Internal Motivation for Grammar Box Work

1. Introduce Function of Nouns as naming words
   Introduce black pyramid - showing no movement.
   Children make a list, helping each other, drawing noun symbols.

2. Introduce Function of Articles as little flags that announce the noun.
   Small light blue pyramid, not as powerful as the noun.
   Point out words on list that use “a” and “an” and “the”.
   Children add articles to their nouns on the list, drawing article symbols.

3. Prepare a small stack of blank tickets for nouns and articles. (Thinking ahead, obtain a supply of card stock in all the needed colors. Ask a parent to cut blank phrase cards and word tickets in all the colors of the sorting trays you have.)

4. Introduce Article/Noun filler box, the Sorting Tray, and Grammar Symbol Box.
   Make a short, easy set of words, half that need “an”, half that need “a”.
   Show how to sort word tickets into the tray.
   Show to choose “a” or “an” by how it sounds best. Make 2 even columns.

5. Intro Adjective with one noun, the object changing because of the adjective.
   (Paper is easy, available, and offers different types of adjectives.)
   Dark blue medium pyramid, more powerful than article.

6. Give a lesson with one Adjective Box card. See Steps for Grammar Box Work.
   Watch for chances to make phrases for grammar work with objects children bring to share.

7. Listen for noun phrases when children speak: “a funny movie”, “a little dog”...
   Write the child’s phrase on an Adjective Box color blank phrase card.
   Add a second phrase changing only the adjective: “a scary movie”.
   Follow Steps for Grammar Box Work. Have written steps available for children’s use.

8. Keep the blank phrase cards and word tickets on the grammar shelf.
   Ask children to get the needed blank cards and tickets when creating new work.


10. Listen to your own often-repeated instructions. Make Command Cards for children to follow the instructions and identify the target part of speech only, placing the symbol over the ticket. Demonstrate as partner or small group work.

11. Introduce the Function of the Preposition as a bridge between 2 noun phrases.
    Listen for prepositional phrases in children’s speech. Use blank cards to make new work.

12. Empower children to schedule work with partners, suggest their own phrases, get the blanks...

13. Introduce children in 6-9 classes to all the Function of Words experiences, even if they don’t get to all of the Grammar Boxes. Allow to repeat the presentations to each other.