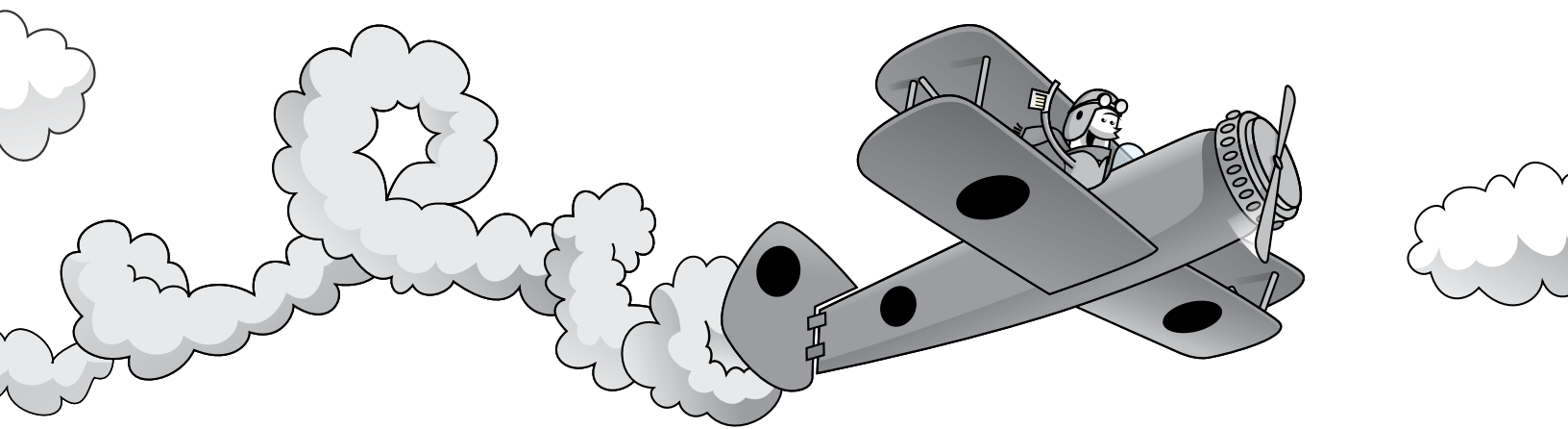


The GRAMMAR ACE

Instructor's Manual

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Lesson 1: Nouns

NOUN: A noun is the part of speech that names people, places, things, or ideas. Nouns come in three forms. Proper nouns are names; common nouns are the general kinds of things that proper nouns name; pronouns are used in place of proper and common nouns.

Teaching Instruction:

A **noun** is a person, place, or thing. As the most basic of the building blocks of speech, nouns are the first words that most children learn (Mama, Papa, dog, cat).

Ask your children to think of examples of various types of nouns: people (Uncle Gary, brother), places (Denver, city), or things (skateboard, baseball). Children will naturally tend to concentrate on things they can see, feel, hear, and touch. When they're ready, discuss the "invisible" nouns with them. Remind them that the category "things" is very broad, including such "things" as ideas, concepts, or feelings (love, faith, freedom).

Once your children demonstrate a basic understanding of nouns, explain to them that nouns come in three types: proper nouns, common nouns, and pronouns. We will cover pronouns in future lessons. For now, just concentrate on the difference between proper and common nouns. **Proper nouns** are specific names (Seth, Uncle Phil, Indianapolis); **common nouns** are the general kind of thing that proper nouns refer to (boy, man, city).

Notes:



In A Nutshell:

Noun = person, place, thing, or idea

Proper noun = specific name

Common noun = general kind of thing that a proper noun names

Application:

Choose several activities to do over the course of the week to reinforce what you've taught your children about nouns:

- Pull out your **Grammar Rock DVD** and watch **A Noun Is A Person Place Or Thing**.
 - ◇ Feel free to watch it multiple times over the course of the week.
 - ◇ If your children like to sing, help them memorize the song.
 - ◇ Grab the remote and quiz them along the way. Just hit the "pause" button and ask them to name all the nouns they can see on the screen at any particular time.
- Have you ever played **I Spy** with your children? If so, you've been practicing nouns with them already. Play variations of the game with your children to help them identify nouns. For example, focus on nouns that begin with the letter "A," then continue with the rest of the alphabet. For a challenge, have your children spot only proper or common nouns.
- Go on a **Noun Scavenger Hunt**. Take a walk around your house or yard. Pay close attention to everything you see. You're looking for as many nouns as you can possibly find. What do you see? A book? A table? A tree? These are all nouns. When you're done, write down as many nouns as you can

Notes:

remember on **Side A** of the **Lesson 1: Nouns Student Activity Sheet**. When you're finished, try to classify each noun: Is it a common noun or a proper noun? Did you see your dog Rusty? (proper noun) A toothbrush? (common noun) Circle all of the proper nouns.

- Complete the **Noun Matrix** on **Side B** of the **Lesson 1: Nouns Student Activity Sheet**. We designed the Noun Matrix to give your children practice with nouns by asking them to focus on people, places, and things with which they're familiar. This matrix can be done independently or as a fun family activity. You can even use it as a guide to review orally throughout the week.

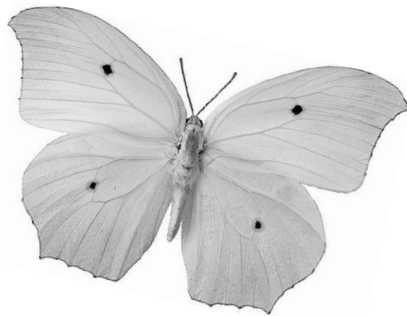
Here is what a completed Noun Matrix might look like:

Category	Common Noun	Proper Noun
A PERSON in your home	sister	Maggie
The PLACE where you live	city	Bainbridge
Your favorite THING	game	Monopoly
A PERSON you'd like to meet	athlete	Peyton Manning
A PLACE you'd like to go	ocean	Atlantic Ocean
A THING you wear	shoe	Rockies baseball hat
A PERSON you saw yesterday	mailman	Rodney
A PLACE you went yesterday	library	Library of Congress
A THING in your house	book	Johnny Tremain

Answer Key

Side A: Noun Scavenger Hunt

Answers will vary.



Side B: Noun Matrix

Answers will vary.

Possible answers include:

sister, Julie
house, Jamestown
bike, Spalding volleyball
a senator, President Bush
an island, Virgin Islands
hat, Rockies baseball hat
friend, Samantha
gas station, Diamond Shamrock
blocks, Cuisenaire Rods.

Lesson 1: Nouns

Student Activity Sheet

Noun Scavenger Hunt

It's time to go on a Noun Scavenger Hunt! Take a walk around your house or yard. Pay close attention to everything you see. You're looking for as many nouns as you can possibly find. What do you see? A book? A table? A tree? These are all nouns. When you're done, write down as many nouns as you can remember on the lines below.

Feel up to a challenge? Try to classify each noun you wrote below. Is it a common noun or a proper noun? Did you see your neighbor Lucy? (proper noun) A leaf? (common noun) Circle all of the proper nouns.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Lesson 1: Nouns

Student Activity Sheet

Noun Matrix

Fill out the Noun Matrix below with proper and common nouns that fit the categories. We've given you a couple of examples to help get you started.

Category	Common Noun	Proper Noun
A PERSON in your home	sister	
The PLACE where you live		
Your favorite THING		
A PERSON you'd like to meet		
A PLACE you'd like to go		
A THING you wear		Nike
A PERSON you saw yesterday		
A PLACE you went yesterday		
A THING in your house		



Notes:

Similarly, with exclamation points, if the quotation itself is an exclamation, then the exclamation point is placed inside the final quotation mark. If the quotation is *not* an exclamation, but you are exclaiming about the quotation, then the exclamation point should come outside the quote. For example:

“You are amazing!”
Imagine, he couldn’t remember her saying “You are amazing”!

The phrase that indicates who said whatever it is you’re quoting—Daren said, Jenny yelled, etc.—is called the **attribution**. An attribution can be placed before, in the middle of, or after the quotation. When the attribution is before the quotation, identify who is being quoted, follow that with a comma, and then begin the quotation. For example:

Michael said, “I sure am hungry.”
Duane says, “I love to eat Italian food.”

When an attribution is in the middle of a quotation, attach the attribution to whatever comes before it. Then, follow the attribution with a comma and treat it and the quotation that follows as if the attribution were before the quotation. For example:

“I love that idea!” *said Amber.* “This will be so much fun.”
“I’m not sure,” *commented Chase,* “if it will work.”

When an attribution is placed at the end of the quotation and the quotation ends with a period, replace the period with a comma and follow the comma with the closing quotation mark. Then, write the attribution. For example:

“We can figure this out,” *Pam said.*
“I’m happy with whatever everybody else wants,” *Kelly stated.*

However, when a quotation ends with an exclamation point or a question mark, those punctuation marks must be retained. Don’t replace them with commas. For example:

“Can I hang out with you guys?” *Bo asks.*
“Yes you can!” *Sondra answers.*

In dialog, you should always begin a new paragraph whenever a new speaker begins to talk. You should never have two or more speakers speak one after the other in a single paragraph. For example:

“Should I grow a mustache?” asked Gary.
Mary answered, “I don’t think that would be such a great idea.”

It is not always necessary to attribute each statement in dialog. If two people are talking, once you have told your audience who the two speakers are, and once they begin talking back and forth, the change of paragraph alone can serve to indicate that the speakers have changed. For example:

“Sam the ram can pass Val the nag,” said Matt.
“Oh, sure!” said Jen.
“He can! He can! I’ll prove it to you.”
“Oh, yeah? How?”

Many authors attribute quotations with the simple word *said*. There is nothing wrong with using *said*. When writing dialog, you want people to focus more on the words that the characters are saying than the attributions. But if you use *said* in every paragraph, readers can become bored. To make your writing more interesting, try to use more interesting words in your attribution. For example:

Joe Felder *asked*, "What are you doing?"
Julian *replied*, "Nothing."



In A Nutshell:

Quotations are pieces of speech or writing repeated or copied exactly as spoken or written.

Quotation marks (" ") are marks of punctuation used to indicate exactly what someone else said or wrote.

The **attribution** is the phrase that indicates who said whatever it is you're quoting.

Application:

Choose several activities to do over the course of the week to reinforce what you've taught your children about quotations, quotation marks, and attributions:

- Review any of the songs we've covered already on your **Grammar Rock DVD**.
- Try to combine your history and grammar lessons this week. As you and your children study history together, use your books or the Internet to find some **Famous Quotes** from the people you're studying. Discuss the quotations and why they're famous. Then have your children write the quotations in a sentence. Make sure they use attributions and punctuate the sentences correctly.
- Have some fun playing a game of **Newspaper Reporter**. Your children will pretend to be a reporter from your local newspaper. You are a witness of some kind. You can be a policeman, a fireman, a shop owner ... whoever you want to be! Just make sure that you've seen or heard something very interesting. Have your children interview you to discover what you know. Then have them write a few short paragraphs telling their readers all about it. Make sure they use good, exact quotations and correct punctuation in their written story. If you have time, have them think up a headline for their story and then "print" it to show to others.
- Play **Says Who?** on **Side A** of the **Lesson 29: Quotations Student Activity Sheet**. Have your children look over the chart on the activity sheet. The left side contains the names of several famous people. On the right side are some things that these people might have said (but probably didn't!). Ask your children to match the person with the quotation they believe he or she might have uttered at some point in time, and then have them write out the quotation in a new sentence with an attribution.

Notes:

Notes:

- Help your children **Fill in the Blank** on **Side B** of the **Lesson 29: Quotations Student Activity Sheet**. Ask your children what is wrong with the quotations on the activity sheet. If they guess they're all missing attributions, they're right. Have them read each quotation and fill in the blank with the attribution that they believe best fits the quotation.

Answer Key

Side A: Says Who?

Answers will vary.

Side B: Fill in the Blank

Answers will vary.

1. Abraham Lincoln: "I hate going to the theatre."
2. Napoleon Bonaparte: "My country will one day be world famous for these crispy fried potatoes!"
3. Paul Revere: "Hey! Here come a bunch of guys with guns!"
4. Cleopatra: "I'm not falling for another one of your pyramid schemes."

Lesson 29: Quotations

Student Activity Sheet

Says Who?

The left side of the chart below contains the names of several famous people. On the right side are some things that these people might have said (but probably didn't!). Match the person with the quotation you believe he or she might have uttered at some point in time, and then write out the quotation in a new sentence with an attribution.

Here's an example to help you get started:

George Washington admitted, "Well, maybe I did tell one little white lie once."

Person	Quotation
George Washington	"I hate going to the theatre."
1. Abraham Lincoln	"Hey! Here come a bunch of guys with guns!"
2. Napoleon Bonaparte	"Well, maybe I did tell one little white lie once."
3. Paul Revere	"I'm not falling for another one of your pyramid schemes."
4. Cleopatra	"My country will one day be world famous for these crispy fried potatoes!"

1. _____

2. _____

3. _____

4. _____

Lesson 29: Quotations

Student Activity Sheet

Fill in the Blank

What is wrong with the quotations below? That's right. They're all missing attributions. Read each quotation and fill in the blank with the attribution from the box below that you believe best fits the quotation. We've filled in one of the blanks as an example to help get you started.

Carl inquired	answered Jeff
demanded the officer	Paul pleaded
argured John	Karleen exclaimed
wondered Madalyn	the kids shouted
Mom explained	the clerk replied

1. "When does the show start?" _____.
2. _____, "It begins at noon."
3. "How many stars are there up there?" _____.
4. "At least a zillion and a half," _____.
5. "You've got to be kidding me!" **Karleen exclaimed** _____.
6. "Put the candlestick down and walk away," _____.
7. _____, "Can I have a cookie now?"
8. _____, "No, it will ruin your dinner."
9. "Rats!" _____ . "It's raining again."
10. "It can't be," _____ . "It's too small."