

Cracking the Grammar Code

Syntax Skill Pretests and Sample Skill Activities



Mary Homelvig, M.A., CCC-SLP
Kerilyne Rugg, M.A., CI, CT

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Supporting Success for Children with Hearing Loss Publications
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Cracking the Grammar Code: Syntax Skill Pretests and Sample Skill Activities

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Dedication

- For your continued love and support: Josh, Coltrane, and Kohen – *Kerilynne*
- To my parents, Tom and Louise Moody; my husband, Bob; and my daughter, Aly McMillan– *Mary*

Acknowledgments

- To Aly McMillan and Josh Rugg for all of your dedication and contributions to this endeavor
- To the DHH staff and students at Del Oro High School for piloting this program

A Message to the Reader

Dear User,

As teachers and support providers, all too often you must bring together materials from a wide variety of resources, with limited activities for mastering the grammar rules and conventions. Most supplemental materials deal with nouns, verbs, and subject-verb agreement as components of a whole study of grammar. These materials provide small amounts of activities; hardly enough to properly instruct students whose needs for repetition and highly focused instruction are more acute than the traditional student's needs. For instance, in one publication widely used in the classroom, the resource book provides 15 pages of activities addressing nouns, verbs, and subject-verb agreement all together.

Cracking the Grammar Code: A Comprehensive Teacher and Student Guide for Writing will supply you with the resources to move students toward mastery and independence in applying basic concepts for grammar and writing with a full year's worth of daily activities addressing language rules. This guide will comprehensively teach nouns, such as common and proper nouns, singular and plural nouns, possessive nouns, and abstract, concrete, and collective nouns. Articles, conjunctions, pronouns, adjectives, adverbs and prepositional phrases will all be thoroughly addressed in incremental steps. The verbs section covers topics including action verbs, linking verbs, helping verbs, present participles, past participles, irregular verbs, verb tenses, infinitives, transitive and intransitive verbs, and gerunds. Then when learning about subject-verb agreement rules students will master finding the subject, rules for subject-verb agreement and writing grammatically correct sentences and paragraphs.

These materials consist of paired activities for the whole class and independent applications. Where other grammar materials jump from concept to concept, rarely, if ever returning to reinforce previous concepts, we have paid special attention to scaffolding previous concepts while introducing new ones. In addition, certain sections spotlight the grammar rules to give students a concrete guide to understanding grammar. Each key concept is taught predictably, alternating between two kinds of activities: teacher-directed and student application. Each pair of activities gets progressively more challenging and builds on previous knowledge to add consistency and practice as students work their way through each lesson.

Cracking the Grammar Code is targeted to special education teachers, including resource teachers, English Language Learner teachers, teachers of the Deaf and Hard of Hearing, and Special Day Class teachers, who work with students at the upper elementary, middle school, and high school levels.

We hope you find *Cracking the Grammar Code* thorough and easy to use with your students.

Sincerely,
Mary Homelvig and Kerilynne Rugg

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PRETEST NOUNS

Nouns

Directions: Underline the nouns. Label them person, place, thing, or abstract concept.

1. The manager talked, to the staff, about the directions.
2. Firefighters must have courage.
3. The parents bought new clothes during their vacation.
4. The cat ran up the tree and meowed loudly for help.
5. The young girl rode her bike, to the store, for some candy.

Scoring: ____/26 = ____%

If student scores less than 80%, teach activities #1-3.

Common and Proper Nouns

Directions: Classify each noun as a common noun or a proper noun.

6. state
7. Rachel
8. door
9. computer
10. Barack Obama

Scoring: ____/5 = ____%

If student scores less than 80%, teach activities #4-7.

Plural Nouns

Directions: Write the plural form for each singular noun.

11. television
12. porch
13. tax

PRETEST NOUNS

Plural Nouns, cont.

14. dress
15. berry
16. journey
17. authority
18. paper
19. wolf
20. housewife
21. giraffe
22. tomato
23. studio

Directions: Rewrite the sentences, changing each underlined singular noun to a plural noun.

24. Nadia wrote the elf a story.

25. The family drove the lady to the house.

26. The lunch stayed on the bus all day.

Directions: For the sentences below, write "S" above the singular nouns and "P" above the plural nouns.

27. We saw three moose cross the road.
28. The grandmother enjoys going to the museum to see all the paintings.
29. I bought soap for the bathrooms.
30. The sheep were grazing in the field.

PRETEST NOUNS

Plural Nouns, cont.

Directions: Change the plural noun to a singular noun.

31. men
32. mice
33. children
34. dice
35. crises
36. paralyses
37. fungi
38. octopi
39. foci

Directions: Fill in the blank with the correct word.

headquarter	headquarters
trouser	trousers
congratulation	congratulations

40. The _____ were perfect, with no holes in the knees or pockets.
41. Our _____ is the hub for all communication for the company.
42. My _____ to the happy couple on their wedding day.

Scoring: ____/40 = ____%

If student scores less than 80%, teach activities #8-40.

PRETEST NOUNS

Possessive Nouns

Directions: Fill in the chart below:

Singular Noun	Plural Noun	Singular Possessive	Plural Possessive
Ex: book	books	book's	books'
43. country			
44. fireman			
45. mattress			
46. mother-in-law			
47. editor-in-chief			

Directions: Given the pair of names, write a sentence that shows possession. Indicate if the nouns share possession or show separate ownership.

48. Lori and Joe

49. Yolanda and Angie

Scoring: ____/17 = ____%

If student scores less than 80%, teach activities #41-53.

PRETEST NOUNS

Concrete Nouns

Directions: Given the category, list five concrete nouns.

50. animals:

51. furniture:

52. family:

Scoring: ____/3 = ____%

If student scores less than 80%, teach activities #54-56.

Collective Nouns

Directions: Given the list of members in the group, provide the collective name.

herd

flock

litter

army

swarm

53. group of ants

54. group of birds

55. lots of butterflies

56. baby kittens or puppies together

57. group of deer

Scoring: ____/5 = ____%

If student scores less than 80%, teach activities #57-58.

PRETEST NOUNS

Abstract Nouns

Directions: Circle the abstract noun(s) in each sentence.

58. Superheroes fight for truth and justice.
59. All's fair in love and war.
60. Raja has great taste in furniture.
61. The boy's bravery was evident as he climbed out of the canyon to save his brother.
62. Progress can be seen very slowly.

Scoring: ____/7 = ____%

If student scores less than 80%, teach activities #59-61.

PRETEST NOUNS

ANSWER KEY

1. manager – person, staff – person, directions – thing
2. Firefighters – person, courage – abstract concept
3. parents – person, clothes – thing, vacation – abstract concept
4. cat – thing, tree – thing, help – abstract concept
5. girl – person, bike – thing, store – place, candy – thing
6. common
7. proper
8. common
9. common
10. proper
11. televisions
12. porches
13. taxes
14. dresses
15. berries
16. journeys
17. authorities
18. papers
19. wolves
20. housewives
21. giraffes
22. tomatoes
23. studios
24. Nadia wrote the elves a story.
25. The families drove the ladies to the houses.
26. The lunches stayed on the buses all day.
27. moose – P, road – S
28. grandmother – S, museum – S, paintings - P
29. soap – P, bathrooms – P
30. sheep – P, field – S
31. man
32. mouse
33. child
34. die
35. crisis
36. paralysis
37. fungus
38. octopus
39. focus

PRETEST NOUNS

ANSWER KEY, cont.

40. The trousers were perfect, with no holes in the knees or pockets.
41. Our headquarters is the hub for all communication for the company.
42. My congratulations to the happy couple on their wedding day.

<u>Singular Noun</u>	<u>Plural Noun</u>	<u>Singular Possessive</u>	<u>Plural Possessive</u>
43. country	countries	country's	countries'
44. fireman	firemen	fireman's	firemen's
45. mattress	mattresses	mattress'	mattresses'
46. mother-in-law	mothers-in-law	mother-in-law's	mothers-in-law's
47. editor-in-chief	editors-in-chief	editor-in-chief's	editors-in-chief's

48.–49. *Answers will vary.*

48. Lori's and Joe's (separate possession)
Lori and Joe's (shared possession)
49. Yolanda and Angie's (shared possession)
Yolanda's and Angie's (separate possession)

50.–52. *Answers will vary. Possible answers are included below.*

50. animals: cat, dog, tiger, lion, monkey
51. furniture: bed, couch, chair, table, desk
52. family: mother, father, sister, brother, cousin

53. army
54. flock
55. swarm
56. litter
57. herd
58. truth, justice
59. love, war
60. taste
61. bravery
62. progress

PRETEST ARTICLES

Articles

Directions: Underline the correct article in the following sentences.

1. The girl is wearing (a, an) beautiful dress.
2. The employee is required to wear (a, an) apron.
3. (A, An) elephant is standing by the tree.
4. The car is waiting by the curb at (a, an) store.

Directions: Underline the correct article in the following sentences.

5. After visiting Europe, I am flying back to (a, an, the) United States.
6. My aunt lives on (a, an, the) East Coast.
7. I will be going to (a, an, the) concert this summer.
8. She is living in (a, an, the) undisclosed location.

Directions: Circle the appropriate article. If no article is needed, circle none.

9. (The, A, An, none) New York is located on (the, a, an, none) East Coast.
10. (The, A, An, none) students are traveling together to see (the, a, an, none) White House.
11. My teacher will be going to (the, a, an, none) Europe this fall.
12. (The, A, An, none) test last Friday was very difficult for my daughter.
13. (The, A, An, none) Michael Jordan is (a, an, the) well-known basketball player.
14. (The, A, An, none) book I finished yesterday was (a, an, the) mystery novel.

Scoring: ____/18 = ____%

If student scores less than 80%, teach activities #63-65.

PRETEST ARTICLES

ANSWER KEY

1. a
2. an
3. An
4. a

5. the
6. the
7. a
8. an

9. none, the
10. The, the
11. none
12. The
13. none, a
14. The, a

PRETEST CONJUNCTIONS

Conjunctions

Directions: Underline the conjunction in each of the following sentences.

1. The student wanted to get an A on the test, but he didn't study.
2. It was raining outside, so I put my umbrella in my backpack.
3. My dog and cat are sleeping on the bed.
4. The children were eating quickly, for it had been hours since breakfast.
5. Neither the rain nor the cold will stop Ethan from going to the movies.
6. Lucas asked if he could have either a piece of cake or ice cream.
7. Sheldon loves to play football, yet he is better at basketball.

Directions: Fill in the missing conjunction in each of the following sentences.

8. The baby wanted neither the blanket _____ the bottle before going to bed.
9. Our cousins had planned on going to Grandmother's birthday party, _____ they got stuck in traffic.
10. It took him all day to hike the trail, _____ he wanted to go again that evening.

Directions: Pick four different coordinating conjunctions and write sentences. If the sentence contains two independent clauses, make sure to include a comma.

11. _____
12. _____
13. _____
14. _____

Scoring: ____/16 = ____%

If student scores less than 80%, teach activities #66-68

PRETEST CONJUNCTIONS

ANSWER KEY

1. but
2. so
3. and
4. for
5. neither, nor
6. either, or
7. yet

8. nor
9. but
10. yet

- 11.–14. *Answers will vary. Each sentence needs to contain one of the following conjunctions:
for, and, nor, but, or, yet, so.*

PRETEST VERBS

Action, Linking, and Helping Verbs

Directions: Underline the action verb in the following sentences.

1. Please buy the new boots at the mall.
2. Sheila watches the new Twilight movie.
3. The streetlight flashes red.
4. The pupils pack their backpacks at the bell.

Directions: Draw a line under the linking verb in each sentence.

5. He became the new team leader.
6. To be humble is not easy.
7. They were there at the restaurant.
8. I am the new captain of the cheerleading squad.

Directions: Decide if the verb is a linking verb or a helping verb.

9. They were going out to dinner but couldn't. _____
10. Alejandro is getting older. _____
11. The CD sounds terrific on my new car stereo. _____
12. The daughter should visit her father in the hospital _____

Scoring: ____/12 = ____%

If student scores less than 80%, teach activities #1-15.

PRETEST VERBS

Singular and Plural Verbs

Directions: : Circle the correct singular verb to go with the singular subject.

13. Ellen (is, am, are) very proud of her oldest son.
14. I (is, am, are) repairing a hole in the front yard.
15. Javier (is, am, are) bright and very good-looking.
16. Marisa (is, am, are) apologetic for causing such chaos.

Directions: Given a sentence with a singular subject and a singular verb, create a new sentence with a plural subject and a plural verb.

17. S: The nephew feels sorry.

P: _____

18. S: The bug runs across the wall.

P: _____

19. S: The contestant battles for glory.

P: _____

20. S: The computer runs well most of the time.

P: _____

Scoring: ____/8 = ____%

If student scores less than 80%, teach activities #16-22.

PRETEST VERBS

Irregular Verbs

Directions: Fill in the blank using the correct irregular past-tense verb form.

21. David was drinking some water. He _____ all of it.
22. The children were sleeping downstairs. This is the room where they _____.
23. Peru's soccer team is winning in the championship game. They _____!
24. Ileana is going to give Arnold a book. This is the book she _____.

Scoring: ____/4 = ____%

If student scores less than 80%, teach activities #23-25.

Verb Tense

Directions: Label if the sentence is simple present, present progressive, present perfect or present perfect progressive.

25. My sister is working at the bakery. _____
26. The man has jogged around the block five times. _____
27. Shauna curls her hair every morning. _____
28. The businesses have been opening their doors early every morning. _____

Directions: Using the past tense forms of write, create four sentences.

29. Simple past: _____
30. Past progressive: _____
31. Past perfect: _____
32. Past perfect progressive: _____

Directions: Underline the verb phrase. Label the sentence simple future, future progressive, future perfect, or future perfect progressive.

33. After therapy, Xavier will be racing again. _____
34. My son will have been drawing on the canvas all afternoon. _____
35. He will iron his clothes every morning. _____
36. The website will have closed its site down. _____

Scoring: ____/16 = ____% **If student scores less than 80%, teach activities #26-43.**

PRETEST VERBS

Transitive and Intransitive Verbs

Directions: Write two sentences using transitive verbs and two sentences using intransitive verbs.

37. (transitive) _____

38. (transitive) _____

39. (intransitive) _____

40. (intransitive) _____

Scoring: ____/4 = ____%

If student scores less than 80%, teach activities #44-46.

Gerunds

Directions: Decide if the underlined word is used as noun or a verb.

41. My favorite hobby is painting. _____

My uncle is painting. _____

42. I am walking to the store. _____

Walking is good for your body. _____

43. He likes talking. _____

My sister is talking on the phone. _____

44. Debating is interesting. _____

The senator is debating. _____

Scoring: ____/8 = ____%

If student scores less than 80%, teach activities #47-49.

PRETEST VERBS

ANSWER KEY

1. Please buy the new boots at the mall.
2. Sheila watches the new Twilight movie.
3. The streetlight flashes red.
4. The pupils pack their backpacks at the bell.

5. He became the new team leader.
6. To be humble is not easy.
7. They were there at the restaurant.
8. I am the new captain of the cheerleading squad.

9. helping verb
10. helping verb
11. linking verb
12. helping verb

13. is
14. am
15. is
16. is

17. The nephews feel sorry.
18. The bugs run across the wall.
19. The contestants battle for glory.
20. The computers run well most of the time.

21. drank
22. slept
23. won
24. gave

25. present progressive
26. present perfect
27. simple present
28. present perfect progressive

- 29.–32. *Sentences will vary but will include the following words:*
29. wrote
30. was writing

PRETEST VERBS

ANSWER KEY cont.

31. had written
32. had been writing
33. After therapy, Xavier will be racing again. future progressive
34. My son will have been drawing on the canvas all afternoon. future perfect progressive
35. He will iron his clothes every morning. simple future
36. The website will have closed its site down. future perfect
- 37.– 40. *Answers will vary. A transitive verb is an action verb that must have a direct object with it; for example, "Josh kicked the ball." An intransitive verb is an action verb that does not need a direct object with it; for example, "Tobin came."*
37. (transitive) _____
38. (transitive) _____
39. (intransitive) _____
40. (intransitive) _____
41. noun
verb
42. verb
noun
43. noun
verb
44. noun
verb

PRETEST PRONOUNS

Subjective and Objective Pronouns

Directions: Fill in the missing blanks using a subjective singular or plural pronoun.

1. Taylor and Braden sit on the porch. _____ sit on the porch.
2. Louise and I shop at the mall. _____ shop at the mall.
3. Nora plays the piano. _____ plays the piano.
4. Marcus drives to work. _____ drives to work.

Directions: Circle the correct subjective and objective pronouns.

5. (He, Him) is at the golf range with (she, her).
6. (They, Them) are eating with (me, I).
7. (She, Her) will go with (he, him).
8. (You, It) are smiling at (she, her).

Scoring: ____/12 = ____%

If student scores less than 80%, teach activities #1-8.

Possessive Pronouns

Directions: Underline the possessive pronoun(s) in each sentence.

9. Her dog left paw prints on his trousers.
10. The goodies Rick made are now yours.
11. The car that the judge declared did not belong to her, turned out to be hers.
12. She trimmed his hair, and it went all over her floor.

Scoring: ____/6 = ____%

If student scores less than 80%, teach activities #9-11.

PRETEST PRONOUNS

Indefinite Pronouns

Directions: Underline the indefinite pronouns.

13. Each is given a paper for his or her response.
14. Several are going to the yogurt shop after school.
15. Most are polka-dotted.
16. They are going to give somebody an award.

Scoring: ____/4 = ____%

If student scores less than 80%, teach activities #12-14.

PRETEST PRONOUNS

ANSWER KEY

1. They
2. We
3. She
4. He

5. He, her
6. They, me
7. She, him
8. You, her

9. Her dog left paw prints on his trousers.
10. The goodies Rick made are now yours.
11. The car that the judge declared did not belong to her, turned out to be hers.
12. She trimmed his hair, and it went all over her floor.

13. Each is given a paper for his or her response.
14. Several are going to the yogurt shop after school.
15. Most are polka-dotted.
16. They are going to give somebody an award.

PRETEST ADJECTIVES, ADVERBS, AND PREPOSITIONAL PHRASES

Adjectives

Directions:

I. Underline the adjective in each sentence.

1. The little boy is crying.
2. The vibrant office is filled with pictures.
3. My mischievous cat ate the mouse.
4. Mia showed her perfect paper to her grandma.

II. Choose the best adjective to complete the sentence.

5. The thief was (wrong, wronger, wrongest) about the cottage being empty.
6. The con artist was not (clever, more clever, most clever) in her schemes than the other criminal.
7. Mr. Stein made a (final, more final, most final) journey back to his homeland.
8. Brady was the (handsome, more handsome, most handsome) guy at the prom.

III. Decide if the underlined word is an indefinite adjective or an indefinite pronoun.

9. Some coffee has caffeine in it.
10. All of the stores, in the small town, are on the main road.
11. There are several monkeys at the zoo.
12. Few of the books have even been opened.

Scoring: _____ /12 = _____%. **If student scores less than 80%, teach activities #15-19.**

PRETEST ADJECTIVES, ADVERBS, AND PREPOSITIONAL PHRASES

Adverbs

Directions:

IV. Underline the adverb in each sentence.

13. Go inside when it starts snowing.
14. The dead mouse is downstairs where the cat left it.
15. The fight happened at school yesterday?
16. The nurse scrubbed her hands before the surgery.
17. The boys ride their bikes quickly.
18. I do the dishes after dinner.
19. Adeline pushed the cart swiftly through the aisles.
20. Ethan excitedly opened up his new gift.

V. Rewrite the sentence with the correct adverb.

21. My grandfather spoke (firmly, more firmly, most firmly) to my brother than me.
22. Randy sang (horribly, more horribly, most horribly) when he was tired.
23. Ming marches the (gracefully, more gracefully, most gracefully), compared to all of her peers in the band.
24. She feels (well, better, best) than yesterday.

Scoring: ____ /12 = ____ %. **If student scores less than 80%, teach activities #20-26.**

Prepositional Phrases

V. Underline the prepositional phrases in each sentence.

25. Every morning, the teenagers ran to school through the side streets.
26. Kareem parked his van in the garage, near the elevator.
27. During the night, Angelo was sleeping in his bed.
28. Nadia walked past the library, on the sidewalk.

Scoring: ____ /6 = ____ %. **If student scores less than 80%, teach activities #27-30.**

PRETEST ADJECTIVES, ADVERBS, AND PREPOSITIONAL PHRASES

ANSWER KEY

1. little
2. vibrant
3. mischievous
4. perfect

5. wrong
6. more clever
7. final
8. most handsome

9. indefinite adjective
10. indefinite pronoun
11. indefinite adjective
12. indefinite pronoun

13. inside
14. downstairs
15. yesterday
16. before
17. quickly
18. after
19. swiftly
20. excitedly

21. My grandfather spoke more firmly to my brother than me.
22. Randy sang horribly when he was tired.
23. Ming marches the most gracefully compared to all of her peers in the band.
24. She feels better than yesterday.

25. Every morning, the teenagers ran to school through the side streets.
26. Kareem parked his van, in the garage, near the elevator.
27. During the night, Angelo was sleeping in his bed.
28. Nadia walked, past the library, on the sidewalk.

PRETEST FINDING THE SUBJECT

Finding the Subject Rules #1–3

Directions:

I. Circle the subject/s in each of the following sentences.

1. My son is playing a video game.
2. The plant and tree are both blooming.
3. Drawing is a great hobby.
4. The city lights are shining brightly.
5. Desserts are eaten after dinner.

II. Given a sentence without a subject, add who or what can be doing the action of the verb. Remember, the subject can be two or more connected by a conjunction (and, or).

6. _____ was watching the baseball game.
7. _____ is going to the mall.
8. _____ are playing with their dolls.
9. _____ were taking a drive to the mountains.
10. _____ is running through the house.

III. Given a verb, write a complete sentence.

11. played: _____
12. showered: _____
13. watered: _____
14. studied: _____

IV. Circle the subject/s in each sentence and underline the verb.

15. John and Terry decorate the new restaurant.
16. The magician and the assistant accept a new gig.
17. Drumming a guitar makes my fingers sore.

Scoring: _____ /19 = _____ %.

If student scores less than 80%, teach activities #1-3.

PRETEST FINDING THE SUBJECT

Finding the Subject Rules #4 and #5

Directions:

V. Read the following questions and circle the subject.

- 18. Where is my backpack?
- 19. How is the young boy?
- 20. Who is driving the car?
- 21. Where is my sweater?

VI. Circle the subject in the question. Then, write an answer to the question. Lastly, circle the subject in the new sentence.

22. Who is playing the video game? _____

23. Where did the girl put her sandals? _____

24. How old will you be this year? _____

25. When do your parents leave on their cruise? _____

26. What is your favorite color? _____

Scoring: _____ /9 = _____%.

If student scores less than 80%, teach activities #4-7.

PRETEST FINDING THE SUBJECT

Finding the Subject Rules #6 and #7

Directions:

VII. Write the subject and verb below each sentence.

27. In the courtyard, the woman is sipping her hot drink.

28. The emblem, of the car dealership, is a tiger.

29. Are five chocolate bars leftover from the party?

30. Did the plants survive the windstorm?

31. Around the corner, you will see the market.

Scoring: _____ /10 = _____%.

If student scores less than 80%, teach activities #8-10.

PRETEST FINDING THE SUBJECT

Finding the Subject Rules #8 and #9

Directions:

VIII. Write the subject and verb on the line below the sentence. If the subject is an implied you, add the word you.

32. There are five students waiting to be picked up by their parents.

33. Come in, the door is open.

34. Get yourself some coffee, in the kitchen.

35. Here is the receipt.

IX. Circle the subject or write you at the end of the sentence, underline the verb, and cross out the prepositional phrases.

36. Wash the dishes in the sink from last night's party. _____

37. There is a new car waiting for you in the driveway. _____

38. Here, in the drawer, is the pencil. _____

39. Bring the garbage cans, from the street, up to the house. _____

Scoring: _____ /23 = _____ %.

If student scores less than 80%, teach activities #11-15.

PRETEST FINDING THE SUBJECT

ANSWER KEY

Finding the Subject Rules #1–3

1. son
2. plant, tree
3. Drawing
4. lights
5. Desserts

6.–9. *Specific answers will vary.*

6. singular subject
7. singular subject
8. plural subjects
9. plural subjects
10. singular subject

11.–14. *Answers will vary.*

- | | |
|---------------------------------|---------------------|
| 15. circle: John, Terry | underline: decorate |
| 16. circle: magician, assistant | underline: accept |
| 17. circle: Drumming | underline: makes |

Finding the Subject Rules #4 and #5

18. backpack
19. boy
20. who
21. sweater

22.–25. *A new sentence needs to be written and subject circled.*

22. who
23. girl
24. you
25. parents
26. what

Finding the Subject Rules #6 and #7

27. woman, is sipping
28. emblem, is
29. bars, are
30. plants, did survive
31. you, will see

PRETEST FINDING THE SUBJECT

ANSWER KEY cont.

Finding the Subject Rules #8 and #9

32. students, are waiting
33. you, come
34. you, get
35. receipt, is

36. Wash the dishes, ~~in the sink, from last night's party.~~ (you)
37. There is a new (car) waiting for you in the driveway.
38. Here, in the drawer, is the (pencil).
39. Bring the garbage cans, from the street, up to the house. (you)

PRETEST SUBJECT-VERB AGREEMENT

Subject-Verb Agreement: Rule #1

Present Tense

Directions: Circle the subject. Above the subject, write an "S" (singular) or "P" (plural). Put two lines under the correct helping verb (when needed) and underline the verb. Label the sentence "SP" for simple present tense, "PP" for present progressive tense, "PPerfect" for present perfect tense, or "PPP" for present perfect progressive tense.

1. The bicycle (has been, have been) breaking for a long time.
2. The mothers (has, have) finished making their cakes.
3. She (walk, walks) the dog in the morning.
4. I (am, is, are) running to the mall.

Past Tense

Directions: Circle the subject. Above the subject, write an "S" (singular) or "P" (plural). Put two lines under the correct helping verb (when needed) and underline the verb. Next, label the sentence "SP" for simple past tense, "PP" for past progressive tense, "PPerfect" for past perfect tense, or "PPP" for past perfect progressive tense.

5. The teachers (was, were) handing out the report cards at the end of the day.
6. The judge (have been, had been) listening to attorneys bicker.
7. They (wash, washes, washed) their car after the day on the dirt road.
8. The girl (have, had) practiced her piano after school for one hour.

Future Tense

Directions: Circle the subject. Above the subject, write an "S" (singular) or "P" (plural). Put two lines under the correct helping verb and underline the verb. Next, label the sentence "SF" for simple future tense, "FP" for future progressive tense, "FPerfect" for future perfect tense, or "FPP" for future perfect progressive tense.

9. The blacksmith (will be, would be) demonstrating his technique this afternoon.
10. The children (will, would) laugh when they see Mickey Mouse.
11. The aunt (will have, will been) waited for over an hour.
12. The driver (will have been, would have been) parking the car by the time we're done.

Scoring: _____ /58 = _____ %.

If student scores less than 80%, teach activities #16-24.

PRETEST SUBJECT-VERB AGREEMENT

Subject-Verb Agreement: Rule #2

Present Tense

Directions: Circle the subject/s. Above the subject/s, write an "S" (singular) or "P" (plural). Box the conjunction (when needed). Put two lines under the correct helping verb (when needed). Then, underline the verb. Label the sentence "SP" for simple present tense, "PP" for present progressive tense, "PPerfect" for present perfect tense, or "PPP" for present perfect progressive tense.

13. The black truck and red sedan (is, am, are) (race, races, racing) down the street.
14. Kenley and Lucas (has, have) (sleeping, slept) the entire afternoon.

Past Tense

Directions: Above the subject, write an S (singular) or P (plural). Put two lines under the conjunction. Circle the correct helping verb and underline the main verb. Next, label SP above the simple past verb, PP above the past progressive verb, PPerfect above the past perfect verb phrase, and PPP above the past perfect progressive verb phrase.

15. The principal and teacher (wait, waited) for the students to arrive.
16. Pierre and Zelda (was, had been) playing outside until it got dark.

Scoring: _____ /27 = _____ %.

If student scores less than 80%, teach activities #25-30.

PRETEST SUBJECT-VERB AGREEMENT

Subject-Verb Agreement: Rule #3

Present Tense

Directions: : Using the following sentence starters, write sentences using the present-tense verb phrase.

Simple present:

17. The audience _____

18. Running and jogging _____

Present progressive:

19. The army of ants _____

20. The school of fish _____

Present perfect:

21. The flock of chickens _____

22. Talking and singing _____

Present perfect progressive:

23. The clump of trees _____

24. The gaggle of geese and pod of dolphins _____

Past Tense

Directions: Using the following sentence starters, write sentences using the past-tense verb phrase.

Simple past:

25. The band of drummers _____

26. Rowing and kayaking _____

Past progressive:

27. The cluster of grapes _____

28. The batch of cookies and the pack of crackers _____

PRETEST SUBJECT-VERB AGREEMENT

Subject-Verb Agreement: Rule #3, cont.

Past perfect:

29. Planting the seeds and harvesting the plants _____

30. The herd of _____

Past perfect progressive:

31. The colony of bees _____

32. The gam of whales _____

Future Tense

Directions: Using the following sentence starters, write sentences using the future-tense verb phrase.

Simple future:

33. The mob of gangsters _____

34. Brushing _____

Future progressive:

35. The pack of wolves and herd of elephants _____

36. Lecturing _____

Future perfect:

37. The squad of cheerleaders _____

38. The wealth of information _____

Future perfect progressive:

39. Cooking and cleaning _____

40. A pile of books _____

Scoring: _____ /22 = _____ %.

If student scores less than 80%, teach activities #31-35.

PRETEST SUBJECT-VERB AGREEMENT

Subject-Verb Agreement: Rule #4

Present Tense and Past Tense

Directions: Circle the correct verb for the following present- or past-tense sentences.

41. Neither the man nor the woman (is, are) riding in the car.
42. The dog or cat (eat, eats) their food.
43. Not only the student but the teachers (has, have) waited for the bus.
44. Either the sheriff or the police officer (has been, have been) looking for the suspect.
45. Neither the child nor the cousins (was, were) sleeping at midnight.
46. Not only the computer but the printer (was, were) breaking down at the same time.

Scoring: _____ /6 = _____%. **If student scores less than 80%, teach activities #36-40.**

Subject-Verb Agreement Rule #5

Directions: Circle the correct verb for the following present- or past-tense sentences.

47. Savages (is, are) a great book.
48. "Skyfall" (was, were) one of my favorite songs in 2012.
49. The Hunger Games (was, were) a fantastic movie.
50. "Dancing with the Stars" (is, are) a favorite TV show for people in their 40s.

Scoring: _____ /4 = _____%. **If student scores less than 80%, teach activities #41-43.**

PRETEST SUBJECT-VERB AGREEMENT

ANSWER KEY

Rule #1

1. The bicycle (S) has been breaking for a long time. PPP
2. The mothers (P) have finished making their cakes. PPerfect
3. She (S) walks the dog in the morning. SP
4. I (S) am running to the mall. PP
5. The teachers (P) were handing out the report cards at the end of the day. PP
6. The judge (S) had been listening to attorneys bicker. PPP
7. They (P) washed their car after the day on the dirt road. SP
8. The girl (S) had practiced her piano after school for one hour. PPerfect
9. The blacksmith (S) will be demonstrating his technique this afternoon. FP
10. The children (P) will laugh when they see Mickey Mouse. SF
11. The aunt (S) will have waited for over an hour. FPerfect
12. The driver (S) will have been parking the car by the time we're done. FPP

Rule #2

Present Tense

13. The black truck and red sedan (P) are racing down the street. PP
14. Kenley and Lucas (P) have slept the entire afternoon. PPerfect

Past Tense

15. The principal and teacher waited for the students to arrive. SP
16. Pierre and Zelda had been playing outside until it got dark. PPP

Rule #3

Present Tense

Answers will vary.

17. must use singular verb, e.g., The audience laughs at the comedian.
18. must use a plural verb, e.g., Running and jogging help keep my weight under control.

Present Progressive

Answers will vary.

19. must use singular 'is' with 'ing' verb, e.g., The army of ants is crawling under the picnic bench.
20. must use singular 'is' with 'ing' verb, e.g., The school of fish is swimming close together in fear of getting eaten by the shark.

Present Perfect

Answers will vary.

21. must use singular 'has' with a past-tense verb, e.g., The flock of chickens has clucked nonstop for the past hour.
22. must use plural 'have' with a past-tense verb, e.g., Talking and singing have improved my ability to speak in front of others.

PRETEST SUBJECT-VERB AGREEMENT

ANSWER KEY, cont.

Present Perfect Progressive

Answers will vary.

23. must use singular 'has been' with a verb ending with 'ing'; e.g., The clump of trees has been laying on the ground.
24. must use plural 'have been' with a verb ending with 'ing'; e.g., The gaggle of geese and pod of dolphins have been following each other down the coast.

Past Tense

Simple Past

Answers will vary.

25. must use 'ed' (unless an irregular verb), e.g., The band of drummers played their drums in the parade.
26. must use 'ed' (unless an irregular verb), e.g., Rowing and kayaking strengthened my legs.

Past Progressive

Answers will vary.

27. must use singular 'was' with a verb ending with 'ing'; e.g., The cluster of grapes was ripening in the bowl.
28. must use plural 'were' with a verb ending with 'ing'; e.g., The batch of cookie dough and pack of crackers were lying on the kitchen counter.

Past Perfect

Answers will vary.

29. must use 'had' and verb ending with 'ed' (unless an irregular verb), e.g., Planting the seeds and harvesting the plants had bruised both my arms.
30. must use 'had' and verb ending with 'ed' (unless an irregular verb), e.g., The herd of horses had jumped over the fence.

Past Perfect Progressive

Answers will vary.

31. must use 'had been' with a verb ending with 'ing', e.g., The colony of bees had been buzzing by my ear.
32. must use 'had been' with a verb ending with 'ing', e.g., The gam of whales had been swimming near the shore.

Future Tense

Simple Future

Answers will vary.

33. must use 'will or shall' and present tense verb, e.g., The mob of gangsters will rob the casino.
34. must use 'will or shall' and present tense verb, e.g., Brushing will help prevent cavities.

PRETEST SUBJECT-VERB AGREEMENT

ANSWER KEY, cont.

Future Progressive

Answers will vary.

35. must use 'will be or shall be' with a verb ending with 'ing', e.g., The pack of wolves and herd of elephants will be eating their special diet at the zoo.
36. must use 'will be or shall be' with a verb ending with 'ing', e.g., Lecturing will be ending in the next half hour.

Future Perfect

Answers will vary.

37. must use 'will/shall have' with a past-tense verb or irregular past-tense verb, e.g., The squad of cheerleaders will have completed their cheers before the end of the competition.
38. must use 'will/shall have' with a past-tense verb or irregular past-tense verb, e.g., The wealth of information will have helped me make my final decision.

Future Perfect Progressive

Answers will vary.

39. must use 'will have been' with a verb ending with 'ing' e.g., Cooking and cleaning will have been making me go crazy.
40. must use 'will have been' with a verb ending with 'ing' e.g., A pile of books will have been sitting on that table for years if my daughter had her way.

Rule #4

Circle the following:

41. is
42. eats
43. have
44. has been
45. were
46. was

Rule #5

Circle the following:

47. is
48. was
49. was
50. is

NOUNS

Class Activity #1

Directions: Ask the following question.

What is a noun?

Then introduce the Noun Chart below with four categories: person, place, thing, and abstract concept. Elicit words from the students, and have students place them in the correct categories. If students are unable to brainstorm a list of words, use the nouns given in the Word Bank below.

NOUN CHART

Person	Place	Thing	Abstract Concept

NOUNS

- A noun is a person, place, thing, or abstract concept.
- An abstract concept can be an idea, emotion, state of being, quality, or feeling.

WORD BANK

Person	Place	Thing	Abstract Concept
dentist	home	zucchini	courage
umpire	park	salad	love
player	meadow	hammer	injury*
scientist	plaza*	school	opportunity*
florist	garden	dial*	responsibility*
pupil*	bedroom	binder	satisfaction*
fairy	backyard	dinghy*	joy
assistant*	office	puppet	determination*
father	kitchen	pan	hatred

*Words can be found in the Glossary.

NOUNS

Activity #2

Directions: Have students locate the nouns in the following sentences and underline them. Then have them label each noun: person, place, thing, or abstract concept. Finally, have them replace the nouns in each sentence to make a silly sentence.

1. The teacher asked the pupil to please put away his phone.
2. The cat ran up the tree and screeched loudly for help.
3. The young man rode his bike to the corner store for some milk.

NOUNS

- A noun is a person, place, thing, or abstract concept.
- An abstract concept can be an idea, emotion, state of being, quality, or feeling.

WORD BANK

Person	Place	Thing	Abstract Concept
duchess	pharmacy*	case*	freedom
maniac*	aquarium*	glacier*	exuberance*
jester*	bistro*	apricot*	justification*
optometrist*	stadium*	barrel*	frustration
cook	gulch	handle	life
miller*	town	iron	liberty*
farrier*	concourse*	sand	date
emperor*	deli*	mallet*	sentiment*
chairman*	palace*	silt*	hour

NOUNS

Class Activity #3

Directions: Have students underline the nouns in each sentence and label them: person, place, thing, or abstract concept. Then using the Word Bank, write words from each category on the board, and have students create sentences with at least two nouns per sentence. Ask students to underline the nouns in the sentences and label them: person, place, thing, or abstract concept.

1. The president talked to the staff about the rules.
2. Soldiers must have courage.
3. Except for Tom, the family bought new clothes during the break.

NOUNS

- A noun is a person, place, thing, or abstract concept.
- An abstract concept can be an idea, emotion, state of being, quality, or feeling.

WORD BANK

Person	Place	Thing	Abstract Concept
scholar*	university	squid*	humility*
zoologist*	house	tattoo	advocacy*
deputy	court	refreshments*	joy
dean*	school	luggage	expansion*
clerk	market	snake	logic*
commander*	capitol *	comforter*	splendor*
welder*	gymnasium	paperback	acrimony*
reaper*	temple*	seasoning*	annoyance*
fella*	post office	sleeve	fortune*

NOUNS

Activity #3

Directions: Circle the word in the set that does not belong. Then, label the set: person, place, thing, or abstract concept.

1. doctor, lawyer, university, policeman _____
2. skis, boots, goggles, resort _____
3. surfer, ocean, beach, forest _____
4. phone, computer, technician, car _____
5. happiness, idea, president, knowledge _____
6. bishop, skyscraper, vendor, gladiator _____
7. violinist, compassion, attention, liberty _____
8. brother, referee, pajamas, czar _____
9. institution, comforter, park, alley _____
10. homework, toothpaste, jacket, bathroom _____
11. saliva, patience, power, hate _____
12. emperor, florist, architect, truth _____
13. gym, assistant, synagogue, farm _____
14. ruler, empress, eggplant, admirer _____
15. racetrack, pool, palace, goddaughter _____

COMMON AND PROPER NOUNS

Class Activity #4

Directions:

Ask the following question. Then, write the definition and examples of common and proper nouns on the board. (See box below.)

What is the difference between a common noun and a proper noun?

Have students generate a list of common nouns and proper nouns and place them in the correct categories in the chart below. Use the Word Bank below if students have difficulty brainstorming a list of common nouns and proper nouns.

COMMON NOUNS

PROPER NOUNS

Person	Place	Thing	Abstract Concept	Person	Place	Thing	Abstract Concept

COMMON AND PROPER NOUNS

- A proper noun is the name of a particular person, place, thing, or abstract concept.
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept.

Examples: actor – Samuel L. Jackson city – San Francisco month – June

COMMON AND PROPER NOUNS

Activity #4

Nouns can be classified into two main categories: common and proper.

- A proper noun is the name of a particular person, place, thing, or abstract concept. Proper nouns are capitalized.

Examples: Kay, Miami, Tuesday, White House

- A common noun is a noun that does not name a particular person, place, thing, or abstract concept. Common nouns are not capitalized unless they begin a sentence.

Examples: woman, city, day, building

Directions: Classify each noun as a common noun or proper noun. Then, label the noun: person, place, thing, or abstract concept.

Examples:

Florida: proper noun – place

teacher: common noun – person

- | | |
|-----------------|-------------------------|
| 1. state _____ | 11. New York _____ |
| 2. planet _____ | 12. beach _____ |
| 3. Jim _____ | 13. Niagara Falls _____ |
| 4. Canada _____ | 14. computer _____ |
| 5. couch _____ | 15. pasta _____ |
| 6. week _____ | 16. aunt _____ |
| 7. poster _____ | 17. shoes _____ |
| 8. Hawaii _____ | 18. Samantha _____ |
| 9. window _____ | 19. automobile _____ |
| 10. Kevin _____ | 20. love _____ |

COMMON AND PROPER NOUNS

Class Activity #5

Directions: Using the following chart, have students give a list of nouns, and place the nouns in the correct category of common or proper. If the noun is a common noun, then write a correlating proper noun. If the noun is a proper noun, then write a common noun. Lastly, label the pair of nouns: "P" for person, "PL" for place, "T" for thing, or "AC" for abstract concept. If students are unable to brainstorm a list of words, have them use the nouns given in the Word Bank below.

Examples: car
Atlantic City

Common	Proper	Label
car	Ford	T
city	Atlantic City	PL

COMMON AND PROPER NOUNS

- A proper noun is the name of a particular person, place, thing, or abstract concept.
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept.

COMMON AND PROPER NOUNS

Activity #5

- A proper noun is the name of a particular person, place, thing, or abstract concept. Proper nouns are capitalized.
Examples: Kay, Miami, Tuesday, White House
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept. Common nouns are not capitalized unless they begin a sentence.
Examples: woman, city, day, building

Directions:

I. Given the common noun, write a proper noun. Then, label the noun: person, place, thing, or abstract concept.

Example: president: Abraham Lincoln – person

1. athlete _____
2. state _____
3. movie _____
4. musician _____
5. actress _____
6. planet _____
7. astronaut _____
8. governor _____
9. country _____
10. actor _____
11. teacher _____
12. play _____
13. song _____
14. book _____
15. city _____

COMMON AND PROPER NOUNS

Class Activity #6

Directions:

1. Ask the following questions: What is a proper noun? What is a common noun? How can you tell them apart?

2. Have each student write a pair of matching common and proper nouns. Then, have each student tell the proper noun to the class. Lastly, the class provides a common noun to match the given proper noun. If students are unable to make a pair of matching common and proper nouns, then use the nouns given in the Word Bank below to help students generate the proper or common noun.

Example: Student says, "Barack Obama"; class responds, "President."

COMMON AND PROPER NOUNS

- A proper noun is the name of a particular person, place, thing, or abstract concept.
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept.

WORD BANK

Common Noun	Proper Noun	Common Noun	Proper Noun
state	Vermont	country	Canada
cookbook	<i>The Joy of Cooking</i>	magazine	<i>Time</i>
movie	<i>Napoleon Dynamite</i>	actress	Cameron Diaz
general*	General Lee	president	George Washington
military*	Navy	medicine*	Tylenol
chair	La-Z-Boy	school	Lowell High School
capital*	Santiago	car	Camero
brand*	Rubbermaid	appliance*	Maytag
watch	Swiss Army	shoes	Adidas

*Words can be found in the Glossary.

COMMON AND PROPER NOUNS

Activity #6

Directions: Match the proper noun to its common noun. Write the correct letter on the line before each numbered item.

- | | |
|---------------------------------|----------------------|
| 1. _____ the Beatles | A) whale |
| 2. _____ Albert Einstein | B) country |
| 3. _____ Nike | C) president |
| 4. _____ Bill Clinton | D) planet |
| 5. _____ F. Scott Fitzgerald | E) architect |
| 6. _____ Chihuahua | F) musicians |
| 7. _____ LeBron James | G) actor |
| 8. _____ Shamu | H) athlete |
| 9. _____ Alaska | I) psychoanalyst |
| 10. _____ Bart Simpson | J) video game |
| 11. _____ Denzel Washington | K) continent |
| 12. _____ Atlanta | L) dog breed |
| 13. _____ <i>Avatar</i> | M) cartoon character |
| 14. _____ Neil Armstrong | N) painter |
| 15. _____ Europe | O) television show |
| 16. _____ Canada | P) physicist |
| 17. _____ Sigmund Freud | Q) dancer |
| 18. _____ <i>New York Times</i> | R) movie |
| 19. _____ Pacific | S) newspaper |
| 20. _____ Glee | T) city |
| 21. _____ <i>Madden NFL</i> | U) film director |
| 22. _____ Claude Monet | V) author |
| 23. _____ Frank Lloyd Wright | W) ocean |
| 24. _____ Paula Abdul | X) product brand |
| 25. _____ Steven Spielberg | Y) state |
| 26. _____ Jupiter | Z) astronaut |

COMMON AND PROPER NOUNS: REVIEW

Class Activity #7

Directions: Write each sentence on the board. Have the students underline the common nouns and proper nouns. Next, have the students put, below each noun, a "P" if it is a person, "PL" if it is a place, "T" if it is a thing, or "AC" if it is an abstract concept. Then, using the Word Bank, write words from each category on the board and have students create sentences with at least two nouns per sentence. Ask students to underline the nouns in the sentences and label them: person, place, thing, or abstract concept.

1. Jelly is very sweet and sugary.
2. Monday was our anniversary.
3. Is the lecture about love or marriage?
4. Al Gore published a book on the environment.
5. Taco Bell and Jack-in-the-Box have humorous commercials.

WORD BANK

Person	Place	Thing	Abstract Concept
Einstein	the Great Wall	Benji	September
Hilary Clinton	Little Rock	dune*	courage
guard*	Corsica	skeleton	imperialism*
Mrs. Hale	Taco Bell	flesh*	tyranny*
Captain Kirk	Taj Mahal	Jeep	logic*
librarian	fort*	Triscuit	favor*
colonel*	lagoon*	saucer*	sleepiness
Bill Gates	Wells Fargo	newspaper	colonialism
Ronald McDonald	cemetery	Snoopy	autumn

*Words can be found in the Glossary.

COMMON AND PROPER NOUNS: REVIEW

Activity #7

- A proper noun is the name of a particular person, place, thing, or abstract concept. Proper nouns are capitalized.
Examples: Kay, Miami, Tuesday, White House
- A common noun is a noun that does not name a particular person, place, thing, or abstract concept.
Examples: woman, city, day, building

Directions: Read the paragraph.

After a search of the cages, it was discovered that the caretaker indeed was missing. The staff was alerted by the caretaker’s brother, who had driven down the day before from Niagara Falls after seeing her husband, who was clearly nervous about her disappearance. After a description of her clothes and a picture was given to the detective from the NYPD, the staff thought it a good idea to put out a call to the *New York Times* to see if they could get the word out about the disappearance of their trainer. It took only days before they were tipped off by a busboy in Canada, that she had been spotted. The police were notified and she was returned home to her family.

List the nouns in the paragraph. Write “common” if it is a common noun or “proper” if it is a proper noun. Next, label the noun: “P” if it is a person, “PL” if it is a place, “T” if it is a thing, or “AC” if it is an abstract concept. When labeling the nouns, read carefully how they are used in the paragraph. Labeling can be tricky!

Noun	Common or Proper	Type of Noun	Noun	Common or Proper	Type of Noun

PLURAL NOUNS RULE #4: REVIEW

Class Activity #18

Directions: Review Plural Nouns Rule #4. Write the words below on the board. Then, give each student a 4 × 6 index card. Have each student choose a word, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures. You may want to use additional vocabulary words in the suggested Word Bank.

bookshelf
elf
knife

scarf
wharf
wolf

carafe
hoof
loaf

PLURAL NOUNS RULE #4

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

WORD BANK

Person	Place	Thing	Abstract Concept
pontiff*	wharf*	coif*	strife*
oaf*	reef*	handkerchief*	tariff*
elf*	bluff*	scarf*	life
housewife	cliff*	bookshelf	proof*
thief	café*	carafe*	belief
staff*	surf*	pocketknife	grief
chef*		werewolf*	half
dwarf*		cloverleaf*	goof*
waif		clef*	whiff*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #4

Activity #18

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

Directions:

I. Given the singular noun, write the correct plural noun under each picture.

shelf
loaf



1. _____

knife
scarf



2. _____

wharf
elf



3. _____

carafe
hoof

wolf



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

II. Using the plural forms of at least three words from above, write three sentences.

PLURAL NOUNS RULE #4: REVIEW

Class Activity #19

Directions: Review Plural Nouns Rule #4. Write the word list below on the board. Then, give each student a 4 × 6 index card. Have each student choose a word, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures. You may want to use additional vocabulary words from the Word Bank below.

chef
leaf
clef

waif
pouf
aardwolf

neckerchief
calf
bluff

PLURAL NOUNS RULE #4

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

WORD BANK

Person	Place	Thing	Abstract Concept
oaf*	wharf*	handkerchief*	tariff*
elf*	cliff*	creampuff*	spooft*
housewife	café*	fife*	whiff*
dwarf*	surf*	bookshelf	half
midwife*	reef*	skiff*	proof*
plaintiff*	bluff*	scarf*	nightlife*
bailiff*		cloverleaf*	relief*
waif		penknife*	grief*
goof-off*		calf	strife*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #4

Activity #19

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

Directions:

I. Given the singular noun, write the correct plural noun under each picture.

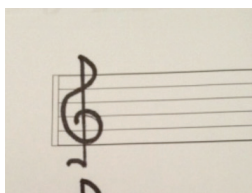
handcuff
handkerchief

leaf
reef

skiff
chef

clef
calf

creampuff



1. _____



2. _____



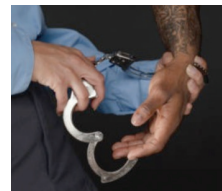
3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

II. Using the plural forms of at least three words from above, write three sentences.

PLURAL NOUNS RULE #4: REVIEW

Class Activity #20

Directions: Review Plural Nouns Rule #4. Write the words below on the board. Give each student a 4 × 6 index card. Have each student choose a word, look up the meaning in the dictionary, and draw a picture to represent the word. On the back of the card, have the student write the singular and plural forms of the word. Collect the cards. Show the students the pictures on the cards, and ask them to match the words on the board with the pictures. You may want to use additional vocabulary words from the Word Bank below.

aardwolf
cloverleaf
forehoof

bluff
scarf
jackknife

dwarf
plaintiff
turf

reef
wife
life

PLURAL NOUNS RULE #4

- If a noun ends with *-f* or *-fe*, change the *-f* to *-v* and add *-es*. Check the dictionary because not all words that end with *-f* or *-fe* will change.

WORD BANK

Person	Place	Thing	Abstract Concept
waif	café*	bookshelf	tiff*
midwife*	surf*	scarf*	tariff*
plaintiff*	reef*	meatloaf*	relief*
wife	bluff*	cuff*	proof*
chef*	gulf*	gaff	nightlife*
elf*	turf*	pilaf*	spooft*
bailiff*	cliff*	clef*	half
dwarf*		neckerchief*	belief
self		handcuff*	whiff*

*Words can be found in the Glossary.

PLURAL NOUNS RULE #4: REVIEW

Activity #20

Directions: Write the plural forms below for the nouns listed. Then, find the plural nouns in the word search. The words can run in all directions: forward, backward, up, down, and diagonally.

- | | | | | |
|-----------|---------------|---------------|----------|---------------|
| 1. turf | 2. life | 3. aardwolf | 4. dwarf | 5. forehoof |
| 6. wife | 7. bluff | 8. cloverleaf | 9. reef | 10. jackknife |
| 11. scarf | 12. plaintiff | 13. proof | 14. self | 15. chef |

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

- | | |
|-----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |
| 11. _____ | 12. _____ |
| 13. _____ | 14. _____ |
| 15. _____ | |

ARTICLES: INTRODUCTION

Class Activity #1

Directions: Review the rules for articles below. Then, write the following sentences on the board. Ask the students to determine if the article before the noun should be a or an. Finally, ask the students to come up with five sentences of their own using the rules below. Have students share their sentences with the rest of the class.

1. The twins are playing with (a, an) toy airplane.
2. I'm going to buy (a, an) unicorn pillow for my granddaughter.
3. (A, An) Eskimo lives in Alaska.
4. (A, An) honest person will go far in life.
5. I will get (a, an) orange pumpkin for Halloween.

RULES FOR ARTICLES

The rules for using *a* vs. *an*

- **Rule #1:** a + singular noun beginning with a consonant: *a* girl, *a* camera, *a* doll.
- **Rule #2:** an + singular noun beginning with a vowel: *an* apple, *an* igloo.
- **Rule #3:** a + singular noun beginning with a vowel that starts with a consonant sound: *a* unicorn, *a* uniform. (*Unicorn* and *uniform* initial sounds start with a 'you' sound.)
- **Rule #4:** an + singular noun beginning with a consonant that starts with a vowel sound: *an* honest person, *an* hour ago (Note: not all words that start with *h* will receive the article *an*. Words such as *honest* and *hour* start with a vowel sound. The word *horse* starts with a consonant sound).
- **Rule #5:** If there is an adjective before the noun, the decision between *a* and *an* will depend on the initial sound of the adjective: a fuchsia dress, an oval mirror

ARTICLES

Activity #1

Directions:

I. Circle the correct article in each sentence.

Example: She is (a/an) exemplary student.

1. I will coach (a, an) amazing soccer team.
2. I will go to bed (a, an) hour before midnight.
3. Felicia will get (a, an) new dress before the store closes.
4. The teacher got (a, an) award for being (a, an) exemplary teacher.
5. Two kids are competing for (a, an) ribbon in the science fair.
6. Marcus is (a, an) honest person.
7. Angie got up (a, an) hour before she needed in order to study for (a, an) exam.
8. Jamal is (a, an) top pupil in his class.
9. There is (a, an) solar eclipse tonight.
10. I will be driving to work in (a, an) horrible foggy day.

II. Write five sentences of your own. Write one sentence with a before a word starting with a consonant. Write the second sentence with an before a word starting with a vowel. Write the third sentence with a word that starts with a vowel that sounds like a consonant, such as unicorn. Write the fourth sentence with an article before a word that starts with a consonant but has a vowel sound. Write the fifth sentence with an adjective that starts with a vowel.

11. _____
_____ .
12. _____
_____ .
13. _____
_____ .
14. _____
_____ .
15. _____
_____ .

ARTICLES: A/AN, THE

Class Activity #2

Directions: First, review the rules for when to use a vs. an. Ask the students to give an example for each rule. Explain the rules for using a/an as compared to the. Then, as a class, write 11 sentences, one for each rule for using a/an or the.

RULES FOR USING *a* vs. *an*

- Rule #1: a + singular noun beginning with a consonant: *a* girl, *a* camera, *a* doll.
- Rule #2: an + singular noun beginning with a vowel: *an* apple, *an* igloo.
- Rule #3: a + singular noun beginning with a vowel that starts with a consonant sound: *a* unicorn, *a* uniform. (*Unicorn* and *uniform* initial sounds start with a 'you' sound.)
- Rule #4: an + singular noun beginning with a consonant that starts with a vowel sound: *an* honest person, *an* hour ago (Note: not all words that start with *h* will receive the article *an*. Words such as *honest* and *hour* start with a vowel sound. The word *horse* starts with a consonant sound).
- Rule #5: If there is an adjective before the noun, the decision between *a* and *an* will depend on the initial sound of the adjective: *a* fuchsia dress, *an* oval mirror

RULES FOR *the*

- Rule #1: Use *the* when talking about a specific person or thing.
Example: She read *the* book.
- Rule #2: Use *the* if the country contains: Kingdom, Republic, State, Union.
Example: *The* United Kingdom is a constitutional monarchy.
- Rule #3: Use *the* with the plural names of people and places.
Examples: *the* Smiths, *the* United States, *the* Northern Lights
- Rule #4: Use *the* with oceans, seas, rivers and canals.
Examples: *the* Atlantic Ocean, *the* Colorado River
- Rule #5: Use *the* with north, south, east, and west to talk about location.
Example: New York is on *the* East Coast.
- Rule #6: Use *the* with names of buildings, except if the first word is the name of the place.
Examples: *the* Marriott Hotel; *the* White House

ARTICLES

Activity #2

RULES FOR *the*

- **Rule #1:** Use *the* when talking about a specific person or thing.
Example: She read *the* book.
- **Rule #2:** Use *the* if the country contains: Kingdom, Republic, State, Union.
Example: *The* United Kingdom is a constitutional monarchy.
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- **Rule #5:** Use *the* with north, south, east, and west to talk about location.
Example: New York is on *the* East Coast.
- **Rule #6:** Use *the* with names of buildings, except if the first word is the name of the place.
Examples: *the* Marriott Hotel; *the* White House

Directions: Underline the appropriate article (a/an, the) for each sentence below. If the sentence uses the for an article, write which rule the article follows.

Example: I am going to Washington, D.C. to visit the White House. #6

1. My mom and I are going to (a, an, the) East Coast this summer. _____
2. My sister is (a, an, the) nurse at (a, an, the) Roseburg Health Clinic. _____
3. (A, An, The) Watts are going to (a, an, the) United Kingdom in June. _____
4. (A, An, The) octopus is swimming along the ocean floor. _____
5. Naomi is wearing (a, an, the) beautiful pair of red shoes. _____
6. I am going to eat (a, an, the) eggs I purchased at the store yesterday. _____
7. Greg plans on going to college to become (a, an, the) optometrist. _____
8. The Mitchells will be going to swim in (a, an, the) Atlantic Ocean. _____
9. The Morris family will be taking (a, an, the) trip to (a, an, the) West Coast. _____
10. Jared is trying to read (a, an, the) trilogy about zombies. _____
11. Aly made (a, an, the) omelet with (a, an, the) piece of toast. _____
12. (A, An, The) O'Donnells will be hiking through (a, an, the) Ozarks State Park. _____

ARTICLES: A/AN, THE, OR NO ARTICLE

Class Activity #3

Directions: Review definite and indefinite articles with the class, and then discuss rules for using no articles. Then, write the following sentences on the board. Ask the students to determine whether to use the, a/an, or no article. Ask them which rule determines the answer.

1. (The, A, An, none) Ginger Mitchell is wearing (the, a, an, none) dress that I have liked for years.
2. This (the, a, an, none) equation is too difficult for (the, a, an, none) students.
3. (The, A, An, None) California is (the, a, an, none) part of (the, a, an, none) United States.
4. Some (the, a, an, none) students are going to see (the, a, a, none) play.

RULES FOR USING *a* vs. *an*

- Rule #1: a + singular noun beginning with a consonant: *a* girl, *a* camera, *a* doll.
- Rule #2: an + singular noun beginning with a vowel: *an* apple, *an* igloo.
- Rule #3: a + singular noun beginning with a vowel that starts with a consonant sound: *a* unicorn, *a* uniform. (*Unicorn* and *uniform* initial sounds start with a 'you' sound.)
- Rule #4: an + singular noun beginning with a consonant that starts with a vowel sound: *an* honest person, *an* hour ago (Note: not all words that start with *h* will receive the article *an*. Words such as *honest* and *hour* start with a vowel sound. The word *horse* starts with a consonant sound).
- Rule #5: If there is an adjective before the noun, the decision between *a* and *an* will depend on the initial sound of the adjective: *a* fuchsia dress, *an* oval mirror

RULES FOR *the*

- Rule #1: Use *the* when talking about a specific person or thing.
Example: She read *the* book.
- Rule #2: Use *the* if the country contains: Kingdom, Republic, State, Union.
Example: *The* United Kingdom is a constitutional monarchy.
- Rule #3: Use *the* with the plural names of people and places.
Examples: *the* Smiths, *the* United States, *the* Northern Lights
- Rule #4: Use *the* with oceans, seas, rivers and canals.
Examples: *the* Atlantic Ocean, *the* Colorado River
- Rule #5: Use *the* with north, south, east, and west to talk about location.
Example: New York is on *the* East Coast.
- Rule #6: Use *the* with names of buildings, except if the first word is the name of the place.
Examples: *the* Marriott Hotel; *the* White House

See next page for continued Rules.

ARTICLES: A/AN, THE, OR NO ARTICLE

Class Activity #3 cont.

RULES FOR NOT USING AN ARTICLE

- Rule #1: Do not use an article when the following determiners or markers appear in front of the noun or noun phrase: *this, that, these, those, my, his, her, your, our, their, its, any, either, each, every, many, few, several, some, all*.
Example: That dog is barking loudly.
- Rule #2: Do not use an article in front of a proper noun that starts with a first name.
Example: Barack Obama is our president.
- Rule #3: Do not use an article with continents, countries, regions, cities, streets, mountains, lakes, and parks.
Example: I will be traveling to Europe.
- Rule #4: Do not use an article when talking about people or things in general.
Example: Broccoli is a green vegetable.

ARTICLES

Activity #3

Directions:

I. Circle the appropriate article. If no article is needed, circle none.

1. (The, A, An, none) Los Angeles is located on (the, a, an, none) West Coast.
2. (The, A, An, none) Ruggs are traveling to see (the, a, an, none) Niagara Falls.
3. My family will be going to (the, a, an, none) Yosemite this summer.
4. Jared will be traveling to (the, a, an, none) East Coast to visit (the, a, an, none) Gallaudet University.
5. (The, A, An) brussels sprouts are very hard for me to eat.
6. (The, A, An, none) trip to (the, a, an, none) Bahamas means flying over (the, a, an, none) Atlantic Ocean.



II. Using the picture above, write a paragraph that includes a minimum of one article in each sentence.

VERBS

Class Activity #1

Directions: Introduce the concept of verbs, using the boxed text below. Then, play the classic game of charades using the following action verbs. Write the words on slips of paper, and have students pick a verb to act out in front of the class.

cook

fly

watch

drink

walk

swim

run

balance

catch

latch

talk

debate

type

write

eat

break

jump

erase

drive

bring

fish

jog

paint

fall

sing

dance

draw

sculpt

VERBS

- A verb shows action or a state of being.
- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.

ACTION VERBS

Activity #1

- A verb shows action or a state of being.
- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.

Directions: Identify the action in each picture below.



1. _____



2. _____



3. _____



4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

ACTION VERBS

Class Activity #2

Directions: Review the meanings of verbs and action verbs (see below). Then, write sentences 1–5 on the board. Call on students to give the verb for each sentence. Finally, for items 6–10, have the students fill in the blank with an action verb.

1. John eats 23 worms for breakfast.
2. Cecilia brushes her dog with a baby doll comb.
3. The dentist flosses his teeth with horsehair.
4. The radio plays holiday music.
5. Juanita serves the clowns a dinner of cupcakes.
6. Demarco _____ his mom after the big game.
7. Talicia _____ for the ball.
8. Kaitlin _____ every day, three times a day.
9. Jackson _____ a movie in the family room.
10. Anya _____ the horse in the stable.

VERBS

- A verb shows action or a state of being.
- Action verbs can express physical actions.
Examples: The boy *walks*. The boy *runs*.
- Action verbs can also express mental actions.
Examples: The girl *dreams*. The girl *thinks*.

ACTION VERBS

Activity #2

- A verb shows action or a state of being.
- Action verbs can express physical actions.
Examples: The boy *walks*. The boy *runs*.
- Action verbs can also express mental actions.
Examples: The girl *dreams*. The girl *thinks*.

Directions: Underline the primary action verb in the following sentences.

Example: Enedina calls her friend.

1. Marcy waves the flag.
2. Staci dreams of horses.
3. Please buy the backpack at the mall.
4. Taylor watches the new Harry Potter movie.
5. The streetlight flashes yellow.
6. The students pack their bags at the end of the day.
7. The men sing a duet.
8. The professor lectures to his class.
9. The underwater welder welds the seams of the ship.
10. My nervous cat bites people.
11. Dondrea reads the newspaper every morning.
12. Dylan assembles the cars from smallest to largest.
13. The fans swarm around the players.
14. Fabio cooks meals for his family every Tuesday night.
15. The cattle roam the pasture freely.

ACTION VERBS

Class Activity #3

Directions: Remind the students that a verb shows action or a state of being, and that action verbs can express physical actions such as walking and running or mental actions such as dreaming or thinking. Then, have the students use the given verbs to fill in the blanks in the sentences below. Finally, have them use the number clues to complete the code.

	A	K		U	D	Z	Q		W		C		B		V		Y	X		N		R	F		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26

jiggle

sleep

hit

stomps

1. Please don't _____ your brother.

1-15-26

2. Mario and Jack _____ to the music.

21-15-4-4-11-9

3. Danica _____ on the bug in the bathroom.

18-26-13-16-23-18

4. Charlie and Jill _____ in a queen-size bed.

18-11-9-9-23

Have the students solve the secret message.

How did the farmer fix his jeans?

10-15-26-1 2 12-2-14-14-2-4-9 23-2-26-12-1

LINKING VERBS

Class Activity #4

Directions: Ask the following question:

What is a linking verb?

Explain that a linking verb is a verb that connects the subject of the sentence to the information about the sentence.

Example: She is tired.

Point out that a linking verb does not show action. Write the common linking verbs, examples, and sentences on the board. Explain that these linking verbs are always linking when they are the MAIN verb. With the sentences, ask the students if the underlined word is a linking verb or action verb.

Common Linking Verbs:

is	was	be	become	seem
am	were	been	became	
are		being		

Examples:

1. He was the star player.
(*Was* is the main verb; therefore, it is a linking verb.)
2. Coltrane is sick.
(*Is* is the main verb; therefore, it is a linking verb.)

Sentences:

1. She dances to the music.
2. They are friends.
3. I am hungry.
4. They harassed us at the football game.

LINKING VERBS

- A linking verb does not show action.
- It is a verb that connects the subject of the sentence to the information about the sentence.
- Linking verbs can end with *-s* or *-ed* (like action verbs).

LINKING VERBS

Activity #4

- A linking verb does not show action.
- It is a verb that connects the subject of the sentence to the information about the sentence.
- Linking verbs can end with *-s* or *-ed* (like action verbs).

Directions:

I. Draw a line under the linking verb in each sentence.

1. Beth and Jackson were in the kitchen.
2. Who was the new student in class?
3. Reesa seems very nice to the new president of our club.
4. Where are the plants?
5. I am tall.
6. She was first in line.
7. Dr. Garth is a dentist.
8. My dogs are outside.
9. He became the new captain.
10. Geometry is not easy.
11. They were there the other day.
12. I am the new long distance runner.
13. Karen is our coordinator.
14. My daughter became the top student.
15. The drive is long.

II. Write two sentences using two different linking verbs.

16. _____.

17. _____.

LINKING VERBS VS. HELPING VERBS: REVIEW

Class Activity #12

Directions: Review the difference between helping and linking verbs, as described in the box below. Then have each student write five sentences using the verbs is, am, are, was, and were as either linking verbs or helping verbs. Then, have students pair up with someone that used the verb in the alternate form. Together, the students must write a sentence that would tie their two sentences together. Follow these directions for each verb (is, am, are, was, and were).

Example:

Student #1: Geometry is difficult. (linking)

Student #2: She is going to the movies after school. (helping)

Students #1 and 2 together create a sentence: After completing her difficult geometry homework, she is going to the movies.

LINKING VERBS VS. HELPING VERBS

- Linking verbs join the subject and object of the sentence.
Example: Kelly is beautiful.
- Helping verbs support the main verb.
Example: Francesca is working on her term paper.
- Some verbs, such as *is, am, are, was, and were*, can be used as either a helping or linking verb, depending on the sentence.
Examples: Republicans are annoyed at the media's comments. (helping verb)
Republicans are one of the two major political parties. (linking verb)

LINKING VERBS VS. HELPING VERBS

Activity #12

- Linking verbs join the subject and object of the sentence.
Example: Kelly is beautiful.
- Helping verbs support the main verb.
Example: Francesca is working on her term paper.
- Some verbs, such as is, am, are, was, and were, can be used as either a helping or linking verb, depending on the sentence.
Examples: Republicans are annoyed at the media's comments. (helping verb)
Republicans are one of the two major political parties. (linking verb)

Directions:

I. Decide if the underlined verb is a linking verb or a helping verb. Write linking or helping on the line.

1. The drummer is picking up his drumsticks off the ground. _____
2. The kids are dirty from the day. _____
3. The Greeks are protesting in the streets. _____
4. Zac Efron appears confident in the movie. _____
5. She could buy the new television with her saved money. _____
6. The doctor must get her license for the officer. _____
7. Pork chops taste rotten the next day. _____
8. The science project is due in two weeks. _____
9. They were going to the movies but couldn't. _____
10. Fredrick is getting older. _____

II. Write 3 sentences using the verbs *is*, *am*, *are*, *was*, and *were* as both a linking and a helping verb.

Example: "is" 1. Wonton is a lazy dog. (linking verb); 2. The dog is sleeping. (helping verb)

_____ .

_____ .

_____ .

ACTION VERBS, LINKING VERBS, HELPING VERBS: REVIEW

Class Activity #13

Directions: Write the lists of helping verbs, linking verbs, and action verbs/linking verbs on the board. Ask the students to give the definition of each type of verb and examples of each in a sentence. Tell students that the challenge is deciding if a certain verb is an action verb or a linking verb. On the board, write the method for determining between an action or linking verb.

Helping Verbs:

may	are	be	do	should	have	will
might	is	being	does	could	had	can
must	was	been	did	would	has	shall
am	were					

Linking Verbs:

is	was	be	become	seem
am	were	been	became	
are		being		

Action Verbs or Linking Verbs:

appear	remain	prove
grow	stay	taste
look	smell	
sound	feel	

Method:

To determine if the verb from the Action Verbs or Linking Verbs list is used as an action or linking verb in the sentence, substitute a common linking verb (*is, am, are, was, and so on*) for the verb. If the sentence still makes sense, then the verb is a linking verb. If the sentence no longer makes sense, then the verb is an action verb.

ACTION VERBS, LINKING VERBS, AND HELPING VERBS

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.

ACTION, LINKING, AND HELPING VERBS

Activity #13

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.

Directions: Underline the verb phrase in each sentence. Label each verb in the verb phrase: "HV" for helping verb, "LV" for linking verb, and "AV" for action verb.

1. Who is the new student in our class?
2. Matilda worked last week.
3. Mr. Martinez was lecturing for a very long time.
4. You are the tallest in your class.
5. They are standing by the bus stop.
6. Mr. and Mrs. McMillan were vacationing in Europe for one month.
7. Henrietta can dance well.
8. Isaac kicked the soccer ball.
9. The children will learn to answer the door politely.
10. They are working on their homework together.
11. Mrs. Jupino is our new music teacher.
12. Rapheal is running for president of the United States.
13. I am the new president.
14. Rylin's wedding dress is beautiful.

ACTION VS. LINKING VS. HELPING VERBS

Class Activity #14

Directions: Number the students off in class one to three. Have all #1's take the action verb, all the #2's take the linking verb, and all the #3's take the helping verb. Starting with a student who is #1, have the student create a sentence that uses an action verb. Then, have a student who is #2 take the subject or object from the original sentence and use it in a new sentence with a linking verb. Lastly, have a student who is #3 play off of #2's sentence and use a helping verb in the sentence.

Example:

#1 – The young man eats his lunch in the cafeteria. (action)

#2 – The cafeteria is loud. (linking)

#3 – The cafeteria will be quiet after lunch. (helping)

Repeat this exercise around the entire classroom.

ACTION VERBS, LINKING VERBS, AND HELPING VERBS

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.

ACTION VS. LINKING VS. HELPING VERBS

Activity #14

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.
- ***Phrases such as *to be*, *to make*, *to spend* are infinitive phrases and not verbs.***

Directions:

I. Given the triplet of sentences, decide if the underlined verbs are action verbs, linking verbs, or helping verbs. Circle the correct answer.

1. The horse turned his nose at the food. (action, linking, helping) The food turned green. (action, linking, helping) The horse is turning to eat the food. (action, linking, helping)
2. Josephine is dancing in a recital. (action, linking, helping) The recital remains empty. (action, linking, helping) Josephine dances every day. (action, linking, helping)
3. Shannon died many years ago. (action, linking, helping) Shannon was very popular. (action, linking, helping) He might become infamous one day. (action, linking, helping)
4. Dad is bringing in the garbage. (action, linking, helping) The garbage smells horrible. (action, linking, helping) Dad carries the garbage can back into the house. (action, linking, helping)
5. The spider made its web inside my shoes. (action, linking, helping) The web can turn dangerous. (action, linking, helping) The spider's bite is deadly. (action, linking, helping)

II. Given the pictures, write your own set of three sentences using an action verb, linking verb, and a helping verb.



ACTION VS. LINKING VS. HELPING VERBS: REVIEW

Class Activity #15

Directions: Write the story on the board. Have the students underline the 27 verbs. Label "AV" for action verb, "LV" for linking verb, and "HV" for helping verb.

When did it become popular to spend the days playing video games? I grew up without video games. Riding my bike, hanging out with my close friends, and playing sports are things I remember. When do you think parents should intervene and kick their gamers outside for real, instead of virtual, experiences? I am not sure of the answer; however, it seems like children are more and more dependent upon gaming with each passing year. This activity might do serious social harm. Shall we wait until our kids can no longer relate to actual social situations before we can make some changes? Perhaps it is just a harmless activity, which gives our children much pleasure.

ACTION VERBS, LINKING VERBS, AND HELPING VERBS

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.
- ***Phrases such as *to be*, *to make*, *to spend* are infinitive phrases and not verbs.***

ACTION VS. LINKING VS. HELPING VERBS: REVIEW

Activity #15

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.
- ***Phrases such as *to be*, *to make*, *to spend* are infinitive phrases and not verbs.***

Directions: Read the story. Underline the 21 verbs. Label "AV" for action verb, "LV" for linking verb, and "HV" for helping verb.

We are celebrating an anniversary today that may be remembered as the most cherished marriage. This is a day I would not miss. If I may speak for everyone here, we are so excited to be part of this magical celebration. Special anniversaries do not happen often, and we are proud to be a part of it. And now, please allow me to introduce the lovely couple, celebrating their 50th anniversary. They are still so full of love for each other that it seems they will remain together for another 50 years. Put your hands together for Grandma and Grandpa Smith!

PLURAL VERBS

Class Activity #21

Directions: Have a student come to the front of the class and roll two dice and then add the numbers together. This will be the number of words that will be in each sentence. Students will create two sentences: one sentence with a singular subject and singular verb and the second sentence modifying the first to a plural subject and plural verb. Write the students' sentences on the board. Repeat with several members of the class.

Examples:

(5 + 2 = 7) 7 words in the sentences

Singular: The chef wows at his new kitchen.

Plural: The chefs wow at their new kitchen.

(1 + 3 = 4) 4 words in the sentences

Singular: The patient waits anxiously.

Plural: The patients wait anxiously.

PLURAL VERBS

- A plural subject uses a plural verb.
- In the present tense, plural verbs do not end with -s.

Examples: decorate, pull, accept

John and Terry decorate the new restaurant.

Robert and Teresa pull the rope.

The magician and the assistant accept a new gig.

PLURAL VERBS

Activity #21

Directions: Given a sentence with a singular subject and a singular verb, create a new sentence with a plural subject and a plural verb.

Example:

Singular: The chef implements new techniques.

Plural: The chefs implement new techniques.

1. S: The owner designs a new layout.

P: _____

2. S: The manager approaches the staff.

P: _____

3. S: The nephew feels sorry.

P: _____

4. S: The bug runs across the wall.

P: _____

5. S: The contestant battles for glory.

P: _____

6. S: The cupcake tastes great.

P: _____

7. S: The customer settles for an inferior product.

P: _____

8. S: The expert gives advice.

P: _____

9. S: The pharmacist fills prescriptions.

P: _____

10. S: The commander teaches the troops.

P: _____

11. S: The restaurant entices lots of different customers.

P: _____

12. S: The cousin prepares dinner for everyone.

P: _____

PLURAL VERBS

Class Activity #22

Directions: Given a plural subject, have the students add a plural verb to make a simple sentence.

students

computers

iguanas

chimps

doctors

audiologists

mice

musicians

astronauts

children

nurses

parents

drivers

gorillas

elephants

explorers

guitarists

teens

machinists

performers

PLURAL VERBS

- Plural form shows more than one.
- Plural verbs do not end in -s or -es.

Examples: The boys play.

The cats meow.

The butchers meet.

PLURAL VERBS

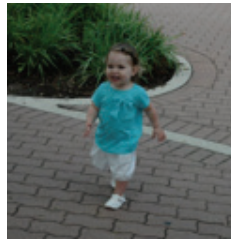
Activity #22

- Plural form shows more than one.
- Plural verbs do not end in -s or -es.
Examples: The boys play.
The cats meow.
The butchers meet.

Directions: Given the picture, write a simple sentence that includes a plural subject and a plural verb.



1. _____



2. _____



3. _____



4. _____



5. _____



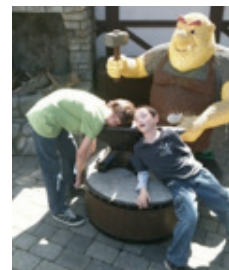
6. _____



7. _____



8. _____



9. _____

OBJECTIVE SINGULAR AND PLURAL PRONOUNS

Class Activity #6

Directions: Use the boxed information below to discuss objective pronouns with the class. Then write the following sentences on the board. Ask the students to tell if the underlined word is a 1st person singular or plural objective pronoun, 2nd person singular or plural objective pronoun, or a 3rd person singular or plural objective pronoun.

Next, have the students get in groups. Distribute a variety of newspaper articles. Ask the students to highlight or circle all the objective pronouns. Have students write their sentences from the articles on the board. Ask the students to tell if the pronouns are 1st person singular or plural, 2nd person singular or plural, or 3rd person singular or plural objective pronouns.

1. The boy will ride with them.
2. Mom will drive us.
3. The baseball coach picked me.
4. Please give the gift to her.

OBJECTIVE PRONOUNS

- The objective case refers to the receiver or object of the action. For example, in the sentence "Jane found it," *it* is the object.

	<u>Objective Singular Pronouns</u>	<u>Objective Plural Pronouns</u>
• 1st person	me	us
• 2nd person	you	you
• 3rd person	him, her, it	them

SINGULAR VS. PLURAL OBJECTIVE PRONOUNS

Activity #6

- The objective case refers to the receiver or object of the action. For example, in the sentence "Jane found it," *it* is the object.

	<u>Objective Singular Pronouns</u>	<u>Objective Plural Pronouns</u>
• 1st person	me	us
• 2nd person	you	you
• 3rd person	him, her, it	them

Directions: Circle the correct objective pronouns in the following sentences. Next to each sentence, write if the pronoun is a 1st person singular or plural, 2nd person singular or plural, or a 3rd person singular or plural. Rewrite the sentences and substitute a proper noun for the objective pronoun.

Example: The cat is going to the vet with (she, her). 3rd person singular
The cat is going to the vet with Keri.

1. The kitten will come home with (we, us).

_____ .
_____ .

2. The people all cheered for (he, him).

_____ .
_____ .

3. Margaret and Spencer wanted to drive with (her, she).

_____ .
_____ .

4. Jeremy likes playing pranks on (her, she).

_____ .
_____ .

5. The lady cooked dinner with (you, they).

_____ .
_____ .

6. Sandra is calling (he, him).

_____ .
_____ .

7. Ahmad and Jamone will be riding their bikes with (they, them).

_____ .
_____ .

8. My daughter will be going to the concert with (we, us).

_____ .
_____ .

SINGULAR AND PLURAL SUBJECTIVE AND OBJECTIVE PRONOUNS

Class Activity #7

Directions: Write the boxed information about pronouns on the board. Then write the following story on the board. Ask the students to rewrite the story using proper nouns and pronouns.

Finally, write the following sentences on the board. Ask the students to rewrite the sentences using the correct subjective and objective pronouns.

Tom is working on his car. Tom is getting ready to go out with Shirley and Maureen. Tom, Shirley, and Maureen will go to the mall. Later, they will meet Michael. At the end of the evening, Tom, Shirley, Maureen, and Michael will go out for coffee.

1. (He, Him) is at the movies with (she, her).
2. (They, Them) are traveling with (me, I).
3. (She, Her) will go with (he, him).
4. (You, She) is reading to (she, her).
5. (Her, She) is swimming with (they, them).

	<u>Subjective Singular Pronouns</u>	<u>Subjective Plural Pronouns</u>
• 1st person	I	we
• 2nd person	you	you
• 3rd person	he, she, it	they
	<u>Objective Singular Pronouns</u>	<u>Objective Plural Pronouns</u>
• 1st person	me	us
• 2nd person	you	you
• 3rd person	him, her, it	them

SUBJECTIVE AND OBJECTIVE PRONOUNS

Activity #7

Directions: Circle the correct subjective and objective pronouns. Next, rewrite the sentence using proper nouns.

Example: ((They), Them) are eating with (they, (them)).
Burt and Tassa are eating with Nicholas and Steve.

1. You and (me, I) are taking the same train.

_____ .

2. (Him, He) can play after school with (she, her).

_____ .

3. (They, Them) are going to the movies with (we, us).

_____ .

4. (It, She) is a piece of fabric for (I, me).

_____ .

5. (She, Her) called (me, I) on the phone.

_____ .

6. (Me, I) showed (they, them) how to fly a kite.

_____ .

7. (We, us) will give the money to (you, it).

_____ .

8. (They, Them) helped (they, them) pull weeds.

_____ .

9. (She, Her) gave the necklace to (I, me).

_____ .

10. The bicycle crashed into (I, me).

_____ .

11. (Him, He) will close (she, her) door.

_____ .

12. You are going to drive with (I, me).

_____ .

SUBJECTIVE AND OBJECTIVE PRONOUNS AND PROPER NOUNS

Class Activity #8

Directions: Write the sentences below on the board. Ask the students to substitute a subjective or objective singular or plural pronoun for each proper noun. Then, ask the students to write two sentences: one sentence using proper nouns, and one using subjective and objective singular and plural pronouns. Have the students share their sentences with the class.

1. John is outside with Barry.
2. Marcey and Greg are riding with Sharie.
3. Janae will go with Grandpa Bob.
4. Grandma Louise is reading to Aly.
5. Tom is playing with Ellie and Tallen.

	<u>Subjective Singular Pronouns</u>	<u>Subjective Plural Pronouns</u>
• 1st person	I	we
• 2nd person	you	you
• 3rd person	he, she, it	they
	<u>Objective Singular Pronouns</u>	<u>Objective Plural Pronouns</u>
• 1st person	me	us
• 2nd person	you	you
• 3rd person	him, her, it	them

SUBJECTIVE AND OBJECTIVE PRONOUNS AND PROPER NOUNS

Activity #8

Directions: Using the picture below, write two stories. In the first story (a minimum of four sentences), use only proper nouns. In the second story, rewrite the first story to include proper nouns, subjective pronouns, and objective pronouns.



First story: Use Proper Nouns

Second story: Write the same story using proper nouns, subjective and objective pronouns. Above each pronoun, write "S" if it is a subjective pronoun or an "O" if it is an objective pronoun.

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Class Activity #17

Directions: Use the boxed information below to introduce students to comparative and superlative adjectives. Then, in three sentences, have the students compare Addison and Dania using the three forms of comparative adjectives (better, more, -er). Next, in three sentences, have them compare Gadil, Lawrence, and Russell using the three forms of superlative adjectives (best, most, -est).

ADJECTIVES

- An adjective modifies a noun or pronoun.
- An adjective answers the questions: Which one? How many? What kind?
- Comparative adjectives compare two things (*better, more, -er*).
- Superlative adjectives compare three or more things (*best, most, -est*).
- For adjectives with two or more syllables, the comparative and superlative are made with *more* and *most*.

Examples: more beautiful, most interesting

Comparative

The coach had to pick the better soccer player.

This test was easier than the last one.

Jasminder is more beautiful than her friend.

Superlative

The coach had to pick the best soccer player.

This test was the easiest of them all.

Jasminder is the most beautiful of all the girls.

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Activity #17

- Comparative adjectives compare two things (better, more, -er).
- Superlative adjectives compare three or more things (best, most, -est).
Example: These shoes are **more comfortable** than those shoes. These are the **most comfortable** shoes.
- For adjectives with two or more syllables, the comparative and superlative are made with *more* and *most*.
Examples: more beautiful, most interesting

Directions:

I. Given a phrase that contains adjectives and a noun, write a sentence that uses the appropriate comparative or superlative adjective.

1. six checkered dresses _____
2. two soccer balls _____
3. those books _____
4. five young women _____
5. lots of beautiful kites _____

II. Given a picture, create a sentence that uses an appropriate comparative or superlative adjective.



6. _____



7. _____

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Class Activity #18

Directions: Introduce information about adjectives that cannot be compared, as well as the chart of irregular adjectives. Then write sentences 1–10 on the board. Ask the students to choose the best adjective to complete the sentence.

1. I feel (good, better, best) than yesterday.
2. The (blind, blinder, blindest) man has a service dog.
3. Reese has the (many, more, most) experience in surveillance compared to the other cops.
4. The car crash was (fatal, more fatal, most fatal).
5. The burglar was (wrong, wronger, wrongest) about the house being empty.
6. The con artist was not (unique, more unique, most unique) in her schemes compared to other criminals.
7. Mr. Stein made a (final, more final, most final) journey back to his homeland.
8. The patient felt (bad, worse, worst) than his last visit to the doctor's office.
9. The car is on the (left, lefter, leftest) of the parking lot.
10. My grandmother bakes the (perfect, more perfect, most perfect) chocolate chip cookies in the world.

COMPARATIVE AND SUPERLATIVE ADJECTIVES

- Some adjectives cannot be compared, because they describe an absolute.
Examples: *absolute, total, unanimous, ideal, perfect, unique, fatal, universal, dead, wrong, straight, blind, final, vertical, right, and left*
Someone cannot be more or less dead.

IRREGULAR ADJECTIVES

Adjective	Comparative	Superlative
good	better	best
much	more	most
bad	worse	worst
little	less	least
far	farther/further	farthest/furthest
old	elder	eldest
many	more	most

COMPARATIVE AND SUPERLATIVE ADJECTIVES

Activity #18

- Comparative adjectives compare two things (better, more, -er).
- Superlative adjectives compare three or more things (best, most, -est).
- For adjectives with two or more syllables, the comparative and superlative are made with *more* and *most*.
Examples: more beautiful, most interesting
- Some adjectives cannot be compared, because they describe an absolute.
Examples: *absolute, total, unanimous, ideal, perfect, unique, fatal, universal, dead, wrong, straight, blind, final, vertical, right, and left*
Someone cannot be more or less dead.

IRREGULAR ADJECTIVES

Adjective	Comparative	Superlative
good	better	best
much	more	most
bad	worse	worst
little	less	least
far	farther/further	farthest/furthest
old	elder	eldest
many	more	most

Directions:

I. Underline the best adjective to complete the sentence.

1. The car drove (bad, worse, worst) than the day before.
2. Eric is (blind, blinder, blindest) and an extremely nice guy.
3. The music in my sister's room is (loud, louder, loudest) than my room.
4. Mr. Sula writes the (good, better, best) inspiring quotes.
5. Of my five siblings, the (old, elder, eldest) sibling is turning 75 this year.
6. Sadly, the car accident was (fatal, more fatal, most fatal) for the occupants.
7. The jury's decision was (unanimous, more unanimous, most unanimous).
8. My plants in the garden this year are growing (fast, faster, fastest) than last year.
9. Jamal's sick grandmother felt (bad, worse, worst) as the days went on.
10. Make sure the (little, less, least) painting is hanging on the wall vertically.

II. Write two sentences using comparative and superlative adjectives. One sentence must include an irregular comparative or superlative adjective.

11. _____ .
12. _____ .

ADVERBS: COMPARATIVE AND SUPERLATIVE

Class Activity #25

Directions: Use the boxed information to discuss comparative and superlative adverbs with the class. Then, given the adverb, have the students write a sentence using the comparative and superlative forms.

Examples: carefully

Amy wrote her letter more carefully than before.

Sheldon wrote his letter the most carefully.

1. sloppily
2. urgently
3. soon
4. badly
5. clearly
6. well
7. late
8. much

COMPARATIVE AND SUPERLATIVE ADVERBS

- Like adjectives, adverbs can have comparative and superlative forms to show degree.
 - Run **faster** if you want to beat the other team.
 - The secretary who types **fastest** will get the job.
- We often use *more* and *most*, *less* and *least*, to show degree with adverbs.

Adverb	Comparative Adverb	Superlative Adverb
calmly	more calmly	most calmly
angrily	less angrily	least angrily
fast	faster	fastest
Irregular Adverbs		
badly	worse	worst
well	better	best
far	farther/further	farthest/furthest
much	more	most
little	less	least
late	later	last

- Adverbs that end in *-ly* add *more* or *most*, and *less* or *least*.
- Adverbs that do not end in *-ly* add *-er* or *-est*.
- Irregular adverbs take on different forms for the comparative and superlative.

ADVERBS

Activity #25

- Like adjectives, adverbs can have comparative and superlative forms to show degree.
 - Run **faster** if you want to beat the other team.
 - The secretary who types **fastest** will get the job.
- We often use *more* and *most*, *less* and *least*, to show degree with adverbs.

Directions: Rewrite the sentence with the correct adverb.

1. The first banker (barely, more barely, most barely) got to work on time.

2. My dentist is (more, most) gentler than your dentist.

3. My phone downloads the (fast, faster, fastest) compared to John's and Lisa's phones.

4. My father spoke (firmly, more firmly, most firmly) to my sister than me.

5. Sean wrote (horribly, more horribly, most horribly) when he was tired and hungry.

6. Simone marches the (gracefully, more gracefully, most gracefully) as compared to all of her peers in band.

7. I feel (well, better, best) than yesterday.

8. Lunch will be here (soon, sooner, soonest) than later.

ADJECTIVES AND ADVERBS: REVIEW

Class Activity #26

Directions: Use the boxed information below to review the different types of adjectives and adverbs. Then, show the class a magazine or newspaper article. Have the students label all of the adjectives and adverbs in the article.

ADJECTIVES

- An adjective modifies a noun or pronoun.
- An adjective answers the questions: Which one? How many? or What kind?
- Finding the adjectives:
 - Identify the nouns and pronouns.
 - Adjectives will answer the questions: Which one? How many? What kind?
 - Adjectives answer the question: Which one?
Example: I like those shoes. Please grab that chair.
 - Adjectives answer the question: How many?
Example: I need two booths for the restaurant. Chester has several games at his house.
 - Adjectives answer the question: What kind?
Examples: Susann bought an old motorcycle. The baker makes delicious cupcakes.
 - Many adjectives will come before the noun, but some adjectives come after the verb.
Examples: The steel countertop needs to be installed.
The countertop is heavy.

ADVERBS

- An adverb can modify a verb, an adjective, or another adverb.
- Adverbs answer the following questions: Where? When? How often? What manner something happens?
- Adverbs tell where: *I will be **there**.*
- Adverbs tell when: *I will see you **tomorrow**.*
- Adverbs tell how often: *I **always** study in my room.*
- Adverbs tell in what manner something happens: *I walk **quickly**.*
- Like adjectives, adverbs can have comparative and superlative forms to show degree.
Examples: Run faster if you want to beat the other team.
The secretary who types fastest will get the job.
- We often use *more* and *most*, *less* and *least* to show degree with adverbs.

ADJECTIVES AND ADVERBS: REVIEW

Activity #26

- An adjective modifies a noun or pronoun.
- An adjective answers the questions: Which one? How many? or What kind?
- An adverb can modify a verb, an adjective, or another adverb.
- Adverbs answer the following questions: Where? When? How often? What manner something happens?

Directions:

I. Given the story, underline each adjective and adverb. Label the adjectives "ADJ." Label the adverbs "ADV."

Doctor Warren talked with his patient often. The patient was a young girl. The teenager had problems with her parents. She was very angry at her mother. Often she missed her daughter's events at school. The daughter seldom was around her mother. However, the young girl truly missed seeing her mother. She wanted to lovingly hug her mom every day.

II. Given the picture, write a story that includes adjectives and adverbs. Label the adjectives "ADJ." Label the adverbs "ADV."



FINDING THE SUBJECT:

RULES #4 AND #5

Class Activity #4

Directions: Write the following rules and examples on the board and explain them to the class. Then, have pairs of students ask each other a question. Write down 5 to 10 questions that were asked in the class. Using the rules from below, have the students find the subject of each question.

Rule #4: In a question, the subject often comes after the verb or between the helping verb and the verb.

Example: Where is the bookmark?

What is the verb? – is

What comes after the verb? – bookmark

“Bookmark” is the subject of the sentence.

Another way to teach this concept is to change the question to a declarative sentence.

Example: Where is the bookmark?

Reworded: The bookmark is where.

Subject: bookmark

Verb: is

Example: How is the girl doing?

What is the verb? – is doing

Who is doing? – girl

“Girl” is the subject of the sentence.

Reworded: The girl is doing _____. Subject: girl Verb: is doing

Rule #5: *Who* or *what* is usually the subject in a question that begins with *who* or *what*.

Example: Who is reading?

What is the verb? – is reading

Who is reading? – who (question and subject)

“Who” is the subject of the sentence.

Example: What is happening?

What is the verb? – is happening

What is happening? – what (question and subject)

“What” is the subject of the sentence.

FINDING THE SUBJECT: RULES #4 AND #5

- Rule #4: In a question, the subject often comes after the verb or between the helping verb and the verb.
- Rule #5: *Who* or *what* is usually the subject in a question that begins with *who* or *what*.

FINDING THE SUBJECT: RULES #4 AND #5

Activity #4

- Rule #4: In a question, the subject often comes after the verb or between the helping verb and the verb.
- Rule #5: *Who* or *what* is usually the subject in a question that begins with *who* or *what*.

Directions:

I. Write five questions. Underline the subject in each sentence.

Example: Who is walking the dog?

1. _____
2. _____
3. _____
4. _____
5. _____

II. After reading each sentence below, write a question related to the sentence. Then, underline the subject in both the sentence and the question.

Example: The man is reading a magazine. Who is reading the magazine?

Subject – man

Subject – who

6. The cat is sleeping under the covers. _____
7. My shoes were in the garage. _____
8. His jacket is still wet. _____
9. The guitar is red and gold. _____
10. Everyone loves to walk on the beach. _____
11. Javon is doing his homework. _____
12. Kadie and Abby are sisters. _____
13. The fish is living in a small bowl. _____

FINDING THE SUBJECT: RULES #4 AND #5

Class Activity #5

Directions: Write the questions on the board. Have the students find the subject in the question. Then have them write an answer to the question. Next, have them find the subject of the new sentence. Finally, using the questions and answers from below, have the students write a short story. Have them circle the subject of each sentence and underline the verb.

1. (Who) is playing in the sprinklers? (The child) is playing in the sprinklers. _____
2. Where are the sprinklers set-up? _____
3. How hot is it outside? _____
4. When is Mom coming home? _____
5. What are all the kids doing? _____

FINDING THE SUBJECT: RULES #4 AND #5

- Rule #4: In a question, the subject often comes after the verb or between the helping verb and the verb.
- Rule #5: *Who* or *what* is usually the subject in a question that begins with *who* or *what*.

FINDING THE SUBJECT:

RULES #4 AND #5

Activity #5

- Rule #4: In a question, the subject often comes after the verb or between the helping verb and the verb.
- Rule #5: *Who* or *what* is usually the subject in a question that begins with *who* or *what*.

Directions: Match the statement with a question. Then, underline the verb in each sentence. Circle the subject of each sentence.

Questions

1. What is your favorite fruit?
2. Who loves to read?
3. What is your weight?
4. How did the dentist clean the man's teeth?
5. Where does the dog sleep?
6. Was the morgue busy today?
7. Is Dan's house messy?
8. Where is the picture?
9. Can Janet go to the movies?
10. How long does the meatloaf cook?
11. Do they have chemistry?
12. Is the psychiatrist available?
13. How much does the hawk weigh?

Answers/Statements

- The dog sleeps in his own little bed.
- The meatloaf needs to cook for two hours.
- My favorite fruit is watermelon.
- They do have chemistry.
- Mi and Ibrahim love to read.
- The picture is on the floor in the closet.
- The hawk weighs 12 ounces.
- Janet cannot go to the movies.
- I weigh 120 pounds.
- The psychiatrist will not be available until next week.
- The dentist cleaned the man's teeth very carefully.
- The morgue was not busy today.
- Dan's house is extremely messy.

FINDING THE SUBJECT: RULES #4 AND #5

Class Activity #6

Directions: On a sheet of paper, have each student write five questions that start with: who, what, when, where, and why. Then have the students pass their papers to the right. The next student will answer one question with a sentence. Pass the papers to the right again. Do this five times. Collect the papers and write several questions and answers on the board. As a class, have students find the subjects of the questions and the answers. Have students use the boxed information about Rules #4 and #5 if necessary.

FINDING THE SUBJECT: RULES #4 AND #5

- Rule #4: In a question, the subject often comes after the verb or between the helping verb and the verb.
- Rule #5: *Who* or *what* is usually the subject in a question that begins with *who* or *what*.

FINDING THE SUBJECT: RULES #4 AND #5

Activity #6

- Rule #4: In a question, the subject often comes after the verb or between the helping verb and the verb.
- Rule #5: *Who* or *what* is usually the subject in a question that begins with *who* or *what*.

Directions: In a complete sentence, answer the following questions about your family. Circle the subject and underline the verb in each question and answer.

1. Who likes mashed potatoes and gravy? _____

2. How many people are in your family? _____

3. What is your mom's name? _____

4. What is your favorite TV show? _____

5. How old is your dad? _____

6. Do you have any pets? _____

7. When were you born? _____

8. What city do you live in? _____

9. Where does your family like to go on vacation? _____

10. Who makes lunches for everyone? _____

FINDING THE SUBJECT:

REVIEW OF RULES #1 – #5

Class Activity #7

Directions: Have the students write a short story that uses all five rules of finding the subject. Have them underline each subject.

Example: The police went into the apartment. Fighting was occurring in the apartment. Derek and Malcolm had been arguing. Why were they fighting? Who won the fight?

FINDING THE SUBJECT: REVIEW OF RULES #1 – #5

- Rule #1: A subject is usually a noun or a pronoun and often comes before the verb.
- Rule #2: A gerund could be the subject of the sentence.
- Rule #3: Two parts of a subject can be connected by a conjunction.
- Rule #4: In a question, the subject often comes after the verb or between the helping verb and the verb.
- Rule #5: *Who* or *what* is usually the subject in a question that begins with *who* or *what*.

FINDING THE SUBJECT: REVIEW OF RULES #1 – #5

Activity #7

- Rule #1: A subject is usually a noun or a pronoun and often comes before the verb.
- Rule #2: A gerund could be the subject of the sentence.
- Rule #3: Two parts of a subject can be connected by a conjunction.
- Rule #4: In a question, the subject often comes after the verb or between the helping verb and the verb.
- Rule #5: *Who* or *what* is usually the subject in a question that begins with *who* or *what*.

Directions:

I. Given the short story, circle the subject in each sentence.

1. Justin went out on a date. Dating is not his favorite activity. What does he like to do on his dates? Justin and his date went on a bike ride in the park. When will they go out again? They will go out again next week.
2. The lawyers helped the couple. Why did they need a lawyer? Francoise and Phillip needed a lawyer because Phillip fell and hurt himself at work. Climbing is dangerous, especially without some safety measures. Will the couple win their case?
3. Zac watched the basketball game. Who is his favorite team? He follows the Lakers. Marshall and Zac both cheer for the same team. Why do they like the team? Marshall likes them because he is from southern California.
4. The detectives talked with an eyewitness. The witness recalled seeing the robbery. What was the robber wearing? The robber was wearing all black. Stealing is a crime. Lying to the police is also a crime. The detectives and the witness talked for several hours.

II. Using the five rules for finding a subject, write a short story and then highlight the subject in each sentence.

SUBJECT-VERB AGREEMENT:

PRESENT-TENSE RULE #4

Class Activity #36

Directions: Explain Present-Tense Rule #4 and the examples below to the students. Using the sentences, have the students find the verb. Then, have them find the subjects and decide if they are singular or plural. Lastly, using or, nor, neither/nor, either/or, and not only/but also, have the students write new sentences for each present-tense verb form, following Rule #4.

SUBJECT-VERB AGREEMENT: PRESENT-TENSE RULE #4

- When subjects joined by *or, nor, neither/nor, either/or, and not only/but also* are both singular, the verb is singular.
- When the subjects are both plural, the verb is plural.
- When one subject is singular and one subject is plural, the subject used last determines the verb form.

- Simple present:
 - 1) The girl or the boy watches television.
 - 2) Not only the cars but also the trucks race down the road.
 - 3) Either the pit bulls or the mastiff is lost.

- Present progressive:
 - 1) Neither the girl nor the boy is playing in the concert.
 - 2) Neither the scientists nor the politicians are preventing the rally.
 - 3) Not only the tick but also the fleas on the dog are making me crazy.

- Present perfect:
 - 1) Either an actress or actor has played the role in the drama.
 - 2) Neither the televisions nor the computers have worked for the past week.
 - 3) The living room or the bedrooms have smelled weird lately.

- Present perfect progressive:
 - 1) Not only the instructor but also the student has been practicing.
 - 2) Either the chickens or the ducks have been waddling in the pond.
 - 3) Neither the dragon nor the monsters have been appearing in her dreams.

SUBJECT-VERB AGREEMENT:

PRESENT-TENSE RULE #4

Activity #36

- When subjects joined by *or, nor, neither/nor, either/or,* and *not only/but also* are both singular, the verb is singular.
- When the subjects are both plural, the verb is plural.
- When one subject is singular and one subject is plural, the subject used last determines the verb form.

Directions:

I. Circle the correct verb and tell which verb tense is being used in the sentence: simple present, present progressive, present perfect, present perfect progressive.

1. Not only the lawnmower but also the weed eater (work, works) for cleaning up the yard.

2. Either the children or the adults (has, have) been swimming in the lake.

3. Neither the garage nor the kitchen (is, are) clean and organized today.

4. Neither the nurses nor the doctors (is, are) striking at the capital.

5. Either the giraffe or the hippos (is, are) behind the tree.

II. Using neither/nor, write three simple present-tense sentences that follow Rule #4.

III. Using either/or, write three present progressive sentences that follow Rule #4.

SUBJECT-VERB AGREEMENT:

PRESENT-TENSE RULE #4

Class Activity #37

Directions: Using the subjects “doll(s) and puppet(s),” have the students write sentences using not only/but also for present-tense forms following Rule #4.

Example: Not only do dolls but also puppets scare me to death.

Then, using the subjects “the zucchini(s) and the carrot(s),” have them write sentences using either/or for present-tense forms following Rule #4.

Example: Either the zucchini or the carrots are simmering in the pan on the stove.

SUBJECT-VERB AGREEMENT: PRESENT-TENSE RULE #4

- When subjects joined by *or, nor, neither/nor, either/or,* and *not only/but also* are both singular, the verb is singular.
- When the subjects are both plural, the verb is plural.
- When one subject is singular and one subject is plural, the subject used last determines the verb form.

SUBJECT-VERB AGREEMENT:

PRESENT-TENSE RULE #4

Activity #37

- When subjects joined by *or, nor, neither/nor, either/or,* and *not only/but also* are both singular, the verb is singular.
- When the subjects are both plural, the verb is plural.
- When one subject is singular and one subject is plural, the subject used last determines the verb form.

Directions:

I. Using not only/but also, write three present perfect tense sentences that follow Rule #4.

II. Using or or nor, write three present perfect progressive sentences that follow Rule #4.

III. Using Rule #4 for subject-verb agreement, add a subject that matches the verb for each sentence.

1. _____ runs quickly down the road.
2. _____ is riding in the hot air balloon.
3. _____ has been rehearsing for the big show.
4. _____ have ridden the horses in the stable.
5. _____ are arguing with their parents.
6. _____ have been walking every morning.
7. _____ has cycled across the country.
8. _____ wash the cars in the driveway.

SUBJECT-VERB AGREEMENT:

PRESENT-TENSE RULE #4

Class Activity #38

Directions: Write the words and phrases in columns 1–4 on the board. Then, have the students use parts from each column to create sentences (regular or extremely silly) in the present tense, following Rule #4. Next, have the students take the newly created sentences and change the verb tense to another form of the present tense.

Example: Neither the old man nor the dancers have been reading near the bush.
Neither the old man nor the dancers are reading near the bush.

<u>Conditionals</u>	<u>Subjects</u>	<u>Present-Tense Verbs</u>	<u>Prep. Phrases</u>
or	old man (men)	has (have) been reading	on the phone
nor	teenager(s)	joke(s)	in the classroom
neither/nor	animal(s)	is (are) attacking	under the table
either/or	dancer(s)	has (have) been inventing	at the performance
not only/but also	physicist(s)	has (have) worked	near the bush

SUBJECT-VERB AGREEMENT: PRESENT-TENSE RULE #4

- When subjects joined by *or*, *nor*, *neither/nor*, *either/or*, and *not only/but also* are both singular, the verb is singular.
- When the subjects are both plural, the verb is plural.
- When one subject is singular and one subject is plural, the subject used last determines the verb form.

SUBJECT-VERB AGREEMENT:

PRESENT-TENSE RULE #4

Activity #38

- When subjects joined by *or, nor, neither/nor, either/or, and not only/but also* are both singular, the verb is singular.
- When the subjects are both plural, the verb is plural.
- When one subject is singular and one subject is plural, the subject used last determines the verb form.

Directions: : Given one present-tense sentence that follows Rule #4, change the sentence to follow the other present-tense forms.

1. Not only the woman but also the man waits in line at the checkout.

Simple present: _____

Present progressive: _____

Present perfect: _____

Present perfect progressive: _____

2. Neither the gods nor the goddesses are watching the mortals down below.

Simple present: _____

Present progressive: _____

Present perfect: _____

Present perfect progressive: _____

3. Either the computer or the phones have helped to organize me.

Simple present: _____

Present progressive: _____

Present perfect: _____

Present perfect progressive: _____

SUBJECT-VERB AGREEMENT:

PAST-TENSE RULE #4

Class Activity #39

Directions: Discuss Past-Tense Rule #4 with the class (see box below). Then, have the students use the verbs below with subjects joined by *or*, *nor*, *neither/nor*, *either/or*, and *not only/but also* to make sentences that follow Rule #4 in the past tense.

Verbs: pursue, lounge, listen, preach, yell, berate, criticize, receive, strike, care, focus, pay, purchase

SUBJECT-VERB AGREEMENT: PAST-TENSE RULE #4

- Past-tense forms are not changed by singular or plural verbs except for *was* v. *were* in the past progressive form.
- When subjects joined by *or*, *nor*, *neither/nor*, *either/or*, and *not only/but also* are both singular, the verb is singular.
- When the subjects are both plural, the verb is plural.
- When one subject is singular and one subject is plural, the subject used last determines the verb form.

- Simple past: Neither the girl nor the dog walked.
- Past progressive: Either the young man or the young woman was walking home alone.
- Past perfect: Not only the teachers but also the secretaries had wished for an early dismissal.
- Past perfect progressive: The players or the coach had been praying before the game.

SUBJECT-VERB AGREEMENT:

PAST-TENSE RULE #4

Activity #39

- Past-tense forms are not changed by singular or plural verbs except for *was* v. *were* in the past progressive form.
- When subjects joined by *or, nor, neither/nor, either/or, and not only/but also* are both singular, the verb is singular.
- When the subjects are both plural, the verb is plural.
- When one subject is singular and one subject is plural, the subject used last determines the verb form.

Directions: Underline the verb phrase, circle the subjects, and label the sentence simple past, past progressive, past perfect, or past perfect progressive.

1. Either the gun slinger or the bartender fought for his life.

2. Neither the Brown family nor the Steinbeck family owned the land.

3. Neither the movie theater nor the supermarket was opening on Christmas day.

4. Not only the staff but also the administration had wanted a vacation.

5. Either the doctor or the assistant examined the patient.

6. Either the cyclist or the runner was racing for her best time. _____

7. Neither the movie nor the TV show had been playing for long when I got home.

8. Not only the architect but also the designers had looked over the plans again.

9. Neither the cave nor the valley helped as shelter.

10. Neither the preacher nor the congregation had been sleeping during the sermon.

SUBJECT-VERB AGREEMENT:

FUTURE-TENSE RULE #4

Class Activity #40

Directions: Discuss Future-Tense Rule #4 with the class (see below). Then, given the list of verbs below, have the students write sentences following Rule #4 and using future-tense forms.

Verbs: fight, multiply, extract, confuse, discover, blast, print, build, construct, water

SUBJECT-VERB AGREEMENT: FUTURE-TENSE RULE #4

- Future-tense forms are not changed by singular or plural verbs.
- When subjects joined by *or, nor, neither/nor, either/or, and not only/but also* are both singular, the verb is singular.
- When the subjects are both plural, the verb is plural.
- When one subject is singular and one subject is plural, the subject used last determines the verb form.

- Simple future: Neither the gentleman nor the lady will walk.
- Future progressive: Either the gentlemen or the ladies will be walking.
- Future perfect: Not only the gentleman but also the ladies will have walked.
- Future perfect progressive: The gentlemen or lady will have been walking.

SUBJECT-VERB AGREEMENT:

FUTURE-TENSE RULE #4

Activity #40

- Future-tense forms are not changed by singular or plural verbs.
- When subjects joined by *or*, *nor*, *neither/nor*, *either/or*, and *not only/but also* are both singular, the verb is singular.
- When the subjects are both plural, the verb is plural.
- When one subject is singular and one subject is plural, the subject used last determines the verb form.

Directions: Given one future-tense sentence that follows Rule #4, write the sentence next to the correct future verb tense; then change the sentence to fill in the other three future-tense forms.

1. Not only the cowboy but also the sheriff will be fighting.

Simple future: _____

Future progressive: _____

Future perfect: _____

Future perfect progressive: _____

2. Neither the children nor the parents will have been eating.

Simple future: _____

Future progressive: _____

Future perfect: _____

Future perfect progressive: _____

3. Either the teacher or the tutors will have helped me with chemistry.

Simple future: _____

Future progressive: _____

Future perfect: _____

Future perfect progressive: _____

ANSWER KEY

ANSWER KEY

NOUNS:

Class Activity #1

Answers will vary.

Activity #1

People

nurse
mom
brother
family
teacher
parent
grandmother
officer
cashier

Places

field
garage
school
store
home
bank
park
bathroom

Things

bed
socks
books
backpack
chair
dog
lamp
apple
clothes
door
ball
toes

Abstract Concepts

love
happiness
theory
grief
friendship
hatred
intelligence

Class Activity #2

1. The teacher asked the pupil to please put away his phone.

person person thing

2. The cat ran up the tree and screeched loudly for help.

thing thing abstract concept

3. The young man rode his bike to the corner store for some milk.

person thing place thing

Activity #2

People

dentist
engineer
doctor
friend
daughter
son
nurse
fireman

Places

San Francisco
mall
Africa
beach
Arizona
park
ocean
Dallas
patio

Things

hat
sink
quilt
computer
jewelry
book
car
table

Abstract Concepts

bravery
courage
sadness

Class Activity #3

1. The president talked to the staff about the rules.

person person abstract concept

2. Soldiers must have courage.

person abstract concept

3. Except for Tom, the family bought new clothes during the break.

person person thing abstract concept

Activity #3*Circle the following nouns:*

- | | |
|-----------------|------------------|
| 1. university | Person |
| 2. resort | Thing |
| 3. surfer | Place |
| 4. technician | Thing |
| 5. president | Abstract Concept |
| 6. skyscraper | Person |
| 7. violinist | Abstract Concept |
| 8. pajamas | Person |
| 9. comforter | Place |
| 10. bathroom | Thing |
| 11. saliva | Abstract Concept |
| 12. truth | Person |
| 13. assistant | Place |
| 14. eggplant | Person |
| 15. goddaughter | Place |

Class Activity #4*Answers will vary.***Activity #4**

- | | |
|------------|------------------|
| 1. common | Place |
| 2. common | Place |
| 3. proper | Person |
| 4. proper | Place |
| 5. common | Thing |
| 6. common | Abstract Concept |
| 7. common | Thing |
| 8. proper | Place |
| 9. common | Thing |
| 10. proper | Person |
| 11. proper | Place |
| 12. common | Place |
| 13. proper | Place |
| 14. common | Thing |
| 15. common | Thing |
| 16. common | Person |
| 17. common | Thing |
| 18. proper | Person |
| 19. common | Thing |
| 20. common | Abstract Concept |

Class Activity #5*Answers will vary.*

ANSWER KEY

Activity #5

1. *Answers will vary.* Person
2. " " Place
3. " " Thing
4. " " Person
5. " " Person
6. " " Place
7. " " Person
8. " " Person
9. " " Place
10. " " Person
11. " " Person
12. " " Thing
13. " " Thing
14. " " Thing
15. " " Place

Class Activity #6

Answers will vary.

Activity #6

1. F
2. P
3. X
4. C
5. V
6. L
7. H
8. A
9. Y
10. M
11. G
12. T
13. R
14. Z
15. K
16. B
17. I
18. S
19. W
20. O
21. J
22. N
23. E
24. Q
25. U
26. D

Class Activity #7

- Jelly is very sweet and sugary.
T
- Monday was our anniversary.
AC AC
- Is the lecture about love or marriage?
AC AC AC
- Al Gore published a book on the environment.
P T AC
- Taco Bell and Jack-in-the-Box have humorous commercials.
PL PL T

Activity #7

<u>Noun</u>	<u>Common</u>	<u>Proper</u>	<u>Type of Noun</u>
search	x		AC
cages	x		T
caretaker	x		P
staff	x		P
caretaker's	x		P
brother	x		P
day	x		AC
Niagara Falls		x	PL
husband	x		P
disappearance	x		AC
description	x		AC
clothes	x		T
picture	x		T
detective	x		P
NYPD		x	AC or P
staff	x		P
idea	x		AC
call	x		AC
<i>New York Times</i>		x	T or PL
word	x		AC
disappearance	x		AC
trainer	x		P
days	x		AC
busboy	x		P
Canada		x	PL
police	x		P
home	x		PL
family	x		P

Class Activity #18

Pictures will vary.

bookshelf/bookshelves	scarf/scarves	carafe/carafes
elf/elves	wharf/wharves	hoof/hooves
knife/knives	wolf/wolves	loaf/loaves

ANSWER KEY

Activity #18

- 1. scarves 2. hooves 3. carafes
- 4. wharves 5. loaves 6. knives
- 7. wolves 8. elves 9. shelves

Class Activity #19

Pictures will vary.

- chef/chefs waif/waifs neckerchief/neckerchiefs
- leaf/leaves pouf/poufs calf/calves
- clef/clefs aardwolf/aardwolves bluff/bluffs

Activity #19

- 1. clefs 2. leaves 3. calves
- 4. handkerchiefs 5. reefs 6. handcuffs
- 7. chefs 8. skiffs 9. creampuffs

Sentences will vary.

Class Activity #20

Pictures will vary.

- aardwolf/aardwolves bluff/bluffs dwarf/dwarves reef/reefs
- cloverleaf/cloverleaves scarf/scarves plaintiff/plaintiffs wife/wives
- forehoof/forehooves jackknife/jackknives turf/turfs life/lives

Activity #20

A 15x15 grid of letters with several words highlighted in boxes:

```

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

```

- | | |
|---------------|-----------------|
| 1. turfs | 2. lives |
| 3. aardwolves | 4. dwarves |
| 5. forehooves | 6. wives |
| 7. bluffs | 8. cloverleaves |
| 9. reefs | 10. jackknives |
| 11. scarves | 12. plaintiffs |
| 13. proofs | 14. selves |
| 15. chefs | |

ARTICLES:

Class Activity #1

1. a
2. a
3. An
4. An
5. an

Students' sentences will vary.

Activity #1

1. an
2. an
3. a
4. an, an
5. a
6. an
7. an, an
8. a
9. a
10. a

Students' sentences will vary.

Class Activity #2

Answers will vary.

Activity #2

1. the - 5
2. a, the - 6
3. The - 3, the - 2
4. An
5. a
6. the - 1
7. an
8. the - 4
9. a, the - 5
10. a,
11. an, a
12. the - 3, the - 3

ANSWER KEY

Class Activity #3

1. None - No Article Rule #2, a – A/An Rule #2
2. None – No Article Rule #1, the – The Rule #1
3. None – No Article Rule #3, a – A/An Rule #2, the – The Rule #2
4. None – No Article Rule #1, the or a – The Rule #1 or A/An Rule #1

Activity #3

1. None, the
2. The, the
3. None
4. The, none
5. None
6. The or A, the, the

Paragraph: *Answers will vary, but each sentence should have at least one article.*

VERBS:

Class Activity #1

Students will play charades.

Activity #1

Answers may vary but must end with -ing.

1. running, jogging
2. sleeping, relaxing
3. kicking, bouncing
4. eating, biting
5. driving
6. dancing, bending
7. typing
8. lifting, exercising
9. swinging, playing

Class Activity #2

1. John eats 23 worms for breakfast.
2. Cecilia brushes her dog with a baby doll comb.
3. The dentist flosses his teeth with horsehair.
4. The radio plays holiday music.
5. Juanita serves the clowns a dinner of cupcakes.

Action verbs will vary:

6. Demarco hugs his mom after the big game.
7. Talicia looks for the ball.
8. Kaitlin eats every day, three times a day.
9. Jackson watches a movie in the family room.
10. Anya pets the horse in the stable.

Activity #2

1. waves
2. dreams
3. buy
4. watches
5. flashes
6. pack
7. sing
8. lectures
9. welds
10. bites
11. reads
12. assembles
13. swarm
14. cooks
15. roam

Class Activity #3

1. hit
2. jiggle
3. stomps
4. sleep

H A K G U D Z Q E W L C O B I M V S Y X J N P R F T
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

Secret Message: with a cabbage patch

Activity #3

1. walk
2. sleep
3. play
4. run
5. writes
6. drive
7. bark
8. sing
9. loves
10. think
11. quit
12. gazes
13. faxes
14. comes
15. jogs

B H P O V T Z A X G L C W D K S Q I F M J R N E U Y
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

Secret Message: A verb shows action

ANSWER KEY

Class Activity #4

If the verb can be replaced with one of the following: is, am, are, was, were, be, being, been, become, became, or seem, it is correctly used as a linking verb.

If the verb cannot be replaced with the following: is, am, are, was, were, be, being, been, become, became, or seem, it is correctly used as an action verb.

1. action verb
2. linking verb
3. linking verb
4. action verb

Activity #4

1. were
2. was
3. seems
4. are
5. am
6. was
7. is
8. are
9. became
10. is
11. were
12. am
13. is
14. became
15. is

16.–17. *Sentences will vary.*

Class Activity #12

Answers will vary and must include (is, am, are, was, and were) as either linking or helping verbs.

Activity #12

1. Helping
2. Linking
3. Helping
4. Linking
5. Helping
6. Helping
7. Linking
8. Linking
9. Helping
10. Helping

Sentences will vary and will include (is, am, are, was, or were) as both a linking and a helping verb.

Class Activity #13

- Action verbs can express physical actions, such as *walking* and *running*, or mental actions, such as *dreaming* or *thinking*.
- Linking verbs do not show action. They connect the subject of the sentence to the rest of the information in the sentence.
- Helping verbs, also known as auxiliary verbs, are words used with a regular verb to give the reader more meaning in a sentence.

Sentences will vary.

Activity #13

1. is (is – LV)
2. worked – (worked – AV)
3. was lecturing (was – HV, lecturing – AV)
4. are (are – LV)
5. are standing (are – HV, standing – AV)
6. were vacationing (were – HV, vacationing – AV)
7. can dance (can – HV, dance – AV)
8. kicked (kicked – AV)
9. will learn (will – HV, learn – AV)
10. are working (are – HV, working – AV)
11. is (is – LV)
12. is running (is – HV, running – AV)
13. am (am – LV)
14. is (is – LV)

Class Activity #14

Answers will vary.

Activity #14

1. action, linking, helping
2. helping, linking, action
3. action, linking helping
4. helping, linking, action
5. action, helping, linking

Sentences will vary.

Class Activity #15

When did it become popular to spend the days playing video games? I grew-up without video games. Riding my bike, hanging out with my close friends, and playing sports are the things I remember. When do you think parents should intervene and kick their gamers outside for real, instead of virtual, experiences? I am not sure the answer; however, it seems like children are more and more dependent upon gaming with each passing year. This activity might do serious social harm. Shall we wait until our kids can no longer relate to actual social situations before we can make some changes? Perhaps it is just a harmless activity, which gives our children much pleasure.

did – HV

become – AV

ANSWER KEY

playing – AV
grew-up – AV
riding – AV
hanging – AV
playing – AV
are – LV
remember – AV
do – HV
think – AV
should – HV
intervene – AV
kick – AV
am – LV
seems – LV
are – LV
might – HV
do – AV
shall – HV
wait – AV
can – HV
relate – AV
can – HV
make – AV
is – LV
gives – AV

Activity #15

We are celebrating an anniversary today that may be remembered as the most cherished marriage. This is a day I would not miss. If I may speak for everyone here, we are so excited to be part of this magical celebration. Special anniversaries do not happen often, and we are proud to be a part of it. And now, please allow me to introduce the lovely couple, celebrating their 50th anniversary. They are still so full of love for each other that it seems they will remain together for another 50 years. Put your hands together for Grandma and Grandpa Smith!

are – HV
celebrating – AV
may – HV
be – HV
remembered – AV
is – LV
would – HV
miss – AV
may – HV
speak – AV
are – LV
do – HV
happen – AV
are – LV

allow – AV
 celebrating – AV
 are – LV
 seems – LV
 will – HV
 remain – AV
 put – AV

Class Activity #21

Class Activity writing sentences containing singular/plural subjects and verbs

Activity #21

1. The owners design a new layout.
2. The managers approach the staff.
3. The nephews feel sorry.
4. The bugs run across the wall.
5. The contestants battle for glory.
6. The cupcakes taste great.
7. The customers settle for an inferior product.
8. The experts give advice.
9. The pharmacists fill prescriptions.
10. The commanders teach the troops.
11. The restaurants entice lots of different customers.
12. The cousins prepare dinner for everyone.

Class Activity #22

Answers will vary and include a plural subject and a plural verb.

Activity #22

1. –9. *Answers will vary.*

PRONOUNS:

Class Activity #6

1. 3rd person plural objective pronoun
2. 1st person plural objective pronoun
3. 1st person singular objective pronoun
4. 3rd person singular objective pronoun

Pronouns from newspaper articles will vary.

Activity #6

1. us – 1st person plural – (possible answer) The kitten will come home with John and me.
2. him – 3rd person singular – (possible answer) The people all cheered for Marlon.
3. her – 3rd person singular – (possible answer) Margaret and Spencer wanted to drive with Kate.
4. her – 3rd person singular – (possible answer) Jeremy likes playing pranks on Chang.
5. you – 2nd person singular – (possible answer) The lady cooked dinner with Sam.

ANSWER KEY

6. him – 3rd person singular – (possible answer) Sandra is calling Chou.
7. them – 3rd person plural – (possible answer) Ahmad and Jamone will be riding their bikes with Stephan and Janine.
8. us – 1st person plural – (possible answer) My daughter will be going to the concert with Mrs. Stiller and me.

Class Activity #7

Story: (possible answer) – Tom is working on his car. He is getting ready to go out with Shirley and Maureen. They will go to the mall. Later they will meet Michael. At the end of the evening, all of them will go out for coffee.

1. He, her
2. They, me
3. She, him
4. She, her
5. She, them

Activity #7

1. I – (possible answer) Josh and Kerilynne are taking the same train.
2. He, her – (possible answer) Jericho can play after school with Tanya.
3. They, us – (possible answer) Chandler and Rowan are going to the movies with Jennifer and Jumna.
4. It, me – (possible answer) The denim is a piece of fabric for Randall.
5. She, me (possible answer) Salima called Ali on the phone.
6. I, them (possible answer) Dante showed Sophia and Giselle how to fly a kite.
7. We, you (possible answer) Otto and Emma will give the money to Wilhem.
8. They, them (possible answer) Barbara and Vlad helped Sasha and Andie pull weeds.
9. She, me (possible answer) Zahra gave the necklace to Aisha.
10. Me (possible answer) The bicycle crashed into Hector.
11. He, her (possible answer) Yen will close Lei's door.
12. Me (possible answer) You are going to drive with Lillian.

Class Activity #8

1. He is outside with him.
2. They are riding with her.
3. She will go with him.
4. She is reading to her.
5. He is playing with them.

Sentences will vary. Possible answer: Julio and Aiden are playing with a car. They are playing with it.

Activity #8

Stories will vary. The answers must have "s" above the subjective pronouns or "o" above the objective pronouns.

fishy	three	several	bright	strict	ten
Greek	strong	those	lazy	classy	outstanding

ADJECTIVES/ADVERBS:**Class Activity #17**

Comparative: Sentences will vary (better, more, -er).

There should be three sentences comparing Addison and Dania.

Superlative: Sentences will vary (best, most, -est).

There should be three sentences using superlative adjectives comparing Gadil, Lawrence, and Russell.

Activity #17

Answers will vary but need to contain comparative and superlative sentences using the following phrases:

Example: I like the six checkered dresses more than the six polka dot ones.

1. six checkered dresses –
2. two soccer balls –
3. those books –
4. five young women –
5. lots of beautiful kites –

Answers will vary. Students will describe two pictures using a comparative or superlative sentence for each.

Class Activity #18

- | | |
|-----------|------------------|
| 1. better | 6. unique |
| 2. blind | 7. final |
| 3. most | 8. worse |
| 4. fatal | 9. left |
| 5. wrong | 10. most perfect |

Activity #18

- | | |
|-----------|--------------|
| 1. worse | 6. fatal |
| 2. blind | 7. unanimous |
| 3. louder | 8. faster |
| 4. best | 9. worse |
| 5. eldest | 10. little |

11.–12. *Answers will vary.*

One sentence must include an irregular comparative or superlative adjective.

Class Activity #25

Answers will vary.

1. Andrew ate his soup more sloppily than Nathan. Jennifer ate her soup the most sloppily.
2. Jackson needed to use the restroom more urgently than Kristen. Hannah needed to use the restroom the most urgently.
3. The sooner you get on the road, the sooner you will get there. The soonest they will arrive will be noon.
4. The two boys' worse ride on their bikes was on a dirt road. The three boys' worst ride on their bikes was on a dirt road.
5. Now that you have explained the problem, I understand it more clearly. Those five students most clearly understand the problem.
6. The two kids feel better when they are outside. The three kids feel best when they are outside.
7. She will be home later this afternoon. She will be the latest one home.
8. I like that dress more than the other one. I like that dress the best.

ANSWER KEY

Activity #25

1. barely
2. more
3. fastest
4. more firmly
5. horribly
6. most gracefully
7. better
8. sooner

Class Activity #26

Answers will vary depending on the articles selected.

Activity #26

Doctor Warren talked with his patient often (ADV). The patient was a young (ADJ) girl. The teenager had problems with her parents. She was very (ADV) angry (ADJ) at her mother. Often (ADV) she missed her daughter's (ADJ) events at school. The daughter seldom (ADV) was around her mother. However, the young (ADJ) girl truly (ADV) missed seeing her mother. She wanted to lovingly (ADV) hug her mom every day (ADJ).

*Story will vary. It must include adjectives and adverbs. The adjectives and adverbs must be labeled:
adjectives – ADJ adverbs – ADV*

SUBJECT-VERB:

Class Activity #4

Answers will vary.

Activity #4

- 1.–5. *Answers will vary, but there must be five sentences; e.g., Who is walking the dog?
Each sentence must contain a question, and the subject must be underlined.*

6.–13. *Answers will vary.*

Examples:

6. What is sleeping under the covers? subject – cat subject – what
7. What is in the garage? subject – shoes subject – what
8. What is still wet? subject – jacket subject – what
9. What is red and gold? subject – guitar subject – what
10. Who loves to walk on the beach? subject – everyone subject – who
11. Who is doing his homework? subject – Javon subject – who
12. Who are sisters? subject – Kadie and Abby subject – who
13. What is living in a small bowl? subject – fish subject – what

Class Activity #5

Answers will vary.

Example: **Who is playing** in the sprinklers? The child is playing in the sprinklers subject- child

Using the questions and answers from above, the class will write a short story and circle the subject of each sentence and underline the verbs.

Activity #5

1. What is your favorite fruit? My favorite fruit is watermelon.
2. Who loves to read? Mi and Ibrahim love to read.
3. What is your weight? I weigh 120 pounds.
4. How did the dentist clean the man's teeth? The dentist cleaned the man's teeth very carefully.
5. Where does the dog sleep? The dog sleeps in his own little bed.
6. Was the morgue busy today? The morgue was not busy today.
7. Is Dan's house messy? Dan's house is extremely messy.
8. Where is the picture? The picture is on the floor in the closet.
9. Can Janet go to the movies? Janet can not go to the movies.
10. How long does the meatloaf cook? The meatloaf needs to cook for two hours.
11. Do they have chemistry? They do have chemistry.
12. Is the psychiatrist available? The psychiatrist will not be available until next week.
13. How much does the hawk weigh? The hawk weighs 12 ounces.

Class Activity #6

Answers will vary according to the students writing five questions to the following: who, what, when, where, and why.

Activity #6

Answers to these questions will vary. Circle the subject and underline the verb.

1. Who likes to eat mashed potatoes and gravy?
2. How many people are in your family?
3. What is your mom's name?
4. What is your favorite TV show?
5. How old is your dad?
6. Do you have any pets?
7. When were you born?
8. What city do you live in?
9. Where does your family like to go on vacation?
10. Who makes lunches for everyone?

Class Activity #7

Answers will vary. Students will underline all subjects.

Activity #7

1. Justin went out on a date. Dating is not his favorite activity. What does he like to do on his dates? Justin and his date went on a bike ride in the park. When will they go out again? They will go out again next week.
2. The lawyers helped the couple. Why did they need a lawyer? Francoise and Phillip needed a lawyer because Phillip fell and hurt himself at work. Climbing is dangerous, especially without some safety measures. Will the couple win their case?
3. Zac watched the basketball game. Who is his favorite team? He follows the Lakers. Marshall and Zac both cheer for the same team. Why do they like the team? Marshall likes them because he is from southern California.

ANSWER KEY

- The detectives talked with an eyewitness. The witness recalled seeing the robbery. What was the robber wearing? The robber was wearing all black. Stealing is a crime. Lying to the police is also a crime. The detectives and the witness talked for several hours.

Students are to write a short story using the five rules. Answers will vary.

Class Activity #36

Simple Present:

- The girl or the boy** watches television. (singular)
- Not only the cars but also the trucks** race down the road. (plural)
- Either the **pit bulls** or the **mastiff** is lost. (plural, singular = singular verb)

Present Progressive:

- Neither the girl nor the boy** is playing in the concert. (singular)
- The scientists nor the politicians** are preventing the rally. (plural)
- Not only the tick but also the fleas** on the dog are making me crazy. (singular, plural = plural verb)

Present Perfect:

- Either an actress or actor** has played the role in the drama. (singular)
- Neither the televisions nor the computers** have worked for the past week. (plural)
- The living room or the bedrooms** have smelled weird lately. (singular, plural = plural verb)

Present Perfect Progressive:

- Not only the instructor but also the student** has been practicing. (singular)
- Either the chickens or the ducks** have been waddling in the pond. (plural)
- Neither the dragon nor the monsters** have been appearing in her dreams. (singular, plural = plural verb)

Sentences will vary.

Activity #36

- Not only the lawnmower but also the weed eater works for cleaning up the yard. (simple present)
- Either the children or the adults have been swimming in the lake. (present perfect progressive)
- Neither the garage nor the kitchen is clean and organized today. (simple present)
- Neither the nurses nor the doctors are striking at the capital. (present progressive)
- Either the giraffe or the hippos are behind the tree. (simple present)

Sentences will vary.

Class Activity #37

Sentences will vary.

Activity #37

Sentences will vary.

Subjects will vary (possible answers)

- Singular subjects or plural then singular runs quickly down the road.
- Singular subjects or plural then singular is riding in the hot air balloon.

3. Singular subjects or plural then singular has been rehearsing for the big show.
4. Plural subjects or singular then plural have ridden the horses in the stable.
5. Plural subjects or singular then plural are arguing with their parents.
6. Plural subjects or singular then plural have been walking every morning.
7. Singular subjects or plural then singular has cycled across the country.
8. Plural subjects or singular then plural wash the cars in the driveway.

Class Activity #38

Sentences will vary.

Activity #38

1.
Simple Present - Not only the woman but also the man waits in line at the checkout.
Present Progressive – Not only the woman but also the man is waiting in line at the checkout.
Present Perfect – Not only the woman but also the man has waited in line at the checkout.
Present Perfect Progressive – Not only the woman but also the man has been waiting in line at the checkout.
2.
Simple Present – Neither the gods nor the goddess watch the mortals down below.
Present Progressive - Neither the gods nor the goddesses are watching the mortals down below.
Present Perfect – Neither the gods nor the goddesses have watched the mortals down below.
Present Perfect Progressive – Neither the gods nor the goddesses have been watching the mortals down below.
3.
Simple Present – Either the computer or the phones helps to organize me.
Present Progressive – Either the computer or the phones are helping to organize me.
Present Perfect - Either the computer or the phones have helped to organize me.
Present Perfect Progressive – Either the computer or the phones have been helping to organize me.

Class Activity #39

Sentences will vary.

Activity #39

1. Either the gun slinger or the bartender fought for his life. (simple past)
2. Neither the Brown family nor the Steinbeck family owned the land. (simple past)
3. Neither the movie theater nor the supermarket was opening on Christmas day. (past progressive)
4. Not only the staff but also the administration had wanted a vacation. (past perfect)
5. Either the doctor or the assistant examined the patient. (simple past)
6. Either the cyclist or the runner was racing for her best time. (past progressive)
7. Neither the movie nor the TV show had been playing for long when I got home. (past perfect progressive)
8. Not only the architect but also the designers had looked over the plans again. (past perfect)
9. Neither the cave nor the valley helped as shelter. (simple past)
10. Neither the preacher nor the congregation had been sleeping during the sermon. (past perfect progressive)

Class Activity #40

Sentences will vary.

Activity #40

1. Simple Future – Not only the cowboy but also the sheriff will fight.
Future Progressive – Not only the cowboy but also the sheriff will be fighting.
Future Perfect – Not only the cowboy but also the sheriff will have fought.
Future Perfect Progressive – Not only the cowboy but also the sheriff will have been fighting.
2. Simple Future – Neither the children nor the parents will eat.
Future Progressive – Neither the children nor the parents will be eating.
Future Perfect – Neither the children nor the parents will have eaten.
Future Perfect Progressive - Neither the children nor the parents will have been eating.
3. Simple Future – Either the teacher or the tutors will help me with chemistry.
Future Progressive – Either the teacher or the tutors will be helping me with chemistry.
Future Perfect - Either the teacher or the tutors will have helped me with chemistry.
Future Perfect Progressive – Either the teacher or the tutors will have been helping me with chemistry.

About the Authors

Kerilynne Rugg earned her bachelor's degree in Deaf Education from the University of Southern Mississippi in 1996. She has taught all levels of Deaf and Hard of Hearing students for 20 years. She earned her master's degree in Education: Language and Literacy from California State University, Sacramento. She has received numerous distinguished teaching awards, including California Educators of the Deaf's Teacher of the Year for 2010 and Placer County Office of Education's Teacher Who Makes a Difference. Kerilynne currently teaches at Del Oro High School in Loomis, California. She also holds two certifications from the Registry of Interpreters for the Deaf and works as a freelance interpreter in the Sacramento area.

Kerilynne is married with two sons. Her personal interests include activities with her family, kayaking, hiking, camping, and reading.



Mary Homelvig has her Certificate of Clinical Competence (CCC) in Speech Pathology from the American Speech-Language-Hearing Association (ASHA). She has her California license in Speech Pathology and is an Augmentative Alternative Communication (AAC) Specialist.

Mary has worked in the field of speech-language pathology for over 30 years for county offices of education. Her experience includes serving students from 3 years to 22 years of age, with extensive experience with adolescents. For years, her focus has been working with students who are Deaf and Hard of Hearing. She is currently working for El Dorado County Office of Education in California.

Mary is married with three children and six grandchildren. Her personal interests include camping, traveling, arts and crafts, bicycling, swimming, knitting, and sewing.

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