

Movable Alphabet. . .

EXERCISE: Phonograms

If the child continues to meet the same spelling difficulties in the words he chooses to write, choose those phonograms which are creating those difficulties. Or, if he has mastered the simple sounds, he is ready to meet these combinations.

Phonograms should not be presented as separate sounds, but as a simple sound all together.

Say: "This is the sound "th."

"It is written in this way," taking the t and the h, placing them on the lined mat and repeating the sound.

Then invite him to form words on the mat that have the "th" sound.

"Let's write all the words we can think of that have this sound."

SUMMARY OF THE INTRODUCTION TO WRITING

We have presented to the child three major materials to introduce him to writing:

- A. The metal insets, the aim of which is to make the child's hand loose and to develop his control of the pencil. Thus we make it easier for him to write. The metal insets are not an exercise in design, but rather a preparation of the hand to trace straight and curved lines.
- B. The sandpaper letters, the aim of which is to give the exact shape of each sound; and, as children of this age do not like to trace letters, the sandpaper letters gives them the possibility to trace them. It does not, however, matter if the children don't write beautifully; it is only important that they write and that they love to write.
- C. The movable alphabet, which provides a continuation of the analysis of sounds, even those in which there are presented phonograms or spelling difficulties. It provides an opportunity for the formation of words and short simple thoughts.

In the elementary school it is not necessary to wait until a whole set of materials has been presented to go on. Instead, the materials offer parallel exercises. This is especially true with a non-phonetic language, English being only partly phonetic. It is important not to worry about the mechanics, but rather to attend to the interest of the child. We must not have a false concept of the child's freedom; it is a mistake to give freedom of action to a child who is not interested. It is necessary to use one's IMAGINATION to arouse his interest. Sometimes a material must be presented more than once, sometimes the presentation must be changed to arouse his interest. But until he begins to work with interest, our job is not done. In our introduction to writing, the sounds should be presented in variety and not just the simplest ones. We must strike the child's interest with the fascination of language; and, in time, he will come to analyze it on his own. Our role is to open the way, to help him take the first steps and then to let him continue.

THE PERFECTION OF WRITING

Penmanship

Direct Aim: To help the child perfect his writing skill through good penmanship.

Materials

1. The sandpaper letters and the wall charts that correspond.
2. A prepared chart of cursive capital letters with the small letter beside it, hung in the classroom so that it is clearly visible.
3. Pieces of paper with four lines to show the correct placement for written letters.
4. Small blackboards on which are drawn these same four lines.

Presentation

1. Teacher is seated close to child and the blackboard is before them on the table or mat.
 2. Teacher chooses a letter that the child knows very well from the sandpaper letters. The child traces the letter.
 3. Child writes the same letter on the small blackboard.
 4. Encourage the child to repeat the letter until he writes it perfectly.
 5. Child can practice the letter now in his notebook.
 6. When the small letters have been mastered, the capital letters can be introduced.
- | | |
|---|---|
| <ol style="list-style-type: none">2. This is "e."
Show me how we write it.
Now try to trace it correctly like this. | <ol style="list-style-type: none">3. Now will you try to write this letter just the way you traced it here on the blackboard.
We write it on the lines. |
| <ol style="list-style-type: none">4. This is a nice "e."
Will you write another one?
Writing good letters is very much like drawing. We must practice until it becomes a perfect "e."
Will you write it several more times. | |

NOTE: It is important that penmanship exercises are given separately and not confused with writing. The child may develop his skill with any writing tool he chooses. The aim is to get him interested in writing alot.

INTRODUCTION. . .THE WRITTEN LANGUAGE

The written language is perhaps the richest gift of the human heritage. It represents the work of man over centuries to develop this mode of communication. Before it existed, man could speak, but nothing of his language remained. The capacity to communicate is, indeed, limited to the persons who can hear one's voice. And so it is that we have no true record of the thoughts and experiences of man before he began to make written symbols. We have only legend that is passed from man to man by the spoken word.

Real history begins when man learns to write. It is interesting to speculate how man may have come upon the idea of writing. Perhaps it was born when a group of men wanted to warn others of animals in a particular area; and because they could not remain to tell the warning, some written signal was needed to leave behind. A symbol picture might have been left, or maybe just the hair of the animal, but somehow a message was communicated without speaking. Perhaps an arrow was used to point out the direction of the danger; perhaps a number of pebbles to indicate how many.

Some of the messages used by primitive men remain. In America, a series of the messages of an ancient civilization was discovered. The transmission of thoughts here is achieved by means of drawings, specific pictures generally depicting the action of a man. And so the picture is a series of figures in various postures. The position of the arms has particular meaning so that we already see certain agreed upon symbols to indicate certain events. (ALPHA #1)

The next series of written symbols we study shows a more complex system. (ALPHA #2) Here the drawings often represent phrases, complete thoughts. There is a new level of abstraction which we see in the symbol for a man, simply a line with a circle on one end. Other symbols are included such as a bird attached to one of the simple canoe-figures signifying the chief in the boat. The three arcs and three circles represent three days and three nights. We have moved to a whole series of symbols.

The third series of drawings is called ideography or pictography. Here we approach phonetic drawing. The chief's name is ITZ COALT. He is pictured with a serpent on his head indicating wisdom. And then his name is indicated in three symbols: a stone knife (ITZ), a vase (CO), and water (ATL). This is highly abstracted symbolization. (ALPHA #3)

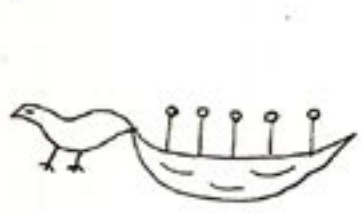
Finally we come to phonetic writing such as the Sumerian cuneiform system and the Egyptian hieroglyphics. But still there is no alphabet. The alphabet comes much later. It is interesting to note that during this period in which the written language was developing with pictorial symbols, similar symbols for the same things or ideas were used in different parts of the world. (ALPHA #4)

It was the Phoenicians who first produced a modern alphabet, with 22 consonants and no vowels. Again this development was in response to a utilitarian need. The Phoenicians were the first explorers in history, the first colonizers in Europe and North Africa; and the result was a highly commercialized nation. In order to increase the efficiency

Alpha #1



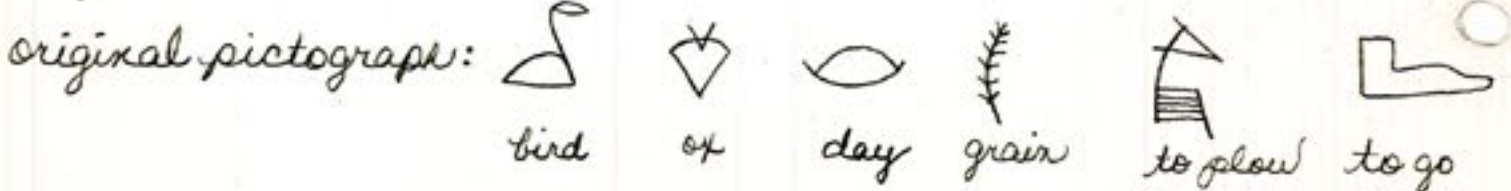
Alpha #2



Alpha #3

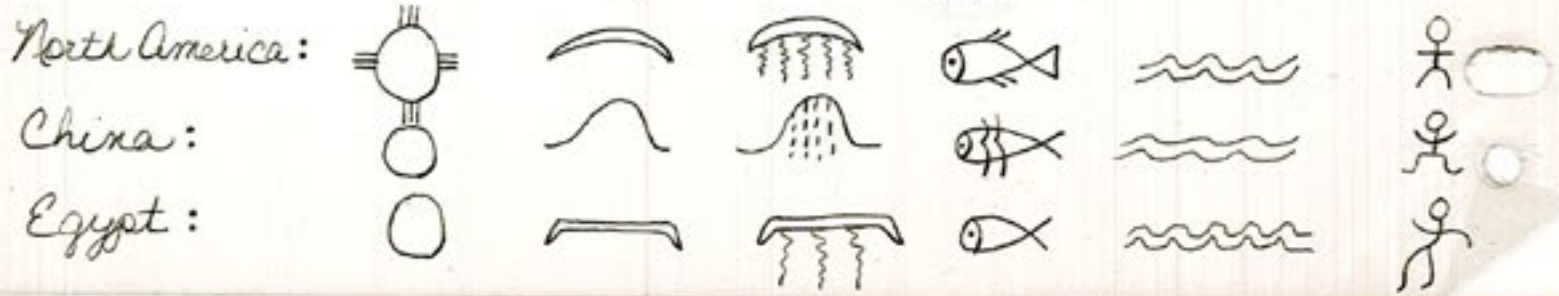


Cuneiform:



Alpha #4

day; sun night rain fish water man



WRITTEN LANGUAGE. . .

of their business, they had need of a much faster written system than the tedious drawings. And so began the development of the alphabet, the great contribution of tiny Phoenicia to civilization.

The story of the alphabet is called the story of the house and the ox:

A

In those times the ox was hung with horns down, and represented with this symbol. The ox was called "aleph." Eventually the "leph" was dropped and only the "a" sound remained, still symbolized by the same figure. Thus "A" became "ah."

B

The symbol here represented a house surrounded by a courtyard. And it was called "beth." Eventually all but the sound "b" was dropped and the symbol remained for "b."

Aleph - Beth: Alphabet

Later we see other alphabets such as the Greek and the Roman alphabets; and the study of the developing written codes continues to be a fascinating story. It is important to remember that these written codes have given us history: before the written language appeared, we call the period pre-historic. We must continue to look, as we research the development of civilization through the study of one group or another, to the progress of writing: the methods used by various peoples, the tools, the reasons they employed the written word. And as we trace the progress of written language, we see the increasing complexity of the mind of man.

LANGUAGE ACTIVITIES: THE CHILD LEARNS TO WRITE

We begin with an introduction to writing.

Then we turn to the perfection of writing: penmanship
composition
spelling.

As we approach this phase of language, we must bear in mind that the six-year-old must overcome several difficulties of two general kinds: Motor and Intellectual.

We meet these motor difficulties with the work done using metal insets, and the tracing of the sandpaper letters. The intellectual problems are met through the use of the sandpaper letters and the movable alphabet.

Materials

1. The metal insets, a series of ten geometrical forms each with a base of 10 cm., and each composed of two parts: the frame and the inset form. Sometimes a rack of two special shelves available upon which the insets are kept.
2. Cardboard or heavy plastic squares, bigger than the frames. These should be washable.
3. Paper squares the exact size of the frame. These may be white or different colors: cheap paper a good idea since the children use many of them.
4. The sandpaper letters. A series of the alphabet letters written in cursive form in sandpaper upon heavy plastic tablets. The tablets on which the vowels are written are red; the consonants blue. Each letter is set slightly to the right of center so that the child may hold the tablet with his left hand and trace the letter with his right. These 26 tablets are contained in a wooden box divided into two sections: the front section for the smaller letters, the back section for the long letters.
5. The wall charts. Rectangular red and blue charts to hang in the classroom which show the same letters found on the sandpaper tablets. The wall charts usually also have sandpaper letters although this is not essential. The important addition here is two white lines on which the letters are properly inscribed to show the written position of the letters.
6. The movable alphabet. A large divided wooden box containing a certain number of each letter, plus commas, periods, question marks. The letters are plastic, vowels red, consonants blue and are the identical shape of the sandpaper letters. Each one fits into a special division on the bottom of which is glued one of the letters to serve as a guide for placement. There are as many divisions as letters and punctuation marks.
7. A mat with lines on it for use with the movable alphabet.
8. Colored pencils and pencil holder.

oo	ue	ew
food	blue	few
loose	true	new
room	glue	chew

- Show the child which of the phonograms is used in the word he says and thus, where to place it. Have him sound out the rest of the letters. Then he copies the words in his notebook.
- Now open the booklets and take the picture cards. The child names the picture and then writes the word on the board.
- Child copies the words he has written in his notebook, in red and blue.
- Child can check his work with the series of labels.
- In the word blue, the sound of "oo" is written with "ue." Let's write it then under the middle column. What sound do you hear at the beginning? What sound is next?
- Here are some more things that have a name in which this sound is found? What is this? How shall we write it?

EXERCISE: For the child who reads

Presentation

- Proceed as in the previous exercise for the introduction of the phonograms through step #4.
- Open the booklet and have the child lay out the pictures and then match them with the labels.
- Child writes the words on the board in red and blue or in his notebook.
- Checks his written words with the labels.

READING: AN INTRODUCTION

There is a big difference in the process of "learning to read" between the casa and the elementary school. In casa, the child learns to write and then about 5 or 6 months later, he begins to read. This sequence is a result of the explosion phenomenon in the children's house. First the writing explosion comes, and then the reading explosion. This phenomenon only happens if the child comes to casa at 3 or 3½. In the elementary school, the explosions do not occur.

Therefore, reading and writing are taught together. Many children come to the elementary school knowing how to read, but don't know how to write. This is a result of the external stimuli of television, repetitious advertisements, and the media exposure they receive in other ways.

Writing is presented first because in writing, the sounds are analyzed. The word already exists in the child's mind---he needs only to analyze those sounds of which it is made. In the process of reading the word does not already exist in the child's mind: it is only a group of symbols on the page.

To read the child must: look at the word, analyze it by the sounds he knows for each letter or letter-group, put it together in his mind's ear, and then pronounce it. This is a process of synthesis and far more difficult than the simple analysis.

In the following exercises, we approach the child who cannot read. We must stimulate the child's language work in these first elementary years. Because if he doesn't develop a love for reading now, he may never.

A STORY: Understanding the Importance of Reading

In an African mission, there was a missionary who had several pupils who were native children. One day the missionary asked one of these boys to take a basket of pears to his friend who lived three miles away. He also gave the boy a letter to take.

The boy started the journey, but because it was very hot, and a long walk, he began to think how sweet a pear would taste---and he ate one. He was certain that the friend would not miss just one pear.

When he arrived at the friend's house, he delivered the pears and the letter, and after the man had read the letter, he said "You have eaten a pear!" The boy was very surprised.

He admitted that he had eaten the pear, but he wondered how the friend could have known. He wondered about it all the way home.

A second time the missionary asked the boy to take a basket of pears and a letter to his friend. As the boy started out again, he thought and thought about his first trip and the strange way in which the friend had known his secret. He suddenly realized that perhaps it was the letter that had somehow seen him eat the pear. And so, when he began to feel hot and tired again and decided to eat a pear, he very carefully hid the letter under a stone---and he ate the pear. He knew that this time the friend would not know. But he did.

When the boy returned to his home this time, he went to the village chief and told him that the white man possessed a terrible secret. That he could give a message to another person a long long way away---without speaking, without seeing him.

And so the chief comes the next day to the missionary and asks him to explain this secret. The missionary explains: it is enough to learn to read and write and then you will know the secret!!!

Composition

Direct Aim: To help the child perfect his writing by learning to express his own thoughts.

CONTENT: An indirect preparation

In order to enrich the content of their written composition, we must provide every opportunity for the children to talk. We can encourage him to relate stories, events in their own lives, descriptions of things they have seen.

The child may make geographical studies, observations of human life, or other studies of his interest; and together with his classmates or the teacher, he can talk about them. The teacher must encourage and aid such studies.

The teacher may read to the child and ask him to tell the story he has heard, or he may relate the story of a book he has read himself.

In order to talk, the children must have many opportunities for experiences about which they can talk.

CONTENT: An indirect preparation

We can utilize two kinds of nomenclatures to enrich the content of composition:

- A. Simple nomenclatures, those with no scientific reference but rather of a general character; flowers, fruits, animals, means of transportation, etc. It is important to have many such nomenclatures. They are prepared in two series:
 1. Series One: a small booklet (folder) containing cards with pictures on each one showing one thing in that particular group. Below each picture, on the card, is written the name. On the booklet is written the title of the nomenclature group.
 2. Series Two: Another booklet containing the same picture cards, but without the name written below. The booklet also contains a series of labels with the names written for each picture on slips of paper.
- B. Classified nomenclatures, such as botany, zoology, geometry, geography, in three series:
 1. The first booklet contains the cards with pictures, a series of labels naming the pictures, and another series of cards on which are written the definitions of each pictured item.
 2. The second booklet has the same pictures on the cards, and a second card on which is written the name and the definition. These are joined as a book, with the picture opposite the verbal description. This is the CONTROL and also an exercise in reading.

Composition:Content:Indirect Preparation. . .

3. A long wall chart picturing the same series as are found in the control booklet. Below each picture is the name. These should be clearly visible in the room, serving as a reminder to the child of the material available.

Presentation: The Simple Nomenclatures

1. Take from the booklet Series One, with the name printed below the picture on each card. Point out the name.
 1. What is the name of this? "Nut" is written this way. What is the name of this one?
2. Cover the name and see if the child can remember the word.
 2. Let's see if you can remember how this name is written?
3. Lay all the cards out on the mat.
4. Take Series Two out now, and have the child match them with the first.
5. Have the child take the labels from Series Two and place them on the picture card. (Also a reading exercise.)
6. Can be used as an exercise with the movable alphabet. The child places the picture card from Series Two (without the name) beside the line on the movable alphabet mat. Then he writes the name with the movable alphabet. He checks his work by bringing the matching labels. Then he writes the word in his notebook.

CONTENT: Direct Preparation

Material

1. Two series of movable alphabets: one in a blue box with small cardboard letters in each of the sections printed in blue. A red box with printed red letters. This is the first time the child sees printed letters, and they are now in alphabetical order.
2. Two small boxes containing the red and blue punctuation marks.
3. A large board covered in plastic with four long plastic strips that serve as pockets into which the letters may be fitted. It is important to make such boards because the cardboard letters are unmanageable without it.

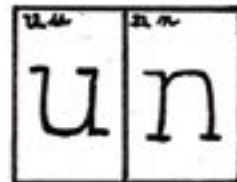
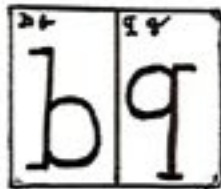
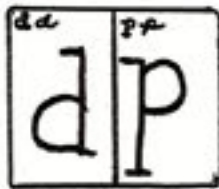
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CONTENT: Direct Preparation. . .

Direct Aim: To introduce the shape of the printed letters.
To give the name of each of the letters.

NOTE: In the printed letters there are some which can be easily confused such as "p" which is, upside down, "d." To make them different on the printed letters there are small differences in the base lines. Before this presentation bring the child's attention to these differences, using special large cards or tablets to indicate the differences.



Presentation

1. Teacher displays the two boxes containing the new red and blue printed alphabets. Also displayed alongside them is the movable alphabet in plastic cursive letters.
 2. Take the same letter from the cursive alphabet and the printed and note the difference. Take only those which are completely different such as a, b, and l. Lay them side by side.
 3. Take away the cursive letters and give the three period lesson with the letters presented, in print.
 4. Point out now the difference in the physical makeup of the two sets, note the color difference, and introduce the boxes of punctuation marks.
1. Today we have two new alphabets. All the letters here in our movable alphabet can also be found in this red alphabet, and in this blue one.
 2. Our new alphabets are printed. Look at "a" in the cursive alphabet. Now look carefully at this printed "a." See how different they are. It is the same letter.
 3. Show me "b."
What is this?
 4. Now look at these two "fs." The cursive letter is hollow. The new "f" is printed on paper, like a small card. Remember that with the cursive alphabet, the vowels were red and the consonants blue. In this alphabet all the letters are one color---red---blue. And here is a box of punctuation marks for the red alphabet. Here is one for the blue.

CONTENT: Direct Preparation: Presentation. . .

5. Remove the cursive alphabet.
 6. Give the names of the letters in the alphabet, each one.
If he calls the letter the sound, note the fact that now we have the name.
If he can, have child repeat alphabet. If he can't, it will come in time.
 7. Bring out two of the plastic-covered boards into which the alphabet letters fit.
 8. With the child, write the postcard address in red on one board, the message in blue on the other.
 9. Child can copy this in his notebook and later he may write it on a real postcard for sending.
6. This is the letter "a."
What is this?
Yes, this is "b" (sound "buh"), but its name is "b." (name - "bee")

Now, can you say the names of the letters?
 7. Today we have something new and beautiful to do with our new alphabets.
Let's write a postcard.
 8. To whom would you like to write a postcard?
We'll write the address in red on this board.
What is his name?
We don't just write "John."
We write "Mister."
Now we must write the name of the street.
We'll write the number later.
Town? Country?

On our second board, we'll write the message in blue.
What would you like to write?

EXERCISE: Dialogue

Using the two printed alphabets and the two boards, two children can write a dialogue, each using one board. One child writes questions and the other writes the answers. Then they copy the writing in their notebooks.

EXERCISE: Numbers

Using the two alphabets and the boards, show the root words in the teen numbers and the ten numbers, using one color (red) for the root and writing the rest of the number in blue: **four** **six** **ten** **ten**
forty **sixty** **fourteen** **eighteen**

CONTENT: Direct Preparation: EXERCISES. . .

EXERCISE: Compound words

Using the two alphabets and the board, write compound words, using red for one part of the word and blue for the other: **suitcase** **railroad**. Child copies them in his notebook. (He is accumulating words for his own use)

EXERCISE: Prefixes and suffixes

With the alphabets and the board, write words with prefixes and suffixes, using the red for the prefix or suffix and blue for the rest of the word. Here it is important to tell the child how the prefix or suffix changes the meaning of the word.

Child copies them
in his notebook.

undo	stillness
undress	meanness
unequal	softness
uneven	weakness

EXERCISE: Isolation of phonograms

With the alphabets and the board, the child writes words that contain phonograms, using red letters for the phonograms and blue for the rest of the word. The isolation of these phonograms is most effective when a whole series is shown with the same phonogram:

sheep
meet
street

CONTROL OF ERROR: In each of these exercises the teacher reads what the child has written exactly, including his mistakes. When he hears the error, he will not hear what he wanted to write and can thus detect his own errors.

DIRECT AIM: The direct aim of these exercises is a perfection of writing through content, form, and punctuation.

INDIRECT AIM: The use of the 2 colors of the alphabets in the dialogue exercise prepares the child for the later use of quotation marks with quotations.

FORM: Indirect Preparation

Form is the way in which words are put together. They must follow a certain order to express a thought correctly.

This preparation is given through grammar games and question games. They are discussed later.

FORM: Direct Preparation

The direct preparation for form is given through the real study of logical analysis and syntax.

Spelling

Direct Aim: The perfection of writing through correct spelling.

NOTE: When the child wants to write a word with a spelling difficulty, we simply tell him how it is written. But at the same time, we must make note of these common difficulties he has and later present those difficult combinations. With the English language, this work must begin early in his writing because there are a large number of phonograms and spelling quirks.

The spelling exercises are of two kinds:

- A. When the child does not read.
- B. When the child can read.

EXERCISE: When the child does not read

Material

1. Small booklets, on the front of each one written a phonogram. In the booklet is a set of picture cards, each one an object containing the phonogram within its name. Also a series of labels, for each picture. And one card on which is written other words in which the phonogram is found.
2. The two printed alphabets and the plastic-covered board.

Presentation

- | | |
|---|---|
| <ol style="list-style-type: none">1. Explain to the child what a phonogram is.2. Take one or two booklets and introduce the phonograms to the child. Since there are many phonograms in English---and many which have the same sound, it is helpful to present those together and to do this exercise often.3. Place the phonogram---or the phonograms---in red on the top like of the board. Then show several words containing these phonograms---all letters in blue except the phonogram. | <ol style="list-style-type: none">1. There are some letters that are such good friends that, when they are put together, they make just one sound. You can't hear them separately anymore.2. This one reads "oo."
How many letters are there?
Together they make the sound "ooooo."
Here are two more letters that sound like "oooo" when they get together. (ue)
And here are two more---ew--- that sound like "oooo."3. I write these letter friends at the top of the board in red. Can you think of a word with the sound "oooo" in it?
Let's write that, using red letters for the letters that make that sound and blue for the rest. |
|---|---|

SPELLING SCHEME: The Phonogram Dictionary : A work that concludes systematic study of phonograms.

The dictionary is organized by the child in a separate notebook which he sets up with five dividers to indicate the five different groups of phonograms. It begins with a detailed listing of those five groups:

Group 1: "Short" vowels

A E I O U
ea ou
 head country

(each phonogram in a red square; red underlining)

Group 2: Consonants

R G N K P J
wr gh kn ck ph ge
 write ghost knot neck phone age
gn ch gh
 gnat scheme rough

(phonograms in blue squares; blue underlining)

Group 3: "Long" vowels

(red) ai a-e ee i-e -y oa oo
 mail take meet kite fly boat floor
u-e ey ei ea igh oe ough
 cute they veil eat sigh toe though
eu igh av ie ie ow o-e
 Europe weigh lay field pie low hole
ea ey ye ou ew
 break key rye four sew
ei
 neither
 either

Group 4: Combination of 2 sounds

ow oy ar or qu er
 how boy bar boring quiet her
ou oi ar ur
 round point toward nurse
ough ir
 bough first
or
 works
ear
 early

(phonograms in blue and red squares; underlining in red)

Group 5: One special new sound

sh th aw ue ui oo ch ng wh
 dish think law blue fruit foot such ring where
ti ough oo ou ou tch (purple)
 nation thought boot you could watch
ci augh ough
 facial caught through
 si session au fault ew grew

Spelling Scheme. . .

After this initial listing of the groups, the phonograms in each and specific examples, the notebook is divided into the five groups. In each the phonograms are listed, one on every other page, allowing enough space for many additions to each group. In the organizational work, then, the child writes on a page:

Group 1:

then

U: ou

E: ea

country

head

rough

thread

Once this organization is done, and the small markers glued or stapled onto the page which begins each group, the dictionary is ready for regular use. The child now has a means of classifying the words he finds which contain the various phonograms. When he finds a word containing a phonogram, he writes it on the appropriate page, and underlines the phonogram in red.

Says Scott: I'll be able to use my dictionary all my life!!

NG

king	wing	ring	sing	singing
ringing	running	stocking	fling	spring
sling	bring	swing	sting	reng
sang	hang	bang	fang	hung
rung	sung			

PH

elephant	telegraph	sphere	photograph	orphan
graph	telephone	nephew	alphabet	phantom
phlox	photo			

WH

when	whip	whiz	what	which
wharf	whatnot	whiff	whim	whisk
whiz	whopper			

LE

candle	battle	handle	saddle	bundle	babble
apple	rattle	kettle	little	puddle	settle
middle	tumble	sizzle	grumble	tremble	muddle
cuddle	riddle	puzzle	spindle	bumble	rectangle
angle	rumble	scramble	mumble	pebble	jungle
scribble	single	invisible	simple	possible	table
thimble	whistle	cradle	turtle	marle	able
example	castle	Article	bible	vegetable	temple

AR

car	jar	star	barn	card	lark
dark	dart	cart	harp	ark	scarf
farm	far	dark	scar	yard	park
tar	mark	bar	part	bark	hard
harm	start	art	harvest	spark	garden
darkness	smart	parting	darn	artist	marvel
charm	sharp	farmer	alarm	yarn	

EA (head)

head	dead	lead	heaven	read	bread
tread	deaf	sweat	meant	tread	spread
thread	ahead	breakdown	breakfast		

OW

cow	now	owl	down	vow	frown
how	brown	towel	clown	bow	growl
town	vowel	crown	crowd	tower	power
shower	flower				

OU

cloud	out	found	proud	spout	stout
mount	ground	about	count	sound	aloud
pout	loud	found	hound	round	bound

AI

mail	fail	pail	gain	pain	wait
bait	afraid	waist	stain	saint	brain
jail	mail	rail	sail	tail	

OI

ail	soil	boil	join	coil	point
loiter	spoil	coin	moist	toil	coin
hoist	joint m	moist	quiet tt	ra ise	ointment
recoil	foil s	void			

OY

boy	toy	joy	oyster	enjoy	boycott
annoy	employ	loyal	ahoy	coy	

EW

blew	flew	drew	chew	stew	crew
Andrew	strew	grew	grew	screw	few
dew	new	pewter	new	new	jewel
news	pew	sewer	yew		

OO(moon)

moon	pool	root	toot	boot	hoop
steal	spoon	fool	roost	broom	coot
doom	foolish	proof	roof	hoot	

UE

glue	blue	sue	true	fluent	clue
cue	due	hue	rue	Tuesday	

OA

coat	boat	goat	coal	goal	coach
throat	soap	groan	loaf	toast	coast
boast	mean	float	oak	soak	road
toad	load	croak			

OE

goes	tee	h oe	foe	doe	roe
woe	foeman	heeeake	reebuck	woeful	

OW (show)

mow	bowl	crow	snow	blow	pillow
wallow	yellow	mellow	billow	shallow	slow
flow	window	fellow	follow	bow	grow
growth	lowl	bowlar	bowman	throw	sow
tow	low				

O

so	no	go	oval	tomato	potato
hello	jello ^{ok}				

OL (cold)

cold	fold	old	sold	gold	told
bold	mold				

OR

fork	porch	for	form	torn	born
torch	pork	north	corn	horn	worn
fort	port	sort	scorn	forlorn	forth

BE

bee	fee	sleep	dead	sneeze
keep	meet	deep	tree	see
sweep	peep	reel	week	seek
greet	feet	agree	street	fleet
queen	beer	reef	reck	seed
seem	seep	tee	team	teens
teepee	veer	wee	feel	dear
beam	cheek	cheer	cheese	beef

REP

feed
green
beech
queen
see
teeth
deed
beet

EA (sea)

pea	plea	tea	clean	bleat
seat	each	teach	beach	bleach
treat	meal	beacon	reason	least
real	please	read	weak	speak
cheap	stream	meat	mean	deal

beat
reach
peal
preach
squeal

Y (penny)

funny	silly	sunny	frilly	fussy
polly	penny	putty	nitty	very
bunny	sunny	Billy	hilly	Molly

happy
fuzzy
Henry
jetty

IE (brief)

field	priest	yield	brief	grief
fiend	frieze	chief	brief	shield

steer
thief

EY (key)

donkey	monkey	chimney	valley	money
--------	--------	---------	--------	-------

honey

OO

book	hook	wood	wool	brook
good	look	nook	cook	rook
stood	shook			

crook
took

OR *see previous page*

fork	cork	corn	cord	corn	born
torn	storm	ford	form	fort	port
for	lord	pork	morn	sort	porch
torch	forlorn	(see other list)			

UR

fur	curl	burn	turn	hurt	burst
spur	disturb	curb	burden	turnip	curley
curve	church	surprise	Thursday	Saturday	turkey
nurse	purse	purple	furnish	churn	urban
curt	lurch				

TION

action	fraction	mention	unction	function	junction
affection	multiplication		attention	section	lotion
infection	station	nation	position	operation	education
direction	motion	pot tion	notion		

A - E

gate	cake	spade	lane	sake	tame
trade	flame	date	hate	late	mate
rate	bake	fake	lake	make	rake
sake	take	wake	fade	jade	made
quake	wade	cane	pane	sane	came
dane	fame	game	lame	same	

AY

say	day	stray	ay	play	tray
slay	pray	may	hay	pray	stay
lay	pay	ray	way		

IE

lie	tied	die	fries	satisfied	cried
vie	pie	flies	magpie	lied	tie

I - E

bite	size	dive	dine	line	fine
stripe	wife	wipe	like	ride	wine
bike	bite	cite	dike	dime	dire
fire	kite	mite	invite	excite	wire

IGH

high	sigh	might	right	light	night
nigh	sight	fight	slight	tight	tights

Y

try	cry	sky	dry	reply	by
fry	my	pyrex	bypass	byword	byproduct

cypress	cyclone	dynamic	hydrant		
---------	---------	---------	---------	--	--

✓

AW

saw	paw	claw	jaw	raw	draw
law	yawn	lawn	dawn	fawn	claw
pawn	sawdust	sawmill			

AU

haul	launch	cause	haunt	pause	auburn
audit	august	sure-	auto	automatic	autumn
daunt	daub	fault	gaunt		

AUGH

caught	aught	taught	(daughter)	(slaughter)	
			(haughty)		

UGHT

bought	sought	fought	ought	brought	
--------	--------	--------	-------	---------	--

ALL

ball	call	fall	hall	mall	tall
wall	stall	small			

✓

IR

bird	stir	skirt	first	circle	squirt
smirk	girl	shirk	shirt	whirl	whirlwind
dirt	firm				

ER

sister	fern	herd	jerk	over	duster
--------	------	------	------	------	--------

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U - E

cube	mule	use	fumes	excuse	fuse
confuse	cure	mule	rule	yule	cute
duke	dude	flake	flute	fuse	huge
jukebox	jute	lute	mute	ptuna	rude
ruse	assume	assure			

CE/CI

fence	offace	since	cent	city	civil
cancel	sentence	except	accident	pencil	acid
cellar	Celt	cement	census	central	cinch
cinder	cite	citrus	civic	civil	

SILENT K

knob	knit	knock	know	known	unknown
knife	knack	knelt	knot	knack	knapsack
knee	kneel	knife	knoll		

SILENT W

wren	wrong	write	wrote	wring	wrist
wrench	wrung	wrap	wrest	wrath	wreck
wrung	wristband	wristlet	wristwatch	wry	

SILENT B

thumb	lamb	comb	plumbing	climb	dumb
numb	bomb	crumb	debt	tomb	

SILENT T

fasten	listen	often	castle	bristle	thistle
jostle	wrestle	rustle	bustle		

SILENT L

calf	half				
------	------	--	--	--	--

GE/GI

GEM	GIBLET	giet	gentle	ginger	gin
giant	giraffe	genius	gelatin	gentleman	gender
general	gent	gibber	gigantic		

DGE

edge	smudge	bridge	judge	sledge	ledge
badge	hedge	ridge	hedge	pledge	wedge
fudge	sedg	budge	nudge		

SILENT P

psalm	psychology				
-------	------------	--	--	--	--

ANY PHONOGRAMS

ai - clay
ee - seat
oa - more
oo - prune
ou - cow
oy - oil
th - think
sh - shop
ch - chin
qu - quilt
aw - sought

Follows consonant blends and sounds of letters.

Sandpaper Phonograms presented after letters and parallel with movable alphabet.

FIRST OBJECT BOX (Phonetic) Numerous objects to be changed around.
i.e. hat, top, van, lamp, mat, fog, pelican, pen, pan, hen, stud, bed, gum, tub, pin, lid, cup, pig, cot, camel, bag, jug, bat, cabinet, bag, tent, nut, fox, gun, man, six, ten, pump, etc.

PHONOGRAM OBJECT BOX (12 key sounds)
i.e. ship, fish, boat, soap, tie, cloth, quilt, tree, boy, scout, pail, shell, shop, nail, deer, goat, dish, brush, broom

PHONOGRAM BOOKLETS

COLOR "A" sh th oh qu ng ck
17
GREEN da wa le ar ea (head) ce/ci (cent)
oo (foot) or (fork) ur (hurt) tion u-e (tune)

COLOR "B"
2
BROWN ow (cow) ou (about)

COLOR "G"
3
RED AI, a-e, ay

COLOR "D"
4
ORANGE ie, i-e, igh, y (try)

COLOR "E"
5
BLUE AW? AU? AUGH, oagh, al, all

COLOR "F"
2
BUFF ir (dirt) er (sister)

COLOR "G"
2
MOSS GREEN oi oy

COLOR "H"

4

PALE BLUE

ur (crew) oo (moon) ue (glue)

u - e (prune)

COLOR "I"

7

YELLOW

oa oo ow (show) -o (no)

ol (cold) or (pork)

COLOR "J"

5

BLACK

ee ea (sea) -y (very) ie (brief)

-ey (key)

COLOR "K"

5

GRAY

Silent letters: k w b p t

(Silent "l" can be included - but usually in puzzle words.)

COLOR "L"

2

APRICOT

ee/gi dge

PHONOGRAMS 5 years + up

SH

ship	shut	hush	sheet
shop	wish	gash	shock
fish	shot	shred	wash
shed	dash	shin	shovel
dish	dash	cash	
shell	rash	slush	
brush	rush	finish	
radish	flash	vanish	
ash	crush	shrill	
shelf	blush	rubbish	

TH

path	that	north
thin	than	south
think	then	
thud	sixth	
both	tenth	
thump	seventh	
math	thick	
th ank	this	
cloth	them	
thing	thorn	
fifth	three	

CH

such	children	champ	chicken
much	French	chap	chimp
chop	itch	chapel	chubby
chill	stretch	chaps	chummy
lunch	chestnut	char	
bunch	clutch	chase	
chin	watch	chatter	
bench	china	chat	
rich	chip	check	
match	chap	chess	
chest	child	chest	

QU

request	quack	squint
quilt	squad	quick
quit	quest	squash
liquid	queen	quench
equip	equal	quiz

CK

tack	duck	clock	deck	smack
sack	truck	rock	trick	lick
sock	stick	brick	sick	pick
lock	racket	locket	back	prick
kick	pack	pocket	smack	suck
rack	pack	suck	track	block
trick	flock			

INDIVIDUAL Presentation: To Find Out If the Child Can Read

An exercise presented when the teacher begins to realize that the child can read, but is not sure. **To find out if the child can read.**

Materials

1. Slips of paper, folded, on which are written words.

Presentation

1. The teacher gives the child a folded slip of paper on which a word is written and tells him to read it.
2. If the child pronounces it, he knows how to read.
3. If he sounds it out, sound by sound, he doesn't.
3. We cannot read sound by sound, or syllable by syllable. One must read a word all together. Read it silently in your mind, and then say the word.

NOTE: The child should not read aloud in sounds or syllables. It may take him time to silently synthesize the sounds, which is fine; but it should be pronounced together as a whole.

NOTE: After this first presentation, the work is divided into two parts:

- A. The Reading of Words
- B. The Reading of Sentences

When the child reads words easily, it is time to go on to sentences.

READING WORDS

Materials

1. All the objects in the classroom.
2. A miniature environment such as a farm or a house, or the furnishings of a room.
3. For all the objects in the classroom and all the objects in the miniature environment, the names written on slips of cardboard, or durable paper.
4. Slips of heavy paper on which are written verbs in the imperative second person singular present: walk, jump, laugh.
5. The simple and classified nomenclatures.
6. The charts for the study of words: Prefixes, Suffixes, Compound Words and Word Families.
7. The two printed movable alphabets and the board.
8. Reading booklets of three types: Series One: 2 pages, 1 picture, 1 word (printed & cursive)
Series Two: 2 pages, several pictures, names for each in printed and cursive letters.
Series Three: 2 pages, a scene, the names of each object in the scene in printed and cursive letters.

READING WORDS. . .

Presentation in a series of EXERCISES

EXERCISE #1: A group exercise

The teacher puts in a basket the slips of paper which name all the movable objects in the miniature environment. The child draws a label, then goes and brings the object he reads. . .ALoud.

OR

The teacher passes out the labels. The child reads his word aloud and then goes to get the object. When he returns, the teacher collects the label, and

THEN

redistributes the labels among the children, who read the new one they have received and then choose it from the collection of objects and take it back to its place.

THE SAME

exercise with the labels which name the movable objects in the classroom.

EXERCISE #2

In a basket the teacher has placed the labels for all the fixed objects in the room such as the window, the door, etc. They are distributed to the children, each one reads his label and then matches it to the correct object.

NOTE: These exercises #1 and #2 are good afternoon exercises when the children are a little tired and need the movement of bringing objects, etc. All the labels can be mixed for interest. After bringing or labeling his object, THE CHILD WRITES THE WORD IN HIS NOTEBOOK. He is accumulating a vocabulary.

EXERCISE #3: When the child knows how to read words. Group presentation.

In a basket there are RED labels with the verb commands written on them. (The red is used because later the symbol for the verb is red) The teacher distributes the labels to the children. The child reads the card SILENTLY. Then, one by one, the children perform the action which is written on their card. Dance. Cry. Walk. Kneel down.

BE SURE TO HAVE ENOUGH LABELS FOR EACH CHILD.

READING WORDS. . .

EXERCISE #4: Simple and classified nomenclatures

Take either a simple or classified nomenclature. Mix the picture cards (without names) in one basket and the labels for those cards in another. The child draws one card with a picture and then matches it with the correct label from the other basket. He writes the word in his notebook.

EXERCISE #5: Spelling difficulties

Using one or two booklets of spelling difficulties (phonogram groups), mix the picture cards in one basket and the labels in another. Proceed as in exercise #4.

OR

Use the large card in the phonogram booklets on which are written many words with that particular spelling difficulty. Ask the child to read the card two or three times. Then, turning the card face down, he tries to write them in his notebook. (Here he must learn the word by looking at it.)

OR

Use very small booklets, in each of which is several pages with a word containing the same phonogram. In these the phonograms should be written in red. The child reads the word on one page, then writes it in his notebook without looking. Turns to the next page with another word and repeats the exercise.

NOTE: Phonogram work---and much of it---is essential in the English language.

EXERCISE #6

Material

1. Two printed movable alphabets and the board.
2. Tables of suffixes, prefixes, compound words and word families.

Teacher introduces one of these tables, without using the words prefixes and suffixes specifically.

With the child, read the first group of words.

Es: WORD FAMILY: **happy, happiness, happiest, happier, happily**

With the two alphabets, one the board, write the words, using the red alphabet for the root and the blue for the different endings. Then the child copies the words in his notebook in red and blue.

The child can writing the meaning of each word in his notebook.

Then go on to the next group of words.

Use this exercise for the word groups on all of the charts.

READING WORDS

Direct Aim: The exercises given to develop the reading of words help the child overcome the mechanical part of reading.

At this point, following a variety of the preceding exercises, the child can be encouraged to look for words in books. For instance, words with prefixes and suffixes he has worked with, compound words and phonograms.

He may copy them in his notebook. . .and

Long strips of paper in the classroom, hanging on the wall, displayed on a table, each with a title such as the phonogram "CH" or the prefix "RE" can be helpful and fun. When the child finds a new word that falls in one of these categories, he adds it to the list on the strip of paper.

Dictionaries are also a source of information and interest for the child at this point. They must be manageable books with words printed in bold type---and those which are illustrated are particularly appealing.

In the booklets used for reading words, capital letters can be introduced.

Most important is the variety of exercises provided for the child at this and every point in his development. Because each child has a broad range of different potentialities, we can only seek to meet his needs by offering him choices, and diverse ways of attacking the same problems. For each child, the combinations that are right will be different, the order of the materials and exercises he needs different---and we will only know what he needs if we are paying attention.

READING SENTENCES

The child starts reading sentences when he can read words. When he has learned to read words well, he has mastered the mechanics of reading. With the reading of sentences, the object becomes one of comprehension. And the teacher must always find out if the child is, in fact, understanding the meaning of what he is reading. He is now seeking a whole thought. When the child begins to read sentences, there also develops a whole new range of possibilities for the word.

The exercises presented follow this sequence:

- I. Reading
 - A. Reading demands.
 - B. Reading first books.
 - C. Interpretive reading.
 - D. Reading definitions from the classified nomenclatures.
 - E. Reading other books.
 - F. Exercises for speaking correctly
- II. Grammar As a Help for Reading
 - A. Functions
 - B. Grammar boxes & corresponding commands.
- III. Reading Analysis
 - A. Sentence Analysis
 - B. Simple & complex sentence analysis.

These are presented to the child gradually from the point of reading to age 12.

PRINCIPAL ENGLISH SUFFIXES

- dom** Indicates dominion, jurisdiction, condition.
kingdom, martyrdom, boredom, freedom
- ed, -d** Suffix of the past tense in regular verbs.
walked, loved
- ee** Indicates the person who receives the action
addressee, draftee
- eer** Indicates occupation or profession.
engineer, auctioneer
- en** Terminates the past participle of many verbs.
fallen, broken, shaken
Indicates "made of."
golden, wooden
Terminates verbs which indicate action rendered.
darken, whiten
- er** Indicates occupation or profession
baker, trainer, lawyer
Indicates person who determines an action.
player, talker
Indicates residence.
islander, New Yorker
- ess** Used to form the feminine of certain words.
poetess, countess
- est** Used to form the superlative
finest, biggest
- fold** Indicates how many times.
twofold, manyfold
- ful** Indicates "full of."
hopeful, careful
Indicates tendency.
forgetful
Indicates quantity contained.
spoonful, cartful
- hood** Indicates state, condition, group
falsehood, motherhood, brotherhood
- ician** Indicates profession or specialty
musician, electrician, beautician
- ie** Forms the diminutive.
doggie, birdie
- ing** Formation of the present participle and gerund.
drinking, loving
Forms some adjectives.
drinking (water) washing (machine)

SUFFIXES. . .

- ish** Forms the adjective of nationality. or characteristic.
Spanish English boyish, childish, whitish
- less** Indicates to be without.
childless, senseless, endless, penniless
- like** Indicates similarity to.
childlike, lifelike
- ly** Adverbial suffix.
slowly, happily, possibly
Indicates a characteristic.
motherly, friendly, manly
Indicates a particular period of time.
weekly, daily
- ness** From adjective forms substance.
redness, dryness, goodness, tallness
- ship** Forms certain abstractions.
friendship
Indicates particular ability.
horsemanship
Indicates office.
professorship, chairmanship, lordship
- some** Expresses quality of substance.
fearsome, burdensome
- th** Forms ordinal adjectives.
fifth, sixth
- ty** Terminates abstractions.
beauty, liberty
- ward(s)** Indicates direction.
downward, westward
- ways,** Indicates manner, direction, position.
-wise edgewise, lengthwise, sidewise, sideways
- y** Names abstraction or general area.
biology, victory, glory
The diminutive.
doggy
Indicates "quality of."
rocky, hairy
Expresses tendency.
rosy

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I.A. READING COMMANDS

Direct Aim: To find out if the child understands what he is reading.

Indirect Aim: The commands are reading exercises through which one is able to observe the psychological characteristics of the child. (Retarded children either forget what they have read or are unable to perform actions in sequence.)

Material

1. White or colored slips on which are written commands. (The colored slips are easier for the teacher to identify)
 - a. Sentences must be short
 - b. Commands must be easy to execute.
 - c. Commands should be written in second person singular---imperative.
 - d. There are three series.
 - (1) Series One: one action.
 - (2) Series Two: two consecutive commands such as:
"Write a word on the blackboard and erase it."
 - (3) Series Three: three or more consecutive commands such as "Pick up your chair; carry it to the window; and sit down there."
OR
Three or more commands that are not consecutive:
"Look at the duck. Think of a sentence. Tell it to the teacher."

Presentation: Group

1. The teacher gives one slip with the commands written on it to each child.
2. The child reads the command silently.
3. The children, one at a time, perform their actions.
4. As each child performs, the others try to guess what was written on the card.

NOTE: At first the commands are prepared by the teacher. Later the children can prepare their own sets of commands. The CONTROL in this exercise is that when a child writes a command wrong, the child will perform it wrong.

I.B. READING FIRST BOOKS

Material

1. The "first books" are composed of several pages, as opposed to those presented for reading words which had only two. There are six series:

READING FIRST BOOKS. . .

Direct Aim: To help the child understand what he reads.
To make him love to read.
To help him express himself through the written and spoken word.

Materials. . .

The six series of first books are developed as follows:

- a. Series One: The book is a series of several pages, each page on the left has a simple picture and the corresponding right page has one sentence of comment. Here the pictures are not related to each other.
- b. Series Two: The same as series one, but all the pictures are related. Es: Flowers---a rose, a daisy, a lily, etc. There is still just one, maybe two short, sentences.
- c. Series Three: Book contains pictures of a more narrowly defined classification. There are longer sentences, which are exact definitions. Es: The Carpenter's Tools.
- d. Series Four: (1) The book contains only sentences in a dialogue. The punctuation is limited to the question mark. The questions are in red and the answers in blue.
(2) A dialogue, again with no pictures, but here quotation marks are used instead of the two color scheme.
- e. Series Five: Using the classified nomenclatures, the child reads now the definition cards as well as the labels in his matching exercise. Then he uses the CONTROL booklets.
- f. Series Six: When religion is taught, small books are used called "The Gospel for the Child." OR Look for very short story books, some very simple and graduating in difficulty.

NOTE: It is important to have many of these books available in the classroom for the child so that when he is ready to read a book, it is there---on his level.

NOTE: While we refer to all of these exercises and materials as specifically for the teaching of reading, it is important that the child have ample simultaneous opportunities to express himself in the written and spoken word. He may relate a story he has read in spoken words or as a composition. He may read his compositions to his classmates. Just as his reading must grow now as he acquires the skills, so should his writing be given the freedom to develop. He is now free to draw pictures in his notebook to illustrate his compositions or stories. He is learning to express himself in many ways.

I.C. INTERPRETIVE READING

When reading the commands, the child had to perform simple actions which were written in the imperative. The actions in interpretive reading are written in third person singular.

In the commands, when the child read it, he performed the action step by step. In interpretive reading, he becomes an actor---one who reads, thinks how he can perform it, and then executes the action.

The child now must be expressive in his movements, he must express emotions, etc. He must interpret in the best way what he has read.

The commands were a preparation for the interpretive reading. Here we have arrived at the artistic part of education. It is interesting that we commence artistic expression with the dramatization of the human soul.

Direct Aim:

Materials

There are 7 series of the interpretive reading exercises. They are organized according to their increasing difficulty. Each is a collection of paper slips on which is written the action to be performed. The slips are placed together in a proper booklet or plastic envelope---one for each series. A wooden box with seven compartments holds the envelopes.

- a. Series One: Simple actions---simple sentences.
- b. Series Two: The sentence or sentences contain at least two actions.
- c. Series Three: Several sentences: "He walked aside and closed the window. Then he began to walk up and down the room at a fast pace."
- d. Series Four: Two phrases in a sentence. One is a subordinate of the other: "She closed her eyes so that she could feel more intensely the softness of the piece of velvet."
- e. Series Five: A sentence formed with more than one subordinate clause, more complex and difficult to interpret: "Silently she stood at the window, waiting for her friend to come until she heard a door close behind here. She turned in surprise to see her friend standing at the back door."
- f. Series Six: Sentences with difficult actions to perform. Sometimes here short phrases are included to memorize and say aloud during the action.
- g. Series Seven: Short scene formed by dialogue which requires more than two children to perform.

I.F. TO SPEAK CORRECTLY

Direct Aim: To encourage the child to express himself better through the use of correct expressions.

To encourage the child to enrich his language.

To have a conscious knowledge of his language.

Indirect Aim: A preparation for the study of the parts of speech.

NOTE: The presentation now of these exercises in correct expression is given because it is an interpretation of what the child reads, which is linked to the proper use of language. The exercises are all matching exercises. They teach the child how to put words together which have a logical and grammatical agreement.

CONTROL: Charts prepared by the teacher and the language itself.

Exercise #1: The Houses of Animals: A Group Presentation

Materials

1. Cards (12 or more), color black, with white writing, on which are written the names of animals.
2. Another set of black cards on which are written the names of animals' houses.
3. Two white title cards: Animal House.

Presentation

1. Distribute the cards with the animals' names, one to each child in the group.
2. The child reads his card aloud and then places it below the title card "Animal" on the mat.
3. When all cards have been placed, the teacher distributes the second series of animal's homes, and places the "house" title card to the right of the first one.
4. Then the children, one by one, read their second card and places it beside the correct animal.

"Stable. The stable is the house of which animal? the horse.
Then we place the word stable next to the word horse.
The stable is the house of the horse."

5. Continue until all the houses have been matched. This is part of the control. Each house belongs to a certain animal.
6. On the CONTROL chart is written a complete sentence that includes the two words in proper order: "The stable is the house of the horse."

Further exercises: The teacher gives the child only the name of the house of the animal and he writes in his notebook the corresponding house or animal.

As an individual exercise, the two series of cards may be matched and then copied in the child's notebook.

TO SPEAK CORRECTLY. . .

Exercise #2: The Voice of the Animals

Materials

1. A series of cards, color black, white writing, with the names of the animals.
2. A second series, color red with black writing (because the color for verbs is red) naming the voice of the animals.
3. Two white title cards.

The exercise proceeds exactly like the previous one.

A second chart B serves as the control.

<u>Animal</u>	<u>Voice</u>
cow	moos
dog	barks
bird	chirps
squirrel	clucks
horse	neighs

Chart B: The cow moos.
The dog barks.
The bird chirps.

Exercise #3: A Group of Animals

Materials

1. White cards with black writing on which are written the groups of animals: a hive of, a herd of. . . written on white cards because included in the words are articles, nouns and prepositions.
2. Black cards on which are written the names of the animals.

The Exercise

1. The teacher distributes both series of cards to the children.
2. A child reads a black card aloud: "a herd of" and places it on the mat.
3. The children look for the proper animal in the cards they have--- and the child having the correct animal card puts it down beside the first expression. "cows."
4. The materials is the control because there is a group name for each animal card. A chart C can also be prepared with sentences containing the expression.

Exercise #4: The Right Noun with The Right Verb: A Group Presentation

Materials

1. One set of red cards with verbs: to sing, to write, to sew, to paint.
2. A set of black cards with the corresponding nouns: song, story, stitch, picture.
3. Two white title cards: Action Name

The exercise proceeds as the two previous ones, the children first reading their verb cards and putting them down on the mat, then matching the appropriate noun. Finally writing the list in their notebooks.

Exercise III

ANIMAL COLLECTIVES

Material:

- Two white cards. One says GROUP, the other says ANIMALS.
- Black cards on which are written article, name of group and preposition, i.e., A HERD OF.
- Black cards on which are written animal names.
- A control card.

Procedure: Same as before

Control card:

A band of	:	gorillas	A kindle of	:	kittens
A bed of	:	clams	A kindle of	:	kittens
A bed of	:	oysters	A knot of	:	toads
A bevy of	:	quail	A leap of	:	leopards
A bevy of	:	swans	A leash of	:	greyhounds
A brace of	:	ducks	A leash of	:	foxes
A brood of	:	chicks	A litter of	:	pigs
A cast of	:	hawks	A murder of	:	crows
A cete of	:	badgers	A muster of	:	peacocks
A charm of	:	goldfinches	A mute of	:	hounds
A chattering of	:	choughs	A nest of	:	vipers
A cloud of	:	gnats	A nest of	:	pheasants
A clowder of	:	cats	A nide of	:	pheasants
A clutch of	:	chicks	A nye of	:	pheasants
A clutter of	:	cats	A pack of	:	hounds
A colony of	:	ants	A pack of	:	wolves
A congregation	:		A pair of	:	horses
of	:	plovers	A pod of	:	whales
A covert of	:	coots	A pod of	:	seals
A covey of	:	quail	A pride of	:	lions
A covey of	:	partridge	A school of	:	fish
A cry of	:	hounds	A sedge of	:	cranes
A down of	:	hares	A sedge of	:	bitterns
A draugh of	:	fish	A siege of	:	cranes
A drift of	:	swine	A siege of	:	bitterns
A drove of	:	cattle	A shoal of	:	fish
A drove of	:	sheep	A shoal of	:	pilchards
A exaltation	:	larks	A skein of	:	geese
A flight of	:	birds	A skulk of	:	foxes
A flock of	:	sheep	A sleuth of	:	bears
A flock of	:	geese	A sounder of	:	boars
A gaggle of	:	geese	A sounder of	:	swine
A gam of	:	whales	A span of	:	mules
A gang of	:	elks	A spring of	:	teals
A grist of	:	bees	A swarm of	:	bees
A herd of	:	curlews	A team of	:	ducks
A herd of	:	elephants	A team of	:	horses
A hive of	:	bees	A tribe of	:	goats
A horde of	:	gnats	A trip of	:	goats
A husk of	:	hares	A troop of	:	kangaroos

A troop of	:	monkeys
A volery of	:	birds
A watch of	:	nightingales
A wing of	:	plovers
A yoke of	:	oxen

In the above exercise please note that a team of horses and a yoke of oxen are man made groups.

When setting up this exercise for your Montessori environment, begin with a limited number of cards in the exercise box and then change the contents of the box. This avoids the "I've done that already" attitude on the part of the children and it helps to maintain their curiosity and interest. Make the control card in a flexible way so that its contents may match the contents of the exercise box at all times. Perhaps the control card could have clear pockets in which each individual phrase could be slipped - similar to the board used with the small moveable alphabet letters that accompany the phonogram booklets.

The exercises on the blue pages were compiled from several almanacs. The Montessori Development Foundation will put them into production soon, along with exercises on Animals and Their Homes and Animals and Their Voices.

Exercise IV

YOUNG OF ANIMALS HAVE SPECIAL NAMES

Materials:

Two white cards. One says ANIMAL, the other says YOUNG.
 Black cards on which are written the animal names
 Black cards on which are written the name of the young.
 A control card.

Control card:

Animals:	Youngs:	ANIMALS	YOUNGS
rabbit	bunny	rabbit	kit
cattle	calf	cat	kit
elephant	calf	cats	kitten
antelope	calf	cats	kitty
rhino	calf	cats	catling
hippo	calf	sheep	lamb
whale	calf	sheep	lambkin
grouse	cheeper	sheep	cosset
partridge	cheeper	sheep	hog'
quail	cheeper	hare	leveret
fowl	chick	birds (generally)	nestling
fowl	chicken	owl	owlet
rooster	cockerel	salmon	parr
codfish	codling	salmon	smolt
codfish	sprag	salmon	grilse
horse (male)	colt	pig	piglet
lion	cub	pig	shoat
bear	cub	pig	farrow
shark	cub	pig	suckling'
fox	cub	frog	polliwog
swan	cygnet	frog	tadpole
duck	duckling	turkey	poult
eagle	eaglet	hen	pullet
eel	elver	dog	pup
hawk	eyas	seal	pup
deer	fawn	sea lion	pup
horse (female)	filly	fox	pup
fish (generally)	fingerling	cat	puss
wild fowl	flapper	cat	pussy
birds (generally)	fledgling	mackerel	spike
horse	foal	mackerel	blinker
zebra	foal	mackerel	tinker
fish (generally)	fry	pigeon	squab
goose	gosling	pigeon	squeaker
cow	heifer	dog	whelp
kangaroo	joey	tiger	whelp
goat	kid	beasts of prey	whelp
fox	kit	cattle	yearling
beaver	kit	sheep	yearling
		horse	yearling
		animals generally	younglet
		animals generally	youngling

Exercise V

ANIMAL NAMES: MALE, FEMALE AND YOUNG

Material:

Four white cards which says ANIMAL, MALE, FEMALE AND YOUNG respectively.

Black cards for the name of the animal, the name of the male, the name of the female and the name of the young.

A control card.

Control card:

ANIMAL	MALE	FEMALE	YOUNG
Ass	Jack	Jenny	Foal
Bear	He-bear	She-bear	Cub
Cat	Tom	Queen	Kitten
Cattle	Bull	Cow	Calf
Chicken	Rooster	Hen	Chick
Deer	Buck	Doe	Fawn
Dog	Dog	Bitch	Pup
Duck	Drake	Duck	Duckling
Elephant	Bull	Cow	Calf
Fox	Dog	Vixen	Cub
Goose	Gander	Goose	Gosling
Horse	Stallion	Mare	Foal
Lion	Lion	Lioness	Cub
Rabbit	Buck	Doe	Bunny
Sheep	Ram	Ewe	Lamb
Swan	Cob	Pen	Cygnets
Swine	Boar	Sow	Piglet
Tiger	Tiger	Tigress	Cub
Whale	Bull	Cow	Calf
Wolf	Dog	Bitch	Pup

GRAMMAR FUNCTIONS

The grammar that we introduce in the elementary school does not correspond with the casa activities because of the difference in age. In casa, we attend to the child's mind through all its sensorial parts. In the elementary division the mind's sensorial applications disappear, and we meet the needs of the formation of the child's mind on a completely different level. His character now is building in a new way.

To study grammar means to study how words are put together in speech. Dott.ssa Montessori says that when we study grammar, we are investigating the anatomy of the language, just as the scientist studies the anatomy of an insect. How is it formed? What makes it work together?

Through our study of grammar, we discover first which are the parts of speech, and note that there are only 9. The myriad of words we use and find in the dictionary are all divided into only 9 parts. Secondly, we find out which ones go together. We must learn how to recognize the parts of speech and then learn to put them in correct order to achieve meaning.

Es: In hen egg lays the nest the, (means nothing)

The hen lays the egg in the nest. (correct order gives meaning)

It is not, of course, absolutely necessary to know grammar structure in order to write well in one's own language. But, as soon as one begins to learn and write a foreign language, grammar knowledge becomes an essential. And because the study of foreign language is a highly important part of the child's education for living in this world, the study of the grammar of his own language becomes a matter of great significance. And---it is important that he be introduced to this study at a time when it is still interesting, that is, towards the end of his language sensitivity period. By the age of 10, he is no longer interested. But grammar for the young child is not only a matter of interest, but a real help for him as he develops his own language. Thus, grammar exercises appear in casa and are again a part of the elementary program, although here the exercises are approached in a different way to meet the needs and interests of the elementary child.

With the older children, we immediately bring to the consciousness the fact that there are many words, but that all these words have been divided into only 9 groups. Therefore, it is not difficult to recognize them. Then we proceed to discover how these parts interact.

Through the grammar exercises we seek first to arouse the child's interest. We know that, as his knowledge of his language grows, the richer it will be for him. And so---when the child goes out, he sees a tree, he sees the leaves and perhaps the trunk. But if he has had an experience with the classified nomenclature on the tree, he will look at that tree and see a great deal more. His additional knowledge will lend him a completely new viewpoint---and the new words he knows will provide a whole new realm of perception and appreciation.

As we present this study of the child's own language, we are bringing to consciousness that which already exists in his subconscious. That is, through our grammar exercises we are developing potentialities that already exist. Because, of course, we cannot give the child grammar until he already possesses his language. Grammar itself is complicated because it was formed after the language. But if we offer the study of it in an interesting way, we are bringing a little light into the child's mind that provides a new experience and a new part of himself.

AN INTRODUCTION TO LANGUAGE

The six-year-old child should possess written language. In the Montessori method we introduce him to the written language at 4 years. Dott.ssa Montessori has been criticized for this early introduction, because during her lifetime it was believed that children should not be forced to do schoolwork before the age of six. Her reply was that if children are not supposed to work before six, then we couldn't allow them to learn to talk. Fortunately, the children didn't have to rely on the psychologists and the educators for the acquisition of their spoken language.

Dott.ssa Montessori pointed out that reading and writing are often confused with culture. In fact, reading and writing are mechanical operations. In writing the child represents with symbols the sounds that his voice makes, and in reading the child links the symbols he sees with the words he speaks.

But the belief persists in many countries that the child is not ready for such learning before the age of 6 or 7. And so many elementary children arrive in our schools at this point in their lives, one which is very close to the end of their sensitive period for language. It is thus necessary to employ our methods quickly to teach them the skills of reading and writing. For education understood as a help to life is education which helps the child at whatever age we meet him. Dott.ssa Montessori even developed a program to teach adults how to read and write.

In order to help the child of six, we must know the make-up of his psyche well. He has a great imagination, one that is already well developed and very vivid. We must strike his imagination, then. The six-year-old is already aware that he must go to school and that he is supposed to learn to read and write. That very fact creates a certain tension in him, a fear that we must understand and then surpass. We must convince him that the work ahead is interesting, beautiful, and easy. This is a sensitive period, characterized by a great interest in the world and everything that is happening in it. We must offer to the child the idea that in order to enter this world of culture, one must learn to read.

As teachers, we must first attempt to capture this child's imagination. It is good to begin with an extensive lesson in the wonder and work of language: the spoken language and the written language. We may provoke him to wonder with simple questions:

"Do you think language or man came first?

How did man say his first word?"

And in our answers we must help the child to begin an examination of the mystery and marvel of this human characteristic: language.

GRAMMAR FUNCTIONS

In the study of grammar functions we give:

- a. The names of the parts of speech.
- b. The position of the parts.
- c. The possible variations.
- d. The word families---those words which like each other best and so go together.

THE FUNCTION OF THE NOUN

Direct Aim: To give an understanding of the function of the noun in grammar.

Material

1. All the objects in the classroom.
2. The miniature environment.
3. All the objects used previously for reading studies (baskets.)
4. Labels (slips of paper) for all the objects.

Presentation: Group

1. The teacher writes on a label the names of different movable objects in the classroom or the miniature environment.
2. Distribute the labels, one to each child, and ask the children to bring that object to the table.
3. Each child places his object on the table with the label below it. Teacher points out that each of the labels names the object. And that the name of something is a noun.
3. What did you bring? (a pencil)
What word is written here? (pencil)
What did you bring? etc.
Each of these words gives the name of something.
A word that tells us the name of something is called a noun.
The name of this thing is pencil.
4. Child copies in his notebook the word noun and lists under it all the objects he can think of. . . names of things. . . nouns.
4. Write the word "noun" in your notebook.
Then you may copy each word we have on the table, because each of them is a noun.
Now look around the room.
What else has a name? (door, etc.)
Write those words in your list of nouns, too.

Variation

The child may read a paragraph from a book and pick out all of the nouns, copying them in his notebook, in his list of nouns.

THE FUNCTION OF THE ARTICLE

Direct Aim: To introduce the function of the articles: a, an, and the.

point of consciousness: To show the difference between the definite and the indefinite article. The definite article is used to specify one particular thing. The indefinite article designates one of many things.

point of consciousness: To give an understanding of the plural article which is used when many of the same things are put together.

Presentation #1: The Singular Article: An Oral Group Presentation

Material

1. A box containing miniature objects, several of which there is only one and a few duplicate objects.

Presentation

- | | |
|--|---|
| <ol style="list-style-type: none">1. Place the objects on the table. Ask a child for the singular objects, one by one.2. Then ask for an object that is duplicated, using the singular article. . .and refusing the object offered until only one is left. Es: four buttons3. Note the difference in the singular article and the plural article which has been used incorrectly and the resulting problem.4. Write on slips of paper the names of the items on the table, using the corresponding articles:
a saucer
a button
a button
one for each item. Include at least two which require "an." | <ol style="list-style-type: none">1. Give me the saucer.
Give me the eraser.2. Give me <u>the</u> button.
No, not that one.
Give me <u>the</u> button
No, that is not right either.3. I will take this last button. But you were not able to understand what I meant because I made a mistake.
I used the wrong word.
Look at the difference between each of these items (singular) and these four buttons.
There is only one of each of these, but four of these.
When I asked you to give me <u>the</u> saucer, you understood. But when I asked you to give me <u>the</u> button, you did not know which was <u>the</u> button.
When there are several things of the same kind, I must ask you to give me <u>a</u> button.4. Will you place each of these labels below the right thing? |
|--|---|

ARTICLE. . .

5. When all the labels have been distributed and placed correctly, have the children arrange all the similar items together in groups, each one still with its label.
6. Note the different use of the articles. Introduce the name article and its position.
6. For which names do we use "a"?
"An" is used like a to point out one thing in a group of many, but we use it before those words which begin with a vowel. When do we use "the"?
"A" "An" and "The" are called articles.
They always go together with a noun.
We say: "May I have an apple?"
not "May I have apple?"
7. Child copies in his notebook the names of the objects on the table with the corresponding article. May add to the list.

Presentation #2: The Plural article: Group

1. The objects and the labels are still on the table. Introduce "the" used with a plural noun by writing "the buttons."
1. Here is another way we can use "the."
Bring me this. (the buttons)
We use "the" when we mean all of one group of things.
Now we do not need all of the separate labels.
I was able to tell you to bring all of the buttons with just this one card.
2. Review the noun and article written together.
2. Let's look carefully at these little words.
Here do I have the name of something? (a bead)
What do we call the name?
And today we have met a friend of the noun.
What is it?
What is it called?
What does it tell us?
3. Review "the" as singular and plural. Request first several single objects. . .and then each of the plural groups with one card until the teacher has all the objects, but fewer cards.
3. Now give me the saucer.
Bring me the eraser.
Give me the buttons.
Give me the apples.
We use "the" to mean one thing or all of a group of things.
Now we need fewer cards because with some we have indicated a whole group.

ARTICLE. . .

4. See if the child has understood by using a series of demands, including some erroneous use of the articles.
6. Bring me the eraser.
Bring me a pencil. (there are 2)
Bring me the buttons.
Give me the beads. (only 1)

EXERCISE

The child has two baskets of labels, one in which are found nouns, both singular and plural and another which contains the articles. He takes a noun from the first and finds the correct article. Then he brings the object or objects which his card indicates and places it with the label. He copies it in his notebook.

THE FUNCTION OF THE ADJECTIVE

Points of consciousness: The adjective gives a specific quality of the noun.
The three parts of speech: article, adjective, and noun, form one family: the noun family.
There is a special order of these three parts of speech: article, adjective, noun.
The noun is the strongest member of the family and can stand alone while neither the article nor the adjective has meaning when used without a noun.

Material

1. Three objects of the same kind with one single quality difference.
Es: Three similar flowers of different colors.
2. Slips of paper.
3. Three pyramid solids (made of cardboard): one large black, a base of about 6 cm., one smaller dark blue, and a third tiny light blue.
4. A chart picturing the noun family, with the triangles incorporated in the characters---a large black triangle, smaller dark blue and tiny light blue.
5. Three small containers containing: black triangles (paper), smaller dark blue triangles, tiny light blue triangles.

Presentation

1. Place the three objects on the table and write on a slip, "the flower." Ask the child to read it and give you what it says. Refuse it, he offers the second, finally specify the one that is left on another slip "the blue flower."
1. Bring me this.
No, I didn't want this flower.
Nor this one.
Now can you see which one I want. How do you know?
Bring me this flower.
If I had wanted this one (white), what would I have written?
2. Introduce the name adjective and explain its function.
2. Here we have three words.
What is the name of this word? (the)
And this one? (flower)
Here we discover another friend of the noun.

ADJECTIVE. . .

- It is a friend that tells something about the noun.
It is called an adjective.
Adjective means "to add"---and an adjective added to a noun tells something more, something specific about it.
Where do we find the adjective?
3. Introduce the noun family, using the three solid pyramids.
 3. The article, the adjective and the noun together form the noun family. When we write sentences and we want to show a member of this family, we will use these symbols.
Let's look at this symbol that Maria Montessori has chosen for the noun. What is it?
She has chosen a pyramid because it is one of the oldest constructions of man. The noun, too, is very old.
The pyramid is black to remind us of carbon, one of the oldest minerals. It is black and found underground. Carbon was here before man: when we study the history of life we will find out more about it.
Here is the pyramid for the adjective. What color is it?
It is a pyramid because it is part of the noun family.
And this is the pyramid for the article. What color is it?
Why is it a pyramid?
 4. Show the paper triangles used to represent these symbols. Have the child place the correct triangles above the words "the blue flower."
 4. It would be difficult to glue these pyramids on our paper when we wanted to show the noun family. So we use these triangles, which is the shape of one side of the pyramid. What color is each?
What part of speech does it represent?
 5. Show the chart of the noun family if available.
 5. In the noun family, only the noun can be used by itself. The article and the adjective are not strong enough alone---they depend on the noun for their meaning.
 6. Observe the correct order by rearranging the phrase several times.
 6. Let's try to change the order of our noun family.
"flower the blue"
"blue flower the"
How must we arrange these words so that they mean something?

ADJECTIVE. . .

GAMES & EXERCISES

GAME #1: Determining the quality

Direct Aim: To emphasize the function of the adjective.

Material

1. A folder containing large sheets (heavy paper):
 - on one is written a noun such as "paper" and a black triangle above it---this is a large cursive word.
 - several other sheets with various adjectives describing the noun, "folded," "torn," "lined," "colored," with blue triangle.
 - the corresponding items (a piece of torn paper, lined paper, etc.)

Presentation

First the child places about the room the various items: the piece of torn paper, the piece of colored paper, the piece of lined paper, etc.

The teacher places in the ~~XXXX~~ side of the folder the noun **RIGHT ***** sheet and on the ~~XXXX~~ side one of the adjective sheets. (torn) **LEFT**

Ask the child to bring what is written there: paper - torn.

While he is going to find that particular one, change the adjective.

Then when the child returns:

"What did you bring me?"

"What is written here?"

"Oh---you must bring a different one."

Repeat the change as he goes to bring the new paper described.

Repeat the dialogue. . .

Until we all see the fun of the game.

***Preceded by
a slender card
for the article
"the."

GAME #2: The Detective Game: The Game of Triangles

Materials

1. A large envelope containing the following 54 triangles:
 - a. Acute-angled isosceles triangles: 3 small, 3 med., 3 large
(one of each color red, green, blue)
 - b. Right-angled isosceles triangles: 3 sm, 3 md., 3 lrg---red, gr, blue
 - c. Obtuse-angled isosceles triangles: 3, 3, 3, --- red, green, blue
 - d. Acute-angled scalene triangles: 3, 3, 3, --- red, green, blue
 - e. Right-angled scalene triangles: 3, 3, 3, --- red, green, blue
 - f. Obtuse-angled scalene triangles: 3, 3, 3, --- red, green, blueTotal 54 18 red, 18 gr, 18 blue

Presentation

1. Spread the triangles at random on the table or floor. Write on a slip of paper "~~XXXXXXXXXX~~." **The _____ triangle.**
NOTE: This form indicates the intention of further clarification.
1. I want **X** triangle. **The triangle.** Only one of all these here. Try to give me the one I want. Can you guess which one? No, not this one.
2. Write another slip or tear off the article and write before the noun "small" so that it now reads "a small triangle."
2. Maybe I can help you a little. Bring me this.

GAME: TRIANGLES. . .

3. One must use the adjective that describes what the child has not brought.
4. Refusing the next offered triangle, further define the one desired "a small red triangle."
3. Now since I want a small triangle, it will help you to put away all those which are not small. You can put aside the big ones and those middle-sized. Now give me this.
4. I don't want this one. This will help you more. Now you know for sure that I want a red one so you can put away the rest of the greens and blues.

But I don't exactly want this one. I want "a small red isosceles triangle."

This is still not what I want. I want a special kind of isosceles triangle. I want this one: "a small red right-angled isosceles triangle."

At last---this is the one I want.

5. Point out that if there are many items, more words are needed to specify which one of a group. If only two items, only one adjective is needed.
6. Cut the paper slip into separate words and note with the child how, when rearranged, the meaning is lost.

How many words did we need to figure out exactly which one I wanted?

What is each of these called?

NOTE: This is specifically to see the possibilities of rearranging the adjectives and what happens when we do.

Individual Exercise: One child or a few

Materials

1. The envelope of triangles.
2. 12 white title labels: small, medium, big, red, green, blue, isosceles, scalene, obtuse, acute, right-angled, triangle--- and the.

The child arranges the title cards on the table in four groups:

the	triangle	small	red	isosceles	right-angled
		med	green	scalene	acute-angled
		large	blue		obtuse-angled

Then he takes the cards "the" "triangle" and one of the cards from each of the four groups. Then he looks among the triangles to find the one with those four characteristics.

The Game of Triangles. . .

EXERCISE: One child, a few, or a group

Materials

1. The envelope of triangles.
2. Prepared slips of paper on which is described precisely one of the triangles.

The teacher distributes the slips of paper, one to each child. The children hunt among the triangles for the one described on their slips. If the group is small, each child can take two or three.

The teacher must be the CONTROL for error unless all slips have been distributed. Then if one child has made the wrong choice, someone will not be able to find their triangle.

GAME #3: Logical agreement between the quality and an object: Group

Direct Aim: To show that an adjective must logically agree with the word it qualifies.
An enrichment of the child's adjectival vocabulary.

Material

1. A series of 20 noun cards.
2. A series of 20 brown adjective cards, each describing one of the nouns.

NOTE: Because Montessori did not want to fix the color blue for the adjective, the cards here are brown. Only the black noun and the red verb remain constant in the grammar exercises.

Presentation

1. The child lays the noun cards on the table in a long vertical row.
2. Teacher distributes the brown cards, one to each child. And then reads the first noun, asking for the adjective which agrees. Children read their cards to find it.
 2. "Pillow."
What is a good adjective for pillow?
Sweet?
Sharp?
Soft? --- a soft pillow.
3. The child places his adjective card beside the correct noun. Proceed until all nouns have been matched with a corresponding adjective.

GAME #3. . .

EXERCISE: First the noun cards are placed on the mat. Then each child places his brown adjective card at random next to a noun. The children take turns reading the mismatches aloud. . . and everyone laughs. . .

"sour pillow"
heavy flower
fresh coat
loud pear

EXERCISE: Place one noun card on the mat. A child reads through the adjective cards, placing each one beside the noun that could describe it. Continue with another noun. Some may take many; some only one or two. . .

"snow: white, powdery, bright, sparkling"
napkin: white, folded, fresh

GAME #4: Logical Agreement between a few objects and many qualities

Materials

1. Three black noun cards.
2. Many brown adjective cards, each adjective a possible qualifier for one of the three words.

Presentation

- | | |
|--|---|
| 1. Teacher places the three black cards on mat and distributes the adjectives to the children. | 1. We have three words: air, street, rose. |
| 2. The children read their adjectives and decide with which noun each will go, placing the cards in a group before the noun. | 2. Paved. What is paved?
Pink? What is pink?
Warm. What is warm?
Busy. What is busy? |

GAME #5: Reconstruction of the environment.

Materials

1. The miniature environment or other objects in the classroom.
2. Prepared slips of paper describing the objects: "the low chair."
3. Small containers of the parts of speech symbols: noun (black triangle), adjective (dark blue), article (light blue.)

Presentation

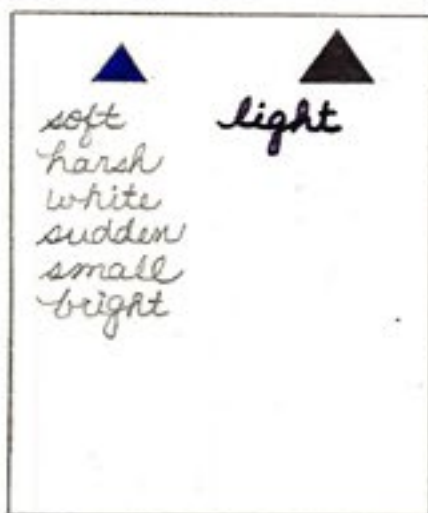
1. Teacher writes on a slip of paper (or uses prepared slips) and asks the child to bring the object described.

GAME #5. . .

2. The child reads his slip, places the object on the mat, places his slip underneath it and then places, for each word in the phrase, the correct speech symbol. (phrases with several adjectives are particularly good.)

EXERCISE: The child takes a prepared slip, reads it, brings the object, and then writes the phrase in his notebook, drawing the correct symbol above each word.

GAME #6: The teacher prepares a long strip of paper with the symbol of the noun and the adjective at the top. Under the noun symbol write one noun. Hang the strip in the classroom. The children may write adjectives that describe that noun under the adjective symbol. They may like to make a very long list.



NOTE: The work done through the adjective exercises give the child the possibility of analyzing what has been presented to him. They show him that adjectives cannot be used at random, but only adjectives which define a noun in a more specific way. This work will become a guide through which he enriches his language. It is a help for the logical construction of language and he begins to understand that every word must have a specific position in the sentence. Gradually he is developing his power and ability to observe his own language.

We know, for certain, that man came first, before language. But we can only imagine how his first words came about. Perhaps in a moment of great anger, an experience of great fear, a feeling of great joy. Every group created their own language; and the words formed by a few were accepted by the other members of their group. Each language has words and sounds which develop from their own experiences and reflect their environment to some degree.

We can listen to the difference in the names given to the same thing by different groups: the sound of vento in Italian and wind in English. With a few dictionaries of different languages, we can make some interesting discoveries about the names chosen for things and feelings. . . how different or similar they are, and what clues they might give us about the people who use them.

That language is the expression of what men feel; that language is the fruit of one's own sentiments is an important concept for the child. We might make a list of words which express human emotions and feelings, and then make a list of scientific words. We may observe the great difference in the kinds of words we have in the two lists. The new scientific words will be cold, without feeling. They will probably be combined roots, from Latin or Greek. They will be names of new things or new ideas, but scientifically put together and lacking in spontaneity. There are other observations to be made, and the lists may grow as the children ponder the idea.

We must, through a variety of activities and ideas, introduce the child to the greatness of language. We must transmit to him love and reverence towards man's effort to create and perfect language. We must help him towards an understanding that language allows us to understand each other; and that the lack of it is a source of misunderstanding and often, of disaster---for one or two and sometimes many. At the same time, we know that language is the greatest tool of peace, that it is "an instrument of collective thought." And so we must develop our own language with precision. We must seek to learn other languages. We must never cease to recognize the power of language.

"Words are bonds between men, and the language they use develops and ramifies according to the needs of their minds. Language, we may say, grows with human thought."
(The Absorbent Mind, p.109)

GAME #7: Commands and Experiments

Material

1. A series of envelopes which contain a command of several phrases or a small experiment on a card. (Some envelopes contain more than one card) On the envelope is the symbol of the adjective (the dark blue triangle) and a list of the adjectives which are used inside.
2. Attached to the command card within the envelope are small brown cards on which are written the adjectives used specifically in the exercise.

Presentation

The child selects a card from one of the envelopes and reads it, with the help of the teacher to clarify the terms used and the command or experiment itself.

The child copies the adjectives on the brown cards in his notebook and proceeds to execute the command.

Examples of the Adjective Commands (Montessori Elementary Material, p. 61)

Series #1: Descriptive Adjectives

Subject: permeable, concave, large, transparent

1. Take a piece of clear glass, a sheet of black paper, a sheet of oiled paper; look at the light through them, applying the adjectives: **transparent, opaque, translucent.**
2. Take the series of circles in the plane insets, and pick out the circles which correspond to these adjectives: **large, small, intermediate.**
3. Take various objects such as filter paper, plastic-sheet, a sponge, and see whether water can pass through them, applying the adjectives: **permeable, impermeable, porous.**

Series #2: Comparative Adjectives

Subject: heavy, light, fine, large, small

1. Take the brown stair or any other objects and put with each object the proper adjectives from the following list: **thick, thin, thickest, thinnest.**
2. Compare the weights of water and of coloured alcohol; water and oil; water and cork and water and lead. In each case discover and write which is **heavier** and which is **lighter.**
3. Take the seven tablets of the color you like the best, grade them and apply the appropriate adjectives from the following: **light, lightest, dark, darkest.**

GAME #7. . .

Series #3: Adjectives of Quantity

Subject: one, two, first, second, double, half, equal

1. Build the broad stair and starting from the smallest on each step place the proper adjective from the following: **first, second. . .tenth.**
2. Decide first of all on some definite number of beads (two) and then make other little piles to fit these adjectives: **double, triple, quadruple, quintuple, sextuple, tenfold, half, equal.**

Series #4: Demonstrative Adjectives

Subject: this, that, these, those

1. Choose one of your schoolmates and tell him to put a box on **this** table; a small plate on **that** table over there.

Series #5: Possessive Adjectives

Subject: my, your, his, her

THE FUNCTION OF THE VERB

The second great division of language regards ENERGY. Up to now, we have studied the parts of speech noun, article and adjective, all three of which related to substance---to matter.

The verb is energy.

The verb is a very important element of language. In order to appreciate the value of the noun, it is necessary to transform the noun with the verb. Things must not remain in our consciousness as something without movement, but they must become dynamic. Speech must become active.

. . . the carbon must be transformed into fire. . . .
for that which brings life to matter is the spirit. . . and not an
inanimate thing.

Presentation #1

Direct Aim: To create an impression of the difference between matter and energy.

Material: None

1. Teacher writes on a slip: the pencil. The child brings it.
Teacher writes other: the scissors.
the plant, the eraser, the cup.
The child brings each object.
 2. On another slip the teacher writes a simple command: **walk, jump, sing.**
Distributes the slips to the children.
Children perform actions: particularly effective when there are a number of children, each acting simultaneously.
 3. Point out the objects present for the nouns and the nonexistence of a substance to represent the verbs.
Children have placed their verb slips on the mat.
 4. Elaborate: The word verbum in Latin is the word for excellence or "most important". The verb is the most important word in the sentence because without action, without energy, there is no life. If these objects were not used, they would be dead things. These objects were in the corner until someone BROUGHT them. They got here because someone PICKED them up, TOOK them from their place.
1. Bring this, and place it on the mat with the label.
 2. Read the slip that I have given you and do what it says. Keep doing it until I say stop.
Stop.
 3. Show me where the pencil is.
Show me the plant.
Now show me where walk is.
Where is jump?
The objects are here;
the actions are no longer here.
These actions you have done have a name.
They are called verbs.

THE FUNCTION OF THE VERB. . .

5. Introduce the verb symbol---and the difference between the noun symbol and the verb symbol.
2. Here is the symbol we used for the noun.
It is solid, heavy, still.
This (red ball) is the symbol for the verb.
It is never still, it always keeps moving. It represents energy.
6. Introduce the red circle as a substitute for the symbol.
6. Of course we cannot use the ball everytime we want to show a verb in our work.
So we will use these red circles which transform the red ball into a new symbol for the verb.
7. The children match the corresponding symbols---noun and verb---to each word on the mat.

Presentation #2

Direct Aim: To show the child that the essence of the verb does not remain; that it is an energy which disappears, lasting only as long as the action itself.

The teacher invites the child to either take all the small environment objects out of the box---or to put them all in. (depending on where they are to begin with)

After he has taken them out, ask:

- Where were the objects first?
- Where are they now?
- Who changed their place?
- Now tell me where is the verb change?

Explanation: The action of the moving objects lasted only as long as you were doing it. Now the action has disappeared, but something in our environment has changed. The verb itself does not exist. Maria Montessori says that the verb is the spirit which gives life to matter.

However---it is necessary, in order to carry out an action, to have an object. When we say "walk," someone walks. The child walks. I walk. Somebody has to carry out the action if the verb is to have meaning.

We may have 1000 verbs, but all together they will add nothing of substance. The verb cannot exist separated from an object. And without verbs, the matter has no life.

EXERCISE: The child may use the red verb cards in basket #3 used for the reading of words. He performs the action that he takes, and then matches the symbol with the card.

FUNCTION OF THE VERB. . .

Presentation #3: Logical agreement between the Verb and Noun---
between the action and the object.

Point of Consciousness: To make the child understand that each verb
has its corresponding object.

Indirect Preparation: An understanding of transitive and intransitive
verbs.

Materials

1. A series of red verb cards: write, carry, find, chase.
2. A series of black noun cards with corresponding objects: letter,
water, a glove, a bus.

Exercise:

1. Teacher distributes the red verb cards. Each child reads his, and places it on the mat in a vertical row. . .until all cards are laid out.
2. Teacher distributes black cards. 2. Who has the word that goes with drink?
Reads first verb, and children Drink. . .lemonade.
read their cards until the right object is found. Child places it beside correct verb.

Exercise: Using the "To Speak Correctly" series of animals and their voices, play the same game and then match the symbols with each of their cards.

Exercise: The logical agreement between one verb and many nouns.

Using the series of black and red cards in the first exercise, the child first puts out all the cards on the mat. Then he takes one verb and places with it as many nouns as he can find that will logically agree:

throw	the ball
	the glass
	the pencil
	the shoes

Point of Consciousness: One verb may have one or several objects.
Those objects MUST have a logical agreement.

FUNCTION OF THE VERB. . .

Special Aspects of the Verb

First Aspect: The length of the action depends on the object.

Direct Aim: To bring to the child's consciousness the idea that an action without an object continues indefinitely; and a verb with an object has a duration related to the object.

Indirect Aim: To indirectly give the child the notion of transitive and intransitive verbs.

Presentation

1. The teacher writes two commands on slips of paper: one transitive verb and the other intransitive: "Walk" "Drink the glass of water." She asks two children to read the commands and perform them.
2. Point out, through a series of questions, the difference in the duration of each action.
2. What are you doing? (Child walks)
What did you do? (Drank water.)
Why did you stop?
Why is this child still walking?
3. Explain specifically the difference between the commands.
3. What is the difference between the two commands?
The child who obeyed the command to walk could go on and on because the action has no object and no end.
The command to drink the water had an object. . .and when the water was gone, the action was finished.

Second Aspect: An intuition of present and past

Presentation

1. On a slip, the teacher writes "Bring the pink cube." A child reads it and performs the action.
2. Point out the difference between the command "to bring" and the action once it has been completed.
2. What did you do? (I brought the pink cube.)
What did the command say? (bring)
What is the difference between "bring" and "brought?"
When is the action "to bring" finished?
As soon as you put the cube on the mat.

FUNCTION OF THE VERB. . .

Second Aspect. . .

3. Point out the qualifications of present and past.
3. The present is only the moment that I am doing the action. As soon as an action is finished, it belongs to the past.

Third Aspect: Intuition of Present, Past, and Future

Direct Aim: To give an idea of the three tenses and to make the child aware that the verb is related to time. That is, the verb changes according to its relationship with time while the noun does not.

Presentation

1. Teacher prepares three slips:
Walk.
You walked.
You will walk.
Gives the slips to three children who read them and are to perform the action.
1. One child is doing an action. What is it?
Why aren't the other two doing anything?
What does your slip say? (walked)
Then you are not walking because that action has already passed.
What does your slip say? (will walk)
This child does not do an action because her command says that she will do something at a future time.
2. Point out the difference in the time sequence of the verb.
2. Each of the verbs written on the three slips was the same. But there was only one action to do?
What is different about the three verbs?

Fourth Aspect: The energy of the verb is not always external---but may be an internal action.

Direct Aim: To make the child conscious that an action is not always movement, but can be an action in the mind.

Presentation

1. Teacher writes a slip which says: "Think of a story" Gives it to one child and asks him to perform the action.
1. What have you thought?
When you were thinking, no one could know what you were doing. But your mind was working. The action was going on inside your mind.

FUNCTION OF THE VERB. . .

Fourth Aspect. . .

NOTE: Maria Montessori: Activity is not only carried out with the body. There are many activities which concern only the spirit: think, read, write. (When we write, the hand only traces what the mind dictates) This is what distinguishes the Montessori school from the active school. In the second, the traditional school, activity has been mistaken for movement. But there may be great activity when the body is still. The Montessori method helps that vital force through which the spiritual activities are exercised, not only preventing them from diminishing, but giving them the possibility to expand according to the potentialities of the child.

EXERCISES

Direct Aim: To give the child a clear intuition of the function of the verb and all its aspects.

EXERCISE #1

Direct Aim: To show that words must have a certain position in the sentence.

The teacher writes as many commands as there are children. Each must have a verb, subject, and direct object, if possible. (Es: Water the plant) The teacher gives out the commands, and each child performs his action. Then the teacher invites the children to MATCH THE SYMBOLS ON THE MAT WITH EACH WORD IN THE COMMAND.

Finally, the teacher takes the commands, cuts them into separate words and rearranges the commands to show the disappearance of the meaning. Following the symbols already placed on the mat, the words can be then replaced correctly by matching the part of speech to the symbol.

EXERCISE #2

The teacher prepares many commands and places the slips in the basket. Then the children work by themselves: reading the commands, performing the actions, writing the symbols and the commands in their notebooks.

EXERCISE #3

The teacher encourages the children to write commands themselves. And then they proceed with the work of the previous exercises.

EXERCISE #4: Commands in envelopes

Direct Aim: To enrich the child's vocabulary and to aid his ability to distinguish the precise variations of verbs.

Materials

1. A series of white envelopes, each with a red circle pasted on the front to indicate the verb exercise. Each envelope contains a card on which is written a simple experiment or a command which must be carefully read and carried out systematically

FUNCTION OF THE VERB. . .

EXERCISE #4: Commands in envelopes. . .

NOTE: Though the child can work individually with these commands and experiments, it is important that the teacher clarify the terms used. The child reads the command, and the teacher explains those words which are difficult or new. It may at times be necessary to demonstrate the fine shades of meaning given with a particular series of verbs: Es: throw, toss, hurl.

In these exercises, the child reads the command or experiment, then executes the action. He must use concentration and exactness to carry them out precisely.

Examples from The Montessori Elementary Material, p. 70 - 75

Subject: breathe, blow, puff, pant

- Commands: Tear a large piece of paper into tiny bits on your table.
- Blow** steadily upon the table till the pieces of paper are all on the floor.
 - Pick up the pieces of paper and place them on the table.
 - Puff** three times upon them and see if they all fall to the floor. Gather up the pieces and throw them into the waste-basket.
 - Breathe** softly upon the back of your hand. What do you feel?
 - Blow** upon the back of your hand. What do you feel?
 - Pant** noisily as though you had been running a long way.

Subject: dissolve, saturate, be in suspension

- Commands: Place a spoonful of sugar in a glass of warm water and **dissolve** the sugar by stirring with a spoon. Is the water clear?
- Saturate** the water with sugar by continuing to add sugar and stirring till you can see the sugar at the bottom of the glass. Allow the water to rest a moment. Is the water still clear?
 - Mix a spoonful of starch in the water. The water becomes white, since the starch does not **dissolve** but remains **in suspension** in the water.

Grammar Boxes: As A Help in the Understanding of the Functions

We first present the grammar boxes for: the noun
the adjective
the verb.

They are variations of the functions' exercises.

AGE: 6-7

THE NOUN GRAMMAR BOX

Materials

1. A black box divided into 3 parts: two small squares into which the cards fit and one long division into which the control card is placed. Above the two small divisions are slots where the card is placed that identifies the part of speech being used: in this case, a black card reading "noun" and a light brown one reading "article."
2. Several series of cards used for the various exercises. The cards should be coded on the back to identify which exercise it belongs to. The whole set should be kept in a box by the teacher and the cards for a particular exercise given at one time. Each series has with it a longer white card which is the control.
3. Small containers, each containing many of the symbols for the various parts of speech being used. (black triangles for nouns, small light blue ones for the articles, and darker blue triangles for the adjectives, red circles for the verb)

EXERCISE #1

- | | |
|--|---|
| <ol style="list-style-type: none">1. Introduce the noun grammar box and note the new color of the article card.2. Show the article symbol and the card on the mat together. | <ol style="list-style-type: none">1. Today we are going to do something very new with this box. What color is the box? What color is the symbol of the noun? We call this the noun grammar box, and here is the black noun card. Do you remember what color our symbol for the article was? Here the card that reads article is another color. What is it? All the article cards for the grammar boxes are now going to be this color.2. This is the symbol for the article. This is the card for the article. Remember now that the article cards will always be light brown. |
|--|---|

THE ADJECTIVE GRAMMAR BOX. . .

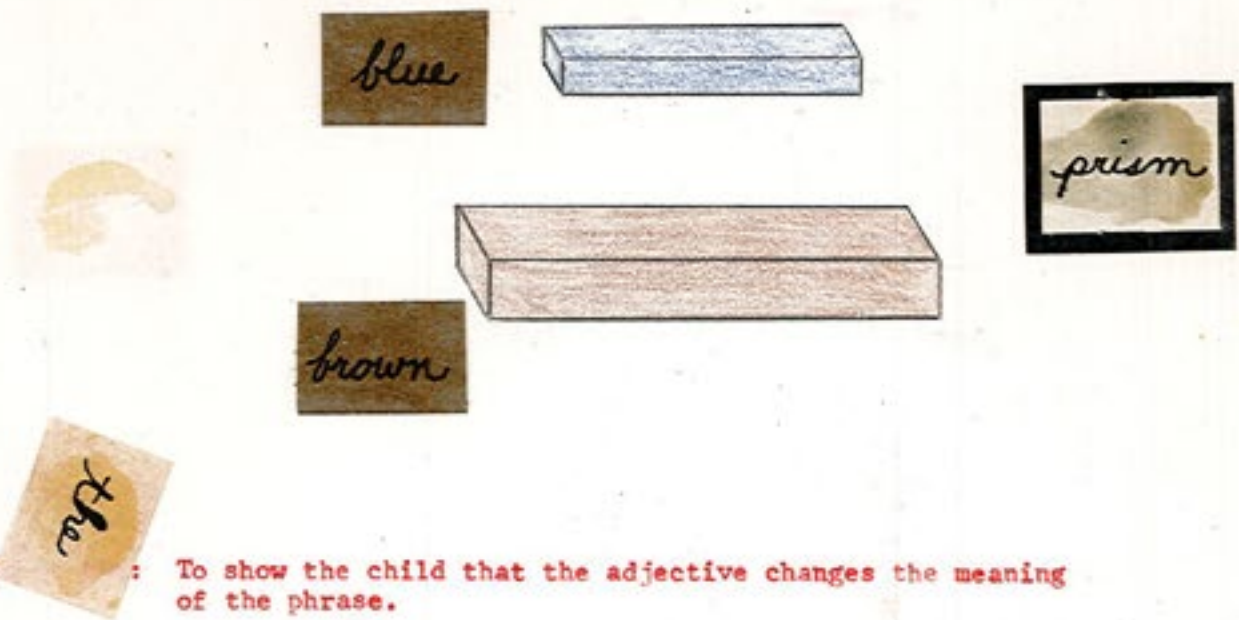
Materials

3. Various casa materials:
 - a. The pink tower: 10 cubes, smallest 1 cm, largest 10 X 10 X 10.
 - b. The broad stair: 10 prisms, thickness increase.
 - c. Solid wooden insets.
 - d. A box of cloth materials----a variety.
 - e. Box of solid cylinders.
 - f. Two boxes of color tablets: one for matching, one for gradation of color.
 - g. Box for baric sense: objects of different weights.
 - h. The rough/smooth tablets.
 - i. The green cylinders for the towers.

Presentation

1. Be sure the child understands the article, adjective and noun: Prepare a command for each child: **the red farmhouse**. The child reads the slip and then brings it. He places the corresponding symbols with each word on his slip.
2. Present the adjective box, in which there is already an exercise, prepared in the correct sections of the box.

Show adjective symbol and adjective card together.
2. Today we are going to work with the adjective grammar box. Now we have three small sections for three different kinds of words.
What are they?
What color is the article card?
What color is the noun card?
Here is the adjective card---it is a new color.
What is it?
What color was the adjective symbol?
In our work with the grammar boxes, the adjective will be dark brown.
3. Give the child the long card from the box. The child reads it, places the symbols for each word in the phrase.
3. "the brown prism"
the blue prism
4. Child brings the material to the mat.
5. Then, using the cards from each of the sections, he places them to form two phrases describing the two objects.
BUT HE DOES THIS WITHOUT DUPLICATING ANY WORDS.



Di : To show the child that the adjective changes the meaning of the phrase.

Presentation. . .

- | | |
|--|--|
| <p>6. Compare the number of words on the long card and the number used on the mat.</p> | <p>6. Count the words we have on the long card.
How many words have we used with the cards?
Do we still have both phrases?</p> |
| <p>7. Point out that only the adjective is needed twice.</p> | <p>7. We need only one article because it is the same in both phrases. Both of these objects are prisms, so we need only one noun. But there is something different about these prisms---and it is the adjective that points out that difference.
When we change the adjective, the meaning of the phrase changes.</p> |
| <p>8. The child may copy the long card or he may copy the display, using the minimum words and drawing the objects.</p> | <p>8. When you write this in your notebook, you may copy this card with the phrases.
OR you may copy it just the way we have it on the mat, and you will be writing fewer words.
Then you might draw the prisms, too.</p> |
| <p>9. When the child works alone, the teacher prepares the cards in the box and he proceeds with the exercise. . .or the teacher may prepare several of the exercises in the box at one time. When the child copies the work in his notebook, he draws the symbols over each word.</p> | |

THE VERB GRAMMAR BOX

Direct Aim: To show that meaning of the sentence changes with a change of verb.

Material

1. The verb grammar box, a red box with five divisions: four smaller ones and one long one. The four divisions indicate the article, adjective, noun and verb.
2. The box which contains the cards for the various exercises. Each exercise is composed of the long card with a phrase, and the small cards for each part of speech representing each word in the phrases on the long card, without duplication of any word.

Presentation

1. Before presenting the verb grammar box, make sure the child knows the parts involved: Teacher writes a sentence such as "Bring the small teapot." The child reads the sentence, brings the object, and matches the symbols to each word.
2. The teacher presents the verb grammar box, describing the use of the four divisions and showing the verb card which is red. THE BOX IS ALREADY SET UP WITH AN EXERCISE.
3. The child reads the long card: "Spread the large carpet.
Fold the large carpet."
4. The child matches the symbols with the words in the phrase.
5. Then he performs the actions.
6. He takes the cards from the box and makes the two phrases on the mat:

Spread the large carpet
Fold

7. Point out the fewer number of words used when the phrases are made with the cards, as in the adjective grammar box exercise.
8. Note that the meaning of the phrase changes because of the change of verb.

THE BIG RED BOX: The verb booklets of conjugations

Direct Aim: At this level the verb conjugations provide an excellent reading exercise.
Provides an opportunity for the child to become familiar with different forms of the verb. . .an introduction to the many forms.

Material

1. A rectangular wooden box, red, containing complete conjugations of all forms of the verb: To be, To have, To love (regular verb) and To be loved. Each of these four verbs is encased in a red folder and contains small booklets for each tense, for the pronouns, for the negative adverbs when used and special auxiliary verbs. Each of these small booklets contains, in turn, a small card for each form in the conjugation.

Presentation

- | | |
|--|--|
| <ol style="list-style-type: none">1. Introduce the big red box. PRIOR to introduction, remove the passive "To be loved." | <ol style="list-style-type: none">1. This wonderful red box contains many verbs. Each one is on a card that we may lay out on the mat. In the box we have three large divisions of cards. This group is the verb "to be." This group is the verb "to have." Both of them are called "helping verbs" and we will look closely at them another time. |
| <p>Child reads the titles of the three verbs.</p> | |
| <ol style="list-style-type: none">2. Open the folder of the verb "to love" and show the small booklets. | <ol style="list-style-type: none">2. Today we can look at some of the cards in this verb: to love. Inside this red folder are many tiny booklets that contain the cards. It is important to handle each small booklet carefully so that we can always replace the cards in order. |
| <ol style="list-style-type: none">3. Show all the booklets in a line from the indicative mood. Have the child read the titles of the tenses. | <ol style="list-style-type: none">3. This booklet contains all the verbs in the indicative mood. Let's look at the tiny booklets inside. How many are there? (12) Can you read the title on the front? Pronouns. Let's see what's inside. |
| <ol style="list-style-type: none">4. Layout the pronouns in a vertical row. | <p>Let's lay these cards out first because they will help us with our verbs.
What color are these cards?
Why are they different from the others?</p> |

THE BIG RED BOX. . .
Presentation. . .

5. Have the child read the other indicative mood tense titles, offering the words he does not know, but no explanations.
5. Now will you read the titles on each of the other 11 booklets.
6. Introduce the present, past, and future tense---laying out each one beneath its booklet.
6. In one of our verb games, I gave three commands to three children. Each one was an action---but only one person performed his action. Do you remember why? The person who "walked" for that game obeyed a command that said "walk." His action was happening in the present---right then. The second person could not do anything because his command said "you ~~walk~~ walked." That meant an action that was already completed. And the third person had a command which read "you will walk." He did nothing because his command was an action that was going to happen at a later time. The first command "walk" was a verb in the present tense. Let's look at the present tense of "to love."
7. As each group of cards is laid out, the child reads the forms with the pronoun.
7. Now we see the forms of the past tense. When is the action of these verbs? Will you read each of these verbs with the pronoun?
8. If the child is very interested and ready for more, introduce the next three tenses: Present continuous, Past continuous, Future continuous.
8. There is another verb form that expresses action in the present. It is called the Present continuous; and like its name, it describes an action that is continuing.
9. After a tense is presented, the child turns over the cards and tries to remember the forms.
10. At this point, he knows how to handle and organize the material and, in work alone, he may take whatever series of booklets he chooses, lay out the verbs and read them.

NOTE: The exercise is not to memorize; but as he looks at them many times, he gradually begins to know the verbs. Later on we use the material in grammar analysis; but, from this work, the verbs are no longer strangers.

THE FUNCTION OF THE PREPOSITION

Direct Aim: To bring to the child's consciousness the function of the preposition which is to establish a relationship between objects.

Material

1. Two objects. Example: one flower, one vase.
2. The symbols the child already knows and the symbol of the preposition: a small paper bridge, green.

Presentation

1. Teacher writes two slips:
"the red flower"
"the green vase."
2. The child reads the slips and places the corresponding symbols on each word.
3. Teacher writes on another slip "in" and places it between the phrases.
And the child places the flower in the vase.
3. Now read these phrases again.
"the red flower in the green vase."
What do you have to do?
4. Explain the function of the preposition and introduce the symbol.
4. This word "in" is called a preposition.
The word preposition means that the **position** of the objects changes.
It is the word that tells what position they are in with each other.
The symbol of the preposition is a bridge because it always joins two phrases together.
5. Switch the position of the two phrases. When it is discovered that the sense is lost, use another preposition between. . . "on."
5. Now read the phrase.
"the green vase in the red flower"
Is this possible?
I cannot use "in" here, but I can use "on."
Now read the phrase:
"the green vase is on the red flower."
How must you place the objects?
6. Child places the preposition symbols on each of the prepositions.
7. Point out that it is important to have the right preposition or the sentence won't make sense.
7. When we changed the preposition, our objects were together in a different way.
And we discovered that we must have the right preposition or the phrase makes no sense.

THE FUNCTION OF THE PREPOSITION

A Game: Changing the Position of Objects When the Preposition is the Same
AND BOTH MAKE SENSE

Material: A pitcher filled with blue water.

A glass.

Three slips: the blue water
in
the transparent glass.

The child arranged the three slips: the blue water in the transparent glass
AND he pours the blue water into the glass.

THEN he rearranged the three slips: the transparent glass in the blue water
AND he puts the glass in the pitcher of water.

Then he matches the symbols to the words in the phrase and copies both
into his notebook.

EXERCISE #1

Material

1. The small environment.
2. The objects of the small environment in a box.

Presentation

1. The teacher prepares on slips of paper a short phrase for each object in the small environment: "the low chair," "the broken table," "the black cat." Each object with one adjective.
2. Distribute the slips to the children, who bring the small objects, match their label to the corresponding objects and then place the symbols for each word in the phrase.
3. Write on another slip a preposition: "by" and place the preposition between two of the phrases: "the white sheep" "by" "the fat cow."
4. A child then arranges the objects according to the new phrase.
5. Gradually, as the exercise proceeds, the environment takes on an order according to the prepositions which are used.

NOTE: When working alone, all the slips naming the objects are placed in one basket and all the preposition slips in another. The child chooses a combination of the labels, puts two phrases together with a preposition in whatever arrangement he chooses and then shows his work with the objects in the environment. If he chooses to put "the small dog on the red roof," he does so. Only the physical arrangement must match his phrases. Then he puts the symbols with each word in the phrase and copies them in his notebook.

FUNCTION OF THE PREPOSITION. . .

EXERCISE #2

Materials

1. The small environment and the objects in it.
2. Prepared cards on which are written phrases which include prepositions: "the milkmaid **beside** the cow"
"the brown horse **in front of** the small fence"

NOTE: Be sure that all the prepositions are used: those composed of 1, 2, and 3 words.

Exercise

1. The child works independently or in a small group with the prepared cards. He reads each card, places the symbols with each word and then arranges the objects in the environment according to the phrases.
2. He copies the phrases in his notebook.
3. In this exercise, the objects in the environment will always have the same arrangement, no matter how the cards are mixed.

EXERCISE #3: Commands for Prepositions

Material

1. A series of envelopes containing a card(s) which give commands utilizing specific prepositions. On the front of the envelope is the green bridge symbol and a list of those prepositions used. Attached to each card are small cards naming the prepositions important in the commands.

Examples: From the Montessori Elementary Materials, pp. 82 - 84

Subject: side by side with, opposite, in front of, along

- 1) Form a line **side by side with** each other.
- 2) Form a line **along** the wall **opposite** the door.
- 3) Form two lines **in front of** the piano.

Subject: near (to), next (to), beside, far away from

- 1) One of you boys stand in the middle of the room. Now you others go and stand **near** him. One of you stand **next** to him on the right, another **beside** him on the left. Now all go **far away from** him.

Subject: of

- 1) Go and get a boxful **of** counters. Go and get a glass **of** water. Bring me a piece **of** cloth.

Exercise: The child or children read the command. Be sure they understand each word. Then they perform the actions. Finally in their notebooks, write the prepositions on the small cards.

THE FUNCTION OF THE ADVERB

Direct Aim: To give the function of the adverb which is to modify the verb.

Material

1. Paper slips.
2. The symbol of the adverb and the symbol for the verb; paper symbols for both, the small ball for the adverb.

Presentation

- | | |
|--|---|
| <ol style="list-style-type: none">1. The teacher writes a simple verb command on a slip and the child performs it.2. Teacher writes another slip with an adverb modifying the action. And the child performs the action.3. Write a third slip, using the same verb with a different adverb. Child does action.4. Point out that the verb is the same, but that there are different ways to do that action.5. Write another command using again the same verb with another adverb.6. Tear each of the slips into two words. Then, using the verb just once, arrange all the adverbs after it.7. Place the symbol of the verb above the word "walk." Explain the adverb symbol. . .and the function of the adverb. | <ol style="list-style-type: none">1. What is written on your command?
"Walk."2. Now you are walking differently. In a certain way. What does your command say?
"Walk quickly."3. What does your command say?
"Walk slowly."4. Each time we have used the same verb, but there are many ways of walking. You have walked quickly. You have walked slowly.5. What does your command say?
"Walk proudly."
Again our verb is the same, but you have walked in still another way.
<p style="text-align: right;">quickly</p><p style="text-align: center;">walk</p><p style="text-align: right;">slowly</p><p style="text-align: right;">proudly</p>7. The symbol for the verb was the red ball. It represented fire, energy, movement. The symbol of the adverb is a smaller ball, which rotates around the verb. We find the adverb close to the verb. If our verb is the sun, the adverb will be like a planet revolving around it. |
|--|---|

Presentation: The Metal Insets Direct Aim: To loosen the hand and to learn control of the pencil. A preparation for writing straight and curved lines.

1. Invite the child to bring to the table the following items: a metal inset that he likes, a cardboard square, a paper square, a few colored pencils.
2. Show him how to place the materials: first the cardboard, then only the frame exactly on the paper square.
3. Then take a pencil and demonstrate the tracing of the figure inside the frame.
4. Next, placing the inset form exactly within the traced line, trace another line around the inset.
5. Finally teach the child how to pencil the color in within the traced figure: Explain that he must pick up his pencil after every stroke and that he must stay within the lines.

NOTE: This method of penciling develops hand control. The child may use one color or many different ones. His lines may be curved or straight. In the elementary school he may use long pieces of paper for a series of insets or combinations. The important element is the technique of stroking.

Presentation: The Sandpaper Letters Direct Aim: To give the sounds and familiarize the child with them. To give the exact shape of each sound; an opportunity to trace.

- | | |
|---|--|
| 1. Begin with as many letters as the child seems ready to handle at one time. The elementary child may already know some letters. Present vowels or consonants or a combination; but choose the easier consonants with one sound. | 1. This is "b." (SOUND of b)
Watch how I trace it.
Now you trace it.

This is "e."
It is written like this. (tracing) |
| 2. Second period lesson | 2. Show me "e."
Show me how it is written. |
| 3. Third period. | 3. What is this? |

GAME #1

The teacher chooses a letter and says several words which have that sound. The sound may be at the beginning, middle or end. She asks: "In the words I have said, can you hear this sound?"

GAME #2

The teacher says a word and asks the child to go and get the sound that he hears at the beginning of the word.

THE FUNCTION OF THE ADVERB. . .
Presentation. . .

7. . .

7. . . The word adverb means "close to the verb. Just as the adjective was close to the noun, the adverb is close to the verb. The adverb receives rays from the sun, but, like a planet, it changes the direction of the rays. We can say that the adverb changes or modifies the action of the verb. . . just as the adjective modified the noun.

8. Introduce the paper symbol. 8. The symbol of the adverb will be this smaller orange circle.
9. The child places the adverb symbols over each adverb on the mat.
10. As a conclusion for the presentation, prepare simple sentences in which adverbs are used and have the children match the symbols with each word.

EXERCISE #1: Logical Agreement Between Verbs and Adverbs

Direct Aim: Point of Consciousness in which the child will realize that there must be a logical adverb for the verb to have sense.

Material

1. In a small envelope, a series of 10 red verb cards and a series of 10 pink adverb cards which correspond to the verbs.

NOTE: The adverb cards are pink because the adverb grammar box is pink.

Presentation

1. The teacher distributes the red cards to the children---or to one child who lays them out in a vertical row, using the verb symbol at the top.
2. Distribute the adverb cards to the children.
3. The teacher begins reading the verb cards on the mat. And children match their adverbs.
3. Who has an adverb that goes with "read?"
What does your card say?
"Slowly?"
Yes, that would go well with the verb "read."

FUNCTION OF THE ADVERB. . .
EXERCISE #1. . .
Presentation. . .

4. Continue to read each verb and match an appropriate adverb.
5. If we come to a verb for which there is no remaining appropriate adverb, then a rearrangement must be made with an adverb already placed.
5. "Laugh". . . "intently"? No.
"hopefully"? No.
We do not have a good adverb to modify laugh.
Let's see if one of the adverbs we have matched will fit well with laugh.

EXERCISE #2

Point of Consciousness: That there may be logical agreement between one verb and different adverbs: the action can be modified by more than one adverb, just as the noun can be modified by more than one adjective.

Material

The same verb and adverb cards used in Exercise #1.

Exercise: The children take one of the verb cards and find all those adverbs in the series which will go logically with that verb.

The child copies it in his notebook, and may draw symbols if he likes.

Children do the exercise with 2 or 3 more of the verbs.

EXERCISE #3: **Logical agreement between one verb and many adverbs.**

Material

1. A group of cards which consists of 3 verbs and many adverbs, each one appropriately agreeing with one of the verbs.

Presentation

1. One child lays out the three verbs in a vertical row.
2. Adverb cards are distributed.
3. A child reads his adverb and decides which verb it should modify, then places it beside that verb.
4. Continue until all adverbs have been matched to the correct verb.

look carefully quickly sternly hopefully

eat greedily heartily voraciously

walk limpingly on tiptoe quietly slowly

THE FUNCTION OF THE PRONOUN

Direct Aim: To give the function of the pronoun; and to show its close relationship with the verb.

Material

1. Any objects in the environment.
2. Slips of paper and pencil.
3. The symbols used up to this point and the symbols for the pronoun.
4. The solid pyramid symbol of the pronoun.

Presentation

1. Teacher writes 3 slips:
and places them together as
a sentence on the mat.
 1. "Bring the pencil to the table."
"sharpen the pencil."
"replace the pencil in the holder."
2. Ask the child to read the phrases
and match the symbols to every
word in them.
3. Read the sentence to the child,
emphasizing the word "pencil."
 3. Do you think this sentence sounds
right?
No. . . because I have used "the
pencil" too many times.

Do you think there is another way
we could write this sentence with-
out using "the pencil" so often?

Try to do that.
4. Write the sentence again, sub-
stituting "it" for "the pencil"
in the second two phrases.
 4. "Bring the pencil to the table;
sharpen it; replace it in the
holder."
We have changed some words now.
The sentence sounds much better.
5. Child matches the symbols to
all the words he knows in the
new sentence.
 5. After "bring" we still have "the
pencil;" but after "sharpen" and
"replace" we have the word "it."
What do you think "it" is?
6. Introduce the function of a pro-
noun as a word that takes the
place of a noun.
 6. Here "it" takes the place of ano-
ther word.
It takes the place of "pencil."
What is "pencil?"
Pencil is a noun.
The word that takes the place of
a noun is called "a pronoun."
"Pro" means "for."
So pronoun means "for the noun."

THE FUNCTION OF THE PRONOUN. . .
Presentation. . .

7. Introduce the symbol of the pro- 7. The pronoun is a proud man because
noun: the tall solid violet he stands in the place of the
pyramid. . .and then the paper noun.
triangle. The symbol for the pronoun is
a pyramid, like the noun; but
it is taller and it is purple.
Purple is the color of the noun
symbol and the verb symbol mixed.
Notice that the base of this pyr-
amid is not very large---the
pronoun is not very stable all
alone.
We usually find it very close to
the verb.
When we want to show the pronoun
in our work, we'll use the purple
triangle that is shaped just like
one face of this pyramid.
8. Child places the pronoun symbols 8. Count the nouns in our first
to complete the phrase. sentence. . .5.
And compares the first and se- How many nouns are in the second
cond sentences. sentence. . .3.
Now we have 3 nouns and 2 pronouns.
9. Introduce the verb family of 9. Remember our first family of words?
verb, adverb and pronoun---show- Here is the noun family.
ing the symbols together for the The pronoun is part of the verb
noun and verb family. family: the adverb, the verb,
and the pronoun.
These three stand together and
work together as the other family
does.



10. Use the Verb Family Chart: show-10. The pronoun is attracted to the
ing the red verb as the sun, the noun whose place it takes. . .
orange adverb as a rotating plan- it is a relative of the noun.
et and the pronoun as a purple roc- BUT it is propelled in the direc-
ket, being propelled towards the tion of the verb.
verb by a reddish-orange flame:
a Good Chart.
11. Another good chart shows the verb's
sun shadow in which one sees gears
which will mesh with the correspon-
ding gears of the adverbs planet
shadow. The pronoun is again shown
as a rocket propelled towards the
two.

THE FUNCTION OF THE PRONOUN. . .

Presentation. . .

12. Cut the sentence into parts, leaving the noun family together, but separating the verb, adverb and pronoun. Rearrange and have the child read it. . . then remake the sentence correctly. The longer the sentence, the clearer the realization that without correct order, the sentence loses logical meaning.

EXERCISE #1: The teacher writes an action involving objects on a slip of paper and the child performs it.

"Move the chair from the table; sit in the chair; return the chair to the table."

The child performs the action and then substitutes the pronouns for the repeated nouns.

He places the symbols on the new phrase, and copies it in his notebook.

EXERCISE #2: The child prepares commands using pronouns and, after performing them, matches the symbols and copies it in his notebook.

SECOND Presentation: To introduce the personal pronouns, after the child has worked well with the first kind of pronouns.

1. Introduce the personal pronouns and their function.
 1. There are other pronouns called "personal pronouns." These pronouns are helpers to the verb. When we say "She baked the cake," "she" tells us who did the action. The pronoun "she" helps us understand the action of the verb. The pronouns "I" and "you" are important personal pronouns, too. "I lost the telephone number." "You found it." Our language is full of pronouns.
2. Compare the two kinds of pronouns.
 2. We have seen two kinds of pronouns: one is the proud lord who takes the place of the noun. And the other is the servant of the verb. The pronouns that accompany the verb are called "personal pronouns." Why?
3. Write a series of slips demonstrating the personal pronouns used as "person speaking, person spoken to" and "person spoken about." Through several such commands that the child performs the idea of the three persons will form without discussion. Each should be performed, the symbols matched and copied then in the notebook.
 3. "I lift the chair."
"You lift the chair."
"He lifts the chair."
Begin by performing the first action yourself. Then you will need others to help you continue.

THE FUNCTION OF THE PRONOUN. . .

EXERCISE #3: Pronoun Commands

In the various pronoun commands, the child meets all the kinds of pronouns. It is not important to give the formal names at this time. Enough that he recognize them as pronouns.

Materials

1. A series of envelopes marked with the symbol of the pronoun and the pronouns used within. Each envelope contains one or several cards with commands using the various kinds of pronouns. Together with each card are small purple cards which tell the pronouns being used.

The child chooses an envelope, and with the teacher, reads the command, noting the pronouns included. He performs the action and writes the pronouns in his notebook.

NOTE: As with the other command envelope series, it is important to introduce only a few envelopes at a time----so that the child meets one kind of pronoun and thoroughly understands its use before moving onto another type.

Examples of the Pronoun Commands: (from Montessori Elementary Material, pp. 102-106)

Subject: Direct Object Personal Pronouns: **me, you, him, her, us, them.**

"Charles, take the whisk-broom and brush the table; Charles, brush **me**; Charles, brush **him**; Charles, brush **her**; Charles, give the whisk-broom to **us**.

"Mary and I bow to the teacher; now we bow to **you**; now we bow to **him**; how we bow to **each other**.

Subject: Reflexive Pronouns: **myself, yourself, himself, themselves**

"I touch the oil-cloth on the table; I touch **myself**, I touch you; you touch **yourself**.

Subject: Demonstrative Pronouns: **this, that, these, those**

"You children divide into three groups; then go and occupy three different places; change places as follows: you leave **that** and occupy **that** over there; the others leave **that** and occupy **this**."

Subject: Possessive Pronouns: **mine, yours, his, hers, ours, yours theirs**

"Pass around little baskets, saying: This is **my** basket. Whose is that? Is that **yours**? Is this **hers**? Are these **ours**? Is this one **his**?"

THE FUNCTION OF THE CONJUNCTION

Material

1. Three objects of the same kind. (3 flowers)
2. A ribbon to bind them.
3. Slips of paper and pencil.
4. The symbols used to this point and the symbol for the conjunction.

Presentation

1. Place the three objects on the mat and prepare three slips, naming each.
 1. "the red flower"
"the blue flower"
"the white flower"
 2. Child places each slips with the corresponding object and matches the symbols. And reads each.
 2. I can say each of these phrases separately.
I can take "the red flower" or "the blue flower."
 3. Prepare two more slips, each with the word "and." Place between each phrase.
 3. But now I can no longer take one flower separately.
I have put "and" in between the phrases.
And now what I read means that I must take the red flower and the blue blower and the white flower together.
 4. Bind the objects together to impress the function of "and." Introduce the word conjunction and explain its meaning.
 4. I must bind these three together because these two small words mean I must take them all together.
This word is called a conjunction from the Latin word where means "to unite, to put things together."
 5. Introduce the symbol.
 5. When we write a word at the end of a line and we must continue the last part of it on the next line, what sign do we use to show that those letters go together with the next ones?
The dash.
And so the symbol for the conjunction is a pink dash.
- Child places the conjunction symbols for the "ands".
6. Rearrange the phrases, first showing that the phrases can be switched and the meaning retained. THEN showing that the conjunction cannot come at the end or the beginning.
 6. I can change the places of the phrases: "the blue flower and the white flower and the red flower.
Does it still make sense?
Now try to use "and" at the beginning of the phrases. . .at the end.
Does that make sense?

THE FUNCTION OF THE CONJUNCTION. . .

EXERCISE: Use labels naming all the objects in the environment. The child takes the conjunction **and** and puts several of the labels together. Then he groups the corresponding objects to show what the phrase now says. Conjunctions (ands) should be in a separate basket. He then matches the symbols and copies the phrase in his notebook.

SECOND Presentation: on another day

Direct Aim: To introduce the use of the comma as a substitute for the conjunction when several are used in succession.

Presentation

1. Prepare slips which indicate a series of like objects.
2. Place the slips on the mat and join the phrases with "ands."
3. The child reads the phrase joined and then: **READ** the sentence, emphasizing each "and."
4. Prepare slips with commas, inserting one for each and except the last.
1. "the red pen
the green pencil
the blue pencil
the chalk"
2. There are too many "ands" in this sentence.
Let's see how we can change this.
3. This sign is a comma.
It is a sign which tells me to pause a very short time, as I read.
I can substitute a comma for each of the "ands" except the **LAST ONE**.
The last "and" tells me that all of the things in the list before are taken together.

EXERCISE: The Conjunction Commands

Because the conjunction is especially difficult, it is important to introduce first envelope #1; and only after the children have worked with it awhile, introduce #2, etc.

Material

The series of conjunction envelopes containing command cards, each with the small pink cards attached listing the conjunctions used.

The child uses one envelope, performs the action on a card and then copies in his notebook those conjunctions he has used. It is necessary each time he meets a new group to be sure that he understands the meaning of the words involved.

THE FUNCTION OF THE CONJUNCTION. . .

Command Envelopes. . .

Examples: (from Montessori Elementary Materials, pp. 115 - 117)

Subject: Coordinate Conjunctions: **and, but, or, neither, nor**

---Come to "silence" where you are **and** move only at my call.

---Walk on tip-toe about the room, being careful **neither** to disturb **nor** to follow one another.

Subject: Subordinate Condition: **if**

---You will be able to hear this drop of water fall **if** you remain for a moment in absolute silence.

Subject: Subordinate Purpose: **so that, in order that**

---One of you stand in the middle of the room; the others try to pass near him quickly **so that** he cannot touch you.

---I am going to whisper a command: listen in perfect silence **in order that** you may hear what I command.

Subject: Subordinate Exception: **except, save**

---Get the counters and place one on every table in the room **except** on this one. Gather up all the counters **save** the red ones. Return all the counters to the box.

THE FUNCTION OF THE INTERJECTION

The interjection comes from the Latin "inter" meaning "middle" and "jeter" meaning "throw." By definition the interjection is a cry of pain or joy of the human soul. A vivacious word, it is a clear expression of human sentiment. It is the ONLY part of speech without a function. It is very independent and can be anywhere in the sentence. It is an important part of a primitive language--- and so interjections are similar in all languages.

Maria Montessori notes that the more civilization progresses, the less the interjection is used. This perhaps indicates that with more progress, we are more ashamed to show our feelings, a condition not altogether positive.

And so interjections are most common among the young, the primitives and the drunk. The man who is drunk forgets the restraints of civilized ways and perhaps becomes a more natural person!!

Presentation

1. Before writing, demonstrate the interjection with a sharp expression directed to the child. Ask him to repeat the exclamation to a classmate.
1. "Oh!
What did you do today!!
(for the sake of surprise, showing perhaps a little anger---in fun)
2. Now teacher writes the same phrase, the child reads it---and then he may practice it with an expressive voice---and try the sentence again on a classmate.

THE FUNCTION OF THE INTERJECTION. . .
Presentation. . .

3. Introduce the interjection name. 3. This is the last of the parts of speech. It is called an interjection. Let's see if we can discover what the interjection tells.
4. Prepare as many sentences as there are children, with interjections. . .and have each child read his sentence. Encourage expression of the feeling involved in each one. 4. **Hush!** I think I hear a kitten!
Good! You found my watch!
Help! I'm caught on the fence.

The interjection is a special word which tells us about the feeling of the sentence.
5. As each child reads his sentence, he places the symbols that he knows for the parts of speech.
6. Introduce the symbol for the interjection, and note the exclamation mark in the sentences for which it stands. Then each child uses the symbol in his phrase. 6. The symbol for the interjection is gold and is shaped like an exclamation mark. Where do we find the exclamation mark in each of these sentences? Now we can show this part of speech with a symbol that reminds us of the exclamation it makes.
7. Note now that all parts of speech have been considered. Remove all the small saucers and put them together in a box with nine divisions. 7. Today we have spoken about the last part of speech: the interjection. Instead of using, now, these small saucers for each symbol, we can use a box to hold them all. How many divisions are in the box? There are only 9 parts of speech. All of the words in our language fall into one of these 9 groups. Let's name each of them.
"Show me. . ."
"What is this?"

NOTE: The work done with the interjections is a good parallel with the interpretive reading exercises since both involve the clear expression of emotion in the dramatic situation.

Sandpaper Letter Games. . .

GAME #3

Each child comes and takes a letter from the box. If he says the sound correctly he may keep the letter. If he doesn't know the sound, he puts it back. The child with the most letters wins.

GAME #4

The child looks at the wall chart, points out a letter, then goes to find that same letter in the box of sandpaper letters.

Or he may choose the tablet first and match it with the wall chart.

Presentation: The Movable Alphabet Direct Aim: To provide a continuation of the analysis of sounds, even those presenting phonograms or spelling difficulties.

1. Spread the lined mat on a table or on the floor. Place the movable alphabet closeby.
2. Ask the child to say a word.
2. Say a word.
Any word you like.
With these letters, we can write every word.
3. Help the child write the word on the mat with the letters by sounding it out, one sound at a time. If there are non-phonetic letter combinations, simply show how the word is written at that point.
3. What is the first sound you hear? We'll place it on the line. What sound do you hear next?

Es: night
What is the first sound you hear?
The rest of the word is written like this.
This is night.
With what sound does it end?
4. Tell the child that now he may begin writing any word he wishes with these letters. Much help is required initially as he begins to work with the words he chooses.

NOTE: It is not necessary to wait until all the sandpaper letters have been introduced to begin work with the movable alphabet. Therefore, there may be still sounds the child does not know. Make note of those difficulties and return to sandpaper letter work with those he doesn't know.

EXERCISE

The teacher prepares booklets containing a series of cards with pictures on them and a set of labels on which are written the names of the objects pictured.

Child looks at one card, names it, writes the name with the movable alphabet, then checks the label against his word on the mat: his control. As he is controlling, he is reading.

CONCLUDING THE FUNCTIONS

When the child has had these experiences with all the parts of speech, we have finished presenting the functions. As we offered these, the child was accumulating experiences which became his new knowledge.

The Aim of all the activity in the study of language is to conduct the child to conscious experiences; to lead the child to really understand his language; and to use it correctly.

At this point it is useful to hang a chart in the room with all of the symbols so as to demonstrate to the child that, just as he was able to write all the words with the alphabet, so he can classify all the words in the nine groups and build any sentence with them.

With the alphabet, the child first explored the sound of each letter. In the study of language, he first meets the sound, the function of each word in his language.

The work with the functions is an excellent READING EXERCISE. If the child wants to do the exercises correctly, he must read and then reflect on what he has read.

In other words, he reaches "thought" through reading. Dott.sa Montessori calls this "rational reading." It is total reading. That is, the child understands what he reads.

FROM THE ANALYSIS OF READING
TO THE CONSTRUCTION OF SENTENCES :
AND TO LOGICAL ANALYSIS

PARALLEL WORK WITH THE FUNCTIONS
AND
THE FIRST THREE GRAMMAR BOXES

All of these chapters have been united because they are all 3 related, representing a single moment in the construction and the development of language. Not that with this material we want only to give the syntax. But we want to **help the development of language.**

It is important to understand what the material is for the development of the child in contrast to the didactic material which the teacher uses. We must buy the shoes that fit. . .for the child, for the adult. And so the material for development and that for teaching is different.

Montessori materials, which are materials for the development of the child, are those which must be available to the child for use over a long period of time. At the proper time, we must present it to him---at that time when his interest is ready to be awakened. And so our material must be used for a long time, must be used at the proper time and must awaken the child's interest.

And thus we introduce these materials, this chapter in the development of the child's language, at age 6. Traditionally these topics are introduced much later, when the child's interest period is over. Then, it is given too fast and no absorption is possible. We seek to meet the child in his time of interest, in his time for maximum learning.

READING ANALYSIS

Material

1. A box containing: a red circle (6 cm. diameter)
4 black arrows (12 cm. long)
2 large black circles (5 cm. diameter)
2 small black circles (3 cm. diameter)

of heavy plastic---vinyl.

NOTE that the colors are the same as those used in grammar analysis. The verb is still a circle. The noun shape has changed

NOTE: Now we want to represent the construction of speech---the logical world of thought. With the functions, we gave the parts of speech. Now **we want to show the logic of our thoughts.**

We have, again, the verb---the center of our logical world.

And we will have the other parts which depend on the verb and move around the verb

Between these circles is a relationship, a hierarchy of sizes: The verb---the largest---has need of nothing else. It can stand alone. The two black circles (large) represent the subject, an important part of the sentence, and there can be two. The two smaller black circles represent objects---not essential or fundamental, but an important part of the sentence. The subject and the object can stand alone only in particular cases of answers to questions where the verb is understood:

Es: Who is calling? **Mary**
What are you writing? **a letter**

Presentation #3: **The Indirect Object Question**

In this presentation, the materials are the same as in presentation #2 with the addition now of the black arrow on which are written the questions for the indirect object "to whom? for whom? (NOTE: include in the work all four cases.) to what? for what?". . .substituted for the blank black arrow. The child continues with the same exercises in his further work.

Presentation #4: **The Adverbial Extension of the Verb**

Materials

1. The materials of wood from the wooden box introduced at the beginning of sentence construction with the indirect object arrow, as introduced in presentation #3 included. AND, now in addition, a blank orange arrow and an orange circle (both vinyl)---the orange circle being the same size as that circle used for the indirect object.
2. The sentence construction analysis form: Question Answer.

Presentation

1. Using a sentence with which the children have already worked, introduce an adverbial extension of the verb by asking the appropriate questions. Begin with the simplest: where? how? or when?

Carol brought flowers to her mother. **When?** Yesterday. **THEN:**

2. Write on a slip of paper the new sentence. 2. Carol brought flowers to her mother yesterday.
3. The child cuts up the sentence and places the parts with the materials that he already knows. 3. What is the action? Who is it that brought? What did she bring? To whom did she bring the flowers?
4. Introduce the Adverbial Extension part, giving the concept of the completion of the verb to explain the position. 4. We have one word left over. It is a new part of our sentence.



"Yesterday" tells us something more about the action. It helps complete the meaning of the verb by telling us when the action is performed. SO THIS ORANGE ARROW EXTENDS FROM THE VERB AT SOME POINT.

5. Using a second sentence, introduce a second adverbial extension: John drove the car carefully. **How?** The child shows the construction with the materials.
6. Introduce an adverbial phrase as the Adverbial Extension of the Verb, showing that this part of the sentence can be more than one word. 5. "The doctor carried candy in his bag for the children." **Where?** Now the part of the sentence which completes the verb is formed of several words.
7. With the three concepts of how, when and where introduced, the children work now composing their own sentences with the expression of these three adverbial extensions included. They may discover on their own that more than one can be present in a sentence. And that they need more than one orange arrow. Add to the series when necessary.

Presentation #5: **More than One Adverbial Extension for the Same Verb**

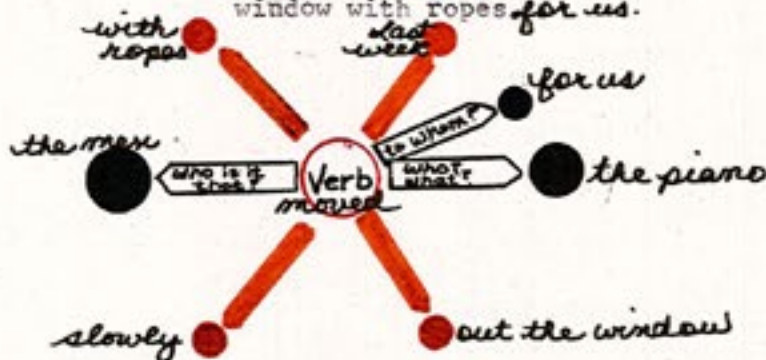
If not before, at this time several more blank orange arrows and circles are added to the materials as described in presentation #4. And other questions given which the adverbial extension answers: Why? With whom? By whom, by what?

SENTENCE CONSTRUCTION. . .

Presentation #5: More Than One Adverbial Extension of the Same Verb. . .

EXERCISE: Give the children a simple sentence to start with: "The men moved the piano." Then, through a series of questions which the children know indicate the Adverbial Extension, add to the sentence, watching it grow:

- How? The men moved the piano slowly. . . *for us.*
- When? Last week the men moved the piano slowly.
- Where? Last week the men moved the piano slowly out the window *for us.*
- With what? Last week the men moved the piano slowly out the window with ropes *for us.*

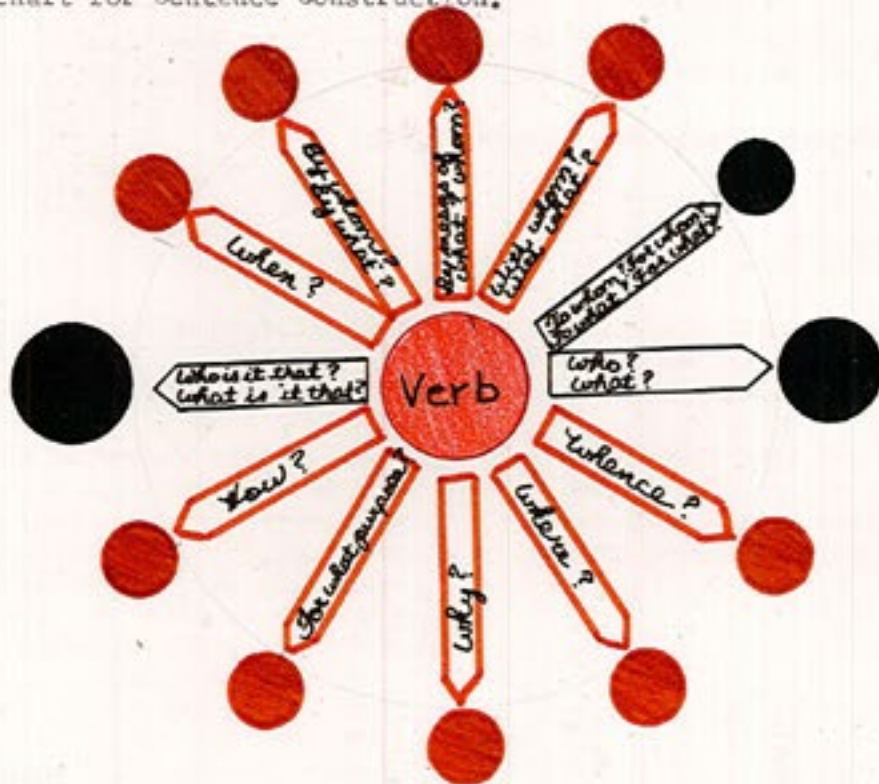


When the children have shown the sentence with the materials, ask them to collect the slips on which the parts are written. Then, rearranging the various Adverbial Extensions of the Verb, analyze the ways in which the sentence can be expressed well and those arrangements which cloud the meaning. Also a good point at which to note the usual positions where the Adverbial Extensions of the Verb can be found.

The children work on their own with the materials. . .
 constructing their own sentences. . .
 and analyzing them with the form.

Presentation #6: The Questions that the Adverbial Extensions Answer

The new element here is found in the box of materials where now we substitute the orange arrows on which the questions are written that indicate the Adverbial Extension. The child continues with the work as before; but now he can use either the materials OR, having been introduced to the arrows with questions on them, he can now refer to the following chart for Sentence Construction.



Material

The introduction of another set of wooden materials marks this passage from sentence construction to logical analysis. The new wooden box contains the same wooden materials, circles and arrows. But now on one side we see (on the arrows and on the red circle) the same questions and "verb" identification. But on the reverse side of each of these materials the formal name is given. Thus:

- a) Large red circle: Verb/Predicate
- b) Three black arrows: Who is is that? / Subject
 What is it that? / Subject
 Who? / Direct Object
 What? / Direct Object
 To whom? For whom? / Indirect Object
 To what? For what? / Indirect Object
- c) Nine orange arrows: How? / Manner
 For what purpose? / Purpose
 Why? / Cause or reason
 Where? / Place
 Whence? / Source
 With whom? / Accompaniment
 With what? / Accompaniment
 By means of what? / Instrument
 By means of whom? / Instrument
 By whom? / Agent
 By what? / Agent
 When? / Time

Although the whole new series of materials can be used with the introduction of the first formal terms, in a successive series of presentations the terms are gradually introduced. Thus the child works for a time with the three: Subject, Direct Object and Predicate. Then the arrow for the Indirect Object is flipped and he works with four formal terms, the others in his work still showing questions. Finally the names of the Adverbial Extensions are introduced, a few at a time.

The new materials also include a new form divided now into three columns:

Question	Answer	Part of the Sentence
----------	--------	----------------------

So that, as the child learns the terms for the parts of the sentence, he adds this information in the third column in his analysis.

Presentation #1: Subject, Predicate, Direct Object

1. Display the materials, showing all the old questions and the "verb" with which the child is familiar.
 2. Present on a slip a simpler sentence: The children cut the slip and show the parts with the materials.
 3. Introduce first the term "predicate", turning over the red circle to show the new name. Then turn the arrows for subject and direct object, revealing the names.
2. "The captain slowly climbed the stairs."
 3. Today we are **analyzing this sentence**. And we will discover the precise name of the three most important parts of the sentence.
 Look what we have on the other side of the verb circle: the word **predicate**. The word predicate means "to say about." (pre - dicare)
 The part of the sentence that answers the questions "Who is is that?, What is it that?" is called the **subject**.
 The part of the sentence---that part that receives the action of the verb---that answers the questions "Who, What?" is called the **Direct Object**.

Logical Analysis. . .
 Presentation #1: Subject, Direct Object, Predicate. . .

- Turn the materials over to their original position and give the second and third period lessons.
- The child works on his own, constructing his own sentences and then analyzing them on the new form:

Question	Answer	Part of the Sentence
	The captain slowly climbed the stairs.	
What is the action?	climbed	predicate
Who is it that climbed?	the captain	subject
What did he climb?	the stairs	direct object
How did he climb?	slowly	

NOTE: Series of small pictures about which the child can comment or ask questions in order to construct his sentences may be helpful to stimulate his imagination, and to make the work more interesting.

NOTE: A chart may be helpful at this point which shows the three newly identified parts in position, the arrows and the red circle naming those new parts. The child can then continue his work, using both the last chart of sentence construction and the smaller chart with the new terms simultaneously as a guide for his work and a reminder of the new names for the parts of the sentences.

Presentation #2: **The Indirect Object Name**

Following the pattern of presentation #1, the name of the Indirect Object is now introduced. At this time we may also consider the more advanced concept of the Indirect Object where the prepositions "to" and "for" are understood and the consequence of position change:

- The sentence has been cut into parts; placed with the materials. The child is now using the terms subject, predicate and direct object. The name **Indirect Object** is introduced, and the corresponding arrow turned to show that new identification.
- Ask the child to arrange the slips on which the parts of the sentence are written in the order of the original sentence.

John painted a picture for Amy.

Give a three-period lesson, reviewing the formal names of each part.

- Show how the two objects can change places. Then replace the slip "for Amy" with another: "Amy." Explain.
- Can we change the position of the two objects and still have a sentence with the same meaning: YES
 John painted for Amy a picture.
 Does that sound good? NO
 How can we change it?
 John painted Amy a picture.
 We can leave out the word "for" and we still know the meaning. . . it is the same.
When the indirect object comes immediately after the verb, the words "to" and "for" are often omitted. But the meaning is the same.
 Because the words "to" or "for" are UNDERSTOOD.
 In our sentence we know that "for" Amy is the meaning; we understand that word even though it isn't there.

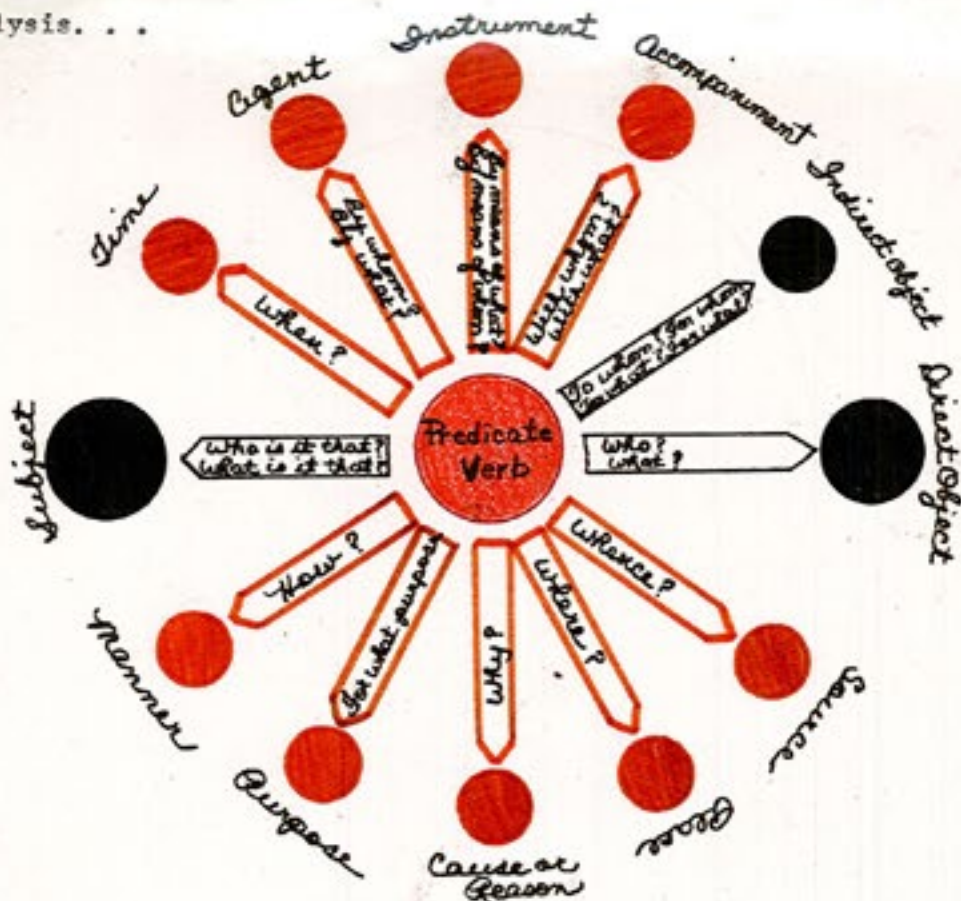
- The child now replaces the slips for the parts of the sentence with the material, a further demonstration that the construction has not changed though the word position is new.

5. The child works on his own, constructing sentences and analyzing them with the form as noted in presentation #1. Now he can identify the Indirect Object in the third column.

Presentation #3: **The Adverbial Extensions of the Verb**

1. Introduce a sentence containing the parts of the sentence for which the child has already learned the names and with at least two adverbial extensions.
 1. Last night my aunt made cookies for us in five minutes.
2. The child now shows the sentence parts with the wooden materials.
3. Consider the color of the arrows for the adverbial extensions and give the explanation. Introduce the name "**adverbial extension.**"
 3. We have not yet given a special name to these orange arrows.
Why are these arrows orange?
What was the color of the adverb?
What is the function of the adverb? --- it modifies the verb.
The adverb completes the meaning of the predicate.
SO---the parts of the sentence which we show with orange arrows work like adverbs.
They are called **Adverbial Extensions**.
4. Introduce the precise names of the adverbial extensions used in the sentence that is shown, flipping the corresponding arrows to reveal the name.
 4. Each of the Adverbial Extensions has a special name, but it is a name that we can learn easily because it gives a word which tells us what the question asks.
What is the first adverbial extension in our sentence? Last night. . .
What question did we ask? When. . .
Then this is the **Adverbial Extension of TIME**.
The second is "in five minutes," and it answers the question "How?" "How did she make cookies? In five minutes.
When we answer the question "How" we are using the **Adverbial Extension of Manner**.
5. Second and third period lesson.
6. Construct with the children several more sentences, using specifically the Adverbial Extensions introduced and showing with the corresponding materials. If other Adverbial Extensions are used that have not been named, they are shown with the corresponding questions.
7. Gradually introduce, in this way, the names of all of the Adverbial Extensions. When this has been done, the child can work on his own, using all of the materials with the formal names showing. . .or he can simply do his work with the following chart.

NOTE: When presenting this chart, we should point out why the arrows are arranged in this way. They are in a circle because **the adverbial extensions do not change the meaning of the verb. They only add information which is not essential.** Therefore, unlike the three other parts of the sentence which are shown around the verb, the position of these adverbial extensions can radiate from the verb at any point.



Presentation #4: A Final Passage to Logical Analysis

Material

1. The wooden materials as contained in the box used in the presentations #1 - #3, with the **substitution** now of three pieces: a new red circle which has on only one side a word, naming **predicate**; a black arrow which reads on only one side **subject**; and another black arrow which reads only **direct object**. At this point the child knows well these three terms; and as we now eliminate the questions, those three parts of the sentence are again identified as the strongest elements of the sentence, and their function an understood one.
2. A third printed form is now introduced with only two divisions:

Sentence	Analysis	and is completed as follows:
The men quickly loaded the potatoes onto the truck.	The men - Subject loaded - Predicate the potatoes - Direct object quickly - Manner onto the truck - Place	

At a certain point in the child's work, when he has understood all of the previous concepts, these new materials are introduced. In particular, the form now makes it necessary for the child to mentally ask the necessary questions and then to identify the various parts of the sentence. He is truly analyzing the sentence.

EXERCISE: Ask the child to build a small pyramid with the various circles shown in the material. Discuss with him the various implications of the relationship of the sizes: 1) The verb forms the base; only the verb can form a sentence by itself, 2) the subject is the second most important part of the sentence, but not as strong as the subject, 3) the direct object is, again, smaller than the preceding subject circle, 4) the indirect object circle and the orange circle of the adverbial extensions are the same size; each in its way completes the meaning of the verb, but the indirect object is a special case, as shown by its color.

THE REAL STUDY OF GRAMMAR: After 8 years.

THE GENERAL PATTERN here is given for the introduction of grammar rules. We might logically begin with the article, but since it is so closely linked to the noun, we present them together. Then, immediately after, we give the adjective. Together the three form the great family: the Noun Family.

The Noun: An Introduction

The first thing we want the children to become aware of is that nouns are an important part of man's history. Before man's appearance, language didn't exist. There is a part of man's history, an important part, which is a mystery unknown to us; but it is through this part that we are able to go into the past. It is the immortal part of man: the fruit of the eternal man. Man received, as a gift from nature, the vocal chords.

These vocal chords produce vibrations and thus sounds. With the help of the mouth and the lips, sounds are put together in different ways, thus forming millions of words. But there are just a few sounds, perhaps 20 to 30, depending on the language. One person tried to discover how many words could be formed with those sounds. By combining the sounds, he discovered 600^{21} words. But some of these words wouldn't be real words. For real words depend on the intervention of man's will. A group of men establish a group of sounds which will have a specific meaning. And so one cannot call this "a pen" unless the group has agreed that it will be called "a pen." Once the meaning has been established, the men in that group can understand the meaning and they can communicate. But an outsider finds that particular arrangement of sounds, that language, meaningless. He does not understand it. Man's thoughts would be useless if he could not communicate them. And so we find that the phenomenon of language makes it more difficult for man to go from place to place: he may find himself in a group where his thoughts cannot be expressed. In the story of the Tower of Babel, at a certain point, the work is no longer possible because the men cannot communicate with each other. "Their language is confounded."

Putting words together is not only the work of the intelligence, but also the result of the emotions. Words come from the soul of which they are an expression. And so each people's language is one rich and beautiful with the human personality. Those words compounded by scientists, on the other hand, often sound cold and without a musical quality---they are not alive. A universal language has been tried called Esperanto. It was formed to meet the needs of communication between all man in a scientific way. But its failure was due to a lack of meaning in the words: it was a cold language, too.

The words which man forms are transmitted from generation to generation, sometimes slightly modified because the words themselves conform to the experience of people's lives. And so the word is the symbol of the life really lived. It reflects the experiences, the work and the struggle of men.

Many languages cannot be deciphered. We can discover and see a tablet of old words, but without knowing how the sounds go together, it is impossible to reproduce that language. The Etruscan language has not yet been deciphered.

When we read the names on a map, we discover a part of history. Consider the word America. Why is it not called Columbia? Columbus died believing he had discovered the Indian isles. It was a man who discovered the whole extended continent and gave it his name that gives us the name America. His name was Americus Vespucci. And so language can tell us the history of a people. We can go on traveling in America by looking at the map. Near the Mexican border in California we find the city of San Diego, then the city of Los Angeles. Small islands off the coast have the names Santa Cruz, Santa Catalina, San Clemente. To the north we find Santa Barbara, San Francisco, and many other counties and cities with names which begin with the words San or Santa, both meaning "saint." How did these places get the names of saints? They are places discovered or founded by Spanish missionaries who gave them the names of their saints. Perhaps a Franciscan friar founded San Francisco.

THE NOUN: An Introduction. . .

Names such as Idaho and Omaha are Indian names. They were probably established as names of particular places or as a reference to the tribes who lived in those places long before Columbus arrived. Though we may no longer know how those words were pronounced, the names themselves survived long after the group who gave them disappeared from the place. The legacy of the Indians to us is partly in the many words they added to our language.

We can do this kind of a study with any continent and discover the history of the people in the names; and so geography becomes a subject of great human interest. The places in Spain have many Arabian names; and so does Sicily. The Arabians conquered Spain and Sicily and occupied them for long periods of time. When they left, the names they have given remained.

The names of persons are also strange, often telling a history of habits and religion. Montessori talked about the grandparents who decided on the name for the newborn child. The new baby must have a name because nothing exists without one. And so the whole family discusses the name of the new child. During certain periods of history, certain names are fashionable. And so, for a period of several years during Mussolini's power in Italy, Benito was a very popular name. In some countries the child is always given the family name. Montessori prepared a chart in India which was in the shape of a flower. In the center was the mother and child. The petals named the various sources from which the child's name comes: natural phenomena, a feeling, a saint's name, etc. The name we give the child is the greeting that will accompany him throughout his life. In some countries, because fear of a god or gods is very great, the child's real name is kept a secret in order that he may avoid direct confrontation with the god. He is then called something else so as not to draw the god's attention to him. Only the family knows the real name.

When villages were small, a person needed only one name. At a certain point, there were many people then with the same name; and it became necessary to describe the person with a second word: Joseph red, Joseph big, Joseph bacon-eater. There are many last names that still have this descriptive quality.

Such discussions are good beginnings for **RESEARCH on the origin of nouns:**

- 1) coffee: from a small town called "Caffe."
- 2) tobacco: from the name of a West Indies island "Tobago."
- 3) muslin: from the Syrian town Muslimiya.
- 4) damask: from Damascus, Syria.

Such research requires many books and help to the child with the difficult words and names involved. But in this way grammar becomes interesting, one's own language becomes beautiful, full of rich human experience and the history of that experience.

THE NOUN: The Different Properties of the Noun

In these exercises the child meets nouns classified as members of certain groups, defined by certain properties of the noun. As he does the work, he is not only discovering the many different ways a noun names things, but he is also increasing his noun vocabulary. So, in each of the exercises he does, it is important that he copy the words used in his notebook. Gradually he is building a reservoir of words from which he can draw to express himself in the spoken word and in the written word. And always he is moving towards greater precision in both experiences.

We may consider many different properties of the noun:

ABSTRACT and CONCRETE	SINGULAR and PLURAL	IRREGULAR PLURALS
GROUP NOUNS (COLLECTIVE)	COMPOUND and SIMPLE	DIMINUTIVE and DERIVATIVE
PREFIXED and SUFFIXED	PROPER and COMMON	PRIMITIVE and SCIENTIFIC
HOMONYMS	SYNONYMS	ANTONYMS

The presentation of these groups is made using series of small cards, each series including the nouns on black cards and title cards that are white naming the particular categories. These series are stored together in a box that is not presented as a material to the child since each series should be presented separately---and one at a time in order that the child may thoroughly understand one group before proceeding to the next.

THE NOUN. . .

A SAMPLE PRESENTATION: Two Properties of the Noun: ABSTRACT AND CONCRETE NOUNS

1. Give one child all the cards of the concrete nouns. He displays them in a column on the mat. Give another child the abstract nouns to place in a column.
2. With the children analyze the difference between the words in the two columns.
3. Introduce the title labels and give the nomenclature.
3. The first column of nouns are things that we can see and touch; those in the second we cannot. We can only feel and know them inside.
The first are called **concrete nouns**.
The second are called **abstract nouns**.
4. Having placed the title cards above each column, the children read the columns again, defining each in terms of the new label.
5. Turn over the labels and ask:
5. What is this word? horse
Is this a concrete noun or an abstract? Why?
6. **ACTIVITY** : The child reads a paragraph and looks for the two kinds of nouns, listing them in his notebook under the column he has already begun during the presentation.

THE NOUN FAMILY

Now we again present the chart of the noun family. We note that with the noun there is often both the article and the adjective. With the children we discuss why the three are a family.

It is interesting that in some languages the noun itself includes the article such as in Japanese and in Latin. And sometimes a language has words which also include the adjective:

A Spanish river: *Guad/ol/quivir* meaning river/the/big

In Italian: *cassetta* means "little house."

casona means "big house."

casachhia means "ugly house."

In English: *piglet* means "little pig."

kitchenette means "little kitchen."

So the article, the adjective and the noun all go together, sometimes entangling as one.

THE DEFINITE AND THE INDEFINITE ARTICLE

We have seen the definite and the indefinite article in the first presentation of the article. Now we give the names definite and indefinite in a presentation like the one above. We lay out the two columns of the articles, note the difference, name the two groups and then give the labels.

The ADJECTIVE : The Different Properties of the Adjective

In a series of presentations we now give the various kinds of adjectives, giving their names and emphasizing their particular properties. We present them always in contrast so that we use two or three different kinds of adjectives in a single presentation.

Materials

1. The adjective grammar box, which should always be prepared beforehand with the materials to be used.
2. For each kind of adjective, a prepared series of cards: one large control card on which are written the phrases or sentences to be analyzed---and many small cards colored in the corresponding color used for the part of speech in the grammar boxes. There is a small card for each of the words on the control card EXCEPT when some words may be shown with one card, such as in a series of adjective expressions about the same noun.
3. The grammar symbols, used now from the large box which contains them all.

A SAMPLE PRESENTATION: **The Possessive, Demonstrative and Qualitative Adjectives**

NOTE: Begin with the simplest kinds of adjectives, those with which the child is familiar.

1. Present the prepared grammar box, complete with the control cards in the long division and the smaller cards in the respective divisions.
2. The child takes out the three control cards and reads each one. Then he matches the symbols to the words.
3. Next the child takes from the small divisions all the small cards and sets them up beside the control, matching the order, using only one where it is possible.

my brush
his brush
our brush
your brush

my
his
our
your brush

the blue color-tablet
the red color-tablet
the green color-tablet

the blue
 red
 green color-tablet

this triangle
that triangle
these triangles
those triangles

this
that
these
those triangle

4. Analyze with the children the difference between each group of adjectives, giving their specific properties. Give the name of each group.
4. These are all adjectives. . . and these . . . and these.
Do they each tell the same thing?
These adjectives give the quality of color to the noun. They are called **qualitative adjectives** because they give a quality of the noun.
Do the first group of adjectives give a quality?
When we use these words "my" "our", etc. we are saying "to whom the object belongs." These are **possessive adj.**
The third group are called **demonstrative adjectives** because they demonstrate the place where the object is.
5. Three-period lessons.
5. Which are the possessive adjectives? How are these adjectives called?
6. Return the materials to the grammar box so that the children can work on their own.
7. **activities:** The children work with the adjective commands again; now, in addition to listing the adjectives in their notebooks, they also write the adjective name.
AND the children look for these specific kinds of adjectives in their books.
AND we may display wall charts with heading of each of the three types of adjectives, to which the children may add those that they discover.

NOTE: When the children have learned these three well, present three more kinds of adjectives. It is important not to move too fast so that the children have plenty of time to work with the material.

A FURTHER NOTE ON THE COMMANDS: There is now provided a CONTROL BOOKLET for the commands where the child may find, after his work, the names of the various kinds of adjectives and those adjectives used in the commands under the proper headings. In the same booklet there is also the control information for the commands of the other parts of speech.

Series 2 e

1. Miss Miller touched my cheek and she smiled.
2. The girl arose and she collected the books.
3. The servant brought tea and the meal began.
4. Jane stood alone and no-one addressed her.
5. He shivered and donned his cloak.
6. She lowered her head and she wept.
7. Helen sat in the corner; she wound a skein of wool.
8. The nurse entered and Eliza followed.
9. The Doctor waved and Mrs: Markleham bowed.
10. Minnie laughed and stroked her hair.

Series 3 c

1. We parted at the gate.
2. The White Rabbit was at the gate.
3. Little Emily looked up at the sky.
4. Edward raised his gun slowly.
5. The man drank from the basin.
6. The footman bowed low.
7. I approached my lips to her cheek.
8. Alan retreated fearfully.
9. She advanced, smiling.
10. He arose quickly.

Series 4 a

1. She sat down trembling on a chair.
2. The Knight bowed low and gracefully to the lady.
3. Alice now lifted up her head quickly in some alarm.
4. Alice went timidly up to the door.
5. Then he pressed his face close to the window.
6. He lays his head flat upon the ground close to my feet.
7. The captain returned to his ship; very puzzled.
8. My mother put her hands upon my lips to stop me.
9. Slowly, softly and sweetly she sang.
10. The White Rabbit was talking hurriedly and nervously to Alice.

STRAS

THE LAST ADJECTIVES: **THE COMPARATIVE ADJECTIVES**

This is an important concept in the adjective work, but a very advanced concept of adjectives and so we present it last. There are four different degrees of comparison, but it is necessary to present them all at the same time in order for a good understanding. If there is a need, a second presentation of the same material is made.

Material

1. The adjective grammar box, prepared. Since other parts of speech are used besides the noun, adjective and article, it is necessary to place the various other small cards in the long control division of the box.
2. The grammar symbols AND longer white strips of paper which are used to indicate the grouping of several words as an adjectival phrase.
3. The materials indicated by the sentences: that is, when two prisms are mentioned we actually show those prisms to aid our understanding of the comparison.

Presentation

1. As in the sample presentation, the control cards are first placed on the mat and read:

THIS CUBE IS RED.
THIS PRISM IS AS TALL AS THAT PRISM.
THIS CY LINDER IS TALLER THAN THAT CYLINDER.
THIS CYLINDER IS SHORTER THAN THAT CYLINDER.
THIS CUBE IS THE BIGGEST OF THE CUBES IN THE PINK TOWER.
THIS CUBE IS THE BIGGEST.

2. The children match the symbols to each of the words in the sentences.
3. Then they show the corresponding materials described by each of the sentences. The "biggest cube" is the million cube from the hierarchical materials.
5. The children then lay out the corresponding small cards for each sentence. Here there is a small card for each of the words.
4. Read the sentences again, explaining their meaning in terms of the material: that these adjectives give a quality, but each in a different way. In some cases we are comparing two things (The Adjectives of Comparison in sentences #2, #3, and #4). In sentence #5, we are comparing the noun to its corresponding set or group. In the last case, sentence #6, we are naming a greater set, a universal set.
6. In laying out the small cards the child discovers that there are several brown adjective cards with more than one word: the adjectival phrase inclusive. Here we explain that these words together are used as an adjective, but we do not use the word "phrase." EXCHANGE NOW THE THREE SYMBOLS SHOWN FOR "AS TALL AS" FOR THE LONG WHITE STRIP WITH THE ADJECTIVE SYMBOL ABOVE IT. Do the same for all those groups of words which are used together as adjectives: "taller than," "shorter than" and "the biggest of."
7. Give the names of each of the adjectives. 7. Pink is a simple adjective of quality. It is a **positive adjective**. In the "prisms," we have two objects that are equally tall. This sentence uses the **adjective of equality**. The next two sentences show **comparative adjectives**---one of superiority and one of inferiority. In the first we are saying that the cylinder is **MORE TALL**; in the second **LESS**. The last two adjectives are **superlative adjectives**. They indicate "the most" of a group.
8. Review the concepts with questions. 8. If I say you are taller than George, have I used an adjective comparative of superiority or inferiority?

THE ADJECTIVE. . .

Presentation: The Comparative Adjectives. . .

8. . . a review in questions.

8. Show me an adjective of the superlative. When I say Mary is the tallest of all the girls in the class, which adjective have I used?
Read me the sentence which contains the positive adjective.
What is this kind of adjective?

9. **ACTIVITIES:** The children look for examples in books. . . or think of sentences which show examples of the different degrees of comparison and write them in their notebooks. . . or make a graph of the comparative heights of classmates and then write sentences to describe that comparison.

NOTE: In English, we have three cases of the comparative adjectives. The simplest, CASE #1 is presented first: big, bigger, biggest. CASE #2: more beautiful, less beautiful, as beautiful as and the most beautiful is a variation and should be introduced at a much later time, when this presentation has been thoroughly understood. CASE #3, where we see that an adjective can be expressed in either way, as CASE #1 comparison or CASE #2, is presented last. Example: strong, stronger, strongest and more strong than, less strong than, as strong as.

THE PRONOUN: For AGE 8-9 AND THE VERB

We are now approaching a study of the verb, but we must first consider the function of the pronoun as a helper of the verb and the ensuing agreement of the two.

Presentation: **The Agreement of the Pronoun and the Verb**

Material

1. Tiny red booklets, made just as those contained in the Big Red Verb Box: a booklet containing green cards with the personal pronouns; a red booklet with the title Present tense and corresponding red cards; another for the Past tense; and a third for the Future tense. The four booklets together in a container.
2. A large folder entitled: The Study of the Verb/The Pronouns. Containing the seven pronoun charts.
3. A small envelope entitled: Singular and Plural Pronouns containing two title cards "Singular" and "Plural"; and cards on which are written the pronouns! person.
4. A big red folder entitled: Verb: The Fundamental Tenses containing the first four verb tense charts.
5. The Big Red Verb Box.

Presentation

1. Ask the child to take the small green folder of the pronouns and to put them out in any order. Ask him to read the words.
2. Help him arrange the pronouns in a column of order.
3. Review the particular characteristics of the personal pronouns.
Put the pronoun symbol above the column.
3. What is different about these pronouns? When I say "Bring it," I have a pronoun which takes the place of a noun. These pronouns, instead, designate the person doing the action. They are the helpers of the verb.
4. Give the child the red booklet of the present tense of the verb and ask him to match the verbs with the pronouns. Then place the verb symbol at the top of the column.
5. Present the contents of the small envelope, first displaying the two titles singular and plural; then the three "First person," "Second person," and "Third person."
What does singular mean? plural?
6. The child now reads the pronouns in his column again and identifies them as singular and plural, placing them under the corresponding title. Then place the "person" titles and help him arrange the pronouns correctly according to first, second and third.

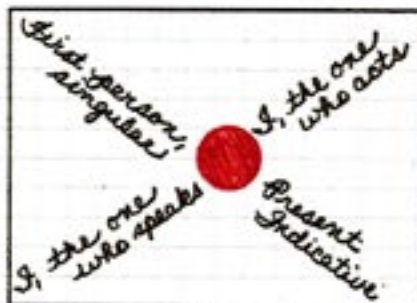
THE AGREEMENT OF THE PRONOUN AND THE VERB. . .

7. Three-period lesson.
Give this with the labels turned face down.
7. Show me the singular personal pronouns.
Show me the personal pronouns which are first person.
How many of the six personal pronouns here are plural?
8. Then cover the whole display and repeat the second and third period lessons to see if the children have understood and learned the concepts.

NOTE: It may be interesting here to introduce the pronouns Thou and Thee as the second person used in poetry.

9. From the first large folder, take the pronoun-verb agreement charts and explain them.

The speaker is always I.
The others never speak.



I is like the sun, at the center.
From that point,
the verb is set in action.

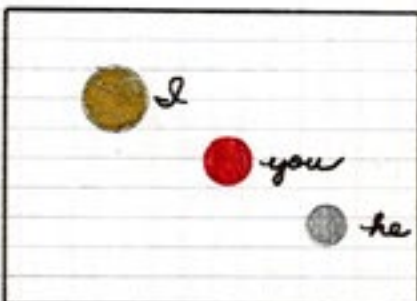


I talk to you.
When you talk, you are not
any longer you; you are I.
Whoever is talking is I.



The third person exists only
when there is a first and a
second person. I am talking
to you about a third person:
he.

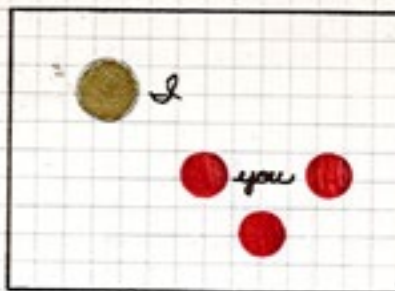
"The gossip."



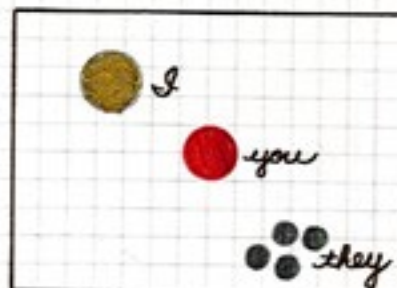
I am talking, but I am with
other persons.
Together it is we.



I am talking to you, but
there is more than one
of you.



I am speaking to you
about some third persons:
they.



When we speak, we speak always in the present time, at the present moment, even though we speak of actions future and past.

NOTE: In each presentation of the pronoun charts we must give many examples and encourage the children to compose sentences which demonstrate the different character of the different pronouns.

Presentation: **A Preparation for the Further Study of the Verb:** To See If the Child has understood the three fundamental tenses in his work to this point.

The child has been introduced to the Verb---Past, Present and Future Chart in his history work and he has read the booklets from The Big Red Verb Box. He has an intuition of the three tenses also from his first introduction to the function of the verb.

1. Write a slip: walk. The child performs the action.
2. Then ask for the label and ask:
 2. What did you do? I walked.
You have used the past tense of the verb. The present tense lasts only as long as the action lasts. When the action is finished, when you have performed it, it belongs to the past.
3. Another slip: I will walk tomorrow. Ask the child to perform the action.
 3. Are you able to do this action? Why not?
Because you have an action of the future. You must wait until tomorrow to walk.
4. Present the Verb Tense Chart (from the history material) and review the tenses.

When the child understands the three fundamental tenses very well, we are ready to study:

THE BIG RED VERB BOX: Second Level: A Further Study of the Verb.

1. From the Big Red Verb Box, take the large division of "To Love." Display all of the mood booklets: Indicative, Subjunctive, Imperative, Infinitive, Participle, and the Interrogative and Negative Verb Forms. Ask the child to read each of the titles. NOTE THAT THESE ARE THE ONLY MOODS THAT THE VERB EXPRESSES.
2. Then put all booklets away except the indicative mood division.
 2. The most important mood is the one we always use---it is the indicative mood. You have read all of these verbs: now we want to study them.

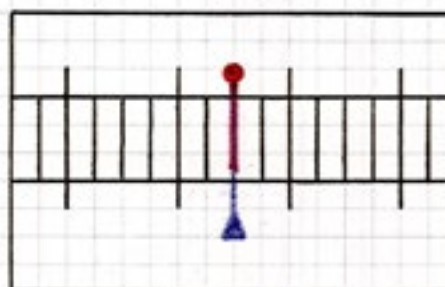
THE BIG RED VERB BOX. . .

Presentation: Second Level: A Further Study of the Verb. . .

3. Read with the child the names of each tense as written on the front of the booklets contained in the Indicative Mood division of the box. Display the booklets in order of the tenses, placing the green pronoun booklet first.
4. Ask one child to display the pronouns first in a column; then have the children display all the verb forms of each tense below the booklet corresponding; asking for the identification of the person with each placement.
 4. This is the present tense.
Love. . .who is doing this action?
We can place it first.
What person is doing this action?
Is that person singular or plural?
5. Replace all the cards in each booklet. Put all the booklets away except for the three fundamental tenses: present, past and future. Now ask the child to take only the first person singular form of each tense out of the booklet, displaying first the green card "I." Identify the three tenses as the child reads them. He should read them a second time, restating the tense identification.
6. Turn over the verb booklets which identify the tenses, and do the second and third period lesson. THEN THE CHILD COPIES THE VERBS IN HIS NOTEBOOK.
 6. Show me the future tense.
What person is it? Singular or plural?
What tense is this?

NOTE: Here the child should know both the person expressed and the tense, the first being simplified in the presentation to only the first person singular. Nevertheless, we continue to impress here the different persons used by identifying this one repeatedly.

7. Introduce the tense charts for the three fundamental tenses. Use the simplified present tense chart, as shown here, for the present to show the three distinct point representations of the fundamental tenses.
NOTE: the second "Present tense" chart, as shown in the series can be introduced when the present continuous tense is introduced.



In the presentation of the three first tense charts, give for each one a sentence employing the tense with first person singular pronoun. Ask the children to think of other sentences in that tense.
NOTE THE REASONS FOR THE CONSTRUCTION OF EACH CHART AS RELATED TO TIME.

"Today I go to gym" The action here is performed in this moment. It is now. Here the pronoun goes together with the verb. The person is speaking in this moment, too.
"Yesterday I went to gym." This is a sentence in the past tense. Does the action happen at the same time as the pronoun speaks it. NO So the pronoun and the verb are not together here. On the chart, where is the verb? The action has been done in the past. The pronoun is the speaker, always in the present.
"Tomorrow I shall go to gym." This is not an action in the past and it is not in the present; it will happen in the future. The verb for the future tense is again separated from the pronoun. WHY?

8. Second and third period lesson.
 8. Show me the present tense.
What is this?
Why is this chart arranged in this way?
What tense does it show?
9. Present the labels for the tense charts. The children match the labels.
10. **activities:** The children study the verb booklets for the introduced tenses on their own, laying out all the pronouns and then all the verb forms in that tense and copying them in their notebooks with the heading "Past tense."

Using the materials for the construction of the charts, the children reconstruct the charts for each tense, identifying them with the labels. They may copy these, too, in their notebooks.

THE FUNDAMENTAL TENSES OF THE VERB. . .

THE VERB GRAMMAR BOX: FOR THE FUNDAMENTAL TENSES

Material

1. The verb grammar box which has divisions (small) for the noun, the article, the adjective and the verb. And one long division for the control card. Red.
2. The corresponding cards with which the grammar box is prepared PREVIOUS TO ANY PRESENTATION.

Presentation

1. The child first takes the control cards and reads the sentences, matching the symbols to each word.
1. Today I visit my aunt.
Yesterday I visited my aunt.
Tomorrow I shall visit my aunt.
2. Ask the child to identify the tenses.
3. Then the child lays out all the corresponding small cards.
4. Now we identify the verb with its complete nomenclature, given by the work with the booklets from the Big Red Verb Box. This nomenclature is the particularly important element here.
2. This is the present tense, indicative mood, first person singular.
This is the past tense. . .
5. Refer to the tense charts, comparing each with the sentences displayed and identifying the elements of the chart in terms of those sentences. Review carefully the concepts of present, past and future.

● ▲ ● ▲ ▲
Today I visit my aunt.
Yesterday I visited my aunt.
Tomorrow I shall visit my aunt.

small cards: Today visit
Yesterday visited my aunt
Tomorrow shall visit

6. EXERCISES: The Verb in Two Printed Forms: The first form with which the children work in their exploration of tenses shows two divisions: Simple Tense Compound Tense. The second form is as shown below. Various studies can be made with the two.

The Study of the Verb

When?

Past

Present

Future

Age: for all grammar work introduced in this chapter: 8-9

The successive presentations of the verb tenses can come only as quickly as they are learned; but should be introduced, if possible, during this year 8-9.

A SEQUENCE OF PRESENTATIONS: The following sequence of presentations should proceed slowly so that the child understands well those tenses already presented before going on to others. With each presentation the corresponding tense charts are presented. The pattern for the presentation is the same as detailed in the first presentation of the Big Red Verb Box: Second Level.

Presentation #2: The Fundamental Tenses of the Verb To Have: A Helping Verb.

Using the corresponding booklets for these three fundamental tenses of the verb "To have" from that division in the Big Red Verb Box, we again introduce only the first person singular form of each: "I have, I had, I shall have." The tenses are familiar; here we are introducing precisely the forms of this verb so that the child can later use them with ease in forming other tenses.

Presentation #3: The Past Participle + The Fundamental Tenses of the Verb To Have = The Present Perfect Tense, The Past Perfect Tense, The Future Perfect Tense.

We begin this presentation by introducing a slip on which is written the past participle of love: loved. Then by showing that label after each of the fundamental tense forms of the verb "To have" we show the child that we have formed the next three tenses, giving their names and introducing the corresponding charts. The important element here is the slip with the past participle on it, for it makes simple the construction of the new tenses. A clear description of the time defined by the new tenses must be given so that the child can understand the charts and the tenses. Many examples are needed in the presentation discussion. Then prepared sentences may be used with a mixture of the six tenses which the child can copy in his notebook and identify. Again the use of the blank chart and the reconstruction of the charts is helpful for an understanding of the new tenses.

Presentation #4: The Fundamental Tenses of the Verb To Be: A Helping Verb

In our introduction of the fundamental tenses of this verb: I am, I was, I shall be; we must introduce the concept of the verb which expresses a state of being. We can also note that this verb, like the verb to have, is a helping verb which will lead us to formation of other tenses. The time of work with this verb should be ample; the child having the time to copy and understand the various forms for each person of the three fundamental tenses.

Presentation #5: The Present Participle + The Fundamental Tenses of the Verb To Be = The Present Continuous Tense, The Past Continuous Tense, The Future Continuous Tense.

Again we introduce a slip on which is written the present participle: loving. And we show that these next three tenses can be formed by combining that one word with the previously learned forms of the verb "To be." At this time, we introduce the real chart for the present tense in comparison with the now-presented chart for the present continuous tense. The charts again may provide particular help in understanding the time which this tense describes.

Presentation #6: The Past Participle of To Be + The Fundamental Tenses of the Verb To Have = The Present Perfect, Past Perfect and Future Perfect Tenses of the Verb To Be.

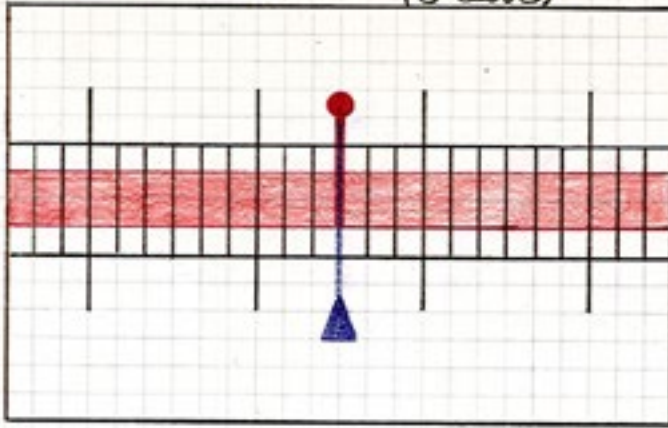
This is a preparation for the formation of the last three tenses and can be handled well with the introduction of the slip on which is written: been. The past participle then, shown with the fundamental tenses of the verb "To have" present only one new element to the child: the important word "been." And so he sees "I have been, I had been, and I shall have been," and he recognizes the tenses as familiar ones.

Presentation #7: The Present Participle + The Present Perfect, Past Perfect and Future Perfect Tenses of the Verb To Be = The Present Perfect Continuous Tense, The Past Perfect Continuous Tense, The Future Perfect Continuous Tense.

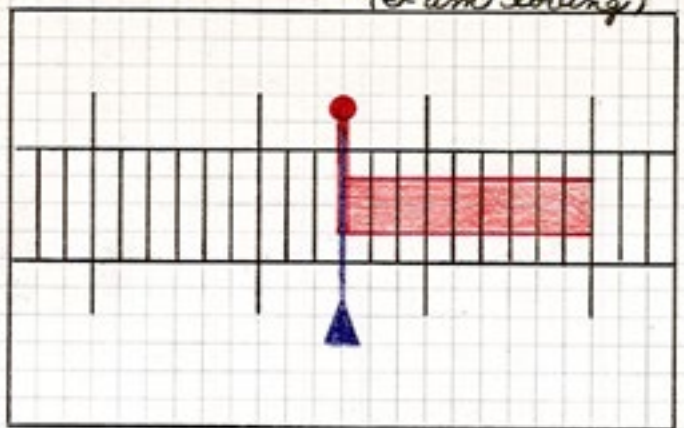
Here we have a culmination of previous presentations, the only new element being the naming of the three final tenses. While these are the most complex forms of the verb, the child is already familiar with the component parts that form it. And so he sees, by combining the verbs introduced in Presentation #6 with the Present Participle "loving," he is able to form the three final tenses: I have been loving, I had been loving, I shall have been loving.

Present tense

(I love)

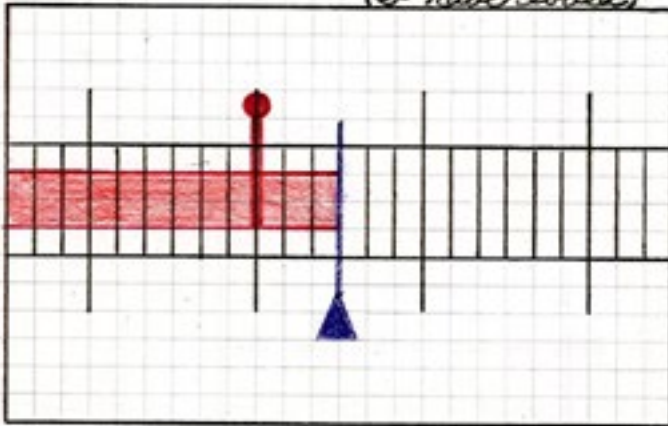


Present continuous tense
(I am loving)

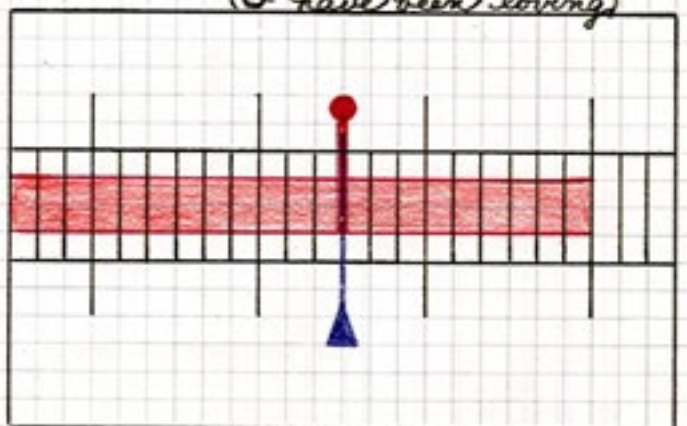


Present perfect tense

(I have loved)

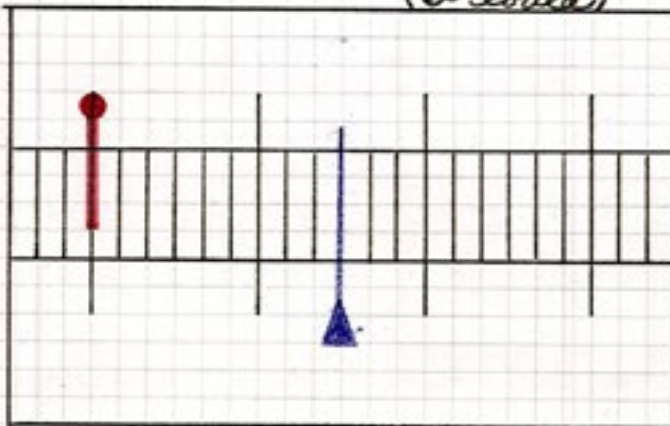


Present perfect continuous tense
(I have been loving)



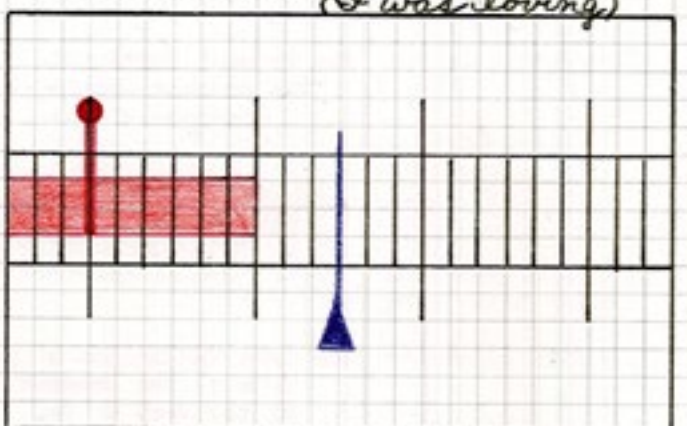
Past tense

(I loved)



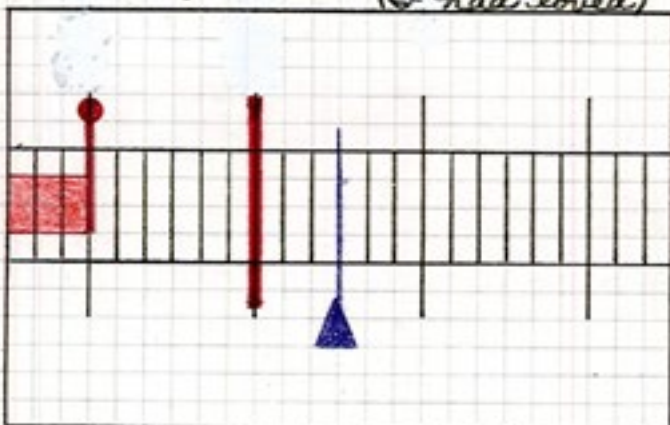
Past continuous tense

(I was loving)

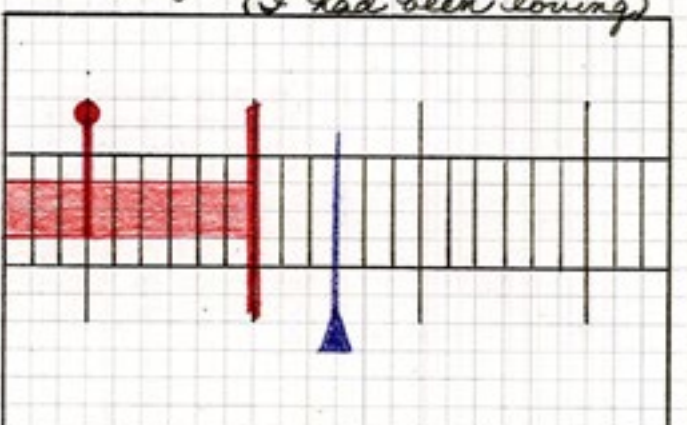


Past perfect tense

(I had loved)

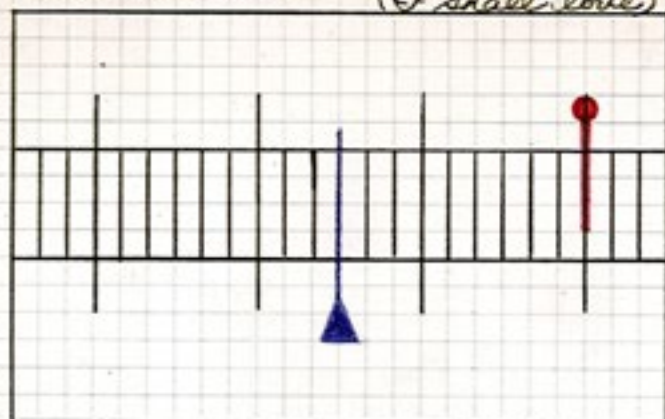


Past perfect continuous tense
(I had been loving)



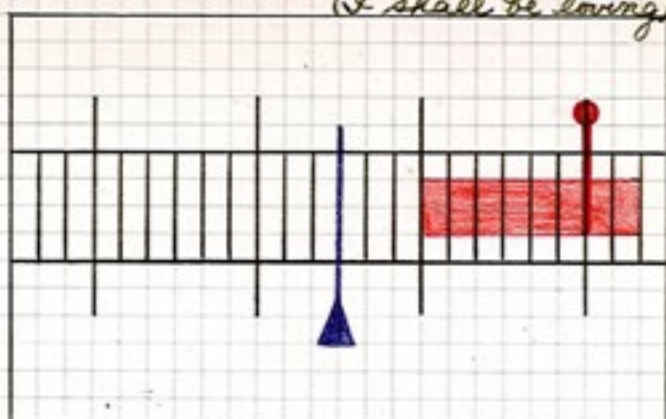
Future tense

(I shall love)



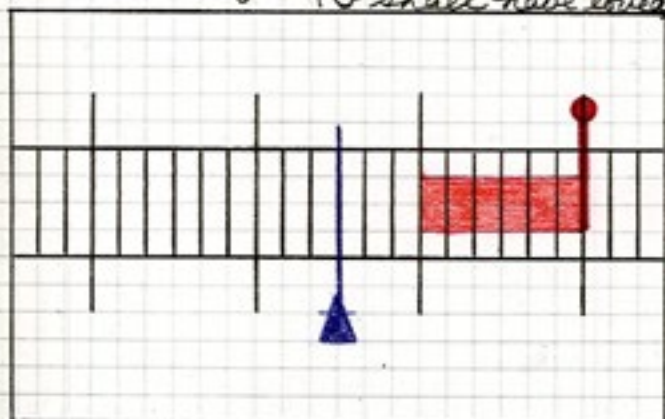
Future continuous

(I shall be loving)



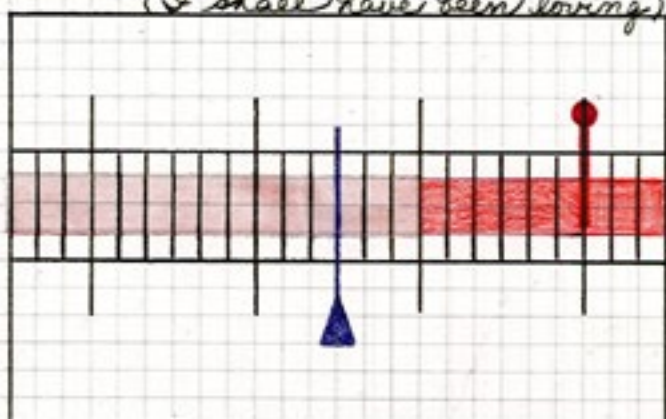
Future perfect tense

(I shall have loved)

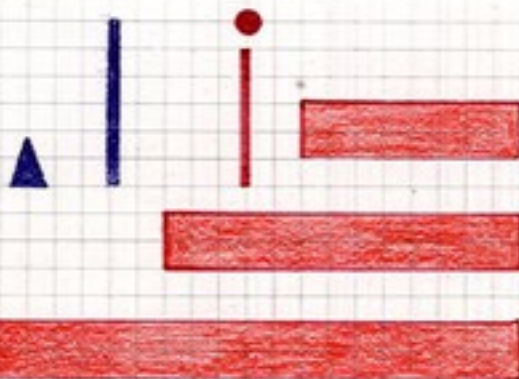
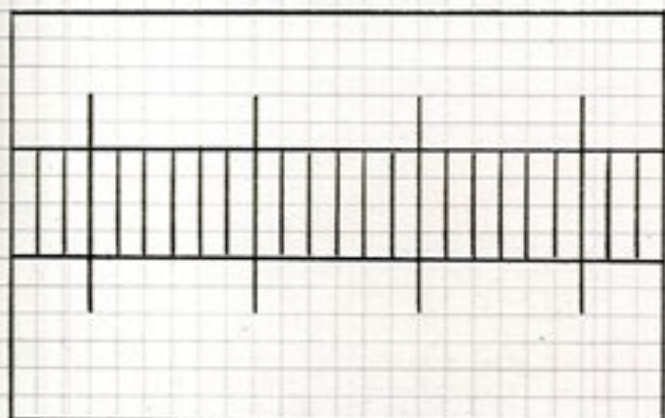


Future perfect continuous tense

(I shall have been loving)



The Blank Chart . . . and corresponding materials, with which the child reconstructs any one of the previous 12 tense charts.



Present tense

Future tense

Note: The center strip on each of the tense charts is that strip used in the horizontal history studies and time lines. Thus the child meets this series of explicative charts with a real notion of the time passing (representation). The purple triangle in each case locates the speaker, the pronoun helper of the verb. The red circle is the verb symbol; the strips of red indicate an action that includes an extended period of time. And so we see that in only two cases does the English verb specify a point in time: the past and the future. The name of the tense may be actually written of the upper left hand corner of the chart. Labels are included to identify constructed charts.

THE VERB GRAMMAR BOX: For the Compound Tenses

The work of the grammar box is again a parallel one to that which the child does with the Big Red Verb Box. Thus, as he gradually learns the formation of the tenses in the FIRST PERSON SINGULAR from the verb box booklets, the grammar box exercises provide not only a reinforcement of that information, but they also provide the familiarization with those new tenses in the other persons, both singular and plural.

The exercises proceed as in the work of the grammar box with the fundamental tenses. The child takes the PREPARED GRAMMAR BOX (begin with only one specific exercise; later two or three may be prepared for a more advanced work as the child's understanding of the tenses increases) and he begins by taking out the control card and reading the sentences. Then he matches the symbols to each of the words in the sentence, using ONLY ONE VERB CIRCLE for the verb, whether it is composed of one word or several. Then he takes from the various divisions of the box the small cards and lays those out on the mat to form those sentences which he shows on the control.

The NOMENCLATURE OF THE TENSES is the important element. The child identifies the tenses he has shown with the small cards; and their formation provides an opportunity for him to review THE FORMATION OF THOSE TENSES.

He copies the sentences in his notebook, either as they appear on the control card or in the abbreviated form of the small cards. And he identifies the tense used in each sentence.

The tense charts are used again in the presentation of the exercises with the grammar box; and the child may use them further as he works alone. He may also use the blank verb tense chart to construct the various tense charts as a further reinforcement of the concept of time as expressed by the various tenses.

Exercise #1: Comparing Simple and Compound Tenses

The children visited the zoo.
The children have visited the zoo.

The children ^{visited}
^{have visited} the zoo.

In the first sentence is the *past tense*; in the second is the *present perfect tense* which is formed with the past participle "visited" and the helping verb "have."

Exercise #2: Formation of the Compound Tenses

My brother is singing a song.
My brother was singing a song.
My brother will be singing a song.

My brother ^{is}
^{was} ^{will be} singing a song.

In the three sentences are the *present continuous tense*, the *past continuous tense* and the *future continuous tense*. Each is formed with a helping verb, the present, past and future tenses of the verb "to be" and the present participle of the verb sing which is "singing."

Series 5 a

1. The kindly eyes of the Pastor beamed with pleasure.
2. Now Dete leaped from the seat like a rocket.
3. Every afternoon the grandmother sat for a few minutes beside Clara.
4. Fagin and Mr. Claypole joined in a burst of laughter both long and loud.
5. He bowed them away, in a graceful manner while still standing on the hay-cart.
6. They sit down in a semi-circle, at a little distance from the round table, facing the blue sofa.
7. The ghost pointed an unmoving finger to the head.
8. Suddenly John stared round anxiously at the mass of faces.
9. To that he and Friday now crawled.
10. For some weeks, the poor knight stayed very quietly at home in the castle.

Series 5 b

1. There, in a loud, cheerful company, they ate an excellent meal.
2. Winnie-the-Pooh read the two notices very carefully from left to right.
3. Peggotty and I were sitting one night by the parlour fire, alone.
4. Alice stroked the kitten in the basket.
5. Little Pablo wept long and loud.
6. The twelve jurors wrote busily and scratchily.
7. Mr. Edwards, the doctor, replaced the cup slowly and carefully.

THE WHOLE CONJUGATION OF THE VERB

Material: The Big Red Verb Box

Presentation

1. Introduce the entire large red division from the Big Red Verb Box: "To Love" : the "active" verb shown in its whole conjugation.
2. Lay out each of the **mood booklets**: and invite the children to read what is written on the outside of each: Indicative Mood, Subjunctive Mood, Imperative Mood, Infinitive Mood and Participle Mood.
3. Briefly explain the meaning of each of the moods, without taking specific examples from the booklets at this point:

A. **Indicative Mood**: This mood is the most important mood, the one most commonly used. It states an action clearly. It is a **declaration**. There is no doubt, no "if."

B. **Subjunctive Mood**: The word subjunctive comes from the Latin word "subjungere" which means (sub) in addition + (jungere) to join. The conjunction was a part of speech which united words or groups of words. And in the subjunctive mood, we find that these verbs are usually conjugated with a little word, often a conjunction, which joins two parts of a sentence, one of them containing the subjunctive mood verb. Often the subjunctive mood is conjugated with the words **that** or **what**.

I wonder **what the children will sing**.

I was hoping **that he might come that evening**.

I wish **that I were rich**.

The subjunctive mood also expresses an action that depends on another; **one previous condition must be filled** in order to fulfill the action. And the small word which expresses this condition is often **if**.

If we hurry, we could arrive in time. *If he were here, I would * speak to him.*

C. **Imperative Mood**: Imperative means "to command." INTRODUCE THE GOLDEN CROWN: "With this crown, you become the emperor: now you may give some commands." (The children take turns with the crown, giving orders.) "What do you observe about the verbs we use in commands?"

- 1) The first person pronoun is missing: it is easy to pass out orders and hard to take them yourself.
- 2) When we say "Take off your shoes," where is the pronoun? IT IS NOT IN THE SENTENCE: IT IS UNDERSTOOD. Who? YOU. Sometimes we speak this pronoun for emphasis: You take off your shoes!
- 3) The past tense does not exist in the imperative mood. Nor the future. (In our booklet we will find only one word: Love.)
- 4) In order to emphasize the command when it is written, we use the **exclamation mark**.
- 5) The imperative mood is often used in religious literature.
- 6) We can express the imperative mood in the **active and passive voices; in the positive and the negative**.

D. **The Infinitive Mood**: Here we indicate action that does not have a definite length of time. It is not completed action. It does not refer to a point in time. It does not have a pronoun. It is formed of the word **"to" plus the first person singular present indicative form of the verb**. (With a few exceptions: the infinitive form of the verb was originally a noun. "Better **ask** before you leave." THEN the "to" was added so that the more familiar form is "Better **to ask** before you leave.)

E. **The Participle Mood**: The word participle comes from the Latin word that means to "participate." And the participle does participate in **THREE GRAMMATICAL FORMS**: as a **verb, a noun and an adjective**. We have already seen that we can form our verb tense with the help of the present participle and the past participles:

He is **helping** me mow the grass.

The cat had been **locked** in the closet.

Now we can see both of those participles used as adjectives:

Let's try to lend the youngest children a **helping** hand.

A **loaded** gun is a dangerous thing.

When the participle is used as a noun, it has a special name: **gerund**.

Hiking in the mountains is fun.

* The conditional expressions utilize a variety of combinations of indicative & subjunctive moods. Sometimes subjunctive in both clauses; sometimes only one.

The Whole Conjugation of the Verb. . .

4. Second and third period lessons. ASK THE CHILDREN TO FORM SENTENCES AS EXAMPLES. 4. What do we mean by the imperative mood? What is this mood? "To err is human; to love divine."

Compose a sentence in the declarative mood.

5. When they have understood the concepts well, take one card from each of the booklets; the first person singular (present tense) that the child has been using in the tense work. THE CHILD READS THE VERBS AND WE HELP HIM ANALYZE THE BASIC DIFFERENCES. . . IN THE MOODS. 5. Some moods of the verb have pronouns; some do not. "to praise (love)" "I love" Those moods with a pronoun are finite; those without are infinite. Infinite means "indefinite," and we know that those verb moods without the pronoun do not indicate a definite length of action or point of time.

-----The finite verbs are called PERSONAL MOODS: they have a pronoun. AND those without the pronoun, the infinite are IMPERSONAL MOODS.

6. ACTIVITIES (for reinforcing the concept of personal and impersonal moods; and as exercise in recognizing the various moods of the verb.):

- a) A wall chart on which the children list the personal and impersonal moods in two columns, as they find examples of those in their reading.
b) In the child's notebook, the same kind of chart, divided into two columns for the personal and impersonal moods. As he studies the various booklets from the big red verb box, he writes in his notebook:

PERSONAL MOODS

I was loving - Indicative
you were loving - Indicative
he was loving - Indicative

If I should love - Subjunctive
If he would love - Subjunctive
If you would love - Subjunctive

IMPERSONAL MOODS

to love - Infinitive (present)
to be loving - Infinitive (present)
to have loved - Infinitive (perfect)
to have been living - Infinitive (perfect continuous.)
loving - Participle (present)
loved - Participle (past)

- c) AN INTERESTING COMPARISON: The child lays out corresponding tenses in the indicative mood and subjunctive. Then he writes in his notebook only those forms which are different in the subjunctive, compiling the list tense by tense. HIS CONCLUSION: There are very few deviations in the formation of the subjunctive mood when compared with the indicative. HE COMPOSES SENTENCES FOR EACH OF THE SPECIAL SUBJUNCTIVE FORMS WHICH HE HAS DISCOVERED, A WORK THAT WILL REQUIRE HELP, given the various peculiarities of the tenses and the corresponding constructions.

EXERCISE: Irregular Verbs.

A simple paradigm may be constructed for the testing of the regular and irregular verbs in English. It can provide a quick guide to the many irregular English verbs, and might be included on the top of a chart where the children collect a listing of the irregular verbs.

<i>Regular Verbs</i>		
<u>Present</u>	<u>Past</u>	<u>Past participle</u>
<i>love</i>	<i>-ed loved</i>	<i>-ed loved</i>
<i>Irregular Verbs</i>		
<u>Present</u>	<u>Past</u>	<u>Past participle</u>
<i>eat</i>	<i>ate</i>	<i>eaten</i>
<i>drive</i>	<i>drove</i>	<i>driven</i>
<i>swim</i>	<i>swam</i>	<i>swum</i>
<i>steal</i>	<i>stole</i>	<i>stolen</i>
<i>throw</i>	<i>threw</i>	<i>thrown</i>
<i>⋮</i>	<i>⋮</i>	<i>⋮</i>
<i>⋮</i>	<i>⋮</i>	<i>⋮</i>

TRANSITIVE AND INTRANSITIVE VERBS

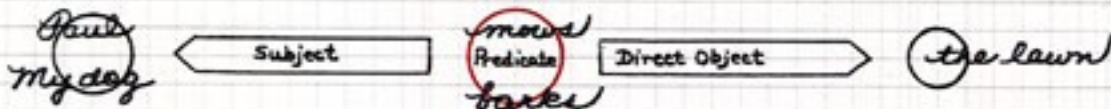
Material

1. A small wooden frame that stands to represent a door frame with two cardboard swinging doors. A small cardboard figure of a man.
2. A small chart, the size of the door frame, on which is pictured a door (the same one, only this one does not open); and the man (in red) trying to pass through the closed door, his silhouette imposed on the doors.
3. The verb grammar box, prepared with control card that shows intransitive and transitive verbs and the corresponding small cards.
4. The grammar symbols.
5. The wooden series of logical analysis materials: red circle that reads "predicate" and black arrows that read "subject" and "direct object" should be included.
6. The large circle chart of logical analysis.

NOTE: The children have already met this concept of the transitive and intransitive verbs as a part of the first work with the function of the verb. Specifically the concept is presented as the third aspect of the verb, demonstrating that, with an object, the verb is limited in time; and without it, the action goes on indefinitely.

Presentation

1. The teacher prepares two sentences and asks the child to read the slips.
 1. "Paul mows the lawn.
My dog barks."
2. The child cuts the sentences, one at a time; and shows the slips with the corresponding materials of logical analysis. Both sentence slips can be shown on the same arrangement.



3. ANALYZE THE DIFFERENCE BETWEEN THE TWO SENTENCES.
 3. The first sentence has an object; the second one does not.
What does it mean?
When Paul does the action, the action is **passed on to the object.**
But I cannot say "bark what."
The action stops with the verb; it does not pass on to anything or anyone.
4. The children compose additional examples of both kinds of sentences, showing them with the materials to prove the difference in construction.
5. USE THE SWINGING DOOR AND MAN; and the CLOSED DOOR CHART: **AN IMPORTANT IMPRESSION. With the door give the nomenclature of TRANSITIVE AND INTRANSITIVE**
 4. When we have a sentence where the action passes on to an object as in "Paul mows the lawn," we have a door which opens and the child can pass through.
But when there is not the possibility for the action to pass on, the door is closed and the child does not go through..

Verbs which have an object are called **TRANSITIVE VERBS**---from the Latin "transitus" meaning "to pass over." The verb passes over its action to the direct object.

The **INTRANSITIVE VERB** does not have an object: the action cannot pass from the subject to the object. The prefix "in" means "no."

6. EXERCISE: With the Grammar Box. **THE CHILD DOES ALL THE WORK:**
 - a) He lays out the long control card, reading the sentences and matching each word with the corresponding symbol.

Mary eats an apple.
John threw the stone.
The dog runs.
The sun shines.
 - b) Then he lays out the small cards, **ONE FOR EVERY WORD IN THE SENTENCES.** He has noticed in both the symbol matching and in the small cards the presence of the direct object for only those sentences where the verb is transitive.

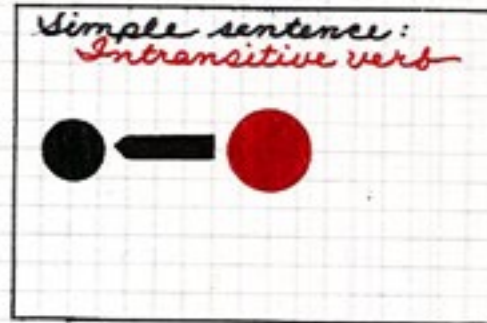
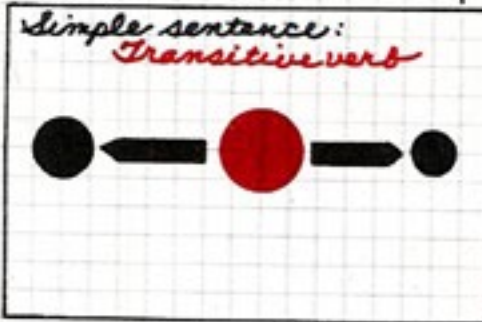
Transitive and Intransitive Verbs. . .
 Exercise: with the Grammar Box. . .

- c) He analyzes the sentences, identifying transitive and intransitive verbs; and stating the reasons.
 d) Then he uses the LOGICAL ANALYSIS FORM: identifying the verbs:

Sentence	Analysis
Mary eats an apple.	Mary - subject eats - transitive verb an apple - direct object

The sun shines.	The sun - subject shines - intransitive verb

7. Introduce the two charts for the transitive and intransitive verbs:



THE VOICES OF THE VERB: Active and Passive

Material

- Two divisions from the Big Red Verb Box: To Love and To Be Loved.
- Two charts showing the two voices.
- Corresponding grammar boxes.
- Chart of Logical Analysis.

Presentation

- Introduce the concept of voice.

NOTE: We establish here that only the transitive verb has voice. So when the child finds an intransitive verb, he writes only "Intransitive."

1. A verb can be either transitive or intransitive. There are also two **voices of the verb**. The intransitive verb has nothing special; **but the transitive verb has two voices.**
- Write a sentence in the active voice on a slip: the child shows the sentence with the materials of Logical analysis. Then write a second slips, with the same sentence in the passive voice. The child uses the same display of materials, placing the second sentence parts on the materials in the corresponding positions. **HE MUST ADD THE ORANGE ARROW: COMPLEMENT OF AGENT.**



- Analyze: **Action can be expressed in two different ways.**
- In the first sentence Mary is the subject and the dog is the direct object. In the second, the direct object is the subject now---the dog; and Mary is no longer the subject, but a Complement of Agent. **Is the action the same? YES**
 The dog gets washed both times and Mary does it.
So---an action can be expressed in different ways.

The Voices of the Verb. . .

4. Give the NOMENCLATURE.

4. The verb "washes" is the **active voice**: the subject is the one who acts. "Is washed" is the **passive voice**: the subject does nothing. It is acted upon. When a person does nothing, we say that he is "passive." Here the dog just sits and Mary does the washing.

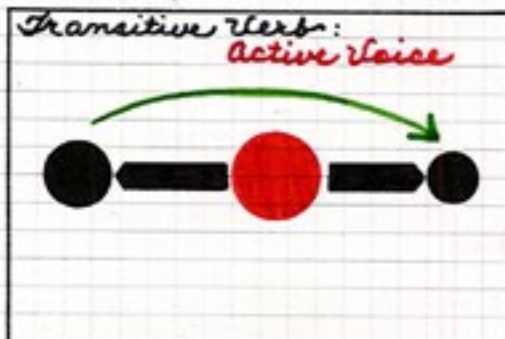
5. Emphasize that only transitive verbs can form the passive voice.

5. **There is only one voice for the intransitive verb. Why?** Because there is no direct object with an intransitive verb. . .SO THE SUBJECT CANNOT BE ACTED UPON. There is no direct object to act upon it.

6. Second and third period lesson.

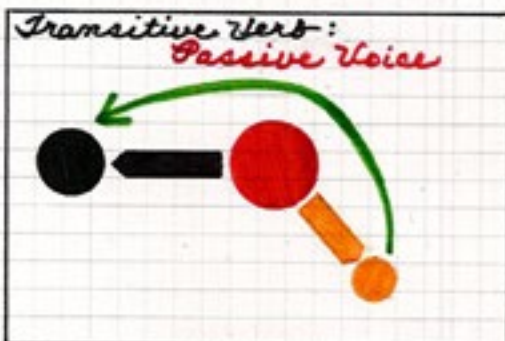
6. Show me the "active verb."
What is this?
What is the meaning of a "passive verb?"

7. Introduce the charts: TRANSFER THE WRITTEN SLIPS TO THE CHARTS TO EMPHASIZE THE CONSTRUCTION.



When the verb is in the active voice, the action **passes** from the subject to the direct object.

Mary **washes** the dog.



In the passive voice, the action passes from the complement to the subject: the subject is no longer active, but passive.

The dog **is washed** by Mary.

8. The child works with the grammar box, ALREADY PREPARED with two control cards, one demonstrating each of the voices.

- He lays out the two control cards and READS the sentences.
- Matches the symbols to each word on each control card.
- Puts out the small cards which correspond to the sentences---ONE FOR EVERY WORD IN EACH SENTENCE.
- He copies the sentences in his notebook, identifying the verb as **Transitive or Intransitive**. Then, if transitive, he identifies the **Active or Passive Voice**.

THE STUDY OF THE PASSIVE VOICE

When the child has well understood the voices of the verb, as presented above, and has worked for a time with the identification exercises of the grammar boxes; we pass to the study of the passive voice. The child should have mastered: 1) the active conjugation, 2) he should have understood well the meaning of tenses and moods, 3) he must know the difference between the transitive and intransitive verbs, 4) the voices of the transitive verb and how they are identified. That is, he must be **conscious** that the active or passive voice depends on whether the subject works or the subject receives the action. To reinforce the concepts of the two voices, the children should

The Study of the Passive Voice. . .

have good DIALOGUE EXPERIENCE in forming both the verbal voices. In a Group Lesson discussion, we ask the children to form both sentences in the active and passive voices as well as sentences which are intransitive.

An interesting exercise is to give a sentence, and ask the children to transform the sentence into the other voice.

When we are sure that the children have mastered the idea and use of voices, we then present the booklets of the PASSIVE VOICE.

AN IMPORTANT SPECIAL CASE: THE LINKING VERB

ANOTHER SPECIAL CASE: Impersonal Verbs

Impersonal verbs are those which can be conjugated ONLY WITH "IT."

Impersonal verbs are those verbs which cannot have a subject: they usually indicate atmospheric phenomena.

Examples: It rains. It snows. It seems strange to me.
It appears that they will be late.

The children make a list in their notebooks: IMPERSONAL VERBS.

PRINTED FORMS: Used in the detailed analysis of the verbs, which the children can work with as their work with the verb progresses.

ANALYZING THE VERB

Voice	Infinitive / Present	How many words?	Simple or Compound?	Which is simple? Auxiliaries?	Mood	Tense	Sing.? Person Plural?

ANALYZING THE VERB

Verb	Transitive or Intransitive?	Active or Passive?	Mood	Tense	Person	Singular or Plural?	Write the active voice if passive.

CONCLUDING THE VERB: The verb is the variable part of speech which expresses the actions performed by things, animals or persons. The word verb comes from "verbum" which is a Latin word meaning "excellence." or "the best." That is, the verb is THE WORD. A sentence CANNOT HAVE FINITE MEANING if it has no verb. Of all the parts of speech, the verb is the one which undergoes more modifications. In fact, it has a special form called **conjugation**.

PARTICULAR CASES OF LOGICAL ANALYSIS: Different Kinds of Predicates

Presentation #1: The Verbal Predicate

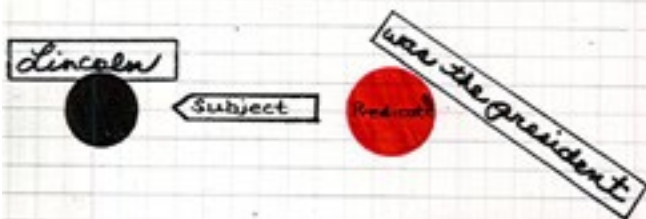
- Write a sentence with a verbal predicate. The child shows the sentence with the wooden materials of logical analysis. NOTE: To this point, when the child has encountered the verb, he has called it the "predicate." Introduce "verbal predicate."
- Give further examples of sentences with verbal predicates formed of 1, 2, and 3 words: "Paul runs."
"Julia sets the table."
"Our dog has been found by the neighbors."
The child analyzes each verbal predicate. . . showing with the materials the sentence.
1. **Mike went to the movies.**
What is the predicate? the subject? . . . Now we will call "went" a **verbal predicate: the verbal predicate is formed only by a verb.**
2. There are many kinds of verbal predicates: **the verbal predicate may be formed of one, two, or three words.**
The verbal predicate may be an intransitive verb, an active transitive verb, or a passive transitive verb.
3. **DEFINE THE VERBAL PREDICATE: A verbal predicate is a predicate with a completed meaning in the verbal expression.**

Different Kinds of Predicates. . .
The Verbal Predicate. . .

- Review the concept of verbal predicate. The children form many examples. A good time, too, to practice the transformation of a verb from the active to passive voice.
NOTE: Etymology of "predicate:" from the Latin "predicare," first an ecclesiastical term meaning "to affirm," or "to preach." That is, "to say something."
- Of how many words can a verbal predicate be formed?
When we take an active transitive verb formed of one verbal word (The choir sang a new anthem.); and transform that sentence into the passive voice, of how many words is the verbal predicate formed? (The new anthem was sung by the choir.)
- Note that the verbal predicate may exist along or be accompanied by objects of complements.
"The car runs." "The car runs smoothly."
- The verbal predicate may be accompanied by one or more objects---or it may exist by itself.

Presentation #2: **Predicate Nominative:** When the child has understood well the verbal predicate.

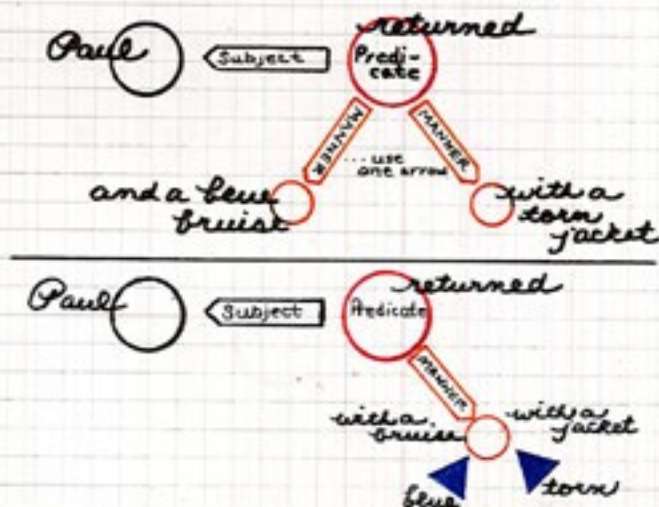
- Introduce a series of sentences showing the various cases of predicate nominatives: Ask the child to cut each slip ONLY BETWEEN THE SUBJECT AND PREDICATE.
"Lincoln//was the president."
"The ghost//was me."
"This rose//is yours."
"The sky//is grey."
"The dish//is broken."
- Define the Predicate Nominative and with the child, identify those parts of speech shown after the verbs in the sentences which complete the predicate.
NOTE: We can also use a gerund:
"My favorite sport//is hiking."
SHOW THE SENTENCES WITH MATERIALS. ***
- Note the name of the special verbs which indicate a predicate nominative: LINKING VERBS. The child writes a list. ***
- In these sentences the verb doesn't give a complete meaning, but it must be accompanied by another word or words which completes the meaning.
Which parts of speech do we see that do this work: **noun, pronoun (2), adjective and a participle used as an adjective.**
- When we have a predicate nominative, we give the verb a special name: **a linking verb. The linking verb is a bridge between the subject of the sentence and those words which come after the verb.**
The linking verbs are: the forms of the verb "to be," plus the verbs: sound, taste, smell, feel, seem, appear, and sometimes look.
THE VERB TO BE CAN BE USED AS A VERBAL PREDICATE OR A LINKING VERB:
"God is." "God is good."



ATTRIBUTES

Presentation #1: **Introducing Attributes**

- Present the sentence: "Paul returned with his jacket torn and a blue bruise." SHOW FIRST WITH THE MATERIALS OF LOGICAL ANALYSIS IN THE USUAL WAY.
- REWRITE the two phrases, separating the adjectives: Show with blue triangles. Introduce the term: These are qualitative adjectives. . .in logical analysis we call them **attributes**.



Attributes. . .

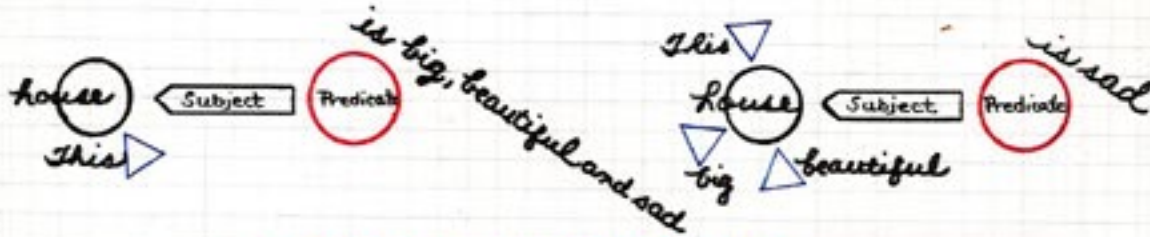
Presentation #2: Special Case: Predicate Nominative

Here we present two sentences, each with a predicate nominative, but with a different arrangement of the words so that the attributes are shown in different positions in the analysis.

Conclusion: The meaning of the two sentences is the same; but the analysis is different because the arrangement of the words is different.

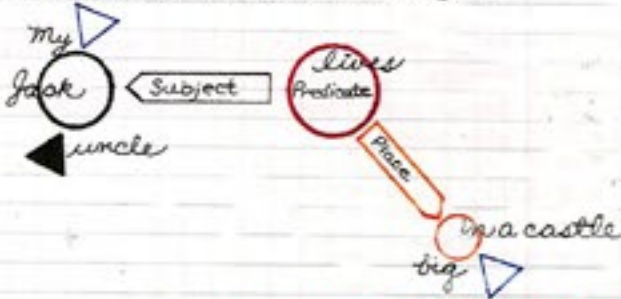
This house is big, beautiful and sad.

This big, beautiful house is sad.



Presentation #3: Special Case: Noun in Apposition

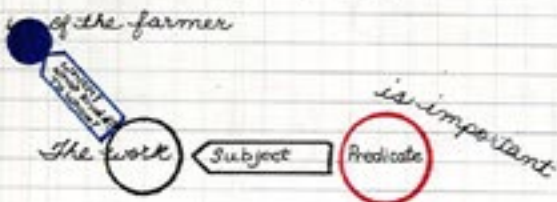
- Present the sentence with a noun in apposition. Analyze with the child the words which compose the subject.
 - "Jack, my uncle, lives in a big castle." What is the predicate? Who is it that lives in a castle? Then the subject is composed of three words: Jack - a proper noun, my - a possessive adjective, uncle - a common noun.
- Ask the child to pick out the attribute.
 - Which is the subject word and which the attributes? Jack is the subject. "My" and "uncle" are attributes. . .
- Introduce the term and concept of noun in apposition. Introduce in the logical materials the black wooden noun. . . triangle.
 - But "uncle" is a noun!! It is an attribute AND it is a noun--- instead of an adjective---so it is called a NOUN IN APPPOSITION. To show the noun in apposition, we use a black triangle; but its position is the same as that of the attribute.



Presentation #4: COMPLEMENTS OF SPECIFICATION AND DENOMINATION

- The children analyze a sentence containing a complement of specification: first showing with the materials the whole complement as part of the subject.

Ex: **The work of the farmer is important.** (The work of the farmer//is important.)
- Introduce the term complement of specification. CUT the slip and show the phrase with the BLUE ARROW AND CIRCLE. NOTE the blue color, giving us an "attributive phrase."
- We have shown "the work of the farmer" as the subject. "Of the farmer" tells us to whom the work belongs---we call this a complement of specification. Because this complement tells us something about the noun "work" it is used like an adjective --- therefore, it is a special kind of attribute. And because it is formed of several words we give it the name **attributive phrase**. The questions on this arrow tell us how the complement of specification works in the sentence: **To whom?**



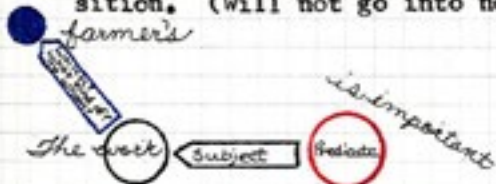
3. NOTE that there are other questions on the arrow. Introduce a sentence with a complement of denomination---
The island of Sicily is triangular.
 Show the sentence with the materials, using again the BLUE ARROW AND CIRCLE.

In this sentence, "of Sicily" answers the question "which" island---and thus it complements the noun, completing the meaning of that noun and so completing the meaning of the sentence. **This is the work of the attribute or attributive phrase.**

3. We see that there are other questions written on this arrow: **Which?**
What kind of?

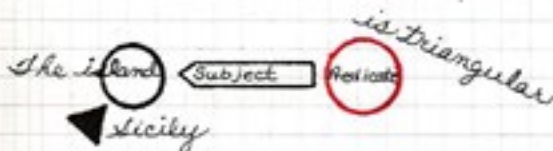
When we have an attributive phrase that answers these questions, we have a **complement of denomination.**

4. NOTE that the complements of specification can be expressed with the possessive adjective. . . but not as a noun in apposition. (Will not go into nominative case)



4. Let's look again at our sentence containing the complement of specification. We can express the attributive phrase with one word: "The **farmer's** work is. . . "Farmer's" is still a complement of specification and we show it with the blue circle and arrow. . . But we cannot change this attributive phrase into a noun in apposition.

5. NOTE that the complement of denomination can be expressed as a noun in apposition.



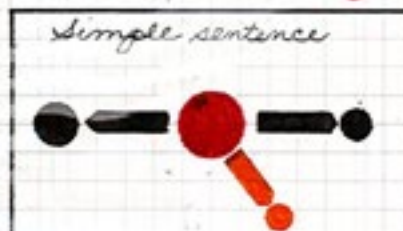
5. Can we change the complement of denomination into a noun in apposition? Y E S
 "The island **Sicily** is triangular."
 Now "Sicily" is a noun in apposition--- and we must show it with the black triangle.

ANALYZING THE SIMPLE SENTENCE: Different Constructions

Age 10-11

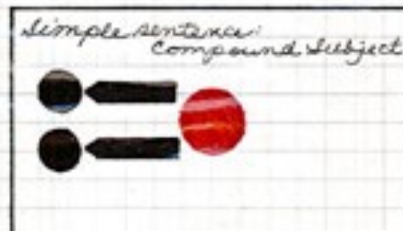
1. Using a series of examples (sentences on slips) we introduce the various kinds of the **simple sentence.**

The simple sentence is constructed of a subject and a predicate. Sometimes it has objects (one or more); sometimes it has complements (one or more.)



John chased the ball down the hill.

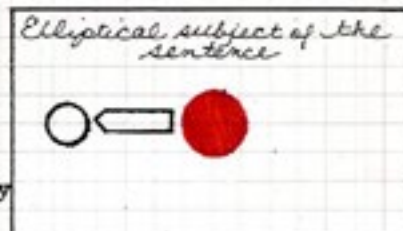
A simple sentence may contain a subject composed of two or more nouns: this is called a **compound subject.**
 A simple sentence may also contain a **compound predicate:**
 "The cat jumped and ran."



Pat and Mike sang together.

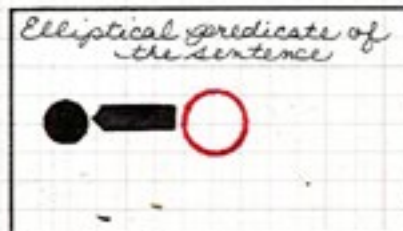
2. The children show the sentences with the materials of logical analysis and identify the newly defined parts: then they copy the sentences in their notebooks, identifying the nomenclature.

Sometimes the subject of the sentence is only understood---it is not actually present in the sentence. Usually this form occurs as an answer to a question. We call this simple sentence one which has an **elliptical subject.**



(What do you do after school?)
 Go home.

When the predicate is understood, we have an **elliptical predicate.**
 It, too, usually answers a question.

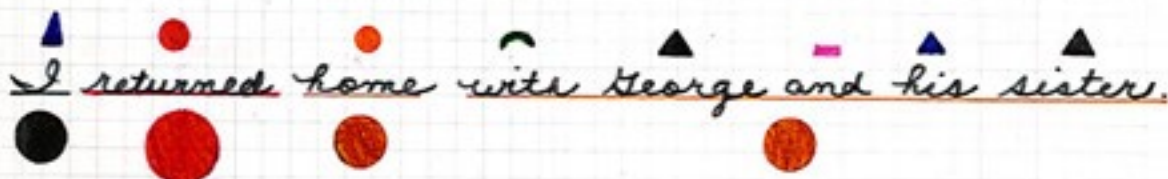


(Who would like cake?)
 Everyone.

3. INTRODUCE CHARTS --- 3 period lessons.

COMBINING LOGICAL ANALYSIS AND GRAMMAR ANALYSIS: An important synthetic work!!

1. The child writes a sentence in his notebook and draws the corresponding symbols for each part of speech.
2. Then we invite him to show the symbols for logical analysis BELOW that sentence.
3. **We can conclude that:** In the grammatical analysis of the sentence, each word has a symbol; for logical analysis there are fewer symbols because we identify only the parts of the sentence.
4. Now---it is enough to UNDERLINE IN THE CORRESPONDING COLOR the parts of the sentence to show the two together.
5. The child should do many such exercises.


I returned home with George and his sister.

AGE: 10 - 11

GRAMMAR BOXES: Parallel Work throughout the Study of Real Grammar AGE : 9 - 10

To this point the child has worked with the grammar boxes for the NOUN, ADJECTIVE, and the VERB. Now, over a period of time which spans the years from 8 through 10, we introduce the grammar boxes for the other parts of speech: **PREPOSITION, ADVERB, PRONOUN, CONJUNCTION, INTERJECTION.**

The materials include: 1) the grammar boxes, 2) storage boxes of corresponding colors where the prepared exercises are kept (for teacher's use only) and 3) the exercises which consist of control cards (long) and corresponding small cards in the grammar box card colors for each word in the sentence (when necessary) or for those words which are not duplicated in a particular exercise (when possible.) The child also uses in this work 4) the symbols for the parts of speech.

The PATTERN FOR THE PRESENTATION is:

- A) An introduction of the part of speech on a second level, including a review of the function and a specific **definition**. We may also review the **etymology** of the word.
- B) Presentation of the new grammar box which contains several exercises: the grammar box, as always, is PREVIOUSLY PREPARED, the small cards being placed in the corresponding divisions and the control cards in the long division.
- C) The child first lays out the control cards, reads them and MATCHES THE SYMBOLS TO EACH WORD.
- D) Then he lays out the corresponding small cards: Here is a **CONTROL**, for he sees by the color of the small cards whether or not he has chosen the correct part of speech as indicated by his symbols.
- E) The child identifies the part of speech for which the grammar box is introduced: Give then the formal **nomenclature** for the particular kind of the part of speech.
- F) The child copies the sentences in his notebook, identifying the part of speech he has explored in the exercise and writing the complete grammatical term for the new nomenclature.

The Preposition: Purple

"Preposition" comes from the Latin "to come before." It is an invariable part of speech that comes before an adjective, pronoun, noun or adverb to indicate a relationship. It is a word that shows the relationship between a word that comes before it and one after to which it pertains. Kinds: Simple, Compound, Participial prepositional phrases, Phrasal prepositions. (This list can be expanded.)

The Adverb: Pink

From Latin meaning "by the side of" or "close to"---the verb. The adverb is the word used to modify or to complete the meaning of the verb, the adjective, or another adverb. Kinds: 1) Manner, 2) Place, 3) Time, 4) Degree, 5) Affirmative, 6) Negative, 7) Doubt, 8) Probability, 9) Quantity, 10) Relative, 11) Interrogative, 12) Comparative, 13) Exclamatory. AND--- 14) Adverbial phrases.

READING ANALYSIS. . .

Material. . .

2. Prepared sentences:
 - a) Sentences with one action: a person who does the action and the action.
 - b) Sentences with one action: two or more people carrying out the action
 - c) Sentences with one action: a person who carries out the action and a person or thing on which the action is performed.
 - d) Sentences with one action: one person carrying out the action and two or more objects upon whom/ which the action is performed.
 - e) Sentences with one action: two or more people carry it out on two or more objects.
3. An envelope containing the model form, a mimeographed form on lined paper, consisting of two divisions: Question and Answer.
4. Many prepared sentences in a box (for later work alone)

Presentation: Group

1. Present the material on the mat:



2. a) Give a sentence to the child and ask him to read it.
2. "Mario speaks."
3. Help the child analyze the two parts of the sentence by isolating first the action. He tears or cuts the sentence into its two parts---then places the action with the red circle on the mat.
3. What is the action in the sentence? Cut out the action and we'll place it here with the red circle.
4. Then the subject is placed with the large black circle and the arrow between pointing towards the verb.
4. Who is performing the action? Let's place that part of the sentence with the large black circle before the verb. Then our arrow will point towards the person doing the action.



The Pronoun: Green

From "pro" + "noun" meaning "for" or "instead of" the "name." The pronoun is the word used as a substitute for the noun. It is used to avoid awkward or monotonous repetition. Kinds of REAL PRONOUNS: 1) Personal, 2) Relative, 3) Reflexive. Kinds of ADJECTIVAL PRONOUNS: 1) Possessive, 2) Demonstrative, 3) Interrogative, 4) Distributive, 5) Indefinite.

Small cards:

▲ ▲ ● ▲
Whose coat is red?

Whose is red.

▲ ▲ ● ● ●
My coat is not here.

My coat is not here.

▲ ▲ ●
This coat has been left.

This has been left.

Identification: Interrogative adjectival pronoun
Possessive adjectival pronoun
Demonstrative adjectival pronoun

The Conjunction: Orange

The conjunction is that part of the sentence which connects words, phrases, clauses, and sentences. Conjunctions are simple when formed of one word; compound when formed of more than one word.

There are two divisions of the conjunction:

Coordinating conjunctions

- a. Copulative
- b. Adversitive
- c. Disjunctive

Subordinating conjunctions

- a. Cause or reason
- b. Purpose
- c. Time
- d. Concession
- e. Condition
- f. Manner
- g. Comparison
- h. Place
- i. Interrogative
- j. Correlative

The conjunction is a particularly complicated part of speech. Wall charts which the children can develop, listing the various conjunctions in the two divisions for each of the types may be a good way to introduce the variety. Continued work on the commands is also an aid now to learning the new nomenclature---and becoming familiar with the different kinds of conjunctions AND all the other parts of speech here reviewed.

The Interjection: Blue

The Final Box: 9 Divisions

PERIODS: **The Complex Sentence, The Compound Sentence, The Compound-Complex Sentence**

Materials

1. The box of wooden materials for logical analysis: include arrows for the complements in duplicate, i.e., several arrows for the complement of place, of manner, etc. Also needed are more than one red circles for the predicate, more than one subject and direct object circles and arrows. **DISPLAY THESE DUPLICATES IN STACKS.** Include attribute triangles, attributive phrase materials.
2. The grammar symbols.

Presentations: Each of the three types of sentence constructions: the complex, the compound, and the compound-complex sentence, requires a separate presentation. We note that such presentations must be developed at a later date, and are shown rather incompletely here. But, before we can begin the consideration of these constructions, we make a presentation of preparation, introducing the concept of the "clause:"

Presentation #1: **A Preparation for Kinds of Sentence Constructions: The Clause**

1. Introduce the box of wooden materials, stacking the duplicates that will be needed for the work, and noting their addition for the children.
2. Present a LONG sentence composed of one main clause and several subordinate clauses, written on a long slip. **READ THE SENTENCE, USING CORRECT PAUSES BETWEEN THE CLAUSES:**

"My cousin Alexander went on his bike to the house of his uncle. . . who lives on a small farm. . . which is near the plant. . . where coca-cola is bottled."

3. Ask the child to read the sentence and then to **UNDERLINE all the predicates in red.**
4. Introduce the word and concept of clause.
The child **IDENTIFIES THE CLAUSES IN THE SENTENCE** by locating each of the subjects for the predicates he has underlined. **THEN HE CUTS THE SENTENCE INTO THE DIFFERENT CLAUSES**, and shows them on the mat in a vertical column, one below the other in the order of the sentence.
4. In this sentence we hear a certain rhythm because it is composed of several clauses.
A clause is a part of the sentence which contains a complete subject and a complete predicate: the subject may be simple or compound. . . the predicate may be simple or compound **AND** it may be a verbal predicate or a predicate nominative.
How many clauses have we in this sentence?
5. The child analyzes the sentence now with the materials of logical analysis as shown in fig. 1.
6. Once the display is complete, analyze with the child the position of the clauses in relation to each other, noting in particular the "connecting words" which act as links between the clauses. (We may name those words at this point: **relative pronouns, subordinate conjunctions.**)

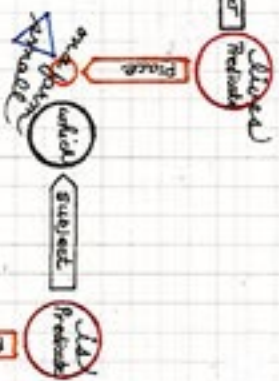
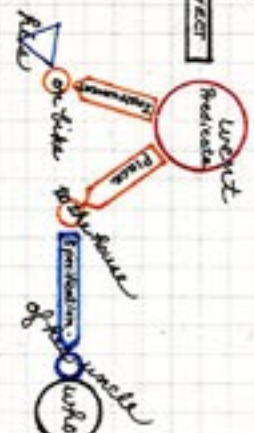
Presentation #2: **The Real Study of the Complex Sentence** (A model for the presentations of all three kinds of sentences.)

Materials

1. Red identifying labels: Main clause. . . or Independent clause.
2. Blue arrows: Subordinate relative clause (reverse on some reads: Who? Whose? Whom? Which? That.)
3. Grey labels: Coordinating clause. (used with the coordinating conjunctions: either-or, neither-nor, whether-or, not only-but also)
4. Pink labels: Incidental clause.
5. Black arrows: Subordinate objective clause.
6. Black arrows: Subordinate subjective clause.
7. Orange arrows: Subordinate clause of Purpose (reverse on some: To what end?)
of Cause (reverse of some: For what cause?)
of Place (reverse of some: Where?)
of Consequence: (What consequence?) of Manner (reverse of some: How?)
of Interrogation (Who? What?) of Time (reverse of some: When?)

The Complex Sentence: My cousin (Alexander) went on his bike to the house of his uncle who lives on a small farm which is near the plant where coca-cola is bottled.

Alexander
Cousin
My



Main clause

My cousin Alexander went on his bike to the house of his uncle

who lives on a small farm

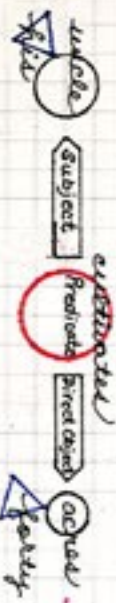
which is near the plant

where coca-cola is bottled.

fig. 1

fig. 2

The Compound Sentence: His uncle cultivated forty acres, and he also raised chickens.



Main clause

His uncle cultivated forty acres

Main clause

he also raised chickens.

fig. 4

fig. 3

The Compound-Complex Sentence: One morning I went to the farm with Alexander, and we gathered every egg that we could find.



Main clause

One morning I went to the farm with Alexander

and we gathered every egg

that we could find.

fig. 6



Main clause

One morning I went to the farm with Alexander

and we gathered every egg

that we could find.

fig. 6

Periods. . .
The Real Study of the Complex Sentence. . .

NOTE on materials: The labels and cards are of cardboard, laminated, each group bound together and stored (all groups) together in a box. Also included are small silver circles reading: 1^o, 2^o, 3^o. . . .

Presentation

1. Using a long sentence the child has worked with in the previous presentation, identify and give the concept of the "main" or "independent clauses" and the "dependent clause."
Which is the main clause?
Which are the dependent clauses?
 1. In our sentence which clause has a meaning all by itself?
The clause which has a complete meaning within itself and can stand alone is called the main or independent clause. The clause which must have another clause to complete its meaning is called a dependent clause. It cannot stand alone.
2. Cut the sentence into clause strips and show the organization with the materials as seen in fig. 2. USE THE REVERSE QUESTIONS SIDE OF THE ARROWS.
3. Identify the words which introduce the subordinate clauses. . . and the questions. FLIP THE ARROWS TO GIVE NOMENCLATURE.
Review the subordinate conjunctions.
Review the relative pronouns.
 2. The dependent clause has another name: **the subordinate clause.**
Where have we used the word subordinate? There are subordinate conjunctions. **Subordinate conjunctions often introduce the subordinate clause. Relative pronouns also introduce the subordinate clause.**
The subordinate clause introduced by the subordinate conjunctions has a name that corresponds to the names for our adverbial extensions: Here we have the **"subordinate clause of place."**
The subordinate clause introduced by a relative pronoun is called the **"subordinate relative clause."**
4. Introduce and place the silver circles of degree.
5. Give the second and third period lesson to reinforce nomenclature.
6. Have the child do the work of logical analysis as shown in the presentation #1, using a second slip of the same sentence so that the two displays may be shown simultaneously.
7. Observing the construction of the two displays, define the complex sentence. The children construct other examples of the complex sentence; using either group of materials to organize the construction.
 3. How many clauses are in the sentence? How many are "main clauses?" 1
How many "subordinate clauses?" 2, 3. . .
A sentence which is formed of ONE main clause and one or more subordinate clauses is called a COMPLEX SENTENCE.

NOTE: The **COMPOUND SENTENCE** is formed of two or more main clauses, usually connected by a coordinating conjunction. An important part of this presentation is the consideration of the PUNCTUATION of the compound sentence.
The **COMPOUND-COMPLEX SENTENCE** is formed of two or more main clauses and at least one subordinate clause. Again, the PUNCTUATION LESSON is important. It is HELPFUL FOR THE CHILDREN TO LEARN the coordinate and subordinate conjunctions to aid the identification of the different clauses, and thus to identify the type of sentence structure.

SENTENCE SENSE: Kind of Sentences

We must bring to the child's attention the different meanings or senses which a sentence expresses. In a sentence, the thought may be expressed in an **interrogative sense** or a **declarative sense**. At the same time that we speak or write a sentence in one of these two senses, we also give one of two other senses: either **negative or affirmative**. A sentence cannot be formed with both an interrogative and a declarative sense; nor can it contain both a negative and affirmative sense: for each of these two sets of characteristics is contrary to the other member.

We must include one further sense: that of the **emphatic sense**: a sense created by the arrangement of the sentence elements and by the tone.

Through the combination of these senses, the conjugation of the verb is formed; and the structure of the language as expressed in sentences. With each particular sentence structure as it reflects these senses, we have a particular arrangement or form of the verb.

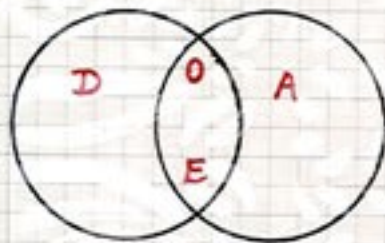
When we combine the senses expressed by the verb arrangement in sentences, we discover that it is not possible to include only one sense: **the sentence must have at least two of the sense characteristics**. Just as we cannot describe a right-angled triangle without including a second characteristic: scalene, isosceles.

"Will we climb the mountain?" In the internal sense of the sentence, we have the **affirmative**; the sense is also **interrogative**. It is, in fact, the **interrogative**, which gives us the particularly important sense of the sentence.

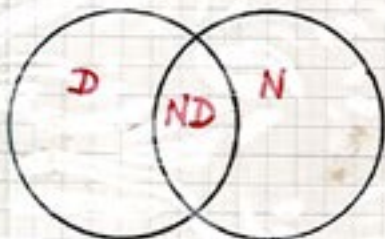
"Don't go near the water." The sense is **negative**; it is also **declarative**. (with emphasis; a command.)

THERE ARE ALWAYS TWO FEELINGS EXPRESSED IN A SENTENCE.

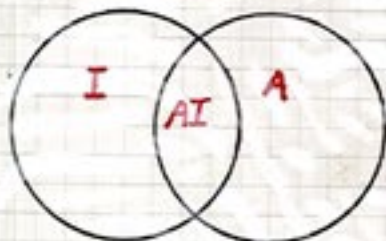
We can represent the combinations of the senses with Venn diagrams:



The intersection of the **Declarative** and **Affirmative** sense is the **Affirmative Declarative form**: **AD**. This combination gives the Ordinary form. When the two feelings are pushed to the maximum level of expression, we have the Emphatic form, also a subset of AD.



The intersection of **Declarative** and **Negative** senses is the **Negative Declarative form**: **ND**. Negative gives the form; we understand its declarative sense: therefore, we have the **NEGATIVE FORM**.



The intersection of **Interrogative** and **Affirmative** senses gives the **Affirmative Interrogative form**: **AI**. Interrogative gives the form; we understand the affirmative: therefore, we have the **INTERROGATIVE FORM**.



The intersection of the **Interrogative** and **Negative** senses give the **NEGATIVE INTERROGATIVE FORM**.

Sentence senses: Kinds of Sentences. . .

There are, in conclusion, FIVE RESULTING FORMS: 1) Ordinary form, 2) Emphatic form (a subset of ordinary form), 3) Negative form, 4) Interrogative form, and 5) Negative interrogative form.

When the emphatic expression is in the negative sense, it becomes the simple negative form: that is, we find it within the Negative Declarative. The difference is given by the differing accent in the sentence which has an emphatic tone in the negative form. The order of the words is the same in both.

We can also show the five forms with this diagram, another variation of Venn:

Forms	Declara- tive	Inter- rogative
Affirma- tive ϕ	AD = O (ϕ) E — O	AI = I S O
Negative O	ND = N — OO	NI = NI S OO

- = direct construction (subject-predicate)
- S = classical inverted construction
- O = presence of negative adverb
- ϕ = absence of negative adverb
- O = presence of auxiliary "to do."
- ϕ = absence of auxiliary "to do."

This diagram, with the inclusion of the negative adverb and the auxiliary "to do," leads us to a consideration of those elements which compose the five forms. We note that they bring us particularly to the composition of the **verb in its component parts**. We see that the sentence forms which are the result of the combining of the sentence senses are reflected in the composition and the arrangement of the verb. And this brings us the BIG RED VERB BOX, where we must have the possibility to prepare all five of the forms.

We can prepare a complete diagram of the **Forms together with the Senses as shown in the Component Elements and Arrangement of the Verb**. By uniting the symbols in the final division of the diagram, we give the **Logical Scheme of the 5 Sentence forms**.

Forms	Construction of Sentence		Parts of Speech		Symbolic scheme
	Direct	Invert	Auxiliary to do	Negative adverb	
Ordinary I love.	✓			✓	Δ O
Emphatic I do love.	✓		✓		Δ (A) O
Interrogative Do I love?		✓		✓	(O) Δ (O) ?
Negative I don't love.	✓		✓	✓	Δ (A) O O
Negative Interrogative Do I not love?		✓	✓	✓	(A) Δ O O ?

Sentence Sense: Kinds of Sentences. . .
Forms: Diagram. . .

We can observe from the diagram several interesting comparisons between the forms: 1) the first simple closed curved region isolates the sole differing element between the ordinary and emphatic form. In the first we lack the presence of the auxiliary "to do" and in the second we find it: in every other aspect the two forms are the same. 2) The second curved region isolates the difference between the emphatic and interrogative form: they differ only in the kind of construction. The elements present are identical. 3) Identical elements are present in the negative and the negative interrogative form also: the two differ only in the matter of construction, that is, the arrangement of the elements.

We note the **modal auxiliaries** such as "can, could, should, might, may, etc. . . ." These modal auxiliaries may be present in any of the five forms. They cannot, however, be conjugated; therefore, they are not part of our consideration of the conjugated verb forms which give us the basic constructions for the five sentence forms.

Small charts can be prepared which show the symbolic scheme, as represented in the final division of the diagram, for each of the five forms. We use these to graphically represent for the children the five forms when they are presented.

CONJUGATION OF THE ENGLISH VERB

The BIG RED VERB BOX contains four main divisions: four conjugations:

- 1) To be.
- 2) To have.
- 3) To love.
- 4) To be loved.

For each of these conjugations, the "booklets of the verb" are organized in different parts in the same way that a large book is organized. We can recognize in each of the four large sections a number of chapters, each of which is divided into a number of paragraphs, then lines. Such an overall view of the organization may be a useful description as part of the **psychological preparation** for the children's work with the material.

Another good comparison we can make is to the Chinese boxes. The result of this organization is a Chinese Box, each booklet of which encloses now a special **word** instead of a plant or animal. **The words we discover are those which form the voices of the verb.**

This book of many booklets is formed of pages of different colors which has the aim of clarifying the function of each page. Overall the code followed for the functions is the same one used for the grammar boxes:

- RED for the verb (general)
- PINK for the adverb
- GREEN for the pronoun
- YELLOW for the conjunction

There are also three colors used which are not present in the grammar boxes:

- WHITE for the verb "to be"
- GREY for the verb "to have"
- ORANGE for the auxiliary verb "to do".

Because these three are, in fact, all verbs, we will find that, when used in the grammar boxes, they will all be red. Contained in each of the six green booklets, titled "Personal Pronouns" are pages indicating the three pronoun subjects, both singular and plural. The only yellow card reads "IF" which is the subordinate conjunction often used to indicate the subjunctive. We might also use the subordinate conjunction "that." The negative adverb not, on a pink card, is included in those red card series which give both the conjugation for the negative form and the negative interrogative form.

In the box are present only the verb and voices which are actually used. However, Dott.sa Montessori indicated that certain "old" forms of the verbs should be included in the box. They should be written on the backs of those cards to which forms they correspond. It is true that these old forms are sometimes used in a religious connotation or in poetry. But this is not the justification for the inclusion of them. Instead, Montessori emphasizes the inclusion of the old forms because their presence implies the history of man, **a part of the history of the language of the child.** We are helping him understand, know, and appreciate the history of his language; and we are providing him with another guide to the exploration of the past. Thus the old forms of the verbs are a part of the cosmic education.

In regard to the second person singular personal pronoun, we can use: Thou - you. (Thou often used in reference to God.) In the conjugation of "to love," we include on the back of the corresponding cards: lovest - love and lovedst - loved. In "to have:" hast, havest - have. In "to be:" art - are, wast - was, wert - were.

Also: wilt - will and dost - do
wouldst - would doest - do
shalt - shall didst - did
shouldst - should

Most of these past forms are of German derivations: the children may discover others.

Each booklet is marked with a letter according to a certain code. The capital letters indicate the voices of the ordinary verb: A) Active voice, and B) Passive voice. The Roman numerals indicate the moods and the special forms of the verb: I. Indicative, II. Subjunctive Mood, III. Imperative Mood, IV. Infinitive Mood, and V. Participle Mood. Then VI. Interrogative and Negative forms and VII. Emphatic form. The small letters indicate the different tenses from Present to Future Perfect Continuous. (a - 1) To facilitate the grouping of the cards after use, the code is written on the back of each card. A1a, then, would be: Active voice, Indicative Mood, Present tense.

Together with the booklets of the verbs, there are three charts for the conjugation of the English verb. On the charts the conjugation is represented by Venn diagrams. The first chart, I., is the conjugation of the ordinary verb. The second, II., is the conjugation of the verb "to be;" and the third, III., is the chart of the verb "to have."

THE CHILDREN CAN MAKE THESE DIAGRAMS: with two kinds of paper (contrasting colors), scissors, and glue.

The Venn diagrams are a method of graphically representing the relation among the sets. The sets may be applied to any subject: we have seen it in the biology work of the Chinese boxes which is a simple application. The theory can also be applied to mathematics, geometry, algebra, etc. Here the set theory is applied to language. The Venn diagrams are a slight modification of Euler's circles. Euler invented the diagrams in about 1783; then Venn later applied them to logic at the end of the 19th century. So we call them the Venn-Euler diagrams.

On Chart I, the largest rectangle (grey) represents the universal set: any ordinary verb. Within that set, the two subsets, two rectangles of equal size, shown the active and passive voices. (white) Then the subsets of the active voice are enclosed in seven grey rectangles: representing the five moods and the two forms of the verb. The subsets of the moods are the tenses (white rectangles.) The tenses are grouped in a repeating pattern: 4 Present tenses, 4 Past tenses, 4 Future tenses. (here we are considering the Indicative mood.)

EACH RECTANGLE IS MARKED WITH THE CODE WHICH WE FIND IN THE BIG RED VERB BOX: and so, we have present, by means of the Venn diagrams, all the elements of the verb box except the actual verbal voices. The diagram provides an excellent visualization of the composition of the box; and thus a guide to the conjugation of the English verb. **We can make a presentation of the verb box by means of these Venn diagrams.**

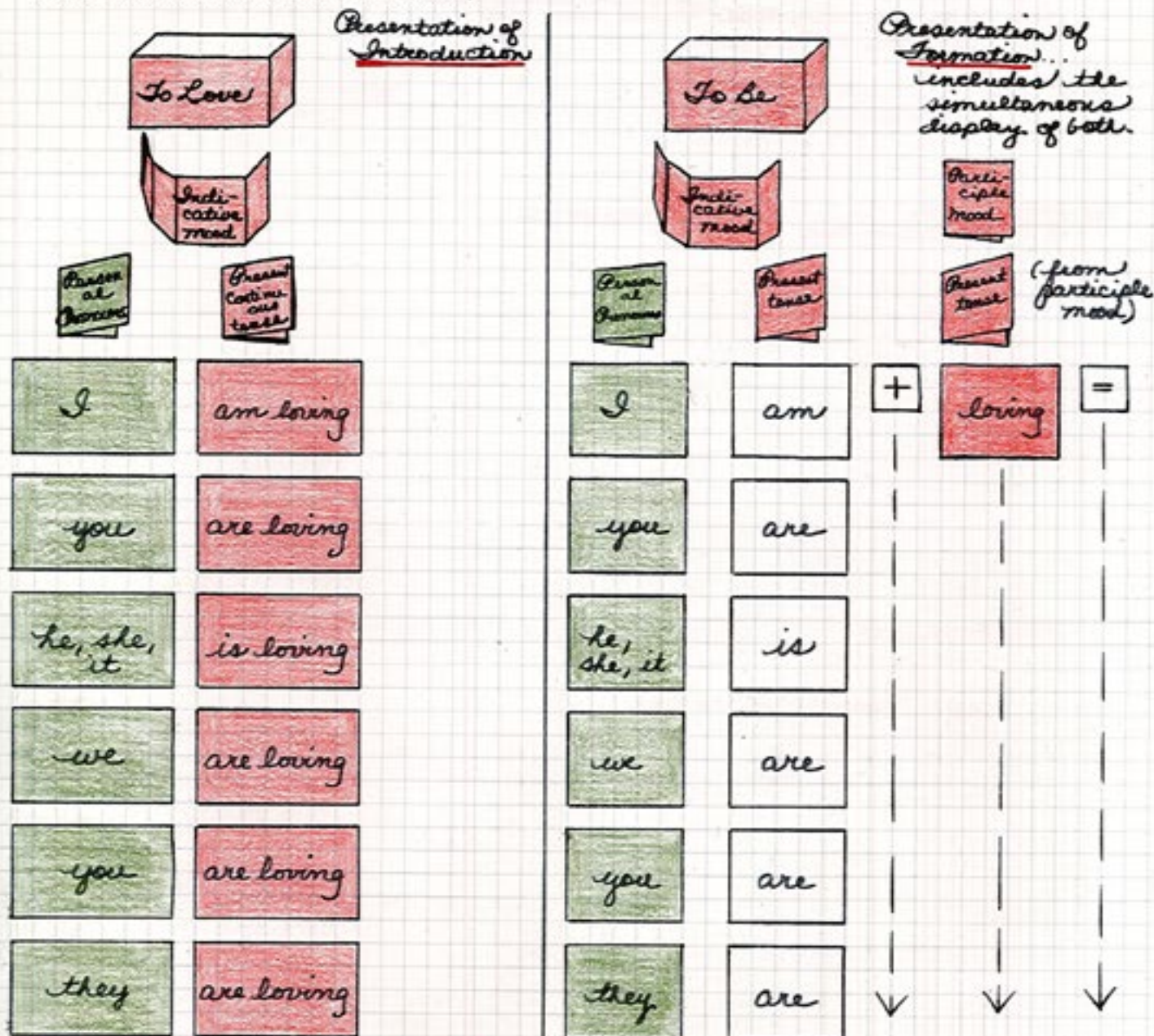
Presentation: INTRODUCING the Active voice, Indicative Mood, Present Continuous tense

1. Take the division of "to love." Remove the cover and display on the mat. From those seven divisions within, take the Indicative mood and put the others aside. Then, displaying the cover of the Indicative mood on the mat,
2. Take first the green booklet of the personal pronouns, that one used for all the tenses of the Indicative mood. Then take also the booklet containing the Present Continuous tense. Set those two booklets out.
3. Begin by laying out the pronouns, showing the booklet above the vertical column.
4. Mix the cards within the tense booklet as one would playing cards, and then read them, one by one as they turn up; using the various pronouns as the subject until the right one is recognized by sound. Place the corresponding verb cards with the pronoun subjects.

Conjugation of the English verb. . .
 Presentation: Introducing the tense. . .

- When all of the verb cards have been matched with the corresponding pronouns, READ THE SIX RESULTING FORMS.
- Review the NOMENCLATURE: This is the **Active voice, the Indicative mood, the Present Continuous tense of the verb "to love."**

NOTE: The child is learning the technical classification of the verb conjugation. Here we are reading, an exercise which the child has done before. And he is not learning the forms as a "new group of words." He already possesses this language and knows the forms. What he does not know is that this is the Active voice, the Indicative mood, the Present Continuous tense. Now he is learning to relate these words which he knows to the NOMENCLATURE OF THE LANGUAGE.



Presentation #2: Formation of the Tense: Active, Indicative, Present Continuous

THE AIM of this presentation is to show the child how the tense, which he has already met formally in the previous presentation, is formed.

- Take the division of the verb "to be." Then the Indicative mood division. Then the Personal Pronoun series from that large division and the Present tense. In each case, set up the folders (as shown in the illustration) and give the complete NOMENCLATURE.
- Place the personal pronouns out below the folder and then match the corresponding verb forms. READ THE FORMS WITH THE CHILDREN.

Conjugation of the English Verb. . .
Presentation #2: Formation of the Tense. . .

3. Take from "to love" the booklet of the Participle mood, then the Present tense folder. Take from it the card "loving." And place it (as shown) to the right of the two columns.
4. NOW READ EACH OF THE SIX FORMS, INCLUDING THE PRESENT PARTICIPLE, moving that last card down to correspond to each of the six forms.
5. The display from the first presentation is still shown. So we can CONCLUDE:
We have discovered that the Present Continuous tense is formed of the auxiliary verb To Be, Indicative Mood, Present tense PLUS (show a plus sign) the verb To Love, Participle Mood, Present tense. (show equal sign)

CORRECTION: The second presentation is made without the presence of the first display, that is, the introductory showing of the conjugation. THEN, in a third presentation, the presentation display is the two displays shown simultaneously, thus showing the verification of the formation of the tense.

The FUTURE TENSE: Presentation #1: **Introducing. . .**
of the Indicative Mood

Material

1. The Big Red Verb Box
2. An additional white card on the front of which is written "shall" and on the reverse side "will." An additional red card "to love."
3. Additional slips of paper.

Presentation

1. Take, from the Big Red Verb Box, To Love, then Indicative Mood, then the Personal Pronouns and the Future tense. Display each cover used on the mat. (See figure.)
2. Mix the personal pronouns and then place in a vertical column under the booklet; then mix the verbs of the future tense and match to the pronouns in a second vertical column, placing correctly according to sound. READ THE CONJUGATION.
3. **GIVE NOMENCLATURE:** This is the Future tense of the Indicative Mood of the Active Voice of the verb To Love.

Presentation #2: **Formation of the Tense**

1. From the division To Love, take the Infinitive Mood, the Present tense. Show the card "to love.", then SUBSTITUTE an additional card "to love." for the booklet card.
2. Place the white card "shall" to the left of the infinitive and show a label "Auxiliary" above that column.
3. Transfer the personal pronouns to the far left. Add the signs + and = as shown in figure.
4. TEAR the infinitive card, showing only "love."
5. READ THE CONJUGATION: moving "shall" and "will" down, turning for the appropriate persons, and also moving down the infinitive "love" and the two operation signs.

Presentation #3: **Verification of Formation**

Return the original conjugation of the Future tense to the display, concluding: **The Future tense IS formed by the auxiliary verbs shall and will plus the Present tense of the Infinitive Mood.**

FUTURE PERFECT TENSE of the Indicative Mood

A series of three presentations are again used as described for the Future tense. In the formation of this tense, we introduce the Future tense of the auxiliary verb "To have." And the Past tense of the Participle Mood of the ordinary verb "To Love." SEE FIGURE. Our CONCLUSION: **The Future Perfect tense of the Indicative Mood for the Active Voice of the Ordinary verb is formed of the Future tense of the auxiliary "To have" plus the Past tense of the Participle Mood of the Ordinary verb.**

READING ANALYSIS. . .
Presentation. . .

5. Each child in the group must have a chance to do the preceding exercise: reading a sentence, cutting it and placing the parts in position with the materials. SO WE MUST HAVE AS MANY SENTENCES AS CHILDREN.

When the children have thoroughly understood case a):

6. b) Using the same presentation as the above, present the child with a sentence from case b), asking:
"Mario and Luisa speak." What is the action?
How many people perform it?
Then we need two arrows pointing out those two persons.
And we need two circles to represent them.

7. c) The same.
"Mario greets the aunt." What is the action?
Who performs it?
Who is it that he "greet?"
This time we put the arrow on the other side of the circle, and we use the small black circle---on it we place the name of the person who receives the action.

8. d) "Mario greets the grandmother and the aunt." What is the action?
Who performs it?
How many persons receive it?
Then how many small black circles will we need after the verb?

9. e) "Mario and Luisa greet the aunt and the grandmother."

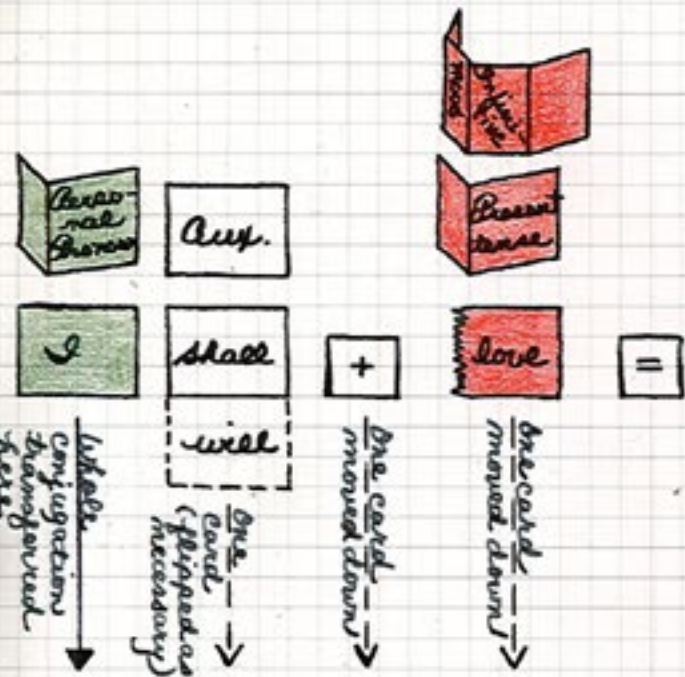


10. Now, taking each case, show a rearrangement of the parts:
a) is not satisfactory, b) not satisfactory, c) can be rearranged and the meaning changes, d) cannot be changed because of the verb, e) works.
10. Let's see if we can change the order of the parts in these sentences.
What happens when we write instead of "Mario greets the aunt,"
"The aunt greets Mario?"
This new sentence still has meaning, but it is a different meaning from the first.

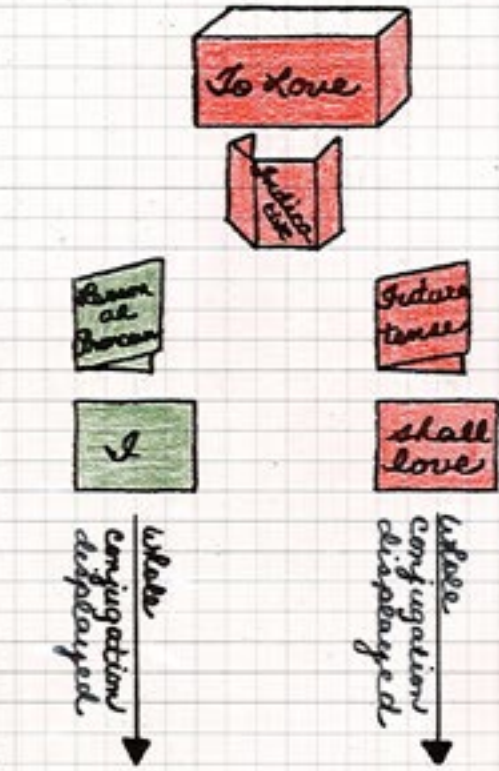
Conjugation of the English Verb

Presentation #3: Formation

Future tense



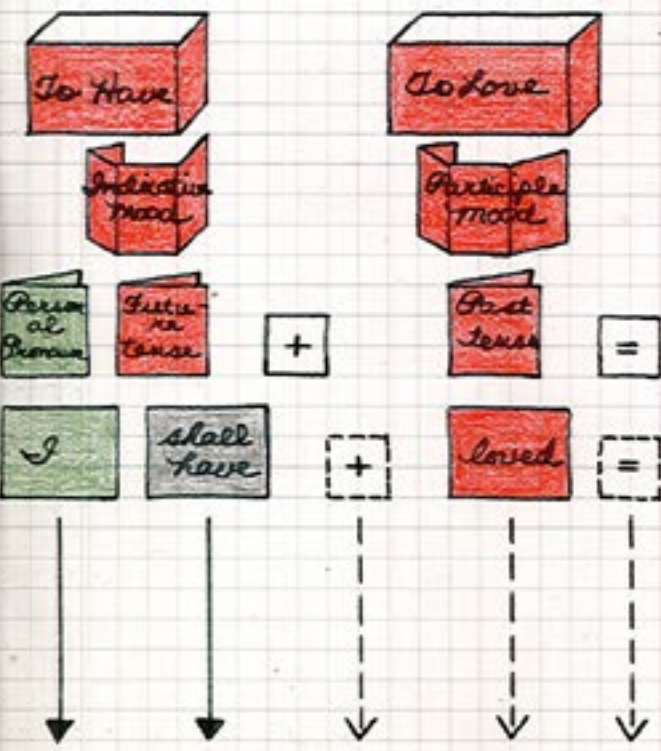
Presentation #1: Introducing



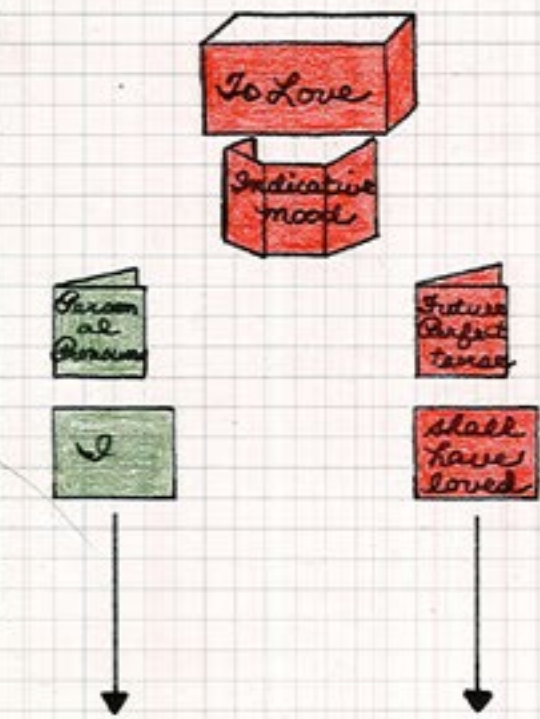
Presentation #3: Verification of Formation: the two shown simultaneously

Future Perfect tense

Presentation #2: Formation



Presentation #1: Introducing



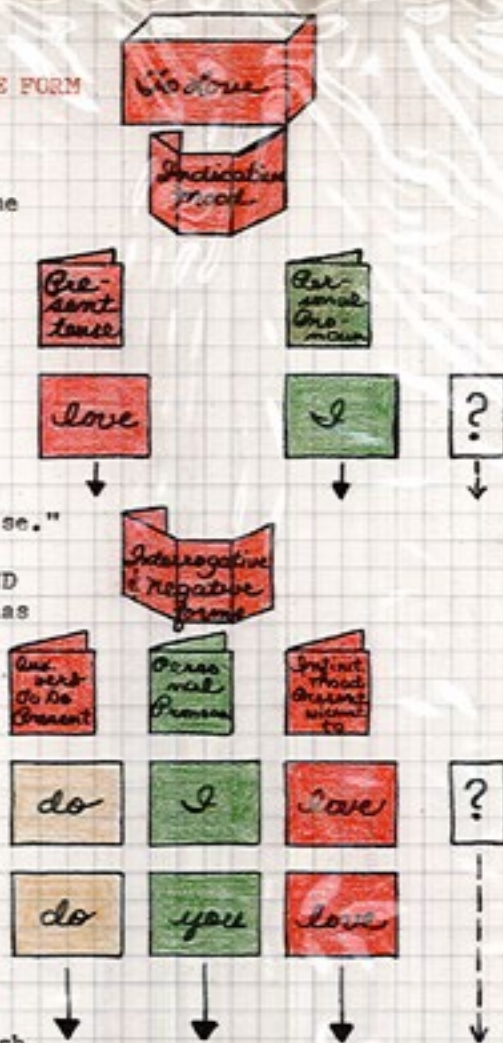
Presentation #3: Verification of Formation: Simultaneous display

Conjugation of the English verb...

ACTIVE VOICE of the Ordinary Verb: INTERROGATIVE FORM

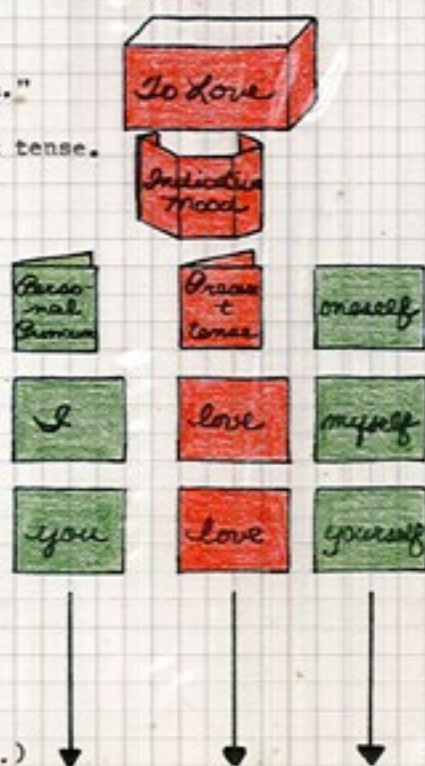
Presentation

- "We want to form the Interrogative form of the verb." BEGIN BY SHOWING THE INDICATIVE MOOD, Present tense.
- "But this is not the interrogative. What do we do to make it interrogative?" INTRODUCE the question mark and INVERT the personal pronoun and tense position. (As shown.) "Once it was enough to switch the places of the pronoun and the verb. But we can READ this form and know that it is not enough now. We have to look for something else."
- INTRODUCE THE BOOKLET OF THE INTERROGATIVE AND NEGATIVE FORMS. (We note that this booklet has the same hierarchical position as that of the moods and should be shown horizontally to indicate this.)
- PLACE FIRST THE PRONOUN CARDS. Then the auxiliary TO DO, PRESENT TENSE. Then add the INFINITIVE MOOD, PRESENT TENSE without to. With each showing of the cards within, give the NOMENCLATURE.
- OBSERVE: "Now the verbal voice before the pronoun is "do." We have followed the old pattern of inversion, but the auxiliary verb is the verbal voice before the pronoun. So we have adapted the old form for modern English.
- READ THE CONJUGATION, moving the question mark down.



REFLEXIVE VERB CONJUGATION

- "We want to form the Reflexive Verb Conjugation." TAKE the Indicative Mood of the Ordinary verb "To Love" and the Personal pronouns and Present tense. MIX, MATCH AND DISPLAY THE CARDS.
- "But this is a transitive verb. It is not a reflexive verb yet. A reflexive verb is a transitive verb which has something more. INTRODUCE A GREEN SET OF CARDS ON WHICH ARE WRITTEN THE REFLEXIVE PRONOUNS. These words in all languages are equivalent to the subject pronouns when used as objects. They are called REFLEXIVE PRONOUNS.
- Display the personal pronouns on another part of the mat in order, then MIX AND MATCH the new set with the subject pronouns. In order to have the reflexive conjugation the subject and object personal pronouns must be of the same PERSON and NUMBER.
- NOW SHOW THE PRESENT TENSE VERBS BETWEEN THE TWO PRONOUN COLUMNS, transferring also the covers from which they were taken. (See figure.) Show the infinitive form "oneself" as the top of the reflexive pronoun column.
- READ THE CONJUGATION: This is the conjugation of the Reflexive verb, the Indicative Mood, the Present tense.



Children belonging to the middle class (human groups speaking standard language) find little difficulty with the conjugation of the verb. They come speaking the standard forms; and the speaking of the conjugation is enough to put into relation the series of verbal voices with the name of the tense and mood expressed by such voices. This verbalization is already present in the child. What he does not possess is the technical aspect: the grammatical expression of the name of the tense and the mood, etc. The learning problem for him, then, lies only in the identification of the form "I am" with the names of the Present tense, Indicative Mood of the verb To Be.

To work at this identification of the verbal voice, mood and tense means to relate the mother tongue, incarnated during the sensitive period for this, to the codification of the language adopted by the group. It is evident that this identification does not happen when we learn a foreign language.

Then, what is the relationship of the mother tongue to the five social classes? If we have a sense of reality towards the problem of learning the mother tongue, we ask ourselves: With children linguistically deprived, if we refer to language used in different urban ghettos, or those in rural areas, what is the learning problem? For those children, the problem is double. Because, in addition to joining verbalization to the technical nomenclature, one more problem is added: a mental one. The result of these two different problems is not a simple addition of difficulties that the child may overcome one by one at different times. What makes his work extremely difficult is the SIMULTANEOUS presence of those difficulties: and our request of only one solution. The greatest problem is that these children must learn NEW words as well as the succession of those words in the conjugation.

These children no longer are in the sensitive period for language. They must learn and remember instead of absorbing and incarnating. The children must learn a standard language which is not used by the human group to which they belong. But the result of this learning and remembering is very poor at a linguistic level and produces many psychological problems. In such a way that the imperfect use of the language may go together with deep inferiority feelings and neuroses. The social and cultural background is revealed in a person's language. So, when the child finds himself in this position, his difficulties will be greater than those he will encounter in learning a foreign language. The difficulties are of a psychological nature: "the deprived child must learn his language when his natural biological time for learning language has passed. The older child says "I don't want to." The small child doesn't know he's learning it."

This child also finds it difficult to learn standard language because there is not yet a strong motivation of a social and cultural nature. The elementary child who is obliged to learn good English does not yet want to improve his life or status. The teacher must seek to remove the Freudian terminology of social cultural motivation suitable for these children. In a certain group these children believe that they speak well. Actually they speak by using correct and incorrect forms simultaneously. Their language is neither the standard one nor a completely foreign language. Children from culturally deprived areas generally don't speak pure dialect. Often their expressions are translations of the dialect into that language which they believe is standard. It is beyond reality to pass from pure dialect to the average language. So the problem of literacy presents a difficult solution.

In addition, this problem is not mainly a linguistic problem because its roots go deep into all dimensions of our society. It is a social problem. It is not necessary to reconstruct; but to CONSTRUCT areas where correct language is spoken, thus helping the child from the very beginning of his life to form the standard language. This is not only working towards a better knowledge of his own language. It is a work in the construction of peace.

Maria Montessori concludes that we must satisfy the hunger and thirst for culture and the alphabet instead of only the hunger for bread. Because we believe, contrary to politicians, that satisfaction reaches us through the spirit instead of the stomach. The lack of culture favors the establishment of frustration and rebelliousness much more than the lack of food. Why? If with food one of man's fundamental needs is satisfied, with culture man acquires his own dignity.

READING ANALYSIS. . .
Presentation. . .

11. The child is now ready to work with the forms (Question and Answer). He takes a sentence from those prepared and first writes the whole sentence on the form. Then he must remember the questions one asks in the sentence analysis and write them under questions. Finally, he answers those questions.

Question	Answer
Luisa and Mario are eating an apple and an orange.	
What is the action?	are eating
Who is eating?	Mario and Luisa
What are they eating?	an apple and an orange

AGE: after 6 years---as soon as the child starts to read sentences

DIRECT AIM: As in the functions, the child discovers that every word has its own place in the sentence.

INDIRECT: Preparation for the first level of logical analysis.

SENTENCE CONSTRUCTION

PARALLEL WORK WITH THE FUNCTIONS

Material

1. The material here is the same as for reading analysis, except that we now have a set of circles and arrows which are wooden and on them are written: red circle - verb
one ~~two~~ arrow - Who is it that?
What is it that?
one ~~two~~ arrow - What?
Whom?

The black circles are blank. (one large; one smaller)

2. A chart showing:



3. An envelope with the model forms.

Presentation

In this presentation, we do the first part without material. The teacher engages the children in a lively conversation, one which involves the child's environment. The conversation should proceed with precise and logical questions which demand precise and logical answers. (Children usually do answer precisely, indicating an order of their ideas, a real and important need in the child who is constructing himself.)

SENTENCE CONSTRUCTION. . .
Presentation. . .

Presentation: Part One: Oral

1. Ask the child:
When he answers with only a verb, ask him to repeat the whole sentence as an answer.
2. Ask many questions. Include precision in subjects and objects. Be sure all the children participate and understand. . . THEN
1. What are your classmates doing?
What is Mary drawing?
What is Peter doing?

Presentation: Part Two

1. Place the materials on the mat as shown in reading analysis.
2. The child writes the sentence he has used in the preceding conversation---or another one--- on a slip of paper. Then he tears it into its parts: verb, subject, object.
3. Introduce the new labels.
3. What does this red circle represent in our sentence?
What is written here now?
So now instead of calling it the "action" we will call this "the verb."

On the arrows we have the questions which we must ask ourselves in order to show how the other words relate to the verb.

Let's read the questions.
Which ones point to the person doing the action?
Which ones to the receivers?
4. The child now places his sentence parts on the circles---and places them in relationship with the verb, using the correct arrows to indicate the sentence construction.

5. Then the child uses the model form:

Question	Answer
The children move the chairs and the tables.	
What is the verb?	move
Who is it that moves?	the children
What are they moving?	the chairs and the tables

Question

Answer

Name
of the Part
of the Sentence

③

The maximum number of atoms

Turkey

Italy

Turkey

Sentence

Analysis

④

Maria eats the apple.

Maria - subject
eats - predicate
the apple - direct object

SENTENCE CONSTRUCTION . . .
Presentation #1 . . .

NOTE: In the further work which the children do on their own, they construct their own sentences. THIS IS THE IMPORTANT LEARNING EXPERIENCE AT THIS LEVEL. In reading analysis, the sentences were prepared: here they must construct their own sentences in logical sequence and then proceed to analyze them in terms of the questions they ask. We should encourage them to develop sentences which represent each of the cases presented in reading analysis: two subjects, two objects, etc.

6. The child works on his own. He may continue to use the wooden materials OR he may simply refer to the chart. Then, using the form, he analyzes his own sentences.

DIRECT AIM: To give the child the possibility to construct sentences with logical order so that he learns to write more correctly.

INDIRECT AIM: Preparation for logical analysis.

Presentation #2: **The Indirect Object** : When the child has well understood the previous work in sentence construction.

Material

1. The box of wooden materials as described for presentation #1 + a blank black arrow (from the vinyl series of reading analysis) and a slightly smaller black wooden circle.
2. The forms used in presentation #1.

Presentation

1. Through a dialogue, help the children construct a sentence with both a direct object and an indirect object. Then write the sentence on a slip.

1. Carol brought flowers to her mother.

2. Now the child cuts the sentence, identifying those parts that he knows and places them with the materials.

3. Introduce the blank arrow and circle for the indirect object, giving the concept of the second kind of object, and noting both the position of placement and the smaller size of the circle.

2. We have something left---to her mother. What do these words tell us? "To whom" the flowers were brought. This is a new part of the sentence that answers the questions "To whom or to what; For whom or for what"



Let's compare the size of this black circle with that one which answers the questions "who? what?"

Our new circle is smaller because it is not quite as important in the sentence as the first.

We place this part of the sentence in a special position: What two parts of the sentence is it close to?

Then---it is very closely connected to the verb because it receives part of the action,

AND---it is very closely connected to the part of the sentence which tells us who or what.

When we leave that word out which tells us who or what, the new part of our sentence no longer has meaning.

Take the slips of paper placed with the materials and form the sentence WITHOUT the direct object to indicate the connection between the objects.

4. The child works on his own in exercises similar to those following presentation #1; but now on the form he asks the questions "to whom, to what, for whom or for what?"