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info@edconpublishing.com
1-888-553-3266 Fax 1-888-518-1564
30 Montauk Blvd. Oakdale NY 11769
www.edconpublishing.com

INTRODUCTION

The *Grammarifics* program is a multimedia series of 12 lessons designed to supplement and individualize language instruction for students in grades 4 through 6, and for those at ages 12 to adult in need of remedial help.

Each lesson in the program consists of audio media and three reproducible activity sheets. The audio combines expert instruction in grammar and usage with themes that are relevant to the interests of students in the intermediate grades. Central to the program is the development of the students' communication skills. This is accomplished through analysis of sentence structure, information of generalizations concerning English usage, and the application of those generalizations in exercises which stimulate students' interest. The program concentrates on nouns, pronouns, verbs, adverbs, and adjectives. Many important subskills related to these parts of speech are also presented.

Each audio-directed lesson begins with a lively introduction focusing on a theme which should be familiar to most students. Special effects and dialogue are often used to heighten students' interest in the material to be learned. The narrators then guide the students through written exercises on the activity sheets. Found on many of the activity sheets is a block of content material. The narrator helps the students analyze the content material, draw valid conclusions, and apply the content to the exercises presented on the activity sheets.

Every effort has been made to make all elements of the program enjoyable and meaningful. All lessons are self-directing and self-correcting. This allows students to work through the lessons at an independent rate and to evaluate their performances privately.

The narrators give complete instructions for doing the exercises on the activity sheets. Games, puzzles, secret messages, codes, newspaper ads, and lively illustrations are just a few of the techniques used to create interest in the lessons.

Two lessons are devoted to each part of speech covered in the program. The parts of speech may be studied in any order, depending upon the preparation of the individual student. The audio, which deals with each part of speech, however, should be used in sequence. Lessons 11 and 12, "Putting It All Together—Parts I and II," contain a complete review of the concepts presented in the first 10 lessons of *Grammarifics*. These lessons should be used after the student has worked through the first 10 lessons of the program.

USING THE PROGRAM

The Audio

The audio lessons in *Grammarifics* employ a variety of motivational techniques which are designed to capture and hold the interest of students. Each audio begins with music, special audio effects, or a short vignette played out by characters. The students are then carefully guided through the entire lesson by professional narrators who use a friendly, positive approach to language instruction.

Timed pauses are programmed into the audio to allow the students to complete brief responses on the activity sheets. However, when more than a few seconds are needed to complete a response or to read over specific material, an electronic tone built into the audio signals the students to stop the player. Students should be reminded that they may stop the audio whenever additional response time is needed, or replay any material they may wish to hear.

The use of headsets is recommended to avoid distracting other students in the classroom and to reinforce the interaction between student and narrator.

The running time of the audio averages approximately 20 minutes. The average working time of each lesson is about 30 minutes. It should be remembered that this time is only an approximation. Since the student stops and starts the audio several times during the course of each lesson to read material or to complete exercises, the actual time needed will depend on the student's working speed.

The Activity Sheets

Three illustrated activity sheets are used in each lesson of the program. All activities are completed by the student as the audio presentation progresses. The responses for these activities are checked and corrected by the student through answers given by the narrators. The activity sheets offer a variety of skill-building games and enjoyable written activities to increase the student's understanding of parts of speech. All exercises are closely correlated with the audio instructions.

The Teacher's Guide

This guide contains individual summaries of the 12 lessons in the program. Each summary lists the skills objectives of the lesson, a description of each written activity, and reproductions of all student activities with answers overprinted.

Included in the final pages of this guide are several creative followup activities which may be used with small groups of students to reinforce the skills taught in the program.

Lesson 1: Fun With Nouns

Objectives

- to reinforce the ability to identify and use the plural forms of nouns
- to increase the ability to recognize common and proper nouns, and to differentiate between them
- to provide practice in capitalizing proper nouns: names, addresses, days of the week, months, holidays


Summary

The story of a girl named Frannie and the birthday party she is planning, supplies the background for this lesson. Frannie makes a list of the things (nouns) she will need for the party. Her mother suggests that Frannie make each noun plural, since she will need more than one of each item for the party. At this point, the narrator directs the student's attention to page 1 of the activity sheets where Frannie's list is found. Also printed on the page are five rules for making nouns plural. The student uses the rules to write the plural form of each noun.

The student works with common and proper nouns on the second activity sheet. The narrator explains these terms, using the definitions provided on the page and the examples written on a drawing of Frannie's notepad. After the student underlines the common nouns found in the first group of sentences, he or she underlines the proper nouns found in the second group.


The activities on page 3 are designed to extend understanding of proper nouns. In the first activity, the student writes the missing capital letter above each proper noun in the sentences. In the final activity, he or she circles the first letter of each proper noun in the party invitation found on the page.

Lesson 1



Page 2

RECOGNIZING COMMON NOUNS AND PROPER NOUNS



boys	girls	day	month
Jim	Sue	Saturday	November
Mike	Ellen		

A **common noun** is the name applied to *any* of a class of persons, places, or things.

A **proper noun** names a *particular* person, place, or thing.

A

Draw a line under the common nouns in each sentence below.


1. The students decided to give a party.
2. The boys were asked to decorate the room for the party.
3. The girls planned the games.
4. One of the teachers prepared the food.
5. One mother sent flowers for the table.
6. The principal was invited to the party.
7. A girl won two of the prizes.

B

Draw a line under each proper noun in the sentences below.

1. Mary gave a Halloween party last October.
2. She invited Jack, Robert, and Carol.
3. Bob dressed up as Frankenstein.
4. Jack's mother, Mrs. Smith, sent Girl Scout cookies for the party.
5. Carol brought a record by the Groovies, a rock group from Australia.
6. Her dog, Frisky, wanted to join the fun.
7. Jack started a club called the Merry Monsters.

Lesson 1



Page 1

USING SINGULAR AND PLURAL NOUNS

1. Most nouns are made plural by adding an *s* at the end of the word. (Examples: car - cars; ribbon - ribbons)
2. Nouns that end in *s*, *ss*, *ch*, *sh*, or *x* are usually made plural by adding *es* at the end of the word. (Examples: lunch - lunches; box - boxes)
3. Nouns that end in *vowel-y* are usually made plural by adding an *s* at the end of the word. (Examples: toy - toys; birthday - birthdays)
4. Nouns that end in *consonant-y* are usually made plural by changing the *y* to *i* and adding *es*. (Examples: story - stories; penny - pennies)
5. Most nouns that end in *f* or *fe* are made plural by changing the *f* or *fe* to *v* and adding *es*. (Examples: leaf - leaves; wife - wives)

A

cookie cookies bus buses party parties
 peanut peanuts fox foxes boy boys
 candle candles wish wishes pony ponies
 prize prizes church churches candy candies
 plate plates glass glasses baby babies
 napkin napkins push pushes monkey monkeys


B

hoof hooves gift gifts
 life lives puppy puppies
 wolf wolves class classes
 thief thieves half halves
 knife knives game games
 loaf loaves tray trays

C

gift gifts
 puppy puppies
 class classes
 half halves
 game games
 trays trays

Lesson 1



Page 3

CAPITALIZING NOUNS

Decide which words should be capitalized. Write the capital letter needed above the small letter of the proper noun.

M V D

1. mary will give a valentine's day party.

V D F

2. valentine's day is in february.

M S

3. The party will be at Mary's house on main Street.


J S

4. jill and sue will teach the children a song in Spanish.

D N

5. An article about the party will be in the daily news.

Circle the letters that should be capitalized.



IT'S PARTY TIME

WHY: it's someone's birthday
 WHO: frannie hines
 WHEN: Saturday, November 18
 TIME: 5 o'clock
 WHERE: 123 grand avenue

Mr. James Saddle
 92 Park Lane
 Cleveland, Ohio 44101

3

Lesson 2: Platter Chatter

Objectives

- to develop the ability to recognize and use noun signals to identify nouns within sentences
- to increase understanding of the possessive forms of singular and plural nouns
- to provide practice in identifying exact nouns

Summary

“Platter Chatter” uses a musical theme to hold the student’s interest in the material presented in the lesson. The narrator explains that different types of music are identified by their special sounds. This leads to a review of the “special features” that help identify nouns. Then, another special identifier, noun signals, is introduced.

On page 1 of the activity sheets, the student completes two exercises on noun signals. First, in a paragraph about the recording industry, the student underlines each noun signal and circles the noun it signals. The second exercise calls upon the student to read each sentence and draw a box around each noun signal that is a number word.

The exercises on page 2 of the activity sheets are designed to increase understanding of the possessive forms of nouns. The student first writes the form of several singular nouns, then does the same for some plural nouns. He then rewrites phrases to show possessive form.

Page 3 activities involve the use of exact nouns to paint exact word pictures. The student completes each sentence in the exercises by underlining the noun in parentheses that is more exact.

Lesson 2
Page 2

USING POSSESSIVE NOUNS

A

Change each noun in parentheses to the possessive form.
Example: (musician) musician's hat

1. (disc jockey) <u>disc jockey's</u> paper	4. (announcer) <u>announcer's</u> script
2. (artist) <u>artist's</u> recording	5. (writer) <u>writer's</u> pen
3. (singer) <u>singer's</u> voice	6. (manager) <u>manager's</u> briefcase

B

Write the possessive form of each noun in parentheses.
Examples: (boys) boys' tickets (women) women's bags

1. (policemen) <u>policemen's</u> badges	5. (girls) <u>girls'</u> dresses
2. (teachers) <u>teachers'</u> gloves	6. (ladies) <u>ladies'</u> chairs
3. (boys) <u>boys'</u> equipment	7. (children) <u>children's</u> games
4. (parents) <u>parents'</u> cars	8. (bankers) <u>bankers'</u> plans

C

Rewrite the phrases in parentheses to show possessive form.

1. (the records of the students) the students' records
2. (the album that belongs to Terri) Terri's album
3. (the guitar that belongs to Ray) Ray's guitar
4. (the music of the composers) composers' music
5. (the cars that belong to the men) men's cars

Lesson 2
Page 1

RECOGNIZING NOUN SIGNALS

A

Read the paragraph below. Draw a line under each noun signal.
Draw a circle around the noun it points out.

Note: A record is similar to a compact disc and was popular before CD's

HOW A RECORD WAS MADE

1) Many people work to make the records you buy. 2) Someone writes the words and the music. 3) A person called an arranger adapts the music to fit the style of the artist chosen to do the recording. 4) The artist tapes the music in the recording studio. 5) An engineer listens to the artist and helps put the voice or instruments and special effects together. 6) Records are made and sent to record stores and radio stations all over the country. 7) When you buy a record, or ask your favorite disc jockey to play one, you are helping to make the record a hit.

B

Draw a box around each noun signal that is a number word.

1. There are forty radio stations in the city.
2. Three women are in the vocal group.
3. Jamie bought several CD's today.
4. Tom could not decide between two albums.
5. Each instrument looks new.
6. Five girls sang into the microphone.
7. Many deejays were at the concert last night.
8. He's bought every recording put out by the Groovies.

Lesson 2
Page 3

USING EXACT NOUNS

A

In each sentence below, underline the noun that is more exact.

Example: The (flower - geranium) is red.

1. He enjoyed listening to the (instrument - trumpet).
2. The store is having a sale on (dresses - clothing).
3. The carpenter hit the nail with the (hammer - tool).
4. Have you heard the (bird - canary) sing?
5. The girls were eating (something - popcorn) at the movies.
6. The (policeman - man) waved at us.
7. That (lady - clerk) sold us the shirt.
8. Send your mother (flowers - roses) on her birthday.

B

In each sentence below, underline the noun that is more exact.

Example: We are moving to (the city - Miami).

1. Mother baked a cake for (Anne - the child).
2. (Rex - The dog) barked at the stranger.
3. (The man - Dr. Jones) pulled her tooth.
4. Mary smiled at (Mrs. Cooke - the lady).
5. Did you read the story about (the queen - Queen Elizabeth)?
6. The class read a story about (President Lincoln - the President).
7. Jane wanted to march in the (band - Smith High School Band).
8. My family is going to (the beach - Virginia Beach).

Lesson 3: Pronoun Games

Objectives

- to increase recognition of personal pronouns
- to provide practice in using pronouns as subjects of sentences
- to provide practice in using pronouns as objects of verbs


Summary

In the introduction to this lesson, the narrator explains that when people play games, they often use “gametalk,” which involves the extensive use of pronouns. The narrator directs the student to read the two definitions on page 1 of the activity sheets and to study the list of personal pronouns presented on the page. After the pronoun study, the student reads a paragraph about the game of checkers and draws a line under each personal pronoun. He then completes two statements about the pronouns in the paragraph, enhancing understanding of singular and plural pronouns.

On page 2 of the activity sheets, the student learns that a personal pronoun can take the place of a noun as the subject of a sentence. He rewrites each sentence on the page, replacing the subject noun with a pronoun.

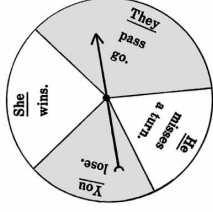
The game presented on page 3 of the activity sheets is a “pronoun dart game.” Object pronouns which have been assigned points are shown on a target. The student follows the narrator’s directions for playing the game, then scores the game by writing the value of each object pronoun used and adding the results. (A perfect score is 300 points.)

Lesson 3




Page 2

USING PRONOUNS AS SUBJECTS OF SENTENCES



1. John has ten points.
He has ten points.
2. Did Alice draw a number?
Did she draw a number?
3. Carlos was the first player.
He was the first player.
4. The spinner was lost.
It was lost.
5. The ball players were late.
They were late.
6. The boy will move four spaces.
He will move four spaces.
7. The girls are playing Scrabble.
They are playing Scrabble.
8. Mrs. Jay will pick a card.
She will pick a card.
9. The people yelled at the umpire.
They yelled at the umpire.
10. Edna wanted to play Rook.
She wanted to play Rook.

Lesson 3



Page 1

IDENTIFYING PERSONAL PRONOUNS

A *pronoun* is a word that is used in place of a noun.
A *personal pronoun* is a word that takes the place of a person's name.

SINGULAR

I, me, my, mine
you, your, yours
he, him, his
she, her, hers
it, its


PLURAL

we, us, our, ours
you, your, yours
they, them, their, theirs

A

Read the paragraph below and draw a line under each personal pronoun.

1) Alice and I were playing a game of checkers. 2) We had a checkerboard and checkers. 3) We sat opposite each other at a table. 4) Alice had the red checkers and I had the black. 5) We called the checkers “men.” 6) Alice tried to capture my men, but she was blocked. 7) Soon I was able to get three kings. 8) My kings helped me to capture her men. 9) I won the game.




B

Read the sentences below and fill in the pronouns that belong in the blanks.

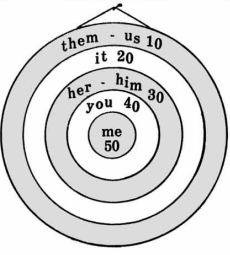
1. The singular pronouns in the paragraph above are I, my, she, me, and her.
2. The only plural pronoun in the paragraph is we.

Lesson 3



Page 3

USING PRONOUNS AS OBJECTS OF VERBS



EXAMPLES: A) Arthur dropped the vase on the floor.
B) Arthur dropped it on the floor.

1. Jane dealt the cards.
2. Did Tony give you the puzzle?
3. The children cheered the players.
4. Ann's sister bounced the ball.
5. The lady invited Mother to the tea.
6. The teacher sent Helen and me a letter.
7. Gail chose me on her team.
8. The man sent John to the store.
9. Father taught Bill to play chess.
10. Did you see me at the movie?
11. The teacher told us to go home.
12. The dog frightened Rose and Betty.

	Score
them	10
you	40
them	10
it	20
her	30
us	10
me	50
him	30
him	30
me	50
us	10
them	10
TOTAL SCORE	300

Lesson 4: Wheeling With Pronouns

Objectives

- to increase the ability to identify possessive pronouns
- to provide practice in using possessive pronouns in place of possessive nouns
- to give practice in using possessive pronouns as objects of prepositions

Summary

A discussion concerning what to do about an unpopular ordinance—the banning of skates and skateboards—takes place in the opening segment of this lesson. The narrator points out that the boys and girls heard in the discussion used possessive pronouns when talking about their skates and skateboards. This leads to an exercise in which the student is directed to read a story about ice skating and to fill in each missing word with the correct possessive pronoun.

The student works the exercise on page 2 by rewriting each sentence, using a possessive pronoun to show ownership.

The narrator explains the information about prepositions found at the top of page 3, then directs the student to circle the pronoun that is the object of the preposition in each sentence of the exercise.

USING POSSESSIVE PRONOUNS

Rewrite each sentence below using a possessive pronoun to show ownership.

- The girls' skating gloves are leather.
Their skating gloves are leather.
- The skateboard that belongs to me is new.
My skateboard is new.
- Jane's roller skates are lost.
Her roller skates are lost.
- The boys' kneepads are at school.
Their kneepads are at school.
- The helmet that belongs to Gary is in the locker.
His helmet is in the locker.
- Ruth's ice skates were rented.
Her ice skates were rented.
- The wheels that belong to you have cracks.
Your wheels have cracks.
- Brad's "trucks" are tight.
His "trucks" are tight.
- The sneakers I have are "high tops."
My sneakers are "high tops."
- Edith's skateboard is not safe.
Her skateboard is not safe.



USING POSSESSIVE PRONOUNS

SINGULAR		PLURAL	
my	mine	our	ours
your	yours	your	yours
her	hers	their	theirs
his			
its			

Choose the best possessive pronoun from the list above to complete each sentence in the story below.

THE SKATING LESSONS

Jane walked with her ice skates. Her brother, Bill, had his ice skates, too. They were going for their skating lessons. Their teacher was a professional skater. Bill said, "We will be late for our lessons if we don't hurry."

At the skating rink, Bill made some figure eights on his skates. Jane practiced her jumps. Later, Jane asked Bill, "Will you show me how you and your partner do a spin?" As Jane and Bill skated together, their skates hit and they fell to the ice.

Jane cried, "I fell on my knee."

"I fell on mine, too," said Bill.



USING PRONOUNS AS OBJECTS OF PREPOSITIONS

Pronouns can be used as objects of prepositions. Some common prepositions are: *to, for, of, from, with, toward, at, and on.*

- Examples: A) They went roller skating with us.
B) My teacher waved at me.

Circle the pronoun that is the object of the preposition in each sentence below.

- The telephone call is for you.
- Take your brother to the park with you today.
- The tickets to the ice show are for them.
- John carried my skates for me.
- Jerry pushed his skateboard toward me.
- The skates were a gift for us from Uncle Joe.
- I gave the skate key to her.
- Mother is looking for her.
- She took a picture of them on skateboards.
- The blue ribbon was awarded to her.
- Marie forgot her book, so she went home for it.
- The letter from him was missing a page.



Lesson 5: Verb Magic

Objectives

- to develop the ability to identify action verbs
- to develop the ability to identify linking verbs
- to increase understanding of agreement of subjects and verbs
- to provide practice in using exact verbs

Summary

A magic show provides the background for this lesson on verbs. The narrator points out that in order to describe what a magician does, action verbs must be used. The student's attention is directed to the crossword puzzle on page 1 of the activity sheets. The puzzle is completed by underlining the action verb in each sentence and writing the verb in the appropriate squares of the puzzle.

In the activity on page 2, the student is asked to identify the linking verb in each sentence, and to write it on a link of the chain pictured on the page.

On page 3, the student studies two sample sentences which demonstrate subject-verb agreement, then works a related exercise. Directions call for circling the verb in parentheses that agrees in number with the subject of the sentence. In a final activity, the student underlines the verb that makes each sentence more exact.

Lesson 5

Grammarifics

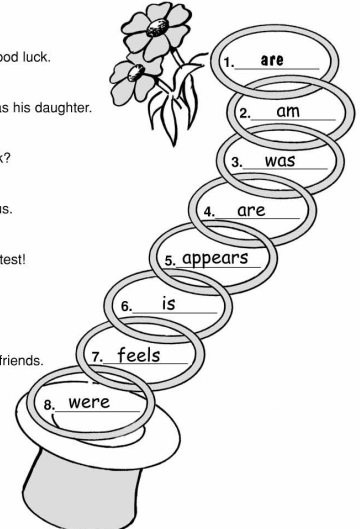
Page 2

RECOGNIZING LINKING VERBS

Linking verbs do not show action. The linking verb used most often is *be*. *Is*, *are*, *was*, *were*, and *am* are forms of the verb, *be*. Sometimes verbs such as *feel*, *smell*, and *sound* are linking verbs.

Examples: A) Henry is a magician.
B) The food smells delicious.

1. Card tricks are fun.
2. I am happy about your good luck.
3. The magician's helper was his daughter.
4. Are the handkerchiefs silk?
5. That lady appears nervous.
6. This magician is the greatest!
7. My, this cloth feels soft.
8. The two magicians were friends.




Lesson 5

Grammarifics

Page 1

USING ACTION VERBS



1.	f	l	o	a	t	2.	c	u	t


Draw a line under the action verb in each sentence below. Then write the action verb in the crossword puzzle.

ACROSS

1. The ladies float in midair.
2. Some magicians cut ribbons and paper during their shows.
4. Some magicians wave magic wands.
5. Magicians turn silk scarves into flowers.
6. Rabbits disappear into a top hat.
10. He read my mind.

DOWN

1. The birds fly from a box.
2. The cards change into candy in his pocket.
3. Magicians tie knots into strings in seconds.
5. In a special trick, ropes twist around a man.
7. After the show, amaze your friends with a trick.
8. The balloons pop one by one.
9. The magician's tricks amuse the audience.



Lesson 5

Grammarifics

Page 3


A. USING VERBS THAT AGREE WITH SUBJECTS

Examples:

<p>SINGULAR</p> <p>The ticket <u>costs</u> two dollars.</p> <p>I <u>walk</u> to school.</p>	<p>PLURAL</p> <p>The tickets <u>cost</u> two dollars.</p> <p>You <u>walk</u> to school.</p>
--	--

Circle the verb that agrees with the subject in each of the following sentences.

1. He (enjoys/enjoy) working with the magician.
2. The magic show (begins/begin) at 2:00.
3. The children (walks/walk) across the stage.
4. The magician (lift/lifts) the table in his act.
5. The reporters (interviews/interview) the performers.
6. I (watch/watches) the show on television.
7. The lady (rise/rises) in the air.
8. The people (clap/claps) at the end of the show.



B. USING EXACT VERBS

Choose the exact verb that will make each sentence below clearer. Draw a line under the verb.

1. It was time for the magician to (play, perform).
2. The people waiting outside (went, rushed) into the theater.
3. The magician (walked, came) on the stage.
4. He (made, created) a bouquet from silk handkerchiefs.
5. Then a man (leaped, came) from a locked trunk.
6. The magician (had, held) a glass in his hands.
7. The glass (shattered, broke) into pieces without anyone or anything touching it.
8. For his final trick, the magician (disappeared, left) in a puff of smoke.

7

Lesson 6: Camping With Verbs

Objectives

- to increase understanding of the principal parts of regular and irregular verbs
- to give practice in working with regular and irregular verb forms within the context of sentences

Summary

Camping, and all the action that goes with it, is used in this lesson to explain the principal parts of verbs. Found on the first activity page is a "chores chart" which the student uses to answer the questions on the page. Each answer must be written in complete-sentence form using the same tense of the verb in the question.

Page 2 shows a trail that starts by a stream in the woods that leads to a log cabin. On the line under each sentence, the student writes the form of the verb called for on the sign by the sentence.

The principal parts of some irregular verbs are listed in the chart on page 3. The student uses the chart to correct a camper's letter printed on the page. This is done by writing the correct form of the verb above each verb in parentheses.

Lesson 6
Page 2

REGULAR VERBS

Find the way back to camp. Read each sentence. Write on each line the form of the verb in parentheses that is called for on the sign.

TRAIL STARTS HERE

1. We (start) on the trail.
Past tense started
2. I (listen) to a robin's song.
Past tense listened
3. Ann and Jody sit under a tree and (talk).
Present tense talk
4. Other hikers (place) some firewood here.
Past participle have/had placed
5. We (wash) our hands in the stream.
Present tense wash
6. She (opens) her backpack.
Past participle has/had opened
7. We (look) at the beautiful wildflowers.
Past tense looked

END OF TRAIL

Lesson 6
Page 1

PRINCIPAL PARTS OF VERBS

Verbs have three principal parts. They are the *present tense* which is the base form, the *past tense*, and the *past participle*.

Examples: We play outside at camp. (present tense or base form)
 We played outside at camp. (past tense)
 We have played outside at camp. (past participle)

CHORES CHART

Days	Cook	Fill Water Pails	Clean Kitchen	Lock Screens
Friday Night	Kathy	Joyce	Peggy	Ann
	Betty	Judy	Laura	Sue
Saturday Morning	Joyce	Peggy	Kathy	
	Judy	Laura	Betty	
Saturday Night	Peggy	Kathy	Joyce	Ann
	Laura	Betty	Judy	Sue

1. Who cleaned the kitchen Friday night?
Peggy and Laura cleaned the kitchen Friday night.
2. Who filled the water pails Friday night?
Joyce and Judy filled the water pails Friday night.
3. Who locks the screens each night?
Ann and Sue lock the screens each night.
4. Who cooked breakfast Saturday morning?
Joyce and Judy cooked breakfast Saturday morning.
5. Who had cooked before Joyce and Judy?
Kathy and Betty had cooked before Joyce and Judy.

Lesson 6
Page 3

PRINCIPAL PARTS OF IRREGULAR VERBS

Irregular verbs do not follow a pattern to form their principal parts. Here is a list of some irregular verbs.

PRESENT TENSE OR BASE FORM	PAST TENSE	PAST PARTICIPLE (HAVE, HAS, HAD)
wear	wore	worn
swim	swam	swum
set	set	set
build	built	built
go	went	gone
meet	met	met
sing	sang	sung
sit	sat	sat
speak	spoke	spoken
teach	taught	taught

Dear Mom and Dad,

have been have met

My first two days at camp (be) great. I (meet) many new friends.

Yesterday, I (swim) swam in the lake. I (wear) wore my new bathing suit.

Last night we (build) built a campfire. We (sit) sat around the fire to sing and tell stories. The counselor (teach) taught us two songs. We (sing) sang them for the director.

I must go to bed now.

Love,
(student signs his name)

Lesson 7: Adjectives in the News

Objectives

- to reinforce the ability to recognize and use descriptive adjectives
- to provide practice in using adjectives that compare

Summary

The student is introduced to Rita Riter, cub reporter for the *Daily Scoop*, and is asked to help Rita use adjectives to perfect her news writing style. Rita's first assignment is to use descriptive adjectives in rewriting an ad for the Save'n Rave Foodstore. The student is directed to circle all the descriptive adjectives found in Rita's ad on page 1 of the activity sheets.

Rita's next assignment is to write the classified ads. Her ads are found on page 2 of the activity sheets. The student is directed to underline all the descriptive adjectives in the ads.

The top of page 3 contains some information about the comparative forms of adjectives. The narrator guides the student through a study of the information, then gives the directions for working the related puzzle. The student reads each headline and writes the correct form of the adjective in parentheses in the blanks on the right. If the exercise has been worked correctly, the word "great" appears in the box in the puzzle.

Lesson 7
Page 2

RECOGNIZING DESCRIPTIVE ADJECTIVES IN CLASSIFIED ADS

Read each classified ad. Underline the words that are adjectives.

<div style="text-align: center; border: 1px solid black; padding: 2px; margin-bottom: 5px;"> Classified Ads FOR SALE </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>_____</p> <p>_____</p> <p>_____</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>_____</p> <p>_____</p> <p>_____</p> </div>	<div style="text-align: center; margin-bottom: 20px;"> BICYCLES </div> <ol style="list-style-type: none"> Blue ten-speed bicycle. This bicycle can go uphill, downhill and across bumpy fields in record time. All you have to do is pedal. Call 211-1000. Sturdy bicycle with rear carrier. This shiny, red bicycle was used just on Saturdays by a little, old lady who rode it to the grocery store. Call 281-4411 after 6 p.m. <div style="text-align: center; margin-bottom: 20px;"> PETS </div> <ol style="list-style-type: none"> Young boxer. You will love this peppy dog. He has good breeding and will bark before he bites. 101 Green Avenue. Frisky puppy. This puppy is adorable. He is affectionate to cats, and will make an excellent pet. Telephone 641-6823. Large parrot. Wouldn't you like to own this beautiful bird? It talks when soft music is played. See it at 455 Main Street, Saturday.
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Lesson 7
Page 1

RECOGNIZING DESCRIPTIVE ADJECTIVES

Adjectives are words that describe or tell "what kind of." Usually, an adjective comes before the noun it describes.
 Example: The angry man walked away.

An adjective may come at the end of a sentence after a linking verb.
 Example: My brother is tall.

SAVE 'N RAVE FOODSTORE

GOOD PRICES EVERY DAY

<p style="font-size: small;">Delicious <u>red</u> APPLES Great for making those juicy pies.</p> <p style="font-size: large; font-weight: bold;">69¢ lb.</p>	<p style="font-size: small;">Firm <u>ripe</u> TOMATOES Just in from <u>sunny</u> Florida.</p> <p style="font-size: large; font-weight: bold;">49¢ lb.</p>
<p style="font-size: small;">Lean <u>tender</u> SPARERIBS Barbecue them for a <u>spicy</u> treat.</p> <p style="font-size: large; font-weight: bold;">\$1.29 lb.</p>	<p style="font-size: small;">Sweet <u>tender</u> CORN</p> <p style="font-size: large; font-weight: bold;">99¢ per dozen</p>
<p style="font-size: small;">Farm-fresh <u>large</u> EGGS</p> <p style="font-size: large; font-weight: bold;">89¢ doz.</p>	<p style="font-size: small;">Assorted <u>hard</u> CANDY</p> <p style="font-size: large; font-weight: bold;">\$1.09 pkg.</p>

FREE PARKING

Lesson 7
Page 3

USING ADJECTIVES THAT COMPARE

When comparing two persons or things, add *er* to the adjective.
 Example: Alice is *smarter* than Paula.

When comparing more than two persons or things, add *est* to the adjective.
 Example: Alice is the *smartest* girl in the class.

Use *more* or *less* in front of an adjective of three or more syllables when comparing two persons or things.
 Examples: Math is *more complicated* than science for me.
 Math is *less complicated* than science for me.

Use *most* or *least* in front of an adjective of three or more syllables when comparing more than two persons or things.
 Examples: The *most difficult* subject for me is history.
 The *least difficult* subject for me is history.

Read each headline. Look carefully at the adjective in parentheses. Write the correct form of the adjective in the blanks on the right. An adjective which describes your work should appear in the box.

1. Area Student Gets (High) Award at Science Fair	H I G H E S T
2. New Skyscraper To Be (High) Than Tip-Top Tower	H I G H E R
3. Exotic Bird (Big) Than American Eagle	B I G G E R
4. Prize Won for (Large) Sunflower in Show	L A R G E S T
5. Today Expected To Be (Hot) Day of the Year	H O T T E S T
6. New Ball Player (Tall) in History	T A L L E S T
7. Student Acclaimed (More, Most) Creative Dancer in State	M O S T
8. Doctors Say Women are (Healthy) Than Men	H E A L T H I E R

Lesson 8: Adjectives—A Space Journey

Objectives

- to increase recognition of proper adjectives as derivatives of proper nouns
- to develop the ability to recognize limiting adjectives
- to provide practice in using vivid adjectives


Summary

An exciting space journey to an imaginary planet provides the framework for the activities in this lesson. On page 1 of the activity sheets there are several entries in a diary kept by someone on the space trip. The narrator points out that the proper adjectives in the entries have not been capitalized, and uses the sample sentences on the page to give some information about proper adjectives. The student then corrects the diary entries by capitalizing each proper adjective.

The exercise, "Using Vivid Adjectives," on page 2 is one in which the student reads each sentence and circles the adjective in parentheses that gives a more exact picture of what is being described.

On page 3, the student studies a list of limiting adjectives and reads two rules for using "a" or "an" before a noun. The student then works the exercise by underlining the limiting adjectives in parentheses that go with each phrase.

Lesson 8



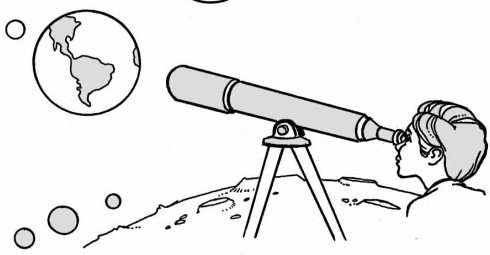
Page 2

USING VIVID ADJECTIVES


a big animal	a gigantic animal
a good piece of cake	a delicious piece of cake
a nice beach	a sandy beach
an old chair	an antique chair
a strange smell	a musty smell

In each sentence, circle the adjective in the parentheses that is more exact.

1. Astronauts are (good, skillful) pilots.
2. The stars are (shiny, brilliant) as seen from the planet, Drow.
3. Drow has three (huge, large) moons that rise every night.
4. Tonight, (bad, foggy) weather prevents us from stargazing.
5. The strange animals on this planet made (thunderous, loud) noises this morning.
6. Riding a space shuttle is really (nice, exciting).
7. Our space station is (roomy, large) and quite comfortable.
8. The earth has a (strange, weird) glow when viewed from this planet.
9. Through the window, we saw the (different-looking, ape-like) creatures that live on Drow.
10. The spaceship made a (perfect, fine) landing.



Lesson 8



Page 1

USING PROPER ADJECTIVES

Proper adjectives come from proper nouns. Proper adjectives begin with capital letters just as proper nouns do.

Examples: A) The children sang a Spanish song.
 B) We shall visit a Mexican family.

DIARY

March 31 — The ^Russian press sends reporters to see our lift-off.

April 1 — Lift-off takes place at sunrise from a point near the ^Floridian coast.

April 2 — The spacecraft flies over the ^Canadian border.

April 3 — Many ^European countries are sighted.

April 4 — We sit on a ^Persian rug in the spacecraft.

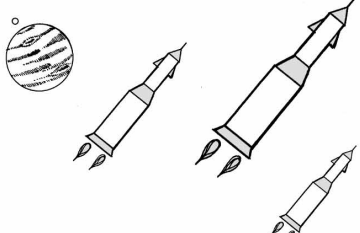
April 5 — A lady watches a ^British movie.

April 6 — A boy is writing ^Roman numerals.


April 7 — From a tube, we eat food that tastes like ^French pastry.

April 8 — A man who likes ^Italian food is on the spacecraft.

April 9 — Our spacecraft docks with the ^American space station.

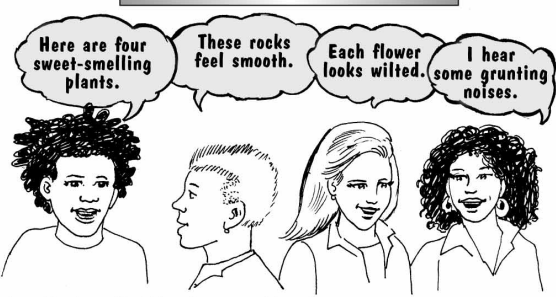


Lesson 8



Page 3

RECOGNIZING LIMITING ADJECTIVES



Limiting adjectives tell *which* or *how many*. Examples:

a	this	each	both	one	first
an	that	every	all	two	second
the	these	some	few	three	third
	those	any	several	four, etc.	fourth, etc.

Use **a** before a word that begins with a consonant; for example, a spaceship, a rocket.

Use **an** before a word that begins with a vowel; for example, an astronaut, an exciting trip.

1. (a, these, this, all) handful of moonbeams
2. (these, those, two, one) pieces of angel cake
3. (an, each, the, a) friendly creature
4. (that, several, second, a) kinds of rocks
5. (all, six, one, some) space travelers
6. (a, that, three, an) unearthly glow
7. the (first, any, those, some) planet
8. (each, any, this, every) vacation trip

Lesson 9: The Case of the Hidden Adverbs

Objectives

- to increase the ability to identify adverbs of time, place, and manner
- to develop the ability to differentiate between adverbs and adjectives


Summary

“The Case of the Hidden Adverbs” uses a mystery theme to help students “detect” adverbs. The note at the top of the first activity page contains dot patterns which, when connected, spell out the three questions that are answered by the adverbs “when,” “where,” and “how.” The student then looks for hidden adverbs in a word-search puzzle and writes them in the appropriate blanks under the puzzle.

The exercise on page 2 is worked in two steps. The student first underlines the adverb found in each sentence, then indicates if it is an adverb of time, place, or manner by writing it on a line under the correct heading at the bottom of the page.

The last activity page contains an exercise which gives practice in differentiating between adverbs and adjectives. Working with sets of sentences, the student locates the adjective in the first sentence, and writes it in adverbial form in the second sentence.

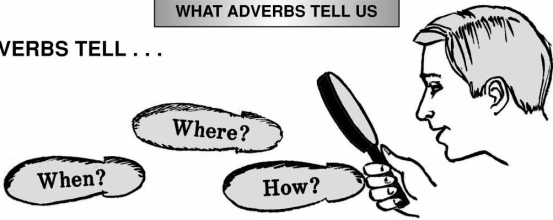
Lesson 9



Page 2

WHAT ADVERBS TELL US

ADVERBS TELL . . .




Underline the adverb in each sentence and decide if it is an adverb of time, place, or manner. Write the adverb in the correct column below.

1. The crowd of people gathered outdoors.
2. He proudly accepted the award given him by the mayor.
3. Yesterday, we searched for adverbs in the newspaper.
4. Tracie ran upstairs to get her sweater.
5. My cousin lives in an apartment nearby.
6. Why is the mailman walking so slowly?
7. Try to answer the questions before the bell rings.
8. The librarian told us to talk quietly.
9. The weeds seem to be growing everywhere.
10. Later, Mother will buy some more paint so we can finish the job.

Adverbs of Time	Adverbs of Place	Adverbs of Manner
<u>yesterday</u>	<u>outdoors</u>	<u>proudly</u>
<u>before</u>	<u>upstairs</u>	<u>slowly</u>
<u>later</u>	<u>nearby</u>	<u>quietly</u>
	<u>everywhere</u>	

Lesson 9
The Case of the Hidden Adverbs



Page 1

DETECTING HIDDEN ADVERBS

An *adverb* is a word that tells something about, or modifies, a verb.

W H E N W H E R E H O W

S	T	O	M	O	R	R	O	W	T
H	A	R	D	L	Y	A	E	B	T
C	D	F	U	G	N	E	A	R	O
Q	U	I	C	K	L	Y	R	H	D
I	N	S	J	A	T	M	L	Z	A
A	L	O	I	T	H	O	Y	U	Y
B	O	F	A	D	E	J	O	N	G
O	C	T	H	K	R	S	O	O	N
V	S	L	V	A	E	F	S	P	X
E	Z	Y	W	I	S	E	L	Y	V
R	O	I	N	S	I	D	E	W	N


Fill in the missing letters below for the words found in the puzzle above.

Adverbs of Time: T O M O R R O W S O O N
T O D A Y E A R L Y

Adverbs of Place: N E A R T H E R E
A B O V E I N S I D E

Adverbs of Manner: Q U I C K L Y S O F T L Y
H A R D L Y W I S E L Y

Lesson 9




Page 3

HOW ADJECTIVES AND ADVERBS DIFFER

Adverbs can be formed from adjectives by adding *ly* to the adjectives.

Look at the sets of sentences below. Change the adjective in the first sentence so that it becomes an adverb in the second sentence. Write the adverb in the blank.

1. John made a wise investigation.
John investigated the case wisely.
2. We gave the correct answer.
The question was answered correctly.
3. She made a kind statement about him.
She spoke kindly of him.
4. They were brave fighters.
The soldiers fought bravely.
5. Her bright eyes sparkled.
Her eyes sparkled brightly.
6. Our hungry dog ate the food.
Our dog hungrily ate the food.
7. Mr. Smith gave a loud call.
Mr. Smith shouted loudly.
8. The brisk wind howled.
The wind howled briskly.



11

Lesson 10: The Haunted Adverbs Mystery

Objectives

- to provide practice in working with adverbs and the words they modify: verbs, adjectives, other adverbs
- to increase understanding of the degrees of comparison with adverbs
- to provide practice in identifying vivid adverbs

Summary


Scary sounds and a haunted house punctuate this lesson in which the student works exercises that teach adverbs.

On page 1 of the activity sheets, the student decides if the underlined adverb in each sentence modifies a verb, an adjective, or another adverb, and writes the answer on the line provided.

Printed on the bats at the top of page 2 are some rules for using adverbs to compare. The narrator reviews the rules with the student, then provides guidance for working the exercise. The student is asked to complete each sentence by writing the correct form of the adverb in parentheses on the line.

The ending to a haunted house story which was begun on the audio is printed on page 3. The student reads the ending and circles the adverb in parentheses that makes each sentence more vivid.

Lesson 10



Page 2

USING ADVERBS TO COMPARE

1. When comparing the acts of two persons or things, add *er* to adverbs of one syllable.

Example: Ellen sang *louder* than Ruth.

2. When comparing the acts of more than two persons or things, add *est* to adverbs of one syllable.

Example: Sally sang *loudest* of all the singers in the chorus.

3. Use *more* or *less* in front of an adverb of two or more syllables when comparing the acts of two persons or things.

Example: The cat moves *more swiftly* than the dog.


4. Use *most* or *least* in front of an adverb of two or more syllables when comparing the acts of more than two persons or things.

Example: Jason paints *most beautifully* of all.

Complete each sentence by writing the correct form of the adverb in parentheses on the line.

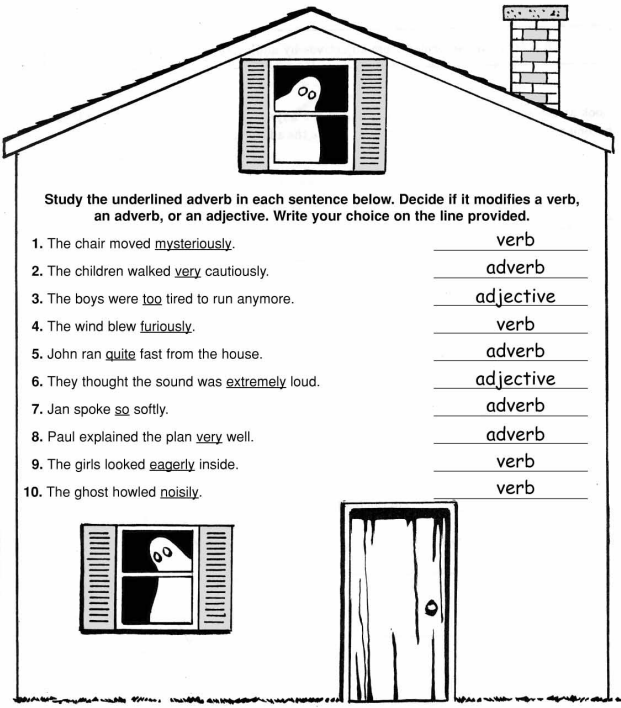
- Harold runs (fast) **faster** than Ted.
- James cried (frantically) **most (or least) frantically** of all.
- Vivian moved (silently) **more (or less) silently** than Jill.
- Of all the animals I know, the snail moves the (slow) **slowest**.
- She lives (near) **nearer** to my house than to Emily's.
- My balloon climbed the (high) **highest** of all those released.

Lesson 10
The Haunted Adverbs Mystery



Page 1


RECOGNIZING ADVERBS AND THE WORDS THEY MODIFY



Study the underlined adverb in each sentence below. Decide if it modifies a verb, an adverb, or an adjective. Write your choice on the line provided.

- The chair moved mysteriously. _____
verb
- The children walked very cautiously. _____
adverb
- The boys were too tired to run anymore. _____
adjective
- The wind blew furiously. _____
verb
- John ran quite fast from the house. _____
adverb
- They thought the sound was extremely loud. _____
adjective
- Jan spoke so softly. _____
adverb
- Paul explained the plan very well. _____
adverb
- The girls looked eagerly inside. _____
verb
- The ghost howled noisily. _____
verb

Lesson 10



Page 3

USING VIVID ADVERBS

As you read the story ending below, circle the adverb in parentheses that makes each sentence more vivid.

THE HAUNTED HOUSE

Suddenly (Then) Sue and Jane heard a loud noise.


"What's that?" whispered Jane (quietly) breathlessly.

"I don't know," replied Sue (slowly) nervously "but we'd better leave."

The girls walked (swiftly quickly) downstairs. Then they ran out of the house.

"Oh, look!" cried Jane. "It was just the wind blowing (hard) briskly against that loose shutter."

"Maybe you're right," said Sue (anxiously quickly). "But let's not go back in. I think I'd rather *read* about haunted houses than visit them."



Lesson 11: Putting It All Together–Part I

Objectives

- to review the concepts presented in lessons 1 through 6: nouns, pronouns, verbs

Summary


As this lesson opens, the student hears about three children who are working a jigsaw puzzle. The narrator draws a parallel between the joining of the puzzle pieces to form a picture and the putting together of the parts of speech to form clear sentences. This is followed by a review of nouns, pronouns, and verbs.

The noun review takes place on page 1 of the activity sheets. In exercise A, the student underlines the common nouns in each sentence and circles the proper noun. Exercise B calls for the correct capitalization of some names and addresses. In exercise C, the student writes the singular or plural form of the noun printed on each puzzle piece.

Page 2 contains the pronoun review activities. At the top of the page, the student reads a series of sentences, changes the underlined nouns to pronouns, and writes the pronouns on the lines provided. The student then decides whether each pronoun is used as the subject of the sentence, the object of a verb, or the object of a preposition. Finally, he writes “S,” “OV,” or “OP” on the numbered puzzle pieces at the bottom of the page.

On page 3, the student works a puzzle that deals with verbs. The puzzle is completed by reading each definition on the left side of the page and filling in the numbered blanks on the right with a verb that matches the definition. The student then uses the letters and numbers from the puzzle to fill in a secret message at the bottom of the page.

Lesson 11



Page 2

REVIEWING PRONOUNS

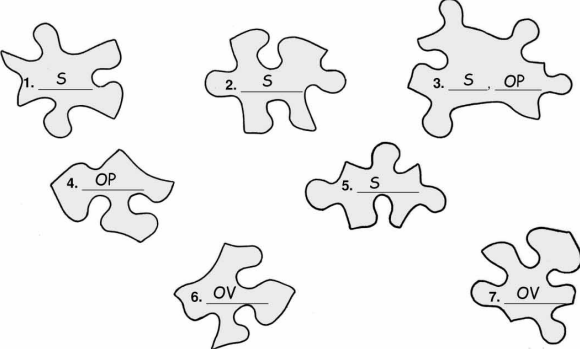
A

Change the underlined nouns to pronouns. Write the pronouns on the lines provided.


1. Sue, Lisa, and Mike were putting the puzzle together. They
2. Mother made a snack for the hungry children. She
3. Lisa shared some of her puzzle pieces with Mike. She him
4. The puzzle belongs to Sue. her
5. Sue, Mike, and I were having fun. We
6. Baby Larry watched the children. them
7. The children told Baby Larry not to touch the puzzle. him

B

Write **S** if the pronoun is used as the subject of the sentence.
Write **OV** if the pronoun is used as the object of a verb.
Write **OP** if the pronoun is used as the object of a preposition.



Lesson 11
Putting It All Together–Part I



Page 1

REVIEWING NOUNS

A

Draw a line under the common nouns in each of the sentences below.
Draw a circle around the proper nouns.

1. The puzzle reminded Lisa of a park she visited with her family on Easter Sunday.
2. “The children’s smiles show that they are enjoying the day,” said Sue.
3. “Do you think the ducks will wake up the cat?” asked Mike.

B

Rewrite the names and addresses below using capital letters where they are needed.

corey davis Corey Davis

12 branch street 12 Branch Street

atlanta, georgia Atlanta, Georgia

darlene turner Darlene Turner

771 meadow lane 771 Meadow Lane

miami, florida Miami, Florida

C

Study each noun below. If the noun is singular, write the plural form on the line.
If the noun is plural, write the singular form on the line.

1. valley valleys

2. flowers flower

3. thieves thief

4. crutch crutches

5. leaves leaf


6. bushes bush

7. baby babies

8. tree trees

9. calf calves

Lesson 11
Fun With Nouns



Page 3

REVIEWING VERBS

A. an action verb that means to *sketch*

B. the past participle of *read*

C. the base word that means to *participate in a game*

D. the past participle of *open*

E. the form of the verb “be” that is used with the pronoun *I*

F. a regular verb that means to *speak*

G. an irregular verb that means to *move from one place to another*

H. the auxiliary verb in the sentence: They have gone with Anne today.

I. the past tense of *sing*

J. the past participle of *teach*

d r a w
1 2 3 4

r e a d
2 5 3 1

p l a y
6 7 3 8

o p e n e d
9 6 5 10 5 1

a m
3 11

t a l k
12 3 7 13

g o
14 9

h a v e
15 3 16 5

s a n g
17 3 10 14

t a u g h t
12 3 18 14 15 12

Y o u d i d g r e a t w o r k o n t h i s p a g e
8 9 18 1 1 14 2 5 3 12 4 9 2 13 9 10 12 15 17 6 3 14 5

13

MORE TO DO

You may wish to use the following activities to reinforce the concepts taught in *Grammarifics*.

Lessons 1 and 2 Followup Activities: Nouns

Square Race for Plurals

Use masking tape to mark off four square areas of floor and identify them as “s,” “es,” “ies,” and “ves.” Divide the children into two teams and give each team a set of noun cards. (See below.) At the word “go,” the first member of each team takes the top card, reads it, then races with it to the appropriate plural ending area. As soon as the first member is standing on a square, the next in line takes a card, reads it, and then races with it to the appropriate square, and so on. The team that finishes first earns twenty points. Team leaders examine the cards to be sure everyone is standing on the correct square. Those who are on incorrect squares lose a point each for their teams. The team with the higher number of points wins.

Noun cards are 3” x 5” cards, each containing a noun; e.g., box, bush, grass, doll, pile, sale, flurry, calf, shelf, lady, sash, story, valley, mess.

Signal Circle

Seat students in a circle and write the following signal words on the chalkboard so that all can see them: each, several, many, four, two, few, a, an, the. Give a student a page of lined paper with a signal word written at the top. The student writes an appropriate noun beside the signal word and then writes a new signal word on the next line. The next student adds an appropriate noun to that signal word and then writes a signal word on the next line. They continue in this way around the circle. The student who was first writes a noun beside the last signal word and then begins to read each signal and noun aloud, pausing to allow corrections (if a plural noun has been added to a singular signal, for example). Make sure the discussion is confined to correcting errors and not to laying blame.

Lessons 3 and 4 Followup Activities: Pronouns

Match and Mismatch

Two students at a time play this game. One has a stack of cards on which are written short sentences with nouns underlined. (See sample sentences below.) The other student has a stack of pronoun cards. The first student plays a sentence card and the second student plays a pronoun card. If the pronoun matches the underlined noun on the sentence card, either player may call “Match.” If the pronoun does not match, the call is “Mismatch.” A player wins a point for being first with a correct call and loses a point for an incorrect one. When all the cards have been played, the player with the most points is the winner.

Sentence cards may include: *Maria is coming.* *Tad and I ate.* *Give Jay and Juan a call.* *We saw a movie.* *Where are Tim and Lee?* *Sing for my sister and me.* *I saw James.* *I like Rosa.* *We saw three cats.*

See-Saw

Players sit in two rows, one team facing the other. Write a list of nouns (see below) and a list of pronouns on the chalkboard. The first player addresses the player opposite by saying, “I see (noun from list).” The opposite player replies, “I saw (pronoun that stands for the noun).” If the answer is correct, that player says, “I see (noun from list),” and second player on opposing team answers, “I saw (appropriate pronoun),” and so on down the line. If a player gives an incorrect reply, his or her teammates may help with the answer.

Nouns may include: table, girl, dog, boy, John, Lisa, Nick and Ling, Martha, Terry and I, letter, house, car, Mr. Grant.

Lessons 5 and 6 Followup Activities: Verbs

Float Like a Butterfly

Write a list of noun words (see below) and place it where it can be seen as the game is played. Each child, in turn, chooses a noun and composes a phrase which includes the noun and an appropriate action word; e.g., “float like a butterfly,” or “slink like a cat.”

Nouns may include: bear, butterfly, cat, dog, daisy, baby, rose, monster, Martian, astronaut, chicken, horse, cow, bull.

Jar Game

Place folded slips of paper, each containing the present tense of a verb (see below) in a large jar. Then, on the chalkboard where students can see it, write:

We play.
We played.
We have played.

In turn, students take a slip of paper from the jar, read the verb on it, and then give the present tense, the past tense, and the past participle of the verb. Students should be encouraged to discuss errors, finding the correct form of the verb among themselves if possible.

Verbs may include: run, place, say, sit, teach, meet, build, take, go, swim, am, come.

Lesson 7 and 8 Followup Activities: Adjectives

Tell Us More

The noun cards from “Float Like a Butterfly” may be used for this game, or students may use pictures cut from magazines or pictures they have drawn of animals, flowers, monsters, etc. A student takes a card or picture, holds it up for the others to see, and says, “Here is (a daisy).” The other students say, “Tell us more!” The student adds an adjective and says, “Here is (a beautiful daisy).” If students draw pictures of monsterlike creatures, they should be encouraged to invent adjectives that fit. After the game, students may wish to offer other adjectives for some of the nouns described.

Round Robin

Noun cards or pictures used in “Tell Us More” (above) may be used for this game. The cards should be placed where they can be seen by students sitting in a circle. One student is given a ruled sheet of 8½- by 14-inch paper and a pencil. That student writes an adjective on the next-to-bottom line, then conceals what was written by folding the bottom line over his words. He then hands the sheet to the next student, who writes a noun on the fold, folds again, and hands the sheet to the next student, who writes an adjective on the fold. The sheet thus continues around the circle, with one student writing an adjective and the next student a noun. When the sheet has gone around the circle, the first student opens it and reads it aloud. If, unintentionally, some of the combinations are funny, students may want to repeat the game, trying for unusual nouns and adjectives to increase the humor.

Lesson 9 and 10 Followup Activities: Adverbs

Wheel of Fortune

Cut a large wheel out of stiff paper and divide it into two parts with a red line. On each part, draw three pie shapes and mark them, “adverbs of time,” “adverbs of place,” “adverbs of manner.” Glue a jar cover to the underside of the circle to allow it to spin on the table or floor. Students sitting in two teams, one on each side of the wheel, take turns spinning the wheel. The wheel spinner calls out “Time,” “Place,” or “Manner,” then spins the wheel. On each team, the student closest to that marking when the wheel stops must give a corresponding adverb. The student who gives it first wins a point for his team; but a wrong answer means a point lost for the team. At the end of a designated period of play, the team with the most points wins.

Ball Game

Students stand in a circle with the teacher in the center. The teacher throws a ball (a tennis ball will work nicely) to one of the students and says an adverb (see below). The student catches the ball and returns it, identifying the adverb by saying, “Adverb of _____ (time, place, manner).” The game should be as fast-paced as possible; a student who can’t answer returns the ball with an “I don’t know.” The teacher then throws the ball to another student for the answer.

Adverbs might include adverbs of time—soon, late, tomorrow, today, finally, never, often, yesterday, monthly, weekly; adverbs of place—here, there, outside, inside, around, above, below; and adverbs of manner—sadly, brightly, quickly, quietly, noisily, softly, easily, hardly.

Lessons 11 and 12 Followup Activities: Review of Nouns, Pronouns, Verbs, Adverbs, Adjectives

Pin the Word on the Donkey

Cut a large donkey out of a sheet of newspaper and attach it to a heavy paper to stiffen it. Then hang the donkey. In turn, students are blindfolded and led to the donkey. After sticking a pin in the donkey, the blindfold is removed. The student identifies the pinned word from the newspaper (or an appropriate nearby word) as a noun, pronoun, verb, adverb, or adjective. Other students may give the answer to any player who is “stuck.”

Slips and Ladders

Fill a large jar with folded slips of paper on which are written “noun,” “adjective,” or “pronoun.” On a large piece of stiff, white paper, draw four ladders, each containing twenty rungs and marked with “start” and “finish” (one ladder for each player). A player picks a slip of paper from the jar, reads it aloud, then gives a word to match the part of speech printed on the paper. If the answer is correct, the player moves the chip (a small cardboard circle) up the ladder a specified number of rungs. A noun counts for three rungs, and adjective for two rungs, and a pronoun for one rung. If the answer is wrong, the player moves the same number of rungs down the ladder. The first player to reach “finish” wins.