



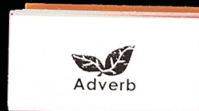
the purple coat,
the blue coat



Smell the bread.
Taste the bread.



Put the cup on the plate.
Put the cup beside the plate.
Put the cup under the plate.



Drink slowly.
Drink quickly.



Megan washed the shiny new car.
She washed the shiny new car.



Do not park the car on the grass.
Park the car next to the curb.
Do not park the car on the grass
but next to the curb.



Oh! What have you done
to your knee?

Grammar Box Cards

Updated Guide to Presentation

Grammar Box Cards

(suitable for children 6 to 12 years of age)

Contents of Grammar Box Cards:

- Updated Guide to Presentation
- 10 sets of noun cards
- 2 sets of article cards
- 11 sets of adjective cards
- 7 sets of verb cards
- 3 sets of preposition cards
- 6 sets of adverb cards
- 10 sets of pronoun cards
- 3 sets of conjunction cards
- 2 sets of interjection cards

Additional Related Products:

(sold separately)

- Grammar Cabinet
- Grammar Symbols
- Grammar Stencil

Guide to Presentation

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Introduction

The Waseca Biomes Grammar Box Cards are based upon the Montessori Grammar Boxes. We have revised them from the original translations of Maria Montessori's work retaining the original organization and adding some further isolation of difficulty. The language has been updated to be relevant to modern elementary-aged children.

Each set of cards ("boxes") introduces a new part of speech that should be preceded with the Montessori lesson about that part of speech. The sequence of presentation for these lessons builds from the introduction of the noun through phrase making to making complete sentences. The primary aim of this work is to systematically build a strong understanding of the function of each part of speech, its relationships with the other parts, and how they function together as structure for language. Indirectly, the child is practicing reading and writing and enriching his/her vocabulary.

The Grammar Box Cards are designed to be stored in our Grammar Cabinet (sold separately). Each set of cards ("box") has an individual drawer with a label clearly marked on the front. There are 56 drawers in the cabinet to hold all of the card sets. The traditional "filler boxes" are unnecessary with this system of cabinet storage (freeing up a lot of room on the shelf!).

Each set of cards comes with white labels for the parts of speech that can be laid out on the mat with the appropriate sets of cards stacked beneath it. The cards are color-coded for the part of speech and the drawer label features the part of speech, set number, and color-coded grammar symbol.

Color-coded grammar symbols should be used in conjunction with the card sets to symbolize the parts of speech as the child works through the lessons. You can cut your own grammar symbols from paper or purchase some that are pre-made. As the child works through each card set, the work should be copied onto paper with the appropriate grammar symbol drawn and colored over each word. A grammar stencil can be used to help draw the symbols.

*In **The Montessori Elementary Material**, Montessori describes the use of the Grammar Boxes in thorough detail. She describes a playful approach on the part of the guide:*

But what really makes this exercise in analysis so interesting is the teacher's repeated permutation of the different cards. As she goes by a table, she changes, as though in fun, the position of a card and in this way provokes the intuition of grammatical rules and definitions. Indeed, when she takes out the card, which refers to some new part of the exercise, the remaining sentence with its changed meaning emphasizes the function of the part of speech which has been moved...Furthermore, the removal of the word demonstrates that the meaning of sentence is not given by the word alone but by the order of the word in the sentence, and this makes a great impression on the child.

In that same spirit of exploration of language, this lesson guide suggests variations of the lessons and challenging extensions for some of the drawers. Children from the ages of 6 to 12 who have a working ability in reading, writing, and verbal expression delight in playing with words and we hope that these materials inform that play and inspire a love of language.

The Noun

Work with the noun drawers should follow the presentation of the noun:

1. Write the name of an object in the environment on a blank label and give it to the child.
2. Have the child read the label and bring that object to the mat.
3. Place the label under the object.
4. When several objects have been labeled, remark that all of these words are names for things. These words are **nouns**.
5. Labels can also be attached to places in the environment such as the bathroom or the hall. These words name places and are also **nouns**.
6. Finally, labels can be placed on people such as a girl, a boy, or an assistant. These words name people and are also **nouns**.
7. As a class, children can make a list of nouns (It might wind up being a very long list!).
8. Introduce the symbol for the **noun**: the large black triangle. Montessori chose this symbol because the noun is the oldest kind of word. It is black like coal and in the shape of the ancient pyramids.

Noun Drawers

Noun 1: common & proper nouns

1. Place the labels at the top of the workspace.
2. With the child, place all of the common nouns in a vertical column under the Common Noun label.
3. Have the child match the appropriate proper noun to each common noun.
4. Have the child copy the work onto paper or find additional examples.*

Noun 2: collective nouns

1. Place the labels at the top of the workspace.
2. With the child, place all of the plural nouns in a vertical column under the Plural Noun label.
3. Have the child match the appropriate collective noun to each plural noun.
4. Have the child copy the work onto paper or find additional examples to write and symbolize.

Noun 1 (N 1)	
2 labels:	
common noun	proper noun
30 black noun cards:	
girl	Susan
boy	Tom
teacher	Miss Davis
state	Florida
river	Mississippi River
mountain	Blue Ridge Mountains
ocean	Pacific Ocean
holiday	Halloween
language	Japanese
building	Sears Tower
bridge	Golden Gate Bridge
religion	Hindu
car	Volkswagen
country	Brazil
apple	Granny Smith

Noun 2 (N 2)	
2 labels:	
collective noun	plural noun
30 black noun cards:	
pod	whales
school	fish
herd	elephants
pride	lions
batch	cookies
cache	jewels
string	pearls
flock	sheep
troupe	actors
bunch	bananas
crowd	people
pack	cards
kindle	kittens
litter	puppies
colony	ants

** Transcribing work and coming up with further examples is a staple of each of these lessons. If the task of copying all of the work from each lesson seems too laborious to the child or dampens enthusiasm for the material, suggest that just a few favorite examples should be chosen to copy. In some instances, it also might be challenging to come up with their own examples. If so, at your discretion, skip asking for these extra examples.*

Noun 3: masculine/feminine

Noun 4: masculine/feminine

The lessons for **Noun 3** and **Noun 4** are the same, but should be taught separately in order.

1. Place the labels at the top of the workspace.
2. With the child, place all of the masculine nouns in a vertical column under the Masculine label.
3. Have the child match the appropriate feminine noun to each masculine noun.
4. Have the child copy the work onto paper or find additional examples to write and symbolize.

Noun 3 (N 3)

2 labels:

masculine feminine

24 black noun cards:

actor	actress
host	hostess
director	directress
king	queen
prince	princess
lad	lass
father	mother
nephew	niece
uncle	aunt
male	female
sir	madam
gentleman	lady

Noun 4 (N 4)

2 labels:

masculine feminine

26 black noun cards:

hero	heroine
count	countess
god	goddess
widower	widow
husband	wife
heir	heiress
son	daughter
brother	sister
man	woman
grandfather	grandmother
duke	duchess
boyfriend	girlfriend
godfather	godmother

Noun 5: masculine/feminine/offspring

1. Place the labels at the top of the workspace.
2. With the child, place all of the masculine nouns in a vertical column under the Masculine label.
3. Have the child match the appropriate feminine noun to each masculine noun.
4. Have the child match the appropriate offspring to the masculine and feminine nouns.
5. Have the child copy the work onto paper.

Noun 6: abstract/concrete

1. Place the labels at the top of the workspace.
2. With the child, sort through the cards into columns to classify the abstract and concrete nouns.
3. Have the child copy the work onto paper or find additional examples to write and symbolize.

Noun 5 (N 5)

3 labels:

masculine feminine offspring

45 black noun cards:

bull	cow	calf
rooster	hen	chick
ram	ewe	lamb
tom	cat	kitten
billy goat	nanny goat	kid
peacock	peahen	peachick
fox	vixen	kit
buck	doe	fawn
stallion	mare	foal
cob	pen	cygnet
drake	duck	duckling
man	woman	child
lion	lioness	cub
boar	sow	piglet

Noun 6 (N 6)

2 labels:

abstract concrete

30 black noun cards:

love	pencil
happiness	friend
anger	chair
sadness	window
peace	desk
idea	light
thought	floor
question	sky
answer	Sun
fear	door
beauty	planet
truth	plant
attitude	water
goodness	soil
justice	hand

Noun 7: singular/plural - add s

1. Place the labels at the top of the workspace.
2. With the child, place all of the singular nouns in a vertical column under the Singular label.
3. Discuss how many, but not all, words simply have an s added to the end to pluralize and have the child match the appropriate plural noun to each singular noun.
4. Have the child copy the work onto paper or find additional examples to write and symbolize.

Noun 8: singular/plural - add es

1. Place the labels at the top of the workspace.
2. With the child, sort the singular nouns according to their ending letters.
3. Have the child place all of the singular nouns in a vertical column under the Singular label.
4. Have the child match the appropriate plural noun to each singular noun.
5. Have the child formulate a plural rule for words ending in x, ch, sh, ss, or o using es.
6. Have the child copy the work onto paper or find additional examples to write and symbolize.

Noun 9: singular/plural - ending in y

1. Using a moveable alphabet, make a column of nouns ending in a vowel and y.
2. Make another column of nouns ending in a consonant and y.
3. Go down the first column adding s to make the word plural.
4. Have the child finish making the second column plural.
5. Place the labels at the top of the workspace.
6. With the child, place all of the singular nouns in a vertical column under the Singular label.
7. Have the child match the appropriate plural noun to each singular noun.
8. Ask if all words ending in y have the same plural rule. Have the child formulate a plural rule for words ending in y. Suggest they write their rule in their grammar notebook.
9. Have the child copy the work onto paper or find additional examples to write and symbolize.

Noun 10: singular/plural - irregular

1. Explain to the child that some words have irregular plurals that do not follow a rule. You can make a humorous example citing that we do not have two feet.
2. Place the labels at the top of the workspace.
3. With the child, place all of the singular nouns in a vertical column under the Singular label.
4. Have the child match the appropriate plural noun to each singular noun.
5. Have the child copy the work onto paper or find additional examples to write and symbolize.

Noun 7 (N 7)

2 labels:

singular plural

32 black noun cards:

dinosaur	dinosaurs
truck	trucks
house	houses
tree	trees
day	days
bike	bikes
teacher	teachers
kite	kites
paper	papers
boat	boats
zebra	zebras
town	towns
island	islands
toe	toes
animal	animals
friend	friends

Noun 8 (N 8)

2 labels:

singular plural

30 black noun cards:

box	boxes
ax	axes
church	churches
lunch	lunches
match	matches
dish	dishes
sash	sashes
toothbrush	toothbrushes
mess	messes
dress	dresses
glass	glasses
echo	echoes
tomato	tomatoes
volcano	volcanoes
potato	potatoes

Noun 9 (N 9)

2 labels:

singular plural

30 black noun cards:

penny	pennies
city	cities
baby	babies
party	parties
pastry	pastries
family	families
factory	factories
bunny	bunnies
country	countries
turkey	turkeys
monkey	monkeys
valley	valleys
toy	toys
boy	boys
tray	trays

Noun 10 (N 10)

2 labels:

singular plural

26 black noun cards:

wolf	wolves
child	children
man	men
woman	women
mouse	mice
fish	fish
knife	knives
elf	elves
mother-in-law	mothers-in-law
deer	deer
tooth	teeth
foot	feet
chief	chiefs

The Article

1. Show the child the smallest blue triangle as the symbol for the **article**. It is a triangle like the noun because it introduces the noun. It is smaller because it is not as important as the noun.
2. Write some nouns and the words the, a, and an on slips of paper and show how they introduce the noun.
3. To illustrate the function of the article, have several examples of the same object with slight variations (such as pencils or beads) on the mat. Ask the child to hand you a pencil. When the child hands you a pencil say, No. Not that one. Every time the child hands you another one say, No. Not that one. When the child hands you the last pencil, respond: That's **the** one I wanted!
4. Discuss how it would be less frustrating if you had said, Hand me **the** pencil. Then, the child would have known that you wanted a specific pencil. A is an **indefinite article**. The is a **definite article**. You use the definite article when you are identifying a specific noun.
5. To further illustrate the function of an article, have several examples of the same object and one of another object (e.g.: 10 beads and 1 pencil). Talk about what you would ask for if you wanted the unique object in the group, the pencil. You would ask for the pencil because there is only one. If you wanted a bead, and it did not matter which one, you would ask for a bead.

Article Drawers

Article 1: agreement of a & an

1. Place the labels at the top of the workspace with the appropriate grammar symbols above them.
2. With the child, place the nouns in a vertical column under the Noun label and grammar symbol.
3. Have the child match the appropriate article to each noun.
4. Have the child formulate a rule for when to use a and when to use an.
5. Have the child copy the work onto paper or find additional examples to write and symbolize.

Article 2: definite article/indefinite article

1. Place the labels at the top of the workspace with the appropriate grammar symbols above them.
2. Have the child place all of the nouns in a vertical column under the Noun label.
3. Have the child match an appropriate article to the noun.
4. Ask which article is always used for plural nouns. You can ask if it sounds right to say, Look at **a** clouds. Have the child formulate a rule that specifies when to use an indefinite article and when to use a definite article. Suggest they record their rule.
5. Have the child copy the work onto paper or find additional examples to write and symbolize.

Article 1 (ART 1)

2 labels:

article noun

15 light blue article cards:

a (7) an (8)

15 black noun cards:

school	umbrella
dentist	octopus
table	hour
student	apple
person	apron
continent	artist
cold	Indian
	elephant

Article 2 (ART 2)

3 labels:

definite article indefinite article noun

15 light blue article cards:

the (7) a (4) an (4)

15 black noun cards:

ants	highway
brothers	bicycle
Andes Mountains	mother
butterflies	building
Fourth of July	orange
father	animal
sister	agreement
	Egyptian

The Adjective

1. Place three of the same object with different colors (flowers can be a good example) on the mat.
2. Ask the child for a flower. Say, That is not the one I wanted, when the child gives you one of the flowers.
3. The child will ask which one you want. Say, the [white] one. When the child hands you the [white] flower, discuss how the word [white] describes the specific flower that you wanted.
4. Write the phrase the white flower (using light blue for the, dark blue for white, and black for flower) on a slip of paper. Place the phrase under the white flower. Write similar descriptions for the other flowers and place the descriptions under them.
5. Explain that each descriptive word is an **adjective**.
6. Show them the grammar symbol for an **adjective**: a dark blue triangle. It is a triangle like the noun and the article because it is a part of the noun family: It is used to describe nouns.

Adjective Drawers

Adjective 1: describing color

1. Place the labels at the top of the workspace with the appropriate grammar symbols above them.
2. Have the child sort the cards according to color and place them in stacks under each appropriate label.
3. Take a phrase card and read, or have the child read, the phrases.
4. Have the child find each word from the stacks of color-coded cards to compose the first phrase.
5. Have the child replace the adjective to make the second phrase. Note how it affects the meaning of the phrase.
6. Have the child transpose the phrase to see if it will work any other way, e.g: the coat purple, coat the purple, etc.
7. Have the child symbolize each word.
8. Have the child copy the work onto paper.
9. With the child, or a small group, describe objects around the room according to color.
10. With the child, or a small group, play the Detective Adjective Game using only color to describe the triangles.

9 dark blue phrase cards:

the purple coat, the blue coat
the black car, the white car
the clear glass, the colored glass
the yellow balloons, the red balloons
a purple leaf, a green leaf
a black rabbit, a brown rabbit
the dark shade, the light shade
the vivid hue, the dull hue
the pastel tint, the bold tint

Adjective 1 (ADJ 1)

3 labels:

article adjective
 noun

4 light blue article

cards:

the (2) a (2)

9 black noun cards:

coat leaf
car rabbit
glass shade
balloons hue
 tint

16 dark blue

adjective cards:

purple green
blue brown
black dark
white light
clear vivid
colored dull
yellow pastel
red bold

Adjective 2: describing dimension

1. Follow steps 1 to 8 from the **Adjective 1** lesson.
9. With the child, or a small group, describe objects around the room according to dimension (size).
10. Create a mystery bag with similar objects that differ only dimensionally. Have the child take something out and find its counterpart. Have the child write a phrase to compare each and, then, symbolize the phrase.
11. With the child, or a small group, play the Detective Adjective Game using color and dimension to describe the triangles.

Adjective 2 (ADJ 2)

7 dark blue phrase cards:

the short trip, the long trip
the big basket, the little basket
the small bird, the large bird
a narrow street, a wide street
a thick slice, a thin slice
a tall woman, a short woman
a tiny dog, a huge dog

3 labels:

article adjective
noun

4 light blue article cards:

the (2) a (2)

7 black noun cards:

trip street
basket slice
bird woman
dog

13 dark blue

adjective cards:

short narrow
long wide
big thick
little thin
small tall
large tiny
huge

Adjective 3: describing tactile sensations

1. Follow steps 1 to 8 from the **Adjective 1** lesson.
9. With the child, or a small group, describe objects around the room according to tactile sensation.
10. Blindfold the child and hand them an object. Ask them to describe it based on how it feels.

Adjective 3 (ADJ 3)

7 dark blue phrase cards:

the soft butter, the hard butter
the rough board, the smooth board
a fast reptile, a slow reptile
a hot bath, a cold bath, a warm bath
the heavy package, the light package
a dry towel, a wet towel
a flat surface, a curved surface

3 labels:

article adjective
noun

4 light blue article cards:

the (2) a (2)

7 black noun cards:

butter bath
board package
reptile towel
surface

15 dark blue

adjective cards:

soft cold
hard warm
rough heavy
smooth light
fast dry
slow wet
hot flat
curved

Adjective 4: describing smell and taste

1. Follow steps 1 to 8 from the **Adjective 1** lesson.
9. With the child, or a small group, describe objects around the room according to smell and taste.
10. Blindfold the child and hand them a bottle with something in it that smells. Ask them to describe the smell with adjectives without naming the substance.
11. Try step 10 with food.

Adjective 4 (ADJ 4)

5 dark blue phrase cards:

a sweet taste, a sour taste, a salty taste
a bad flavor, a good flavor
the sharp cheese, the mellow cheese
the foul smell, the sweet smell
the rank odor, the pleasant odor

3 labels:

article adjective
noun

4 light blue article cards:

the (2) a (2)

5 black noun cards:

taste cheese
flavor smell
odor

11 dark blue

adjective cards:

sweet good
sharp mellow
sour foul
salty sweet
bad rank
pleasant

Adjective 5: describing sound

1. Follow steps 1 to 8 from the **Adjective 1** lesson.
9. With the child, or a small group, describe objects around the room according to sound.
10. Blindfold the child and play a recording or make a sound. Ask the child to describe the sound with adjectives without naming it.

8 dark blue phrase cards: the strong signal, the weak signal the loud noise, the faint noise the high pitch, the low pitch the harsh tone, the mellow tone the harmonious music, the discordant music a pure melody, a cluttered melody the soprano voice, the bass voice the sharp sound, the soft sound	Adjective 5 (ADJ 5) 3 labels: article adjective noun 4 light blue article cards: the (2) a (2) 8 black noun cards: signal music noise melody pitch voice tone sound	16 dark blue adjective cards: strong harmonious weak discordant loud pure faint cluttered high soprano low bass harsh sharp mellow soft
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Adjective 6: describing quantity

1. Follow steps 1 to 5 from the **Adjective 1** lesson.
6. Discuss indefinite numbers relating to the adjectives few, several, or many. With the child, pair the adjectives with the nouns and have them guess exactly how many it would be.
7. Have the child symbolize each word and copy the work onto paper.

6 dark blue phrase cards: the six children, the fourteen children the first time, the fourth time the many people, the few people the hundred beads, the two beads the full pitcher, the empty pitcher a scarce supply, an abundant supply	Adjective 6 (ADJ 6) 3 labels: article adjective noun 5 light blue article cards: the (2) a an (2) 6 black noun cards: children beads time pitcher people supply	12 dark blue adjective cards: six hundred fourteen two first full fourth empty many scarce few abundant
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Adjective 7: describing feelings

1. Follow steps 1 to 8 from the **Adjective 1** lesson.
9. Bring a bit of play into the work by having the children demonstrate different dramatic faces that convey emotions. Have a guessing game to see who can match the correct adjective for each dramatic face.

7 dark blue phrase cards: the funny clown, the sad clown the fierce giant, the gentle giant a frightened look, a loving look a worried man, a peaceful man the serious child, the silly child an amusing story, a boring story an angry feeling, a happy feeling	Adjective 7 (ADJ 7) 3 labels: article adjective noun 6 light blue article cards: the (2) a (2) an (2) 7 black noun cards: clown man giant child look story feeling	14 dark blue adjective cards: funny peaceful sad serious fierce silly gentle amusing frightened boring loving angry worried happy
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Adjective 8: logical agreement

1. Place the labels at the top of the workspace with the appropriate grammar symbols above them.
2. Have the child place all of the nouns in a vertical column under the Noun label.
3. Have the child match the appropriate adjective to each noun according to logical agreement. (The children will enjoy trying all of the adjectives with an noun to create silly combinations like a salty day!)
4. Have the child copy the work onto paper or come up with other adjectives to describe each noun.

Adjective 9: logical agreement

1. Follow steps 1 to 4 from the **Adjective 8** lesson.

Adjective 8 (ADJ 8)

2 labels:

noun adjective

10 dark blue

adjective cards:

cloudy loud
windy ten
hot slow
salty fast
scary winding

10 black noun cards:

day crash
beach toes
cocoa turtle
pretzels rocket
monster road

Adjective 9 (ADJ 9)

2 labels:

noun adjective

10 dark blue

adjective cards:

smart new
special first
iced best
blue last
old cute

10 black noun cards:

student discovery
surprise time
tea friend
sky chance
hot baby

Adjective 10: comparison

1. Place the labels at the top of the workspace.
2. Have the child place all of the positive adjectives in a vertical column under the appropriate label.
3. Help the child match a few of the comparative adjectives to the positive adjectives. Have them finish matching all of them.
4. Have the child match the superlative adjective to each of the paired positive and comparative adjectives.
5. Have the child copy the work onto paper or find additional examples to record.
6. Help the child formulate a regular rule for making adjectives comparative and superlative. Find other examples of positive, comparative, and superlative adjectives.

Adjective 11: comparison

1. Follow steps 1 to 6 from the **Adjective 10** lesson.

Adjective 10 (ADJ 10)

3 labels:

positive comparative superlative

30 dark blue adjective cards:

good	better	best
bad	worse	worst
happy	happier	happiest
kind	kinder	kindest
fast	faster	fastest
few	less	least
many	more	most
small	smaller	smallest
beautiful	more beautiful	most beautiful
difficult	less difficult	least difficult

Adjective 11 (ADJ 11)

3 labels:

positive comparative superlative

30 dark blue adjective cards:

big	bigger	biggest
rough	rougher	roughest
simple	simpler	simplest
funny	funnier	funniest
scary	scarier	scariest
old	older	oldest
thick	thicker	thickest
generous	more generous	most generous
interesting	more interesting	most interesting
pleasing	more pleasing	most pleasing

The Verb

1. Gather a red ball and some blank paper for labels. Write labels for some objects using phrases with the article, adjective, and noun in black ink. Write command labels for verbs (such as run, hop, walk, etc.) in red ink.
2. Give the object labels to the children. Have them bring the objects to the mat.
3. Give the command labels to the children. Have them perform the command.
4. Match the command labels with the objects as applicable.
5. Bounce the red ball. The **verb** is action. **Verbs** give action and energy to other words. Bounce the ball again. The **verb**, bounce, gives energy to the noun, ball.
6. Introduce the children to the grammar symbol for the **verb**: It is round like a ball and red like the Sun which is the source of energy.

Verb Drawers

Verb 1: command cards

1. Distribute the cards among a small group of students.
2. Have each student read the card silently, then, act out the action of the verb while the group guesses what the verb might be.

Verb 1 (V1)

24 red verb cards:

laugh	creep	sneak	write
cry	frown	jump	knock
feel	cough	spin	hug
whisper	hop	smile	wave
pout	shout	skip	spell
blow	sneeze	bow	rub

Verb 2: sensorial

1. Place the labels at the top of the workspace with the appropriate grammar symbols above them.
2. Have the child sort the cards by color and place them in stacks under each appropriate label.
3. Have the child take a red sentence card and read the two sentences on it.
4. Have the child find each word in the stacks of cards to compose the first command from the card.
5. Have the child replace the verb to make the second command. Note how the change affects the meaning of the command.
6. Transpose the sentence to see if it makes sense in any other order.
7. Have the child symbolize each word with grammar symbols.
8. Have the child copy the work onto paper.

7 red sentence cards:

Smell the bread. Taste the bread.
Touch the flower. Sniff the flower.
Feel the waves. Hear the waves.
Crumple the paper. Smooth the paper.
Sort the blocks. Gather the blocks.
Match the colors. Collect the colors.
Hear the sound. Imitate the sound.

Verb 2 (V2)

3 labels:

verb article noun

2 light blue article cards:

the (2)

7 black noun cards:

bread paper
flower blocks
waves colors
sound

14 red verb cards:

smell crumple
taste smooth
touch sort
sniff gather
feel match
hear (2) collect
imitate

Verb 3: interactive

1. Follow steps 1 to 8 from the **Verb 2** lesson.

7 red sentence cards: Bend a finger. Straighten a finger. Tap a heel. Raise a heel. Open an eye. Close an eye. Flex a muscle. Feel a muscle. Hug a friend. Help a friend. Tap the teacher. Follow the teacher. Join a group. Leave a group.	Verb 3 (V3) 3 labels: verb article noun 6 light blue article cards: the (2) a (2) an (2) 7 black noun cards: finger muscle heel friend eye teacher group	14 red verb cards: band flex straighten feel tap (2) hug raise help open follow close join leave
---	--	--

Verb 4: home

Verb 5: classroom

1. Follow steps 1 to 8 from the **Verb 2** lesson for **Verb 4** and **Verb 5** adding the category of adjective.

7 red sentence cards: Pour the water. Drink the water. Sponge the table. Scrub the table. Tie the left shoe. Untie the left shoe. Polish the silver. Wipe the silver. Button the big button. Unbutton the big button. Zip the red jacket. Unzip the red jacket. Wash the pretty dishes. Dry the pretty dishes.	Verb 4 (V4) 4 labels: verb article adjective noun 2 light blue article cards: the (2) 4 dark blue adjective cards: left red big pretty 7 black noun cards: water silver table button shoe jacket dishes	14 red verb cards: pour wipe drink button sponge unbutton scrub zip tie unzip untie wash polish dry
--	--	--

7 red sentence cards: Write a short story. Rewrite a short story. Sharpen the new pencils. Use the new pencils. Take a paperback book. Return a paperback book. Open a drawer. Shut a drawer. Get a rubber band. Stretch a rubber band. Spin the globe. Stop the globe. Remove a crayon. Replace a crayon.	Verb 5 (V5) 4 labels: verb article adjective noun 2 light blue article cards: the (2) a (2) 4 dark blue adjective cards: short paperback new rubber 7 black noun cards: story drawer pencils band book globe crayon	14 red verb cards: write shut rewrite get sharpen stretch use spin take stop return remove open replace
--	---	--

Verb 6: logical agreement

1. Place the labels at the top of the workspace with the appropriate grammar symbols above them.
2. Have the child place all of the verbs in a vertical column under the appropriate label.
3. Have the child match an appropriate noun to each verb.
4. Have the child copy the work onto paper.

Verb 7: logical agreement

1. Follow steps 1 through 4 from the **Verb 6** lesson.

Verb 6 (V6)

2 labels:

verb article & noun

12 red verb cards:

wink	turn
clench	circle
eat	take
hold	play
ask	make
follow	keep

12 black article & noun cards:

an eye	the page
a fist	the answer
a cake	a hike
a hand	a game
a question	a wish
the directions	a secret

Verb 7 (V7)

2 labels:

verb article & noun

12 red verb cards:

share	leave
remember	dance
sing	pour
walk	rock
find	light
pack	cook

12 black article & noun cards:

a poem	a message
a name	a waltz
a song	the milk
a mile	a baby
a seat	the candle
a suitcase	a meal

The Preposition

1. Make labels prior to the presentation: the flower, the vase (in black), and in, behind, under, beside, and on (in green).
2. Bring a flower and a vase to the mat, placing the flower to the left and the vase to the right.
3. Label each object.
4. Place the label in between the flower and the vase labels. Read the ordered labels aloud.
5. Ask a child to place the flower in the vase. Explain that the word in is a **preposition** and it describes the position of the flower. The **preposition** made it move.
6. Change in to behind, under, beside, and on moving the position of the flower each time showing the change the **preposition** causes and describes.
7. Introduce the grammar symbol for the **preposition**: It is a bridge. It lets you change your position!

Preposition Drawers

Preposition 1: simple commands

1. Place the labels at the top of the workspace with the appropriate grammar symbols above them.
2. Have the child sort the cards according to their color and place the stacks under the correct label.
3. Have the child take a sentence card and read the sentences.
4. Have the child find each word in turn from the stacks to compose the first sentence from the card.
5. Have the child replace the preposition to make the second sentence. Note how the change affects the meaning of the sentence. (If there is a third sentence, have them repeat this step with the third sentence as well.)
6. Have the child symbolize each word with grammar symbols.
7. Have the child copy the work onto paper.

Preposition 2: simple commands

Preposition 3: from ... to

1. Follow steps 1 through 7 from the **Preposition 1** lesson for **Preposition 2** and **Preposition 3**.

Preposition 1 (PREP 1)

5 labels:

verb article noun adjective preposition

5 green sentence cards:

Put the cup on the plate. Put the cup beside the plate. Put the cup under the plate.

Stand between two friends. Stand behind two friends. Stand near two friends.

Go outside the room. Go inside the room. Go around the room.

Place a chair under the desk. Place a chair upon the desk. Place a chair against the desk.

See the light above the door. See the light beyond the door. See the light below the door.

4 light blue article cards:

the (2) a (2)

1 dark blue adjective card:

two

8 black noun cards:

cup chair

plate desk

friends light

room door

5 red verb cards:

put

stand

go

place

see

14 green preposition cards:

on inside

beside around

under upon

between against

behind above

near beyond

outside below

Preposition 2 (PREP 2)

5 labels:

verb article noun adjective preposition

7 green sentence cards:

Pour juice into the glass pitcher. Pour juice out of the glass pitcher. Pour juice from the glass pitcher.

Go to the hill. Go up the hill. Go down the hill.

Walk in front of the football field. Walk on the side of the football field. Walk on the other side of the football field.

Run alongside the bicycle. Run behind the bicycle.

Step from behind the screen. Step away from the screen.

Cross the street with help. Cross the street without help.

Choose from among the colors. Choose between the colors.

2 light blue article cards:

the (2)

2 dark blue adjective cards:

glass

football

9 black noun cards:

juice bicycle

pitcher screen

hill street

field help

colors

7 red verb cards:

pour

go

walk

run

step

cross

choose

17 green preposition cards:

into alongside

out of behind

from from behind

to away from

up with

down without

in front of from among

on the side of between

on the other side of

Preposition 3 (PREP 3)

5 labels:

verb article noun adjective preposition

5 sentence cards:

Go from the shelf to the wall. Go to the shelf from the wall.

Draw a line from the top to the bottom. Draw a line to the top from the bottom.

Toss the ball from the right hand to the left hand. Toss the ball to the right hand from the left hand.

Move the plants from the inside to the outside. Move the plants to the inside from the outside.

Turn the horse from the right to the left. Turn the horse to the right from the left.

5 light blue article cards:

the (3)

2 (2)

2 dark blue adjective cards:

right left

13 black noun cards:

shelf line top

wall bottom ball

hand plants inside

outside horse right

left

5 red verb cards:

go

draw

toss

move

turn

2 green preposition cards:

to

from

The Adverb

1. Write a simple command, such as walk, in black ink. Have the child read the command and execute it.
2. Add an adverb, such as slowly, in orange ink to the command: Walk slowly. Have the child read and execute the amended command. Note how the word that was added changed the way the child walked. The word that changed the verb is called an **adverb**.
3. Introduce the grammar symbol for the **adverb**. It is a small orange circle. It is a circle like the verb because it describes how the action of the verb is performed. It is orange because it is close to the fiery energy of the verb. It is smaller because it is not as important.

Adverb Drawers

Adverb 1: adverb game

1. Sort the adverb cards into three groups (listed below) for their associated verb card.
2. Choose one of the verbs and present it to the group.
3. Suggest that the action can be performed in many ways.
4. Distribute the appropriate stack of orange adverb cards among a small group of students.
5. Have each student read the card silently and act out the actions as described by the verb and adverb while the other students guess the adverb.

Adverb (ADV 1)

3 red verb cards:

walk look lie

13 orange adverb cards for "walk":

timidly lamely
courageously sneakily
stiffly hastily
regally energetically
lazily purposefully
jerkily dramatically
smoothly

13 orange adverb cards for "look":

kindly frighteningly
hatefully frightfully
wildly lovingly
shyly joyously
proudly surprisingly
admiringly intensely
sadly

12 orange adverb cards for "lie":

sleepily uncontrollably
restlessly dreamily
uncertainly lazily
pitifully proudly
gently gracefully
stiffly casually

Adverb 2: simple commands

1. Place the labels at the top of the workspace.
2. Have the child sort the cards by color and place the stacks under the correct labels.
3. Have the child take a sentence card and read the sentences.
4. Have the child find each word in turn from the stack of cards to compose the first sentence from the sentence card.
5. Have the child replace only the adverb to make the second sentence. Note how the change affects the meaning of the sentence. (If there is a third sentence, have them repeat this step with the third sentence as well.)
6. Have the child symbolize each word with grammar symbols.
7. Have the child copy the work onto paper.

Adverb 2 (ADV 2)

7 orange sentence cards:

Drink slowly. Drink quickly.
Color carefully. Color carelessly.
Listen closely. Listen absently.
Call now. Call later.
Follow quietly. Follow noisily.
Jump high. Jump low.
Knock loudly. Knock softly.

2 labels:

verb adverb
7 red verb cards:
drink call
color follow
listen jump
knock

14 orange adverb cards:

slowly quickly
carefully carelessly
closely absently
now later
quietly noisily
high low
loudly softly

Adverb 3: commands with objects

Adverb 4: double commands

1. Follow steps 1 through 7 from the **Adverb 2** lesson.

Adverb 3 (ADV 3)

5 labels:

verb article noun adjective adverb

7 orange sentence cards:

Water the wilted plant thoroughly.

Water the wilted plant slightly.

Put the wood here.

Put the wood there.

Wrap the birthday presents neatly.

Wrap the birthday presents sloppily.

Label the tall jars accurately.

Label the tall jars inaccurately.

Spell the words correctly.

Spell the words incorrectly.

Deposit the check immediately.

Deposit the check sometime.

Sing a song sadly.

Sing a song happily.

4 light blue article cards:

the (2) a (2)

3 dark blue

adjective cards:

wilted birthday

tall

7 black noun cards:

plant jars

wood words

presents check

song

7 red verb cards:

water label

put spell

wrap deposit

sing

14 orange adverb cards:

thoroughly inaccurately

slightly correctly

here incorrectly

there immediately

neatly sometime

sloppily sadly

accurately happily

Adverb 4 (ADV 4)

7 labels:

verb article noun adjective adverb preposition conjunction

6 orange sentence cards:

Walk to the table hopping occasionally on one foot.

Walk to the table hopping constantly on one foot.

Pick up the eraser and erase the chalkboard vigorously.

Pick up the eraser and erase the chalkboard slowly.

Open a book and flip forward through the pages.

Open a book and flip backward through the pages.

Put the pencil in the pencil sharpener and turn the handle jerkily.

Put the pencil in the pencil sharpener and turn the handle smoothly.

Turn to another child and shake hands firmly.

Turn to another child and shake hands limply.

Stand in the doorway and enter the room dramatically.

Stand in the doorway and enter the room timidly.

4 light blue article cards:

the (3) a

2 dark blue

adjective cards:

one another

13 black noun cards:

table pencil

foot sharpener

eraser handle

chalkboard child

book hands

pages doorway

room

4 green

preposition cards:

to on

through in

11 red verb cards:

walk flip

hopping put

pick turn

erase shake

open stand

enter

13 orange adverb cards:

occasionally backward

constantly jerkily

up smoothly

vigorously firmly

slowly limply

forward dramatically

timidly

1 pink conjunction card:

and

Adverb 5: comparison or degree

Adverb 6: complex comparisons

1. Follow steps 1 through 7 from the **Adverb 2** lesson for **Adverb 5** and **Adverb 6** lessons.

Adverb 5 (ADV 5)

6 labels:

verb article noun adjective adverb preposition

5 orange sentence cards:

Name the most favorite song on the list. Name the least favorite song on the list.

Describe a strong wind in a poem. Describe a very strong wind in a poem.

Choose an amusing game. Choose a more amusing game. Choose the most amusing game.

Drive the Jaguar very carefully. Drive the Jaguar somewhat carefully.

Watch a boring television show. Watch a less boring television show. Watch the least boring television show.

5 light blue

article cards:

the (2) a (2) an

5 dark blue

adjective cards:

favorite amusing
strong boring
television

7 black noun

cards:

song poem
list game
wind Jaguar
show

2 green

preposition cards:

in on

5 red verb cards:

name choose
describe drive
watch

7 orange adverb cards:

most somewhat
least carefully
very less
more

Adverb 6 (ADV 6)

6 labels:

verb article noun adjective adverb conjunction

6 orange sentence cards:

Recite a poem as silly as "Eletelephony."
Recite a poem not as silly as "Eletelephony."

Make a face funnier than a clown can.

Make a face as funny as a clown can.

Mix a color as bright as a buttercup.

Mix a color not as bright as a buttercup.

Prepare the batter less sweet than the recipe.

Prepare the batter sweeter than the recipe.

Sleep more soundly than a baby.

Sleep less soundly than a baby.

Find a person taller than the teacher.

Find a person as tall as the teacher.

Find a person not as tall as the teacher.

4 light article cards:

the (2) a (2)

8 dark blue

adjective cards:

silly sweet
funny sweeter
funnier tall
bright taller

11 black noun cards:

poem buttercup
"Eletelephony" batter
face recipe
clown baby
color teacher
person

7 red verb cards:

recite mix
make prepare
can sleep
find

6 orange adverb cards:

as (2) soundly
less more
not as

1 pink conjunction card:

than

The Pronoun

1. Write a long command with many steps that repeat the name of the object involved. For example: Go get a pencil. Sharpen the pencil. Place the pencil on the table so that the pencil does not roll.
2. Have a child read the command and execute it.
3. Symbolize all of the words in the command.
4. Read the command aloud emphasizing the awkward repetition of the noun pencil.
5. Ask what word could replace pencil so that it does not have to be said so many times.
6. Write the word it several times and use it to replace pencil.
7. Read the new command aloud. Note how much better it sounds.
8. Explain that a word that replaces a noun is called a **pronoun**.
9. Demonstrate how the meaning of the sentence is lost if you replace every instance of the noun with a pronoun.
10. Introduce the symbol for the **pronoun**: It is a tall purple triangle. Note that it is a triangle because it is related to the noun.

Pronoun Drawers

Pronoun 1: simple subject or object replacement

1. Place the labels at the top of the workspace.
2. Have the child sort the cards by color and place the appropriate stack of cards under each label.
3. Have the child take a sentence card and read the sentences.
4. Have the child find each word in turn from stacks of cards to compose the first sentences from the card.
5. Have the child replace the noun with a pronoun. Does it change the meaning of the sentence?
6. Have the child symbolize each word with the grammar symbols.
7. Have the child copy the work onto paper.

Pronoun 1 (Pronoun 1)

7 labels:

verb article noun adjective pronoun preposition conjunction

8 purple sentence cards:

The little boy chased the monster. He chased the monster.

Megan washed the shiny new car. She washed the shiny new car.

The spider dug a burrow in the ground. It dug a burrow in the ground.

Tilliski and Sarah fed the iguana. They fed the iguana.

Jonathan scored the winning goal. He scored the winning goal.

The class visited the insect zoo. We visited the insect zoo.

The cat rubbed against Kathleen. The cat rubbed against her.

Gwenith gave David and Forrest the ball. Gwenith gave them the ball.

4 light blue article cards:

the (2) a (2)

5 dark blue adjective cards:

little new
shiny winning
insect

8 red verb cards:

chased scored
washed visited
dug rubbed
fed gave

2 green preposition cards:

in against

1 pink conjunction card:

and

20 black noun cards:

boy Jonathan
monster goal
Megan class
car zoo
spider cat
burrow Kathleen
ground Gwenith
Tilliski David
Sarah Forrest
iguana ball

7 purple pronoun cards:

he they
she we
it her
them

Pronoun 2: multiple replacements

1. Follow steps 1 through 7 from the **Pronoun 1** lesson replacing more than one noun in a sentence.

Pronoun 2 (Pronoun 2)

6 labels:

verb article noun pronoun preposition conjunction

8 purple sentence cards:

Laurel loaned a book to Kate.
She loaned it to her.

Chase read the story to the class.
He read it to us.

Patrick drew a picture of the dinosaurs.
He drew a picture of them.

Emily discovered a fossil on the field trip.
She discovered it on the field trip.

The hummingbird flew in front of Stephanie.
It flew in front of her.

A friend drove Stefan and Devon to the exhibit.
He drove them to the exhibit.

Chelsea sang "Do-Re-Mi" for the class.
She sang it for us.

Sharon took Alice to the party.
I took her to the party.

4 light blue article cards:

the (2) a (2)

8 red verb cards:

loaned flew
read drove
drew sang
discovered took

5 green

preposition cards:

to on
of in front of
for

1 pink conjunction card:

and

23 black noun cards:

Laurel field trip
book hummingbird
Kate Stephanie
Chase friend
story Stefan
class Devon
Patrick exhibit
picture Chelsea
dinosaurs "Do-Re-Mi"
Emily Sharon
fossil Alice

party

7 purple pronoun cards:

he us
she them
her it
I

Pronoun 3: possessive pronouns

1. Follow steps 1 through 7 from the **Pronoun 1** lesson replacing the possessive form of the noun with a possessive pronoun.

Pronoun 3 (Pronoun 3)

7 labels:

verb article noun pronoun preposition conjunction adjective

8 purple sentence cards:

Danaea borrowed Teagen's coat.
She borrowed her coat.

Kiley and Kiley's dad looked for arrowheads.
He and his dad looked for arrowheads.

The scout troop fished from the Smith's boat.
We fished from their boat.

Sally and Sally's sister climbed up to Sally's loft.
She and her sister climbed up to her loft.

The children observed the frog in the frog's natural environment.
You observed the frog in its natural environment.

My skateboard is blue striped. Your skateboard is purple.
Mine is blue blue striped. Yours is purple.

His story was funny. Her story was funny.
His was funny. Hers was funny.
Theirs were funny.

You have a radio that is new.
We have a radio that is old.
Yours is new. Ours is old.

4 light blue article cards:

the (2) a (2)

17 dark blue

adjective cards:

scout old
natural her (2)
blue his
striped their
purple its
funny (3) my
new your

12 red verb cards:

borrowed observed
looked is (2)
fished was (2)
climbed were

have (2)

5 green

preposition cards:

for up
from to
in

25 black noun cards:

Danaea sister
coat loft
Kiley children
dad frog
arrowheads environment
troop skateboard (2)
boat story (2)
Sally radio (2)
Teagen's Smith's
Kiley's Sally's (2)
frog's

10 purple pronoun cards:

she ours
he mine
we his
you hers
yours theirs

2 pink conjunction cards:

and that

Pronoun 4: indefinite pronouns

Pronoun 5: indefinite pronouns

1. Follow steps 1 through 7 from the **Pronoun 1** lesson as separate presentations for **Pronoun 4** and **Pronoun 5** replacing the noun with an indefinite pronoun. Note how the indefinite pronoun does not refer to a specific person or thing.

Pronoun 4 (Pronoun 4)

7 labels:

verb article noun pronoun preposition adjective conjunction

6 purple sentence cards:

The teacher dressed up as a witch for Halloween.
Someone dressed as a witch for Halloween.

A parent treated the whole class to cupcakes.
Someone treated the whole class to cupcakes.

The baton was passed from the first person to the second person in the relay race.

The baton was passed from one to another in the relay race.

Do you want the chocolate ice-cream cone or the strawberry ice-cream cone?

Do you want the chocolate one or the strawberry one?

The students could design the flag.
Anyone could design the flag.

Save a person a seat.
Save somebody a seat.

6 light blue article cards:

the (4) a (2)

6 dark blue

adjective cards:

whole relay
first chocolate
second strawberry

10 red verb cards:

dressed up do
dressed want
treated could
was design
passed save

5 green preposition cards:

as to
for from
in

16 black noun cards:

teacher person (3)
witch ice-cream cone (2)
Halloween race
parent students
class flag
cupcakes seat
baton

7 purple pronoun cards:

someone anyone
one (2) somebody
another you

1 pink conjunction card:

or

Pronoun 5 (Pronoun 5)

6 labels:

verb article noun pronoun preposition adjective

6 purple sentence cards:

No people in the town opened their windows.
No one opened their windows.

Three elephants marched in the parade.
Several marched in the parade.

Two clowns did backflips.
Both did backflips.

The animals were loaded onto the train.
All were loaded onto the train.

The crowd cheered for the acrobats.
Many cheered for the acrobats.

Five flamingos stood on one foot.
Some of them stood on one foot.

2 light blue article cards:

the (2)

6 dark blue

adjective cards:

no two
their five
three one

7 red verb cards:

opened were
marched loaded
did cheered
stood

5 green preposition cards:

in for
onto on
of

13 black noun cards:

people backflips
town animals
windows train
elephants crowd
parade acrobats
clowns flamingos
foot

7 purple pronoun cards:

no one all
several many
both some
them

Pronoun 6: relative and interrogative pronouns

- Follow steps 1 through 7 from the **Pronoun 1** lesson replacing the noun with a relative or interrogative pronoun. Note how a relative pronoun can make one sentence out of two. Also, point out that an interrogative pronoun can be used to ask a question.

Pronoun 6 (Pronoun 6)

7 labels:

article adjective verb preposition adverb noun pronoun

7 purple sentence cards:

Feed the turtle a cricket. The cricket is in the cage.

Feed the turtle crickets, which are in the cage.

Feed the turtle a cricket that is in the cage.

Here is the person. We borrowed his horse.

Here is the person whose horse we borrowed.

Take care of the children. The children will take care of the future.

Take care of the children who will take care of the future.

Select a group. You can have the group do the work.

Select a group whom you can have do the work.

Choose a drawing from the drawings in the book.

Choose a drawing from those which are in the book.

Choose a drawing from those that are in the book.

John will start the car.

Who will start the car?

A football game is on television.

What is on television?

4 light blue article cards:

the (3) a

2 dark blue adjective cards:

his
football

13 red verb cards:

feed can
is have
borrowed do
take (2) choose
will are
select start

6 green

preposition cards:

in from (2)
of (2) on

21 black noun cards:

turtle group (2)
cricket work
crickets drawing
cage drawings
person book
horse John
care (2) car
children (2) game
future television

10 purple pronoun cards:

which what (2)
that we
who you
whom whose

those

1 orange adverb card:

here

Pronoun 7: conjugation of to be

- Place the Singular and Plural labels at the top of the workspace.
- Place the First Person, Second Person, and Third Person labels vertically to the left.
- Sort the singular pronouns in a column under the Singular label.
- Explain that I is the voice of the verb and is called the First Person. The first person speaks to the second person. You is the Second Person, the one who listens. Then, the first person speaks to the second person about the third person. The first person uses pronouns like he, she, or it when they are doing this.
- Place the labels for First Person, Second Person, and Third Person under the Plural label. Place the corresponding plural pronouns we, you, and they beside the proper label.
- Talk about how the pronoun can affect the verb that comes after it. Verbs can happen in the present, past, or future tense.
- Place the label for the Present Tense at the top of the workspace and, with the child, sort out the present tense forms of the verbs matching each verb to a pronoun according to what sounds correct.
- Place the label for Past Tense at the top of the workspace and, with the child, sort out the past tense forms of the verbs matching each verb to a pronoun according to what sounds correct.
- Place the label for Future Tense at the top of the workspace and, with the child, sort out the remaining future tense forms of the verbs matching each verb to a pronoun according to what sounds correct.

Pronoun 7 (Pronoun 7)

11 labels:

singular plural present tense past tense future tense first person (2) second person (2) third person (2)

6 purple pronoun cards:

I
you
he she it
we
you
they

18 red verb cards:

am was shall be
are were will be
is was will be
are were shall be
are were will be
are were will be

Pronoun 8: conjugation of regular verb
Pronoun 9: conjugation of *to have*
Pronoun 10: conjugation of irregular verb

1. Follow steps 1 through 9 from the **Pronoun 7** lesson for **Pronoun 8, Pronoun 9, and Pronoun 10** lessons.

Pronoun 8 (Pronoun 8)

11 labels:

singular plural present tense past tense future tense first person (2) second person (2) third person (2)

6 purple pronoun cards:

I
 you
 he she it
 we
 you
 they

18 red verb cards:

love	loved	shall love
love	loved	will love
loves	loved	will love
love	loved	shall love
love	loved	will love
love	loved	will love

Pronoun 9 (Pronoun 9)

11 labels:

singular plural present tense past tense future tense first person (2) second person (2) third person (2)

6 purple pronoun cards:

I
 you
 he she it
 we
 you
 they

18 red verb cards:

have	had	shall have
have	had	will have
has	had	will have
have	had	shall have
have	had	will have
have	had	will have

Pronoun 10 (Pronoun 10)

11 labels:

singular plural present tense past tense future tense first person (2) second person (2) third person (2)

6 purple pronoun cards:

I
 you
 he she it
 we
 you
 they

18 red verb cards:

sing	sang	shall sing
sing	sang	will sing
sings	sang	will sing
sing	sang	shall sing
sing	sang	will sing
sing	sang	will sing

Pronoun lessons 7 through 10: If the placement of the labels is a hindrance to the child during these exercises, you might create a chart where the cards can be placed over top so that the child can focus on the work of pronoun and verb agreement not label placement.

The Conjunction

1. Gather some labels, a pink and black writing instrument, a pink ribbon, and two similar items.
2. Bring the two similar items to the mat (such as a red flower and a yellow flower).
3. Write a label for each flower in black and place the labels under the corresponding flowers.
4. Write and on a label in pink and place it between the flower labels.
5. Have the child read the new phrase.
6. Tie the two flowers together with the pink ribbon explaining that the word and brings them together. Explain that and is a part of speech called the **conjunction**.
7. Introduce the grammar symbol for the **conjunction**: a pink rectangle. It is like the pink ribbon tying the flowers together.
8. Bring five or six objects to the mat and write labels for each. Join all of the object labels with and labels.
9. Have a child read the phrase aloud. Does it sound awkward?
10. Replace each and except the last one with a comma and invite the child to read it again. Note that the last and must stand between the last two phrases.

Conjunction Drawers

Conjunction 1: single conjunctions

1. Place the labels at the top of the workspace.
2. Have the child sort the cards by color and place the appropriate stack of cards under each label.
3. Have the child select a sentence card and read the first sentences.
4. Have the child find each word in turn from the stacks of cards to compose the first few sentences from the sentence card.
5. Have the child combine the sentences into the final sentence using conjunctions and removing the unnecessary words.
6. Have the child symbolize each word with grammar symbols.
7. Have the child copy the work onto paper.

Conjunction 1 (Conjunction 1)

7 labels:

verb article noun conjunction pronoun preposition adverb

5 pink sentence cards:

- Do not park the car on the grass.
Park the car next to the curb.
Do not park the car on the grass but next to the curb.
Wash the dishes in the sink.
Wash the glasses in the sink.
Wash the dishes and the glasses in the sink.
Count the boys in the class.
Count the girls in the class.
Count both the boys and the girls in the class.
Hand Sue the ball. Toss Sue the ball.
Hand or toss Sue the ball.
I finished the painting. The sun was setting.
I finished the painting while the sun was setting.

4 light blue article cards:

the (4)

12 red verb cards:

do hand
park (2) toss
wash (2) finished
count (2) was
setting

5 green preposition cards:

on to
next in (2)

1 orange adverb card:

not
both

18 black noun cards:

car (2) boys
grass class (2)
curb girls
dishes Sue (2)
sink (2) ball (2)
glasses painting
sun

1 purple pronoun card:

I

4 pink conjunction cards:

but
and
or
while

Conjunction 2: single conjunctions

Conjunction 3: multiple conjunctions

1. Follow steps 1 through 7 from the **Conjunction 1** lesson for **Conjunction 2** and **Conjunction 3** lessons.

Conjunction 2 (Conjunction 2)

7 labels:

article verb preposition adjective noun pronoun conjunction

5 pink sentence cards:

Each person must clean. The class will look neat.
Each person must clean so that the class will look neat.

I will give you a present. It is your birthday.
I will give you a present since it is your birthday.

The animals cannot live. The water is polluted.
The animals cannot live if the water is polluted.

You may have an art lesson. You must finish your math.
You may have an art lesson provided you finish your math.

The birds came to the feeder. We filled it with seed.
The birds came to the feeder as soon as we filled it with seed.

4 light blue article cards:

the (2) a an

13 red verb cards:

must cannot
clean came
will filled
look may
give have
is finish
live

2 green preposition cards:

to
with

11 black noun cards:

person water
class birds
present feeder
birthday seed
animals lesson
math

6 purple pronoun cards:

I it (2)
you (2) we

5 pink conjunction cards:

so that if
since provided
as soon as

5 dark blue adjective cards:

each your
neat polluted
art

Conjunction 3 (Conjunction 3)

8 labels:

article verb preposition adjective noun pronoun conjunction adverb

5 pink sentence cards:

Jim and Lewis helped build the birdhouse.
Meg and Sarah helped build the birdhouse.
Not only Jim and Lewis but also Meg and Sarah helped build the birdhouse.

The dinosaurs may have become extinct.
A cloud of ash covered the Earth.
A huge meteor hit.

The dinosaurs may have become extinct because a cloud of ash covered the Earth when a huge meteor hit.

The monkey does not eat meat.
The llama does not eat meat.

Neither the monkey nor the llama eat meat.

Brian will come with me. Laura will come with me.
Kelly will come with me. You may come with me.
Brian, Laura, and Kelly will come with me, and you may, too.

I will answer the question.
I would have preferred to have you find the answer.
I will answer the question, although I would have preferred to have you find the answer.

6 light blue article cards:

the (4) a (2)

27 red verb cards:

helped (2) eat (2)
build (2) will (4)
may come (4)
have (2) answer
become would
covered preferred
hit to
does (2) find

5 green preposition cards:

of with (4)

2 dark blue adjective cards:

extinct huge

3 orange adverb cards:

not (2) too

20 black noun cards:

Jim meteor
Lewis monkey
Meg llama
Sarah meat (2)
birdhouse (2) question
dinosaurs answer
Earth Brian
cloud Laura
ash Kelly

8 purple pronoun cards:

I (2) you (2)
me (4)

10 pink conjunction cards:

not only nor
but also and (3)
because when
neither although

The Interjection

1. Write Where are you going? on a piece of paper in black.
2. Have a child read the sentence.
3. Add the word Hey in front of Where are you going?
4. Ask the child to read the slip of paper again with emotion. Add an exclamation point after the Hey. Explain that the **interjection** is used to get attention and express strong feelings. Often, it is accompanied by an exclamation point for emphasis. The exclamation point is, in fact, its grammar symbol!

Interjection Drawers

Interjection 1: exclamations

1. Place the labels at the top of the workspace.
2. Have the child sort the cards by color and place the appropriate stack of cards under each label.
3. Have the child select a sentence card and read it.
4. Have the child find each word in turn from the stacks of cards to compose the phrase from the card.
5. Have the child symbolize each word with grammar symbols.
6. Have the child copy the work onto paper or find other examples of interjections and make sentences to symbolize and copy.

Interjection 1 (Interjection 1)

8 labels:

verb article noun adjective interjection pronoun preposition adverb

9 gold sentence cards:

Oh! What have you done to your knee?

Alas! We have arrived at the airport!

Hey! Where do you think you are going?

Wow! You did a wonderful job!

Good! You can come to dinner now.

Heavens! Where did you get that dress?

Horrors! Do not look at that screen!

Well! Imagine that!

Ouch! That hurts!

2 light blue article

cards:

the a

14 red verb cards:

have can

done come

arrived get

do look

think imagine

are hurts

did going

2 green preposition

cards:

to at

3 orange adverb cards:

where now

not

6 black noun cards:

knee dinner

airport dress

job screen

5 purple pronoun cards:

what we

you (2) that

9 gold interjection cards:

oh good

alas heavens

hey horrors

wow well

ouch

3 dark blue

adjective cards:

wonderful that

your

Interjection 2: sounds

1. Follow steps 1 through 6 from the **Interjection 1** lesson noting that the sounds that people or animals make are also interjections.
7. Have the child make a list of animal sounds. Note that there is rarely a common spelling, so spelling can be improvised.

Interjection 2 (Interjection 2)

9 labels:

verb article noun adjective conjunction pronoun preposition adverb interjection

8 gold sentence cards:

“Meow!” said the frightened kitten.

“Cock-a-doodle-do!” crowed the rooster.

“Peep!” said the hungry chicks.

The flock of black birds called loudly, “Caw!”

The cow lowed, “Moo!” and went toward the barn.

The pirate sneered, “Argh!” and drew his sword.

“Eeeek!” squealed the lady as she climbed on the chair.

“Mmmmmm,” thought the boy aloud.

2 light blue article cards:

the (2)

10 red verb cards:

said sneered
crowed drew
called climbed
lowed squealed
went thought

3 green

preposition cards:

of on
toward

4 dark blue

adjective cards:

frightened black
hungry his

2 orange adverb cards:

loudly aloud

12 black noun cards:

kitten barn
rooster pirate
chicks sword
flock lady
birds chair
cow boy

1 purple pronoun card:

she

2 pink conjunction cards:

and as

8 gold interjection cards:

meow argh
cock-a-doodle-do
peep eeeek
caw moo
mmmmmm