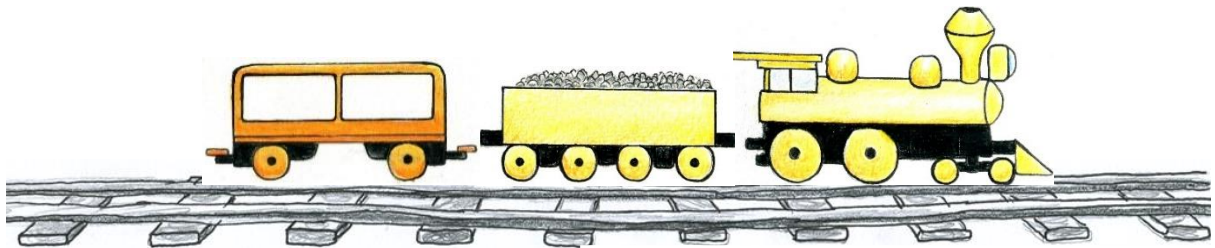


Yota Passakos-Pappas
& David Newman

The Talking Train

Sentence and Grammar Program



'The girl is running'

Sentence and Grammar Activities
for School Aged Children

A Friendly Reminder

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The Talking Train program, illustrations and charts
created by David Newman, **speech – language pathologist** and Yota Passakos-Pappas **speech –
language pathologist**

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Introduction


Sentences are the building blocks of language. When we communicate our ideas, we structure them into sentences. Sentences communicate complete thoughts. The way we use sentences in spoken language differs from the way we use sentences in written language. In spoken language, we use voice, intonation and body language to support our words. In written communication the process is quite different. When we use written language, we support our communication with more formal language structures and use punctuation such as commas to indicate pause and full stops to indicate the end of an idea.


Effective readers generally have good knowledge of grammar. Good readers will pause at punctuation markers, which allows mental reflection, to aid comprehension. Similarly, effective *writers* apply their knowledge of grammar to continually improve and hone their knowledge of written language structures. They learn to form phrases, clauses, complex sentences, paragraphs and ultimately craft stories and non-fiction pieces. In contrast, students with poor reading and writing skills have poor grammar knowledge, weak decoding skills and consequently struggle to compose anything in written form.


Grammar is the underlying structure of the English language and is all the bite-sized parts of language that make our communication with others effective. To communicate successfully with others, we use words. Words are the bricks and mortar of both spoken and written language. In grammar, words are grouped together into specific categories that have a vital role in creating effective communication. The main categories can be thought of as *micro*- and *macro* units. Micro indicates *small* units, macro indicates *big* units. For our purposes, *micro*- categories include nouns, verbs, adjectives, pronouns, prepositions and adverbs. *Macro*-categories include simple and complex sentences and paragraphs. The Talking Train program provides students with a predictable, learnable and motivating set of materials to learn key grammar and sentence skills. The program scaffolds grammatical concepts in a supported and logical sequence. The methods used include *pictograms* and the visual metaphor of a locomotive, carriages and suitcases to represent distinct grammar groups.


Grammar Groups with Locomotive and Carriage


Introduction: The metaphor of a locomotive and carriages is used to represent the grammatical parts of sentences. They provide a simple visual reference for students learning grammatical terms for the first time and demonstrate that sentences go together in a logical, ordered and predictable way.


| Train Part | Grammar Group – Noun (<i>Subject</i>) |
|---|--|
|  | Nouns (Subject) are naming words. A noun phrase is a group of words centred on a noun. For instance, <i>the boy, a girl, my hair, the cats....</i> An <u>orange carriage</u> represents the noun - subject. |


| Train Part | Grammar Group - Noun (<i>Object</i>) |
|---|--|
|  | Nouns (Object) ask <i>who</i> or <i>what</i> after the verb. For example, 'The horse (noun - subject) eats (verb) hay (noun - object).' <i>What</i> does the horse do? It eats <i>hay</i> . A <u>light green carriage</u> represents the noun - object. |

| Train Part | Grammar Group - Verb |
|---|--|
|  | Verbs are the most essential part of a sentence because they tell us <i>what</i> is occurring in a sentence. Without verbs, there would be no sentences. A <u>yellow locomotive</u> , the <i>driving</i> force in a sentence, represents verbs. |

| Train Part | Grammar Group - Verb (<i>Auxiliary Verb</i>) |
|---|--|
|  | Auxiliary verbs , also known as <i>helper</i> verbs, are combined with other verbs to make a complete verb. Auxiliary verbs are represented by a <u>yellow coal carriage</u> , which helps to power the locomotive. |

| Train Part | Grammar Group - Preposition |
|---|---|
|  | <p>Prepositions demonstrate the relationship of one thing to another. These include <i>in, on, under, over...</i> A <u>red carriage</u> represents prepositions.</p> |

| Train Part | Grammar Group - Adjectives |
|---|---|
|  | <p>Nouns name things and people. Adjectives describe nouns. They give extra details about people and things. A <u>purple suitcase</u> represents adjectives.</p> |

| Train Part | Grammar Group - Adverbs |
|---|---|
|  | <p>Adverbs add meaning to verbs. A <u>blue suitcase</u> represents adverbs. Although there are many different types of adverbs we will only be targeting 3. These are:</p> <p>Adverbs of <i>time</i>: tell us <u>when</u> or for <u>how long</u> something is happening. For instance, 'He will be here <u>soon</u>.' Or 'He's <u>never</u> on time.'</p> <p>Adverbs of <i>manner</i>: tell us <u>how</u> something is happening. For instance, 'He is laughing <u>loudly</u>.' Or 'He ate <u>greedily</u>.'</p> <p>Adverbs of <i>place</i>: tell us <u>where</u> something is, or is taking place. For instance, '<u>Here</u> is the hat I lost.' Or 'Put your school bag <u>there</u> by the door.'</p> |

Pictograms

Pictography is the process of drawing simple pictures to represent text. Pictograms are used in this program to aid children's understanding of grammatical concepts. The stick like and simple drawings provide a visual structure to represent each grammatical concept within a sentence. Pictograms are simple to draw and easy to use. Additionally, pictograms provide visual memory support for students who struggle with the comprehension of auditory information.

Pictogram Example

The sentence represented by pictograms on this page has been selected from the adverbs chapter to demonstrate that pictograms can be used to represent abstract grammatical concepts. Each chapter has examples of how to construct a sentence using pictograms. In our example, several abstract grammatical structures are depicted visually in the sentence, '*I searched for the keys everywhere.*'



I searched for the keys everywhere.

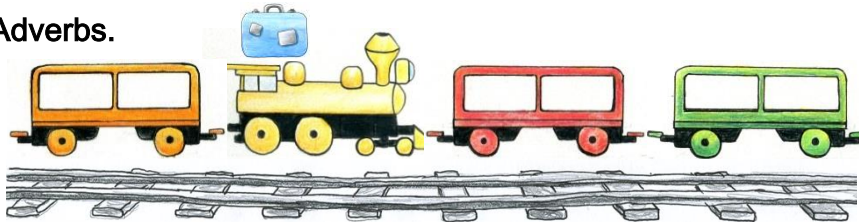
Note that with the word *I* the pictogram features a figure with an oversized hand pointing to itself. The *searched for* pictogram has a stick figure using a magnifying glass to *search for* something. The *keys* are a simple drawing of keys. The most abstract grammatical concept in this sentence is the adverb *everywhere*. The word *everywhere* is represented by a sun rising over a hill and arrows shooting off in several directions. Students can be encouraged to draw their own pictograms to improve their understanding of the target concept, while completing the exercises.

Locomotive and Pictograms Guide

This chapter is a guide on how to best use the Talking Train program. Each chapter in the program has specific instructions that detail the steps needed to complete the exercises. Even though the steps to complete are clear, we felt that a guide to demonstrate how the program is used would be beneficial. The example sentence is *'I searched for the keys everywhere,'* from the *Adverbs* chapter.

Step 1

First, print and laminate the locomotive, carriages and tracks found in **Appendix A – Adverbs**.



Step 2

Arrange the locomotive and carriage pieces before the student/s. Explain the role of the locomotive and carriages as detailed in the *picture script*. Refer to **Appendix B – Adverbs**, which has pictograms for each of the twelve sentence exercises and keep it close at hand while teaching the adverb principles.

Step 3

Follow the instructions as outlined in the Adverbs chapter with the example sentence, *'He walked barefoot,'* and arrange the locomotive and carriage pictures in the correct order and explain the role of adverbs when modifying verbs, as represented by the blue suitcase.

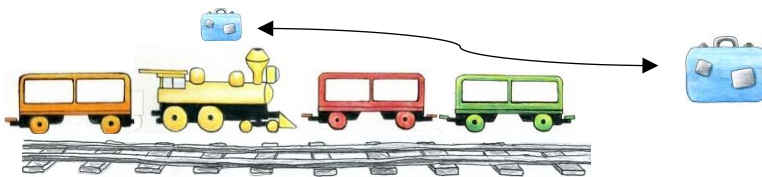


Step 4

For the purpose of this guide, the instructor selects **Exercise Nine**, the sentence, '*I searched for the keys everywhere.*' The instructor provides an initial model of how to unscramble the target sentence. The instructor uses the correct sentence found in **Appendix B** to create... '*I searched for the keys everywhere.*'

I ... everywhere ... keys ... the ... searched ... for →

I searched for the keys everywhere. →



Note that the blue suitcase has been placed on to the yellow locomotive. The instructor explains that adverbs modify verbs; therefore, the blue suitcase (adverb) is placed on top of the yellow locomotive (verb). This particular sentence has a pronoun 'I' represented by an orange carriage (noun – subject), a verb 'searched' represented by a yellow locomotive (verb), a preposition 'for' represented by a red carriage (preposition), a noun phrase 'the keys' represented by a green carriage (noun – direct object) and an adverb 'everywhere' represented by a blue suitcase (adverb).

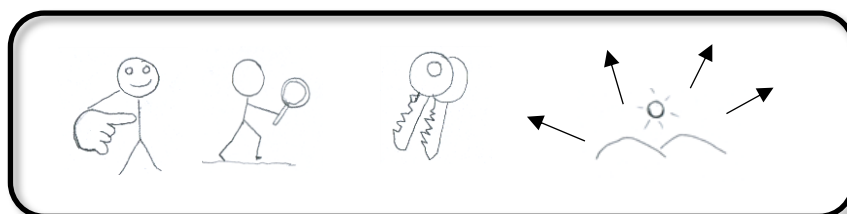
Step 5

The student is then required to unscramble the target sentence. The instructor provides scaffolding as required by using the locomotive and carriage pictures to help construct a simple sentence.

Step 6

The student writes the sentence in the correct sequence on the line provided. The instructor or student then draws the pictograms to represent the grammar structures.

I searched for the keys everywhere.



Pre and Post Screener

The Talking Train screener can be used for both pre and post-test purposes. It provides an informal measure of a student's use of grammatical structures. The results of the initial screener can be used to establish therapy targets. The post-test screener measures a student's gains following intervention. The pre-test score can then be compared to a student's post-test score performance after the student has completed several or all chapters of the Talking Train program.

Test Design

The screener consists of 20 black and white drawings, which can be cut and laminated into individual cards. Each drawing assesses a student's knowledge and use of grammatical structures.

Administering the Sentence and Grammar Test

The instructor places each of picture in front of the student and reads the prompt as written on the record form. It is important that each question is accurately read to ensure that the target grammatical structures are produced as intended. The instructor writes the student's response on the record form. Once all test items have been completed, the instructor can then score the data.

Post Test

Once a student has successfully completed all chapters in the Talking Train program, he/she can be retested at a later stage using the same cards and questions. Compare the results of the pre and post-tests and determine if the student has improved his/her knowledge and successful use of grammatical structures.

Talking Train Screener Record Form

Name: _____ Date of Birth: _____

School: _____ Date of Screener: _____

Name of Tester: _____ Age: _____

| | | |
|---|---------------------------------|--|
| 1 | Question | What is the man doing? |
| | Target: <i>present prog</i> | <i>He is climbing a tree/Hanging from a branch.</i> |
| | Student's Response | |
| 2 | Question | What's happening in this picture? |
| | Target: <i>present prog</i> | <i>He/The boy is reading a book.</i> |
| | Student's Response | |
| 3 | Question | What's happening in this picture? |
| | Target: <i>present prog</i> | <i>The horse is jumping.</i> |
| | Student's Response | |
| 4 | Question | Where is the apple? |
| | Target: <i>preposition</i> | <i>On the table.</i> |
| | Student's Response | |
| 5 | Question | Tell me where the ball is. |
| | Target: <i>preposition</i> | <i>It's in the box.</i> |
| | Student's Response | |
| 6 | Question | What's happening in this picture? |
| | Target: <i>preposition</i> | <i>The cat is sitting on the chair.</i> |
| | Student's Response | |
| 7 | Question | What can you see in this picture? |
| | Target: <i>irregular plural</i> | <i>Two babies.</i> |
| | Student's Response | |

Talking Train Screener Record Form

| | | |
|----|-------------------------------|----------------------------------|
| 8 | Question | What do you see in this picture? |
| | Target: <i>regular plural</i> | <i>Two cows.</i> |
| | Student's Response | |
| 9 | Question | What do you see in this picture? |
| | Target: <i>regular plural</i> | <i>Two boys.</i> |
| | Student's Response | |
| 10 | Question | Whose ball is this? |
| | Target: <i>poss pronoun</i> | <i>His/The boy's.</i> |
| | Student's Response | |
| 11 | Question | Whose glasses are these? |
| | Target: <i>poss pronoun</i> | <i>Hers/The girl's</i> |
| | Student's Response | |
| 12 | Question | Whose book is this? |
| | Target: <i>poss pronoun</i> | <i>His/The boy's.</i> |
| | Student's Response | |
| 13 | Question | What has the girl just done? |
| | Target: <i>past tense</i> | <i>Hit the ball.</i> |
| | Student's Response | |
| 14 | Question | What has the boy just done? |
| | Target: <i>past tense</i> | <i>He kicked the ball.</i> |
| | Student's Response | |
| 15 | Question | What has the girl just done? |
| | Target: <i>past tense</i> | <i>Opened the box.</i> |
| | Student's Response | |

Talking Train Screener Record Form

| | | |
|----|---------------------------------|---------------------------------------|
| 16 | Question | How did the boy hurt his leg? |
| | Target: <i>irregular past</i> | <i>He fell off his bike.</i> |
| | Student's Response | |
| 17 | Question | What did the man do? |
| | Target: <i>irregular past</i> | <i>He caught a fish.</i> |
| | Student's Response | |
| 18 | Question | What did the boy do to the milk? |
| | Target: <i>irregular past</i> | <i>He drank it.</i> |
| | Student's Response | |
| 19 | Question | What's happening here? |
| | Target: <i>auxiliary/plural</i> | <i>The girls are swinging.</i> |
| | Student's Response | |
| 20 | Question | What's happening here? |
| | Target: <i>auxiliary/plural</i> | <i>The boys are writing.</i> |
| | Student's Response | |

Talking Train Screener Analysis

Name: _____ Date of Birth: _____

School: _____ Date of Screener: _____

Name of Tester: _____ Age: _____

| Grammatical Concept | Question Number | Present | Absent |
|--------------------------------|-----------------|---------|--------|
| Present Progressive (is – ing) | 1 | | |
| Present Progressive (is – ing) | 2 | | |
| Present Progressive (is – ing) | 3 | | |
| Preposition | 4 | | |
| Preposition | 5 | | |
| Preposition | 6 | | |
| Irregular Plurals | 7 | | |
| Regular Plurals | 8 | | |
| Regular Plurals | 9 | | |
| Possessive Pronouns | 10 | | |
| Possessive Pronouns | 11 | | |
| Possessive Pronouns | 12 | | |
| Regular Past Tense | 13 | | |
| Regular Past Tense | 14 | | |
| Regular Past Tense | 15 | | |
| Irregular Past Tense | 16 | | |
| Irregular Past Tense | 17 | | |
| Irregular Past Tense | 18 | | |
| Present Progressive - Plural | 19 | | |
| Present Progressive - Plural | 20 | | |
| Total | | | |

Talking Train Screener Record Form *Example*

Name: *Jonny*

Date of Birth: *17/04/2010*

School: *Mount Bump*

Date of Screener: *20/04/2016*

Name of Tester: *David*

Age: *6*

| | | |
|---|---------------------------------|---|
| 1 | Question | What is the man doing? |
| | Target: <i>present prog</i> | <i>He is climbing a tree/Hanging from a branch.</i> |
| | Student's Response | <i>He climbing</i> |
| 2 | Question | What's happening in this picture? |
| | Target: <i>present prog</i> | <i>He/The boy is reading a book.</i> |
| | Student's Response | <i>Read a book</i> |
| 3 | Question | What's happening in this picture? |
| | Target: <i>present prog</i> | <i>The horse is jumping.</i> |
| | Student's Response | <i>He jumping</i> |
| 4 | Question | Where is the apple? |
| | Target: <i>preposition</i> | <i>On the table.</i> |
| | Student's Response | <i>On there</i> |
| 5 | Question | Tell me where the ball is. |
| | Target: <i>preposition</i> | <i>It's in the box.</i> |
| | Student's Response | <i>In the box</i> |
| 6 | Question | What's happening in this picture? |
| | Target: <i>preposition</i> | <i>The cat is sitting on the chair.</i> |
| | Student's Response | <i>Cat on the chair</i> |
| 7 | Question | What can you see in this picture? |
| | Target: <i>Irregular plural</i> | <i>Two babies.</i> |
| | Student's Response | <i>Little babies</i> |

Talking Train Screener Record Form *Example*

| | | |
|----|-------------------------------|----------------------------------|
| 8 | Question | What do you see in this picture? |
| | Target: <i>regular plural</i> | <i>Two cows.</i> |
| | Student's Response | <i>Some cows</i> |
| 9 | Question | What do you see in this picture? |
| | Target: <i>regular plural</i> | <i>Two boys.</i> |
| | Student's Response | <i>Boys drawing</i> |
| 10 | Question | Whose ball is this? |
| | Target: <i>poss pronoun</i> | <i>His/The boy's.</i> |
| | Student's Response | <i>His ball</i> |
| 11 | Question | Whose glasses are these? |
| | Target: <i>poss pronoun</i> | <i>Hers/The girl's</i> |
| | Student's Response | <i>Hers</i> |
| 12 | Question | Whose book is this? |
| | Target: <i>poss pronoun</i> | <i>His/The boy's.</i> |
| | Student's Response | <i>His book</i> |
| 13 | Question | What has the girl just done? |
| | Target: <i>past tense</i> | <i>Hit the ball.</i> |
| | Student's Response | <i>Play tennis</i> |
| 14 | Question | What has the boy just done? |
| | Target: <i>past tense</i> | <i>He kicked the ball.</i> |
| | Student's Response | <i>He play with ball</i> |
| 15 | Question | What has the girl just done? |
| | Target: <i>past tense</i> | <i>Opened the box.</i> |
| | Student's Response | <i>Opening lid</i> |

Talking Train Screener Record Form *Example*

| | | |
|----|---------------------------------|---------------------------------------|
| 16 | Question | How did the boy hurt his leg? |
| | Target: <i>irregular past</i> | <i>He fell off his bike.</i> |
| | Student's Response | <i>He falled over</i> |
| 17 | Question | What did the man do? |
| | Target: <i>irregular past</i> | <i>He caught a fish.</i> |
| | Student's Response | <i>He caughted it</i> |
| 18 | Question | What did the boy do to the milk? |
| | Target: <i>irregular past</i> | <i>He drank it.</i> |
| | Student's Response | <i>He drinks</i> |
| 19 | Question | What's happening here? |
| | Target: <i>auxiliary/plural</i> | <i>The girls are swinging.</i> |
| | Student's Response | <i>They swing</i> |
| 20 | Question | What's happening here? |
| | Target: <i>auxiliary/plural</i> | <i>The boys are writing.</i> |
| | Student's Response | <i>They are writing</i> |

Talking Train Screener Analysis *Example*

Name: *Jonny*

Date of Birth: *17/04/2010*

School: *Mount Bump*

Date of Screener: *20/04/2016*

Name of Tester: *David*

Age: *6*

| Grammatical Concept | Question Number | Present | Absent |
|--------------------------------|-----------------|----------|-----------|
| Present Progressive (is – ing) | 1 | | √ |
| Present Progressive (is – ing) | 2 | | √ |
| Present Progressive (is – ing) | 3 | | √ |
| Preposition | 4 | √ | |
| Preposition | 5 | √ | |
| Preposition | 6 | √ | |
| Irregular Plurals | 7 | √ | |
| Regular Plurals | 8 | | √ |
| Regular Plurals | 9 | √ | |
| Possessive Pronouns | 10 | √ | |
| Possessive Pronouns | 11 | √ | |
| Possessive Pronouns | 12 | √ | |
| Regular Past Tense | 13 | | √ |
| Regular Past Tense | 14 | | √ |
| Regular Past Tense | 15 | | √ |
| Irregular Past Tense | 16 | | √ |
| Irregular Past Tense | 17 | | √ |
| Irregular Past Tense | 18 | | √ |
| Present Progressive - Plural | 19 | | √ |
| Present Progressive - Plural | 20 | √ | |
| Total | | 9 | 11 |

Discussion of Screener Analysis *Example Results*

The results from our example indicate that student Jonny (fictional) experienced the most difficulty with employing the present progressive ending, the regular past tense and the irregular past tense. Low scores on this informal screener could indicate a more significant difficulty with a student's expressive language skills. If a student does do poorly with the screener and more generally has difficulty with expressive grammar, it is recommended that the student be referred to complete a comprehensive oral language assessment. Formal language assessments such as the CELF – 5 (Clinical Evaluation of Language Fundamentals - 5) are recommended.

As stated previously, the Talking Train screener is an informal screener that has been designed to potentially demonstrate a before and after effect related to the completion of the Talking Train Sentence and Grammar program only. **It should not be seen as, nor used as an alternative to, a comprehensive oral expressive language assessment.**

Talking Train Screener Picture Cards



Picture 1

Talking Train Program



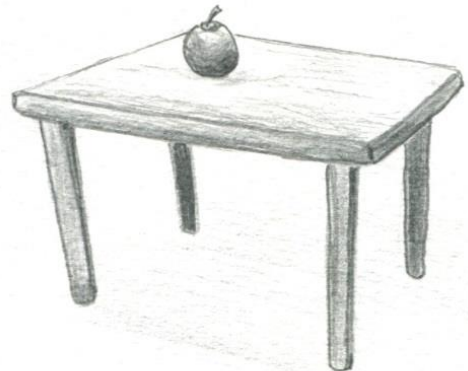
Picture 2

Talking Train Program



Picture 3

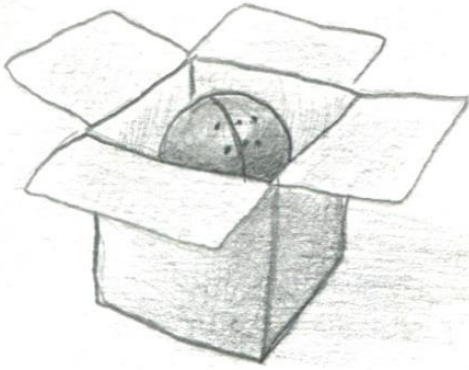
Talking Train Program



Picture 4

Talking Train Program

Talking Train Screener Picture Cards



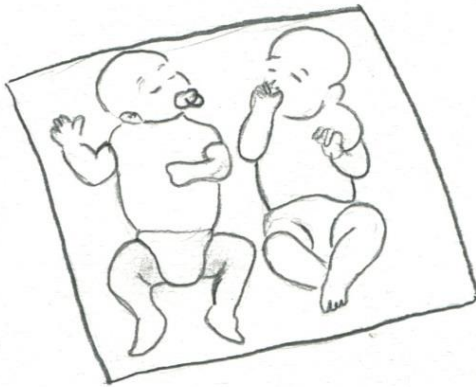
Picture 5

Talking Train Program



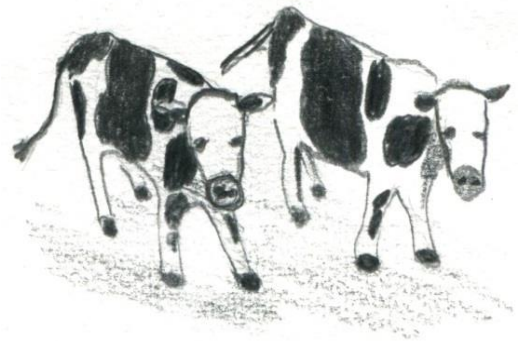
Picture 6

Talking Train Program



Picture 7

Talking Train Program



Picture 8

Talking Train Program

Talking Train Screener Picture Cards



Picture 9

Talking Train Program



Picture 10

Talking Train Program



Picture 11

Talking Train Program



Picture 12

Talking Train Program

Talking Train Screener Picture Cards



Picture 13

Talking Train Program



Picture 14

Talking Train Program



Picture 15

Talking Train Program



Picture 16

Talking Train Program

Talking Train Screener Picture Cards



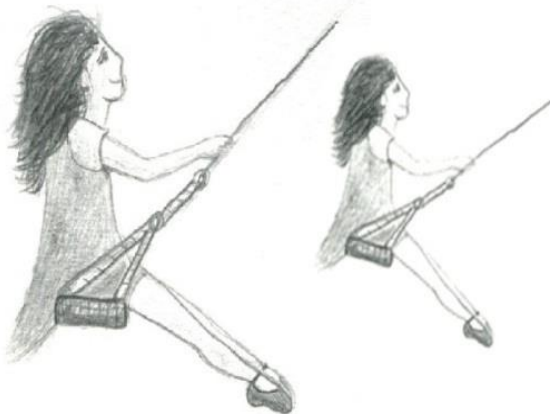
Picture 17

Talking Train Program



Picture 18

Talking Train Program



Picture 19

Talking Train Program



Picture 20

Talking Train Program

Noun and Verb

Aim


- I. To teach the concept of a simple sentence structure, which includes the noun phrase and its link to the verb phrase.
- II. Introduce the visual analogy for nouns (*orange carriage*) and verbs (*yellow locomotive*).
- III. To teach regular and irregular plurals.
- IV. Introduce the visual aid of pictograms.
- V. Work through the noun-verb exercises.


PART A: SINGULAR NOUNS

Teacher Script: “A sentence is a group of words that expresses a complete thought. A sentence must have two parts - a noun and a verb. Nouns are the subject of a sentence whereas, verbs are the key part of a sentence – verbs drive the sentence. A verb must always be attached to a noun. All simple sentences are *single* clauses.”

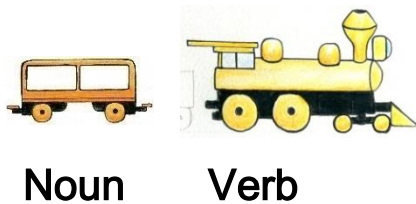
Coloured Trains

Teacher Script: “Verbs are the most important piece and are the power behind a sentence. To represent this we can use a locomotive. A locomotive is powerful. It easily transports multiple carriages, passengers and luggage. Similarly, the verb can have multiple phrases attached to it and it drives all communication.”

| Train Part | Grammar Group – Noun (<i>Subject</i>) |
|---|---|
|  | Nouns (Subject) are naming words. A noun phrase is a group of words centred on a noun. For instance, <i>the boy, a girl, my hair, the cats...</i> An <u>orange carriage</u> represents the noun - subject. |

| Train Part | Grammar Group - <i>Verb</i> |
|---|---|
|  | <p>Verbs are the most essential part of a sentence because they tell us <i>what</i> is occurring in a sentence. Without verbs, there would be no sentences. A <u>yellow locomotive</u>, the driving force in the sentence, represents verbs.</p> |

Instructions: Select the yellow locomotive and the orange carriage. Join the orange carriage (noun - subject) to the yellow locomotive (verb) to demonstrate the relationship between the noun and the verb while reading the teacher script.



Example Sentence

The boy runs.



Teacher Script: “If we look at this short sentence ‘The boy runs,’ we can see that this sentence has three words and features an *orange carriage* and a *yellow locomotive*. Even though ‘The boy runs,’ is a short sentence, it is a *complete sentence* because it has a noun phrase ‘The boy’ and a verb ‘runs.’

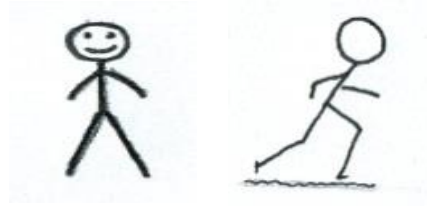
Pictograms

Another visual tool we can use to aid grammar comprehension are pictograms. Pictograms are simple visual representations of actions or descriptions.

Instructions: Introduce pictograms by referring to the sentence, ‘The boy runs.’ Place the *orange carriage* (noun - subject) and the *yellow locomotive* (verb) in front of the student and describe the relationship between ‘The boy’ and ‘runs.’

Example Sentence

The boy runs



Teacher Script: “The great thing about pictograms is that anybody can draw them. You do not need to draw well to produce a pictogram that represents an action. We are going to use the carriage and locomotive images and pictograms throughout the program so you will have plenty of practise.”

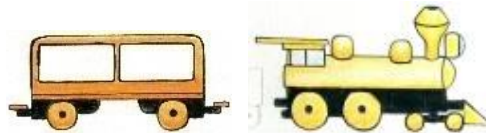
Noun and Verb *Exercises*

Exercise example:

Instructions: The student's task is to write the words in the correct sequence beneath the orange carriage (noun – subject) and yellow locomotive (verb). Reinforce that the orange carriage is the NOUN and the yellow locomotive is the VERB. With some scaffolded support, the student then writes the sentence, using capitals and full stops, and then draws the pictograms.

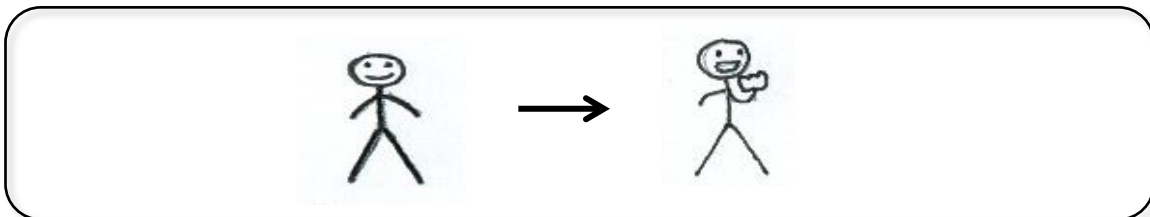
Unscramble the Sentence

boy ... eats ... the → the boy eats



Write the sentence, add punctuation and then draw the pictogram.

The boy eats.




Exercise One – NOUN & VERB

Unscramble the Sentence

walks ... cat ... the →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Two – NOUN & VERB

Unscramble the Sentence

runs ... dog ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Three – NOUN & VERB

Unscramble the Sentence

throws ... boy ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Four – NOUN & VERB

Unscramble the Sentence

swings ... girl ... the →

Write the sentence, add punctuation and then draw the pictogram.



PART B: PLURAL NOUNS

Regular Plurals

Instructions: Once the student has a working understanding of the carriage and locomotive visual metaphor, introduce the concept of **regular plurals**. Once again, place the *orange carriage* and *yellow locomotive* in front of the student and read from the teacher script.



Noun



Verb

Example Sentence

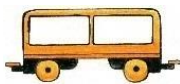
The boys run.



Teacher Script: “Instead of one boy, we now have two boys in our sentence. We place an -s on the end of boy to indicate that there is *more than one* boy. This is known as a **REGULAR PLURAL**. Most nouns become plurals by adding -s. In our example, the -s from the end of ‘runs,’ has attached to ‘*the boy*,’ which becomes ‘*the boys*.’”

Irregular Plurals

Instructions: Once the student has a working understanding of regular plurals introduce **irregular plurals**. Once again, place the *orange carriage* and *yellow locomotive* in front of the student and read from the teacher script.



Noun



Verb

Example Sentence

The mice run.



Teacher Script: “When we talk about more than one mouse instead of using *mouses* we use the word *mice*. This is known as an **IRREGULAR PLURAL**. When a plural does not have a final -s it is called an irregular plural. For example, ‘mouse’ becomes ‘mice,’ ‘foot’ becomes ‘feet,’ ‘child’ becomes ‘children,’ and ‘leaf’ becomes ‘leaves.’ Note also that the spelling of the word changes when we use irregular plurals.”

Exercise Five – REGULAR PLURAL NOUN & VERB

Unscramble the Sentence

walk ... cats ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Six – REGULAR PLURAL NOUN & VERB

Unscramble the Sentence

run ... dogs ... the →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Seven – REGULAR PLURAL NOUN & VERB

Unscramble the Sentence

throw ... boys ... the →

Write the sentence, add punctuation and then draw the pictogram.

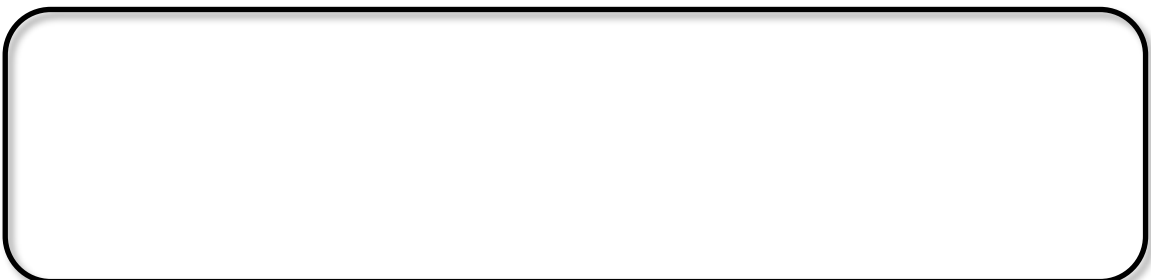


Exercise Eight – REGULAR PLURAL NOUN & VERB

Unscramble the Sentence

swing ... girls ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Nine – IRREGULAR PLURAL NOUN & VERB

Unscramble the Sentence

fall ... leaves ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Ten – IRREGULAR PLURAL NOUN & VERB

Unscramble the Sentence

swim ... fish ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eleven – IRREGULAR PLURAL NOUN & VERB

Unscramble the Sentence

dance ... children ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Twelve – IRREGULAR PLURAL NOUN & VERB

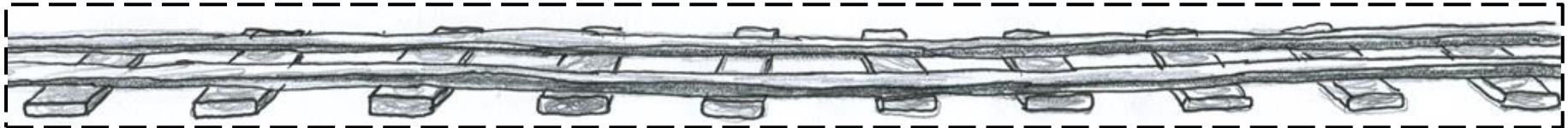
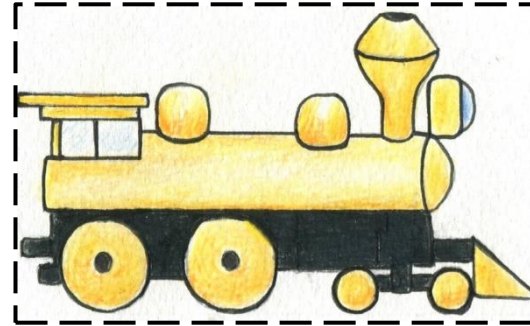
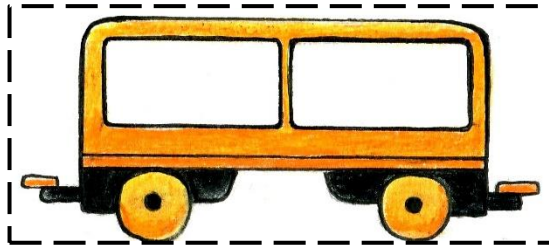
Unscramble the Sentence

shine ... teeth ... the →

Write the sentence, add punctuation and then draw the pictogram.



APPENDIX A – NOUN-VERB



APPENDIX B – NOUN-VERB



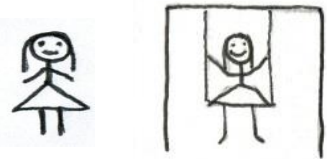
1. The cat walks.



2. The dog runs.



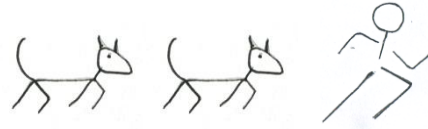
3. The boy throws.



4. The girl swings.



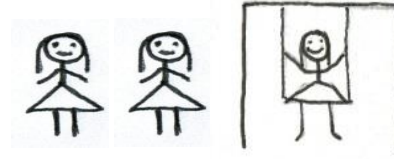
5. The cats walk.



6. The dogs run.



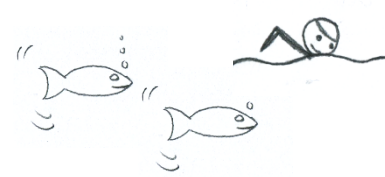
7. The boys throw.



8. The girls swing.



9. The leaves fall.



10. The fish swim.



11. The children dance.



12. The teeth shine.

Noun, Auxiliary Verb and Verb

Aim


- I. To introduce the auxiliary verb.
- II. Continue using the visual analogy for nouns (*orange carriage*) and verbs (*yellow locomotive*).
- III. Introduce the visual analogy for auxiliary verbs (*coal carriage*).
- IV. Work through the noun-present progressive verb exercises.


Auxiliary Verb


Teacher Script: “We learnt in the previous chapter that a sentence is a group of words that expresses a complete thought. We also learnt that the verb is the key component of a sentence. We are now going to learn about another type of verb, the *auxiliary* verb or *helping* verb. We often add *-ing* to the verb when using auxiliary verbs, ‘*he sings*’ becomes ‘*he is singing*,’ the auxiliary verb is the word *is + -ing*.”

Coloured Trains

Teacher Script: “The auxiliary verb is represented by a yellow coal carriage, which attaches to the main locomotive and can be considered part of the locomotive. The coal carriage (auxiliary verb) helps power the locomotive (verb). The auxiliary verb combines with the main verb and the noun.”

| Train Part | Grammar Group – Noun (<i>Subject</i>) |
|---|---|
|  | Nouns (Subject) are naming words. A noun phrase is a group of words centred on a noun. For instance, <i>the boy, a girl, my hair, the cats...</i> An <u>orange carriage</u> represents the noun - subject. |

| Train Part | Grammar Group - <i>Verb</i> |
|---|---|
|  | Verbs are the most essential part of a sentence because they tell us <i>what</i> is occurring in a sentence. Without verbs, there would be no sentences. A <u>yellow locomotive</u> , the driving force in the sentence, represents verbs. |

| Train Part | Grammar Group - Verb (<i>Auxiliary Verb</i>) |
|---|--|
|  | Auxiliary verbs , also known as <i>helper</i> verbs, are combined with other verbs to make a complete verb. Auxiliary verbs are represented by a <u>yellow coal carriage</u> , which helps to power the locomotive. |

Instructions: Select the yellow locomotive, the orange carriage and the coal carriage. Introduce the *auxiliary verb* and explain that the coal carriage helps the locomotive. While reading the teacher script, join the coal carriage to the yellow locomotive and then attach the orange carriage to demonstrate the relationship between the noun, verb and auxiliary verb.



Example Sentence

The boy is running.



Teacher Script: “If we look at this short sentence ‘The boy is running,’ we can see that this sentence has four words and features an *orange carriage*, a *yellow coal carriage* and a *yellow locomotive*. When we add the auxiliary *is* we add *-ing* to the end of the verb *runs*. ‘The boy runs’ becomes ‘The boy is running.’ This is a **present progressive** verb and indicates that the action is happening *now* or in the *present*.”

Plurals

Instructions: Discuss how plurals change the nature of the auxiliary verb. Place the *orange carriage*, the *yellow coal carriage* and the *yellow locomotive* in front of the student and read from the teacher script.



Noun Auxiliary Verb Verb

Example Sentence

The boys are running.



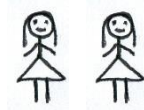
Teacher Script: “We have added another boy to the mix. Therefore, instead of a single boy, we now have two boys. When using plurals, the singular auxiliary verb *is* is replaced by the plural auxiliary verb *are*. Again, *-ing* is added to the verb *run*.”

Pictograms

Instructions: Use pictograms whilst referring to the simple sentence, ‘The girls are talking.’ Place the *orange carriage* (noun - subject), the *yellow coal carriage* (auxiliary verb) and the *yellow locomotive* (verb) in front of the student and describe the relationship between, ‘The girls are running’ matching the words to the locomotive and carriage sequence.

Example Sentence

The girls are talking.



Teacher Script: “We are going to use the carriage, coal carriage and locomotive images and pictograms again to represent ‘The girls are talking.’”

Noun and Auxiliary Verb *Exercises*

Exercise example:

Instructions: The student's task is to write the words in the correct sequence beneath the orange carriage (noun), yellow coal carriage (auxiliary verb) and locomotive (verb). The student writes the sentence in full and draws the pictograms to represent the action. Scaffold as needed. *Encourage the student to write the target sentence **twice** and to use correct **punctuation** - capitals and full stops.*

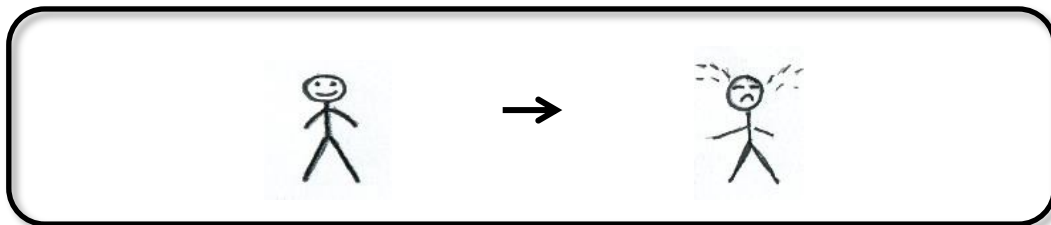
Unscramble the Sentence

boy crying the is → the boy is crying



Draw the Pictogram and add Punctuation

The boy is crying.



Exercise One – AUXILIARY VERB

Unscramble the Sentence

walking ... cat ... the ... is →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Two – AUXILIARY VERB

Unscramble the Sentence

running ... dog ... the ... is →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Three – AUXILIARY VERB

Unscramble the Sentence

throwing ... boy ... the ... is →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Four – AUXILIARY VERB

Unscramble the Sentence

swinging ... girl ... the ... is→

Write the sentence, add punctuation and then draw the pictogram.



Exercise Five - AUXILIARY VERB

Unscramble the Sentence

walking ... cats ... the ... are →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Six - AUXILIARY VERB

Unscramble the Sentence

running ... dogs ... the ... are →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Seven - AUXILIARY VERB

Unscramble the Sentence

throwing ... boys ... the ... are →

Write the sentence, add punctuation and then draw the pictogram.

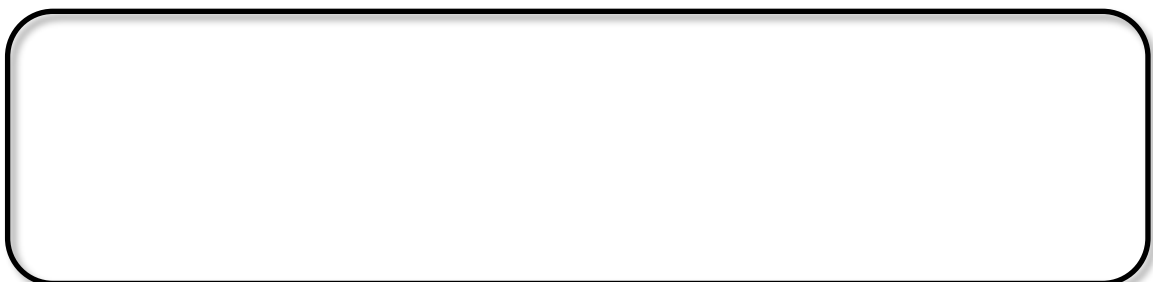


Exercise Eight - AUXILIARY VERB

Unscramble the Sentence

swinging ... girls ... the ... are →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Nine –AUXILIARY VERB

Unscramble the Sentence

jumping ... deer ... the ...are →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Ten – AUXILIARY VERB

Unscramble the Sentence

hopping ... feet ... the ... are →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eleven – AUXILIARY VERB

Unscramble the Sentence

shining... teeth ... the ... are →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Twelve – AUXILIARY VERB

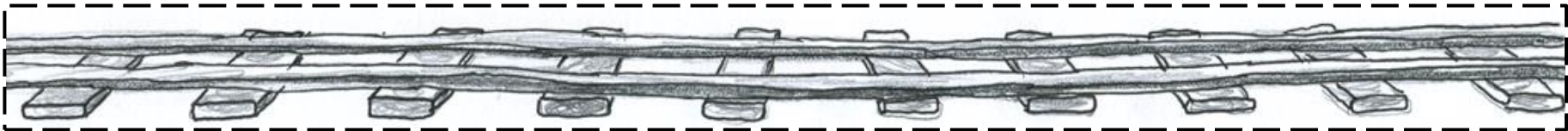
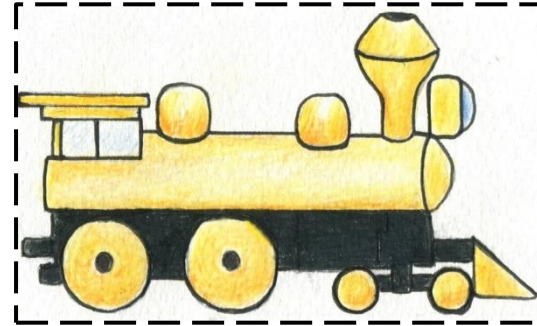
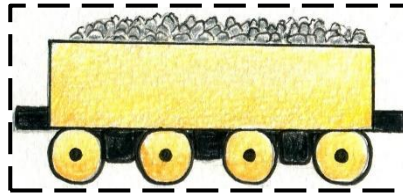
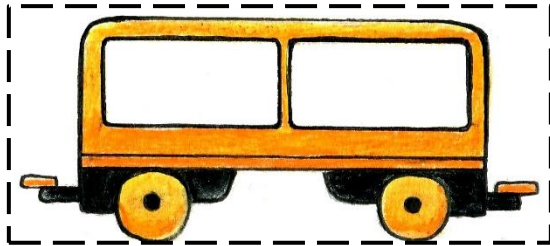
Unscramble the Sentence

cutting ... knives ... the ... are →

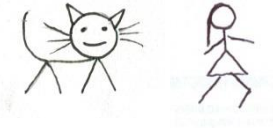
Write the sentence, add punctuation and then draw the pictogram.



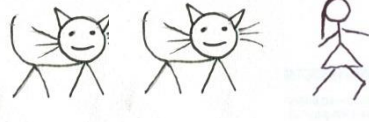
APPENDIX A – NOUN AND AUXILLARY VERB



APPENDIX B – NOUN AND AUXILLARY VERB



1. The cat is walking.



5. The cats are walking.



9. The deer are jumping.



2. The dog is running.



6. The dogs are running.



10. The feet are hopping.



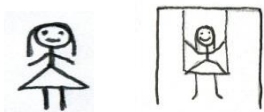
3. The boy is throwing.



7. The boys are throwing.



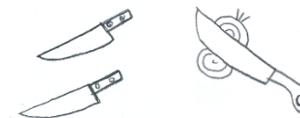
11. The teeth are shining.



4. The girl is swinging.



8. The girls are swinging.



12. The knives are cutting.

Noun, Verb and Preposition

Aim


- I. To introduce prepositions.
- II. Continue using the visual analogy for nouns (*orange carriage*), verbs (*yellow locomotive*) and auxiliary verbs (*yellow coal carriage*).
- III. Introduce the visual analogy for prepositions (*red carriage*).
- IV. Work through the noun - present progressive verb - preposition exercises.


Preposition


Teacher Script: “We learnt in the previous chapter that a sentence is a group of words that expresses a complete thought. We also learnt that the verb is the key component of a sentence. The verb *may* or *may not* have an *auxiliary* verb. Prepositions sit *in front* of the noun.”


Coloured Trains


Teacher Script: “Prepositions are words which show the relationship between one thing and another. They are represented by a red carriage, which attaches to the locomotive.”

| Train Part | Grammar Group - <i>Preposition</i> |
|---|--|
|  | Prepositions demonstrate the relationship of one thing to another. These include <i>in, on, under, over...</i> A <u>red carriage</u> represents prepositions. |

| Train Part | Grammar Group - <i>Auxiliary Verb</i> |
|---|---|
|  | Auxiliary verbs , also known as <i>helper</i> verbs, are combined with other verbs to make a complete verb. Auxiliary verbs are represented by a <u>yellow coal carriage</u> , which helps to power the verb <i>locomotive</i> . |

| Train Part | Grammar Group – Noun (<i>Subject</i>) |
|---|---|
|  | Nouns (Subject) are naming words. A noun phrase is a group of words centred on a noun. For instance, <i>the boy, a girl, my hair, the cats...</i> An <u>orange carriage</u> represents the noun - subject. |

| | |
|---|--|
|  | <p>Nouns (Object) ask <i>who</i> or <i>what</i> after the verb. For example, 'The horse (noun - subject) eats (verb) hay (noun - object).' <i>What</i> does the horse do? He eats <i>hay</i>. A <u>light green carriage</u> represents the noun - object.</p> |
|---|--|

| Train Part | Grammar Group - <i>Verb</i> |
|---|---|
|  | <p>Verbs are the most essential part of a sentence because they tell us <i>what</i> is occurring in a sentence. Without verbs, there would be no sentences. A <u>yellow locomotive</u>, the driving force in the sentence, represents verbs.</p> |

Instructions: Select the yellow locomotive, the orange, green, and red carriages, and the coal carriage. Introduce *prepositions* and explain that the red carriage attaches to the noun object, while explaining that the green carriage represents the object. Join the red carriage to the yellow locomotive and yellow coal carriage together with the orange and green carriages to demonstrate the relationship between the noun-subject, verb, auxiliary verb, preposition, and noun-object.



Noun (Subject) Auxiliary Verb Verb Preposition Noun (Object)

Example Sentence



The boy is running on the path.

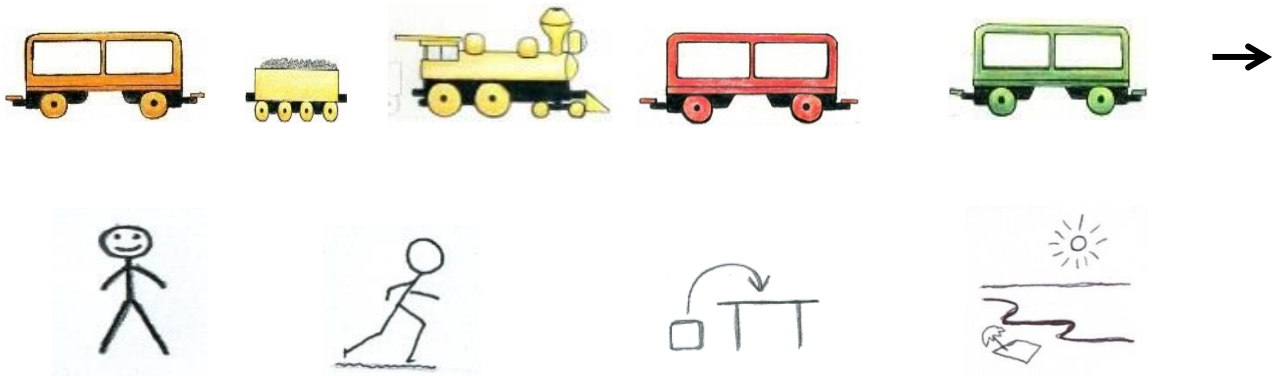
Teacher Script: "If we look at this sentence 'The boy is running on the path,' we can see that this sentence has seven words and features *orange, green and red carriages, a yellow coal carriage, and a yellow locomotive*. When we add the preposition *on*, it gives us more information about *where* the boy is."

Pictograms

Instructions: Use pictograms whilst referring to the simple sentence, 'The boy is running on the beach.' Place the *orange carriage* (noun - subject), *green carriage* (noun – object), the *yellow coal carriage* (auxiliary verb), the *yellow locomotive* (verb) and the *red carriage* (preposition) in front of the student and describe the relationship between, 'The boy is running on the beach' matching the words to the locomotive and carriage sequence.

Example Sentence

The boy is running on the beach.



Teacher Script: "We are going to use the orange, green and red carriages, yellow coal carriage, and yellow locomotive images and pictograms to represent 'The boy is running on the beach.'"

Noun, Verb, & Preposition *Exercises*

Exercise example:

Instructions: The student's task is to write the words in the correct sequence beneath the orange carriage (noun – subject), the green carriage (noun - object), the yellow coal carriage (auxiliary verb), the yellow locomotive (verb), and the red carriage (preposition). The student writes the sentence in full and draws the pictograms to represent the action. Scaffold as needed. *Encourage the student to write the target sentence **twice** and to use correct **punctuation** - capitals and full stops.*

Unscramble the Sentence

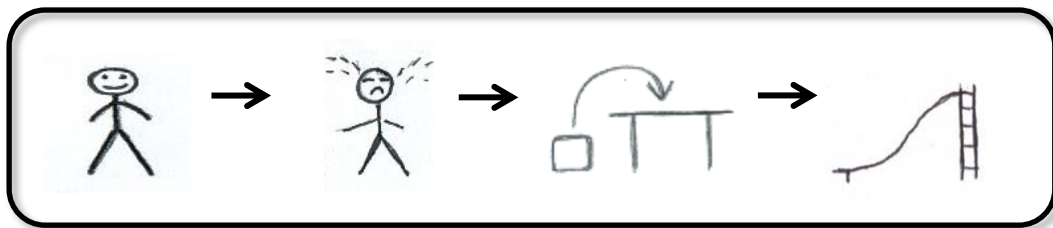
boy crying the is on the slide →

the boy is crying on the slide



Draw the Pictogram and add Punctuation

The boy is crying on the slide.



Exercise One – PREPOSITION

Unscramble the Sentence

the ... walking ... cat ... the ... is ... on ... fence →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Two – PREPOSITION

Unscramble the Sentence

the ... water ... running ... dog ... the ... is ... in... →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Three – PREPOSITION

Unscramble the Sentence

over ... frog ... log ... the ... jumping ... is ...the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Four – PREPOSITION

Unscramble the Sentence

ladder ... up ... monkey ...the ...the ...climbing ... is →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Five - PREPOSITION

Unscramble the Sentence

the ... farmer ... barn ... to ... going ... the ... is →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Six – PREPOSITION

Unscramble the Sentence

out ... parrot ... flying ... the ... the ... is ... window →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Seven – PREPOSITION

Unscramble the Sentence

the ... crickets ... the ...are ... inside ... bag →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eight – PREPOSITION

Unscramble the Sentence

above ... flying ... the ... the ...birds ... are ... clouds →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Nine – PREPOSITION

Unscramble the Sentence

house ... dogs ... the ... the ... digging ... under ... are ➡

Write the sentence, add punctuation and then draw the pictogram.



Exercise Ten – PREPOSITION

Unscramble the Sentence

standing ... the ... cows ... outside ... the ... are ... barn ➡

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eleven – PREPOSITION

Unscramble the Sentence

the ... sleeping ... mice ... the ... are ... below ... house →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Twelve – PREPOSITION

Unscramble the Sentence

the ... moving ... deer ... down ... hill ... the ... are →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Thirteen - PREPOSITION

Unscramble the Sentence

the ... teeth ... sandwich ... into ... biting ... the ... are →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Fourteen – PREPOSITION

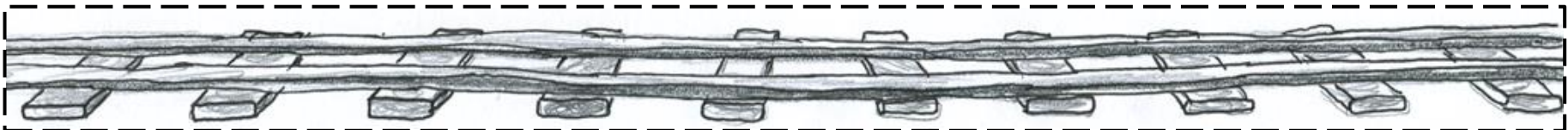
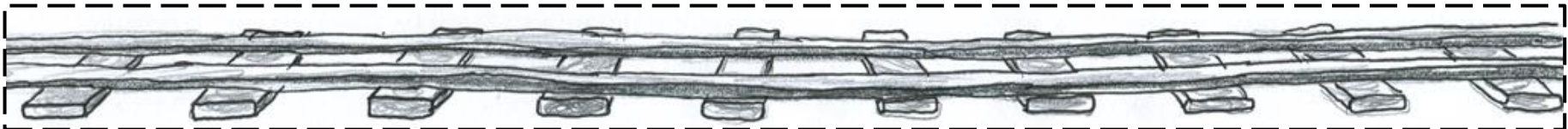
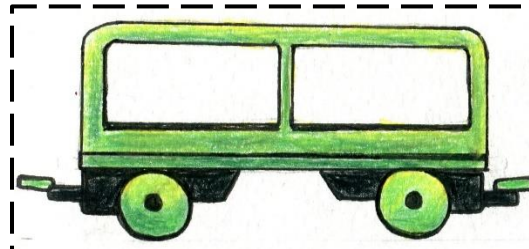
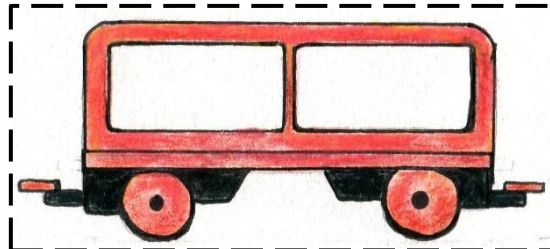
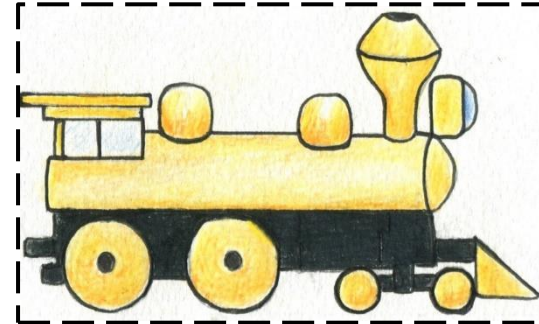
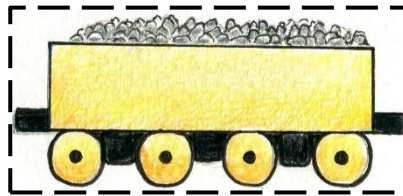
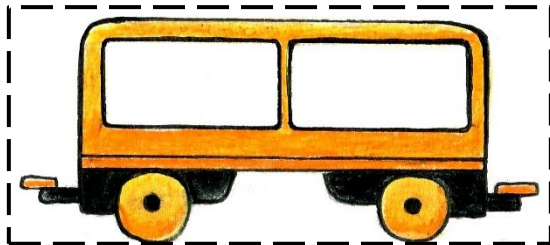
Unscramble the Sentence

at ... children ... swimming ... the ... the ... are ... beach →

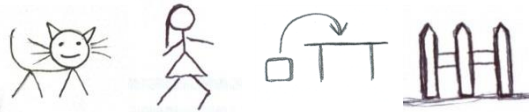
Write the sentence, add punctuation and then draw the pictogram.



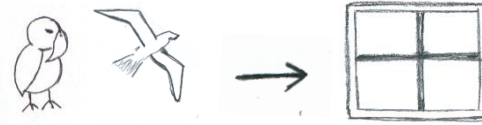
APPENDIX A – NOUN, AUXILIARY VERB AND PREPOSITION



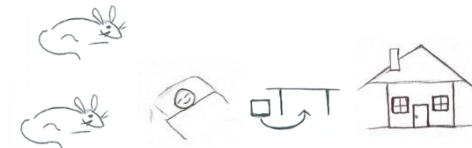
APPENDIX B – NOUN, AUXILIARY VERB AND PREPOSITION



1. The cat is walking on the fence.



6. The parrot is flying out the window.



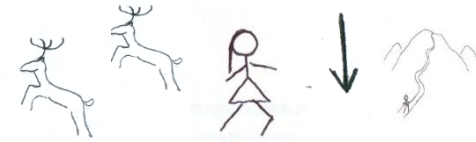
11. The mice are sleeping below the house.



2. The dog is running in the water.



7. The crickets are inside the bag.



12. The deer are moving down the hill



3. The frog is jumping over the log.



8. The birds are flying above the clouds.



13. The teeth are biting into the sandwich.



4. The monkey is climbing up the ladder.



9. The dogs are digging under the house.



14. The children are swimming at the beach.



5. The farmer is going to the barn.



10. The cows are standing outside the barn.

Regular Past Tense Verb

Aim

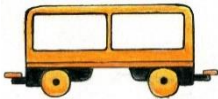

- I. To introduce the regular past tense
- II. Continue using the visual analogy for nouns (*orange and green carriages*), verbs (*yellow locomotive*) and prepositions (*red carriage*).
- III. Work through the regular past tense exercises.

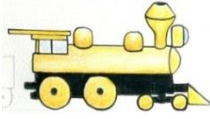
Regular Past Tense Verb


Teacher Script: “We learnt in the previous chapter that a sentence is a group of words that expresses a complete thought. We also learnt that the verb is the key component of a sentence. We are now going to spend some time discussing another type of verb, the regular past tense.”

Coloured Trains

Teacher Script: “Regular verbs are any past tense verb that is formed with the addition of –ed or –d to the present tense. For example, “The boy *laughed* as he *rowed* the boat.”

| Train Part | Grammar Group – Noun (<i>Subject</i>) |
|---|--|
|  | Nouns (Subject) are naming words. A noun phrase is a group of words centred on a noun. For instance, <i>the boy, a girl, my hair, the cats...</i> An <u>orange carriage</u> represents the noun - subject. |
| Train Part | Grammar Group - <i>Noun (Object)</i> |
|  | Nouns (Object) ask <i>who</i> or <i>what</i> after the verb. For example, ‘The horse (noun - subject) eats (verb) hay (noun - object).’ <i>What</i> does the horse do? He eats <i>hay</i> . A <u>light green carriage</u> represents the noun – object. |

| Train Part | Grammar Group - <i>Irregular Verb</i> |
|---|---|
|  | Verbs are the most essential part of a sentence because they tell us what is occurring in a sentence. Without verbs, there would be no sentences. A <u>yellow locomotive</u> , the driving force in the sentence, represents the regular verb. |

| Train Part | Grammar Group - <i>Preposition</i> |
|---|--|
|  | Prepositions demonstrate the relationship of one thing to another. These include <i>in, on, under, over...</i> A <u>red carriage</u> represents prepositions. |

Instructions: Select the yellow locomotive and the orange, green, and red carriages. Join the orange carriage to the yellow locomotive and then attach the red and green carriages to demonstrate the relationship between the noun - subject, verb, preposition and the noun – object while reading the teacher script.



Noun (Subject)

Regular Verb

Preposition

Noun (Object)

Example Sentence



The baby

crawled

under

the table.

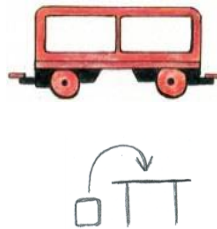
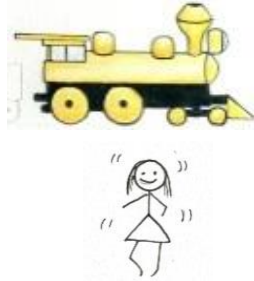
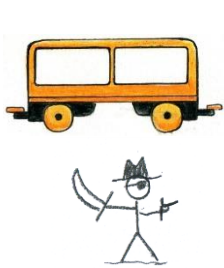
Teacher Script: “If we look at this sentence ‘The baby crawled under the table’ we can see that this sentence has six words and features an *orange carriage*, a *green carriage*, a *yellow locomotive* and a *red carriage*. The yellow locomotive is the focus for this chapter. The yellow locomotive is the regular past tense, in this case the word *crawled* is the regular past tense form of the verb *crawls*.”

Pictograms

Instructions: Use pictograms whilst referring to the simple sentence, 'The pirate danced on the table.' Place the *orange carriage* (noun - subject), the *yellow locomotive* (regular verb), the *red carriage* (preposition) and the *green carriage* (noun – subject) in front of the student and describe the relationship between, "The pirate danced on the table" matching the words to the locomotive and carriage sequence.

Example Sentence

The pirate danced on the table.



Teacher Script: "We are going to use pictograms and the images of the locomotive and the green, orange and red carriages to represent 'The pirate danced on the table.'"

Regular Past Tense Verb *Exercises*

Exercise example:

Instructions: The student's task is to write the words in the correct sequence beneath the orange carriage (noun - subject), the yellow locomotive (regular verb), the red carriage (preposition) and the green carriage (noun - object). The student writes the sentence in full and draws the pictograms to represent the action. Scaffold as needed. *Encourage the student to write the target sentence **twice** and to use correct **punctuation** - capitals and full stops.*

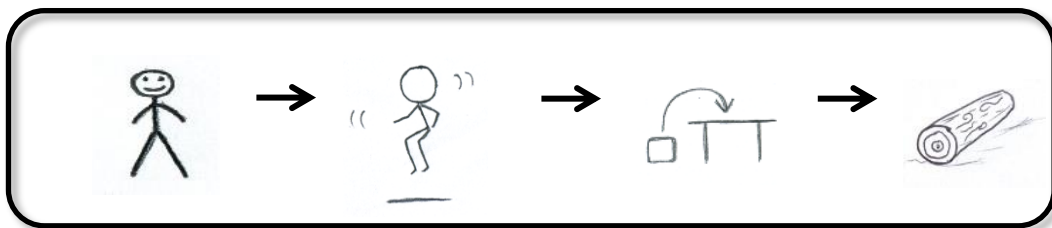
Unscramble the Sentence

boy jumped the on the log → the boy jumped on the log



Draw the Pictogram and add Punctuation

The boy jumped on the log.



Exercise One – REGULAR PAST TENSE VERB

Unscramble the Sentence

the ... danced ... girl ... the ... to ... milk bar →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Two – REGULAR PAST TENSE VERB

Unscramble the Sentence

the ... log ... jumped ... the ... on... cricket →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Three – REGULAR PAST TENSE VERB

Unscramble the Sentence

in ... cow ... the ... chewed ... barn ... the →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Four – REGULAR PAST TENSE VERB

Unscramble the Sentence

table ... under ... cat ... the ... walked ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Five - REGULAR PAST TENSE VERB

Unscramble the Sentence

gate ... farmer ... the ... the ... painted →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Six – REGULAR PAST TENSE VERB

Unscramble the Sentence

hugged ... girl ... cat ... the ... the ... →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Seven – REGULAR PAST TENSE VERB

Unscramble the Sentence

leaves ... the ... the ... raked ... boy →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eight –REGULAR PAST TENSE VERB

Unscramble the Sentence

hiked ... the ... the ...farmer ... over ... mountains →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Nine – REGULAR PAST TENSE VERB

Unscramble the Sentence

rabbit ... hopped ... the ... to ... the ... hedge... →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Ten – REGULAR PAST TENSE VERB

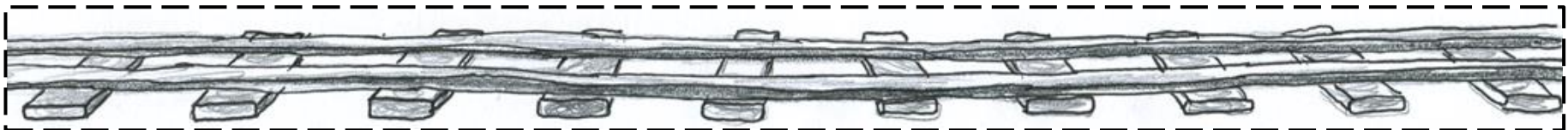
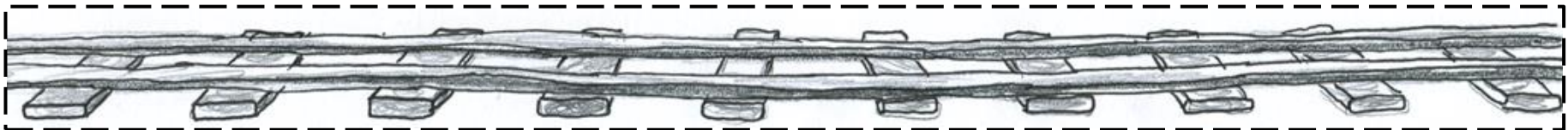
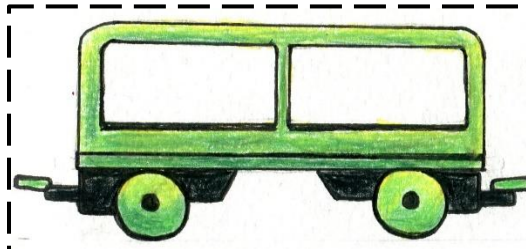
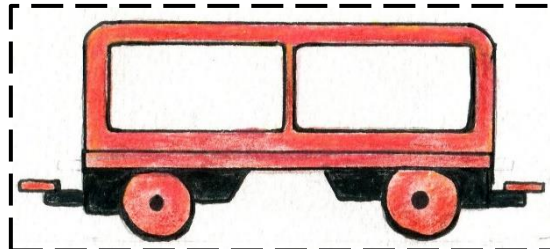
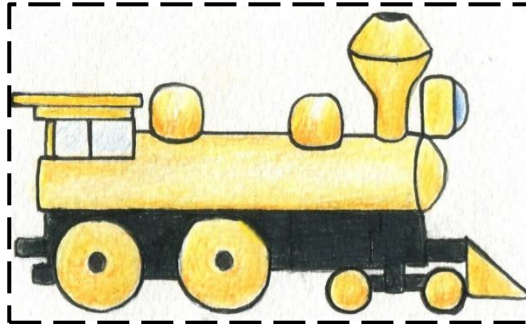
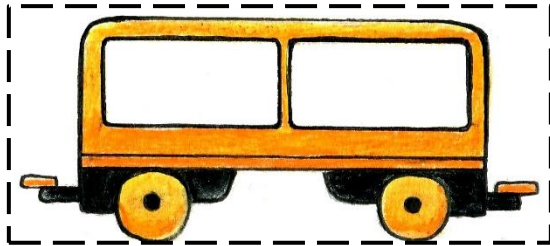
Unscramble the Sentence

bag ... the ... farmer ... carried ... the →

Write the sentence, add punctuation and then draw the pictogram.



APPENDIX A – REGULAR PAST TENSE VERB



APPENDIX B – REGULAR PAST TENSE VERB



1. The girl danced to the milk bar.



2. The cricket jumped on the log.



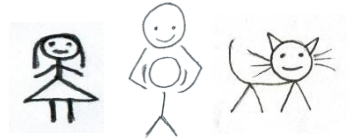
3. The cow chewed in the barn



4. The cat walked under the table



5. The farmer painted the gate.



6. The girl hugged the cat.



7. The boy raked the leaves.



8. The farmer hiked over the mountains.



9. The rabbit hopped to the hedge.



10. The farmer carried the bag.

Irregular Past Tense Verb

Aim

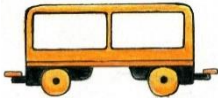
- I. To introduce the irregular past tense.
- II. Continue using the visual analogy for nouns (*orange and green carriages*), verbs (*yellow locomotive*) and prepositions (*red carriage*).
- III. Work through the irregular past tense exercises.

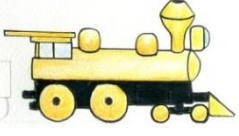
Irregular Past Tense


Teacher Script: “We learnt in the previous chapter that a sentence is a group of words that expresses a complete thought. We also learnt that the verb is the key component of a sentence. We are now going to spend some time discussing another type of verb, the irregular past tense.”

Coloured Trains

Teacher Script: “Irregular verbs are any past tense verb that is not formed with the addition of –ed or -d to the present tense. In this, irregular past tense contrast with regular past verbs. An example of irregular past tense verbs is, “The water *froze* as it *fell* through the air.”

| Train Part | Grammar Group – Noun (<i>Subject</i>) |
|---|---|
|  | Nouns (Subject) are naming words. A noun phrase is a group of words centred on a noun. For instance, <i>the boy, a girl, my hair, the cats...</i> An <u>orange carriage</u> represents the noun - subject. |

| Train Part | Grammar Group - <i>Irregular Verb</i> |
|---|--|
|  | Verbs are the most essential part of a sentence because they tell us <i>what</i> is occurring in a sentence. Without verbs, there would be no sentences. A <u>yellow locomotive</u> , the driving force in the sentence, represents the irregular verb. |

| Train Part | Grammar Group - <i>Preposition</i> |
|---|--|
|  | Prepositions demonstrate the relationship of one thing to another. These include <i>in, on, under, over...</i> A <u>red carriage</u> represents prepositions. |

Instructions: Select the yellow locomotive and the orange, green and red carriages. Join the orange carriage to the yellow locomotive and then attach the red and green carriages to demonstrate the relationship between the noun - subject, verb, preposition and noun – object while reading the teacher script.



Noun (Subject)

Irregular Verb

Preposition

Noun (Object)

Example Sentence



The mouse

hid

behind

the tree.

Teacher Script: “If we look at this sentence ‘The mouse hid behind the tree’ we can see that this sentence has six words and features an *orange carriage*, a *yellow locomotive*, a *red carriage* and a *green carriage*. The yellow locomotive is the focus for this chapter. The yellow locomotive represents the irregular past tense. In this case the word *hid* is an irregular past tense form of the verb *hide*.”

Pictograms

Instructions: Use pictograms whilst referring to the simple sentence, 'The mouse hid behind the tree.' Place the *orange carriage* (noun - subject), the *yellow locomotive* (irregular verb), the *red carriage* (preposition) and the *green carriage* (noun – subject) in front of the student and describe the relationship between, "The mouse hid behind the tree " matching the words to the locomotive and carriage sequence.

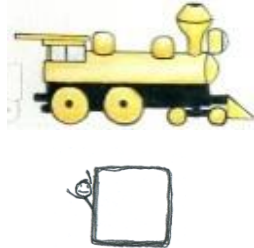
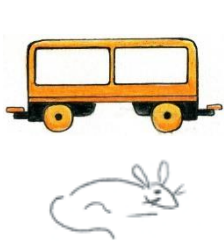
Example Sentence

The mouse

hid

behind

the tree.



Teacher Script: "We are going to use pictograms and the images of the locomotive and the green, orange and red carriages to represent 'The mouse hid behind the tree.'"

Irregular Past Tense Verb *Exercises*

Exercise example:

Instructions: The child's task is to write the words in the correct sequence beneath the orange carriage (noun - subject), the yellow locomotive (irregular verb), the red carriage (preposition) and the green carriage (noun - object). The child writes the sentence in full and draws the pictograms to represent the action. Scaffold as needed.

*Encourage the child to write the target sentence **twice** and to use correct **punctuation** - capitals and full stops.*

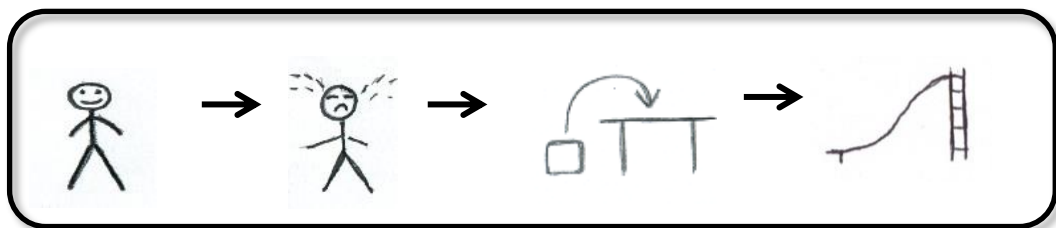
Unscramble the Sentence

boy wept the on the slide → The boy **wept** on the slide



Draw the Pictogram and add Punctuation

The boy **wept** on the slide.



Exercise One – IRREGULAR PAST TENSE VERB

Unscramble the Sentence

the ... drew ... girl ... the ... on ... paper →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Two – IRREGULAR PAST TENSE VERB

Unscramble the Sentence

the ... café ... ate ... girl ... the ... in... →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Three – IRREGULAR PAST TENSE VERB

Unscramble the Sentence

over ... bird ... clouds ... the ... flew ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Four – IRREGULAR PAST TENSE VERB

Unscramble the Sentence

car ... in ... man ... the ... the ... rode →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Five - IRREGULAR PAST TENSE VERB

Unscramble the Sentence

the ... man ... shed ... the ... built



Write the sentence, add punctuation and then draw the pictogram.

A large, empty rounded rectangle with a black border, intended for drawing a pictogram.

Exercise Six – IRREGULAR PAST TENSE VERB

Unscramble the Sentence

threw ... boy ... ball ... the ... the ...



Write the sentence, add punctuation and then draw the pictogram.

A large, empty rounded rectangle with a black border, intended for drawing a pictogram.

Exercise Seven – IRREGULAR PAST TENSE VERB

Unscramble the Sentence

the ... book ... the ...wrote ... in ... girl →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eight – IRREGULAR PAST TENSE VERB

Unscramble the Sentence

grew ... the ... the ...flower ... in ... pot →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Nine – IRREGULAR PAST TENSE VERB

Unscramble the Sentence

boy ... broke ... the ... the ... bottle ... →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Ten – IRREGULAR PAST TENSE VERB

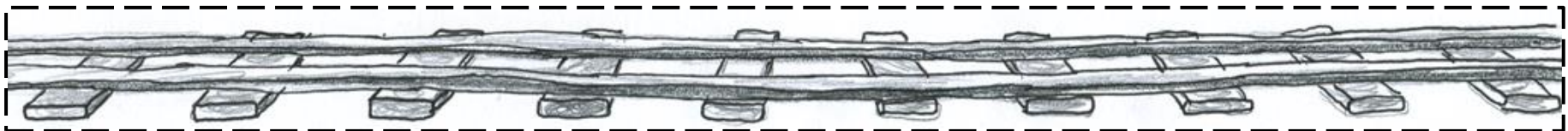
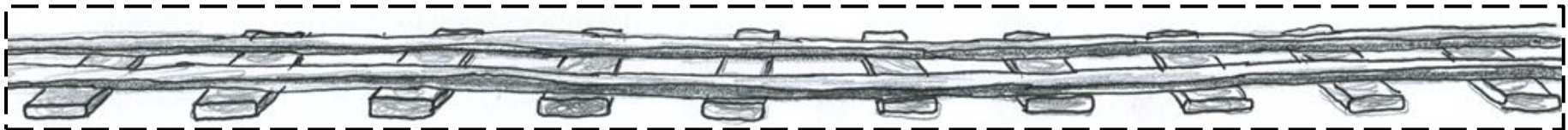
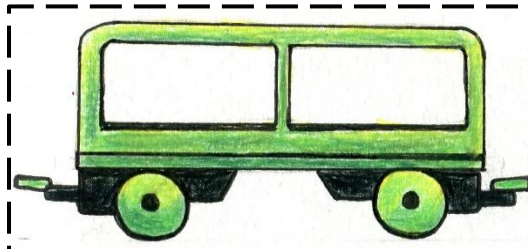
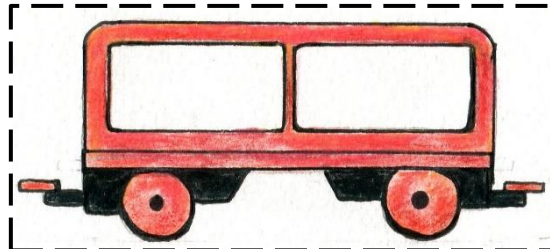
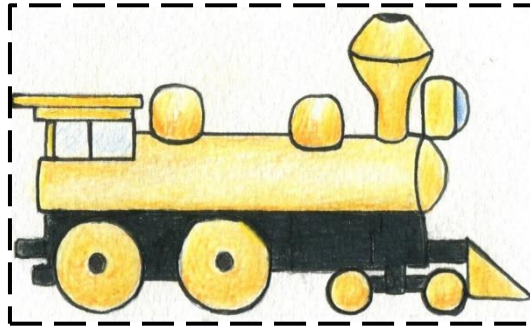
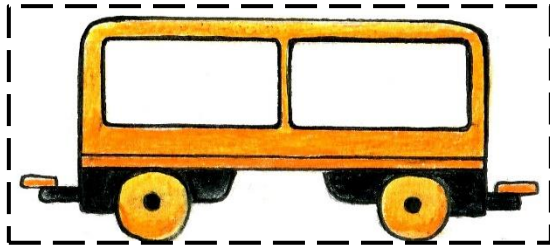
Unscramble the Sentence

fell ... the ... boy ... water ... the ... in →

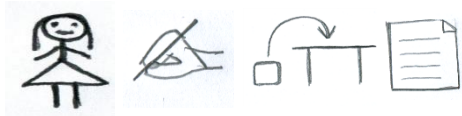
Write the sentence, add punctuation and then draw the pictogram.



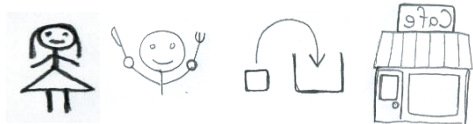
APPENDIX A – IRREGULAR PAST TENSE VERB



APPENDIX B – IRREGULAR PAST TENSE VERB



1. The girl drew on the paper.



2. The girl ate in the café.



3. The bird flew over the clouds.



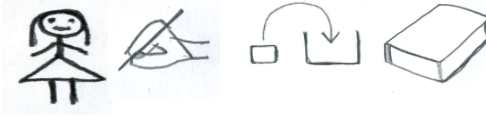
4. The man rode in the car.



5. The man built the shed.



6. The boy threw the ball.



7. The girl wrote in the book.



8. The flower grew in the pot.



9. The boy broke the bottle.



10. The boy fell in the water.

Personal Pronouns

Aim



- I. To introduce personal pronouns.
- II. Continue using the visual analogy of the locomotive and carriages.
- III. Work through the personal pronoun exercises.


Personal Pronouns


Teacher Script: “Personal pronouns are words that stand in the place of common and proper nouns. Common nouns name general items such as, a country, restaurant and jeans. Proper nouns name specific things and begin with a capital letter. For example, Australia, Red Rooster and Levi’s. Pronouns are important because they save us from using the name of a person or thing repetitively. There are only a few personal pronouns. We will learn singular and plural personal pronouns. Some common pronouns are *he, she, it, his, her*, and the plural *they* etc.”


Coloured Trains

Teacher Script: “Pronouns are represented by the orange carriage (noun - subject).”

| Train Part | Grammar Group – <i>Pronoun (Subject)</i> |
|---|---|
|  | <p>Nouns (subject) are naming words. A noun phrase is a group of words centred on a noun. For instance, <i>the boy, a girl, my hair, the cats...</i> An <u>orange carriage</u> represents the noun - subject.</p> <p>Pronouns are words that stand in the place of common and proper nouns.</p> |
| Train Part | Grammar Group - <i>Noun (Object)</i> |
|  | <p>Noun (Object) is a noun that is affected by the action of a verb or which follows a preposition. For instance, “The boy (noun – subject) hid (verb) behind (preposition) a <i>tree</i> (noun – object).” A <u>light green carriage</u> represents the noun - object.</p> |

| Train Part | Grammar Group - <i>Preposition</i> |
|---|--|
|  | Prepositions demonstrate the relationship of one thing to another. These include <i>in, on, under, over...</i> A <u>red carriage</u> represents prepositions. |

| Train Part | Grammar Group - <i>Verb</i> |
|---|---|
|  | Verbs are the most essential part of a sentence because they tell us <i>what</i> is occurring in a sentence. Without verbs, there would be no sentences. A <u>yellow locomotive</u> , the driving force in the sentence, represents verbs. |

| Train Part | Grammar Group - <i>Auxiliary Verb</i> |
|---|--|
|  | Auxiliary verbs , also known as <i>helper</i> verbs, are combined with other verbs to make a complete verb. Auxiliary verbs are represented by a <u>yellow coal carriage</u> , which helps power the verb <i>locomotive</i> . |

Instructions: Select the yellow locomotive and coal carriage and the orange, red and green carriages. Introduce *personal pronouns* and explain that they are used as substitutes for nouns. Join the red carriage to the yellow coal carriage and yellow locomotive and then attach the orange and green carriages to demonstrate the relationship between the pronoun, auxiliary verb, verb and the preposition while reading the teacher script.



Pronoun



Auxiliary



Verb



Preposition



Noun

Example Sentence

She is walking to the cafe.



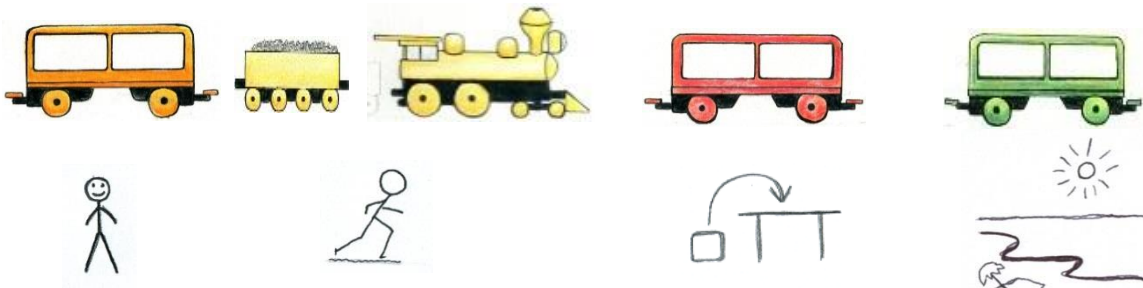
Teacher Script: "If we look at this sentence 'She is walking to the cafe,' we can see that this sentence has six words and features an *orange carriage*, a *yellow coal carriage*, a *yellow locomotive*, a *red carriage* and a *green carriage*."

Pictograms

Instructions: Use pictograms while referring to the simple sentence, 'He is running on the beach.' Place the *orange carriage* (pronoun), the *yellow coal carriage* (auxiliary verb), the *yellow locomotive* (verb), the *red carriage* (preposition) and the *green carriage* (noun - object), in front of the student and describe the relationship between, 'He is running on the beach' matching the words to the images.

Example Sentence

He is running on the beach. →



Teacher Script: "We are going to use pictograms and the images of the yellow coal carriage, yellow locomotive and the orange, green and red carriages to represent 'He is running on the beach.'"

Pronoun *Exercises*

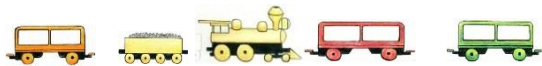
Exercise example:

Instructions: The student's task is to write the words in the correct sequence beneath the orange carriage (pronoun – subject), green carriage (noun - object), yellow coal carriage (auxiliary verb), yellow locomotive (verb), and red carriage (preposition). The student writes the sentence in full and draws the pictograms to represent the action. Scaffold as needed. *Encourage the student to write the target sentence **twice** and to use correct **punctuation** - capitals and full stops.*

Unscramble the Sentence

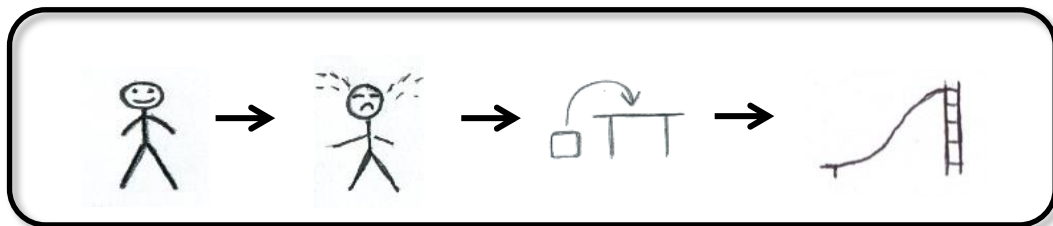
slide the he crying is on

he is crying on the slide →



Draw the Pictogram and add Punctuation

He is crying on the slide.



Exercise One – PERSONAL PRONOUNS

Unscramble the Sentence

the ... walking ... she ... is ... on ... fence



Write the sentence, add punctuation and then draw the pictogram.

A large, empty rounded rectangle with a black border, intended for drawing a pictogram.

Exercise Two – PERSONAL PRONOUNS

Unscramble the Sentence

the ... water... running ... she ... is ... in...



Write the sentence, add punctuation and then draw the pictogram.

A large, empty rounded rectangle with a black border, intended for drawing a pictogram.

Exercise Three – PERSONAL PRONOUNS

Unscramble the Sentence

over ... he ... log ... the ... jumping ... is →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Four – PERSONAL PRONOUNS

Unscramble the Sentence

ladder ... up ... she ... the ... climbing ... is →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Five – PERSONAL PRONOUNS

Unscramble the Sentence

he ... barn ... to ... walking ... the ... is



Write the sentence, add punctuation and then draw the pictogram.

A large, empty rounded rectangle with a black border, intended for drawing a pictogram.

Exercise Six – PERSONAL PRONOUNS

Unscramble the Sentence

out ... flying ... it ... the ... is ... window



Write the sentence, add punctuation and then draw the pictogram.

A large, empty rounded rectangle with a black border, intended for drawing a pictogram.

Exercise Seven – PERSONAL PRONOUNS

Unscramble the Sentence

they ... the ... are ... inside ... house



Write the sentence, add punctuation and then draw the pictogram.

A large, empty rounded rectangle with a black border, intended for drawing a pictogram.

Exercise Eight – PERSONAL PRONOUNS

Unscramble the Sentence

above ... flying ... they ... are ... clouds ...the



Write the sentence, add punctuation and then draw the pictogram.

A large, empty rounded rectangle with a black border, intended for drawing a pictogram.

Exercise Nine – PERSONAL PRONOUNS

Unscramble the Sentence

slide ... they ... the ... walking ... under ... are ... →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Ten – PERSONAL PRONOUNS

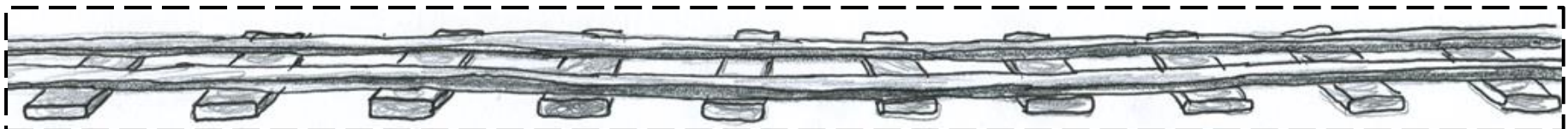
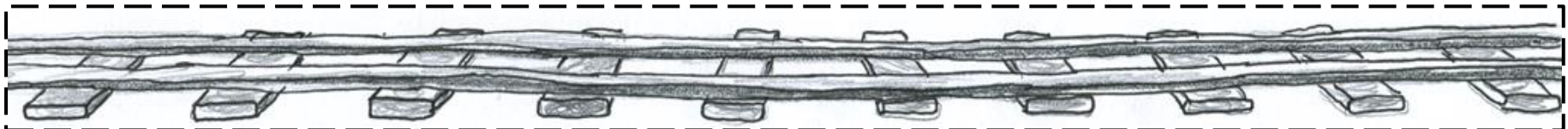
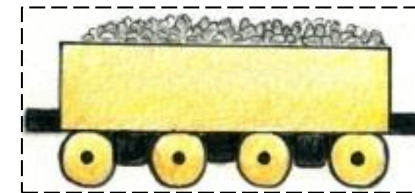
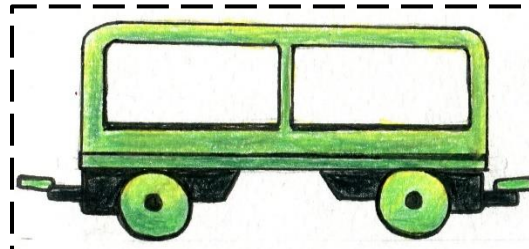
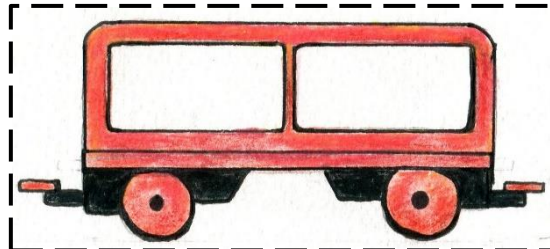
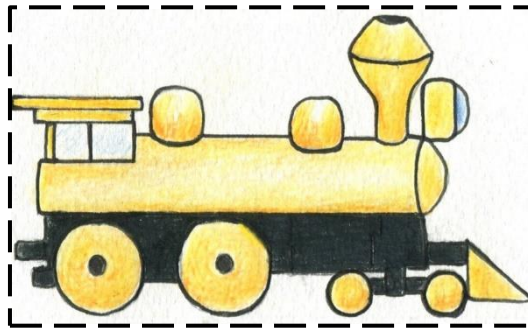
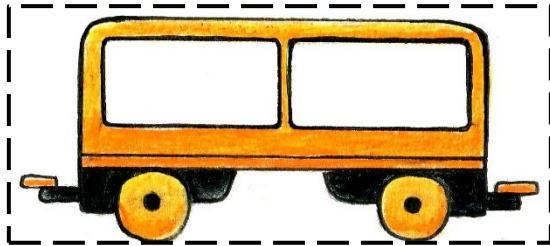
Unscramble the Sentence

standing ... they ... outside ... the ... are ... barn →

Write the sentence, add punctuation and then draw the pictogram.



APPENDIX A – PERSONAL PRONOUNS



APPENDIX B – PERSONAL PRONOUNS



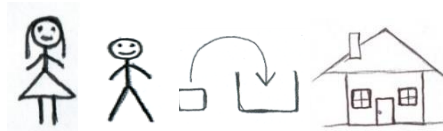
1. She is walking on the fence.



6. It is flying out the window.



2. She is running in the water.



7. They are inside the house.



3. He is jumping over the log.



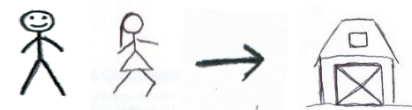
8. They are flying above the clouds.



4. She is climbing up the ladder.



9. They are walking under the slide.



5. He is walking to the barn.



10. They are standing outside the barn.

Adjectives

Aim


- I. To introduce adjectives.
- II. Continue using the visual analogy of the locomotive and carriages.
- III. Work through the adjective exercises.


Adjectives

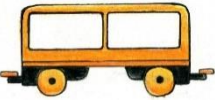
Teacher Script: “Adjectives describe nouns. They work with nouns to give a clearer picture of people, places and things. They can describe colour, number, shape, size and feelings. Cinderella is sweet, poor, hardworking and lonely. We are encouraged to like her. The step-sisters are nasty, lazy, and bossy. We are encouraged to dislike them and support Cinderella.”

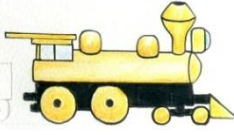
Coloured Trains


Teacher Script: “Adjectives will be represented by the purple suitcase.”


| Train Part | Grammar Group - <i>Adjectives</i> |
|---|---|
|  | Nouns name things and people. Adjectives describe nouns. They give extra details about people and things. Purple baggage represents adjectives. |

| Train Part | Grammar Group - <i>Noun (Object)</i> |
|---|---|
|  | Noun (Object) is a noun affected by the action of a verb, or which follows a preposition. For instance, “The boy hid behind a <i>tree</i> .” A <u>light green</u> carriage represents the noun - object. |

| Train Part | Grammar Group – <i>Noun (Subject)/Pronoun</i> |
|---|---|
|  | Nouns are naming words. A noun phrase is a group of words centred on a noun. For instance, <i>the boy, a girl, my hair, the cats...</i> An <u>orange</u> carriage represents the noun - subject. |

| Train Part | Grammar Group - <i>Verb</i> |
|---|---|
|  | Verbs are the most essential part of a sentence because they tell us <i>what</i> is occurring in a sentence. Without verbs, there would be no sentences. A <u>yellow locomotive</u> , the driving force in the sentence, represents verbs. |

| Train Part | Grammar Group - <i>Auxiliary Verb</i> |
|---|---|
|  | Auxiliary verbs , also known as <i>helper</i> verbs, combine with other verbs to make a complete verb. Auxiliary verbs are represented by a <u>yellow coal carriage</u> , which helps power the verb <i>locomotive</i> . |

| Train Part | Grammar Group - <i>Preposition</i> |
|---|--|
|  | Prepositions demonstrate the relationship of one thing to another. These include <i>in, on, under, over...</i> A <u>red carriage</u> represents prepositions. |

Instructions: Select the yellow locomotive and coal carriage, the green, red, orange carriages and the purple baggage. Introduce *adjectives* and explain that the purple baggage describes the noun – subject/pronoun. Place the baggage over the orange carriage and then attach the yellow locomotive and green carriage to demonstrate the relationship between the noun-subject/pronoun, verb and the noun – object while reading the teacher script.



Adjective over Noun (Subject)



Verb



Noun (Object)

Example Sentence



The **tiny** ants ate the sandwich.

Teacher Script: "If we look at this sentence 'The tiny ants ate the sandwich,' we can see that this sentence has six words and features an *orange carriage*, *purple baggage*, *a green carriage*, and a *yellow locomotive*."

Pictograms

Instructions: Use pictograms whilst referring to the simple sentence, 'The young boy is running on the beach.' Place the *orange carriage* (NOUN - SUBJECT), the *yellow coal carriage* (AUXILIARY VERB), the *yellow locomotive* (VERB), the *red carriage* (PREPOSITION), the purple baggage and the *green carriage* (NOUN - OBJECT), in front of the student and describe the relationships between the words, 'The *young* boy is running on the beach' matching the words to the locomotive and carriage sequence.

Example Sentence

The **young** boy is running on the beach. →



Teacher Script: "We are going to use pictograms and the images of the purple baggage, orange, green and red carriages to represent 'The young boy is running on the beach.'"

Adjective Exercises

Exercise example:

Instructions: The student's task is to write the words in the correct sequence beneath the purple baggage (adjective), orange carriage (noun - subject), yellow coal carriage (auxiliary verb), yellow locomotive (verb), red carriage (preposition) and green carriage (noun – object). The student writes the sentence in full and draws the pictograms to represent the action. Scaffold as needed. *Encourage the student to write the target sentence **twice** and to use correct **punctuation** - capitals and full stops.*

Unscramble the Sentence

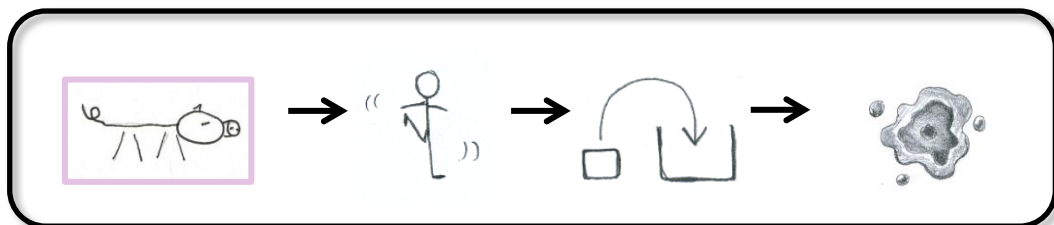
mud the pink is into jumping pig the →

The pink pig is jumping into the mud.



Draw the Pictogram and add Punctuation

The pink pig is jumping into the mud.



Exercise One – ADJECTIVES

Unscramble the Sentence

the ... bit ... flea ... the ... dog ... microscopic →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Two – ADJECTIVES

Unscramble the Sentence

house ... the ... ran ... under ... tiny ... mice ... the ... →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Three – ADJECTIVES

Unscramble the Sentence

swayed ... tall ... in ... the ... tree ... wind ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Four – ADJECTIVES

Unscramble the Sentence

the ... cat ... up ... grey ... the ... chased ... mouse ... the ... tree →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Five - ADJECTIVES

Unscramble the Sentence

under ... boy ... ball ... the ... kicked ... young ... the ... fence ... the

Write the sentence, add punctuation and then draw the pictogram.



Exercise Six – ADJECTIVES

Unscramble the Sentence

grew ... farmer ... lots ... the ... flowers ... of →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Seven – ADJECTIVES

Unscramble the Sentence

fell ... a ... car ... the ... leaves ... on ... few →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eight – ADJECTIVES

Unscramble the Sentence

many ... tree ... are ... birds ... the ... singing ... in →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Nine – ADJECTIVES

Unscramble the Sentence

monkey ... sandwiches ... the ... ate ... six →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Ten – ADJECTIVES

Unscramble the Sentence

table ... bought ... an ... they ... oval →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eleven – ADJECTIVES

Unscramble the Sentence

her ... woman ... the ... broke ... pot ... round →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Twelve – ADJECTIVES

Unscramble the Sentence

line ... drew ... girl ... straight ... a ... the →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Thirteen– ADJECTIVES

Unscramble the Sentence

pirates ... treasure-chest ... a ... carried ... gold ... the →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Fourteen – ADJECTIVES

Unscramble the Sentence

on ... is ... apples ... eating ... he ... red ... the ... table →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Fifteen – ADJECTIVES

Unscramble the Sentence

the ... in ... boy ... tanned ... the ... swam ... water →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Sixteen – ADJECTIVES

Unscramble the Sentence

to ... children ... zoo ... went ... the ... jolly ... the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Seventeen – ADJECTIVES

Unscramble the Sentence

in ... women ... the ... walking ... are ... the ... talkative ... park →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Eighteen – ADJECTIVES

Unscramble the Sentence

fierce ... tunnel ... dog ... chased ... the ... the ... into ... cat...the →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Nineteen – ADJECTIVES

Unscramble the Sentence

he ... embarrassed ... boy ... cried ... the ... when ... fell →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Twenty – ADJECTIVES

Unscramble the Sentence

dog ... the ... excited ... wagging ... is ... tail ... his →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Twenty One – ADJECTIVES

Unscramble the Sentence

the ... tired ... tree ... boy ... sleeping ... is ... the ... under →

Write the sentence, add punctuation and then draw the pictogram.




Exercise Twenty Two– ADJECTIVES

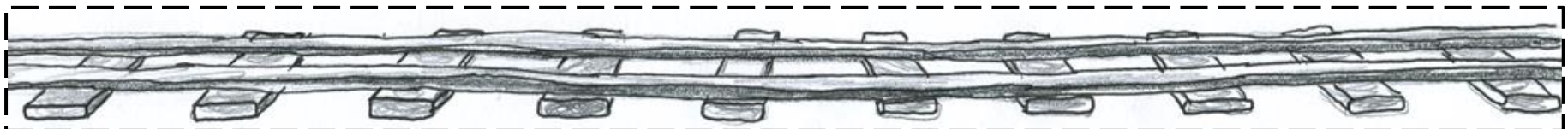
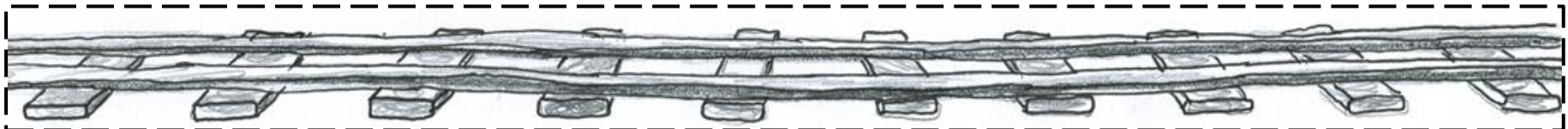
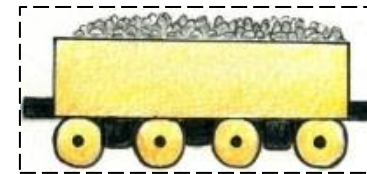
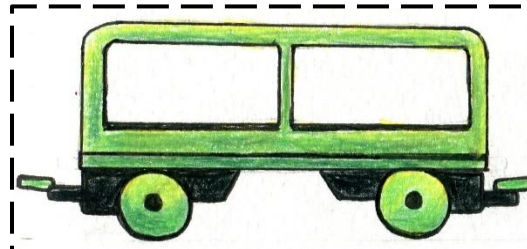
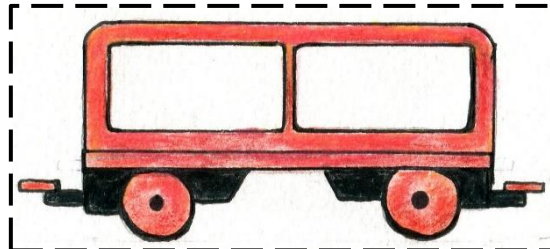
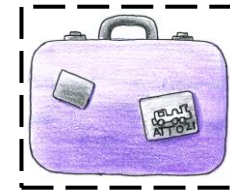
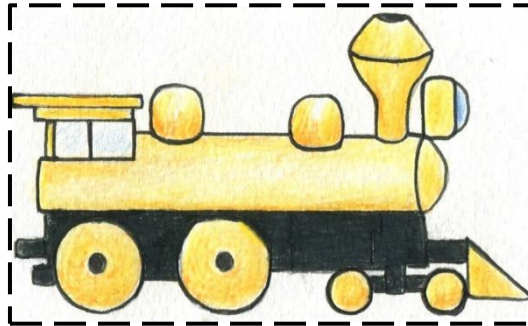
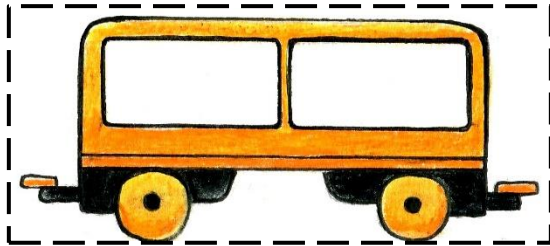
Unscramble the Sentence

the ... the ... dog ... drank ... thirsty ... water ... out of ... bath →

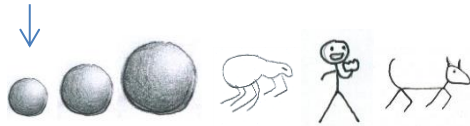
Write the sentence, add punctuation and then draw the pictogram.



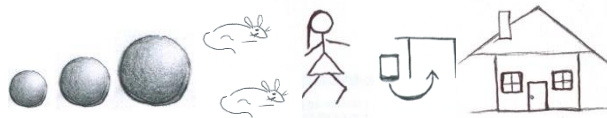
APPENDIX A – ADJECTIVES



APPENDIX B – ADJECTIVES



1. The microscopic flea bit the dog.



2. The tiny mice ran under the house.



3. The tall tree swayed in the wind.



4. The grey cat chased the mouse up the tree.



5. The young boy kicked the ball under the fence.



6. The farmer grew lots of flowers.



7. A few leaves fell on the car.



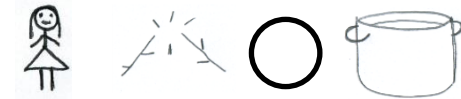
8. Many birds are singing in the trees.



9. The monkey ate six sandwiches.



10. They bought an oval table.



11. The woman broke her round pot.



12. The girl drew a straight line.



13. The pirates carried a gold treasure-chest.



14. He is eating red apples on the table.

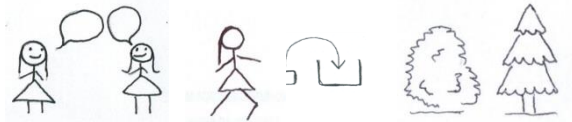


15. The tanned boy swam in the water.

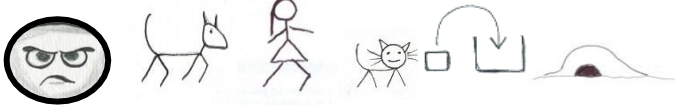
APPENDIX B – ADJECTIVES



16. The jolly children went to the zoo.



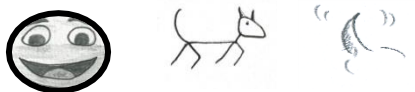
17. The talkative women are walking in the park.



18. The fierce dog chased the cat into the tunnel.



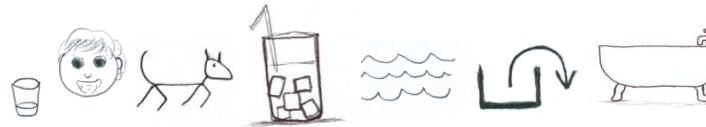
19. The embarrassed boy cried when he fell.



20. The excited dog is wagging his tail.



21. The tired boy is sleeping under the tree.



22. The thirsty dog drank water out of the bath.

Adverbs

Aim


- I. To introduce adverbs.
- II. Continue using the visual analogy of the locomotive and carriages.
- III. Work through the adverb exercises.


Adverbs

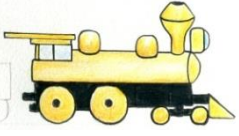
Teacher Script: “An adverb is a word that adds extra meaning to the actions of people, places, objects and experiences. Three types of adverbs will be explored in this chapter: adverbs of manner, adverbs of time and adverbs of place. Adverbs of manner tell us *how* something happens. For instance, ‘the boy walked *slowly*.’ The adverb is the word *slowly*. We know the boy walked, the verb *walked* tells us this. The addition of the adverb *slowly* gives us more information about the verb. Adverbs of time tell us *when* something happens, such as we went *yesterday*. Adverbs of place tell us *where* something is happening. For instance, ‘*here* is the new app.’”


Coloured Trains

Teacher Script: “Adverbs in this chapter will be represented by a **blue suitcase**. We place the blue baggage above the locomotive because adverbs modify verbs.”

| Train Part | Grammar Group – <i>Noun (Subject)/Pronoun</i> |
|---|--|
|  | Nouns are naming words. A noun phrase is a group of words centred on a noun. For instance, <i>the boy, a girl, my hair, the cats...</i> An orange carriage represents the noun - subject. Pronouns are words that stand in the place of common and proper nouns. |

| Train Part | Grammar Group - <i>Noun (Object)</i> |
|---|---|
|  | Noun (Object) is a noun that is affected by the action of a verb or which follows after a preposition. For instance, “The boy (noun – subject) hid (verb) behind (preposition) a <i>tree</i> (noun – object).” A light green carriage represents the noun - object. |

| Train Part | Grammar Group - <i>Verb</i> |
|---|---|
|  | Verbs are the most essential part of a sentence because they tell us <i>what</i> is occurring in a sentence. Without verbs, there would be no sentences. A <u>yellow locomotive</u> , the driving force in the sentence, represents verbs. |

| Train Part | Grammar Group - <i>Adverb</i> |
|---|--|
|  | Adverbs are typically used to modify <i>verbs</i> , which contrasts them with adjectives, which modify <i>nouns</i> . Adverbs tell us how something happens, for how long, at what time and to what extent an action is performed. A simple rule to identify adverbs is that they can add -ly to adjectives. The adjective <i>silent</i> becomes the adverb <i>silently</i> , etc. |

Instructions: Select the yellow locomotive, the green and orange carriages, and the blue baggage. Join the orange carriage to the yellow locomotive to demonstrate the relationship between the noun - subject and verb while reading the teacher script. Later, you can add the blue baggage to your sentence to demonstrate how adverbs modify verbs.



Pronoun/Subject



Verb/Adverb

Example

Sentence



He

walked barefoot.

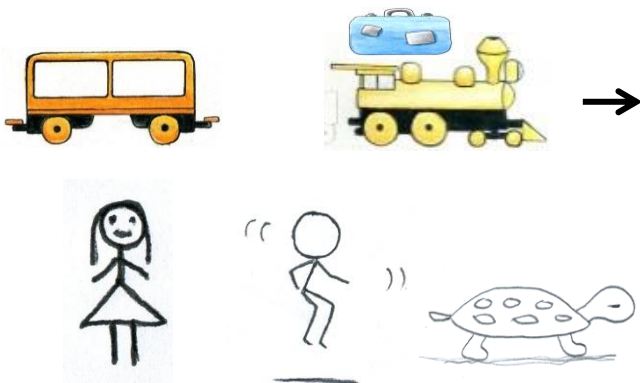
Teacher Script: “If we look at this sentence ‘He walked barefoot,’ we can see that this sentence has three words and features an *orange carriage*, a *yellow locomotive* and *blue baggage*. The word ‘barefoot’ is an adverb and is the target for this sentence. We move the blue baggage above the yellow locomotive to demonstrate that the adverb modifies the verb. The verb in this case is the word *walked*. The adverb of manner ‘barefoot,’ gives us more information about the verb *walked*.”

Pictograms

Instructions: Use pictograms whilst referring to the simple sentence, 'She jumped slowly.' Place the *orange carriage* (noun - subject), the *green carriage* (noun - object), the *yellow locomotive* (verb) and the *blue baggage* (adverb) in front of the student and describe the relationship between, 'She jumped slowly,' matching the words to the train sequence.

Example Sentence

She jumped slowly.



Teacher Script: "We are going to use pictograms and the images of the orange carriage, the yellow locomotive and the blue baggage to represent, *she jumped slowly*. We draw a girl under the image of the orange carriage. We then draw a figure jumping under the word *jumped* and add a picture of a turtle to provide a visual representation of the adverb *slowly*."

Adverb Exercises

Exercise example:

Instructions: The student's task is to write the words in the correct sequence beneath the orange carriage (noun/pronouns), the locomotive (verb), and blue luggage (adverb). The student writes the sentence in full and draws the pictograms to represent the action. Scaffold as needed. *Encourage the student to write the target sentence **twice** and to use correct **punctuation** - capitals and full stops.*

Unscramble the Sentence

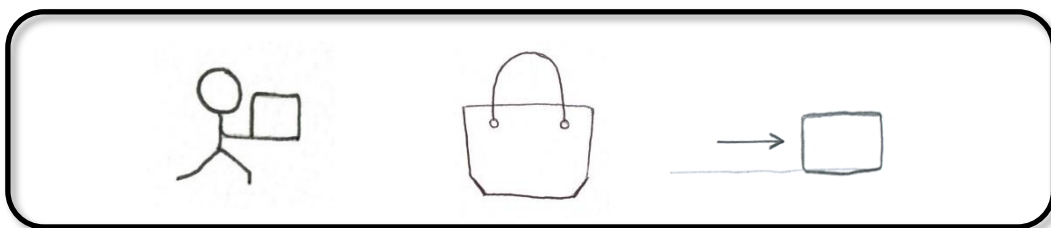
put bag the there → Put the bag there.



Teacher Script: "Please note that the adverb *there* modifies the verb *put*. The adverb can be next to the verb or, as in this case, elsewhere in the sentence. We still place the adverb above the yellow locomotive."

Draw the Pictogram and add Punctuation

Put the bag there.



Exercise One – ADVERBS

Unscramble the Sentence

he ... slowly ... walked ... →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Two – ADVERBS

Unscramble the Sentence

quickly ... swam ... she →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Three – ADVERBS

Unscramble the Sentence

spoke ... softly ... she →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Four – ADVERBS

Unscramble the Sentence

coughed ... he ... loudly →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Five - ADVERBS

Unscramble the Sentence

tomorrow ... we ... talk will →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Six – ADVERBS

Unscramble the Sentence

yesterday ... her ... I ...saw →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Seven – ADVERBS

Unscramble the Sentence

see ... I ...will ... today ... you →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eight – ADVERBS

Unscramble the Sentence

the ... movie ... I ... saw ... year ... last →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Nine – ADVERBS

Unscramble the Sentence

I ... everywhere ... keys ... the ... searched ... for →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Ten – ADVERBS

Unscramble the Sentence

boy ... the ... outside ... went →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eleven – ADVERBS

Unscramble the Sentence

the ... is ... ball ... here →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Twelve – ADVERBS

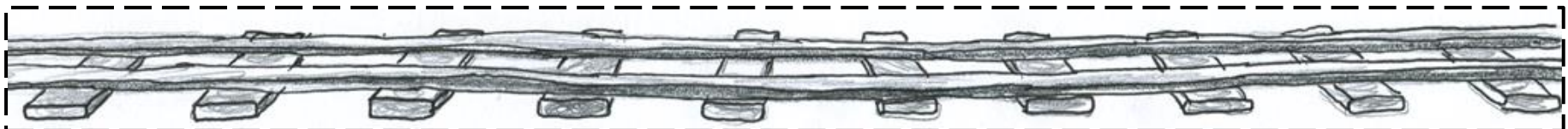
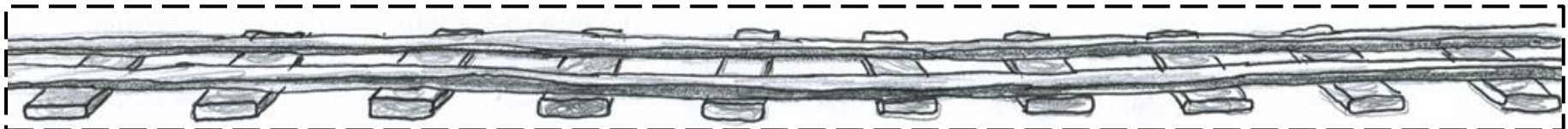
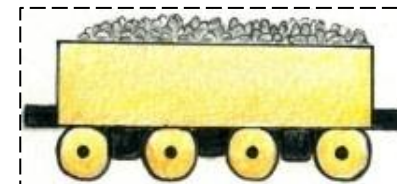
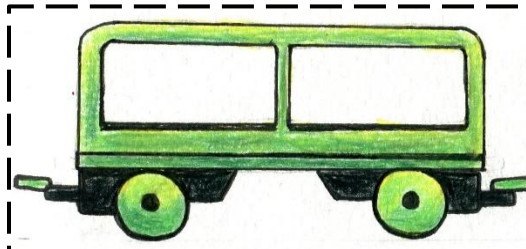
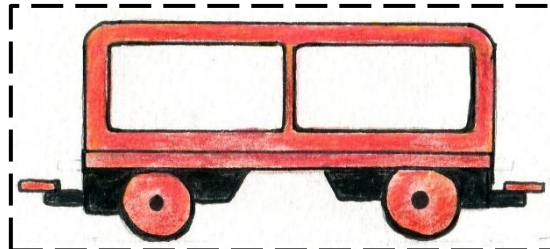
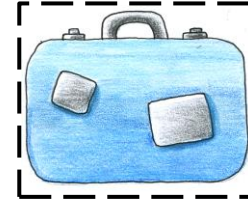
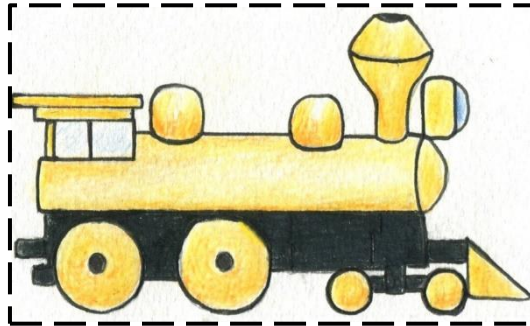
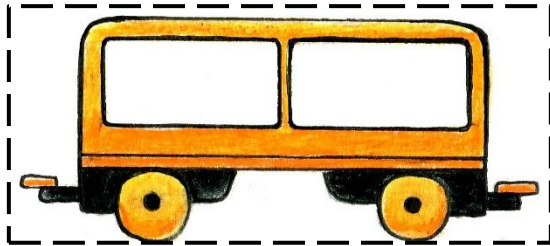
Unscramble the Sentence

your ... put ... there ... bag →

Write the sentence, add punctuation and then draw the pictogram.



APPENDIX A – ADVERBS



APPENDIX B – ADVERBS



1. He walked slowly.



2. She swam quickly.



3. She spoke softly.



4. He coughed loudly.



5. We will talk tomorrow.



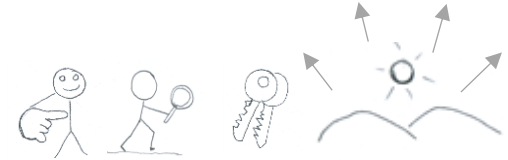
6. I saw her yesterday.



7. I will see you today.



8. I saw the movie last year.



9. I searched for the keys everywhere.



10. The boy went outside.



11. The ball is here.



12. Put your bag there.

Possessive Pronouns

Aim

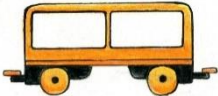
- I. To introduce possessive pronouns.
- II. Continue using the visual analogy of the locomotive and carriages.
- III. Work through the possessive pronoun exercises.


Possessive Pronouns


Teacher Script: “A possessive pronoun indicates ownership by a person or people. A possessive pronoun is useful to avoid repetition of the same information, which has already been stated. For instance, ‘*this is my coat, not your coat,*’ sounds better as, ‘*this coat is mine, not yours.*’ Possessive pronouns do not use apostrophes.”


Coloured Trains

Teacher Script: “Possessive pronouns will be represented by the green carriage (object).”

| Train Part | Grammar Group – <i>Noun (Subject)</i> |
|---|--|
|  | Nouns are naming words. A noun phrase is a group of words centred on a noun. For instance, <i>the boy, a girl, my hair, the cats...</i> An <u>orange carriage</u> represents the noun - subject. Pronouns are words that stand in the place of common and proper nouns. A possessive pronoun does not have an apostrophe. |

| Train Part | Grammar Group - <i>Possessive Pronoun (Object)</i> |
|---|---|
|  | Noun (Object) is a noun that is affected by the action of a verb or which follows after a preposition. For instance, “The boy (noun – subject) hid (verb) behind (preposition) a <i>tree</i> (noun – object).” A <u>light green carriage</u> represents the noun - object. |

| Train Part | Grammar Group - <i>Verb</i> |
|---|--|
|  | Verbs are the most essential part of a sentence because they tell us what is occurring in a sentence. Without verbs, there would be no sentences. A <u>yellow locomotive</u> , the driving force in the sentence, represents verbs. |

| Train Part | Grammar Group - <i>Adjectives</i> |
|---|---|
|  | Nouns name things and people. Adjectives describe nouns. They give extra details about people and things. A purple suitcase represents adjectives and is placed above the green or orange carriage, whichever noun it modifies. |

Instructions: Select the yellow locomotive, the green and orange carriages, and the purple baggage. Join the orange carriage to the yellow locomotive and then attach the green carriage to demonstrate the relationship between the noun - subject, verb, and noun - object, in this case a pronoun, while reading the teacher script. Later, add in the purple baggage to demonstrate how adjectives modify nouns.



Noun

The cold drink



Verb

is



Noun (Possessive Pronoun)

mine.

Example Sentence

The cold drink is mine.

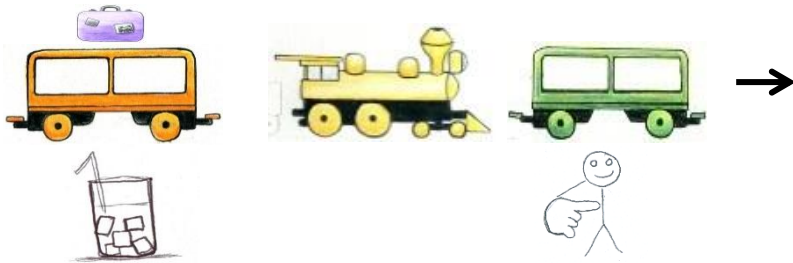
Teacher Script: "If we look at this sentence 'The cold drink is mine,' we can see that this sentence has five words and features an *orange carriage*, a *green carriage*, a *yellow locomotive* and *purple baggage*. The 'mine' is a possessive pronoun and is the target for this sentence. We add in the adjective 'cold,' as in 'the cold drink,' which is represented by the purple baggage to provide more information to the sentence and add some extra interest."

Pictograms

Instructions: Use pictograms whilst referring to the simple sentence, 'The cold drink is mine.' Place the *orange carriage* (NOUN), the *green carriage* (OBJECT), the *yellow locomotive* (VERB) and the *purple baggage* in front of the student and describe the relationship between, 'The cold drink is mine,' matching the words to the locomotive and carriage sequence.

Example Sentence

The cold drink is mine.



Teacher Script: "We are going to use the green and orange carriages and locomotive images and pictograms to represent, *the cold drink is mine.*"

Possessive Pronoun *Exercises*

Exercise example:

Instructions: The child's task is to write the words in the correct sequence beneath the green and orange carriages (noun/pronouns), the locomotive (verb), and purple luggage (adjectives). The child writes the sentence in full and draws the pictograms to represent the action. Scaffold as needed. *Encourage the child to write the target sentence **twice** and to use correct **punctuation** - capitals and full stops.*

Unscramble the Sentence

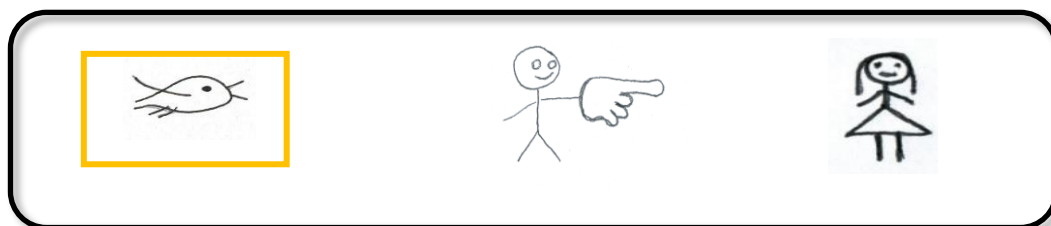
bird is the orange hers →

The orange bird is hers.



Draw the Pictogram and add Punctuation.

The orange bird is hers.



Exercise One – POSSESSIVE PRONOUNS

Unscramble the Sentence

the ... is ... red ... mine ... car... →

Write the sentence, add punctuation and then draw the pictogram.

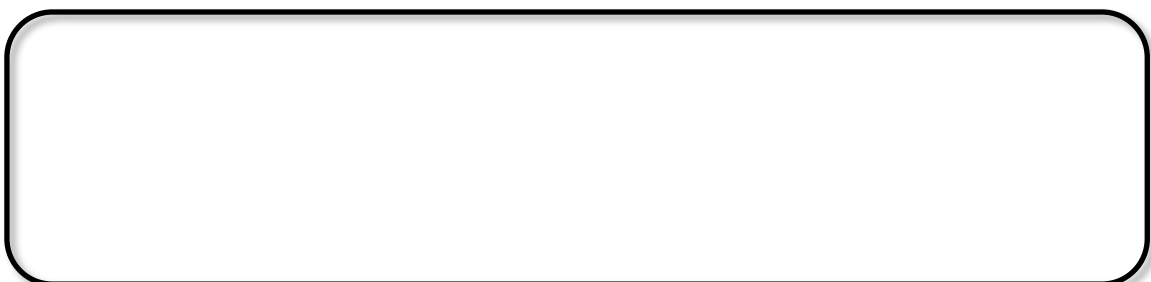


Exercise Two – POSSESSIVE PRONOUNS

Unscramble the Sentence

the ... hers ... is ... green ... apple →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Three – POSSESSIVE PRONOUNS

Unscramble the Sentence

the ... fence ... blue ... his ... is ... old →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Four – POSSESSIVE PRONOUNS

Unscramble the Sentence

ours ... house ... the ... is ... new →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Five - POSSESSIVE PRONOUNS

Unscramble the Sentence

this ... your ... is ... computer →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Six – POSSESSIVE PRONOUNS

Unscramble the Sentence

church ... is ... that ... their →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Seven – POSSESSIVE PRONOUNS

Unscramble the Sentence

red ... that ... is ... car ... his →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Eight – POSSESSIVE PRONOUNS

Unscramble the Sentence

chest ... the ... green ... is ... hers →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Nine – POSSESSIVE PRONOUNS

Unscramble the Sentence

bag ... mine ... this ... is ... new →

Write the sentence, add punctuation and then draw the pictogram.



Exercise Ten – POSSESSIVE PRONOUNS

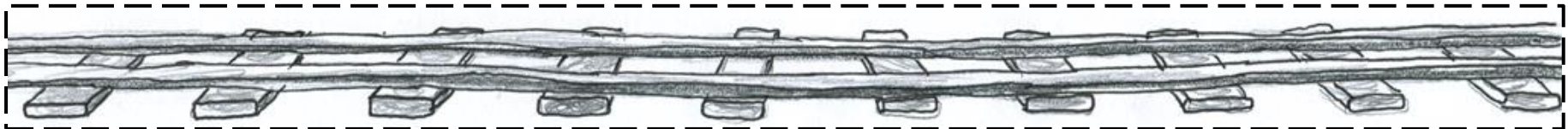
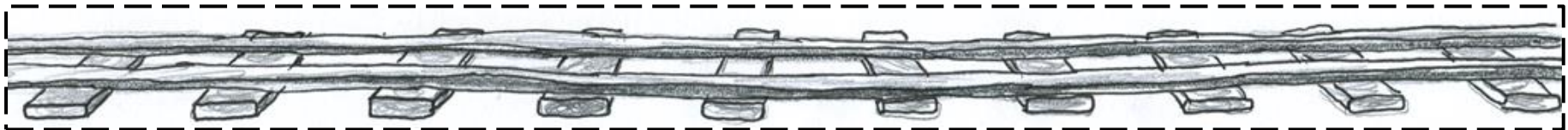
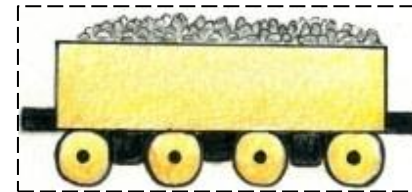
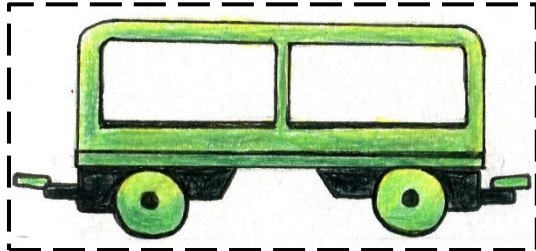
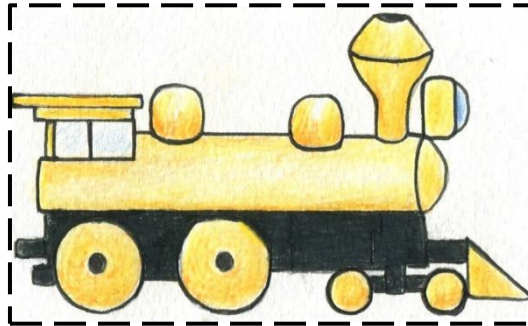
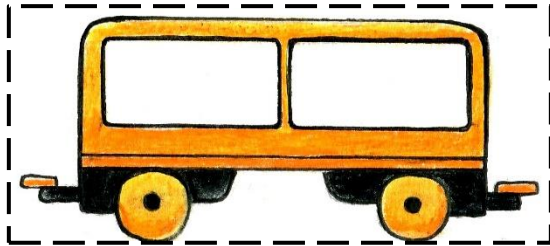
Unscramble the Sentence

the ... old ... clock ... his ... is →

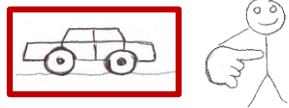
Write the sentence, add punctuation and then draw the pictogram.



APPENDIX A – POSSESSIVE PRONOUNS



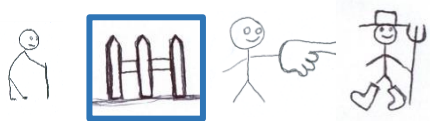
APPENDIX B – POSSESSIVE PRONOUNS



1. The red car is mine.



2. The green apple is hers.



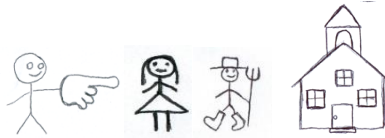
3. The old blue fence is his.



4. The new house is ours.



5. This computer is yours.



6. That is their church.



7. That is his old car.



8. The green chest is hers.



9. This new bag is mine.



10. The old clock is his.

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Appendix

Talking Train Screener Picture Cards



Picture 1

Talking Train Program



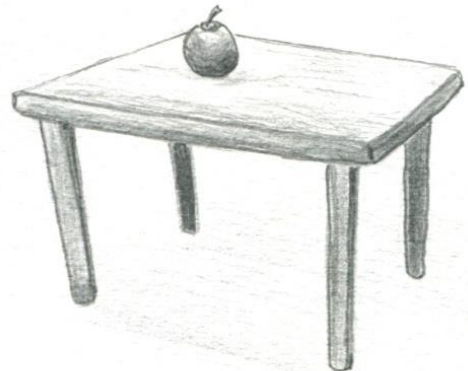
Picture 2

Talking Train Program



Picture 3

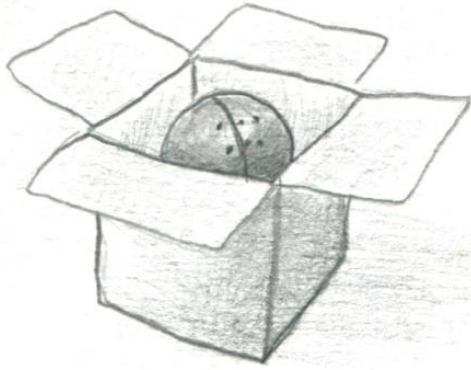
Talking Train Program



Picture 4

Talking Train Program

Talking Train Screener Picture Cards



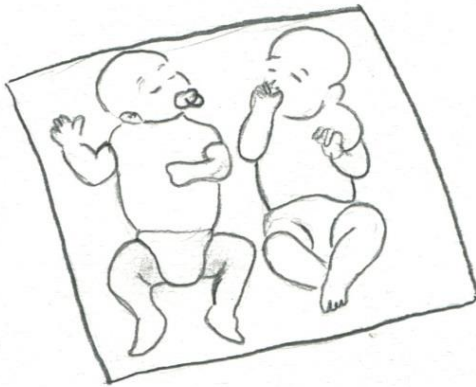
Picture 5

Talking Train Program



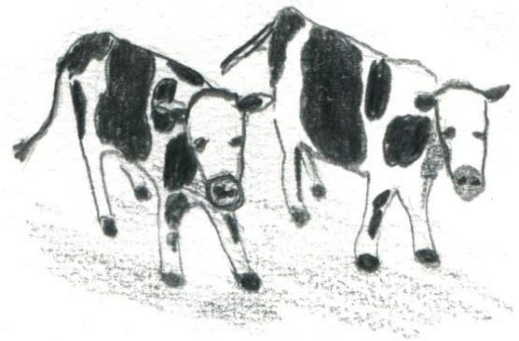
Picture 6

Talking Train Program



Picture 7

Talking Train Program



Picture 8

Talking Train Program

Talking Train Screener Picture Cards



Picture 9

Talking Train Program



Picture 10

Talking Train Program



Picture 11

Talking Train Program



Picture 12

Talking Train Program

Talking Train Screener Picture Cards



Picture 13

Talking Train Program



Picture 14

Talking Train Program



Picture 15

Talking Train Program



Picture 16

Talking Train Program

Talking Train Screener Picture Cards



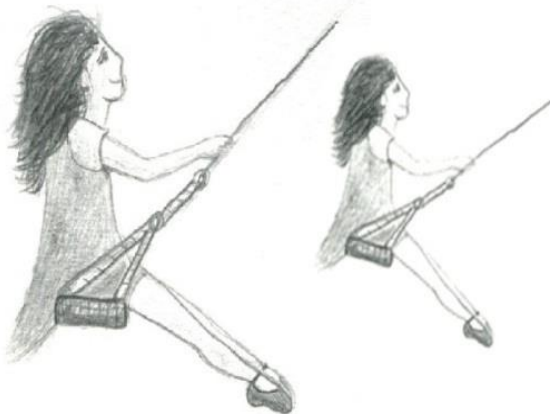
Picture 17

Talking Train Program



Picture 18

Talking Train Program



Picture 19

Talking Train Program



Picture 20

Talking Train Program

Talking Train Screener Record Form

Name: _____ Date of Birth: _____

School: _____ Date of Screener: _____

Name of Tester: _____ Age: _____

| | | |
|---|---------------------------------|--|
| 1 | Question | What is the man doing? |
| | Target: <i>present prog</i> | <i>He is climbing a tree/Hanging from a branch.</i> |
| | Student's Response | |
| 2 | Question | What's happening in this picture? |
| | Target: <i>present prog</i> | <i>He/The boy is reading a book.</i> |
| | Student's Response | |
| 3 | Question | What's happening in this picture? |
| | Target: <i>present prog</i> | <i>The horse is jumping.</i> |
| | Student's Response | |
| 4 | Question | Where is the apple? |
| | Target: <i>preposition</i> | <i>On the table.</i> |
| | Student's Response | |
| 5 | Question | Tell me where the ball is. |
| | Target: <i>preposition</i> | <i>It's in the box.</i> |
| | Student's Response | |
| 6 | Question | What's happening in this picture? |
| | Target: <i>preposition</i> | <i>The cat is sitting on the chair.</i> |
| | Student's Response | |
| 7 | Question | What can you see in this picture? |
| | Target: <i>Irregular plural</i> | <i>Two babies.</i> |
| | Student's Response | |

Talking Train Screener Record Form

| | | |
|----|-------------------------------|----------------------------------|
| 8 | Question | What do you see in this picture? |
| | Target: <i>regular plural</i> | <i>Two cows.</i> |
| | Student's Response | |
| 9 | Question | What do you see in this picture? |
| | Target: <i>regular plural</i> | <i>Two boys.</i> |
| | Student's Response | |
| 10 | Question | Whose ball is this? |
| | Target: <i>poss pronoun</i> | <i>His/The boy's.</i> |
| | Student's Response | |
| 11 | Question | Whose glasses are these? |
| | Target: <i>poss pronoun</i> | <i>Hers/The girl's</i> |
| | Student's Response | |
| 12 | Question | Whose book is this? |
| | Target: <i>poss pronoun</i> | <i>His/The boy's.</i> |
| | Student's Response | |
| 13 | Question | What has the girl just done? |
| | Target: <i>past tense</i> | <i>Hit the ball.</i> |
| | Student's Response | |
| 14 | Question | What has the boy just done? |
| | Target: <i>past tense</i> | <i>He kicked the ball.</i> |
| | Student's Response | |
| 15 | Question | What has the girl just done? |
| | Target: <i>past tense</i> | <i>Opened the box.</i> |
| | Student's Response | |

Talking Train Screener Record Form

| | | |
|----|---------------------------------|---------------------------------------|
| 16 | Question | How did the boy hurt his leg? |
| | Target: <i>irregular past</i> | <i>He fell off his bike.</i> |
| | Student's Response | |
| 17 | Question | What did the man do? |
| | Target: <i>irregular past</i> | <i>He caught a fish.</i> |
| | Student's Response | |
| 18 | Question | What did the boy do to the milk? |
| | Target: <i>irregular past</i> | <i>He drank it.</i> |
| | Student's Response | |
| 19 | Question | What's happening here? |
| | Target: <i>auxiliary/plural</i> | <i>The girls are swinging.</i> |
| | Student's Response | |
| 20 | Question | What's happening here? |
| | Target: <i>auxiliary/plural</i> | <i>The boys are writing.</i> |
| | Student's Response | |

Talking Train Screener Analysis

Name: _____ Date of Birth: _____

School: _____ Date of Screener: _____

Name of Tester: _____ Age: _____

| Grammatical Concept | Question Number | Present | Absent |
|--------------------------------|-----------------|---------|--------|
| Present Progressive (is – ing) | 1 | | |
| Present Progressive (is – ing) | 2 | | |
| Present Progressive (is – ing) | 3 | | |
| Preposition | 4 | | |
| Preposition | 5 | | |
| Preposition | 6 | | |
| Irregular Plurals | 7 | | |
| Regular Plurals | 8 | | |
| Regular Plurals | 9 | | |
| Possessive Pronouns | 10 | | |
| Possessive Pronouns | 11 | | |
| Possessive Pronouns | 12 | | |
| Regular Past Tense | 13 | | |
| Regular Past Tense | 14 | | |
| Regular Past Tense | 15 | | |
| Irregular Past Tense | 16 | | |
| Irregular Past Tense | 17 | | |
| Irregular Past Tense | 18 | | |
| Present Progressive - Plural | 19 | | |
| Present Progressive - Plural | 20 | | |
| Total | | | |

