

INTRODUCTION

Being able to communicate effectively through speaking and writing is vital to a person's educational and professional success. The ability to speak and write well affects students' success across all subjects and content areas and continues in the workplace. Because of the importance of being able to speak and write correctly, students must be able to acquire and apply these skills.

The *Basic Grammar Series* is an all-inclusive, well-rounded resource for students who need more time to master various grammar concepts. While many grammar series provide general overviews of each grammar skill, *Basic Grammar Series* addresses skills in a variety of formats with multiple activities so that individual learning styles are addressed. The *Basic Grammar Series* has three books, each with over 200 activities that teach and reinforce grammar skills. The skills and activities are age-appropriate and presented at a low readability level in order to promote success and understanding. Each skill is introduced according to a developmental progression, with each unit building upon basic skills while reinforcing those skills that have already been taught.

ELEVEN UNITS

Lessons, activities, and assessments are presented in eleven units. Each unit builds on skills from the previous unit. The units are:

What is a Sentence?
Parts of a Sentence
Nouns
Pronouns
Special Words
Abbreviations

Verbs
Adjectives
Capitalization
Punctuation
Word Usage

MULTIPLE USES

The *Basic Grammar Series* can be used as a complete program, beginning with the lessons in the first unit, What Is a Sentence? It can also be used as a basic grammar skill supplement. For teachers who want to use the program to reinforce specific skills, a correlation of skills addressed in each activity has been included (page XIII). It is important to note that when teaching grammar, many skills overlap. For example when teaching capitalization, proper nouns are also covered. Therefore, it is important for teachers to be careful when using the program to reinforce specific skills because some skills that the student has not yet seen may be included in an activity.

| Correlation of Skills | |
|---------------------------------|--------------------------------------------------------------|
| Sentences | |
| Identifying Complete Sentences | 3, 4, 10, 24, 233 |
| Identifying Phrases | 3, 4, 10, 24 |
| Asking Sentences | 4-9, 9, 12, 182 |
| Telling Sentences | 5, 9, 11 |
| Exclamatory Sentences | 7, 9, 13, 183 |
| Commands | 4, 9, 14, 181 |
| Parts of a Sentence | |
| Subject: Who or What? | 17-25, 27, 48, 69, 205-207, 210, 211-215, 233 |
| Predicate: Does What? | 18-20, 22-24, 26, 28, 69, 209, 210 |
| Nouns | |
| Identifying Nouns | 48, 49, 50, 124, 147, 234 |
| Common Nouns | 32-41, 47-54, 124, 234 |
| Proper Nouns | 42-48, 55, 56 |
| Singular Nouns | 32, 33, 36-39, 47-53, 124, 234 |
| Plural Nouns | 34-41, 48-54, 124, 234 |
| Pronouns | |
| Identifying Pronouns | 69, 70, 83, 234 |
| I | 59-62, 65-74, 156, 168, 171, 191, 213-216, 218, 224-226, 234 |
| Me | 63-74, 234 |
| Special Words | |
| Months of the Year | 77-80, 83, 85, 92-95, 99, 100, 103, 104, 106, 164-170, 172 |
| Days of the Week | 173, 175, 187, 228, 229, 235, 239 |
| Days of the Week | 173, 175, 187, 228, 229, 235, 239 |
| Abbreviations | |
| Days of the Week | 88-91, 99-102, 106, 235 |
| Months of the Year | 92-95, 99, 100, 103, 104, 106, 235 |
| Road and Street | 96-100, 106, 106 |
| Verbs | |
| Identifying Verbs | 111, 125, 147 |
| Present Tense Verbs | 111-114, 124-126 |
| Past Tense Verbs | 114-117, 124, 125, 127, 128, 226 |
| Present Progressive Tense Verbs | 118, 120-124, 126, 131, 132, 211, 212, 220, 226 |
| Past Progressive Tense Verbs | 122, 123, 129, 131, 132 |
| -ing Verbs | 118-120, 124, 126, 130, 226 |
| Helping Verbs | 121-123, 131, 211, 212, 223 |

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Basic Grammar Series II

PROGRAM COMPONENTS

This series is designed to motivate and engage students who may have difficulty with language, reading, and writing. Each unit contains the following features: teacher instructions, a parent letter, several activity sheets, a reflect and review activity, and several assessment activities.

Teacher Instructions: The teacher instructions include objectives, definitions, and suggested activities to teach basic grammar skills for each unit in this series. Teacher instructions follow each tab to begin the unit. Objectives are listed to identify the skills that will be covered within the unit. Simplified rules and definitions are included for the teacher. These explain the concepts and skills that will be covered in the unit. Motivating activities to introduce the skills are also provided. Most of these activities are hands-on and interactive to encourage the students to develop an understanding of the grammar rules through practice to ensure comprehension. The teacher instructions also suggest activity sheets that can be sent home with the parent letter to encourage skill reinforcement at home.

Parent Letter: Each unit includes a letter that should be sent home with every student at the beginning of the unit. The parent letter informs parents and guardians of the grammar rules and definitions for each new skill being taught and provides activities to use with their child. Many of these hands-on activities involve using a grammar skill with a real-world application. Most importantly, the letter keeps parents informed about what their child is learning in school so that they can continue the learning process at home.

Activity Sheets: Each unit includes several activity sheets employing a variety of learning styles in order to ensure students' mastery of skills. These activity sheets have clear and simple rules, instructions, examples, and activities that can include manipulating letters and words, understanding pictorial cues, and solving problems. Each activity page is an individual assignment meant to stand alone and can be used individually, with partners, or in small groups. If the work is completed in partners or groups, be sure that each student understands the skill and is able to explain the skill in his or her own words. Activity sheets can be completed in class or sent home for reinforcement of skills, review, or homework.

WORD USAGE

TEACHER INSTRUCTIONS

Objectives
Students will use *and* to make compound subjects.
Students will use the correct verb with compound subjects.
Students will identify the correct word order in compound subjects.

Definitions
The word *and* is used to combine words or phrases. In this unit, we will use *and* in the who or what part of a sentence to combine people, places, and things. For example, in the sentence *The girl and boy ride bikes*, the who or what part of the sentence is the girl and boy. The word *and* is used since the sentence is talking about both the girl and the boy. If only one person, place, or thing is talked about in the who or what part of a sentence, people add *s* or *es* to the verb. If *and* is used to combine people, places, and things, the who or what part of a sentence becomes compound and people do not add *s* or *es* to the verb. When a person is talking about himself or herself as part of a compound who or what part of a sentence, the other person's name always comes before *I*. For example, in the sentence, *Jon and I eat lunch*, *I* comes after *Jon*.

Getting Students Motivated

a. Introduce combining sentences using *and* to the students by writing three sentences on the board:

The boy sings songs.
The girl sings songs.
The boy and girl sing songs.

Explain that the first two sentences tell what the boy does and what the girl does. The third sentence combines the who or what part of the first two sentences and changes the verb in the does what part. Ask the students which word combines the two who or what parts (*and*). Write several other sentences for the students to combine using the word *and*.

b. Write three sentences on the board:

The cat and dog sleep.
The cat sleeps.
The dog sleeps.

ice. Then, have
what part of a
s or *es*.

used in the who
part of the sentence.
Fred comes.

Basic Grammar Series II

Dear Parents/Guardians,

We are beginning a unit on word usage. Be sure to ask your child questions about what he or she learned at school each day.

What is word usage?

The word *and* is used to combine words or phrases. In this unit, we will use *and* in the who or what part of a sentence to combine people, places, and things. For example, in the sentence *The girl and boy ride bikes*, the who or what part of the sentence is the girl and boy. The word *and* is used since the sentence is talking about both the girl and the boy. If only one person, place, or thing is talked about in the who or what part of a sentence, people add *s* or *es* to the verb. If *and* is used to combine people, places, and things, the who or what part of a sentence becomes compound and people do not add *s* or *es* to the verb. When a person is talking about himself or herself as part of a compound who or what part of a sentence, the other person's name always comes before *I*. For example, in the sentence, *Jon and I eat lunch*, *I* comes after *Jon*.

Suggested Activities

a. Write simple sentences on index cards, with three sentences making a set. The first two sentences should have different who or what parts and the same does what part. The third sentence should combine the who or what parts from the first two sentences and change the verb in the does what part. For example, "The girl reads books," "The boy reads books," and "The boy and girl read books." Place the third sentence from each set in one pile and the other two sentences from each set in another pile. Turn over one card from the combined sentences' pile, and have your child find the two sentences it combines.

b. Look through newspapers and magazines for sentences with a person's first name and the word *I* as the who or what part. Cut the sentences out, and glue them on a sheet of paper. Have your child circle the *and* in the who or what part and underline the *I*.

To reinforce

for your child

discuss the s

Thank you fo

Sincerely,

Name: _____ Date: _____

Making Verbs Agree

Directions:
Look at the pictures, and read each **does what part**. Draw a line from each picture to its **does what part**.



live in a cage.



lives in a cage.



swim in the pond.



swims in the pond.



grow on trees.



grows on trees.

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Reflect and Review Activity: A reflect and review activity follows the activity sheets in each unit. This activity requires students to apply both the skills they have just learned in addition to the skills they learned in earlier units. Students not only practice several skills at once when completing these activities; they also see how grammar skills are interrelated. Throughout the program, the reflect and review activities provide students with multiple opportunities to recall information and continue to apply it. Teachers can use the reflect and review activities as a tool to determine students' knowledge of the skills covered and can assess if the students need review or reinforcement of particular skills.

Proofing Activities: The Capitalization, Punctuation, and Word Usage units each include two proofing activities. These activities require students to practice finding and correcting grammatical errors. Teachers should walk the class through the first proofing activity in each unit and have the students complete the second activity independently. Proofing activities provide many opportunities for learning through examples, so be sure to review the pages together.

Assessment Activities: Each unit includes multiple assessment activities that cover the skills addressed within the unit. The assessment activities follow the format of standardized tests and require students to eliminate incorrect options, choose the correct answer, and fill in the appropriate circle. While the assessment activities are intended to be used as evaluations after students complete a unit, the assessment activities can also be used as pretests to assess students' prior knowledge of specific skills.

Final Proofing and Assessment Activities: Several comprehensive proofing and assessment activities are provided at the end of the book. These activities cover the skills taught in all eleven units and can be used as a final evaluation. Final proofing activities serve as a holistic measure of each student's ability to identify incorrect grammar and to make corrections. There are eight final assessment activities, each covering one of the units. Like the unit assessment activities, these tests follow the format of standardized tests.

Name: _____ Date: _____

Reflect and Review

Directions: Read each sentence. Underline the **who** or **what** part of the sentence. Circle the verb that agrees with the **who** or **what** part.

1. The man and boy (run) runs on a track.

2. The cat and child (play, plays) chase.

3. The dog and boy (take, takes) a walk.

4. The woman and girl (bake, bakes) a cake.

Name: _____ Date: _____

Proofing Activity 2

Directions: Read the paragraph. Circle the verbs that are incorrect, and write the correct verbs. Circle the pronouns that are incorrect, and write the correct pronouns.

I
Lance and (me) play soccer. Lance and I kicks the ball.

Sandra and I plays baseball. She and I throws the ball far.

Lance and Sandra runs track. Sandra and I swims laps at the pool. Sandra and me play hockey with Lance. We like sports!

Name: _____ Date: _____

Assessment 1

Directions: Read each group of sentences. Fill in the circle for the correctly combined sentence.

1. The man bakes cakes. The boy bakes cakes.

The man and boy bake cakes.
 The man and boy bakes cakes.

2. The dog sleeps. The cat sleeps.

The dog and cat sleeps.
 The dog and cat sleep.

3. The cow eats hay. The horse eats hay.

The cow and horse eats hay.
 The cow and horse eat hay.

4. The girl throws the ball. The boy throws the ball.

The girl and boy throw the ball.

Name: _____ Date: _____

Word Usage

Directions: Read each sentence. Fill in the circle for the correct sentence.

1. I and Kelly read books.
 Kelly and I read books.
 Kelly and I reads books.

2. Ryan and me play soccer.
 Ryan and I plays soccer.
 Ryan and I play soccer.

3. Rhonda and I ride the bus.
 Rhonda and me ride the bus.
 Rhonda and I rides the bus.

4. I and Jack buy a gift.
 Jack and I buy a gift.
 Jack and I buys a gift.

5. Brenda and I bake a cake.
 Me and Brenda bake a cake.
 Brenda and I bakes a cake.

PROGRESS CHART

A progress chart (page XV) has been included to track students' progress with learning and using grammar skills. The progress chart can be used for daily grading purposes, or it can be used periodically to note progress or check for mastery. A comments section has been provided for any notes regarding students' mastery or nonmastery of a skill.

| | | | | | | | | | |
|-----------------|----------------------------|---------------------|--|----------------|--|-------------|--|-----------------------|--|
| Name: _____ | | Estimated By: _____ | | Version: _____ | | Date: _____ | | PROGRESS CHART | |
| AX | What is a Sentence? | | | | | | | | |
| | Assessment 1 | | | | | | | | |
| | Assessment 2 | | | | | | | | |
| | Assessment 3 | | | | | | | | |
| | Assessment 4 | | | | | | | | |
| | Assessment 5 | | | | | | | | |
| | Parts of a Sentence | | | | | | | | |
| | Assessment 1 | | | | | | | | |
| | Assessment 2 | | | | | | | | |
| | Assessment 3 | | | | | | | | |
| | Assessment 4 | | | | | | | | |
| | Nouns | | | | | | | | |
| Assessment 1 | | | | | | | | | |
| Assessment 2 | | | | | | | | | |
| Assessment 3 | | | | | | | | | |
| Assessment 4 | | | | | | | | | |
| Assessment 5 | | | | | | | | | |
| Assessment 6 | | | | | | | | | |
| Assessment 7 | | | | | | | | | |
| Assessment 8 | | | | | | | | | |
| Pronouns | | | | | | | | | |
| Assessment 1 | | | | | | | | | |
| Assessment 2 | | | | | | | | | |
| Assessment 3 | | | | | | | | | |
| Assessment 4 | | | | | | | | | |
| Assessment 5 | | | | | | | | | |

ANSWER KEY

For your convenience, an answer key for each activity can be found at the end of the book. The answer keys show the correct solutions for each activity. In cases where several answers could be correct, "Answers will vary," is noted. Additionally, answers that require color are shown in varying shades of gray with a key for which shade of gray represents each color.

| | | | |
|---------------------------------------------------------------|--|----------------------------|--|
| Name: _____ | | Date: _____ | |
| That's Exclamatory! | | | |
| Directions: | | WHAT IS A SENTENCE? | |
| Read each sentence. Write the exclamation mark in the box. | | | |
| 1. I love to read funny books [] | | | |
| 2. My dog is lost [] | | | |
| 3. Tiger is the best cat ever [] | | | |
| 4. My mom is a great cook [] | | | |
| 5. Pizza is my favorite food [] | | | |
| 7 | | Basic Grammar Series II | |