She did me a favor. (The indirect object, me, is affected by the direct object, favor, done by the subject, She. Note that you could also say She did a favor for me.) Sometimes verbs require prepositions to complete a sentence. A noun affected by a preposition is called simply the object of a preposition. Examples: Stop talking about them. (The object of the preposition about is them.) I saw someone inside the house. (The object of the preposition inside is the house.) Gerund is another verb-related term we'll mention only briefly. Gerunds are also called verbal nouns, because they are formed when verbs have -ing added to them and are used as nouns. Example: Walking is great exercise. (The -ing word, the gerund, is the subject of the sentence.) A subject is the noun, pronoun, or set of words that performs the verb. Examples: The woman hurried. Woman is the subject. She was late. She is the subject. The Shape of Water won an Academy Award. The Shape of Water is the subject. Rule 1. To find the subject and verb, always find the verb first. Then ask who or what performed the verb. Examples: The jet engine passed inspection. Passed is the verb. Who or what passed? The engine, so engine is the subject. (If you included the word jet as the subject, lightning will not strike you. But technically, jet is an adjective here and is part of what is known as the complete subject.) From the ceiling hung the chandelier. The verb is hung. Now, if you think ceiling is the subject, slow down. Ask who or what hung. The answer is the chandelier, not the ceiling. Therefore, chandelier is the subject. Rule 4. Any request or command, such as Stop! or Walk quickly, has the understood subject you, because if we ask who is to stop or walk quickly, the answer must be "you." Example: (You) Please bring me some coffee. Bring is the verb. Who will do the bringing? The subject you is understood. In the world of grammar, some words do double-duty by serving as more than just one part of speech. Though we often spend a good deal of time drilling students on the big differences between nouns and verbs, some words can actually be both. In fact, it happens more often than you might think, and once you start to notice this phenomenon, you'll see these special words everywhere. The Difference Between Nouns and Verbs A quick refresher: Nouns are words that represent a person, place, thing or idea. They often serve as the subject of a sentence; that is, the thing that performs an action. For example: The girl hugged the cat. In this sentence, the girl is a noun that stand for a person, and the person is performing the act of hugging. Notice that there's another noun in the sentence, too: cat. This noun is not performing the action but is instead being acted upon. This noun is the object. Verbs, on the other hand, are the action words in a sentence. In the above example, hugged is the verb, or the action the girl performs. Verbs come in all sorts of tenses,but their function is always the same: to show what's happening in the sentence. When Nouns and Verbs Collide Some words can be used as both nouns (things) and verbs (actions). Their usage may sometimes change their pronunciation, but it's often simply context clues that make all the difference in your understanding. For example: In this sentence, the first use of "attack" is a noun; the second is a verb. "Attack" is pronounced the same in both cases. Though the boy tried to use his broken alarm clock as an excuse, the teacher would not excuse his absence on the day of the final exam. In the sentence above, the first use of "excuse" is a noun; the second is a verb. Note that the pronunciation of the word changes depending on its usage. As a noun, "excuse" uses a softs "s" sound, but as a verb it uses a "z" sound instead. A List of Verbs That Are Also Nouns Though it's hardly a complete list, you can share hundreds of examples of words that are both nouns and verbs with your students. Try these on for size: actaddress aim answer back balloon bank battle bear bend blast block break brush catch challenge charge cheer color cook crack curl cycle dance design diedivorce double doubt dust echo end estimate face finish fish flood fool frown garden glue guard guess hammer hand head hug insult iron joke kickkiss laugh loan love man march milk name number object order paddle peel permit play pop practice produce punch question quiz rhyme rock roll runsand saw skate smell surprise thunder the time toast trace train treat trick use vacuum value visit wake walk water wish work x-ray yawl zone Want to print a practice worksheet? Nouns that are also verbs worksheet. Additional Articles you May Like: What is subject verb agreement? What does a Pronoun Do? Can you end a sentence with a verb? Share — copy and redistribute the material in any medium or format for any purpose, even commercially. Adapt — remix, transform, and build upon the material for any purpose, even comercially. The licensor cannot revoke these freedoms as long as you follow the license terms. Attribution — You must give appropriate credit , provide a link to the license, and indicate if changes were made . You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use. ShareAlike — If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original. No additional restrictions — You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits. You do not have to comply with the license for elements of the material in the public domain or where your use is permitted by an applicable exception or limitation . No warranties are given. The license may not give you all of the permissions necessary for your intended use. For example, other rights such as publicity, privacy, or moral rights may limit how you use the material. A noun is a word that names something, such as a person, place, thing, or idea. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, object complement, appositive, or modifier. Proper nouns refer to specific names and are capitalized (Yellowstone), while common nouns are general and lowercase (park). Singular nouns name one thing (cat); plural nouns name more than one thing (cats); and possessive nouns indicate ownership (cat's toy). Concrete nouns refer to physical objects perceived by senses (doorbell); abstract nouns refer to intangible concepts (freedom); and collective nouns refer to groups considered as one entity (team). Countable nouns can be pluralized (two apples), while uncountable nouns represent masses or concepts (water). Nouns are everywhere in our writing. But what are the different types of nouns, and how do you use them? Here, we'll explain what nouns are using rules and examples to demonstrate. The AI writing assistant for anyone with work to do Table of contents Noun definition Types of nouns Proper nouns vs. common nouns Singular vs. plural nouns Countable nouns vs. uncountable nouns Nouns and the possessive case Functions of nouns Noun FAQs Noun definition Nouns are words that identify people, places, things, or ideas. As one of the fundamental building blocks of language, they allow us to identify and discuss everything in our world, from tangible objects like book and tree to intangible ideas like freedom and happiness. Without nouns, language would lack the essential tools to label and describe the subjects and objects of our sentences. Nouns can name a person Nouns can name a place Nouns can name things Things might include intangible things, such as concepts, activities, or processes. Some are hypothetical or imaginary things. Want to make sure you're using nouns correctly in your writing? Grammarly can check your spelling and save you from grammar and punctuation mistakes. It even proofreads your text, so your work is extra polished wherever you write. Types of nouns Nouns are a large proportion of English vocabulary and come in a wide variety of types: Types of common nouns Common or generic nouns can be divided into three subtypes: concrete nouns, abstract nouns, and collective nouns. Concrete nouns A concrete noun is something that is perceived by the senses, something physical or tangible. Doorbell and keyboard name real things that can be sensed. Abstract nouns An abstract noun is something that cannot be perceived by the senses. We can't imagine the courage it took to do that. Courage is an abstract noun. Courage can't be seen, heard, or sensed in any other way, but we know it exists. Collective nouns A collective noun denotes a group or collection of people or things. That pack of lies is disgraceful. Pack, as used here, is a collective noun. Collective nouns take a singular verb, as they refer to the collection of people or things they identify as one entity—in this case, the singular verb is. A pride of lions roamed the savanna. Pride is also a collective noun. Proper nouns vs. common nouns One important distinction is whether a noun is a proper noun or a common noun. Proper nouns A proper noun is a specific name of a person, place, or thing and is always capitalized. Does Tina have much homework to do this evening? Tina is the name of a specific person. I would like to visit Old Faithful. Old Faithful is the specific name of a geological phenomenon. Common nouns The opposite of a proper noun is a common noun, sometimes known as a generic noun. A common noun is the generic name of an item in a class or group. It is not capitalized unless it appears at the beginning of a sentence or in a title. The girl crossed the river. Girl is a common noun; we do not learn the girl's identity by reading this sentence, though we know the action she takes. River is also a common noun in this sentence. Singular vs. plural nouns All nouns are either singular or plural in number. A singular noun refers to one person, place, thing, or idea and requires a singular verb, while a plural noun refers to more than one person, place, thing, or idea and requires a plural verb. Forming plural nouns Many English plural nouns can be formed by adding -s or -es to the singular form, although many exceptions exist. These two cats are both black. Note the plural verb are. Countable nouns vs. uncountable nouns Concrete and abstract common nouns can be further classified as either countable or uncountable. Countable nouns Countable nouns can be counted, even if the resulting number would be extraordinarily high (like the number of humans in the world). Countable nouns can be singular or plural and used with numbers and modifiers like a/an, the, some, any, a few, and many. Uncountable nouns Uncountable nouns, or mass nouns, are nouns that are impossible to count, whether because they name intangible concepts (information, animal husbandry, wealth), collections of things that are considered as wholes (jewelry, equipment, the working class), or homogeneous physical substances (milk, sand, air). Although most of these nouns are singular in form because they refer to things that can't be isolated and counted on their own, they are never used with the singular indefinite article a or an. Singular concrete uncountable nouns can often be expressed in countable units by adding a countable noun, like piece (with of). On their own, uncountable nouns can be modified by the definite article, the, or indefinite adjectives like some. They'd love to rent some property around here. They'd love to rent a piece of property around here. Students don't seem to have much homework these days. Could you help me move the furniture into the other room? Gerunds: Verbs acting as nouns A gerund is a verb form that ends in -ing and functions as a noun in a sentence. Despite their verb origins, gerunds are used to name activities or actions. Swimming is fun. (Swimming is the subject of the sentence.) He enjoys running. (Running is the direct object.) Gerunds can serve as subjects, objects, or complements: Subject: Reading improves your vocabulary. Direct object: She loves dancing. Object of a preposition: He is good at cooking. Gerunds uniquely blur the line between nouns and verbs, making them essential for describing actions as concepts or activities. Nouns and the possessive case The possessive case shows the relationship of a noun to other words in a sentence. That relationship can be ownership, possession, occupancy, a personal relationship, or another kind of association. Possessive case of singular nouns The possessive of a singular noun is formed by adding an apostrophe and the letter s. The cat's toy was missing. The cat possesses the toy, and we denote this by using -'s at the end of cat. Casey's sister is a geologist. Here, the possessive case indicates the relationship between Casey and their sister. The novel's release made quite a splash. In the above example, the possessive case denotes that the novel is in the role of object in relationship to release; someone released the novel. Possessive case of plural nouns The possessive of a plural noun that ends in -s or -es is formed by adding just an apostrophe. My nieces' prom outfits were exquisite. The possessive of an irregular plural noun is formed by adding -'s. The children's drawings were hung on the walls. When a singular noun ends in the letter s or z, the general rule of adding -'s often applies. I have been invited to my boss's house for dinner. Ms. Sanchez's coat is still hanging on the back of her chair. However, this is a matter of style, and some style guides call for leaving off the s after the apostrophe. Brussels' cathedrals attract hundreds of thousands of visitors every year. Whichever style an organization or writer chooses should be used consistently. Functions of nouns Nouns take on different roles based on their relationships to the rest of the words in a sentence. Nouns as subjects Every sentence must have a subject, which will always be a noun or pronoun. The subject of a sentence is the person, place, or thing that is doing, being, or experiencing whatever is described by the sentence's verb. Maria played the piece beautifully. The noun Maria is the subject of this sentence; it tells us who is performing the action described by the sentence's verb (played). Nouns as objects Nouns can also be objects of a transitive verb in a sentence. An object can be either a direct object (a noun that receives the action described by the verb) or an indirect object (a noun that receives a direct object). Cleo passed Otto the salt. In both sentences above, the noun salt is the direct object of the verb passed; the salt is what Cleo passed. The second sentence also has an indirect object: the noun Otto. Otto is the person to whom Cleo passed the salt; Otto is the recipient of the salt. A good way to identify an indirect object in a sentence is to ask yourself to whom/what or for whom/what something is being done. Nouns as subject and object complements Another role nouns sometimes perform in a sentence is that of a subject complement. A subject complement normally follows a linking verb such as be, become, or seem and gives more information about the subject of the sentence. In this sentence, the noun teacher is being used as a subject complement. A teacher is what Mary is. A related function of nouns is to act as an object complement, which provides more information about the direct object of a sentence with a transitive verb. I now pronounce you husbands. Husbands is a noun used as an object complement in this sentence. Verbs that denote making, naming, or creating are often followed by nouns behaving as object complements. Nouns as appositives A noun used as an appositive immediately follows another noun to further define or identify it. The second noun is in apposition to the first noun. My brother, Michael, is six years old. Michael is an appositive here, further identifying the noun phrase my brother. Appositives can be restrictive or nonrestrictive. In the above example, the fact that it is set off between commas suggests that Michael is nonrestrictive—that is, it could be left out of the sentence without omitting essential information about who is six years old. In other words, we can surmise that Michael is the writer's only brother; telling us his name is extra information about him. Here is a version of the same sentence where the appositive is used restrictively without being set off by commas: My brother Michael is six years old. In this case, the appositive Michael is providing information that is essential for narrowing down which brother the writer is telling us about. We can infer that they have multiple brothers, and understand that it is the one named Michael who is six years old. Nouns as modifiers Sometimes, nouns can be used to modify other nouns, functioning like adjectives. When they do this, they are often called attributive nouns. Speed is normally a noun, but here it acts as an adjective to modify demon. Noun FAQs What are nouns? Nouns refer to a person, place, thing, or idea. They serve as the subjects, direct objects, and indirect objects in a sentence, along with other roles. What are some examples of nouns? Nouns can be living things (Keanu Reeves or cat), places (beach or Detroit), things (ruler or PlayStation 5), or ideas (nihilism or the theory of evolution). What are the different types of nouns? Common nouns refer to general things (like parks), and proper nouns refer to specific things (like Yellowstone National Park). Nouns can also be plural or singular, depending on how many there are, countable or uncountable, and possessive or not possessive. How do you identify a noun in a sentence? Nouns often have articles (the, a, or an) before them in a sentence, but not always. Sometimes, you'll see adjectives like red or some before nouns. Aside from the first word in a sentence, if a word is capitalized, it's most likely a proper noun, such as a person's name. Verbs are words that show an action (sing, run, eat). Verbs can also show a state of being (exist), or a thing that happens (develop, connect). If a word communicates something that someone or something can do, it's a verb. Nouns are words that refer to a person (Noah Webster), place (Springfield), or thing (book), or also to an animal (dog), a quality (softness), an idea (justice), or an action (singing). If a word refers to something you can point to or label, it's a noun. Nouns and verbs both have different forms and sometimes a word can look like one, but be the other. To distinguish between them, you have to consider what the word is doing in the sentence. Here's the word singing functioning as both kinds of words: verb: They were singing. noun: Singing is something they like to do. Note that in the first example, the action of singing happened; a person was singing. In the second example, the action of singing did not happen; instead, the action of singing is being identified as a thing that someone likes to do. More information on verbs. More information on nouns.