

Montessori Primary

MONTESSORI PRIMARY

Language Development 6



Author Name

Adverbs, Propositions, Conjunctions and Parsing

Adverbs of Time and Reason

Materials:

Two orange boxes containing word cards and grey/buff header cards labelled **Time** and **Reason**

Box 1: Contains Adverbs of Time

Box 2: Contains Adverbs of Reason

Objectives:

To increase knowledge of adverbs and their correct grammatical use

To increase vocabulary and extend creative writing

To use adverbs to establish cohesion within paragraphs

To clarify meaning and point of view by using varied sentence structure

Presentation:

This is an introductory lesson to Adverbs of time and reason.

Both boxes are presented the same way.

Take the box to the workstation and remove the word cards and header cards. Place the header cards at the top of the workspace.

Language Development 6

Ask the child to read the word cards and then place them below the corresponding header card

The child then thinks of sentences using the words from the list in correct context. They can do this orally or write it down.

She is frightened of snakes, that is why she screamed.

Since he broke his ankle he limps.

She recently wrote another exam and passed it too.

ADVERBS OF TIME AND REASON

Time	Reason
recently	why
now	since
then	as
soon	
when	
until	

Types of Adverb

An adverb is a word that modifies or adds to the meaning of a verb, an adjective or another adverb. They are classified according to their use.

Time: They explain when things are done or happen. E.g. now, then, soon, recently, afterwards, before: She will be here soon.

Language Development 6

Place: Tells us about where something happened, e.g. here, there, everywhere, nowhere: They came here yesterday.

Manner: Tells us how it happened, e.g. badly, easily, slowly well. The boy sang loudly.

Degree: e.g. almost, much, only, quite, very, rather. The man ran very fast.

Frequency: e.g. always, never, often, generally, sometimes: The boy often walks to church alone.

Quantity: e.g. firstly, secondly, once, twice: The old woman baked the pies twice in one day.

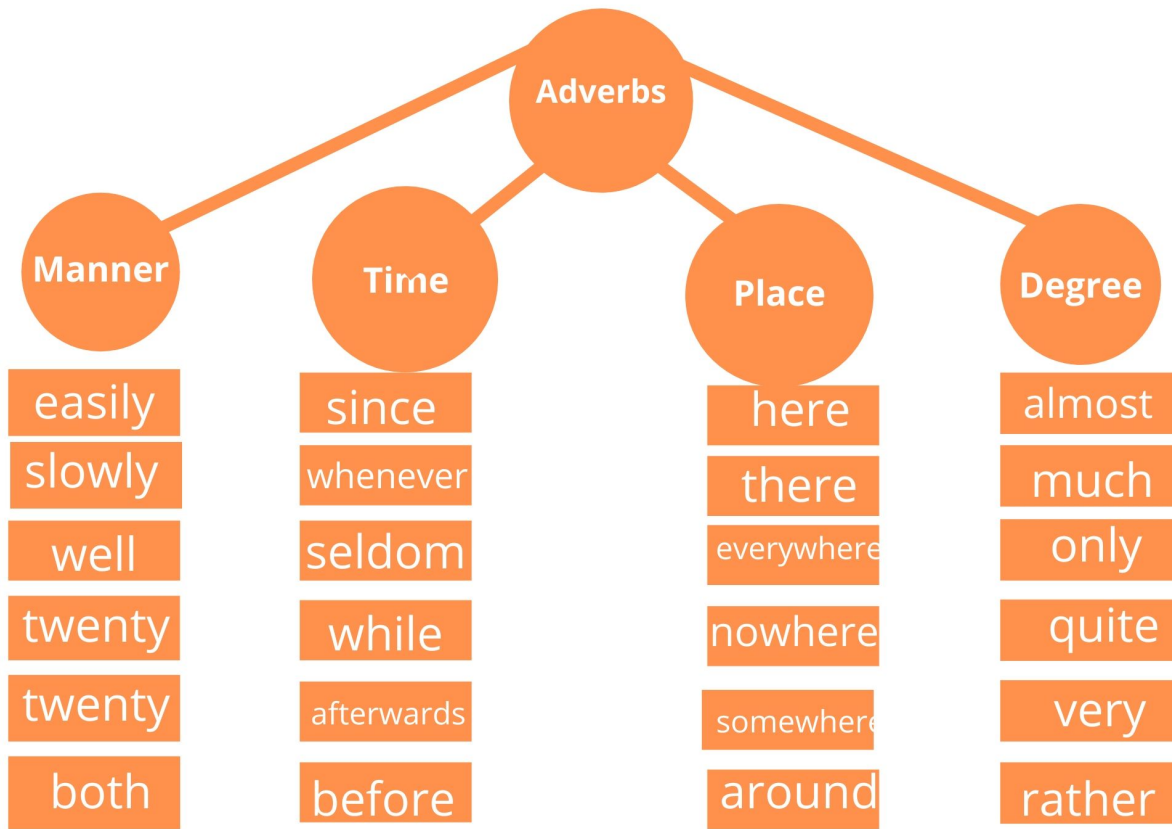
Comparison: e.g. faster, earlier, longer, sooner: I wish I had caught the bus earlier.

Affirmation: e.g. yes, certainly: She can certainly sing.

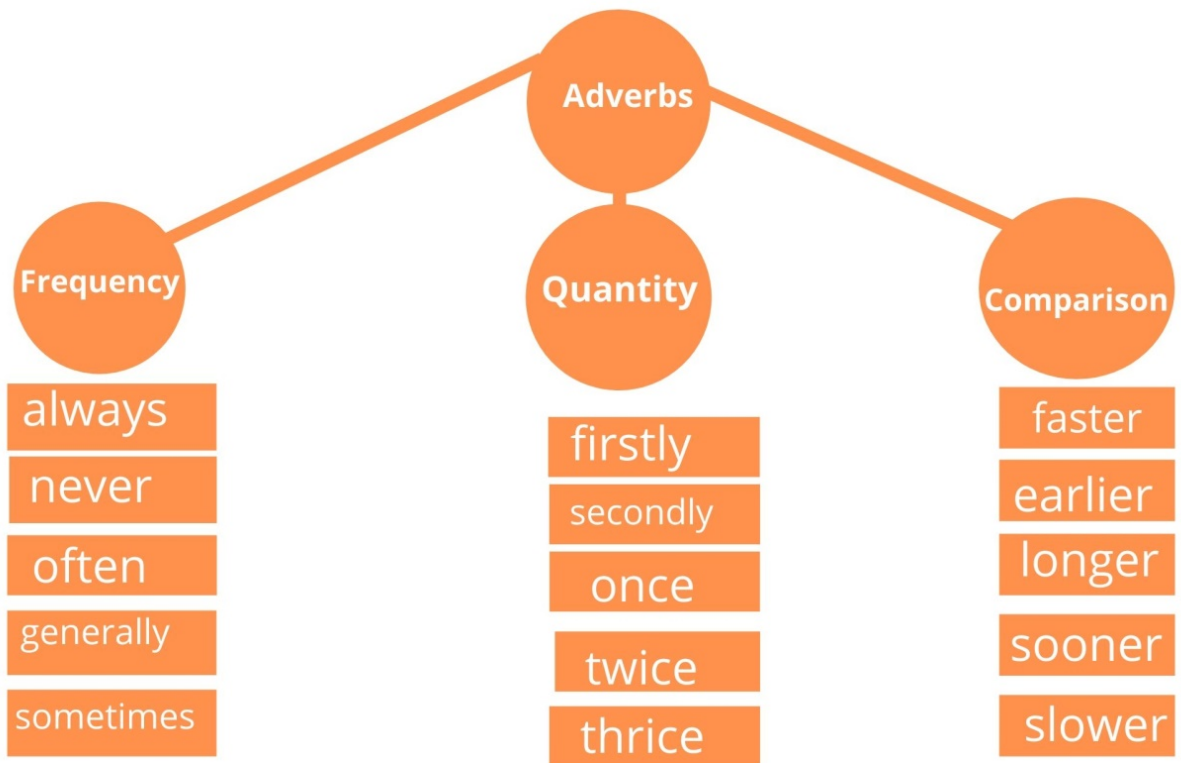
Negation: e.g. not: I have not heard anything you said.

Doubt: e.g. really, actually, exactly: Did you really write that song?

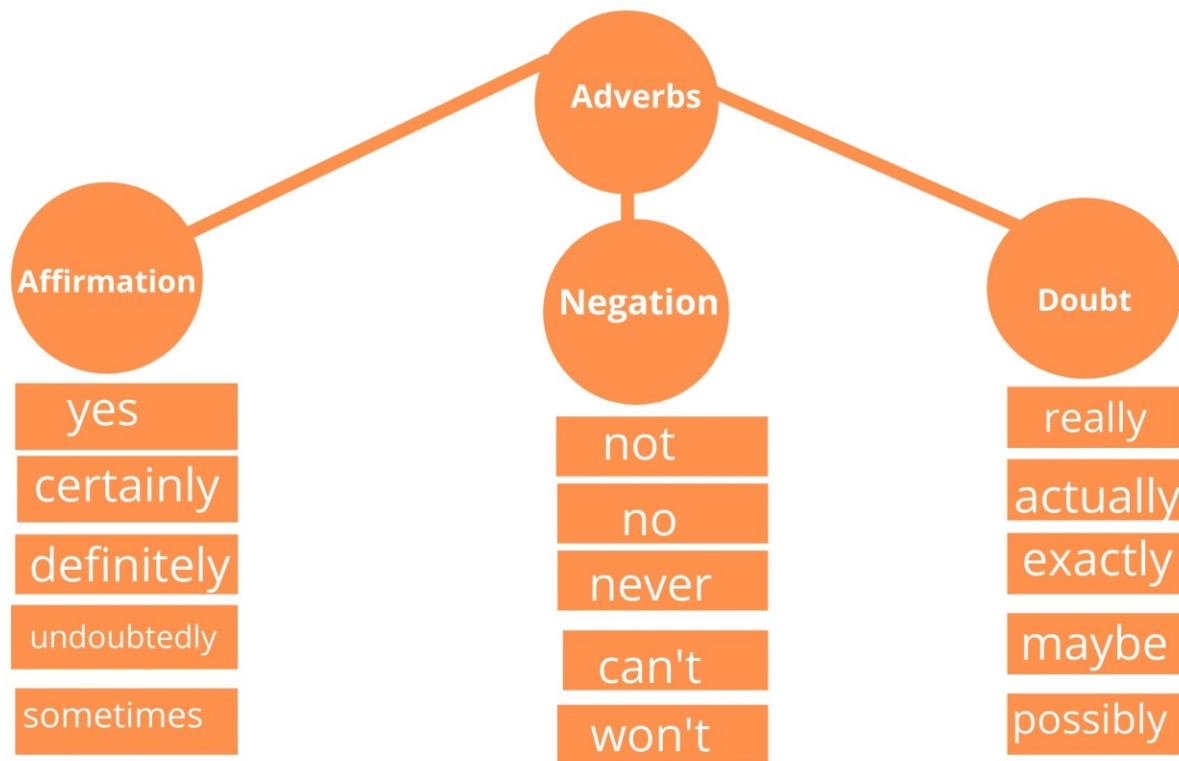
Types of Adverbs Chart 1



Types of Adverbs Chart 2



Types of Adverbs Chart 3



Types of Prepositions

Materials:

A green box containing word cards showing different prepositions

The Preposition Chart

Sample sentences for the first presentation

Objectives:

To further reinforce the preposition as a word that shows the position in relation to a noun.

Language Development 6

To extend word usage and correct grammatical application

To be able to signal sequence, place and time to give coherence to writing

To be able to show the relationship of time, reason and cause through subordination of clauses in a sentence

Presentation:

Take the chart and box to the workstation.

Always provide sample sentences the very first time this exercise is done so the child can place the correct words under the right headings.

Ask the child to lay out the word cards.

Show the child the chart and explain the definitions of the different types of prepositions.

Ask the child to take a card and read it.

Give the child an example sentence and see if they can decide where the word card belongs on the chart.

If they are finding this tricky, read the card for them and ask questions relating to the preposition.

Once all cards have been placed on the chart the child can think of their own sentences using the propositions in the appropriate context.

Prepositions of time

Preposition of Time	Explanation	Example
on	days	He goes to church on Sunday.
in	Months/ seasons/ year. Morning/afternoon/evening Period of time	Ade was born in the harmattan, December, 1980. We tell stories by moonlight in the evening.

Language Development 6

at Night/weekend

Bola leaves the light on at night.

Used to show an exact or particular time

Sumbo plays netball at the weekend.

Age/ period of time

We are having a meeting at 3pm this afternoon.

Children at the age of 4 are just getting interested in letters and writing.

Language Development 6

since	From a particular time in the past until a later time, or until now.	He did not drink any water since last night.
for	Used to show an amount or time.	I have to read each day for an hour.
ago	Back in the past/ back in time from the present.	Dinosaurs died out 65 million years ago.
before	At or during a time earlier than	He has to go to bed before 8 o'clock.
to	Used when saying the time, to mean before the stated hour.	The time now is twenty minutes to seven.
past	Used when telling the time.	It is 20 minutes past five.
to	Until a particular time, marking the end of a period of time.	I am looking forward to finishing this course in 2 months time.

Language Development 6

from	Used to show the time when something starts.	The gym is open from 8 to 6, Monday to Saturday.
-------------	---	---

by	Refers to the time on or before	The books will be delivered by Tuesday.
-----------	--	--

Prepositions of Place

Preposition of Place	Explanation	Example
-----------------------------	--------------------	----------------

in	inside	She snuggled under the cover in her bed. You watched the video in the sitting room. I live in Agege. He is in the garden. She is my best friend in the world.
-----------	---------------	--

Language Development 6

at Location:

Used to show an exact position or particular place.

Events:

Place where you are to do something typical (watch a film, work, study)

We agreed to meet at the market, at Mama's stall.

We met at a party.

We are at the Lagos Hotel swimming pool.

We had so much fun at school today.

At home, at football training etc.

Language Development 6

on	Attached: Next to or along the side of a river. Used to show that something is in a position above something else and touching on it. Left/right Methods of travelling Television, radio	Look at the picture on the wall. Ontisha is on the river Niger. The eraser is on the desk. A smile on Mary's face. My house is on the left of the street. My bedroom is on the ground floor. I love traveling on trains. Iron Fist is my favourite programme on TV.
Beside, near, by, next to	Not far away in the distance	The guard station by the house. (next to, beside, or nearby)

Prepositions of Possession/Material/Use

Preposition of Possession/Material/Use	Explanation	Example
from	Used to show the origin of something or someone.	Where are you from?
	Used to show the material of which something is made.	I am from Nigeria.
	Used to show a change in the state of something or someone.	The table is made from wood.
		It went from ice to liquid in seconds.

Language Development 6

of	Used to show possession, belonging or origin.	A friend of mine. A kilo of gari.
	Used after words or phrases expressing amount, number or particular unit.	

by	Used to show the person or thing that does something.	I'm reading a collection of stories written by Chinua Achebe.
-----------	--	--

about	On the subject of, connected with	What is 'Singing in the rain' about?
--------------	--	---

Prepositions of Direction/Space/Relation

Prepositions of Direction/Space/Relation	Explanation	Example
by	Used to show measurements or amounts	Her weight increased by 5%.
	Travelling other than walking or horse riding	She goes to work by boat every day.
in	Entering a car	He got in the car and waited for his mum.
off	Leaving a public transport vehicle.	She got off the bus at the next stop.
Out of	Leaving a vehicle.	Daddy got out of the car.

Types of Conjunctions 1: Boxes 1 – 3

Materials:

Three pink boxes containing pink word cards and buff/grey header cards

Box 1: Contains examples of co-ordinating conjunctions.

Box 2: Contains examples of subordinating conjunctions

Box 3: Contains examples of both and is used with types of Conjunction Chart 1

Objectives:

To use appropriate language to allow sections of text to hang together

To begin to compose simple and compound sentences using subordination in relation to time and reason

To use conjunctions to establish cohesion in writing text

To show the relationship of time, reason and cause through subordination and conjunctions

Presentation:

Take boxes 1 and 2 to the work station.

Ask the child to remove the word cards and place them on the work space. Place the header cards with the **Co-ordinating Conjunction** on the left and **Subordinate Conjunction** on the right.

Language Development 6

Explain to the child that co-ordinating conjunction joins words, phrases and clauses together that are of equal importance.

A subordinate conjunction joins a clause to a main clause. The main clause can stand alone but the subordinate clause does not make sense without the conjunction. The child reads the cards, thinks of words or phrases they can link together and then places the card below the correct header card.

Types of Conjunction 1

Co-ordinating Conjunctions	Subordinate Conjunctions
and	if
but	because
for	as
both...and	after
whereas	until

Language Development 6

Types of Conjunctions 2

Subordinate Conjunctions can be further grouped under the following headings:

TIME: e.g. after, before, since, until, till, when, whenever, while, now, that, as.

Example: The boy ate the sandwich before he went out to play.

PLACE: e.g. whence, where, wherever, whither. Example: Put your coat where you will find it.

CAUSE OR REASON: e.g. because, since, lest. Example: We know he wrote it because he has very distinct handwriting.

CONCESSION: e.g. although, even if, though, while, as, whether, or. Example: She could not work out the calculation, clever as she was.

CONDITION: e.g. except, that, if, unless. Example: Let my staff know if you wish to attend the meeting.

MANNER OR DEGREE: e.g. as, as... as, as if, as though, so .. as, than. Example: He remained at home as the Doctor had told him.

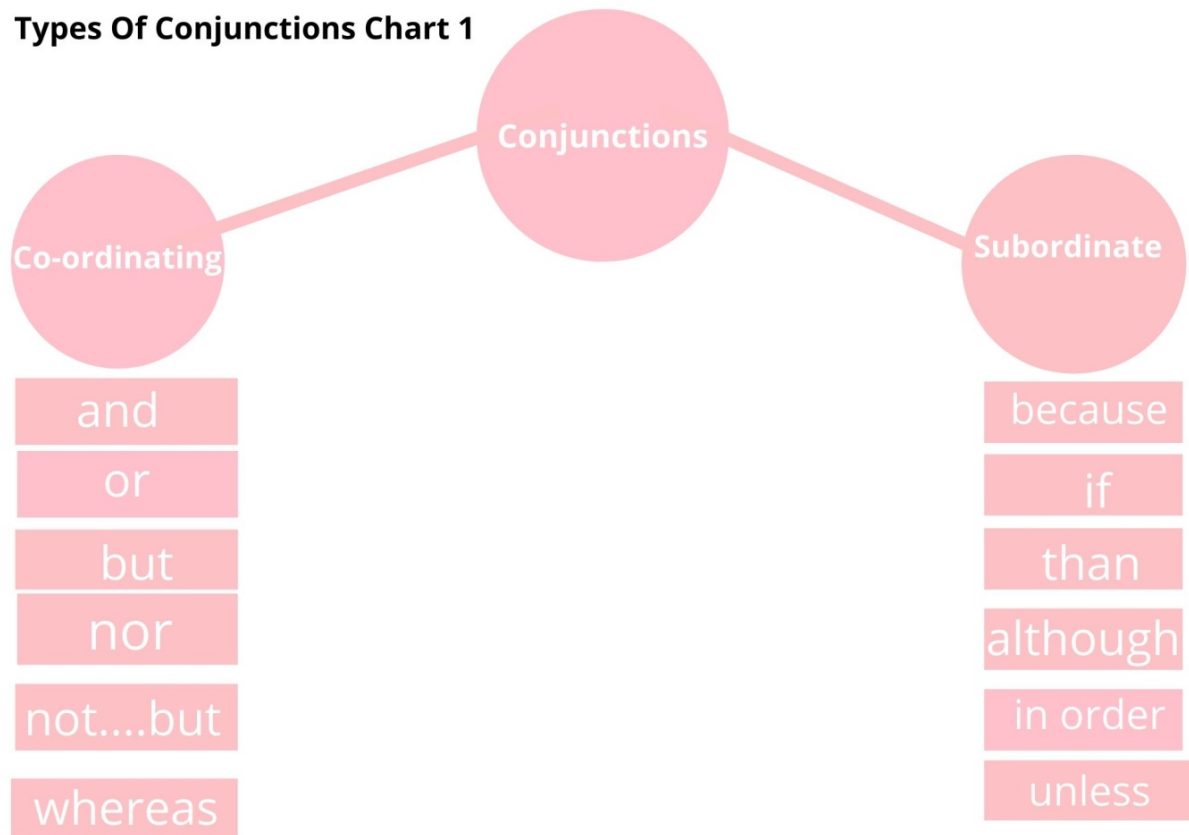
PURPOSE: e.g. in order that, lest, so that, that. Example: You come to school so that you will learn new things.

CONSEQUENCE: e.g. so that, so ... that. Example: She is so loud that she disturbs everyone.

Language Development 6

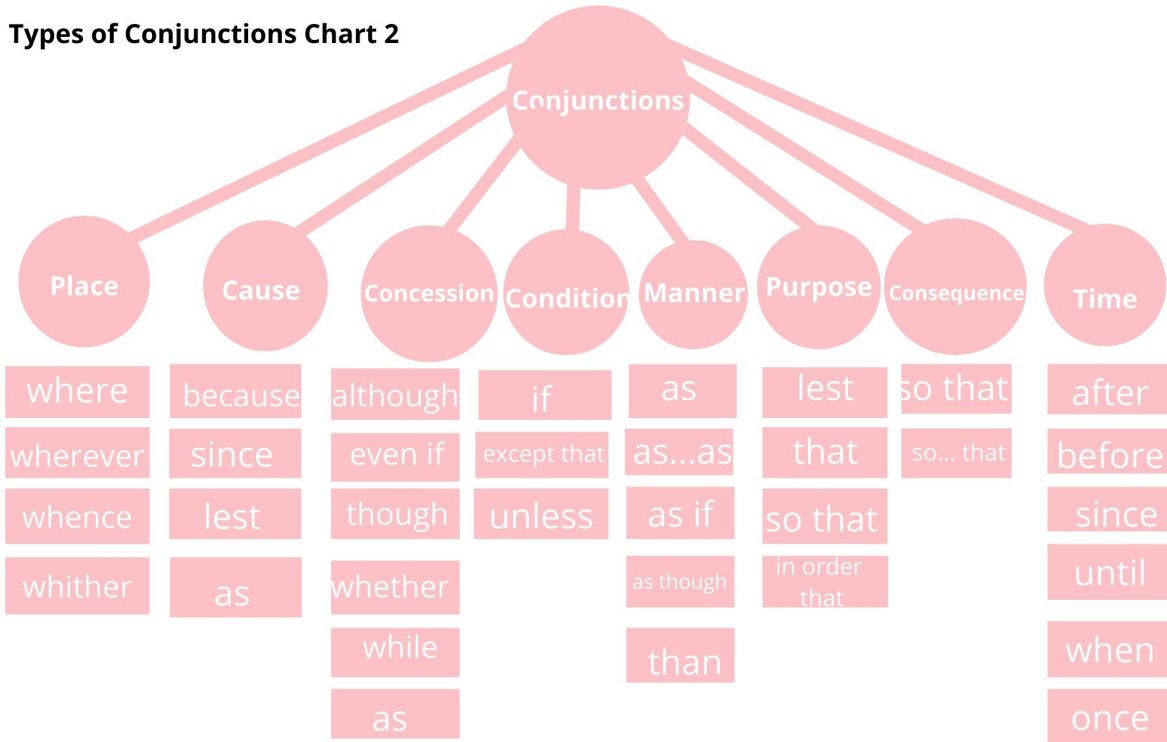
COMPARISON: e.g. as, than, as if, as though, as... so, as...as. Example: Sarah is as quick at running as Sam.

Types Of Conjunctions Chart 1



Heading

Types of Conjunctions Chart 2



Parsing

Parsing as discussed previously is a very great and enjoyable exercise for the Montessori child to really get to grips with the parts of speech and the functions of words in a sentence.

We work on this adding one more part of speech at a time starting with Articles, Nouns and Adjectives adding on verbs etc. till we have worked it to the final interjections. The child can use colour pencils and stencils or the grammar symbol material to parse the sentences which are usually pre-written. So the child can get so much more work done.

Language Development 6

Hand writing is a completely different skill. One of the mistakes made is the adult wanting the child to concentrate on so many things at the same time. To develop a skill the child needs space. They will get there it is a process. The child needs to be allowed to take one step at a time

The goal is for the child to be able to pick up a piece of literature and dissect it.

Extract from My Mother by Anne Taylor


Who sat and watched my infant head


When sleeping on my cradle bed,


And tears of sweet affection shed?


My Mother