

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.

EIGHT UNITS

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

What is a Sentence?
Parts of a Sentence
Nouns
Verbs

Articles
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 XII). 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	
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Parts of a Sentence	
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Predicate: Does What?	29-42, 45-47, 50, 207
Nouns	
Identifying Nouns	53-76, 94, 113, 137, 180, 181, 184, 187, 194-196, 208
Common Nouns	53-59, 63-71, 74-76, 94, 113, 177-197, 208
Proper Nouns	60-62, 72, 73, 132-139, 143-147, 162, 163, 168, 199, 202, 205
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Verbs	
Identifying Verbs	80-102, 182, 183, 185-192, 200, 203, 209, 213
Present Tense Verbs	80-89, 93-98, 177-197, 200, 203, 209, 213
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Articles	
Identifying Articles	105-119
Choosing the Correct Article	108-113, 115-118, 210
Capitalization	
Beginning of a Sentence	123-127, 135-141, 143-147, 164, 198, 199, 202, 205, 211
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Punctuation	
Periods	150-154, 160-170, 172-174, 198, 201, 204, 205, 212
Question Marks	155-166, 168-174, 198, 199, 201, 204, 205, 212
Word Usage	
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Cross-Curricular Correlation	
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Reading	8, 84, 92, 102, 105, 119, 154, 159
Science	34, 55
Social Studies	54, 58, 62, 133
Spelling	63

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 identify the correct subject for each verb.
Students will identify the correct verb for each subject.
Students will use subject-verb agreement in writing.

Definitions
The subject of a sentence is the who or what part of a sentence. The verb is the does what part of a sentence. The subject must agree in number with the verb; this is called subject-verb agreement. Singular subjects, or subjects that name only one item, require a plural verb, or a verb that ends in s or es. Plural subjects, or subjects that name more than one item, require a singular verb, or a verb that does not end in s or es.

Getting Students Motivated

a. Introduce word usage by having the students brainstorm a list of singular nouns, such as pen, crayon, and desk. Write those words in a column on the board. Ask the students to make these words plural, and write the plural forms in a new column. Then, choose a verb that would work with each noun, and write both the plural and singular forms of the verb on the board. Tell students that nouns that name only one agree with verbs that usually end with s or es. Have the students match each singular noun with the correct verb. Then, repeat the process with the plural nouns. Point out the nouns that name more than one agree with verbs that usually do not end with s or es. Have the students match those nouns with the correct verbs. After the nouns and verbs have all been matched, read each pair of words aloud.

b. Write several verbs on the board, such as run, runs, eat, eats, jog, jogs, read, and reads. Have the students choose a noun that could do each of these actions. Write the singular and plural forms of the nouns on the board. Ask the students to decide which noun agrees with each verb. Tell the students that most of the time, if a verb ends with s, the noun should name only one. Have the students look through books to find examples of subject-verb agreement.

Parent Letter

A parent letter that explains the purpose of the unit, identifies skills that will be taught, and suggests activities to complete at home is included (page 79). Send this letter home with the students so that their parents can help reinforce grammar skills at home.

Dear Parents/Guardians,

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

What is a word usage?

The subject of a sentence is the who or what part of a sentence. The verb is the does what part of a sentence. The subject must agree in number with the verb; this is called subject-verb agreement. Singular subjects, or subjects that name only one item, require a plural verb, or a verb that ends in s or es. Plural subjects, or subjects that name more than one item, require a singular verb, or a verb that does not end in s or es.

Activities

- Have your child cut out pictures of nouns from newspapers, junk mail, or magazines glue the pictures on a sheet of paper. Ask your child to identify each picture by naming the noun. Help your child think of an appropriate verb and write the noun and verb pair on the paper below the picture. For example, if the picture is of two dogs, you might write *dogs bark*. Make sure the subjects and verbs agree.
- Read a story with your child. As you read together, have your child look for and point to action words. Then, ask your child to identify the who or what part of the sentence. Ask your child how many items the who or what names. Point out the verb, and show how the subject and verb agree in number.

To reinforce the grammar skill of word usage, I will be sending home activity sheets for your child to complete. Please review these activity sheets with your child and discuss the skills covered.

Thank you for the opportunity to work with your child.

Sincerely,

Activities to take home to complete with students on themselves.

Basic Grammar Series 1

Name: _____ Date: _____

Which Verb?

Directions:
Look at each picture.
Choose the correct verb from the words below.
Write the verb on the line.

Verbs

rides ~~bark~~ talk sleep draws shines

1.  _____ bark _____

2.  _____ _____

3.  _____ _____

4.  _____ _____

5.  _____ _____

6.  _____ _____

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Basic Grammar Series 1

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 eight 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 group of words.
Circle the noun.
Underline the verb.
Color the bubble blue if the noun and verb agree.

1. girls draws

2. cat sleep

3. boy rides

4. man hit

5. dog eats

7. pig play

8. bird sings

Name: _____ Date: _____

Proofing Activity 2

Directions:
Look at each picture, and read the sentence.
Circle the verb in each sentence, and rewrite it correctly.

1.  The fox hide hides

2.  The dog bark barks

3.  The rabbit eats carrots. eat

Name: _____ Date: _____

Assessment 1

Directions:
Look at the picture, and read each verb.
Fill in the circle for the correct verb.

1.  bark barks

2.  swim swims

3.  eat eats

4.  float floats

Name: _____ Date: _____

Parts of a Sentence

Directions:
Read the first group of sentences.
Fill in the circle for the **who** or **what** part of the sentence.
Read the second group of sentences.
Fill in the circle for the **does what** part of the sentence.

1. My friend sings a song.
My friend sings a song

2. The cat sleeps on the bed.
The cat sleeps on the bed

3. The boys play soccer at school.
The boys play soccer at school

4. The teacher tells a story.
The teacher tells a story

5. The girl jumps rope.
The girl jumps rope

6. The bat lives in a cave.
The bat lives in a cave

© _____ 207 Basic Grammar Series I

PROGRESS CHART

A progress chart (page XIII) 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: _____		Master Copy	
Evaluated By: _____		✓ No X No	
What is a Sentence?			
Assessment 1			
Assessment 2			
Assessment 3			
Assessment 4			
Assessment 5			
Assessment 6			
Assessment 7			
Assessment 8			
Parts of a Sentence			
Assessment 1			
Assessment 2			
Assessment 3			
Assessment 4			
Assessment 5			
Assessment 6			
Assessment 7			
Assessment 8			
Nouns			
Assessment 1			
Assessment 2			
Assessment 3			
Assessment 4			
Assessment 5			
Assessment 6			
Assessment 7			
Assessment 8			

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: _____	
Sentence or Not?			
Directions: Read each group of words. Look at the pictures. Circle the picture that shows a complete thought. Make an X on the picture that shows an incomplete thought.			
1. The girl.		The girl bakes cookies.	
2. The boy rides his bike.		The bike.	
3. The man cuts grass.		The man.	
4. The baby.		The baby takes a nap.	
5. The girl throws the ball.		The ball.	