Typically, students enjoy grammar more when their teachers show them beautiful charts.

Sneak-a-Peek at Tickets, Headings, and Charts correlated to facilitate lessons in Not Your Grandma’s Grammar!

by Betsy A. Lockhart
A Few Words About the Following Tickets, Headings and Charts

The following is a sampling of 27 of over 200 pages of illustrations to make teaching grammar fun and accessible! The full set includes:

- grammar nomenclature, definitions and examples
- tickets and headings for word sorts
- displays illustrating types of parts of speech
- charts showing proper layout for circles and arrows
- and much more!

The charts that follow illustrate, with symbols and sentences, basic and advanced symbolizing and analyzing. These charts correlate with lessons found in Not Your Grandma’s Grammar, but can be used in conjunction with other Montessori lesson plans.

The user of these charts may wish to print them onto white paper or card stock. The best color quality and cleanest reproductions can be obtained either by using a high-quality printer at home or by taking the files to an office supply store to be professionally printed. The next decision to be made is whether to laminate the charts or not. In my own work, I prefer to have a few plastic sleeves posted on the wall of the classroom into which I slip whichever posters relate to our current studies. In this manner, I insure that I am continually updating the displays in the classroom and that items posted in the classroom are fresh and relevant. Of course, avoiding undue laminating is also more economical and more environmentally conscious. All pages of this pdf can be printed on standard letter-sized stock with the exception of the first chart illustrating the nine most basic parts of speech; it requires legal-sized stock. In paperless classrooms, these pdf files need not be printed out at all, keeping them on a desktop computer, an i-pad, or other digital tool!!

The sequence of these charts follows the scope and sequence in Not Your Grandma’s Grammar, weaving Parts of Speech with Sentence Analysis to produce an integrated view of the totality of language. Charts that are used or multiple lessons are sequenced in this supplemental material according to the first time the chart is used in the lesson sequence.

It is my great hope that in accessing these charts and lessons, teachers will plunge headlong into a joyful exploration of grammar, learning side-by-side with the children. May you experience child-like thrills in working out the puzzles of language as you build power in your oral and written communication.

-BL
The Verb Family
### Types of Clauses

<table>
<thead>
<tr>
<th>Independent Clause</th>
<th>Subordinate Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>complete sentence</td>
<td>dependent clause</td>
</tr>
<tr>
<td>children make great grammarians</td>
<td>when grammar is fun</td>
</tr>
<tr>
<td>the show ended suddenly</td>
<td>because she broke out in spots</td>
</tr>
<tr>
<td>that is not a sentence</td>
<td>because it begins with a conjunction</td>
</tr>
<tr>
<td>we played outdoors</td>
<td>before school began</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>everyone smiles</td>
<td>when Kate sings</td>
</tr>
<tr>
<td>I went home</td>
<td>after we ate</td>
</tr>
</tbody>
</table>
| they got there first | because they ran |}

- because
- when
- after
- before
### Types of Verbs

<table>
<thead>
<tr>
<th>Transitive Verbs</th>
<th>Intransitive Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>transitare (L)</td>
<td>not transitive</td>
</tr>
<tr>
<td>&quot;to pass&quot;</td>
<td>not &quot;to pass&quot;</td>
</tr>
</tbody>
</table>

With ________ verbs, the action passes from the subject to the direct object.

With ________ verbs, while there may be an object, the thought is complete without it.
Transitive Verbs

Latin: transire – “to pass”

Transitive verbs take an object. Action passes from the subject through the verb to an object.

Kelly rides bicycles.
Intransitive Verbs

Intransitive verbs do not require a receiver of the action. Complete intransitive verbs make a meaningful statement without the help of any other word.

Children play.

Preliminary Studies: Verb Family
Types of Verbs: Transitive/Intransitive
Intransitive Verb Chart I: Complete Intransitive Verb
Transitive Verbs

The waiter served dinner.

Preliminary Studies: Verb Family
Types of Verbs: Transitive/Intransitive
Transitive Verb Complement II: Indirect Object + Direct Object
Transitive & Intransitive Verbs

- transitive verb
- complete intransitive verb
# Preliminary Noun Family Study: Presentation 3c
Types of Descriptive Adjectives: Opinion, Size, Age, Shape, Color, Material, Purpose

<table>
<thead>
<tr>
<th>Descriptive-Opinion Adjectives</th>
<th>Descriptive-Size Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive-Age Adjectives</td>
<td>Descriptive-Shape Adjectives</td>
</tr>
<tr>
<td>Descriptive-Color Adjectives</td>
<td>Descriptive-Material Adjectives</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>These adjectives have a quality that reflects someone's opinion (smart).</td>
<td>These adjectives show absolute (6”) or relative (large) size.</td>
</tr>
<tr>
<td>These adjectives show absolute (10-year old) or relative (young) age.</td>
<td>These adjectives show a geometric (square) or descriptive (curved) shape.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>These adjectives provide a color name (green).</td>
<td>These adjectives tell what the noun is made of (wooden, metallic).</td>
</tr>
<tr>
<td>These adjectives tell what the noun is used for (whittling, transportation).</td>
<td></td>
</tr>
<tr>
<td>angry</td>
<td>lovely</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>pale</td>
<td>miniscule</td>
</tr>
<tr>
<td>vast</td>
<td>three-foot</td>
</tr>
<tr>
<td>newborn</td>
<td>young</td>
</tr>
<tr>
<td>10-year old</td>
<td>ancient</td>
</tr>
<tr>
<td>fuzzy</td>
<td>angular</td>
</tr>
<tr>
<td>curved</td>
<td>red</td>
</tr>
<tr>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>magenta</td>
<td>puce</td>
</tr>
<tr>
<td>neon green</td>
<td>knitted</td>
</tr>
<tr>
<td>steel</td>
<td>metallic</td>
</tr>
<tr>
<td>sharpening</td>
<td>whetting</td>
</tr>
<tr>
<td>whittling</td>
<td>carving</td>
</tr>
</tbody>
</table>
The Syntax of a Noun Phrase

Article

Adjective(s)

Limiting Adjective(s) if there was no article

Demonstrative OR Possessive OR Interrogative

Numerical

Some Descriptive Adjective(s)

Opinion

Size

Age

Shape

Color

Proper Adjective

More Descriptive Adjective(s)

Material

Purpose

Noun(s)
### Nominative Object Complement

The _______ object complement renames the object.

### Adjectival Object Complement

The object complement characterizes or describes the object.
Transitive Verbs

Joseph painted his Derby car green.
Transitive Verbs

Robert named his puppy Rusty.
Transitive & Intransitive Verbs

- transitive verb
- complete intransitive verb
- linking intransitive verb

Kelly rides bicycles.

Children play in the garden.

Russell is my teacher.

Russell is smart.
<table>
<thead>
<tr>
<th>The Gerund</th>
<th>The ________ looks like a verb, but acts like a noun.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words that end in -ing may look like a present participle, but when functioning as a noun, must be a ___________.</td>
<td></td>
</tr>
</tbody>
</table>
**Verbals**

**infinitive:** takes the form “to + verb”, but functions as a noun, and adjective, or an adverb.

*To love one’s neighbor is admirable.*

**participle:** takes the form “verb + ing” (present) or “verb + ed” (past), but functions as an adjective.

*Rocky, the flying squirrel, is Bullwinkle’s friend.*

*The locked door wouldn’t open.*

**gerund:** takes the form “verb + ing”, but functions as a noun.

*Running is good exercise.*
Sir Humphry Davy was an excellent literary critic as well as being a great scientist.

Sal's promotion means that she will be moving to another state and take the children with her.
Faulty parallelism sounds off-balance to the ear, destroys sentences, and is unclear what the author meant.

We must either start for the museum early or we will miss the start time for our tour.

All of the loose ends either were taped down or removed before the show started.
My troop loved to travel and camping more than anything else.

Students learned to transplant Mandrakes, enchantments, and levitating objects by saying, “wingardium leviosa”.

Sophisticated writers edit their work for faulty parallelism, misspelling, using the wrong or unclear pronouns, and typos.
Present Perfect Progressive Tense

Used to express an ongoing continuous action that started in the past and is happening at the time of the statement. It can imply/state another action that relates to it.

Mom has been waiting at the bus stop for twenty minutes.
Fred has been playing tuba ever since he gave up trombone.
Past Perfect Progressive Tense

Used to express an ongoing action that was finished sometime in the past. It can imply/state another action that relates to it.

The children had been working hard on verb tenses all day.
I had been raking leaves all day when the wind came up!

Tertiary Verb Study
Compound Tenses: Perfect Progressive
Future Perfect Progressive Tense

Used to express an ongoing action that will be completed in the future. It can imply/state another action (past, present, or future) that relates to it.

By next week, the choir will have been practicing their new music for 2 months. He will have been biking 4 days by the time he arrives.