



## Module 6 (Sample)

### Handwriting and Grammar Exercises *(Language Part 2)*

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## 2.2 Function of Words

### Introduction to Function of Words

In this series of exercises the child explores functions of various parts of speech through a multisensory approach. The child undergoes sensorial experiences of the functions of the parts of speech which are made concrete by the use of coloured symbols. This way grammar lessons are presented as, not grammar lessons but, concrete grammar experiences which bring the child to the point where he becomes able to realize that words have special functions and can be categorized accordingly.

The focus is not on learning the definitions of the parts of speech, as in conventional grammar lessons, but to make the child simply experience the function.

A specific colour and symbol has been chosen for each part of speech as shown in the table on the next page.

The child is going through the sensitive period for language and this is the reason that he takes great interest in exploring each new word function. These exercises are usually presented when the child can read most words with ease and no longer require sounding them out.

### Introduction to Materials

#### Function of Words Exercises

- A wooden platform placed on a stand, carrying the model of a typical countryside farmhouse with space for placing toy farm animals, items, vehicles etc. The Montessori farmhouse structures are available as two-dimensional and three-dimensional as pictured below.

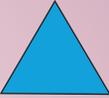
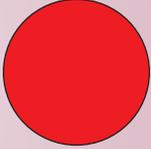
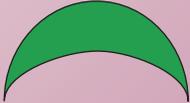


*A two-dimensional model of a farmhouse with animals and objects*

- A collection of small farm animals are kept in a black box labeled, "**the farm**". The collection may include ducks, ducklings, pigs, piglets, cats, kitten, goats, kids, buffalos, cows, calves, dogs, men (farmers), sheep, cock, hens, grain sacks, pen, sheds, tractor, trees, etc.
- Noun, article, adjective, verb, conjunction, preposition and adverb cards related to the objects on "**The Farm**".
- Box of grammar symbols with several symbols for each part of speech (as shown in the chart on the next page).

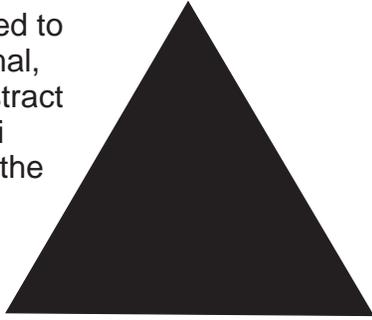


# Symbols of Function of Words

Part of Speech	Definition and Symbol	Symbol
Noun	Noun (Black Triangle) words that are names. <b>things, people and places.</b>	
Article	Article (Small light-Blue Triangle) little words that go before nouns to signal their presence.	
Adjective	Adjective (Small Royal-Blue Triangle) words which describe nouns.	
Verb	Verb (Red Circle) expresses an action or occurrence.	
Adverb	Adverb (Small Orange Circle) gives more information about the verb – they tell you how to perform the verb or add information.	
Pronoun	Pronoun (Tall Purple Acute-angled Isosceles Triangle) substitutes for an article and noun in a sentence.	
Preposition	Preposition (Inverted Green Crecent (Bridge)) puts objects in position, or relation to each other.	
Conjunction	Conjunction (Small Pink Bar) connects words together	
interjection	Interjection (Gold Triangle on top of a Gold Circle) a word or sound that provide the emotion in a sentence	

# Noun

A **noun** is a word used to name a person, animal, place, thing, and abstract idea. The Montessori grammar symbol for the noun is a large black triangle.



## Exercise 1 Introducing Noun

### Material

- Objects in the classroom.
- Blank paper strips (at least 2 inches broad and 6 inches long).
- A paper clipboard and a pencil.
- Noun symbols (i.e. large black triangles).
- A large working mat.

### Purpose

To introduce noun and its function.

### Presentation

1. Invite two to three children to work with you.
2. Ask each child to bring any one object from the classroom.
3. When they have brought their objects, ask the first child, "Fajar what object did you choose from the classroom?"

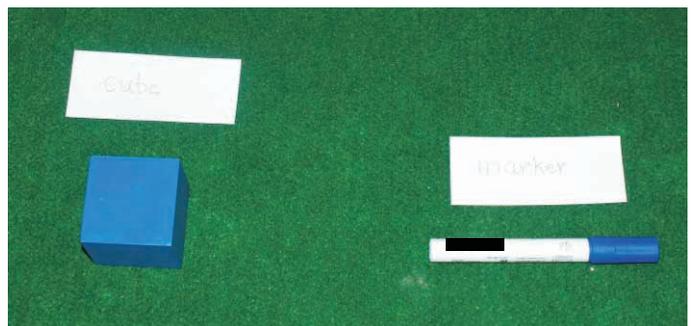


4. Let's assume that the child has brought a marker and tells you its name. Ask her to put the object in front of her.

5. Write the name of the object on a slip of paper and place it above the object.



6. Repeat with the other children.



7. When all the objects have been labeled, introduce the term “noun” saying, “**Any object that has a name is called noun**”.
8. Then, introduce the symbol for the noun i.e. the large black triangle saying, “we use a black triangle to represent the words that are nouns in a sentence”.



9. Invite the first child to take a black triangle from the basket and place it over the name strip of the first object.
10. Ask the other children one by one to do the same with the other objects.



## Exercise 2

### The Farm with Nouns

#### Material

- “The Farm” with chosen objects.
- Name cards of the chosen objects colour coded black.
- A basket to hold the name cards.

#### Presentation

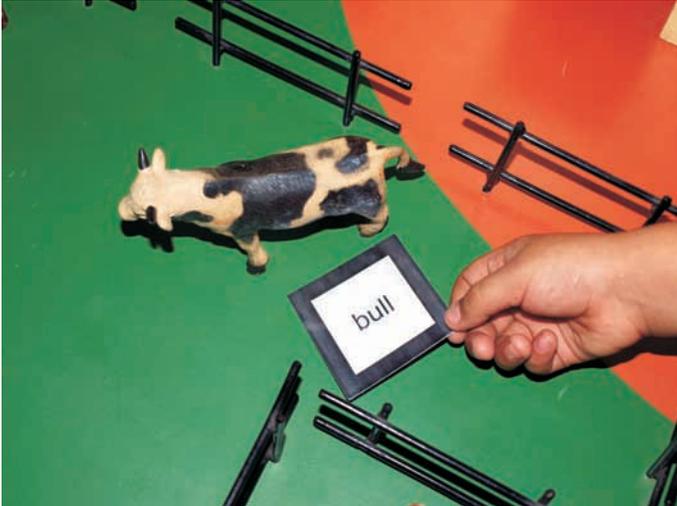
1. Invite two to three children who have been introduced to “noun” as described in the previous exercise.
2. Set up the farm with the chosen objects (e.g. a cow, a horse and a bull) with the help of the children, and introduce the names of the objects (if they do not know).



3. Ask the children if they remember what a noun is. Wait for someone to respond.
4. Holding the basket with the name cards, explain the purpose of the exercise to the children by saying, “I want you all to take turns and pick a “noun” from the box and place it next to the related object on the farm”.



- Invite the first child to pick a card and place it beside the appropriate object on the farm.
- The child takes a card from the box, reads it and should be able to place it next to the object on the farm. For example, if the child picks the card labeled 'bull', he/she should place it next to the bull on the farm.



- Repeat with all the children and the noun cards.
- Ask children to help store material back after the exercise.

### Extension Exercise

## Matching Objects with Noun Cards

#### Material

- A basket containing noun cards (colour coded black), e.g. chair, table, metal inset, cube, tray, etc.
- Objects in the classroom.

#### Purpose

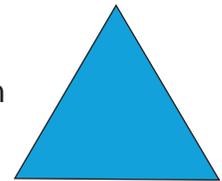
To reinforce the concept of “noun” and to relate the learnt concept to the environment.

#### Presentation

- Invite a few children who are familiar with the concept of noun to participate in the exercise.
- Explain to the children that everyone has to pick a card from the basket, find that object in the room, and place the card next to it.
- Verify if the children have placed the cards correctly after all the children have placed their noun cards.
- After the exercise, have the children help in winding up.

# Article

Articles are words linked to nouns that typically have a grammatical function of identifying the noun as a noun rather than describing it. In English the definite article is



“**the**” and the indefinite article is “**a**” or “**an**”.

### Exercise 1

## Introducing Article

#### Materials

- Objects selected from the classroom, e.g. 3 scissors, 4 pencils, 1 ruler, 1 cylinder, 2 cubes, etc. placed in a tray.
- Several prepared labels of “a” and “the”, colour coded light blue, in a basket.
- Article symbols (small *light-blue* triangles) in a basket.
- A large working mat.

#### Presentation

- Invite a group of children to work with you and shift all the material to a large mat or table.
- Place all the objects from the tray on the mat at random.



3. Ask a child to arrange the objects on the mat into group as shown in the picture.



4. When all the objects have been arranged in groups, ask the first child to pass you a scissor. Stress the word “a” while you pose the request.



5. When the child passes you a scissor, say thank you and place it back at its original place.  
6. Take out a label card of “a” and place it beside that scissor.



7. Ask the second child, “Can you please pass me a scissor”.  
8. The child should give you another scissor from the group of scissors.



9. Put it back and place another label of “a” beside it.



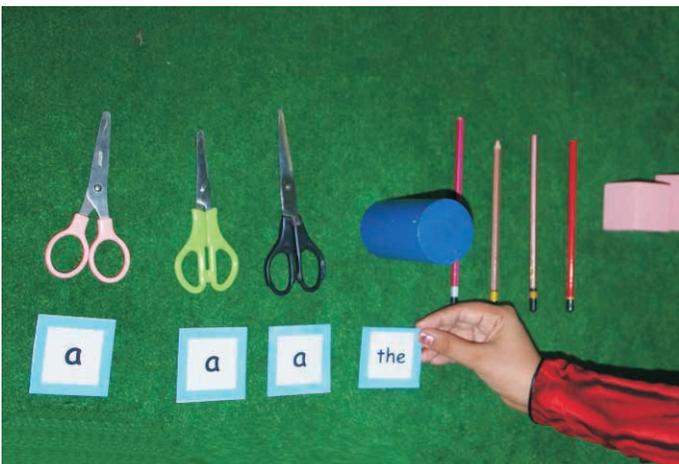
10. Continue in the same way till all the scissors have been labeled with "a".

11. Then, ask a child, "Can you please pass me the cylinder". Stress the word "the".



12. Thank the child when he hands over the cylinder to you and place it back.

13. Take a label card of "the" from the basket and place beside the cylinder.



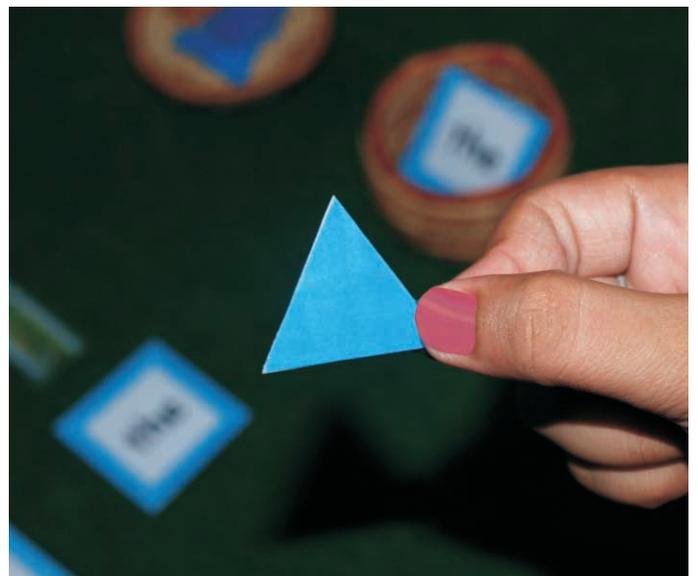
14. Tell the children, "If there are more than one objects to choose from, we must use the word "a", and if there is only one object available we must use the word "the".



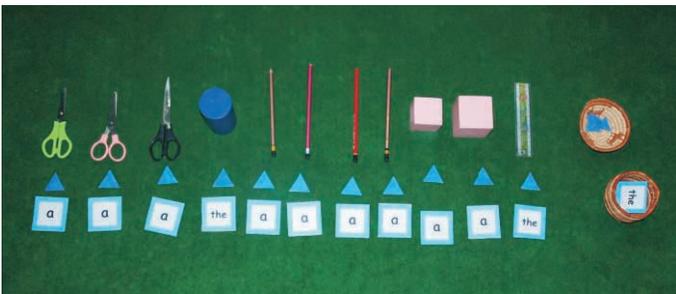
15. Ask the children to place the remaining labels with the objects one by one in turns in the same way.

16. When all the objects have been tagged with the appropriate articles, introduce the term "article", saying, "**the words, 'a' and 'the' have a special name by which we call them. They are called "Articles" and we represent articles with a light-blue triangle**".

17. Show a light blue triangle and place it next to the first "a".



18. Ask the children to place the remaining triangles with the articles taking turns one by one.



19. Demonstrate again at another time if required.

## Exercise 2

### The Farm with Nouns & Articles

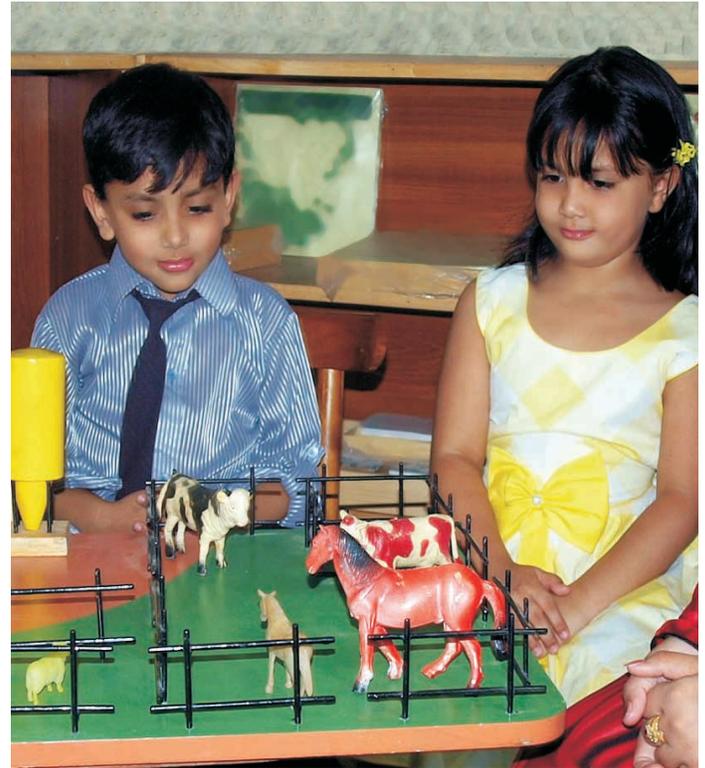
#### Materials

- “The Farm” with chosen objects.
- Noun cards of the chosen objects colour coded black.
- Article cards of “a” and “the” (colour coded light blue).
- Two baskets to hold the noun and articles cards.

#### Presentation

1. Invite two to three children who have been introduced to “noun” and “article” through previous exercises.

2. Set up the farm with the chosen objects (e.g. 1 cow, 2 horses, 1 bull, etc.) with the help of the children, and also introduce the names of the objects (if they do not know).



3. Ask the children first if they remember what a noun is. Wait for someone to respond.
4. Then, ask if they remember what an article is.
5. Take the basket with the noun cards and ask a child, “Can you take a noun card and place it beside the appropriate object”.



6. When the first child has placed his noun card, ask the second child to take another noun card from the basket, read it and place it next to the appropriate object on the farm.



7. Repeat with the remaining children (if any).



8. Then, ask the first child, "Can you take an article card from the basket, read it and place it before the appropriate noun card". The child takes a card and reads it aloud, for example, "the". Now, he cannot place it before the noun card of "horse", as there are more than one horses on the farm. The possible option for him is to make "the" "cow".



9. Ask the second child to take an article card and place it before the appropriate noun on the farm. This time, let's assume, the child gets an "a" card. The possible option for him is to make "a" "horse" as they are more than one.



10. Discuss why an "a" card has been placed before "horse" and "the" cards before the "cow".

11. Continue like this till all the appropriate article cards have been placed before the nouns.

12. Make sure that both types of cards (noun and article) have been carefully preselected according to the objects on the farm.

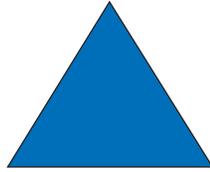


### Optional

- Ask the children if they remember the definition of "noun" and "article".
- Ask them if they remember the symbols associated with "noun" and "article".

# Adjective

A word that describes a noun or gives more information about it is called adjective e.g. good, bad, wise, fat, etc.



## Exercise 1 Introducing Adjectives

### Materials

- 3 or more similar objects in different colours (like 3 pencils or 3 cylinders in different colours).
- Slips of paper in a clipboard and a pencil to write.
- Adjective symbols (blue triangles) in a basket.
- A scissor.
- A large working mat.

### Presentation

1. Invite a group of children to work with you and shift all the material to a large mat or table.
2. Place the pencils of different colours on the mat.
3. Write "the pencil" on a slip of paper and handing over to a child say, "Can you please read this slip of paper and give me the object."



4. The child reads the slip and gives you a pencil.

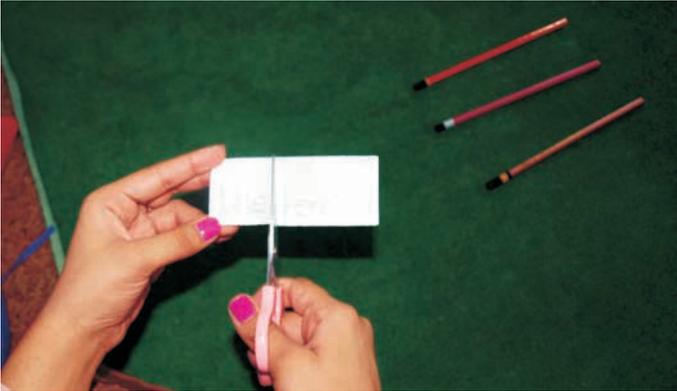


5. Say, "Thank you but this isn't the pencil I wanted".
6. Place the pencil back to its original position.
7. Hand over the slip to another child and repeat the question, "Can you please read this slip of paper and give me the object."



8. This child gives you another pencil but say the same, "Thank you but this isn't the pencil I wanted". Then put the pencil back in front of the children.
9. Repeat till only one pencil is left to be handed over to you.

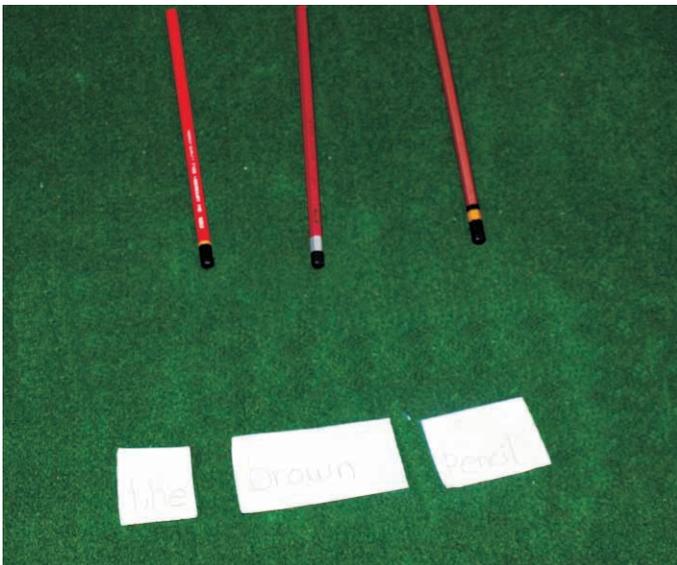
10. At this stage say, "The reason you cannot give me the pencil I wanted is because I did not give you enough information."  
 11. Cut the slip on which you wrote "the pencil" into two, separating "the" and "pencil".



12. Place the two words on the mat leaving the space for another word among them.



13. On another slip of paper write the word "brown" and place between "the" and "pencil", so that it reads "the brown pencil".



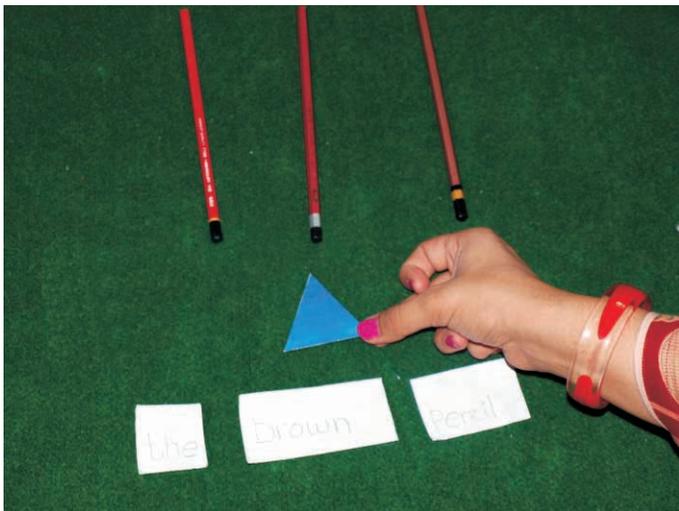
14. Then ask another child if he can read the phrase and give you object.  
 15. The child will read and give you the brown pencil.



16. Ask, "Which word told you that I wanted this pencil".  
 17. Wait for a child to say "brown".  
 18. Discuss that **"a word which gives us more information or describes a noun is called 'adjective'".**  
 19. Introduce the symbol of adjective i.e. the blue triangle and place it above the word brown in the phrase.



20. Place the blue triangle on the adjective.



21. Write more phrases and ask the children to place the blue triangles on adjectives.

### Exercise 2

## The Farm with Nouns, Articles and Adjectives

### Materials

- "The Farm" with chosen objects.
- Noun cards of the chosen objects colour coded black.
- Article cards of "a" and "the" colour coded light blue.
- Adjective cards with words, going well with the chosen nouns, colour coded blue.
- Three baskets to hold the noun, adjective and article cards.



### Presentation

1. Invite two to three children who have been introduced to "noun", "article" and "adjective" through previous exercises.
2. Set up the farm with the chosen objects (e.g. 1 cow, 2 horses, 1 bull, etc.) with the help of the children, and also introduce the names of the objects (if they do not know).
3. Ask the children first if they remember what a noun is. Wait for someone to respond.
4. Then, ask if they remember what an article is.
5. Take the basket with the noun cards and ask a child, "Can you take a noun card and place it beside the appropriate object".



6. When the first child has placed his noun card, ask the second child to take another noun card from the basket and place it next to the appropriate object on the farm.



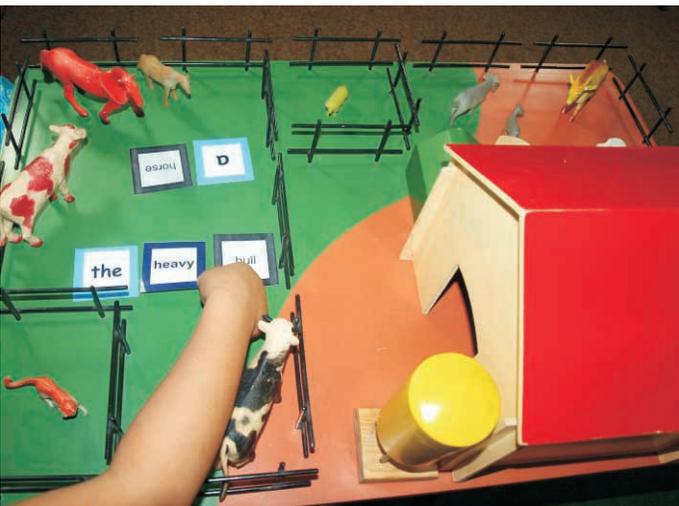
7. Repeat with the remaining children (if any).
8. Ask the children if they remember what an article is. Wait for someone to respond.
9. Then, ask the first child, "Can you take an article card from the basket and place it before the appropriate noun card". The child takes a card and reads it aloud, and places it before the appropriate noun card.



10. Ask the second child to take an article card and place it before the appropriate noun on the farm.



11. Finally, ask the children one by one to take an adjective card and place it between the appropriate article and noun cards.



12. Continue like this till all the adjective cards have been placed between article and noun cards.



13. Return the materials to their places.

### Exercise 3

## Logical Adjective Game

### Materials

A box with two partitions. Each compartment carries a set of twelve to fourteen cards. One set has black cards on which a noun is printed in white ink. The other set has blue cards on which an adjective is printed in black ink. There should be an adjective for each noun, which makes sense with it, e.g. cold water, hard rock, red rose, heavy bull, etc.

### Presentation 1

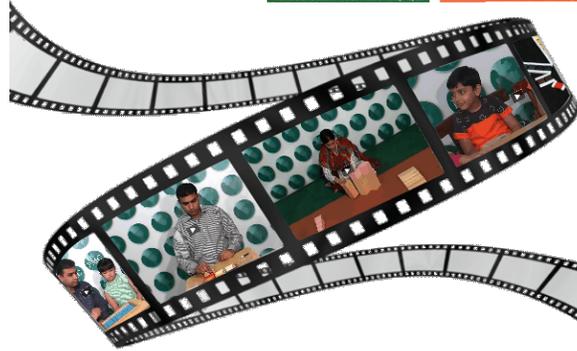
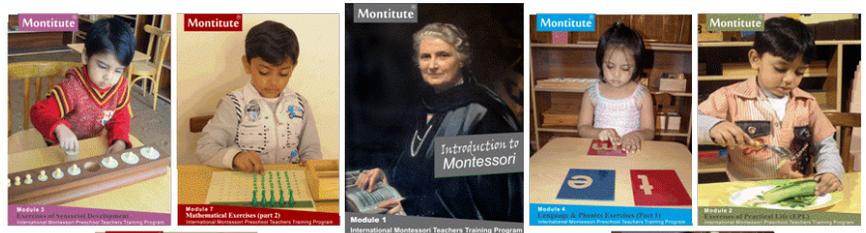
**Note:** Complete work cycle is to be observed.

1. Invite a few children, who have been introduced to "adjectives" to work with you.
2. Take the material to a table.

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