

Montessori Primary

MONTESSORI PRIMARY

Language Development 3



Addla Montessori

INTRODUCTION TO GRAMMAR AND SYNTAX

In this section we shall be looking at 3 types of language study done in the Primary school setting. These include:

Word Study

Parts of speech and

Sentence analysis

In the Nursery school setting we spent time giving the child a sensorial view of language, building vocabulary and some reading analysis so that the child could gain strong basic reading capabilities.

In the Primary setting we are looking more into the reason why we use words and how to put them together to make sense.

So the questions we are answering for the 6 to 12 year old are

What are the reasons for the words we use?

How do we express a thought, idea or experience correctly?

Why do we express things this way and not that way?

Let's look at each area in more detail.

Word Study

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Word Study deals with individual words, where do the words come from, what are the additions and changes that can be made to individual words. We add prefixes and suffixes to words when we want to change the function or meaning of a word. Here we are building on all the vocabulary work that the child did in the 3 to 6 classroom.

This is where we take words and show children how interesting and exciting words can be. This work helps the child with spelling.

Materials used includes:

Charts for suffixes, prefixes, compound words and word families (you are not expected to provide a comprehensive list of words, it is important to allow the child to explore further in their own direction.)

Small moveable alphabets boxes

SUFFIX

A suffix is a group of letters attached to the end of a root word, that changes the meaning or the function of the root word.

Exercise 1:

Materials: 2 Header Cards, labelled ROOT and SUFFIX with several other cards containing the root words and others with the suffix

Presentation: Lay out the root words vertically under the Header Card and then match the appropriate suffix.

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Exercise 2:

Materials: A set of words with the suffix already attached. The child has to identify which part is the root and which part is the suffix and say how the suffix has changed the meaning or function of the root word.

ROOT SUFFIX

rare ly

develop ed

sincere ly

PREFIX

A prefix is a group of letters attached to the front of a root word: (pre means before). It changes the meaning or function of the word.

The exercises are the same as for suffixes. The children can use a dictionary to find the generic meaning for the prefix and see if they can apply the knowledge when they come across the same prefix for a different root word.

PREFIX ROOT

bi cycle

quadri lateral

COMPOUND WORDS

Compound words are made up of two root words which when combined form a new word.

Exercise 1

Child will use the cards to form a chain of words, solving the puzzle by making compound words out of two root words.

bed sheet bird watch

The compound words are:

bedsheet

birdwatch

Exercise 2

The words are already formed and the child has to separate the words.

Get them to write these words out and make booklets.

HOMOPHONES

Homophones are words that sound the same but have different meanings.

Exercise 1: Match the words that sound the same placing one below the other in a set.

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Then match the definition to the appropriate word.

see to view with the eyes

sea a body of water

Exercise 2: First match the pairs of words that sound the same then find the appropriate sentence that is missing the words such as

here Please sit

hear Can you me?

HOMONYMS

These are groups of words that have the same spelling and pronunciation but have different meanings or functions.

Exercise:

The child pairs the words that are the same and then matches each word to the correct sentence for each word.

March (n) March is the third month of the year

March (v) The soldiers march to the palace

HOMOGRAPHS

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These are words that are spelt the same but sound different depending on where the emphasis is placed in the word.

bow He wore his red bow.

bow She took a bow and left.

ALPHABETISING

Alphabetising is sorting words in alphabetical order.

Exercise 1

Sorting the words out in order by the first alphabet only

Exercise 2

Sorting the words out in order by the second or even third letter

animal aardvark beak

boar abacus became

chick acute bed

SYNONYMS

Pre requisite; verb grammar boxes

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Synonyms are word with the same or nearly the same meaning. They are usually in the same part of speech.

country nation

beautiful pretty

ANTONYMS

These are words that have opposite meanings. Antonyms can be formed by using a prefix or suffix but they can be made by different words entirely.

niece, nephew

short, tall

big, small

DICTIONARY WORK

This helps the child to navigate their way around the dictionary and to learn that it will give other information such as the word origin, it function and pronunciation of words.

ENTRY WORD DICTIONARY USAGE FUNCTION

Circumnavigated Magellan's ship..... the

earth. Verb

GUIDE WORDS

This list of words gives the child lots of practice with finding his way round the dictionary. This is done by looking at the top of the page or the dictionary and it also enables them to practice their alphabetising skills.

GUIDE WORDS

PREVIOUS PAGE APPLE-AMOUR FOLLOWING PAGE

any apply another

THESAURUS WORK

Using a Thesaurus is an added skill that will help the child in relation to increasing their vocabulary and expressive as well as their creative and expressive writing. Though similar to the synonyms, the words are more complex.

THESAURUS

gloomy dismal

As the children work through these words give them spelling exercises so that they can get constant practice with them. Let them make booklets and form new sentences with these words. Practice makes perfect.

Parts of speech

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The child may have been introduced to the functions words in Nursery School (3 to 6), as well as the grammar symbols all these were done to aid reading. In the elementary class children use Grammar Boxes to learn about the different parts of speech.

We will consider this study in three main parts:

1. The Grammar Symbols and Functions of Words
2. The Games
3. The Grammar Boxes







There are lots card boxes and these call for collaborative work. The children in this plane of development love working together and these materials help. Get them to work in pairs mostly.

With the command cards you can get 2 to 3 children working together. From the grammar boxes children gain understanding of the structure of language, it is a stepping stone to using Grammar books which then serve as a rich source of information. So the cards and boxes help break down the elements of speech for better understanding (isolating and emphasizing each part of speech) then the use of grammar book supplement the work done previously.

It is important to note that all this work with the Grammar boxes should ideally be completed by the time the child is 8 years.

The Grammar Symbols

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	Noun
	Article
	Adjective
	Verb
	Adverb
	Conjunction
	Preposition
	Pronoun
	Interjection

The Functions of Parts of Speech

Noun: The name of a person, place or thing. A noun is the naming word.

Article: The word used to give more information about a noun.

Adjective: An adjective is a word used to tell us more about a noun. It is a descriptive word.

Verb: A verb is a word which expresses being, doing or an occurrence. They are also known as the action word.

Adverb: An adverb tells us more about a verb.

Conjunction: A conjunction is a word used to join phrases, sentences or words together.

Preposition: A preposition is a word placed between two nouns or pronouns and shows their relationship to each other. They are also known as the positional word.

Pronoun: A pronoun is a word used in place of a noun in order to avoid repetition.

Interjection: An interjection is a word that expresses emotion.

The Story and Games

THE NOUN

Black

The Noun Story

The oldest thing (naming word) that we know is the pyramid, therefore, the shape of the symbol for the naming word (noun) is triangular, the same as the pyramid.

It is believed by many that the first mineral discovered was carbon; therefore, black has been chosen as the colour symbolic of the noun.

The Noun Game

Description of Materials:

Box 1 - Pink words: Black cards with three letter CVC (consonant, vowel, consonant) phonic words of objects in the classroom, e.g. lid, pig, map, hat, cap, log, pen, box, net, ten, cat, box

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Box 2 - Blue words: Black cards with longer phonic words, blends and double letters of objects in the classroom, e.g. clock, bell, clip seven, dustpan, inset, desk, flag

Box 3 - Green words: Words with phonograms of objects in the classroom, e.g. chair, rubber, paint, pencil, blackboard, window, door, bookshelf, flowers, globe, tray.

Box 4 - Cards with the children's names in the class.

Box 5 - Cards with names of objects related to the Great Lessons or Maths topics.

Box 6 - Cards with names of the countries. These are used with the Montessori map puzzles,(Continents, then countries).

Objectives:

To practise reading

To introduce the function of the nouns as a naming word

To learn the term noun

To develop reading vocabulary related to cultural subjects and other topics.

Language:

Words selected relate to objects found in the classroom and for the later exercises they relate to topics of interest to the children.

Presentation:

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Boxes 1 -3 Objects found in the classroom.

Make sure that the objects mentioned in the boxes are available.

Ask a group of children to come up to you individually to read the cards and the place them by the objects. This exercise reinforces the function of the noun as a naming word. Everything has a name.

Once done, tell the children that all these words name something and they are called nouns. Children then collect the noun cards and replace them in the box.

Box 4: Children's Names

A child reads the word and points to the child with that name, or places the card in front of the child. Capital letters are used appropriately.

Box 5: Topic Related Words

This can be an individual or group exercise.

A child reads the words and places the cards next to the appropriate object or picture

Box 6: As the children's reading ability progresses, they may be given noun cards for every object in the environment to be used as the cards in Boxes 1 to 3.

Baskets or boxes with collections of nouns on various themes can be kept in the classroom. Children may select a noun box to read independently. The child may choose to copy them into their handwriting books or onto a board.

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Introduction to the Noun

Materials: A card showing the parsing symbol for the noun and example sentences.

Objectives:

- To introduce the parsing symbol for the noun in written form
- To reinforce that the noun represents a naming word
- To identify the noun in a sentence

Presentation

This can be an individual or small group exercise. Once the child has been introduced to the early noun boxes and can read they can be introduced to the noun definition card. (If the child cannot read then read it to them and continue working on providing remedial language work to get them where they need to be.)

Take the parsing symbol for the noun and place it on the table. Take the definition card and show it to the child. Read the definition card with the child and work through the examples. Ask the child if they can think of examples personal to themselves such as their name, where they live etc.



Example

Noun

A noun is a word used as a name of a person, place or thing.

Ben is a **boy**.

Lagos is a **city**.

Dogs love **bones**.

A **swarm** of **bees**.

THE ARTICLE

Light Blue/Grey

Introduction to the Article

Material: A card showing the parsing symbol of the article and example sentences.

Objectives:

- To introduce the parsing symbol for the article in written form
- To reinforce that the article gives more information about the noun
- To identify the article in a sentence

This can be an individual or a small group exercise. Once the child has been introduced to the noun and can read they can be introduced to the article card. (If the child cannot read, you can still do this work by reading it to them and then using simple sentences within the capabilities of the child to do the rest of the exercises.)

Take the parsing symbol for the article and place it on the table. Then take the definition card and show it to the child. Read the definition card with the child and work through the examples.



Example

Article

An article is a word used to give more information about a noun.

Ben is **a boy**.

Lagos is **a city**.

The Dogs love **bones**.

A swarm of **bees**.

THE ADJECTIVE

Dark blue

The Adjective Story

The Adjective is related to the noun family, so its shape is that of a noun's symbol.
Dark blue is also related to black.

The Adjective Game

Presentation

This is a group presentation to introduce the use of adjectives.

Sit the children down in a group on the floor and then ask a child to collect a pencil.

When the child brings the pencil say, 'Thank you, but I wanted a big pencil.'

'Who can collect a big pencil for me?'

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Ask another child to get you a big pencil.

When the child brings you the pencil say: 'Thank you, but I wanted a big red pencil.

Who can collect a big red pencil for me?'

Choose one of them to do this for you.

When the child returns with the big red pencil say the following: 'Thank you, but I wanted a big red, sharp pencil.'

Ask: 'Who can get me a big, red, sharp pencil?'

Choose a child to do this.

When the child returns with it say,

'Thank you, you have brought me a big, red, sharp pencil. That is just what I wanted!'

You can use different objects and adjust the story to suit your environment.

Discuss the words that made it obvious what you wanted.

The important point is that adjectives tell us more about the noun, it describes the noun and helps us to be more accurate.

Introduction to the Adjective

Materials: A card showing the parsing symbol for the adjective and example sentences

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Objectives:

- To introduce the parsing symbol for the adjective in written form.
- To reinforce the concept that the adjective represents a describing word
- To identify the adjective(s) in a sentence.

Presentation:

This could be an individual or a small group exercise.

Once the child has been introduced to the early adjective box they can be introduced to the adjective card.

Take the parsing symbol for the adjective and place it on the table. Then take the definition card and show it to the child. Read the definition card with the child and work through the examples.

Ask the child if they can think of any other examples e.g. describing their toys, school, and family.



Example

Adjective

An adjective is a word used to tell us more about a noun. It describes a noun.

Ben is a **happy** boy.

A **small** ball and a **red** bat.

The **fast** runner.

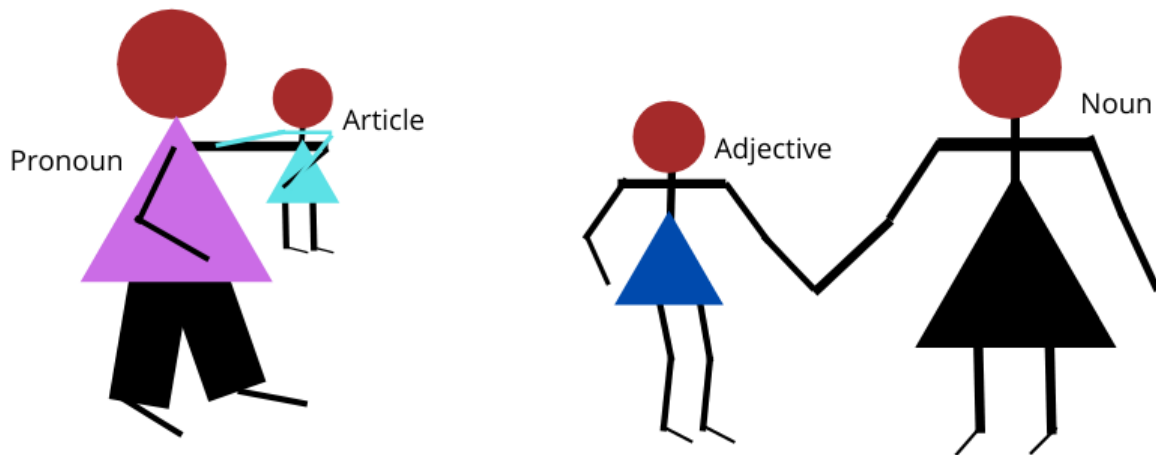
THE PRONOUN

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Purple

The Pronoun Story

Sometimes a diagram similar to that on this page is put in chart form to be displayed in the classroom. The mother's skirt is a large black triangle, the older child's, a dark blue triangle, the baby's, a light blue triangle and the father's, a purple pyramid. In this way, the relationship between noun, pronoun, adjective and article is impressed upon the child in a meaningful way.



The Pronoun game

This is a group exercise.

The purpose of the game is to show how the pronoun replaces the noun and takes the form of a story.

You can make up a story to fit your environment. Here is an example.

One morning on the way to school, Samuel met Samuel's classmate, Ayo on the way. Ayo said 'Samuel, where is Samuel going?'

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Samuel is going to school', Samuel answered. Then Samuel asked Ayo, 'Is Ayo also going to school?'

'Yes,' answered Ayo, 'Ayo is also going to school.'

'Alright then', Samuel said, 'Let Ayo and Samuel go together to school.'

Take a pause and tell the story again. This time substitute the nouns for pronouns where appropriate.

One morning on the way to school, Samuel met his classmate, Ayo, on the way. Ayo said, 'Samuel where are you going?'

'I am going to school,' he answered.

Then Samuel asked her, 'Are you going to school too?'

'Yes,' she answered, 'I am also going to school.'

'Alright then,' he said, 'Let us go together.'

Now ask the children if they can spot the different and ask which of the stories they preferred and why.

Introduction to the Pronoun

Materials: A card showing the parsing symbol for the pronoun in written form

Objectives

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- To introduce the parsing symbol for the pronoun in written form
- To reinforce that the pronoun is used instead of the noun
- To identify the pronoun in a sentence.

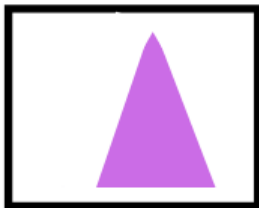
Presentation

This can be an individual or small group exercise.

Once the child has been introduced to the early pronoun box and are able to read, they can be introduced to the pronoun definition card.

Take the parsing symbol for the pronoun and place it on the table. Then take the definition card and show it to the child. Read the definition card with the child and work through the examples.

Ask the child if they can think of any other examples personal to themselves such as describing their family using correct pronouns.



Example

Pronoun

A pronoun is a word used instead of a noun in order to avoid repetition.

Sam did **his** homework after lunch.

Mary and Ben took **their** dog for a walk.

Ben is a boy, **he** is 10 years old.

THE VERB

Red

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The Verb Game

The verb, the action word, is like the sun: the one around which all the other parts of the sentence revolve. The verb is the life giving element in language.

Red is the colour that speaks of life and vibrancy therefore, it is the symbolic colour of the verb.

The Verb Command Boxes

Materials: Three red boxes containing large, word command cards

Box 1 Contains phonetic words such as; run, sit, hop (pink CVC words)

Box 2 Contains longer phonetic words such as; skip, clap, bend, gallop, wink, jump, swim (blue CVCC, CCVC etc.)

Box 3 Contains words with phonograms such as; sweep, eat, brush, whisper (green series)

A floor mat

Objectives

- To increase vocabulary
- To introduce the function of the verb as an action or doing word
- To learn the parsing symbol for the verb
- To practise communication through mine
- To foster expressive actions

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Presentations

This is a group exercise is carried out with children who are able to read simple phonetic words and for those who can't it can be read for them and whispered in their ear).

Invite a group of children to sit on the floor around a mat.

Take the first box and lay a card face down on the mat in front of each child.

Ask the children to pick up their cards, look at them, silently read the word and place the card back on the mat face down.

Each child in turn then acts out their word and the other children have to guess what they are doing.

Each card is revealed in turn to see if the children have guessed correctly.

At the end explain to the children that they have all been doing something and words that show we are doing something are action words and we call these verbs.

Boxes 2 and 3 are presented in the same way.

INTRODUCTION TO THE VERB

Materials: A card showing the parsing symbol for the verb in written form

Objectives

Language Development 3

- To introduce the parsing symbol for the verb in written form
- To reinforce that the verb represents a doing or being word
- To identify the verb in a sentence.

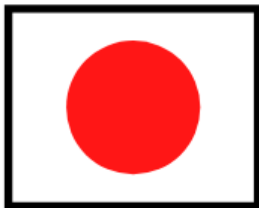
Presentation

This can be an individual or small group exercise.

Once the child has been introduced to the early verb box and are able to read, they can be introduced to the verb definition card.

Take the parsing symbol for the verb and place it on the table. Then take the definition card and show it to the child. Read the definition card with the child and work through the examples.

Ask the child if they can think of any other examples personal to themselves such as actions they can perform.



Example

Verb

A verb is a word which expresses being, doing or an occurrence.

Walk to the door.

The boy **runs** in the playground.

Jump up and down.

I **wrote** a note for her.

THE ADVERB

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The adverb is compared to a planet orbiting around the sun, i.e. the verb. It depends on the verb for its existence. Orange is related to red.

The Adverb Acting Game

This is a group exercise

The children would have already worked with the Verb Thee boxes, where they took a series of words that constituted similar actions e.g. walk, stride, run etc.

The adverb acting game involves one action acted in different ways.

Presentation 1

Do this outside if at all possible.

Ask the children to walk around the playground.

Then ask them to walk slowly and then quickly.

Now ask them to sing a song, then loudly and again softly.

Continue this exercise using appropriate adverbs for each action.

Presentation 2

This could be done as a group exercise or a child working with an adult.

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First a child performs an action and the children guess what he is doing, then he changes the way the action is performed and the others guess what adverb they are acting out.

The Verb and Adverb Game

You need approximately 20 verbs written in red or on red cards, 2 ½ inches x 2 inches and twenty adverbs on orange cards or print: a suitable one for each verb, and as dissimilar as possible. Used in exactly the same way as the noun and adjective game, except that the red cards are put out first and a space left after each one for the orange cards.

Take a verb card and see how many adverbs can be used to describe it placing those not wanted face down.

Objectives

- Commands similar to those used for other parts of speech, but designed to introduce and give the child practice in all the different kinds of adverbs.
- Realisation of the function of the adverb
- Enlargement of vocabulary.
- Discrimination of the use of adverbs
- Exercise in reading

Note: The children begin to discuss each other's interpretation of what is acted. They can start writing their own sentences and commands for others to act out. This is a very valuable exercise as they must express themselves exactly if the others are to interpret the instructions as intended.

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Introduction to the Adverb Symbol

Materials: A card showing the parsing symbol for the adverb in written form

Objectives

- To introduce the parsing symbol for the adverb in written form
- To reinforce that the adverb represents a word that describes a verb.
- To identify the adverb in a sentence.

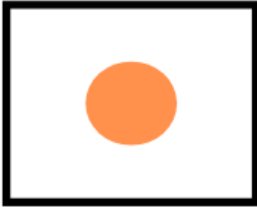
Presentation

This can be an individual or small group exercise.

Once the child has been introduced to the early adverb box and are able to read, they can be introduced to the adverb definition card.

Take the parsing symbol for the adverb and place it on the table. Then take the definition card and show it to the child. Read the definition card with the child and work through the examples.

Ask the child if they can think of any other examples personal to themselves such as how they perform certain actions.



Example

Adverb

An adverb is a word which tells us more about a verb.

The boy laughed **loudly**.

The child read **quietly**.

The marched **angrily** through the street.

THE PREPOSITION

Green

The Preposition Story

The crescent symbolizes a bridge; in the sentence, the preposition functions as a bridge. There is no significance to the colour.

The Preposition Game

This is a group exercise.

Get the children to sit around a mat on the floor and remind them what a noun and an adjective are. Remind them what a verb is and tell them that you are going to ask them to perform some actions and that they are to do exactly what you ask them to do.

Choose a child and ask him to lay on a mat.

Choose another child and ask her to stand in the box.

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Choose another child and ask him to sit next to the chair.

Continue giving each child instructions until the children are placed around the room. The more out of the ordinary the commands, the more the children will enjoy the game.

At the end of the game ask the children what you had asked them to do. See if they can identify and figure out the verb (action) the noun (the thing) and finally where you asked them to perform the action.

Explain that the **preposition tells us where something is in relation to the noun.**

Preposition box

Box 1

Materials: 2 objects, e.g. a pig and a box, a soldier and a sentry box. Cards in the appropriate colours for the words in sentences such as:

The pig is in the box.

The pig is behind the box.

The pig is beside the box.

The pig is near the box.

The pig is in front of the box.

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Objective

By the end of the lesson the child will have the knowledge that the preposition is a word which is used with a noun or pronoun to show its relation to some other word in the sentence.

Presentation

Take the pig and the box and place them on the table or mat. Lay out the preposition cards and read them to the child. Lay out the other word cards 'The pig isthe box.'

Place the pig in the box. Read the word card, 'The pig is' take the preposition card in and insert it into the space so that it reads 'The pig is in the box.'

Repeat reading the words and point to where the pig is in relation to the box.

Continue in this way with all the other prepositions. Ask the children if they can think of any other positions the pig can be in relation to the box.

Introduction to the Preposition

Materials: A card showing the parsing symbol for the preposition in written form

Objectives

- To introduce the parsing symbol for the preposition in written form
- To reinforce that the preposition shows the relationship between two nouns
- To identify the preposition in a sentence.

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Presentation

This can be an individual or small group exercise.

Once the child has been introduced to the early preposition box and are able to read, they can be introduced to the preposition definition card.

Take the parsing symbol for the preposition and place it on the table. Then take the definition card and show it to the child. Read the definition card with the child and work through the examples.

Ask the child if they can think of any other examples personal to themselves and linking them together using prepositions.



Example

Preposition

A preposition is a word placed between two nouns or pronouns which shows their relationship to each other..

John walked **to** church.

The book is **on** the shelf.

She ran **through** the tunnel.

THE CONJUNCTION

Pink

The Conjunction Story

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The small bar may represent the link of a chain i.e. that which joins, there is no significance in the colour.

The Conjunction Game

This is a group exercise.

Gather the children around a mat. You are going to draw a picture and as you explain how you are drawing you are going to emphasize the conjunctions.

Ask for a volunteer to help you collect some items from around the classroom. Say to the child, 'Can you collect a pencil **and** a ruler for me?' When the child returns with the items, ask another child to collect a piece of paper **so that** you can make a drawing.

When she returns with the paper say '**Because** you have given me some paper, I am able to draw a line using the pencil **and** ruler.'

Draw a line on the paper.

'I can draw a house **if** I draw some more lines.'

Draw the main building.

'I can draw the roof **after** I have drawn the main building.'

Add the roof.

'Look I have drawn the roof, **now** I can draw a chimney.'

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I am going to continue **until** my picture is complete.'

The Conjunction box

Materials: A pink box containing word cards and buff header cards, objects such as a blue button and a red button. Three pieces of wooden joining train track, consisting of 3 pieces one much shorter than the other two. Strips of paper for writing sentences and phrases, and coloured pencils and pens.

Objectives

- To reinforce that the conjunction represents a joining word
- To identify the conjunction in a sentence or phrase.
- To manipulate sentences and phrases using a conjunction to see if the order changes the meaning.

Presentation

This is an individual exercise.

Take the pink box to the table.

Ask the child to collect the train tracks, strips of paper and coloured pencils.

Take the train tracks and show the child how you can join the three pieces together with the short piece in the middle.

Say to the child, 'I have joined two pieces of track to one short track to make one long track. I have made a junction. A conjunction is a small word that joins two short sentences or phrases together to make one longer sentence or phrase.'

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Open the box and ask the child to remove the cards and to place them randomly on the table.

Ask the child to make two short phrases such as: a blue button a red button.

Ask the child to look at the train track and think of how we can join the two phrases together to make a longer phrase. Take the conjunction header card and place it on the train track on top of the short piece. Ask the child to find the word card that could join the two phrases together. The child places the word card between the two phrases so that it reads:

a blue button and a red button

The child then uses the strips of paper to compose phrases, places them on the train track and thinks of words to join them together, placing these on the piece of track in the middle.

Introduction to the Conjunction

Materials: A card showing the parsing symbol for the conjunction in written form and example sentences

Objectives

- To introduce the parsing symbol for the conjunction in written form
- To reinforce that the conjunction represents a joining word
- To identify the conjunction in a sentence.

Presentation

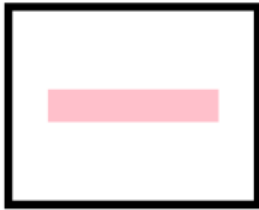
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This can be an individual or small group exercise.

Once the child has been introduced to the early conjunction box and are able to read, they can be introduced to the conjunction definition card.

Take the parsing symbol for the conjunction and place it on the table. Then take the definition card and show it to the child. Read the definition card with the child and work through the examples.

Ask the child if they can think of any other examples personal to themselves and linking them together using a conjunction.



Example

Conjunction

A conjunction is a word used to join sentences, phrases or words together.

I like singing **and** reading.

Jimi plays the piano **but** not the guitar.

Ben is a good teacher **because** he explains things very well.

THE INTERJECTION

Gold

The Interjection Story

This symbol is a combination of that for the noun and the verb. Its function is to imply many things it seems to bring in so many aspects. Therefore, its symbol combines the two basic symbols for the noun and the verb.

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It is gold because the interjection is known as the ' King of all words.'

The Interjection Box

Materials: A box containing interjections written on yellow card or print.

e.g.

Oh!

Alas!

Ah!

What!

Hush!

Well done!

The box also contains some sentence cards such as:

The bay is asleep!

This is a lovely colour!

Objectives:

Language Development 3

By the end of this lesson the child will be aware that certain words which we will call interjections can show how to express some sudden feeling but these words do not enter into the construction of the sentence.

Presentation

Ask the child to read a sentence and then find the correct interjection in front of the sentence and read it again. e.g. 'The baby is asleep', 'Hush, the baby is asleep!'

The two sentences are discussed and it is found that there is no change in the meaning by adding the interjection. It is important to also help the children notice that the exclamation mark is used only at the end of the sentence.

Introduction to the Interjection

Materials: A card showing the parsing symbol for the interjection in written form

Objectives

- To introduce the parsing symbol for the interjection in written form
- To reinforce that the interjection is a word that expresses emotion
- To identify the interjection in a sentence.

Presentation

This can be an individual or small group exercise.

Once the child has been introduced to the early interjection box and are able to read, they can be introduced to the interjection definition card.

Language Development 3

Take the parsing symbol for the interjection and place it on the table. Then take the definition card and show it to the child. Read the definition card with the child and work through the examples.

Ask the child if they can think of any other examples personal to themselves such as making a statement with expression.



Example

Interjection

An interjection is a word which expresses emotion.

Hush! The children are sleeping.

Stop! Somebody is coming.

Oh! What a beautiful day.