


# Grammatical Terms & Word Classes: Session 1

Preparation	<p><b>Print out and prepare:</b> <a href="#">Large Picture 1: The Great Outdoors</a>, <a href="#">Large Picture 2: A Pirate's Cabin</a>, <a href="#">Large Picture 3: Terry Fox Marathon</a>, <a href="#">Determiners Fan</a>, <a href="#">Noun or Verb? Table</a>, <a href="#">Noun or Verb? Fortune Teller</a>, <a href="#">Subject and Object Labels</a>, <a href="#">SATs-Style Questions 1</a>.</p> <p><b>Resources:</b> Pens/pencils, Whiteboards, Whiteboard pens</p>
Warm-Up	<p>Look at <a href="#">Large Picture 1: The Great Outdoors</a> together and identify nouns and verbs by scribing on a whiteboard.</p> <p>Possible answers include:</p> <p>Nouns - trees, leaves, boy, branches, trunk Verbs - walking, rustling, swaying, growing</p> <p>Ask the children to choose appropriate determiners (a word that comes before a noun/noun phrase) for each of the nouns using the <a href="#">Determiners Fans</a>, for example: <b>the</b> tree, <b>a</b> branch, <b>some</b> leaves.</p> <p>Then, provide children with <a href="#">Large Picture 2: A Pirate's Cabin</a> and ask them to do the same on their own whiteboards. Possible answers include:</p> <p>Nouns - treasure, gold, barrel, windows, light, chests Verbs - hiding, shining, gleaming</p> <p>Ask children to choose appropriate determiners for each of the nouns using the <a href="#">Determiners Fans</a>, for example: <b>the</b> treasure, <b>a</b> barrel, <b>some</b> chests</p> <p>Can the child identify nouns and verbs? Can the child use appropriate determiners?</p>
Input	<p><b>Noun or Verb?</b></p> <p>Show the children <a href="#">Large Picture 3: Terry Fox Marathon</a>. Again, ask them to identify nouns and verbs and list them in the relevant places on the <a href="#">Noun or Verb? Table</a>. Are any of the words able to be used as nouns and verbs?</p> <p>Possible answers include:</p> <p>Nouns - hills, trees, runners, car, supporters Verbs - cheer, support, follow</p> <p>Words That Can Be Used as Nouns and Verbs - run, watch, drive</p> <p>Model using some of the nouns and verbs to write simple sentences about the picture, such as:</p> <p>The car is following the runners. The hills are looming in the background.</p> <p>Also, model using some of the words as both nouns and verbs, such as: I check my watch for the time as I watch the runners.</p> <p>Ask the children for their input. You may wish to prompt with questions such as: What can you see? What is happening?</p> <p>Using the <a href="#">Subject and Object Labels</a>, identify the subject and object of the sentences together, such as:</p> <p>The car is following the runners.</p> <p style="text-align: center;">  </p> <p>Is the child able to identify nouns and verbs? Can the child identify the subject and object of a sentence?</p>

Apply	<p><b>Fortune Teller</b></p> <p>Provide the children with the <b>Noun or Verb? Fortune Teller</b> to make (if time is limited, these can be prepared ahead of the session).</p> <p>Explain that they will be using the fortune teller to write sentences using the words given as either nouns or verbs. Recap the meaning of a noun and a verb.</p> <p>Ask the children to use the <b>Subject and Object Labels</b> to identify the subject and object of their sentences.</p> <p>Is the child able to use nouns and verbs appropriately in sentences? Can the child identify the subject and object of a sentence?</p>
Assess & Review	<p><b>SATs-Style Question</b></p> <p>Provide children with different <b>SATs-Style Questions 1</b> to answer independently and share answers. Ask them to explain how they made their decisions.</p> <p>Can the child independently answer SATs questions? Can the child explain their answer?</p>