

## Grammar and Syntax

Grammar consists of set rules regarding language and sentence structure, such as no splitting infinitives, no hanging prepositions and the importance of subject-verb agreement.

Grammar relies on the learner understanding the different parts of speech, the common name for a word class or category into which words are placed according to the work they do in a sentence. There are eight traditional parts of speech: noun, pronoun, verb, adjective, adverb, conjunction, preposition, and interjection.

Syntax is how a sentence is worded and structured, the order of the words that must be utilized to convey meaning. It consists of the type of sentence: declarative, interrogative, exclamatory, imperative. For example, syntax would refer to the sentence being declarative: stating a wish that the boy had. It would also refer to the length of the sentence mimicking the long twisted paths in the mountain and the long time the boy had been wishing to walk them. Syntax can also describe the “voice” of the sentence and whether it is passive or active. For example, He wants to run down the trail (passive) vs. He runs down the trail (active).

Syntax has literary meaning and use, while grammar just shows good form. They are two different things that can be easily confused.

Syntax can be used as a literary device to add extra meaning to your sentences, whereas grammar adds no greater meaning to your sentences.

This “kit” has been designed to provide you with activities that will promote youth’s understanding of both grammar and syntax. The Word Box has library pockets full of words categorized by part of speech. There are activity cards that will share ways to use these different library pockets. Grammar Minutes are games, complete with a variety of game boards and game cards, labeled with the name of the game, as well as activities that you can use to help youth become more proficient in identifying the part of speech in context. Punctuating sentences correctly can also be challenging for youth. Sometimes it seems that when a young person learns about a new punctuation mark, he/she over-use it just to practice. Activities to support correct punctuation can be found in Grammar Minutes. The Syntax Challenge helps youth to work on correct syntax. Without syntax, language would be gibberish. Changing word order changes the meaning. “I can go,” for example, is very different from “Can I go?” And we all know that “Go I can” is meaningless. English language syntax is different from Spanish language syntax, so for our English Learners, increased opportunities to intentionally practice syntax is important.

Finally, in this “kit” you will find poems, songs, and books to share with youth to activate different learning modalities. These poems, songs and books could also serve as a “model” for a youth writing process.

## The Word Box

The purpose of the Word Box is to provide you with activities that you can do with youth that do not require a lot of preparation on your part and that utilize a minimal number of materials that can be used in a variety of ways.

The words in this box represent the parts of speech:

- Nouns—person, place, thing, or idea
- Pronouns—words that take the place of nouns
- Verbs—action (jump, skip, eat) or state of being (is, are, etc.)
- Adverbs—describe and can modify anything but nouns or words that are used as nouns. Adverbs express how, when, where, how often, and how much.
- Adjectives—describe nouns
- Conjunctions—words that combine other parts of speech or sentences in a particular relationship
- Interjections—words or phrases that show strong emotions
- Prepositions—prepositions work with nouns and pronouns to form a phrase that can act as an adjective or adverb.
- Articles—a, an, the

Your Word Box has library pockets by grade level. If you work in an elementary program, you will have access to library pockets for Kindergarten through 6<sup>th</sup> grade (5<sup>th</sup> if that is the highest grade level on your campus. Middle school programs will receive 6<sup>th</sup> through 8<sup>th</sup> grade materials, unless they also serve 5<sup>th</sup> grade.

In your Word Box you will find individual library pockets that have a particular part of speech within. However, you may have more than one library pocket with nouns included because each pocket represents different types of nouns. For example, you will have one library pocket for Common Nouns and one for Proper Nouns at all grade levels. However, as youth mature, you may also have library pockets of Collective Nouns, Countable and Uncountable Nouns, Possessive Nouns, and Concrete and Abstract Nouns.

In your Word Box you will also find this ring of information which includes basic things about the Word Box, and also a variety of activities that you can do with the different library pockets of words. You will discover that basic activities include “sorts”. A sort asks a youth to look at a library pocket of words and then sort them into categories. These categories can be ones that you identify, such as common and proper, or ones that the youth determine such as people, animals, things, and places. Or the youth might also categorize words by color, living or non-living, or any other category that seems to make sense to them.

While all activities can be done by the whole class, we recommend that you have the youth work in pairs, triad, and groups of four. (This is why you will have multiple library pockets that are exactly alike.) Activities that are best done with the entire group are labeled as Group Activities.

In addition to the library pockets of words by part of speech, you will discover a library pocket of punctuation marks, Frye’s Fast Phrases. These two pockets can be used when you are working with the class to form sentences.

## Word Box Activities

Give an individual youth a set of cards and ask him/her to put them in alphabetical order by the first letter of each word (remember, if the first letters are the same, you continue to the second letter, then the third and so on). This is appropriate for grades 3<sup>rd</sup> and up.

Give youth (groups of 2 work best) a set of cards and ask them to categorize them and label the categories they have placed the words under. (Help youth look for the bigger picture and certainly beyond alphabetizing the words.) Have them explain the rationale to another student.

Give youth the adverb cards and ask them to categorize them and then label the categories. Have them explain the rationale to another student. (Remember, adverbs identify how, when, where, how often, how much.)

Give each student an interjection card. Have the group walk around to music. When the music stops, students pair up. Each member of the pair needs to make a sentence to which the other person replies with his/her interjection. (Example: I am going to pet my cat. BAM!) You might want 3-4 sample cards.

Give youth the adverb and verb cards, ask them to combine a verb and an adverb that makes sense.

Randomly give out three word cards to each student. Have them find a "group" of others that can help make a sentence. (Be sure to distribute some punctuation cards.)

Give teams of two a preposition card. Have them act out the prepositional phrase for the group. Note: Before you have youth do this activity on their own, demonstrate several phrases for them. Also consider reading the book, **Rosie's Walk** to them and act out the prepositional phrases in the book.

Give youth the noun and conjunction cards. Ask them to use the conjunction cards to combine two nouns. Most common conjunctions are and, not, but, or, yet. (Examples: This cookie contains neither chocolate not nuts. This cookie contains both chocolate and nuts. This cookie contains either chocolate or nuts. The cookie contains not only chocolate but also nuts. This cookie contains chocolate whether it contains nuts or not.)

Divide the class into three groups. Give cards to each group randomly. Be sure that each group has several conjunctions. As a team the groups use the cards to create sentences. Ask the groups to read the sentences they've created aloud for everyone to hear. Then ask groups to combine sentences using a conjunction.

Distribute the Frye's Fast Phrases. Ask youth to use the phrase in a sentence. Have groups read the sentence they wrote aloud to the group.

Create a word wall or word chart. Have students write sentences with any of the word cards that you have distributed to them. These can be original sentences that use one or more words. Have them place the word(s) on the word wall. Note: Word walls have spaces for words to be placed in alphabetical order or by categories.

Randomly distribute words to the group. Call on one student at a time to come up and help create a sentence. When there are enough words to complete the first sentence, students should begin making a second sentence.

## Nouns:

**Nouns:** Nouns are either common (which does not start with a capital letter unless it is at the beginning of a sentence) and names a person, place or thing generically. A proper noun names a specific person, place or thing

and always begins with a capital letter. You can play the game **I Spy** with the students. Ask youth to change between identifying common or proper nouns (maybe have the words common and proper can be written on popsicle sticks and then youth can pick a stick and then identify the type of noun that is on the stick.

Give youth (groups of 2 work best) a set of cards and ask them to categorize them and label the categories they have placed the words under. (Help youth look for the bigger picture and certainly beyond alphabetizing the words.) Have them explain the rationale to another student.

Give youth the nouns and ask them to classify the words as person, place, thing or idea; or ask them to pair up common and proper nouns.

Give youth the noun and pronouns cards, ask them to match the nouns with a pronoun that could take the noun's place in a sentence.

Give youth the verbs and the nouns. Ask them to create two word sentences. Ask them to write the sentences on a white board. Ask them what they know about how sentences begin and how they end.

Give youth the adjective and noun cards. Ask them to pair an adjective with the noun. Ask them to add two different adjectives to the noun that make sense. (Yes—The large brown dog, No—The big tiny cat)

Sorts: There are a number of different sorts that you can ask youth to complete:

Assigned Common Noun Sorts:

- Person—Place—Thing—Animal—Idea
- Plural nouns and singular nouns

Assigned Proper Noun Sorts:

- Names of people, pets, etc.
- Names of places
- Names of days, months
- Names of holidays
- Matching common nouns with proper nouns

**Adjectives:** Have youth select a noun and then describe it with two adjectives—these do not have to be from the Word Box. For example, I have a yellow, folded napkin.

**Verbs:** Have youth act out a verb that you call out (use the cards to keep the action moving). Move quickly to keep them engaged, perhaps calling out a new verb every 3 seconds. Example: breathe...eat...think...stand...flap...sit...turn...dance...sing...clean...drum...and so on. You can not act out state of being verbs s select the verbs you will use in advance.

**Adverbs:** Create cards that state: how, when, where, how often, how much under what circumstances. Then give youth a verb and have them draw one of the cards you created above and find an adverb to answer that question. For example, if the verb is “eat” and the card states “how often”, the sentence or phrase could be “John eats daily.”

## Instructions

Model correct syntax. Learning & Teaching suggests that rather than correcting, you rephrase the sentence as it should have been constructed. If a child says, "Home I went today," reply, "Oh, you went home today. What did you do there?"

Use sentence completion exercises to improve syntax. Give **students** open-ended sentences, such as "The duck waddled..." or "The man went..." and have them complete the sentences so that they make sense. These exercises can be done orally or as written assignments.

Write words on cards and have the students arrange them to form complete simple sentences. As with the modeling exercise, read the sentence and ask whether it makes sense. Students sometimes hear a syntax error that they do not see.

Develop basic skills. Teach **students** that sentences start with capital letters and that they end with periods.

Teach how sentences often use a noun-verb-direct object pattern. Build on the earlier sentence exercise and make flashcard piles of nouns, verbs and direct objects, identifying the categories with different-colored markers, and have the students construct more complex sentences by adding adjectives and pronouns.

Perform verb exercises. Write "yesterday," "today" and "tomorrow" on the whiteboard, Have the students conjugate a list of verbs using the past, present and future tenses, then have them construct short sentences such as, "Yesterday I went to school. Today I go to school. Tomorrow I will come to school." This short exercise can easily be done when you have five minutes before recess.

Use songs and nursery rhymes to help children improve their syntax. Repetition is essential to language learning, and singing helps make learning correct word order automatic.

Praise students when they get it right. Say quietly, "Oh, I'm so pleased that you got the word order right." A little positive reinforcement goes a long way toward improving language skills, particularly at the primary level.

Word Box List of Words

Nouns	Verbs	Adjectives	Adverbs	Pronouns	Conjunctions
ability account accountant achiever acoustics activity actor addition adjustment adoration advantage adventure advertisement advice aftermath aftermath afternoon afternoon afterthought afterthought agreement aircraft airport alarm alarm ambition amount amusement amusement park anger angle animal answer	add admire advise afford agree allow appear bake bang call chase cook damage dance drop end escape fasten fix gather grab hang hug imagine itch jog jump kick knit land lock march mix	abandoned abnormal aboard abrasive abrupt absent absurd abundant acceptable accidental accurate actually adhesive adorable adventurous afraid aggressive agreeable ahead alert alike amazing ambitious amused amusing ancient angry animated annoyed anxious arrogant ashamed assorted	<b>Adverbs the tell HOW</b> Absentmindedly accidentally adoringly awkwardly beautifully briskly brutally carefully cheerfully competitively eagerly effortlessly extravagantly girlishly gracefully grimly happily halfheartedly hungrily lazily lifelessly loyally quickly quietly quizzically really recklessly remorsefully ruthlessly savagely sloppily so	all another any anybody anyone anything both each each other either everybody everyone everything few he her hers hers herself him himself his I it its itself many me me mine more most much	<b>Coordinating Conjunctions</b>  and but or for so nor yet  <b>Subordinating Conjunctions</b>  after although as as if as long as as much as as though because before by the time even if even though if in order that in case lest once only if provided that since





brain branch brass breath brick bridge bucket building bulb business cabbage cable cactus calculator calendar camera canvas caption car carpenter carriage case cause celery cellar cemetery chance change channel child children city cloth clover coach cobweb	am are be been can could did do does done had have has is may might must shall should was were will would  <b>Linking Verbs</b> <b>Do not show action but link nouns and pronouns to other information in the sentence.</b> am are being appear be become feel	burly bustling busy calm capable careful careless cautious certain charming cheap cheerful chilly clean clear clever cloudy closed cold colorful colossal comfortable concerned condemned confused conscious cooperative coordinated courageous cowardly crazy creepy crooked crowded cruel curious curly	inside out outside somewhere there underground upstairs  <b>Adverbs that tell TO WHAT EXTENT</b> absolutely almost awfully because every extremely generally not any contraction "n't" quite rather really terribly too very  <b>Comparatives and Superlatives</b> Irregular: 1. badly 2. worse 3. worst 1. little 2. less 3. least 1. much 2. more 3. most	whose you your yours yourself yourselves	
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coil comfort committee community company comparison competition condition connection control country creator creature credit current curtain cushion day debt decision degree design desire destruction detail development digestion discovery discussion disease disgust distance distribution division door drain	get grow have has been is lie look might be have prove remain seem smell sound stay sit taste turn were  <b>Being Verbs</b> <b>Being verbs tell about something in a state of being. A noun or pronoun does not always take action. Sometimes is just is.</b>  am are is was were will be have been	curved cute cynical damaged damp dangerous dark dazzling dead deafening dear debonair decisive deep defeated defiant delicate delicious delightful dependent descriptive deserted detailed determined different difficult diligent dirty disagreeable disastrous disgusted disillusioned dispensable distinct disturbed dizzy dry	1. well 2. better 3. best  <b>2-Syllable Regular</b> 1. soon 2. sooner 3. soonest 1. quick 2. quicker 3. quickest 1. happy 2. happier 3. happiest  <b>3 or more syllable adverbs use the word more and most in front of the word</b>  1. carefully 2. more carefully 3. most carefully 1. ridiculously 2. more ridiculously 3. most ridiculously 1. frantically 2. more frantically 3. most frantically		
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<p> earthquake  edge  education  effect  end  engine  error  event  example  exchange  existence  expansion  experience  expert  fact  family  faucet  feast  feather  fiction  field  flame  flavor  flesh  flock  force  form  fowl  friction  friend  fuel  furniture  game  geese  ghost  giraffe </p>	<p> had been  will have been </p> <p> <b>Irregular Verbs are verbs that don't follow the rules for changing tense. The best way to understand irregular verbs is to practice and memorize them.</b> </p> <p> bite/bit/bitten  bring/brought/brought  choose/chose/chosen  eat/ate/eaten  fall/fell/fallen  hurt/hurt/hurt  go/went/gone  lay/laid/laid  ring/rang/rung  send/sent/sent  teach/taught/taught  write/wrote/written </p> <p> accelerate  achieve  acquire  admire  adopt  advise  afford  amuse  analyze  annoy  apologize  appreciate  approve  assemble  assess </p>	<p> dull  dusty  dynamic  eager  early  easy  eatable  educated  efficient  eight  elated  elderly  embarrassed  empty  enchanted  energetic  enormous  enthusiastic  envious  equal  erect  even  excellent  exciting  exclusive  exotic  expensive  fabulous  fair  false  familiar  famous  fantastic  far  fast  faulty  fearful </p>			
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goose	assist	few			
government	attack	fierce			
governor	attempt	filthy			
grain	balance	fine			
group	bathe	first			
guide	behold	five			
guitar	bleach	fixed			
guy	bless	flagrant			
hand	boast	flaky			
harbor	borrow	flashy			
harmony	bruise	flat			
head	burst	flawless			
health	calculate	fimsy			
history	challenge	foolish			
hobbies	change	forgetful			
hole	cheat	fortunate			
holiday	clarify	four			
home	classify	free			
hospital	command	frequent			
hour	compare	fresh			
house	complete	friendly			
humor	concentrate	frightened			
hydrant	confront	functional			
icicle	confuse	funny			
idea	connect	future			
idea	consider	fuzzy			
impulse	contain	gainful			
income	continue	gaping			
increase	control	general			
industry	crash	gentle			
information	create	giant			
instrument	damage	glamorous			
insurance	decorate	glorious			
interest	demonstrate	good			
invention	describe	goofy			
island	determine	gorgeous			
	develop	graceful			

issue	diagnose	grateful			
jewel	direct	gray			
job	disapprove	greasy			
journey	display	great			
judge	distribute	greedy			
kettle	doubt	green			
knee	drown	grouchy			
knife	edit	gruesome			
knot	embarrass	grumpy			
knowledge	employ	guarded			
laborer	enforce	habitual			
language	estimate	half			
law	examine	handsome			
lawyer	exceed	handy			
leather	excite	happy			
level	exist	hard			
library	expand	healthy			
life	explain	heartbreaking			
limit	express	heavenly			
line	facilitate	heavy			
linen	flash	helpful			
liquid	follow	hesitant			
loaf	forecast	hideous			
lot	foresee	high			
lumber	freeze	hilarious			
machine	generate	honorable			
magic	govern	horrible			
man	graduate	hospitable			
mass	grate	hot			
match	guard	huge			
measure	harass	humorous			
member	harm	hungry			
memory	hook	hurt			
metal	hurry	hysterical			
minister	identify	ignorant			
minute	ignore	ill			
	impress	illegal			

moment	include	imaginary			
money	increase	immense			
month	increase	imperfect			
morning	influence	impolite			
mother	inform	important			
muscle	inspect	impossible			
music	instruct	incredible			
name	intend	inexpensive			
nation	interrupt	innocent			
nerve	introduce	inquisitive			
night	irritate	intelligent			
noise	judge	interesting			
north	kiss	internal			
number	label	invincible			
oatmeal	lecture	itchy			
observation	level	jagged			
office	lighten	jazzy			
operation	manage	jealous			
opinion	market	jolly			
order	measure	joyous			
organization	mislead	juicy			
ornament	misunderstand	jumbled			
others	modify	jumpy			
parcel	motivate	keen			
parent	negotiate	kind			
part	observe	knowledgeable			
partner	occur	large			
party	organize	last			
passenger	originate	late			
payment	overcome	lazy			
peace	overhear	lean			
people	paddle	left			
person	permit	legal			
place	persuade	level			
plantation	possess	light			
plastic	practice	likeable			
	predict	little			

pleasure plot plough point poison polish pollution porter position power president problem process produce profit program property prose protest punishment purpose quarter quartz queen question quicksand quill quilt range reaction reason receipt recess record regret relation	prefer prepare promote propose provide purchase qualify raise realize recommend reflect refuse relate remain repair represent request research respond retrieve return revise rinse satisfy scratch seek separate shine shrink signal sketch slide smash soothe spend spoil spread	long loose lopsided loud low lucky maddening magenta magical magnificent majestic male mammoth many massive marvelous mean meek mellow messy mighty mindless miniature misty mixed modern moldy momentous motionless mute mysterious naïve narrow nasty natural naughty near			
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religion representative request research respect result reward rhythm right room route scale scarf scene scent school secretary seed selection servant service side slope sneeze spade spark sponge state statement station stomach story stretch string structure student	sting strike succeed surprise surround tempt throw transfer transform translate trip tumble twist unfasten unify unpack update utilize vanish verify wander warn waste weep whine whistle wrap wreck wrestle	neat necessary nervous next nice nifty nine noisy normal numerous nutritious obedient obnoxious observant obsolete obtainable odd old one open opposite orange ordinary outrageous outstanding oval overjoyed painful panicky parallel parched past pathetic peaceful perfect permissible perpetual			
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study substance suggestion system teacher team temper tendency territory texture theory thing thrill throat throne time title transport tray treatment trousers unit vacation value veil vein vessel vest view voice volcano voyage week weight wilderness woman		petite physical pink placid plain plastic plausible pleasant poised polite political poor possible powerful precious pretty previous pricey private probable productive protective proud puny purple pushy puzzled quaint questionable quick quiet quirky rainy rambunctious rapid rare ready			
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<p>word work world wren wrench wrist writer writing yak yam year zebra zephyr zinc</p> <p><b>Collective Nouns</b> Collective nouns name groups consisting of more than one individual or entity. The group is a single unit, but it has more than one member.</p> <p>family committee corporation faculty army school</p> <p><b>Countable nouns are common nouns that can become a plural. They can combine with exact</b></p>		<p>real red redundant reflective regular relieved remarkable responsible rich right rigid ripe robust romantic rough round royal rude sad safe salty same satisfying scary scattered scientific second secret selective selfish separate serious shaky shallow sharp shiny short</p>			
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<p><b>numbers (even one, as a singular) or indefinite numbers (like "a" or "an").</b></p> <p><b>Uncountable (or noncount) nouns are different from by the simple fact that they can't become plural or combine with number words.</b></p> <p>Indigestion furniture</p> <p><b>Concrete Nouns and Abstract Nouns</b></p> <p>Concrete nouns refer to their ability to register on your five senses. If you can see, hear, smell, taste, or feel the item, it's a concrete noun.</p> <p>Abstract nouns on the other hand refer to abstract objects such as ideas or concepts, like the nouns "politeness" or "hatefulness".</p>		shut shy sick silent silly simple sincere six skillful skinny sleepy slim slippery sloppy slow small smart smelly smooth sneaky soft solid sour special spectacular spicy splendid spooky square squealing standing steady steep sticky straight strange strong			
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<p><b>Possessive Nouns</b></p> <p>A possessive noun is a noun that names who or what has something. The possessive form is used with nouns referring to people, groups of people, countries, and animals.</p> <p>It also refers to where someone works or plays or spends their time.</p> <p>Add an apostrophe and s ('s) to form the possessive of most singular nouns (ex. Bob's jacket, the cat's tail, Steven King's books).</p> <p>Add an apostrophe (') to form the possessive of plural nouns that end with s (ex. retailers' stores, soldiers' weapons, Americans' banks).</p> <p>Add an apostrophe and s ('s) to form the possessive of plural nouns that do not end with s (ex. geese's nest, children's toys, women's dresses).</p>		<p>successful sudden super superficial supreme sweet swift talented tall tan tangible tasteful tasty tearful teeny temporary ten tender terrible terrific thankful thick thin third thirsty thoughtful three tidy tiny tired tough tranquil tremendous tricky troubled true truthful</p>			
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<p><b>Proper Nouns</b></p> <p><b>Holidays</b>  Christmas  New Year's Day  Hanukkah  Thanksgiving  Veteran's Day  Valentine's Day  Labor Day  Halloween  St. Patrick's Day  Easter  Memorial Day  Fourth of July</p> <p><b>Geographical Areas</b>  San Francisco  Low Angeles  New York  California  Europe  North America  Spain  England  Nile River  Pacific Ocean  Rocky Mountains  Central Valley</p> <p><b>People and Pets</b>  Rocky  Rover  Mrs. Smith  Mr. Martin  Joni  Jorge  Elizabeth  Andy  Snoopy  Sponge Bob Square  Pants  Fido</p>		two typical ugly unbecoming unbiased uncovered understood undesirable uneven unhealthy unique unknown unusual upbeat uppity upset used useful useless vague valuable various vast vengeful victorious vigorous violent violet vivacious wacky wandering warm wary weak wealthy weary wet			
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<p>Lily</p> <p><b>Books, Newspapers, Magazines</b>  LA Times  The Cat in the Hat  Southern Living  National Geographic  Sunset  People  San Francisco Chronicle  Wall Street Journal  Oh, The Places You'll Go</p> <p><b>Companies and Organizations</b>  Facebook  Google  General Electric  Nike  Boys and Girls Club  Apple  Microsoft  Twitter  Child Fund International</p> <p><b>Places and Buildings</b>  Yellowstone National Park  Empire State Building  Marriott  Yosemite  Central Park  Chrysler Building  World Trade Center  Valley Plaza Mall  Westfield Mall  Grand Canyon</p> <p><b>Titles</b>  President Obama  King George</p>		<p>whispering  white  whole  wicked  wide  wiggly  wild  windy  wise  witty  wonderful  workable  worried  wrong  yellow  young  youthful  yummy  zany  zesty  zippy  zonked</p> <p><b>Appearance Adjectives</b></p> <p>adorable  beautiful  clean  drab  elegant  fancy  glamorous  handsome  long  magnificent  old-fashioned  plain  quaint  sparkling</p>			
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<p>Queen Elizabeth Judge Judy Senator Boxer Governor Brown Prince William</p> <p><b>Languages</b> English French Italian Spanish Russian Chinese Tagalong</p> <p><b>Brand Names</b> Pepsi Coke Albertson's Von's Niki Hello Kitty Dominoes</p>		<p>ugliest unsightly wide-eyed</p> <p><b>Color Adjectives</b> red orange yellow green blue purple gray black white</p> <p><b>Condition Adjectives</b> alive better careful clever dead easy famous gifted helpful important inexpensive mushy odd powerful rich shy tender uninterested vast wrong</p> <p><b>Feelings (Bad) Adjectives</b> angry bewildered clumsy defeated</p>			
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embarrassed  
fierce  
grumpy  
helpless  
itchy  
jealous  
lazy  
mysterious  
nervous  
obnoxious  
panicky  
repulsive  
scary  
thoughtless  
uptight  
worried

**Feelings (Good)**

**Adjectives**

agreeable  
brave  
calm  
delightful  
eager  
faithful  
gentle  
happy  
jolly  
kind  
lively  
nice  
obedient  
proud  
relieved  
silly  
thankful



		<p>victorious witty zealous</p> <p><b>Shape Adjectives</b></p> <p>broad chubby crooked curved deep flat high hollow low narrow round shallow skinny square steep straight wide</p> <p><b>Size Adjectives</b></p> <p>big colossal fat gigantic great huge immense large little mammoth massive miniature petite puny scrawny short small tall teeny</p>			
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		<p>teeny-tiny tiny</p> <p><b>Sound Adjectives</b></p> <p>Cooing Deafening Faint Hissing Loud Melodic Noisy Purring Quiet Raspy Screeching Thundering Voiceless whispering</p> <p><b>Time Adjectives</b></p> <p>ancient brief early fast late long modern old old-fashioned quick rapid short slow swift young</p> <p><b>Taste/Touch Adjectives</b></p> <p>bitter delicious fresh greasy juicy</p>			
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hot  
icy  
loose  
melted  
nutritious  
prickly  
rainy  
rotten  
salty  
sticky  
strong  
sweet  
tart  
tasteless  
uneven  
weak  
wet  
wooden  
yummy

**Touch Adjectives**

boiling  
breeze  
broken  
bumpy  
chilly  
cold  
cool  
creepy  
crooked  
cuddly  
curly  
damaged  
damp  
dirty  
dry  
dusty  
filthy  
flaky  
fluffy  
freezing  
hot

		warm wet <b>Quantity Adjectives</b>  abundant empty few full heavy light many numerous sparse substantial			
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Articles/Determiners	Interjections	Prepositions			
the an a no some zero	ack ah aha ahem ahhhh ahoy alas aw aye bah bam blah bingo boo boo-hoo	<b>One Word Prepositions</b> aboard about above across after against along alongside amid among around as at before			

	boo-ya bravo brr yeah yes yikes yippy yuck wahoo wow uh-oh thanks shh... pow pew oh oops ouch hallelujah hmm... eek cheers congratulations	behind below beneath beside between beyond but by concerning considering except excluding despite down during following for from given gone in into inside including les like minus near notwithstanding of off on onto opposite over past pending per plus pro regarding respecting round			
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save  
since  
than  
through  
throughout  
to  
toward  
under  
underneath  
unlike  
until  
up  
upon  
versus  
via  
with  
within  
without  
worth

**Complex Prepositions**

according to  
ahead of  
along with  
apart from  
as for  
aside from  
as per  
as to  
as well as  
away from  
because of  
but for  
by means of  
close to  
contrary to  
except for  
depending on  
due to

		further to in addition to in between in case of in favor of in lieu of instead of next to near to on account of on behalf of on to on top of opposite to other than out of outside of owing to prior to regardless of thanks to together with up against up to up until vis á vis with reference to with regard to			
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Word Box

Business card size

Need library pockets

Labels

5-10 sorting activities with n, v, adj, adv

Rosie's Walk—prepositions—across, around, over, under, past, through

Sorts for nouns:

- Common and proper
- Person, place, thing, animal, idea
- Singular-plural
- Noun—not a noun
- In a classroom, home, garden, etc.

Proper Noun Sorts:

- Names of people, pets, etc.
- Names of places
- Names of days, months
- Names of holidays
- Matching common nouns with proper nouns

Adjective Sort

- Color
- Number
- Shape
- Size
- Feelings
- Silly or Serious
- Looks
- Behaves
- Sounds
- Noun + adj.



## Verbs

- To Root, To Toot, To Parachute
- Action—regular
- Action—irregular
- Present-past-future tense
- Regular –irregular
- Action, helping, linking
- Charades