

## THE NOUN FAMILY CHART

### Materials:

- Noun Family Chart
- Noun Family Grammar Symbols

### Presentation:

1. Invite the children to work with The Noun Family Chart.
2. Show the children where The Noun Family Chart is located on the shelf.
3. Select The Noun Family Chart and carry it to the table or rug.
4. Ask, "What do you see in the Chart?"
5. Say, "The Noun Family Chart shows a smaller child, a larger child, and a mother. They are holding hands."
6. Ask, "Do you notice the shapes and the colors of the shapes?"
7. There is a small light-blue triangle, a larger dark blue triangle, and a large black triangle.
8. Ask, "What grammar functions do these symbolize?" article, adjective and noun
9. Say, "The noun, the most important word, is like the mother.
10. Say, "The adjective is attached to the noun. The older child depends upon and is attached to the mother. The mother decides the older child's position.
11. The article is attached to the adjective. The younger child depends upon the older child. The older child decides the position of the younger child. The two children depend upon the mother, just as the article and the adjective depend upon the noun.
12. The article and the adjective take their position in relation to the noun just as the two children take their position in relation to the mother. The article may exist without the adjective."

13. Ask three children to select one of each of the grammar symbols. Place them in the same order as shown on The Noun Family Chart.
14. Place the word labels from the adjective activities under the appropriate flowers:  
the red flower  
the yellow flower  
the blue flower  
the pink flower
15. The children may draw the noun family and paste the word labels under the appropriate grammar symbol.
16. The children may make a set of article, adjective and noun labels, noun family grammar symbols, and flower pictures for practice.
17. The children may record the presentation in their grammar notebook.

## THE NOUN FAMILY: TRANSPOSITION

### Materials:

- Noun Family Chart
- Red flower
- Six of each of the noun family grammar symbols: article, adjective, noun
- Six labels of each: “the”, “red”, “flower”

### Presentation:

1. Invite the child to work with The Noun Family Chart.
2. Show the child where The Noun Family Chart is located on the shelf.
3. Select the noun family grammar symbols: article, adjective and noun, and carry them to the table or rug.
4. Bring the red flower to the work area.
5. Place the red flower at the center of the work area, and say, “the red flower”.
6. Repeat the phrase and place three word labels below the red flower: “the”, “red”, and “flower”.

The red flower

7. Ask, “Place the grammar symbols above the words.”
8. Say, “I will place these same three words in a different sequence. Let’s listen to hear if the words makes sense.”
9. Ask, “Which noun phrase sounds correct?”

the red flower

red flower the

flower the red

red the flower

the flower red

flower red the

10. Place the grammar symbols above each phrase and compare the symbol sequence to The Noun Family Chart.
11. Say, "The noun phrase requires the sequence in The Noun Family Chart in order to make sense."
12. The children may make sets of noun family labels for practice.
13. The children may record the presentation in their grammar notebook.

**THE ADJECTIVE:  
LOGICAL AGREEMENT**

**Materials:**

- Black noun labels: water, snow, cat, bat, hill
- Dark blue adjective labels: cuddly, blue, white, hard, steep

**Presentation:**

1. Invite the children to work with the Adjective: Logical Agreement.
2. Show the children where Adjective: Logical Agreement is located on the shelf.
3. Select the Adjective: Logical Agreement material, and carry it to the table or rug.
4. Say, "Place the noun labels in a column."

water  
snow  
cat  
bat  
hill

5. Select an adjective word label. Place the adjective word label to the left of the noun at the top of the column.
6. Read the two words together and ask, "Do the words make sense together; is there 'logical agreement'?"

<b>cuddly</b> water	water	water
snow	<b>cuddly</b> snow	snow
cat	cat	<b>cuddly</b> cat
bat	bat	bat
hill	hill	hill

7. Continue with each noun until logical agreement is located. Leave the

adjective label to the left of the noun that is in logical agreement with the adjective.

8. Continue with each adjective word label to find the noun with which there is logical agreement.
9. The children may make sets of logical agreement labels for practice.
10. The children may record the presentation in their grammar notebook.

## THE VERB: KEY EXPERIENCE

### Materials:

- Red verb labels: “walk”, “hop”, “tap”
- Objects: “cube”, “spoon”, “flower”
- Black noun labels: “cube”, “spoon”, “flower”
- Noun and verb three-dimensional grammar symbols

### Presentation:

1. Invite the children to work with the Verb: Key Experience Activity.
2. Show the children where the Verb: Key Experience Activity is located on the shelf.
3. Select the Verb: Key Experience Activity, and carry it to the table or rug.
4. Ask, “Bring a cube, a spoon, and a flower to the work area.”
5. Ask, “Name these objects.”
6. Ask, “Read and place the appropriate noun label below each object.”
7. The children read the word labels and place them below the objects.
8. Ask, “Point to the cube; point to the spoon; point to the flower.”
9. Ask, “Select a verb label one at a time, and performs the action: hop, walk, tap.”
10. Ask, “Now match the word labels in the same way as you matched the word labels to the objects.”
11. The children cannot match the verb labels to the actions because the action is gone.”.
12. Ask, “Point to the hop; point to the walk; point to the tap.”
13. There is nothing to point to.
14. Say, “Action words have nothing to point to. Verbs are action words.”

15. The children may make sets of logical agreement labels for practice.
16. The children may record the presentation in their grammar notebook.



## THE VERB WITH NOUN AND ARTICLE: TRANSPOSITION

### Materials:

- Six of each of the grammar symbols: article, noun, verb
- Six labels of each: “open”, “the”, “door”

### Presentation 1:

1. Invite the children to work with transposition of the verb.
2. Select the article, noun and verb grammar symbols, and labels, and carry them to the table or rug.
3. Say, “Open the door”.
4. Repeat the sentence and place three word-labels on the work area: “open”, “the”, “door”.
5. Say, “Place the grammar symbols above the words.”
6. Say, “I will place these same three words in a different sequence. Let’s listen to hear if the words makes sense.”  
  
open the door  
  
the door open  
  
door open the  
  
the open door  
  
open door the  
  
door the open
7. Say, “The words ‘Open the door’ sounds correct, and also indicates what I wish to say.”
8. Say, “The words ‘The open door’ makes sense but it does not say what I wanted to say.”
9. From the first phrase remove the word “open”, and read the phrase: “the door”

10. Say, "The verb 'open' is required to provide action of the noun".
11. The children realize that that every noun requires a verb, an action, for anything to happen.
12. From the first phrase remove the word "door", and read the phrase: "open the"
13. Ask, "Does this make sense?"
14. The children realize that that every verb requires a noun, or an implied noun, for its action.
15. Replace the word "door".
16. Say, "The noun 'door' is required and allows us to know what to open."
17. The children may make sets of verbal command labels for practice.
18. The children may record the presentation in their grammar notebook.

**Presentation 2:**

The children generates their own sentences using the same grammar sequence:  
verb, article, noun.