

Cracking the Grammar Code

Pronouns, Adjectives, Adverbs, and Prepositional Phrases



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Supporting Success for Children with Hearing Loss Publications
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Cracking the Grammar Code:

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Dedication

- For your continued love and support: Josh, Coltrane, and Kohen – *Kerilynnne*
- 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 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.

SUBJECTIVE SINGULAR PRONOUNS

Class Activity #1

Directions: Display the examples and explanations of pronouns below. Talk about the students in the classroom, e.g., Lindsey is wearing a hat. Have the students raise their hands and substitute a pronoun for Lindsey: She is wearing a hat. Write the sentences on the board. Have the students identify whether the pronoun is first-person singular, second-person singular, or third-person singular.

Next, have the students write their own sentences about people/items around the room. Have the students share some of their sentences and discuss if the pronoun is first-person singular, second-person singular, or third-person singular.

PRONOUNS

- Pronouns come in three groups called cases. We use pronouns so we do not have to repeat nouns in a sentence.

Examples: Larry is washing his car. Larry is getting Larry's car ready to go out with Jerry and Marsha. Larry, Jerry, and Marsha will go to the movies. Later Larry, Jerry, and Marsha will meet Kendra. At the end of the evening, Larry, Jerry, Marsha, and Kendra will go out for ice cream.

Rewritten using pronouns: Larry is washing his car. He is getting it ready to go out with Jerry and Marsha. They will go to the movies. Later they will meet Kendra. At the end of the evening, they will go out for ice cream.

- Subjective Pronouns
 - 1st person subjective (singular and plural) means you are telling a story from your point of view (I, we); e.g., I walk.
 - 2nd person subjective (singular and plural) means you are telling a story about the person/persons you are talking to (you); e.g., You walk. "All of" you clean the dishes.
 - 3rd person subjective (singular and plural) refers to the person/persons you are talking about (he, she, it, they); e.g., She walks.
- 3rd person singular pronouns take a singular verb. Although 1st and 2nd person pronouns are singular, they are an exception to the rule. Pronouns *I* and *you* take plural verbs.
 - A plural subject pronoun takes a plural verb. In the present tense, a plural verb does not end with -s.
 - 1st person singular pronoun: I plural verb (walk)
 - 2nd person singular pronoun: you plural verb (walk)
 - 3rd person singular pronouns: he, she, it singular verb (walks)

SUBJECTIVE SINGULAR PRONOUNS

Activity #1

- | | | |
|---------------------------------|-------------|-----------------------|
| • 1st person singular pronoun: | I, we | plural verb (walk) |
| • 2nd person singular pronoun: | you, you | plural verb (walk) |
| • 3rd person singular pronouns: | he, she, it | singular verb (walks) |
| • 3rd person plural pronoun: | they | plural verb (walk) |

Directions:

I. Fill in the missing blank with the correct singular subjective pronoun.

1. Carol is wearing a red shirt. _____ wears a red shirt.
2. The fish is swimming sideways. _____ swims sideways.
3. The boy is making a kite. _____ makes a kite.
4. John said, "John likes playing games." John said, " _____ like playing games."
5. Keisha asked Malcolm, "Did Malcolm get an A on the test?" Keisha asked Malcolm, "Did _____ get an A on the test?"

II. Fill in the missing blank. Use the following pronouns: I, you, he, she, it. Underline the verb. Above the verb, write S for singular or P for a plural verb.

S

Example: She (comb, combs) her hair.

6. _____ (play, plays) with my friend after school.
7. _____ (swim, swims) in the aquarium.
8. _____ (meow, meows) at her food.
9. _____ (find, finds) his backpack in the back seat of the car.
10. _____ (read, reads) a good book every day.

III. Write a sentence for each of the following subjective pronouns: I, you, it. Above the verb, write "S" for singular or "P" for a plural verb.

11. _____
12. _____
13. _____

SUBJECTIVE PLURAL PRONOUNS WITH PRESENT-TENSE VERBS

Class Activity #2

Directions: Use the boxed information below to explain plural pronouns to the class. Then, in the sentences below, have the students write the correct present-tense plural verb to match the pronoun. Remind the students that a plural subject takes a plural verb. (In the present tense, a plural verb does not end in -s.) Finally, have students create their own sentences using pronouns and the correct verb form.

1. We _____ for the upcoming testing for students.
2. You _____ at the local park.
3. They _____ in the choir.
4. You _____ wildly through the forest.
5. They _____ in the rain.
6. We _____ during the school day.

PRONOUNS

- A pronoun is a word that takes the place of a proper noun, noun, or noun phrase, such as *he, she, I, you, or it*.
- The subject of a sentence is a word or phrase that does an action and usually comes before the verb,
- A pronoun is commonly used to replace repeating a person's name in a sentence or paragraph.

Example: John is tired. He is tired.

PLURAL PRONOUNS

- 1st person plural means you are telling a story from your point of view; e.g., We walk.
- 2nd person plural means you are telling a story about the people you are talking to; e.g., "All of" you clean the dishes.
- 3rd person plural refers to the people you are talking about; e.g., They walk.
- A plural subject takes a plural verb. In the present tense, a plural verb does not end in -s.
 - 1st person plural pronoun – we plural verb (walk)
 - 2nd person plural pronoun – you plural verb (walk)
 - 3rd person plural pronoun – they plural verb (walk)
- A plural pronoun takes a plural verb.

Examples: We eat. You sing. They work.

SUBJECTIVE PLURAL PRONOUNS

Activity #2

• 1st person singular and plural pronoun:	I, we	plural verb (walk)
• 2nd person singular and plural pronoun:	you, you	plural verb (walk)
• 3rd person singular pronouns:	he, she, it	singular verb (walks)
• 3rd person plural pronoun:	they	plural verb (walk)

Directions:

I. Fill in the missing blanks using a subjective 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. You drive to work. _____ drive to work.

II. Fill in the missing blanks using the correct present-tense verb.

4. We _____ dinner for our father.
5. They _____ in their beds all night long.
6. You _____ flowers in the flower beds.
7. They _____ their names as loud as they could.
8. We _____ pizzas to your house every Friday night.
9. You _____ on the door before walking in the house.
10. We _____ cookies to the potluck.
11. You _____ down the street.

III. Write three sentences using the following plural pronouns: we, they, you. Make sure to use a present-tense verb.

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

SUBJECTIVE SINGULAR AND PLURAL PRONOUNS

Class Activity #3

Directions: Review the information about pronouns (see below) with the class. Then, write the following sentences on the board. Ask the students if each sentence contains a 1st person singular or plural pronoun, 2nd person singular or plural pronoun, or 3rd person singular or plural pronoun. Then, have the students tell if the verb should be singular or plural.

1. I (listen, listens) to the TV show.
2. We (wash, washes) the new car.
3. You (talk, talks) on the phone.
4. He (run, runs) the mile.
5. She (read, reads) a book.
6. It (run, runs) across the room.
7. They (hit, hits) the golf balls.

PRONOUNS

- A pronoun is a word that takes the place of a proper noun, noun, or noun phrase, such as *he, it, someone, myself, or those*.
- The subject of a sentence is a word or phrase that does an action and usually comes before the verb.
- A pronoun is commonly used to replace repeating a person's name in a sentence or paragraph.

Example: John is tired. He is tired.

SUBJECTIVE SINGULAR AND PLURAL PRONOUNS

- 1st person singular and plural pronouns mean you are telling a story from your point of view (I, we); e.g., I walk. We walk.
- 2nd person singular and plural pronouns mean you are telling a story about the person/persons you are talking to (you); e.g., You walk. "All of" you clean the dishes.
- 3rd person singular and plural pronoun refer to the person/persons you are talking about (he, she, it they); e.g., She walks. They walk.
- 3rd person singular pronouns take a singular verb. Although 1st and 2nd person pronouns are singular, they are an exception to the rule. The pronouns *I* and *you* take plural verbs.

Examples: I walk. Singular subject but takes a present-tense plural verb—walk.
We walk. Plural subject takes a present-tense plural verb —walk.
You walk. Singular subject but takes a present-tense plural verb—walk.
He walks. Singular subject takes a singular present-tense verb—walks.
She walks. Singular subject takes a singular present-tense verb—walks.
It walks. Singular subject takes a singular present-tense verb—walks.
They walk. Plural subject takes a present-tense plural verb—walk.

SUBJECTIVE SINGULAR AND PLURAL PRONOUNS

Activity #3

- | | | |
|---------------------------------|-------------|-----------------------|
| • 1st person singular pronoun: | I | plural verb (walk) |
| • 1st person plural pronoun: | we | plural verb (walk) |
| • 2nd person singular pronoun: | you | plural verb (walk) |
| • 3rd person singular pronouns: | he, she, it | singular verb (walks) |
| • 3rd person plural pronoun: | they | plural verb (walk) |

Directions: Circle the correct singular or plural verb. Rewrite the sentence using a subjective pronoun. Then, write next to the sentence if it is a 1st person singular or plural pronoun, 2nd person singular or plural pronoun, or a 3rd person singular or plural pronoun. Lastly, write if the verb is a singular or a plural verb.

Example: Rajah (shop, shops) at the mall.
He shops at the mall.

3rd person singular; singular verb

1. Michael and Maureen (walk, walks) to school.

2. Michaela (sing, sings) the national anthem.

3. Denise and Tom (skate, skates) at the skating rink.

4. Tallen (buy, buys) expensive cars.

5. You (draw, draws) beautiful pictures.

6. The hamster (sleep, sleeps) all day.

SUBJECTIVE PRONOUNS WITH PRESENT-TENSE VERBS

Class Activity #4

Directions: : Review the information about pronouns with the class. Then, write the following sentences on the board. Have the students write the correct singular or plural verb to match the subjective pronoun. Remember the exceptions for I and you.

1. He _____ to the store for milk.
2. I _____ home after the ball game.
3. You _____ breakfast every morning.
4. She _____ very quickly across the pool.
5. It _____ its tail when you pet it.
6. They _____ and read.

PRONOUNS

- A pronoun is a word that takes the place of a proper noun, noun, or noun phrase, such as *he, she, I, you, or it*.
- The subject of a sentence is a word or phrase that does an action and usually comes before the verb.
- A pronoun is commonly used to replace repeating a person's name in a sentence or paragraph.

Example: John is tired. He is tired.

The fish is swimming. It is swimming.

SUBJECTIVE PRONOUNS

- 1st person subjective means you are telling a story from your point of view (I); e.g., I walk.
- 2nd person subjective means you are telling a story about the person you are talking to (you); e.g., You walk.
- 3rd person subjective refers to the person you are talking about (he, she, it); e.g., She walks.

• 1st person singular pronoun	I	plural verb (walk)
• 1st person plural pronoun	we	plural (walk)
• 2nd person singular pronoun	you	plural verb (walk)
• 3rd person singular pronouns	he, she, it	singular verb (walks)
• 3rd person plural pronoun	they	plural (walk)

SUBJECTIVE SINGULAR AND PLURAL PRONOUNS

Activity #4

- A pronoun is a word that takes the place of a proper noun, noun, or noun phrase, such as *he, it, they*.
- Subjective pronouns:
 - 1st person singular pronoun I
 - 1st person plural pronoun we
 - 2nd person singular pronoun you
 - 3rd person singular pronouns he, she, it
 - 3rd person plural pronoun they
- Although 1st and 2nd person pronouns are singular, they are an exception to the rule. The pronouns *I* and *you* take plural verbs.

Directions: Use the singular and plural subjective pronouns (I, we, you, he, she, it, and they) to write sentences with the correct verb form. Each sentence must contain the number of words that is specified in the parentheses.

Example: (5) He pets the dog gently .

1. (5) I .

2. (7) You .

3. (2) He .

4. (4) They .

5. (9) It .

6. (5) I .

7. (3) We .

8. (8) She .

9. (10) It .

10. (4) He .

SUBJECTIVE SINGULAR VS. PLURAL PRONOUNS: REVIEW

Class Activity #5

Directions: Write the boxed information about subjective pronouns on the board. Then, write the following scrambled verbs on the board. Ask the students to unscramble the verbs and write plural and singular next to each one. Review which pronouns take a singular verb and which pronouns take a plural verb. Then, ask the students to fill in the verbs in the sentences below.

seu

rsowk

keil

pjum

1. They _____ apples and peaches.
2. I _____ high compared to my friends.
3. He _____ on the car.
4. We _____ Craigslist to sell cars.

SUBJECTIVE PRONOUNS

- 1st person subjective means you are telling a story from your point of view (I); e.g., I walk.
- 2nd person subjective means you are telling a story about the person you are talking to (you); e.g., You walk.
- 3rd person subjective refers to the person you are talking about (he, she, it); e.g., She walks.

• 1st person singular pronoun	I	plural verb (walk)
• 1st person plural pronoun	we	plural (walk)
• 2nd person singular pronoun	you	plural verb (walk)
• 3rd person singular pronouns	he, she, it	singular verb (walks)
• 3rd person plural pronoun	they	plural (walk)

SUBJECTIVE SINGULAR VS. PLURAL PRONOUNS: REVIEW

Activity #5

- A pronoun is a word that substitutes for a proper noun, noun, or noun phrase, such as *I, he, she, it, and they*.

	<u>Subjective Singular Pronouns</u>	<u>Subjective Plural Pronouns</u>
• 1st person	I	we
• 2nd person	you	you
• 3rd person	he, she, it	they
• **The pronouns <i>I</i> and <i>you</i> take plural verbs.**		

Directions: Unscramble the words to make singular and plural verbs. Then, use the verbs to complete the sentences.

**lyap
tfhig**

**iscsdus
koswr**

**mesrporf
lacsrw**

**eikl
iwter**

**sabtddee
tnwa**

- They _____ in the mud.
- She _____ hard to earn good grades.
- I _____ going to bed early on school nights.
- We _____ our next meeting's agenda.
- You _____ for what you believe is right.
- It _____ across the floor slowly.
- He _____ in front of a large audience.
- You _____ a long letter to your grandpa.
- She _____ politics with her teacher.
- I _____ a new hybrid vehicle.

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.

POSSESSIVE PRONOUNS

Class Activity #9

Directions: Use the boxed information below to explain possessive pronouns to the class. Then, walk around the room. Pick up items that belong to some of the students. Ask the questions below. Continue until you have given examples of all the possessive pronouns. Finally, ask students to give an example using a proper noun or nouns in a sentence and saying the sentence again using a possessive pronoun(s).

This book belongs to _____ .

It is hers or his.

These papers belong to _____ and _____ .

The papers are theirs.

This class belongs to _____ and _____ .

The class is ours.

(Name the teacher and students)

POSSESSIVE PRONOUNS

- Possessive pronouns show ownership.
- Using possessive pronouns helps you to be more concise when writing.
- Most of the time, you will see possessive pronouns used in sentences after the person, place, or thing has been explained.

<u>Subjective Case</u>	<u>Objective Case</u>	<u>Possessive Case</u>
1st person singular: <u>I</u> walk	Walks to <u>me</u>	<u>my</u> book; book is <u>mine</u>
1st person plural: <u>We</u> walk	Walks to <u>us</u>	<u>our</u> book; book is <u>ours</u>
2nd person singular: <u>You</u> walk	Walk to <u>you</u>	<u>your</u> book; book is <u>yours</u>
3rd person singular: <u>He</u> walks <u>She</u> walks <u>It</u> walks	Walk to <u>him</u> Walk to <u>her</u> Walk to <u>it</u>	<u>his</u> book; book is <u>his</u> <u>her</u> book; book is <u>hers</u> <u>its</u> book
3rd person plural: <u>They</u> walk	Walk to <u>them</u>	<u>their</u> book; book is <u>theirs</u>

POSSESSIVE PRONOUNS

Activity #9

- Possessive pronouns show ownership.
- Using possessive pronouns helps you to be more concise when writing.
- Most of the time, you will see possessive pronouns used in sentences after the person, place, or thing has been explained.

Directions:

I. Fill in the blanks with a possessive pronoun.

1. The studio belongs to the Moody family. It is _____.
2. Charles found the rat. It is _____.
3. The book belongs to Stephen. It is _____.
4. The CD belongs to me. It is _____.
5. My family bought the used RV. The RV is _____.
6. Jennie cashed a check. The money is _____.

II. Circle the possessive pronoun(s) in each sentence.

7. Kendra taught her son at your school.
8. My car is parked in their garage.
9. The property is theirs.
10. Angie left her book on our table.
11. His dog left paw prints on her shirt.
12. The treats John made are now yours.
13. The bike, which the judge claimed, was not hers.
14. He cut his hair, and it went all over his floor.

III. Write two sentences of your own using proper nouns and/or nouns and possessive pronouns.

POSSESSIVE PRONOUNS

Class Activity #10

Directions: Review possessive pronouns with the class. Then, write the example below on the board. Discuss the purpose of possessive pronouns. Finally, write the numbered sentences below on the board. Have the students pick the correct pronoun, and then ask them to identify why it is a possessive pronoun.

Example: My girlfriend and my girlfriend's husband had a birthday party at my girlfriend and her husband's house.

Rewritten: They had a birthday party at their house.

1. The boys went to (they, them, their) house.
2. The couple thought the new house was (we, us, ours).
3. The Jeffersons thought the dog was (your, yours).
4. (I, Me, My, Mine) parents went to visit (they, them, their) grandkids.

POSSESSIVE PRONOUNS

- Possessive pronouns show ownership.
- Using possessive pronouns helps to be more concise when writing.
- Most of the time, you will see possessive pronouns used in sentences after the person, place, or thing has been explained.
- The following words are possessive pronouns: *my, mine, our, ours, your, yours, its, his, her, hers, their, theirs*.
- **Possessive pronouns do not need an apostrophe.**

<u>Subjective Case</u>	<u>Objective Case</u>	<u>Possessive Case</u>
1st person singular: <u>I</u> walk	Walks to <u>me</u>	<u>my</u> book; book is <u>mine</u>
1st person plural: <u>We</u> walk	Walks to <u>us</u>	<u>our</u> book; book is <u>ours</u>
2nd person singular: <u>You</u> walk	Walk to <u>you</u>	<u>your</u> book; book is <u>yours</u>
3rd person singular: <u>He</u> walks <u>She</u> walks <u>It</u> walks	Walk to <u>him</u> Walk to <u>her</u> Walk to <u>it</u>	<u>his</u> book; book is <u>his</u> <u>her</u> book; book is <u>hers</u> <u>its</u> book
3rd person plural: <u>They</u> walk	Walk to <u>them</u>	<u>their</u> book; book is <u>theirs</u>

POSSESSIVE PRONOUNS

Activity #10

Directions:

I. Circle the possessive pronoun(s) in each sentence.

1. (Its, It) tire got a nail in it, so they cannot ride to (she, her, hers) house.
2. (Me, My, I) mother went to work at (she, her, hers) office.
3. (He, His, Him) coach told him to drive to (they, them, their) track meet.
4. (You, Your) boss just gave (he, him, his) jacket to (she, her, hers) son.
5. (I, My, Mine) trust is in (you, your, yours) hands.
6. (She, Her) dog had (it, its) leash all tangled around (she, her) chair.

II. Circle the possessive pronoun(s) in each sentence. Be careful, some of the pronouns are not possessive pronouns.

7. Your presentation amazed us.
8. She bought a book from your store to give to him.
9. They want to go to your house to get their bikes.
10. It left a mess in its cage, and now she has to clean it.
11. Their parents went to see our new school.
12. My sister left her homework on their table in their house.
13. She found the treasure, so it is hers.
14. His jeans had ripped, so his mom took out her sewing machine to mend them.

III. Write two sentences that include at least one possessive pronoun in each. Circle the possessive pronoun(s).

SUBJECTIVE, OBJECTIVE, AND POSSESSIVE PRONOUNS:

REVIEW

Class Activity #11

Directions: Write the definition of a subjective pronoun on the board (see below). Next, on the board, write the charts below, but do not fill in the pronouns. Ask the students to fill in the information, e.g., I, we, you, he, she, it, and they to list the singular and plural pronouns in the 1st, 2nd, and 3rd persons. Then, write the following sentences on the board. Have the students circle the correct subjective, objective and/ or possessive pronouns in each sentence. Above each pronoun, have them put "S" if it is a subjective pronoun, "O" if it is an objective pronoun, and "P" if it is a possessive pronoun.

1. (I, Me, My) helped (it, his, him) make a pizza for (him, his) grandmother.
2. (She, Her, Hers) washed (its, her) dad's car for (it, him, I).
3. (It, Me, Its) fur is red from the cut on (it, its, mine) neck.

- Subjective case pronouns describe who or what performs an action, and usually come before the verb. They are commonly used in place of saying a person's name.

Subjective Singular Pronouns

Subjective Plural Pronouns

- | | | |
|--------------|-------|-------|
| • 1st person | _____ | _____ |
| • 2nd person | _____ | _____ |
| • 3rd person | _____ | _____ |

- Objective refers to the receiver or object of the action.

Objective Singular Pronouns

Objective Plural Pronouns

- | | | |
|--------------|-------|-------|
| • 1st person | _____ | _____ |
| • 2nd person | _____ | _____ |
| • 3rd person | _____ | _____ |

- Possessive case pronouns show ownership.

Singular Possessive Pronouns

Plural Possessive Pronouns

- | | | |
|--------------|-------|-------|
| • 1st person | _____ | _____ |
| • 2nd person | _____ | _____ |
| • 3rd person | _____ | _____ |

SUBJECTIVE, OBJECTIVE, AND POSSESSIVE PRONOUNS:

REVIEW

Activity #11

Directions: Circle the correct subjective, objective, and/or possessive pronouns in each sentence. Above the pronoun, put "S" if it is a subjective pronoun, "O" if it is an objective pronoun, or "P" if it is a possessive pronoun.

Example: ^S(I) Me, My) helped Louie make a pizza for (him, ^P(his) grandmother.

1. (We, Us, Our) traveled with (he, him, his) to (he, him, his) mother's house.
2. (It, He) is a gray fish, and it is (she, her, hers).
3. (He, Him, His) new CD, *Sundown*, was released yesterday, and he gave one to (me, my, I).
4. (They, Them, Their) want to give the furniture to (we, us, ours).
5. (He, Him, His) wrote a report about (he, him, his) adventures.
6. (We, Us, Our) barbecued steaks for (we, them, our).
7. (He, Him, His) barbecued hamburgers for (they, them, their) parents.
8. (I, Me, My, Mine) parents will be traveling to (they, them, their) favorite beach resort in Hawaii.
9. (She, Her) switched (they, them, their) clothes at (she, her) house.
10. (It, Us, Her) wagged (its, her, him) tail at the bone that (he, him, his) gave (it, she, her).
11. (He, Him, His) new car will be parked in (it, its) proper place on White Street.
12. (She, Her, Hers) patio furniture is actually (we, us, ours).
13. (I, Me, Mine) found \$10 on Main Street, so it is (I, me, mine).

INDEFINITE PRONOUNS

Class Activity #12

Directions: Explain about indefinite pronouns to the students (see below). Then, write the following indefinite pronouns on the board, and ask the students to write sentences for each of them.

1. Both:
2. Somebody:
3. Each:
4. Everybody:
5. Another:

INDEFINITE PRONOUNS

- *I* and *you* refer to specific people. Some other pronouns refer to nonspecific people or things; that is why they are called indefinite pronouns. Most indefinite pronouns are singular and require a singular verb. There are a few exceptions to this rule.
- Indefinite pronouns that are always singular:
anybody, anyone, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something, another, little, much
- Below are examples of singular pronouns that take a singular verb:
Everybody is going to the party.
Nobody is going to the party.
Somebody is going to the party.
Nothing is happening at the party.
Little is happening at the party.
Much is happening at the party.
- There are six indefinite pronouns that are always plural:
most, both, several, few, others, many
- Below are examples of plural indefinite pronouns that take the plural verb:
Both are going to the party.
Few are going to the party.
Many are going to the party.
Several are going to the party.

INDEFINITE PRONOUNS

Activity #12

- Singular indefinite pronouns: *anybody, anyone, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something, another, little, much*
- Plural indefinite pronouns: *most, both, several, few, others, many*
- Indefinite pronouns that can be singular or plural: *any, more, some, enough, all, most, who, half, none*

Directions: Above the indefinite pronouns, write "S" for singular or "P" for plural. Circle the correct verb in each sentence.

1. (Do, Does) anyone have an idea where I put my glasses?
2. Someone (type, types) fast on the computer.
3. Both (spend, spends) a lot of money at the arcade.
4. My daughter said that all (is, are) going to Disneyland.
5. Each (get, gets) a new car.
6. After the party, everyone (was, were) invited back to her house.
7. Little (is, are) left of the birthday cake.
8. According to Alycia, several (swim, swims) laps.
9. Everyone (know, knows) to sign in at the beginning of the workshop.
10. At the end of the day, no one (care, cares) who left the dish in the sink.
11. Others can (write, writes) his or her name on the petition.
12. (Do, Does) some know how to get to the mall?
13. I rang the doorbell, but there (was, were) no one there.
14. Much (is, are) left to your imagination.
15. According to the travel agent, everything (is, are) included in the trip.
16. When I am with my daughter, nothing (is, are) more important.
17. After the swim, all will (get, gets) out of the pool.

INDEFINITE PRONOUNS

Class Activity #13

Directions: Ask the students to come up with indefinite pronouns that are always singular and the indefinite pronouns that are always plural. Then share the additional information about indefinite pronouns in the box below. Ask the class to give a sentence where the indefinite pronoun is singular, and a sentence where the indefinite pronoun is plural for the following words: any, more, some.

INDEFINITE PRONOUNS

- Singular indefinite pronouns: *anybody, anyone, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something, another, little, much*
- Plural indefinite pronouns: *most, both, several, few, others, many*
- There are nine indefinite pronouns that can be singular or plural: *any, more, some, enough, all, most, who, half, none*
- To determine whether the indefinite pronoun is singular or plural, you need to look at the rest of the sentence, especially the verb.

Examples: All are gone.

Indefinite pronoun:	all (plural indefinite pronoun)
Verb:	are

All is gone.

Indefinite pronoun:	all (singular indefinite pronoun)
Verb:	is

INDEFINITE PRONOUNS

Activity #13

- Singular indefinite pronouns: *anybody, anyone, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something, another, little, much*
- Plural indefinite pronouns: *most, both, several, few, others, many*
- There are nine indefinite pronouns that can be singular or plural: *any, more, some, enough, all, most, who, half, none*
- To determine whether the indefinite pronoun is singular or plural, you need to look at the rest of the sentence, especially the verb.

Directions:

I. Given the sentence, find the verb and indefinite pronoun.

1. Each is responsible for his or her own behavior.

Indefinite pronoun: _____

Verb: _____

2. Several are going to the show after work.

Indefinite pronoun: _____

Verb: _____

3. Most are striped.

Indefinite pronoun: _____

Verb: _____

II. Write a sentence for each of the following indefinite pronouns. Identify the verb and tell whether the indefinite pronoun is singular or plural.

4. Somebody: _____

Indefinite pronoun: _____

Verb: _____

5. Many: _____

Indefinite pronoun: _____

Verb: _____

6. More: _____

Indefinite pronoun: _____

Verb: _____

INDEFINITE PRONOUNS

Class Activity #14

Directions: Ask the students to come up with the indefinite pronouns that are always singular, plural, and singular or plural. Write their responses on the board. Then ask the students to write sentences using none and most in both the singular form and the plural form. Have them label each one singular or plural and underline the verb.

INDEFINITE PRONOUNS

- Singular indefinite pronouns: *anybody, anyone, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something, another, little, much*
- Plural indefinite pronouns: *most, both, several, few, others, many*
- There are nine indefinite pronouns that can be singular or plural: *any, more, some, enough, all, most, who, half, none*

INDEFINITE PRONOUNS

Activity #14

Directions: Using the pictures below, write sentences using a singular indefinite pronoun, a plural indefinite pronoun, and an indefinite pronoun that can be singular or plural. Circle the verb in each sentence, and label it singular or plural.



1. _____.



2. _____.



3. _____.



4. _____.

POSTTEST: PRONOUNS

Directions:

I. 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.

II. 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).

III. 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.

IV. 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.

PRE-/POSTTEST 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.**

ADJECTIVES: INTRODUCTION

Class Activity #15

Directions: Use the boxed information to discuss the meaning of an adjective with the class. Introduce the students to the boxed information about adjectives. Then, using a web, have students describe each noun listed below with as many adjectives as possible.

computer

dog

beach

house

beverage

ADJECTIVES

- An adjective modifies a noun or pronoun.
- An adjective answers the questions: Which one? How many? 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?
Examples: I like **those** shoes. Please grab **that** chair.
 - Adjectives answer the question: How many?
Examples: 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**.

ADJECTIVES

Activity #15

- An adjective modifies a noun or pronoun.
- An adjective answers the questions: Which one? How many? What kind?

Directions:

I. Underline the proper nouns, nouns and subjective pronouns. Then, identify the adjective. Adjectives will answer the questions: Which one? How many? What kind? Write the adjectives on the lines.

1. The broken lampshade was taken down. _____
2. The jittery dog was sleeping in his bed. _____
3. Her wedding ring fell down the drain. _____
4. The cat is hungry. _____
5. The free plant is on the table. _____
6. Yoshiko has four children. _____
7. Shelby brought that pie with her to the dinner. _____
8. She made a delicious salad for lunch. _____
9. Delmar jogged in the heavy rain. _____
10. He has a few dollars left. _____

II. Given a noun, write five adjectives to describe it.

11. stove: _____
12. homework: _____
13. freezer: _____
14. yard: _____
15. game: _____

ADJECTIVES

Class Activity #16

Directions: : Have the students find the nouns and pronouns in sentences 1–5 below. Then, ask if each noun or pronoun is being modified. Ask students if the adjective describes: Which one? How many? What kind? Then, given sentences 6–14 below, have the students locate the nouns and then add adjectives to make each sentence more detailed.

1. The young man lost his homework.
2. The president gave the audience some interesting news.
3. There are many rules to follow.
4. In a small business, technology helps people.
5. I take that pill in the mornings.

Example: The baby is crying. The **sleepy** baby is crying.

6. The wall is filled with pictures.
7. My cat ate the fish.
8. June showed her art to the teacher.
9. Lamar drank his soda in the car.
10. The boy's house has carpet.
11. The store sells supplies.
12. The chicken was cooked on the stove.
13. My perfume is almost out.
14. The couple is talking about going on vacation.

ADJECTIVES

- An adjective modifies a noun or pronoun.
- An adjective answers the questions: Which one? How many? What kind?

ADJECTIVES

Activity #16

- An adjective modifies a noun or pronoun.
- An adjective answers the questions: Which one? How many? What kind?

Directions:

I. Fill in the blanks with adjectives. (How many? What kind? Which one?)

1. _____ animals are ready for their _____ bath.
2. The _____ children waited for their _____ teacher to arrive.
3. The sisters ate a _____ meal before getting on the _____ plane.
4. My _____ mother dances with me every Tuesday.
5. _____ mugs were left on the _____ counter .
6. Benton tried on the _____ slacks before his _____ date.
7. Darlene has _____ books in her _____ purse.
8. Kaleen sings in a _____ band with her _____ friend.
9. The _____ flowers are wilting on the _____ table.

II. Write five sentences using the given adjectives.

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

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

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. _____ .

INDEFINITE ADJECTIVES

Class Activity #19

Directions: Begin by reviewing indefinite pronouns with the class (see below). Then, use the boxed information to introduce indefinite adjectives. Explain to the class that the most common indefinite adjectives are: all, any, each, every, few, many, and some.

Then, have the students look at the example sentences. Explain that in the first example sentence, many modifies the noun people. It talks about the amount of people who will be at the concert. Therefore, it is an indefinite adjective. In the second sentence, many does not modify a noun; it is an indefinite pronoun.

Write sentences 1 - 2 on the board. Discuss which sentence contains the indefinite adjective and which sentence contains the indefinite pronoun.

Examples:

There are many people at the concert.

Many of you will be going to the concert.

1. Some of you will be going to college.
2. Some people are filling out their applications.

INDEFINITE PRONOUNS AND ADJECTIVES

- The following are the most common indefinite pronouns.
Singular: *anybody, anyone, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something, another, little, much*
Plural: *most, both, several, few, others, many*
Singular or plural depending on the sentence: *any, more, some, enough, all, most, who, half, none*
- The following words may be used as an indefinite pronoun or indefinite adjective:
all, any, each, every, few, many, some
- The goal will be to determine which is correct: indefinite pronoun or indefinite adjective.
- The indefinite adjective is an adjective that modifies a noun.
Example: Some people like to take a shower after swimming.
Some modifies the noun *people*; *some* is an indefinite adjective.

INDEFINITE ADJECTIVES

Activity #19

- The following words may be used as an indefinite pronoun or indefinite adjective:
all, any, each, every, few, many, some.

Directions:

I. After each sentence, write indefinite adjective if the sentence contains an indefinite adjective, or write indefinite pronoun if the sentence contains an indefinite pronoun. Underline the indefinite pronoun or indefinite adjective in each sentence. If the word is an indefinite adjective, double-underline the noun it modifies.

1. Some sodas are full of sugar. _____
2. Some of the sodas are full of sugar. _____
3. All of the stores in California have products. _____
4. All stores carry some products. _____
5. There are many tigers at the zoo. _____
6. Many of the tiger's species can be seen at zoos. _____
7. Few children like to take naps. _____
8. Few of the children I know like to take naps. _____
9. Each of the books I have read has pages. _____
10. Each book I have read has pages. _____

II. Write one indefinite adjective and one indefinite pronoun sentence for each of the following words: any, every, all, some. Below the sentence, write indefinite pronoun if the sentence contains an indefinite pronoun, and write indefinite adjective if the sentence contains an indefinite adjective. Use the back of your paper if you need more space.

11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

ADVERBS: INTRODUCTION

Class Activity #20

Directions: : Use the boxed information below to introduce adverbs to the students. Then, using the sentences below, have students identify adverbs that tell where, by following these steps.

1. Label the noun/pronoun.
2. Label the verb.
3. Label the adjective.
4. Ask where something is happening. Circle the adverb.

Everywhere in the house is messy.

Outside it is raining.

There is my son's teacher.

I need my makeup bag that's upstairs.

His backpack is at home.

My grandfather sits in his rocking chair downstairs.

Go inside when it starts to rain.

The train travels underground.

Upstairs is the last roll of toilet paper.

The dead rat is downstairs in the laundry room.

ADVERBS

- An adverb can modify a verb, an adjective, or another adverb.
- 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.

- To identify adverbs that tell where, follow these steps:
 1. Label the noun/pronoun.
 2. Label the verb.
 3. Label the adjective.
 4. Ask where something is happening.
Example: I left my homework **somewhere**.
noun – *homework*; pronouns – *I & my*; verb – *left*
Where did I leave my homework? – somewhere (adverb)

ADVERBS

Activity #20

- Adverbs modify a verb, adjective, or another adverb.
- Some adverbs tell where – *I will be **there**.*

Directions: Given a list of nouns, verbs, adjectives, and adverbs, create some exciting sentences. Then label each part.

Adverbs – abroad, anywhere, downstairs, upstairs, here, there, in, out, inside, outside

Verbs – escaping, listen, juggled, apologized, buzzes, coughs, delivered, interfered, obtains

Adjectives – elegant, black, inexpensive, lazy, ten, worried, clean, careful, yellow, six, famous

Nouns – kings, servants, island, puppy, spear, beard, printer, couch, eyebrows, ring, suitcase

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

ADVERBS

Class Activity #21

Directions: : Using a web, have students create a list of words that tell when; for example, tomorrow, later, annually, etc.

Then, given a question related to time, have students create sentences containing an adverb. Use the questions below to get the students started. Then have the students follow these numbered steps after they have created their sentences.

1. Label the noun/pronoun.
2. Label the verb.
3. Label the adjective.
4. Ask when something is happening. Circle the adverb.

Example:

What did the actor do after he won the award?

ADV N V N P ADJ N

Later, the actor went home with his new award.

How soon will your grandparents arrive?

It happened at school yesterday?

How often do you get the newspaper?

What did the doctor do before he went into surgery?

ADVERBS

- | | |
|---|--|
| • An adverb can modify a verb, an adjective, or another adverb. | |
| • Adverbs tell where: | <i>I will be there.</i> |
| • Adverbs tell when: | <i>I will see you tomorrow.</i> |
| • Adverbs tell how often: | <i>I always study in my room.</i> |
| • Adverbs tell in what manner something happens: | <i>I walk quickly.</i> |

ADVERBS

Activity #21

- An adverb can modify a verb, adjective, or another adverb.
- Adverbs can tell when – *I will see you **tomorrow**.*

Directions: Given a list of time adverbs and pictures, create sentences. Then label the nouns “N,” pronouns “PN,” verbs “V,” adjectives “ADJ,” and adverbs “ADV” in each sentence.

Adverbs that tell when – *annually, biannually, soon, tomorrow, today, yesterday, later, before, after, afterwards, daily, weekly, monthly, now, never*



1. _____
_____ .



2. _____
_____ .



3. _____
_____ .



4. _____
_____ .



5. _____
_____ .

ADVERBS

Class Activity #22

Directions: Discuss the boxed information about adverbs that tell how often. Then, given the sentence, have the students add an adverb that tells how often. Have them try putting the adverb in different positions (beginning, middle, and end of the sentence).

Example: The boys go to camp. How often? **Often**, the boys go to camp. The boys **often** go to camp. The boys go to camp **often**.

1. The cat chases lizards.
2. The mother signs the paper.
3. The physician washes her hands.
4. Our nanny loses her umbrella.
5. The giraffe eats leaves.
6. A rainbow appears after it rains.
7. Dad bakes brownies.
8. The washing machine overflows.
9. The clock ticks.
10. The trash collector leaves a note.

ADVERBS

- An adverb can modify a verb, adjective, or another adverb.
- Adverbs can tell how often – *I **always** study in my room.*

Examples: *usually, seldom, never, rarely, often, sometimes, frequently, occasionally, normally*

ADVERBS

Activity #22

- An adverb can modify a verb, adjective, or another adverb.
- Adverbs can tell how often – *I **always** study in my room.*

Directions: : Fill in the blanks with an adverb that tells how often. Then try and solve the code and secret message.

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

1. The guys go to yoga _____.
4-16-10-5-9

2. _____ wash your hands after going to the restroom.
16-5-21-16-9-7

3. The dog escapes _____.
7-24-5-4-15-3

4. I _____ eat chocolate before bed.
23-24-11-24-20

5. _____ the students forget their homework.
7-15-3-24-22-10-3-24-7

6. The toddler _____ cries for his dad.
1-20-24-13-26-24-23-22-5-9

Have the students solve the secret message.

Why should you **never** tell a secret near a clock?

8-24-18-16-26-7-24

22-10-3-24

21-10-5-5

22-24-5-5

ADVERBS

Class Activity #23

Directions: Discuss with the class the boxed information on adverbs that tell in what manner something happens. Then, given the sentence, ask the question how, and then have the students add an adverb to tell in what manner something happens. Then, have the students rewrite the sentence with the adverb in it.

1. Cecelia brushes her dog with a baby doll comb. How does Cecelia brush her dog?

2. The dentist flosses his teeth with horsehair. How does the dentist floss his teeth?

3. The radio plays holiday music. How does the radio play music?

4. Javier serves the clowns a dinner of cupcakes. How does Javier serve the clowns? _

5. The streetlight flashes yellow. How does the streetlight flash?

6. The students pack their bags at the end of the day. How do the students pack their bags?

7. My nervous cat bites people. How does the cat bite?

ADVERBS

- An adverb can modify a verb, adjective, or another adverb.
- Adverbs can tell in what manner something happens – I walk **quickly**.
- Note: Many adverbs end in -ly.

Examples: Jill **lazily** watches TV all day long.

How does she watch TV? lazily

John **delightfully** eats 23 worms for breakfast.

How does John eat the worms? delightfully

ADVERBS

Activity #23

- An adverb can modify a verb, adjective, or another adverb.
- Adverbs can tell in what manner something happens – *I walk **quickly**.*
- Note: Many adverbs end in *-ly*.

Directions: *Given the sentence, underline the verb. Ask yourself: In what manner is something happening? Add an adverb and rewrite the sentence. Lastly, circle the adverb.*

Example: The rabbit cooked in the oven. How did the rabbit cook? The rabbit cooked slowly in the oven.

1. The contestants look at their work. _____

2. The hotel transforms with the help of a designer. _____

3. My coffee is ready in the morning. _____

4. The husband calls his wife in the morning. _____

5. The family took a vacation to Hawaii. _____

6. He brushes his teeth with the water running. _____

7. The elephants gave the tourists a ride. _____

8. Her medicine helped her get better. _____

9. The dogs played at the park together. _____

10. Geraldine read a magazine while waiting in the office. _____

ADVERBS

Class Activity #24

***Directions:** Refer to the boxed information to discuss adverbs that modify adjectives with the class. Then, using the categories “adverbs that modify adjectives,” “adjectives,” and “nouns,” have the students write 10 sentences with an adverb-adjective-noun phrase contained in each sentence. Students may rely on the lists of adverbs, adjectives, and nouns below to complete the activity.*

Example: The extremely talented painter won the competition.

Adverbs that modify adjectives: *very, really, badly, well, proudly, hardly, enough, extremely, impressively, incredibly.*

Adjectives: *short, funny, lovely, impressive, confident, talented, young, elderly, dry, scared.*

Nouns: *platypus, contractor, judge, mother, snowboarder, cook, kitten, professor, designer, athlete.*

ADVERBS

- An adverb can modify a verb, adjective, or another adverb.

Example: The **very** strict judge was honest.

Adjectives – strict, honest

Adverb – very (very modifies strict)

ADVERBS

Activity #24

- An adverb can modify a verb, adjective, or another adverb.

Example: The **very** strict judge was honest.

Adjectives – strict, honest

Adverb – very (very modifies *strict*)

Directions: Label the adverb "ADV," the verb "V," the adjective "ADJ," and the noun "N."

Example: The very large refrigerator barely fit in the kitchen.

(adverbs – very, barely), (verb – fit), (adjective – large), (nouns – refrigerator, kitchen)

1. The extremely sour candy puckered my mouth.
2. The very old redwood tree swayed massively above our heads.
3. The clock slowly ticked to a stop.
4. The champion politely accepted her award.
5. The freshly dried clothes still hung on the line.
6. Our overly dirty car needs to be cleaned.
7. My very well-behaved children sat quietly in the waiting room.
8. She had a beautifully manicured lawn.
9. The strangely odd flavor was delicious.
10. The computer ran really slowly.

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) gentle 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."



PREPOSITIONAL PHRASES: INTRODUCTION

Class Activity #27

Directions: Using a stuffed animal, or any other object of an animal, put the stuffed animal/object in various places in the class, e.g., under the desk, above the desk, on the desk, behind the chair. Explain that a preposition indicates any place the stuffed animal/object can go. Ask the students to come up with as many words as possible that can be used to indicate the placement of the stuffed animal/object.

*Next, write the list of common prepositions below on the board. Tell students that many prepositional phrases start with **to** and **of**. Emphasize those two prepositions. Finally, ask the students to come up and play Charades. Have each student use a stuffed animal to show how the stuffed animal can illustrate one of the prepositions on the board. Cross out each preposition as the students show an example.*

about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, between, beyond, by, down, during, except, for, from, in, inside, into, like, near, of, off, on, onto, out, outside, over, past, since, through, throughout, till, to, toward, under, underneath, until, up, upon, with, within, without

PREPOSITIONAL PHRASES

- A preposition is a word such as *in*, *to*, or *around* that is used to show the relationship between a noun or pronoun to some other word in the sentence.
Example: The scientist is working in her laboratory.
- A prepositional phrase is a group of two or more words that begins with a preposition and ends with a noun or pronoun. The noun or pronoun is the OBJECT of the preposition.
Example: The boy played in the tree. (*In* is the preposition; *tree* is the object.)

PREPOSITIONAL PHRASES: INTRODUCTION

Activity #27

- A preposition is a word such as *in*, *to*, or *around* that is used to show the relationship between a noun or pronoun to some other word in the sentence.
- A prepositional phrase is a group of two or more words that begins with a preposition and ends with a noun or pronoun. The noun or pronoun is the OBJECT of the preposition.

Directions: Underline the preposition in each sentence.

Example: The cat is in the house.

1. The bird is hiding above the counter.
2. Margaret and Spencer set the book between the couch and chair.
3. The chair is spinning under the table.
4. The cat ran to his dish by the refrigerator.
5. The boys ran to school between the two houses.
6. The Fitzgeralds parked their car in the garage.
7. Steve is sleeping in his bed.
8. Desi drove past the school.
9. Nalia put the cup on the table.
10. Emir drove past the grocery store.
11. The students will be playing football beyond the far field.
12. Yawna hid her journal inside her backpack.
13. Dauntry placed the lamp on the nightstand.
14. Jon fell asleep during the movie.
15. Hassan is going to the mall with Aafreen.
16. Dora is going to the aquarium.
17. Donall is pedaling past the barracks.
18. The baby is climbing around the boxes.

PREPOSITIONAL PHRASES

Class Activity #28

Directions: Use the boxed information below to explain prepositions and prepositional phrases to the class. Then, play Pictionary. Provide cards with different prepositions. Ask a student to come up to the board and draw an illustration of a preposition, e.g., above. The student draws a picture of an object above a table. The other students need to guess the preposition. Continue with the other prepositions on the cards.

Then, write the following sentences on the board. Ask a student to come up to the board and draw a line under the prepositional phrase, an "O" above the object of the preposition, and a "P" above the preposition.

1. The boy drove the car through the parking garage.
2. The children ran around the block.

PREPOSITIONAL PHRASES

- A preposition is a word such as *in*, *to*, or *around* that is used to show the relationship between a noun or pronoun to some other word in the sentence.
Example: The scientist is working in her laboratory.
- A prepositional phrase is a group of two or more words that begins with a preposition and ends with a noun or pronoun. The noun or pronoun is the OBJECT of the preposition.
Example: The boy played in the tree. (*In* is the preposition; *tree* is the object.)

PREPOSITIONAL PHRASES

Activity #28

- A preposition is a word such as *in*, *to*, or *around* that is used to show the relationship between a noun or pronoun to some other word in the sentence.
- A prepositional phrase is a group of two or more words that begins with a preposition and ends with a noun or pronoun. The noun or pronoun is the OBJECT of the preposition.

Directions:

I. Draw a line under the prepositional phrase(s). Put an "O" above the object of the preposition. Put a "P" above the preposition.

Example: The police officer is driving ^P down the alley ^O.

1. There is an infestation of termites between the walls.
2. The albatross sat on the post near the lifeguard station.
3. The gecko was sleeping in the sun.
4. There was a beautiful, decorated headstone inside the cemetery.
5. Dalia cleaned the crystals on the chandelier.
6. The canine hid his bone in the backyard.
7. The ocelot was preparing for a kill underneath the tree.
8. The grandparents were sleeping in their new bed.
9. Bob and Mary went camping beside the river.
10. The lady-in-waiting wore a beautiful dress with a fancy hat.

II. Write a sentence about the picture that includes a prepositional phrase.



PREPOSITIONAL PHRASES

Class Activity #29

Directions: Use the boxed information below to explain prepositional phrase(s). Then, write the following sentences on the board. Have students underline the prepositional phrase in each sentence. Have them add commas to set the phrase(s) apart from the rest of the sentence. Next, have the students put an “O” above the object of the preposition, and a “P” above the preposition.

If a sentence has a prepositional phrase at the beginning or middle of a sentence, set it apart using commas. A prepositional phrase gives additional information and without the comma(s), the sentence is incorrect.

1. Along the path there were beautiful flowers.
2. The girl with blonde hair was first in line.
3. Inside the cannery there were shelves and shelves of canned food.
4. The rat ran down the pipe through the hole in the wall and up the chimney.

Incorrect example: The car in the garage is green.

Correct example: The car, in the garage, is green.

Incorrect example: Around the corner the car was parked.

Correct example: Around the corner, the car was parked.

PREPOSITIONAL PHRASES

- A preposition is a word such as *in*, *to*, or *around* that is used to show the relationship between a noun or pronoun to some other word in the sentence.
- A prepositional phrase is a group of two or more words that begins with a preposition and ends with a noun or pronoun. The noun or pronoun is the OBJECT of the preposition.

PREPOSITIONAL PHRASES

Activity #29

Directions: Underline the prepositional phrase, put an "O" above the object of the preposition, a "P" above the preposition, and add a comma or commas.

Example: The colonel with medals on his uniform was studying the map.

P O P O

The colonel, with medals on his uniform, was studying the map.

1. During the night the father heard footsteps.
2. The dolphins in the surf were displaying their finest swimming techniques.
3. Over the rolling hills there was a massive fire.
4. Jabir was sitting next to his best friend and listening to the teacher.
5. The mare ran over the hill around the hill between the barn and next to her water trough.
6. Along the stream next to the ferns fish swam.
7. The house across the stream down in the valley was just built.
8. Teachers writing on the white board while talking to the class are doing a great job.
9. The Army troop of the Third Brigade was practicing their maneuvers.

II. Looking at the picture below, write a sentence that includes more than one prepositional phrase. Add commas where necessary. Put an "O" above each object of the preposition phrase, and "P" above the preposition.



CUMULATIVE REVIEW

Class Activity #30

Directions: Review nouns, pronouns, verbs, adverbs, adjectives, prepositional phrases, and conjunctions. Write the definitions on the board.

Then, give students three of each color card below. Write sentences 1–5 on the board. Ask the students to put the cards for each sentence in the correct order.

Green card:	Noun
Light green card:	Proper noun
Yellow card:	Pronoun
Purple card:	Verb
Brown card:	Linking verb
Gray card:	Helping verb
Red card:	Adjective
Orange card:	Adverb
Blue card:	Prepositional phrase
Tan card:	Conjunction
Pink card:	Article

1. The tall lady walked the white dog quickly.
2. Tariq is playing with his balloon.
3. Jennifer works at the supermarket and at the Post Office.
4. Rashan and Emerson are swimming in the tournament.
5. The dog is tan and brown.

CUMULATIVE REVIEW

Activity #30

Directions: Fill in the correct words to make a grammatically correct sentence.

1. _____
article noun verb article noun .
2. _____
pronoun helping verb verb pronoun noun prep. article noun .
3. _____
proper noun conjunction proper noun linking verb prep. article noun .
4. _____
pronoun helping verb verb article adjective noun .
5. _____
article noun helping verb verb adverb noun .
6. _____
noun verb adverb conjunction verb adverb .

POSTTEST: ADJECTIVES, ADVERBS, AND PREPOSITIONAL PHRASES

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. _____

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.

POSTTEST: ADJECTIVES, ADVERBS, AND PREPOSITIONAL PHRASES, CONT.

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 band.

24. She feels (well, better, best) than yesterday.

VI. 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.

PRE-/POSTTEST: 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.

ANSWER KEY

Class Activity #1

Answers will vary.

Activity #1

1. She
2. It
3. He
4. I
5. you
6. (possible answers) I play (plural), He plays (singular), She plays (singular), It plays (singular), You play (plural)
7. (possible answers) I swim (plural), He swims (singular), She swims (singular), It swims (singular), You swim (plural)
8. (possible answers) She meows (singular), It meows (singular)
9. He finds (singular)
10. (possible answers) I read (plural), You read (plural), He reads (singular), She reads (singular)
11. *Answers will vary.*
12. *Answers will vary.*
13. *Answers will vary.*

Class Activity #2

1. (possible answers) prepare, practice
2. (possible answers) swim, walk, picnic
3. (possible answers) sing, perform
4. (possible answers) scream, run
5. (possible answers) dance, frolic
6. (possible answers) work, study

Activity #2

1. They
2. We
3. You
4. (possible answers) cook, prepare
5. (possible answers) sleep, lie
6. (possible answers) plant, pick
7. (possible answers) call, say
8. (possible answers) send, deliver
9. (possible answers) knock, rap
10. (possible answers) bring, deliver
11. (possible answers) walk, drive
12. *Answers will vary.*
13. *Answers will vary.*
14. *Answers will vary.*

Class Activity #3

1. 1st person singular; plural verb
2. 1st person plural; plural verb

3. 2nd person singular; plural verb
4. 3rd person singular; singular verb
5. 3rd person singular; singular verb
6. 3rd person singular; singular verb
7. 3rd person plural; plural verb

Activity #3

1. walk; They walk to school. 3rd person plural pronoun; plural verb
2. sings; She sings the national anthem. 3rd person singular pronoun; singular verb
3. skate; They skate at the skating rink. 3rd person plural pronoun; plural verb
4. buys; She/He buys expensive cars. 3rd person singular pronoun; singular verb
5. draw; You draw beautiful pictures. 2nd person singular/plural pronoun; plural verb
6. sleeps; It sleeps all day. 3rd person singular pronoun; singular verb

Class Activity #4

1. (possible answers) goes, drives
2. (possible answers) walk, saunter
3. (possible answers) cook, eat
4. (possible answers) swims, glides
5. (possible answers) wags, moves
6. (possible answers) sit, lay

Activity #4

- 1.–10. *Answers will vary.*

Class Activity #5

1. like (plural verb)
2. jump (plural verb)
3. works (singular verb)
4. use (plural verb)

Activity #5

1. play
2. works
3. like
4. discuss
5. fight
6. crawls
7. performs
8. write
9. debates
10. want

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

ANSWER KEY

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.
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.

Class Activity #9

Answers will vary. Possible answers: This backpack belongs to Irena. It is hers. Johnny and I have iPods. The iPods are ours.

Activity #9

1. theirs
2. his
3. his
4. mine
5. ours
6. hers

Circle the possessive pronouns:

7. her, your
8. My, their
9. theirs
10. her, our
11. His, her
12. yours
13. hers
14. his, his

Sentences will vary. Possible answers: Dr. Patel enjoys cycling on the Jones' property. He enjoys cycling on their property.

Class Activity #10

1. their – The house belongs to the boys.
2. ours – The couple thought the new house belonged to us.
3. yours – The dog belongs to the Jeffersons.
4. My, their – The grandkids belong to the parents and the parents belong to me.

Activity #10

Circle the following:

1. Its, her
2. My, her
3. His, their
4. Your, his, her
5. My, your
6. Her, its, her
7. Your
8. your
9. your, their
10. its
11. Their, our
12. My, her, their, their

ANSWER KEY

13. hers
14. His, his, her

Sentences will vary. Possible answers: He left his cookbook at his girlfriend's house. The music was playing on your stereo.

Class Activity #11

	<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

Possessive case pronouns show ownership.

	<u>Singular Possessive Pronouns</u>	<u>Plural Possessive Pronouns</u>
1st person	my, mine	our, ours
2nd person	your, yours	your, yours
3rd person	his, her, hers, its	their, theirs

1. I (Subjective), him (objective), his (possessive)
2. She (subjective), her (possessive), him (objective)
3. Its (possessive), its (possessive)

Activity #11

1. We (subjective), him (objective), his (possessive)
2. It (subjective), hers (possessive)
3. His (possessive), me (objective)
4. They (subjective), us (objective)
5. He (subjective), his (possessive)
6. We (subjective), them (objective)
7. He (subjective), their (possessive)
8. My (possessive), their (possessive)
9. She (subjective), their (possessive), her (possessive)
10. It (subjective), its (possessive), he (subjective), it (objective)
11. His (possessive), its (possessive)
12. Her (possessive), ours (possessive)
13. I (subjective), mine (possessive)

Class Activity #12

1. (possible answer) Both are watching television in the living room.
2. (possible answer) Somebody will miss the party if he doesn't get up.
3. (possible answer) Each snuggles with its mom.

4. (possible answer) Everybody is bringing food to the potluck.
5. (possible answer) Another is upon us.

Activity #12

Circle the verb. Put an "S" for singular or "P" for plural above the indefinite pronouns.

1. Does, anyone (singular)
2. Someone (singular), types
3. Both (plural), spend
4. all (plural), are
5. Each (singular), gets
6. everyone (singular), was
7. Little (singular), is
8. several (plural), swim
9. Everyone (singular), knows
10. no one (singular), cares
11. Others (plural), write
12. some (plural), Do
13. no one (singular), was
14. Much (singular), is
15. everything (singular), is
16. nothing (singular), is
17. all (plural), get

Class Activity #13

Singular indefinite pronouns: anybody, anyone, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something, each, another, either, little, much

Plural indefinite pronouns: most, both, several, few, others, many

Answers will vary. Possible answers:

Any: Any are willing to help move my furniture. Are any on the registration table?

More: More is left on the counter. More arrive after 8:00 PM.

Some: Some are playing outside on the soccer field. Here is some.

Activity #13

1. Indefinite pronoun – each; verb – is
2. Indefinite pronoun – several; verb – are going
3. Indefinite pronoun – most; verb – are
4. *Answers will vary.*
5. *Answers will vary.*
6. *Answers will vary.*

Class Activity #14

Answers will vary. Possible answers:

Singular – None is in the freezer. Plural – None are attending the party.

Singular – Most is at the bottom of the ocean. Plural – Most are swimming in the pool.

Activity #14

Answers will vary.

Class Activity #15

Examples:

Computer: Apple, Dell, 350 megabytes, desktop, laptop, black, large

Dog: breed e.g., Poodle, Labrador, hungry, skittish, spotted, white, large

Beach: sunny, sandy, rocky, sheltered, crowded

House: two-story, five-bedroom, white, brick, chateau, A-frame

Beverage: cold, hot, large, icy, scalding, frothy

Activity #15

- | | |
|--------------|----------------------------|
| 1. broken | <u>lampshade</u> |
| 2. jittery | <u>dog, bed</u> |
| 3. wedding | <u>ring, drain</u> |
| 4. hungry | <u>cat</u> |
| 5. free | <u>plant, table</u> |
| 6. four | <u>Yoshiko, children</u> |
| 7. that | <u>Shelby, pie, dinner</u> |
| 8. delicious | <u>She, salad, lunch</u> |
| 9. heavy | <u>Delmar, rain</u> |
| 10. few | <u>He, dollars</u> |

Answers will vary.

- | | |
|---------------|---|
| 11. stove: | gas, electric, white, stainless steel, new, old |
| 12. homework: | hard, easy, essay, spelling, five pieces |
| 13. freezer | outside, full, empty, white, broken |
| 14. yard: | front, back, grassy, barren, luscious |
| 15. game | card, board, dice, long, trivia, math, spelling |

Class Activity #16

1. The **young** man lost his homework. – What kind?
2. The president gave the audience some **interesting** news. – What kind?
3. There are **many** rules to follow. – How many?
4. In a **small** business, technology helps people. – What kind?
5. I take **that** pill in the mornings. – Which one?

Adjectives will vary.

6. The **white** wall is filled with **beautiful** pictures.
7. My **hungry** cat ate the **large** fish.
8. June showed her **crazy** art to the **art** teacher.
9. Lamar drank his **carbonated** soda in the **green** car.
10. The boy's **large** house has **green** carpet.
11. The **hardware** store sells **paint** supplies.
12. The **young** chicken was cooked on the **kitchen** stove.
13. My **favorite** perfume is almost out.
14. The **older** couple is talking about going on a **short** vacation.

Activity #16

Answers will vary. Below are examples for How many? What kind? Which one?

How many? one, two, few, several, more

What kind? young, interesting, old, delicious

Which one? that, those

Sentences will vary but need the following adjectives included:

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

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 #19

1. Indefinite pronoun
2. Indefinite adjective

Activity #19

1. some sodas – indefinite adjective
 2. some – indefinite pronoun
 3. all – indefinite pronoun
 4. all stores – indefinite adjective
 5. many tigers – indefinite adjective
 6. many – indefinite pronoun
 7. few children – indefinite adjective
 8. few – indefinite pronoun
 9. each – indefinite pronoun
 10. each book – indefinite adjective
- 11.–18. *Answers will vary. There must be sentences with one indefinite adjective and indefinite pronoun for the following words: any, ever, all, some. Students must write below each sentence whether the word is an indefinite adjective or pronoun.*

Class Activity #20

Adverbs

noun – house verb – is adjective – messy

Where is the mess? Everywhere (Circle)

noun – it verb – is raining

Where is it raining? outside (Circle)

noun – teacher pronoun – my verb – is adjective – son's

Where is my son's teacher? there (Circle)

noun – bag pronouns – I, my verb – need adjective – makeup, that's

Where is the makeup bag? upstairs (Circle)

noun – backpack pronoun – his verb – is

Where is his backpack? home (Circle)

noun – grandfather, chair pronoun – my, his verb – sits adjective – rocking

Where does he sit? downstairs (Circle)

noun – rain pronoun-it verb – go

Where do I go? inside (Circle)

noun – train verb – travels

Where does the train travel? underground (Circle)

noun – roll, paper verb – is adjective – last, toilet

Where is the last roll of toilet paper? upstairs (Circle)

noun – rat, room verb – is adjective – dead, laundry

Where is the dead rat? downstairs (Circle)

Activity #20

Answers will vary. Students must use the following adverbs, verbs, adjectives, and nouns to make sentences:

Adverbs: abroad, anywhere, downstairs, upstairs, here, there, in, out, inside, outside

Verbs: escaping, listen, juggled, apologized, buzzes, coughs, delivered, interfered, obtains

Adjectives: elegant, black, inexpensive, lazy, ten, worried, clean, careful, yellow, six, famous

Nouns: kings, servants, island, puppy, spear, beard, printer, couch, eyebrows, ring, suitcase

Class Activity #21

Answers will vary and must include an adverb related to time.

Activity #21

Answers will vary. Sentences must be written to include some of the following adverbs: annually, biannually, soon, tomorrow, today, yesterday, later, before, after, afterwards, daily, weekly, monthly, now, never.

Parts of speech need to be labeled; e.g.: nouns "N," pronouns "PN," verbs "V," adjectives "ADJ," and adverbs "ADV."

Class Activity #22

Answers will vary. Sentences should contain one of the following adverbs in different positions of sentences (initial, middle, end): usually, seldom, never, rarely, often, sometimes, frequently, occasionally, normally

1. Sometimes, the cat chases lizards.
2. The mother rarely signs the paper.
3. The physician washes her hands frequently.
4. Our nanny occasionally loses her umbrella.
5. Normally, the giraffe eats leaves.
6. A rainbow often appears after it rains.
7. Dad seldom bakes brownies.
8. Occasionally, the washing machine overflows.
9. The clock ticks often.
10. The trash collector rarely leaves a note.

Activity #22

1. daily
2. Always
3. seldom
4. never
5. Sometimes
6. frequently

Answer to secret message: Because time will tell

Class Activity #23

Answers will vary.

1. Cecelia brushes her dog with a baby doll comb. How does Cecelia brush her dog? Carefully: Carefully, Cecelia brushes her dog with a baby comb.
2. The dentist flosses his teeth with horsehair. How does the dentist floss his teeth? Rarely: The dentist rarely flosses his teeth with a horsehair.

ANSWER KEY

3. The radio plays holiday music. How does the radio play music? Occasionally: The radio plays holiday music occasionally.
4. Javier serves the clowns a dinner of cupcakes. How does Javier serve the clowns? Jokingly: Javier serves the clowns a dinner of cupcakes jokingly.
5. The streetlight flashes yellow. How does the streetlight flash? Quickly: The streetlight flashes yellow quickly.
6. The students pack their bags at the end of the day. How do the students pack their bags? Lazily: Lazily, the students pack their bags at the end of the day.
7. My nervous cat bites people. How does the cat bite? Harshly: My nervous cat bites people harshly.

Activity #23

Answers will vary.

1. The contestants look carefully at their work.
2. The hotel transforms beautifully with the help of a designer.
3. My coffee is ready religiously in the morning.
4. Rarely, the husband calls his wife in the morning.
5. The family took a vacation to Hawaii recently.
6. He brushes his teeth forcefully with the water running.
7. Gracefully, the elephants gave the tourists a ride.
8. Thankfully, her medicine helped her get better.
9. The dogs played happily at the park together.
10. Restlessly, Geraldine read a magazine while waiting in the office.

Class Activity #24

Answers will vary.

10 sentences using the following adverbs, adjectives, and nouns:

Adverbs that modify adjectives: really, badly, well, hardly, enough, extremely, impressively.

Adverbs that modify adjectives: very, really, badly, well, proudly, hardly, enough, extremely, impressively, incredibly.

Adjectives: short, funny, lovely, impressive, confident, talented, young, elderly, dry, scared.

Nouns: platypus, contractor, judge, mother, snowboarder, cook, kitten, professor, designer, athlete.

Examples of sentences:

1. A very confident contractor built a castle.
2. A proudly talented snowboarder won five trophies.
3. The incredibly scared platypus went back in the water to get away from the crowd.

Activity #24

- | | | | |
|--------------------------|--------------|-----------------------------|---------------------|
| 1. ADV – extremely | V – puckered | ADJ – sour, | N – candy, mouth |
| 2. ADV – very, massively | V – swayed | ADJ – old, redwood | N – tree, heads |
| 3. ADV – slowly | V – ticked | | N – clock, stop |
| 4. ADV – politely | V – accepted | | N – champion, award |
| 5. ADV – freshly | V – hung | ADJ – dried, still | N – clothes, line |
| 6. ADV – overly | V – needs | ADJ – dirty | N – car |
| 7. ADV – very, quietly | V – sat | ADJ – well-behaved, waiting | N – children, room |
| 8. ADV – beautifully | V – had | ADJ – manicured | N – lawn |
| 9. ADV – strangely | V – was | ADJ – odd, delicious | N – flavor |
| 10. ADV – really, slowly | V – ran | | N – |

computer

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.

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

Class Activity #27*Answers will vary.***Activity #27**

1. above
2. between
3. under
4. by
5. between

ANSWER KEY

6. in
7. in
8. past
9. on
10. past
11. beyond
12. inside
13. on
14. during
15. to
16. to
17. past
18. around

Class Activity #28

1. through the parking garage (through = preposition, garage = object)
2. around the block (around = preposition, block = object)

Activity #28

1. of termites (of = preposition, termites = object), between the walls (between = preposition, walls = object)
2. on the post (on = preposition, post = object), near the lifeguard station (near = preposition, station = object)
3. in the sun (in = preposition, sun = object)
4. inside the cemetery (inside = preposition, cemetery = object)
5. on the chandelier (on = preposition, chandelier = object)
6. in the backyard (in = preposition, backyard = object)
7. underneath the tree (underneath = preposition, tree = object)
8. in their new bed (in = preposition, bed = object)
9. beside the river (beside = preposition, river = object)
10. with a fancy hat (with = preposition, hat = object)

Sentence will vary.

Class Activity #29

1. Along the path, there were beautiful flowers. (prepositions = along) (objects = path)
2. The girl, with blonde hair, was first in line. (prepositions = with, in)(object = hair, line)
3. Inside the cannery, there were shelves and shelves of canned food. (prepositions = inside, of) (object = cannery, food)
4. The rat ran down the pipe, through the hole in the wall, and up the chimney. (prepositions = down, through, in, up) (objects = pipe, hole, wall, chimney)

Activity #29

1. During the night, the father heard footsteps. (preposition = during) (object = night)
2. The dolphins, in the surf, were displaying their finest swimming techniques. (preposition = in) (object = surf)
3. Over the rolling hills, there was a massive fire. (prepositions = over) (object = hills)
4. Jabir was sitting, next to his best friend, and listening to the teacher. (prepositions = next, to) (objects = friend, teacher)

5. The mare ran over the hill, around the hill, between the barn, and next to her water trough.
(prepositions = over, around, between, next) (objects = hill, hill, barn, trough)
6. Along the stream, next to the ferns, fish swam. (prepositions = along, next) (objects = stream, ferns)
7. The house, across the stream, down in the valley, was just built. (prepositions = across, down) (objects = stream, valley)
8. Teachers writing on the white board, while talking to the class, are doing a great job. (prepositions = on, to) (objects = board, class)
9. The Army troop, of the Third Brigade, was practicing their maneuvers. (prepositions = of) (object = Third Brigade)

Sentence will vary.

Class Activity #30

1. pink, red, green, purple, pink, red, green, orange
2. light green, gray, purple, blue, yellow, green
3. light green, purple, blue, pink, green, tan, blue, pink, light green
4. light green, tan, light green, gray, purple, blue, pink, purple
5. pink, green, brown, red, tan, red

Activity #30

Answers will vary. Sentences must be grammatically correct, and words must match the parts of speech below the lines.

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.

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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.

Cracking the Grammar Code

Pronouns, Adjectives, Adverbs, and Prepositional Phrases

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