

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.

TWELVE UNITS

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

Sentences	Adjectives
Nouns	Capitalization
Pronouns	Contractions
Special Words	Prefixes and Suffixes
Abbreviations	Punctuation
Verbs	Word Usage

MULTIPLE USES

The *Basic Grammar Series* can be used as a complete program, beginning with the lessons in the first unit, Sentences. 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	4, 5, 10, 11, 232
Identifying Phrases	4, 5, 10, 11, 232
Telling Sentences	6, 9, 15, 188, 189, 190
Asking Sentences	8, 9, 13, 190
Exclamatory Sentences	8, 9, 14
Commands	6, 9, 14, 188, 189
Subject: Who or What Part	6, 7, 10, 12, 20, 52, 98, 211, 218-219, 225, 232
Predicate: Does What Part	6, 7, 10, 12, 52, 210, 212, 216, 218, 219
Nouns	
Identifying Nouns	29, 30, 118, 119
Common Nouns	17-26, 29-36, 57, 67, 197, 233
Proper Nouns	27-29, 36, 37, 77, 78, 197, 198, 228
Singular Nouns	17-21, 23, 25, 28-32, 197
Plural Nouns	19-26, 29-35, 197
Pronouns	
Identifying Pronouns	40, 52
Subject Pronouns	40-43, 48, 50, 51, 53-55, 57, 58, 161, 233
Object Pronouns	44-47, 49-51, 54, 56, 59
Special Words	
Identifying Special Days	63-69, 234
Abbreviations	
Days of the Week	72, 76, 79, 81, 234
Months of the Year	72, 76, 79, 81, 234
Food and Drink	76, 79, 78, 79, 81
Titles	76-79, 80, 81, 138, 227, 234
Verbs	
Identifying Verbs	86, 90, 100, 113, 180
Present Tense Verbs	87, 88, 93, 96-100
Past Tense Verbs	87, 89-94, 96, 101-104, 235
Present Progressive Tense Verbs	95-98, 105, 106, 235
Past Progressive Tense Verbs	98, 105, 106
Helping Verbs	95, 98, 105, 235
Helping Verbs	96, 97, 98, 106

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Basic Grammar Series III

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 and compound predicates.
Students will use correct subject-verb agreement.
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 sentences to combine nouns and in the *does* what part of sentences to combine verbs. 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. In the sentence "The girl runs and jumps," the *does* what part of the sentence is runs and jumps. The word *and* is used since the girl does both actions. 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," the *I* comes after *Jon*.

Getting Students Motivated

Get the students that the verb used in the *does* what part of a sentence depends on the nouns in the *who* or *what* part of the sentence. Have the students make up several sentences using singular and compound *who* or *what* parts. Write those sentences on the board. Underline the *who* or *what* part and circle the verb in the *does* what part. Point out differences in the verbs when the *who* or *what* parts are singular and compound.

b. Write the following four sentences on the board:

The boy runs.
The girl runs.
The cat jumps.
The cat jumps.

Ask student volunteers to underline the *who* or *what* part of each sentence and circle the *does* what part of each sentence. Then, have the students combine the first two sentences

Because the verb runs the same, the verb remains when to change

Basic Grammar Series III

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.

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 sentences to combine nouns and in the *does* what part of sentences to combine verbs. 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. In the sentence "The girl runs and jumps," the *does* what part of the sentence is runs and jumps. The word *and* is used since the girl does both actions. 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," the *I* comes after *Jon*.

Suggested Activities

a. Practice combining sentences with your child. Write two sentences, and have your child combine them with *and*.

b. 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. Follow the same process with sentences that have the same *who* or *what* part.

To reinforce for your child discuss the letter. Thank you for Sincerely,

Name: _____ Date: _____

Subject-Verb Agreement

Directions: Read each verb, and look at the picture. Circle the verb that agrees with the noun in the picture.

1. melt melts 	2. grow grows 
3. bark barks 	4. see sees 
5. ride rode 	6. ate eated 
7. swam swam 	8. hid hid 

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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: _____		Series Title: PROGRESS CHART	
Assessments					
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					
Assessment 6					
Special Words					
Assessment 1					
Assessment 2					

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: _____	
Identifying Parts of Sentences			
Directions: Read the sentence, and look at the picture. Answer the questions.			
1. The little girl reads a book.			
Who or what? <u>the little girl</u>			
Does what? <u>reads a book</u>			
2. The frog hops on the log.			
Who or what? <u>the frog</u>			
Does what? <u>hops on the log</u>			
3. The boy walks his dogs.			
Who or what? <u>the boy</u>			
Does what? <u>walks his dogs</u>			
4. The man bakes a cake.			
Who or what? <u>the man</u>			
Does what? <u>bakes a cake</u>			
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