

Section 1 CONTENTS

Introduction	5
How to Use This Book	6
Assessment Records	7
Games & Activities Matrix	14
Standards	15

NOUNS

Teaching Notes	16
Student Page 1 (Nouns 1)	19
Student Page 2 (Nouns 2)	20
Student Page 3 (Nouns 3)	21
Student Page 4 (Singular and Plural Nouns 1)	22
Student Page 5 (Singular and Plural Nouns 2)	23
Student Page 6 (Singular and Plural Nouns 3)	24
Student Page 7 (Proper Nouns)	25
Student Page 8 (Compound Nouns)	26
Student Page 9 (Possessive Nouns)	27
Student Page 10 (Plural Possessive Nouns)	28
Student Page 11 (Gender Nouns)	29
Student Page 12 (Noun Phrases)	30
Student Page 13 (Articles)	31
Assessment (Nouns)	32

ADJECTIVES

Teaching Notes	34
Student Page 14 (Descriptive Adjectives 1)	37
Student Page 15 (Descriptive Adjectives 2)	38
Student Page 16 (Descriptive Adjectives 3)	39
Student Page 17 (Number Adjectives)	40
Student Page 18 (Antonyms)	41
Student Page 19 (Verbal Adjectives)	42
Student Page 20 (Adjectives of Degree)	43
Assessment (Adjectives)	44

PRONOUNS

Teaching Notes	46
Student Page 21 (Personal Pronouns 1)	49
Student Page 22 (Personal Pronouns 2)	50
Student Page 23 (Possessive Pronouns 1)	51
Student Page 24 (Possessive Pronouns 2)	52
Student Page 25 (Interrogative Pronouns)	53
Student Page 26 (Indefinite and Demonstrative Pronouns)	54
Assessment (Pronouns)	55

Section 1 CONTENTS

VERBS

Teaching Notes	56
Student Page 27 (“Doing” Verbs 1)	59
Student Page 28 (“Doing” Verbs 2)	60
Student Page 29 (“Saying” Verbs)	61
Student Page 30 (“Being” and “Having” Verbs 1)	62
Student Page 31 (“Being” and “Having” Verbs 2)	63
Student Page 32 (“Helping” Verbs)	64
Student Page 33 (Negative with Verbs)	65
Student Page 34 (Verbs—Contractions 1)	66
Student Page 35 (Singular and Plural Verbs)	67
Student Page 36 (Verbs—Contractions 2)	68
Student Page 37 (Verbs—Contractions 3)	69
Student Page 38 (Verbs—Tense)	70
Student Page 39 (Verbs—Present Tense)	71
Student Page 40 (Verbs—Past Tense)	72
Student Page 41 (Verbs—Future Tense)	73
Assessment (Verbs)	74

ADVERBS

Teaching Notes	76
Student Page 42 (Adverbs—Manner, Time, Place 1)	79
Student Page 43 (Adverbs—Manner, Time, Place 2)	80
Student Page 44 (Adverbs 1)	81
Student Page 45 (Adverbs 2)	82
Student Page 46 (Interrogative Adverbs)	83
Assessment (Adverbs)	84

SENTENCES

Teaching Notes	86
Student Page 47 (Sentences)	89
Student Page 48 (Sentences—Statements)	90
Student Page 49 (Sentences—Questions)	91
Student Page 50 (Sentences—Exclamations)	92
Student Page 51 (Sentences—Commands)	93
Student Page 52 (Simple Sentences 1)	94
Student Page 53 (Simple Sentences 2)	95
Student Page 54 (Sentences—Adjectives and Adverbs)	96
Student Page 55 (Compound Sentences)	97
Student Page 56 (Sentences in Dialogue)	98
Assessment (Sentences)	99

Section 2 CONTENTS

GAMES & ACTIVITIES.	102
WORDWORKS	
Teaching Notes	103
Progress Charts	104
Cards	105
GRAMMAR FLAPS	
Teaching Notes	110
Cards	111
GRAND SLAM	
Teaching Notes	116
Cards	117
TACTICS!	
Teaching Notes	129
Word Cards	130
Baseboard	133
GRAMMAR BY NUMBERS	
Reproducible activity sheets	134
KRISS KROSS	
Reproducible activity sheets	144
GRAMMAR TASK CARDS	
Nouns	150
Adjectives	152
Pronouns	154
Verbs	156
Adverbs	158
Sentences	160
WORD BANKS	
Antonyms	162
Compound Words	163
Homophones	164
Collective nouns	165
Spelling Rules and Generalizations	166
Punctuation	168
ANSWER KEY	169

Exploring VERBS

Body Parts

Divide the class into groups of three. Give each group a sheet of paper with a simple line drawing of a person in the center. Ask the group to write as many verbs as they can around the picture.

The verbs should be only one word, and should say what a person can do with the different parts of the body (e.g., see, hear, speak, listen, taste, smell, sniff, bite, etc.).

Allow the groups two to three different sessions to prepare their verb webs to really stretch their thinking.

Each group should present their work.

The sheets of paper could be displayed on a bulletin board, or collated into a class book entitled: "Doing Verbs" or "Verbs of Action."



Ready for Action

Give one to two well-chosen storybooks to each pair of students. Ask them to skim through the pages to find and list 10 "doing" verbs. Explain that because they are storybooks, they will be written about things that have happened and many of the verbs will end in *-ed*. Demonstrate with a book of your own, writing some verbs on the board.

Out of Sorts

Give each pair of students a magazine or calendar picture, and a sheet of paper with two columns headed "NOUNS" and "VERBS." Ask each pair to write one-word nouns and one-word verbs about their picture. Stipulate between three and 10 words for each category, matching the strengths of your students.

Set a time limit of between five and eight minutes. Each pair could present their list to the class. Discuss any inaccuracies.

Variation: After three minutes, each pair passes their list on to another pair, who then adds more words. Do three or four changes before returning to the original owners for sharing.

Extension: Ask students to write two or three sentences each about their pictures, using the words they have listed to help them.



"Doing" Verbs 1

Verbs show what people and things are doing. (Examples: The bell rang and the children walked back into school. They sat down and read their books.) We often call them "**doing**" verbs.

spin
twist
throw
chop
bend
ring

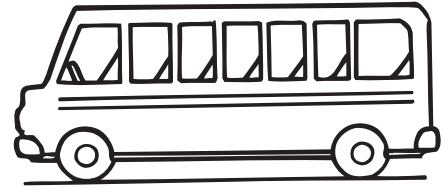
The verb is the heart of a sentence.

It brings the people and things to life by telling us what they are doing, thinking, saying, and feeling.

roll
stand
read
buy
growl
hop

1. Underline the people in these sentences. Circle what they are doing.

- a. The farmer planted wheat in the field.
- b. The bike riders raced up the steep hill.
- c. The dancer twirls on her toes.
- d. Our class went to the museum by bus.
- e. They jump on their trampoline.
- f. The teacher counted the children in her class.
- g. I cooked sausages for breakfast.



2. Answer these questions—"Yes" or "No."

- a. Could you lift a train?
- b. Could you carry a tray of cups?
- c. Could you send an elephant through the mail?
- d. Should you skate on a road?
- e. Do cats and dogs eat wheat?
- f. Could you fill a bucket with sand?
- g. Have you kicked a goal in soccer?
- h. Can you play marbles?

Grammar Task Card: Verbs

3

1. Rewrite these sentences in the past tense.

- | | |
|------------------------------|----------------------------------|
| a. We <u>buy</u> candles. | f. They <u>sit</u> on chairs. |
| b. They <u>wear</u> hats. | g. I <u>pat</u> my cat. |
| c. We often <u>see</u> them. | h. I <u>dry</u> the dishes. |
| d. I <u>bend</u> down. | i. They <u>walk</u> in the park. |
| e. He <u>stands</u> up tall. | j. We <u>wave</u> goodbye. |

2. Write these negative verbs as contractions.

- | | | | |
|--------------|--------------|-------------|-------------|
| a. did not | d. cannot | g. will not | j. have not |
| b. could not | e. is not | h. was not | k. do not |
| c. has not | f. would not | i. are not | l. were not |

Grammar Task Card: Verbs

4

1. Add the correct ending to the verb—“-ing” or “-ed.”

One afternoon, a boy and his dog were walk____ along the beach. The boy was look____ for shells. He was carry____ a bucket and a shovel. The dog was trot____ happily along at the boy's heels.

Then a large wave roll____ up the beach. The dog bark____. Off went the boy, run____ and splash____ through the water. He pick____ up the shells, before they could be wash____ away again.

2. Write these pronouns and verbs as contractions.

- | | | | |
|--------------|------------|-------------|-------------|
| a. she will | d. he is | g. they are | j. we would |
| b. they have | e. we are | h. he would | k. I am |
| c. you are | f. I would | i. she has | l. we will |