

## **INTRODUCTION**

Effective communication is vital to academic and professional success. Students must be able to acquire and refine communication skills, including the ability to speak and write correctly, in order to be successful in school and in the workplace. *Basic Grammar Series* was designed specifically to promote learning for students who require more time to master grammar concepts.

Each of the ten books in *Basic Grammar Series* focuses on a single grammar concept, and lessons are presented with age-appropriate activities at a low readability level for ease of understanding and comprehension. Each book builds upon skills learned in previous books, reinforcing earlier learning while introducing new concepts.

Each book contains several activity sheets, which can be completed alone or in a small group, in class or at home. These activity sheets have clear and simple rules, instructions, and activities that can include manipulating letters and words, understanding pictorial clues, and solving problems. Additionally, each book contains multiple assessment activities, designed to measure students' mastery of skills and concepts. These assessments follow the format of a standardized test, and require students to eliminate incorrect options, choose the correct answer, and fill in the appropriate circle. The assessment activities can also be used as pretests to determine students' prior knowledge of specific skills.

## **RESEARCH AND STANDARDS**

Teaching grammar skills, strategies, and rules to students with reading and writing difficulties, as well as to English as a Second Language (ESL) students, is vital according to recent research. Students with better textual intelligence are better readers, writers, and communicators.

"Textual intelligence (TI) ... refers to our knowledge about how texts ... work. TI requires that students understand the difference between usage—where and when, or under what conditions a word or its meaning is appropriately used—and grammar—the rules that govern the structural relationships between words in sentences" (Burke, 2001, p. 57). Students must understand how words and sentence structures work in order to write well and to understand others' writing.

As The National Council of Teachers of English (1998–2005) stated, grammar is the "language that lets us talk about language. It names the type of words and word groups that comprise sentences in English and other languages. It helps with understanding what makes sentences and paragraphs clear, interesting, and precise .... It lets us understand that all languages and all dialects follow grammatical patterns" (para. 2).

Larsen-Freeman (1997) noted, "While grammar can be thought of as static knowledge, it can also be considered a process .... The goal is for students to be able to use grammar in an unself-conscious fashion to achieve their communicative ends. As with any skill, achieving this goal takes practice" (p. 5). However, "We know that the learning curve for grammatical structures is not a smoothly ascending linear one, but rather is characterized by peaks and valleys, backslidings and restructurings" (p. 4). Therefore, "If the goals of language instruction include teaching students to use grammar accurately, meaningfully, and appropriately, then a compelling case can be made for teaching grammar" (p. 6).

*Basic Grammar Series* includes instruction in specific areas of grammar through meaningful and appropriate activities. When used as a supplemental resource, *Basic Grammar Series* can be an effective way to teach, reinforce, and review the skills students need in order to develop grammar awareness in their writing and to strengthen their reading comprehension.

The activities in *Basic Grammar Series* are designed so students can evaluate and apply grammar skills. Hudson (2001) said activities that incorporate these strategies “feed much more directly into the child’s growing repertoire of productive skills than exercises in grammatical analysis do. In short, they are more closely integrated into the teaching of writing, so the skills acquired in isolation are more likely to transfer directly into a usable skill” (para. 13).

*Basic Grammar Series* meets both state and national standards regarding language skills, including Standards for the English Language Arts, sponsored by The National Council of Teachers of English and the International Reading Association. As students complete the activities in this book, they will

- learn and use a variety of grammar strategies to improve writing, reading, and communication skills;
- apply knowledge of language structure and language conventions, including sentence structures, types of sentences, parts of speech, and subject/verb agreement;
- develop competency in the English language arts for those students whose first language is not English; and
- use spoken, written, and visual language to improve writing, reading, and speaking skills.

---

Burke, J. (2001). Developing students’ textual intelligence through grammar. *Voices from the Middle*, 8(3), 56-61. Retrieved October 28, 2005, from <http://www.ncte.org/library/files/Free/Journals/vm/VM0083Developing.pdf>

*Grammar*. (1998–2005). Urbana, IL: The National Council of Teachers of English. Retrieved October 28, 2005 from <http://www.ncte.org/collections/grammar>

Hudson, R. (2001). Grammar teaching and writing skills: The research evidence. *Syntax in the Schools*, 17, 1-6. Retrieved October 28, 2005, from <http://www.phon.ucl.ac.uk/home/dick/writing.htm>

Larsen-Freeman, D. (1997). Grammar and its teaching: Challenging the myths. *ERIC Digest*. Retrieved October 28, 2005, from <http://www.eric.ed.gov:80/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED406829>

## **STANDARDS COVERED**

*Basic Grammar Series – Verbs* meets the following standards:

- Students will learn and use a variety of grammar strategies.
- Students will identify verbs.
- Students will choose the correct tense of a verb.
- Students will correctly write past tense verbs.
- Students will choose, identify, and use the correct helping verb.

## VERBS

### Objectives

- Students will recognize verbs.
- Students will identify present, past, present progressive, and past progressive tense verbs and helping verbs.
- Students will change verbs from the present tense to the past tense.
- Students will form present, past, present progressive, and past progressive verbs.
- Students will choose the correct verb tense in context.
- Students will use present, past, present progressive, and past progressive tense verbs in writing.

### Vocabulary

helping verb – a verb that works with a main verb to show when something is happening or has happened

verb – a word that shows action

### Suggested Activities

Introduce verbs by having students play a game of charades. Instruct some student volunteers to act out things they do in school. Ask the other students to guess the actions, and write the verbs on the board. After writing several verbs on the board, ask the students what they notice about the words. Point out that the words are verbs, and that many verbs show action. Have the students brainstorm additional verbs.

Write the first part of a sentence on the board: Yesterday, the students \_\_\_\_\_. Write the following verbs on the board: play, talk, jog, hop, hike, and bake. Have the students say each of the verbs in the sentence, changing the verb to past tense. Point out that the verbs became past tense when -ed was added. Draw the following chart on the board to show the students what happens with regular past tense verbs.

#### Add **-ed**

play + **ed** = played

talk + **ed** = talked

#### Double the last letter and add **-ed**

jog + **g** + **ed** = jogged

hop + **p** + **ed** = hopped

#### Drop the **e** and add **-ed**

hike - **e** + **ed** = hiked

bake - **e** + **ed** = baked

Then draw the following chart on the board to show what happens when verbs change to the -ing form.

#### Add **-ing**

play + **ing** = playing

talk + **ing** = talking

#### Double the last letter and add **-ing**

jog + **g** + **ing** = jogging

hop + **p** + **ing** = hopping

#### Drop the **e** and add **-ing**

hike - **e** + **ing** = hiking

bake - **e** + **ing** = baking

Cut out sentences from newspapers or magazines that have irregular verbs in the past tense form. Ask students to circle the irregular verbs. Then, have the students rewrite the sentences using the present tense form of the verbs. Point out the different spellings of irregular verbs.

Write the following sentences on the board: I \_\_\_\_\_ jogging. The girl \_\_\_\_\_ jogging. The girl \_\_\_\_\_ jogging yesterday. The boys \_\_\_\_\_ playing today. The boys \_\_\_\_\_ playing yesterday. Ask the students to complete the sentences with these helping verbs: am, is, are, was, and were. Have the students make up sentences using helping verbs and -ing verbs.