

# LESSORI ARY

Language Development 4



*Addla Montessori*

# The Montessori Elementary Grammar Boxes (noun)-{article, adjective, pronoun, verb} and An Introduction to Sentence Analysis

There are so many ways to use the Grammar Box materials and many Montessori settings have adapted the idea and material to suite their ways of doing things.

In the following narrative I am going to try and follow the AMI version with a few variations as I have understood it. The reason being that the basic Grammar Boxes you will find available for the Elementary (our Primary aged children) are made to follow these lesson structures. You can always adapt the materials to follow your specific needs.

## A general word about the Grammar Box materials:

If the children have not had the function of words lesson in the Nursery classes, (these are the grammar games and introductory boxes,) then do an oral introduction before you start work with the main Grammar Boxes. (The function of words lessons are the ones given in your Lesson 3 resource book.) I provided this information because I am aware that you will have children coming from different backgrounds in your Primary settings, so it would be best to start here.

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There are 8 boxes each part of speech is distinguished by a colour that does not always correspond with the colour of the grammar symbols. This was done purposely by Dr Maria Montessori.

Think about it if the colour boxes took on the same colour as the symbols children could easily just match the colour of the symbol to the cards. The only colours that have remained unchanged are that of the noun and verb.

The grammar boxes are empty except for little cover slips, the materials we use are found in the filler boxes. The number of each grammar box corresponds with the number of compartments within the box.

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These boxes have a companion, the Grammar Filler Boxes as mentioned before, together they can set you back N500,000, but a lot of schools have found ways to reduce its cost. They use skyscraper plastic/ wooden boxes and get their own cards handmade (a lot of work)! Or they order from Print Shop etc. or buy the original cards. Do note that there is another material called the Montessori Skyscraper which we mentioned in Resource book 3.



These boxes could be the most prominent Language materials found in the setting, but they cannot be and must not be the only language work going in on. Children should also be studying words, the history of language, literature, creative writing, comprehension exercises, spelling, spoken language, sentence analysis etc.

The Grammar boxes should be done in groups of 2 to 3 children, this work can be used to foster that second plane characteristic of the child: team work and collaboration. This work is not to be used as writing exercises. It should be manipulative. Please do not make the mistake of getting children to write out the exercises they do with the grammar boxes. If you do you have taken the fun out of the work and it fast becomes boring and frustrating for the beginning writer, which they all are. Try to remember to concentrate on the main objective of the lesson and exercises.

Also note that the Grammar boxes are a perfect place for your non-readers to start. We will be working first on words and then phrases and sentences. They can actually find this work an avenue to reading. Pair them with a child who can read and let them work together.

Connect the work they are doing to other written work they have by asking them to leave a space between each new line in their work then they can use their colour pencils to mark the parts of speech of each word they recognize. Obviously this will start in bits and bobs to start with but it will show you what the child understands. Also it is not the word itself that they will be analysing but how the word is used in the sentence. This work is not as clear cut as we think it is. I realized that my understanding of adverbs needed an upgrade when I did my Montessori Primary training! (I am still working on it.)

Let us look at how to work with the boxes.

## Grammar Box 2

Materials:

Grammar Box 2

Grammar symbols,

Filler box

Oral Introduction:

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Before we actually work with this material, let's just think for a minute about how we express things.

I am going to say something to you and I want you to tell me if it sounds right. When I say, "Bring me cube" does that sound right?

(No.)

What would make it sound better?

(add "the" or "a").

When I say, "go get eraser," that sounds funny too, doesn't it?

What would make it sound better?

(Go get a pencil.)

Use 2 to 3 examples per child. This will help with developing the child's ear for language, we can catch what is right or wrong in language with our ears.

## Presentation or the box

Materials:

A box containing two compartments labelled "Article" and "Noun"

Word cards in colour for the 2 different parts of speech.

Some printed phrases

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Symbolic grammar symbols

Work station (the floor mat, or a table)



Objectives:

To recognise that sentences are composed of different parts of speech

To identify words and their function in a sentence

To practice using the grammar symbols to analyse a sentence

To build vocabulary and increase reading skills

To learn the rules of grammar in English Language

Presentation:

Take the grammar box to the workstation and show the child the different parts of the box:

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The big cards go here in the back and the two sets of little cards are placed here...

Ask the child to pull out one large card and read it aloud, and then look for the corresponding small cards, placing them in the same pattern on the table.

The noun cards go to the right and the article card goes to the left of it.

Invite the child to repeat with additional cards.

E.g. “a box”

On the 3<sup>rd</sup> card or much later ask:

“What part of speech is this one? (Point to the noun - box) - (Noun)

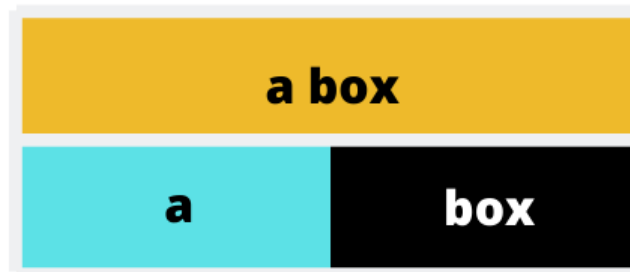
“Would you like to see the word noun? (Pull out the black label from the box and place it above the noun.)

Then point to the article - a - “This word is an article- that’s the part of speech it is. Would you like to see that word article?”

Remove the cover label - article from the compartment and place it above the word ‘a’.



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You can now place the grammar symbols above the words 'article' and 'noun'.

As the child continues to work with the material, you can keep the symbols and labels above the work.

To work with the Filler cards:

Place five articles in a vertical line under the Article label and then place five nouns next to them randomly under the noun label.

Ask the child to read across the article and noun cards and to say whether it sounds correct.

If the article does not sound correct with a particular noun card e.g. an egg, ask the child to remove it and place it to the left hand side of the mat.

Ask the child if they can find another article from the line that would sound better. They can substitute this one for the card they removed. Continue to work in this way until all the articles and nouns have been matched.

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When they have finished ask the child if they can see a pattern. Then point out that as a general rule 'an' comes before a noun that begins with a vowel.

<b>article</b>	<b>noun</b>
<b>a</b>	<b>cat</b>
<b>an</b>	<b>orange</b>

Invite the child to keep working and visit once in a while to check in and use the three period lessons, to reinforce the part of speech.

Make sure you show the child or children how to put the work away.

(Only if the child wishes they could record their phrases on paper strips or in their books, using stencils and appropriate coloured pencils for parsing)

### Definite and Indefinite Articles

## Material: Filler Box 2 (You do not need Grammar Box 2 for this exercise)

Equal number of noun and article cards

4 Label cards ( 2 noun labels, 1 indefinite article label, 1 definite article label)

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Place some cards from each stack, one at a time on the workstation and ask the child to read the word aloud and identify the part of speech.

Invite the child to match an article with a noun, place work in columns sorted by article. Once the child gets the idea of placing the work in columns they can take over.

Next label the parts of speech for each column.

Ask, "What are the names of these parts of speech?" (Nouns)

Let the child label them, then say, "We have articles as well, but we have two different kinds of articles. If I asked you to give me the globe it would be a specific one, but if I asked for a globe, it wouldn't matter which one you brought me. "The" is the definite article - meaning I want that particular globe.

"A" is the indefinite article - meaning I just want any globe - one from many options.

Ask the child to label the columns appropriately.

Sample work:

<b>definite article</b>	<b>noun</b>	<b>indefinite article</b>	<b>noun</b>
<b>the</b>	<b>cat</b>	<b>a</b>	<b>cat</b>
<b>the</b>	<b>orange</b>	<b>an</b>	<b>orange</b>

### Interesting historical facts for the older children:

Did you know that the definite article “the” is a contraction from the demonstrative adjective “that” - I want that globe - I want the globe.

The indefinite article actually comes from the word one - I want one pencil - I want a pencil.

Now all that remains to remind us how these words evolved is the n - I’d like an apple - meaning I’d like one apple.

### Extension:

The child can write his own lists of articles and nouns, identifying to the right of the work if he has used the definite or indefinite article - or writing in columns similar to the layout of the cards on the workstation.

### The Montessori Animal Farm

This is an important part of the work the children do to help solidify their understanding of their work with parts of speech. You can use other environments, even your classroom to do this exercise. To start with we work with just naming the items and objects in the environment then we continue with the articles and then the adjective, verbs, adverbs etc.

### Farm / Themed Basket 1 (Nouns)

## Materials

A basket or box containing a selection of farm animals (items for the specific environment or theme)

Noun cards for all items

Grammar symbols

## Objectives

To reinforce the idea that the noun is a naming word

To reinforce the symbolic colour of the noun

To increase vocabulary

To increase fluency in reading phonetic words

## Presentation

Take the basket or Farm box to the workstation,

Get the child to set out the scene with the items in the basket and or box as they would like.

Ask the child to randomly place the noun cards at the top right corner of the work station.

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Pick up one of the animals (items) ask the child what it is called, and ask him to find the corresponding name card for you. Read it and place it beside the animal.

Invite the child to continue the work by finding the corresponding name cards for each animal etc. in the setting they have created.

If the child wants to use the grammar symbols with the noun cards they can do so.



**cat**



**hen**

## Singular and Plural Boxes

Exercises for the formation of the plural

### Materials:

They are made up of black boxes that contain 2 bundles of black noun cards each containing a heading card singular and plural. The cards are 2 ½ x 2 inches (6 x 5 cm) and written in white in. The heading cards are either grey or buff in colour.

### Box 1: 'S' added in plural

Phonetic (noun) objects e.g. peg/pegs, clips/clips, pig/ pigs, bell/ bells, pan/ pans, cat/ cats, dog/ dogs, jet/ jets, flag/ flags, pot/ pots (as taught in the Nursery class).

### Box 2: Phonetic words without objects – adding 's'

Materials: 2 bundle of cards in a black box containing black cards with phonetic words in their singular and plural forms

## Objectives

To reinforce the meaning of 'singular' and 'plural'

To show the basic rules for the formation of plurals

To increase the child's vocabulary and improve reading skills

## Presentation:

This is how all the boxes are presented.

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Take the box to the workstation and remove the lid. Take out the 2 bundles of cards and place them on the table. Place the heading cards at the top of the child's work space with singular to the left and plural to the right.

Read the heading cards 'Singular' and 'Plural'. Explain to the child the meaning of each: Singular means one and Plural means more than one. Now, lay out the noun cards randomly on the table. Ask the child to read the words.

Then ask the child to find a card with a singular word and to place it under the singular heading card. Now ask the child to find the corresponding plural card and place it next to the singular word but under the plural heading card. Get the child to continue the exercise until all the cards are matched.

Ask the child to read the word cards: first the singular word and then it's plural. Ask the child if they notice any pattern to the way the words have changed from the singular to the plural.

Discuss the fact that in these words we add a 's' to make a singular word plural.

If the child is ready they may write the words in their book under the rule: Adding 'S' etc.

Continue working through the boxes in any order.

### **Box 3: Adding 'es'**

box/boxes, church/churches, match/matches etc.

### **Box 4: Adding 'es' (Words ending in 'f' or 'fe' change to 'ves')**

life/lives, knife/knives, wife/wives etc.



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## **Box 5: Adding 'es' (Words ending in 'y' change to 'ies')**

baby/babies, sky/skies, fly/flies, lady/ladies etc.

## **Box 6: Adding 'es' (Words ending in 'o' simply add the 'es')**

hero/ heroes, volcano/volcanoes, tomato/tomatoes

## **Box 7 Adding 'en'**

ox/oxen, child/children, brother/brethren

## **Box 8 Internal vowel change**

man/men, mouse/mice, foot/feet, tooth/teeth etc.

## **Box 9 No change**

deer/deer, fish/fish, sheep/sheep, trout/trout etc.

## **Box 10 Two Plurals**

fungus/funguses/fungi, hippopotamus/ hippopotamuses/ hippopotami, cactus/cactuses/ cacti, penny/pennies/pence etc.

## **Box 11 Plural only**

scissors, trousers, tongs, tweezers etc.

## **Box 12 No plural**

bread, flour, peace, earth, coffee etc.

## **Box 13 Compound plural**

mother-in-law/mothers-in-law, sister-in-law/sisters-in-law, passer-by/passers-by etc.

## Farm/ Themed Basket 2 Add Article

### Materials:

Basket of farm animals or other themed objects

Model structures or and fabrics to represent scenes

Word cards coloured to correspond with the various parts of speech

Grammar symbols

Coloured pencils

Strips or rolls of paper

### Objectives:

To learn the word order in sentences using concrete objects

To increase vocabulary

To improve reading skills

To improve spelling

To be creative in construction sentences, following set grammar rules

To explore how the order of words in a sentence may change meaning or emphasis

To begin to learn the rules of story writing

To practise parsing

## Presentation

Work station can be on the table or floor, use the floor when the work done is extensive.

Take the basket and rest of the materials needed to the work station and ask the child to take out some of the animals and to create a scene.

Ask the child to place the word cards at the top right of the page the article cards first and the nouns to its right.

Make sure that the child can read the words or assist if need be. Get the child to place the appropriate word cards on the scene they have created, first the article and then the corresponding noun.

Once done get them to match the grammar symbol to the word cards, if the child wishes to do some extra work by writing the sentences then let them use the paper strips to write the sentences with coloured pencil, thereby parsing as they write.

As time goes on and more figures of speech are explored they can add more cards to the farm and work further with this material.



a

sheep



a

pig



a

hen

Work with definite as well as indefinite articles and let the children tell you what they notice about the order of the words by asking leading questions.

## The Masculine and Feminine Boxes

### Materials:

A box containing bundles of black masculine and their matching feminine word cards

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2 header cards in buff or grey reading **Masculine** and **Feminine**

A dictionary for looking up unfamiliar words.

## Box 1

The feminine word is entirely different to the masculine word

Brother/sister, cock/hen, father/mother etc.

## Box 2

A suffix is added to the feminine e.g. prince/princess, duke/duchess, actor/actress, steward/stewardess

## Box 3

The use of compound words

cock robin/hen robin, grandfather/grandmother, peacock/peahen, landlord/landlady

## Objectives:

To show the difference between the masculine and feminine gender

To increase the child's vocabulary

To introduce how to use a dictionary

To improve reading and spelling

## Presentation:

Take the box to the work station.

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Remove the bundles and place the cards on the work space.

Place the header cards at the top of the child's working space.

Place Masculine to the left and Feminine to the right.

Explain the meaning of the two words: **Masculine** means the male of a species and **Feminine** means the female.

Ask the child to read all the cards and place them randomly on the work space. Find a masculine word and place it underneath the right header, ask the child if they can find the feminine word to match and place it under the heading.

Continue in this way until all words are matched.

Show the child how to look for the meanings of unfamiliar words in the dictionary.

When the child has finished they could as an extension write the two lists in the copy book

### The Noun Families Boxes

#### Materials:

4 Boxes that contain three bundles of words on black cards

#### Box 1:

father/mother/baby, king/queen/prince or princess, uncle/aunt/cousin

#### Box 2:

billy goat/nanny goat/kid, boar/sow/piglet, buck rabbit/doe/rack, bear/she bear/cub

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## Box 3:

bull/cow/calf, dog/bitch/puppy, drake/duck/duckling, gander/goose/gosling

## Box 4:

owl/owl/owlet, ram/ewe/lamb, stallion/mare/foal, tom cat/queen/kitten

3 header cards in buff or grey: **Parent Masculine**, **Parent Feminine**, **Young**

Dictionary

Pencil and Note book

## Objectives:

To learn the terminology for the classification of animal families

To increase vocabulary

To improve spelling and reading

To reinforce the functions of the noun as a naming word

## Presentation:

These can be completed in any order and this is one of the set which it is not compulsory they need to do all boxes.

Take a boxes to the workstation. Remove the header cards and place them at the top of the work space with **Parent Masculine** card on the left, the **Parent Feminine** card in the middle and the **Young** card on the right.

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Place the word cards to the right on the work station and ask the child if they can find the male parent cards, get them to place the cards in a column under the Parent Masculine header and make sure that the child is familiar with the words, if there are any they do not know show them how to check in the dictionary.

Get them to set out the female words in a column under the Parent Feminine header and then the Young column is done. Check the work and then ask the child to do some extension work by doing research looking for information about the animals finding pictures or drawing their own in their book. (This fits in with the Second Great Lesson.) When the child is a bit more familiar with this work they can also write the list in their note book.

## The Noun- Homes Boxes

### Materials:

8 Boxes with bundles of words on black card

16 Header cards in buff or grey

Boxes 1 - 4: **Person** and **Home Dwelling**

Boxes 5 - 8: **Creature** and **Home**

#### Box 1:

king/palace, Inuit/igloo, convict/prison

#### Box 2:

lumberman/log-cabin, man/house, monk/monastery

#### Box 3:



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Nun/convent, pioneer/wagon, priest/temple,

## **Box 4:**

soldier/barracks, soldier/camp, vicar/vicarage

## **Box 5:**

badger/sett, earth, bear/den, bee/hive

## **Box 6:**

Dog/kennel, fox/earth, lair, horse/stable

## **Box 7:**

Lion/lair, den, otter/holt, mouse/hole, nest

## **Box 8:**

Rabbit/burrow, warren, sheep/pen, fold, spider/web

Dictionary

Pencil and Note book

## **Objectives:**

To reinforce the function of the noun as a naming word

To increase vocabulary

To improve reading and spelling

To practise using the dictionary for word meanings

## Presentation:

These boxes can be presented in any order and the child does not need to work through all the boxes, this work fits in with the third Great Lesson especially **The Fundamental Needs of Man**.

Take a box to the work station, take out the cards, remove the header cards and place them at the top of the child's work space with the Person/Creature header to the left and the Home/Dwelling header to its right.

Place the word cards randomly on the table and ask the child to read the cards, if any of the words are unfamiliar, the child can check the dictionary for the meaning.

Pick a card with the name of a person or creature and place it under the appropriate header card. Ask the child if they know where the person/creature may live, for example: "What is the name of their home or dwelling."

The child continues in this way until all the cards are matched.

There are several extensions:

1. Research the dwellings and find pictures to draw or cut and paste into their book.
2. Write a sentence or short information either factual or fiction in their book.
3. Make a model of the dwellings

## Skyscraper Classification of Nouns in Categories

### Materials:

## Language Development 4

Ten drawers of cards from your word study skyscraper, each drawer containing header cards and up to 20 word cards

### Objectives:

To reinforce the function of the noun as a naming word

To increase vocabulary

To improve reading and spelling

### Presentation:

All sky scrapers are presented the same way though the purpose of the presentation will change.

Take the first tray of the ten to the workstation which should be a floor mat. Remove the word cards and place them to the left hand side of the mat and place the title card CLASSIFICATION at the top centre of the mat.

Take the header card LIVING and NON-LIVING and place them underneath , with the LIVING card to the left and the other to the right.

Explain to the child the purpose of the exercise: in this case Classification helps us group things together.

Then explain the header cards: Living and Non-Living: Things that have life, can breathe, eat, and reproduce and the Non-Living refers to things that do not have life, they cannot breathe, eat or reproduce themselves. Get the children to give you examples. They can even explain the meaning to you themselves.

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Explain the exercise: Under the header card Living we are going to place all the word cards of living things and under the header card Non-Living we will place all things that are not living, another word for these is **inanimate**.

These words can be listed in any order and do not have a matching partner. The child continues to work through the drawers. This can be done in one sitting or spread over several days.

Check their work to ensure that they have understood and are accurate in execution of the work.

### Types of Nouns

Four boxes containing black word cards

#### **Box 1:**

Common Nouns: meaning common names of objects, further classified into animate and inanimate: lady, sister, teacher/table, chair book

#### **Box 2:**

Proper Nouns: these are names unique to a person or place, therefore further classified into names and places: Tobi, Ngozi, June, Monday/Lagos, Addlo Montessori School, Nigeria

#### **Box 3:**

Collective Nouns: are the names of groups of things, further classified into Collective and plural: a band of/musicians, an army of/soldiers, a company of/actors.

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There are 4 further boxes for this work - This work is done after the first 4 boxes have been worked through, this gives the child a wider scope of the collective nouns and how things are grouped together. E.g. a pack of/ wolves, a herd of/cattle, a staff of/teachers, a swarm of/ bees, a troop of /monkeys, a school of/whales.

## **Box 4:**

Abstract Nouns: these are thoughts, ideas or things we imagine that cannot be experienced with our five senses: beauty, anger, time, success, happiness, truth.

Grammar symbol box

## **Objectives:**

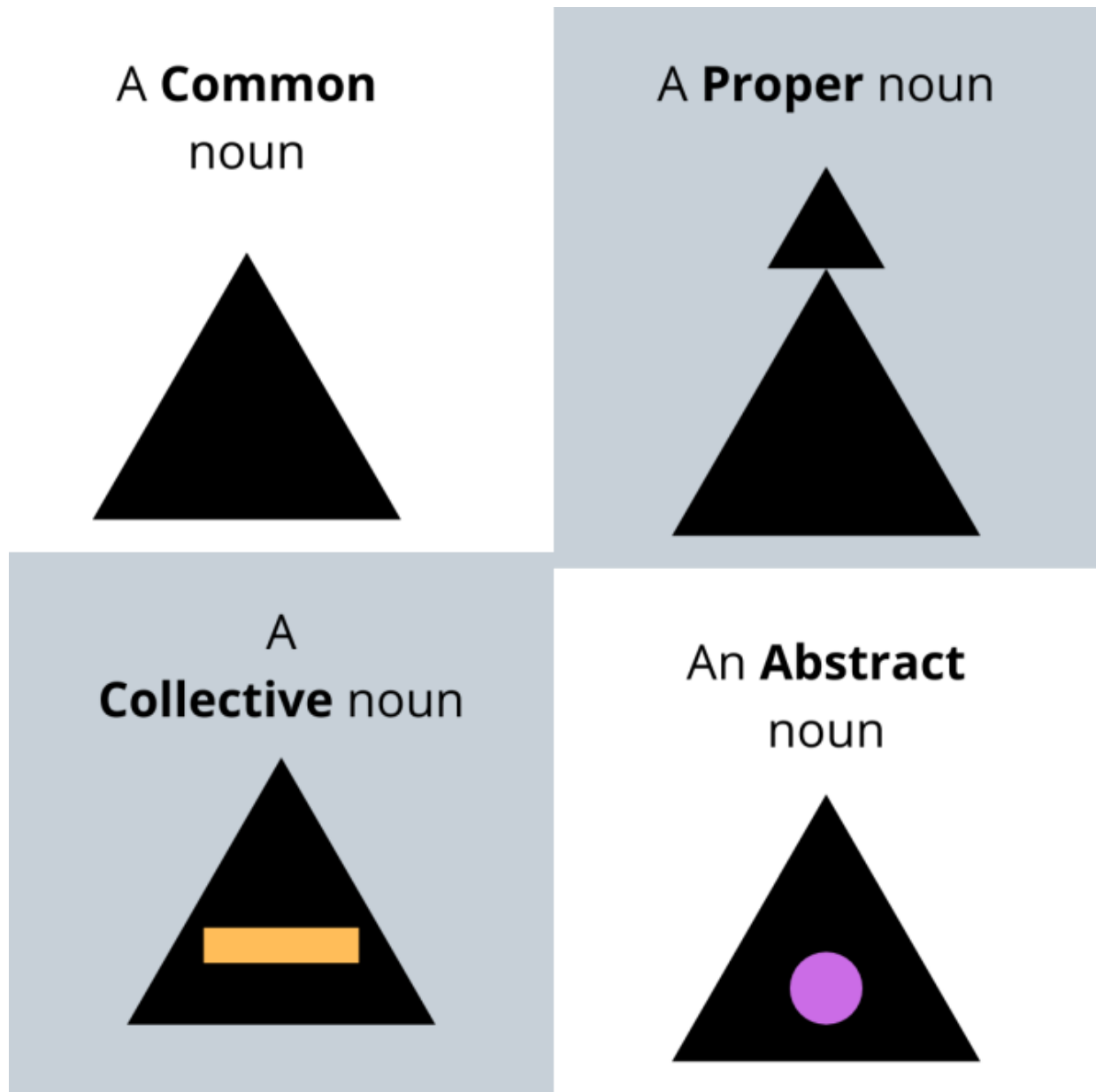
To identify the different types of nouns and the part they play in sentence construction

To reinforce the different grammar symbols corresponding to the different types of nouns

To increase the child's vocabulary and improve reading and spelling.

## **Presentation:**

These boxes can be presented in any order, take a box to the workstation and ask the child to get the grammar symbol box. Remove the header card and place at the top of the child's working space. Explain the meaning of the header card to the child, place the corresponding grammar symbol above the header card.



The child places the noun card in a column under the header card, reading them as they do so. They complete the task and can then go on to work on the other boxes immediately or on separate occasions.

### Types of Nouns Chart

#### Materials:

# Language Development 4

The chart, colour coded black for nouns, showing the names of the different types of nouns.

## **Box 5:**

A box containing six word cards of each type of noun

## **Objectives:**

To reinforce the noun as a naming word

To increase vocabulary.

To improve reading and spelling.

To categorise and sort words

To be able to use words in context.

## **Presentation:**

Take the chart and Box 5 to the work station and show the child the chart. Remind them of the different types of nouns.

Ask the child to remove the word cards from the box and lay them randomly on the work space.

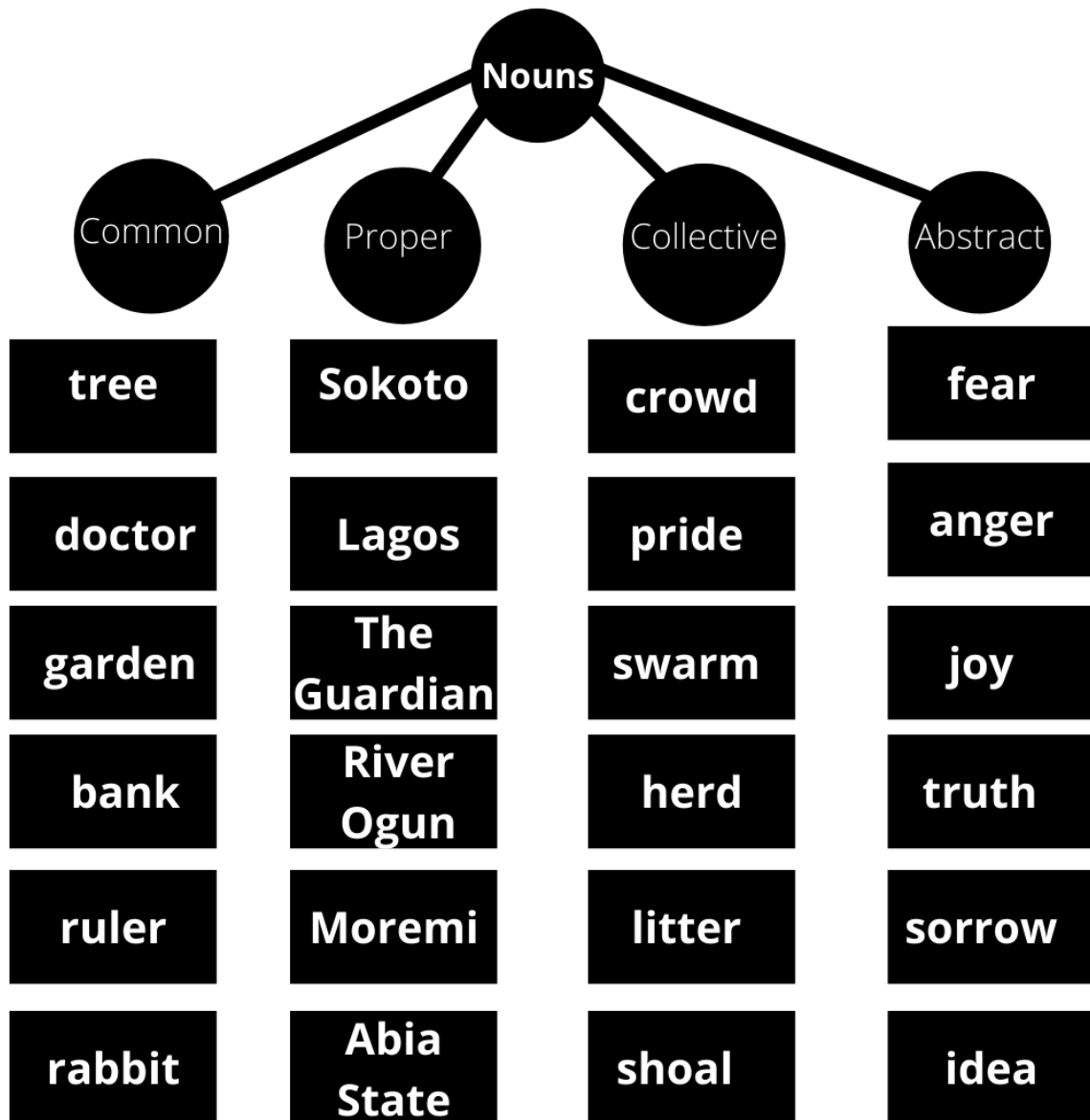
Check that the child can read the words and understands the meaning. Then ask the child to sort the words out by placing them below the corresponding noun type.

Extension:

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Ask the child to compose sentences using the nouns in context.

Here is a diagram of the completed chart as reference:





I have now provided you with all the main lessons you would do with the child from ages 6 to 12. The next lessons will be grouped differently as I want to add the sentence analysis into the mix. You will get a scope and sequence map at the end of the course to help you further break down the lessons. It is important to note though that there is no exact weekly or termly schedule as we follow the child. Some children will move through the material faster than others in one subject or topic or the other.

## The Noun/Adjective Box

### Materials:

Boxes containing blue and black word cards and grey/buff header cards, reading **Adjective** and **Noun**.

Pencil and notebook.

### Objectives:

To help the child understand the function of adjectives in speech

To increase vocabulary and improve reading and spelling.

### Presentation:

Take a box to the table or mat.

Remove the word cards and place them on the workstation. Place the header cards at the top of the child's work space. Read the header cards and discuss the meaning.

Place the noun cards under the header card and spread the adjective cards randomly on the work space.

Ask the child to read each noun card and choose an appropriate Adjective card.

## Farm/Themed Adjective Basket

### Materials:

A basket /box containing a selection of farm animals or other themed objects

Noun, article and adjective cards for all the items

### Objectives:

To reinforce the adjective as a descriptive word

To reinforce the symbolic colour of the adjective

To reinforce the grammar symbol for the adjective

To increase vocabulary and fluency of reading phonetic words.

### Presentation:

Take the basket/box to the work station, put the grammar cards in a pile at the top of the work space. Take an animal out of the basket and ask the child what the animal is called. Find the noun card for it and place it under the animal. Ask the child to describe the animal.

Find the corresponding adjective card and place it before the noun card, now ask child to include an appropriate article card.

Invite the child to build a scene with the animals and place the corresponding article, adjective and noun card under each animal.

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The child may use the grammar symbol s with the grammar cards for parsing.



an old sheep



a fat pig



a big hen

## The Pronoun Exchange Box

Materials:

## Language Development 4

A box containing 3 sets of words, six on purple card and six on black, two buff/grey header cards saying **Pronoun** and **Noun**.

Objectives:

To give concrete practise in substituting a noun for a pronoun

To reinforce gender and show which pronoun to use

To reinforce plurals and show which pronouns to use

Presentation:

This is an individual exercise.

Take the box to the work station, and remove the header cards which should be placed at the top of the child's work space, with the noun to the left and pronoun to the right.

Remind them that a pronoun is used in place of the noun: 'Pro ' means 'for', it is used for noun.

Lay out the cards and ask the child to place the nouns below the noun header card.

Take each pronoun in turn and ask the child if they know whether the pronoun is for a masculine, feminine, or neuter word. Explain that a neuter word is a word that is neither male nor female.

Let them identify the appropriate pronoun for each word and place it next to the noun. Ask the child

to think of sentences containing each noun. They can do this orally or in written form. Then ask them to repeat the sentence but this time exchange the noun with the correct pronoun.

(he, she, it, we, they, us)

### **Farm/ Themed Basket (add verb)**

#### **Materials:**

Basket/Box containing a selection of farm animals or other themed objects

Noun, article, adjective, and verb cards for all the items

The grammar symbols (stencil)

#### **Objectives:**

To reinforce the verb as a doing word

To reinforce the symbolic colour of the verb

To continue work on parsing

To increase vocabulary and fluency of reading phonetic words.

#### **Presentation:**

Take the materials to the work station

Remove the cards and place them in a pile at the top of the work station.

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Place an animal on the work space and ask the child what the animal is called. Find the corresponding noun card and place it under the animal. Ask the child to describe the animal. Find the corresponding adjective card and place it before the noun card.

Ask the child to tell you what the animal is doing. Find the corresponding verb card and place it in the correct position so that the sentence makes sense.

Invite the child to build their own scene with the animals and to place the corresponding article, adjective, noun, and verb card under each animal.

The child can add the grammar symbols if they want to.

You can continue to add longer phonetic words and other phonogram words as the child develops their reading skills also add on each part of speech as the child learns more about each one so that they can get lots of practice with constructing sentences correctly.

The big cow runs.

A fat hen sits.

An Introduction to Sentence Analysis

### **A simple sentence**

A simple sentence has one verb and therefore consists of one clause. A sentence begins with a capital letter and ends with a full stop.

Chichi owns a cat.

Ade ate the ice cream.

## Sentence Analysis Charts

Materials:

These charts are numerous and are made to increase in its complexity, for the analysis of sentence construction

The charts can be made on A3 or A4 size card

They can be made or purchased.

Strips of paper with sentences written on.

Red pencil and scissors.

## Objectives:

To introduce the child to the concept of sentence analysis.

## Presentation:

All the charts are presented the same way and are not presented in any particular order, present when the child is ready.

Take the chart and materials to the work station.

Pre type or handwrite the sentences to be analysed (you can also write them as you go along).

Present a sentence strip to the child and ask them to read it. Then ask them to identify the verb or verbs in the sentence by underlining it or them with the red pencil.

Ask the child to cut out the verb and place it on the red circle on the chart.

Ask the appropriate question associated with each chart and have the child place words on the corresponding areas of the chart.

## The Introductory Chart

### Material:

The Introductory Chart has a large red circle joined to a smaller black circle to its left by parallel lines, with the following questions written between: “Who is it that?”  
“What is it that?”

Short simple sentence strips are provided either typed or hand written, they have only a subject and a verb e.g. “Time flies.” “Ade ran.” “The cat runs.” Etc.

### Presentation:

Ask the child to read the sentence and to underline the verb with the red pencil. Cut out the verb and put it on the red circle, then read the question followed by the verb.

Sentence: **The boy plays.**

Verb: **plays**

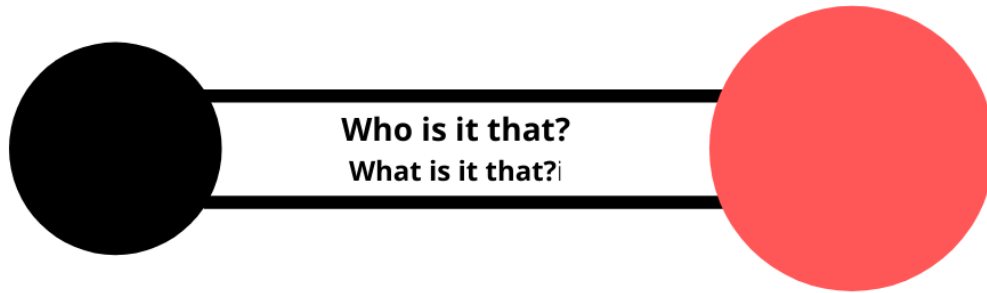
Question: **“Who is it that plays?”**

Answer: **The boy**



# Language Development 4

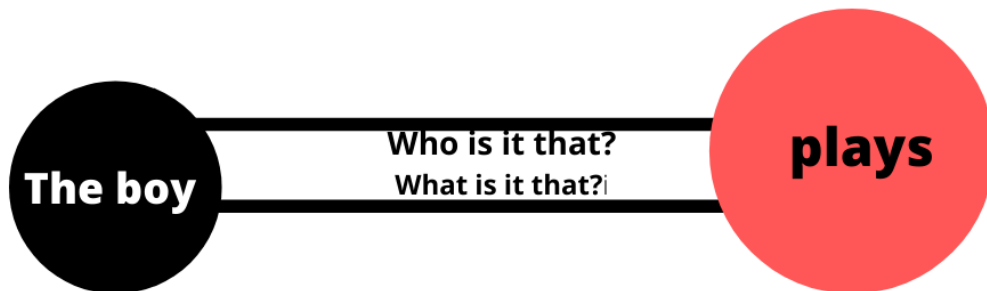
Place this on the black circle.



**The boy plays**



**The boy**



**The boy**

**plays**

Sample sentence strips for the Introductory Chart

The dog ran.

The baby laughs.

# Language Development 4

Ade sleeps.

Daddy cooks.

The mouse sits.

Time flies.

Ngozi reads.