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Included in Grammar Games Resource Book: CD-ROM with entire printed contents and over 440 of the following large printable flashcards: Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, and Punctuation.

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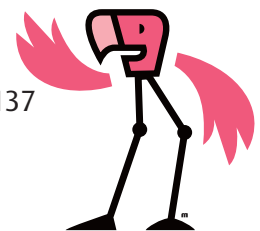


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RELAY RACE

Materials: 60 personal pronoun flashcards printed out from the CD-ROM (30 of each color) and dry erase/black board.

For magnetic flashcards visit www.foreverlearning.com.

How to Play:

Depending on the size of the class you can organize the cards in the following manner: 3 rows on the board of 5-10 cards, or 4 rows with 5-10 cards etc. The number of rows is determined by the number of teams into which you will divide your class

1. Once you've decided on the team sizes, place the personal pronoun cards on the board, one beneath the other (as shown).

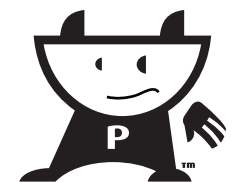


2. Line the students up, single-file for a relay race.
3. Students race up to the board and write the person, number, and case next to the pronoun and then go to the end of the line.
4. If someone on the team writes an incorrect answer, another teammate may correct it, but it counts as a turn, and the student must return to the end of his/ her line.
5. The winning team is the one that finishes first with the most correct answers.

Additional Instructions for Teachers:

Personal Pronouns are one of the most difficult concepts for students to master. Because they are often spoken improperly and therefore heard incorrectly in daily conversation, the student's ear is improperly trained.

These games are designed to take the guess work out of personal pronoun usage. Once a student can identify the case and number of the pronoun, the ambiguity is gone.



Pronouns

Pronoun Soccer Game



GRAMMARACTIVE SOCCER GAME QUESTIONS:

Level One: Have students choose the correct form of the personal pronoun.

1. Meredith and (she, her) are field hockey players.
2. The coach spoke to Jon and (he, him).
3. He wanted to drive to the game with (they, them).
4. Charlize and (I, me) are having our mom drive us to the game.
5. The twins, Stacey and Katelyn, are going to ride with Charlize and (I, me).
6. Charlize and (they, them) will have to sit in the back seat.
7. The twins and (she, her) won't have much leg room.
8. My mother asked (we, us) how we are all going to fit into her compact car.
9. I told my mother that the driver will be (she, her).
10. I bought snacks for (they, them) to eat in the car.

Level Two: Read (or project) the following sentences and have students identify the Person, Number, and Case of the underlined pronouns.

11. Did you see them run across the street?

3rd person, plural, objective

12. I almost hit one of them with my car.

1st person, singular, nominative

13. He jumped out of the way just in time.

3rd person, singular, nominative

14. You should tell them to be more careful.

2nd person, singular, nominative

15. I'm not sure that the other boys even saw us.

1st person, plural, objective

16. Do you think that we should tell their mothers?

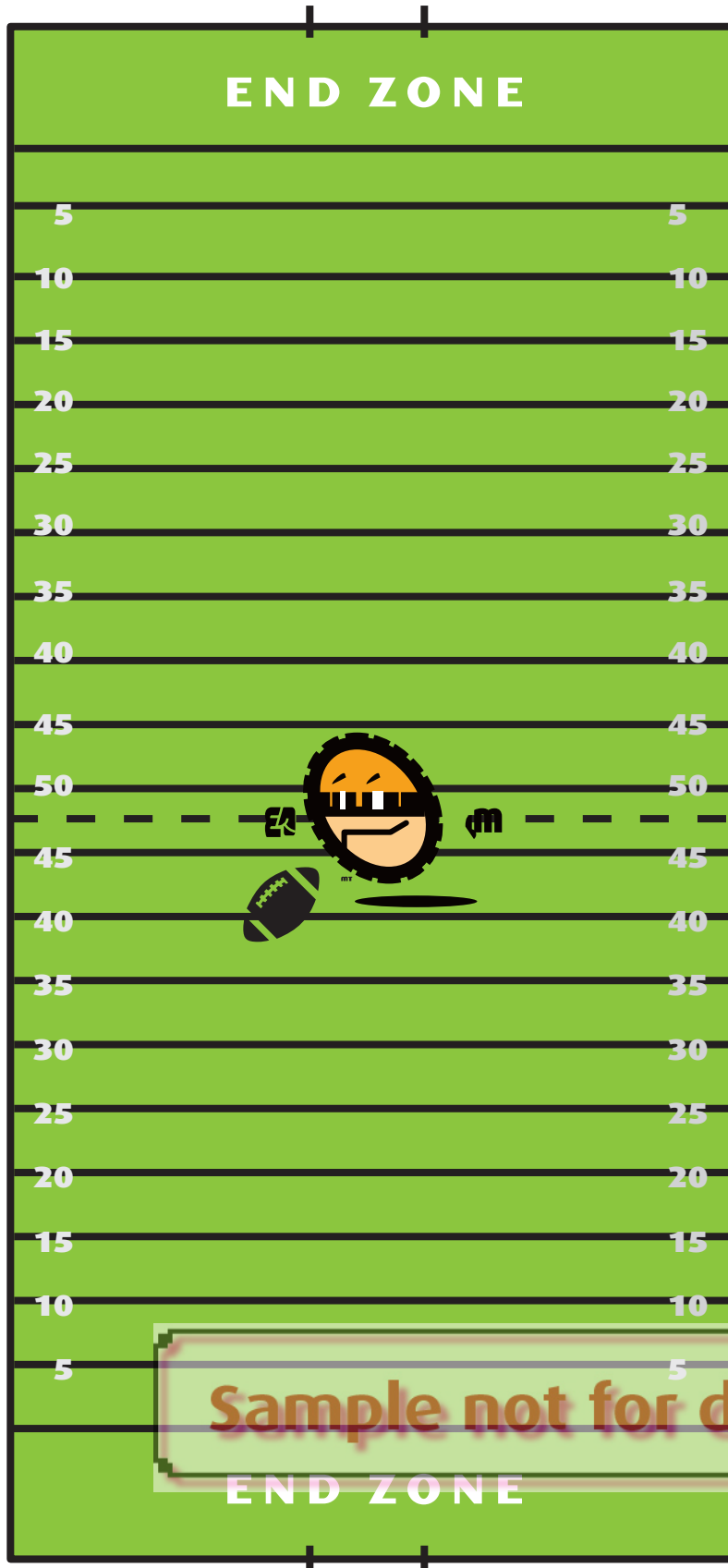
3rd person, plural, possessive



Sample not for distribution

Verbs

GrammarActive Football



JADANTICS

This activity promotes an active learning of an adjective's function.

Materials: Noun strips (cut up before the game), container to hold strips (not supplied) graphic of jad to project onto the board.

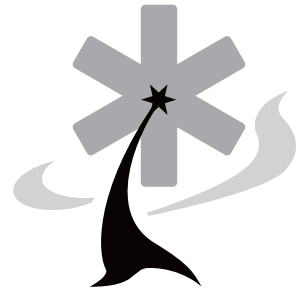
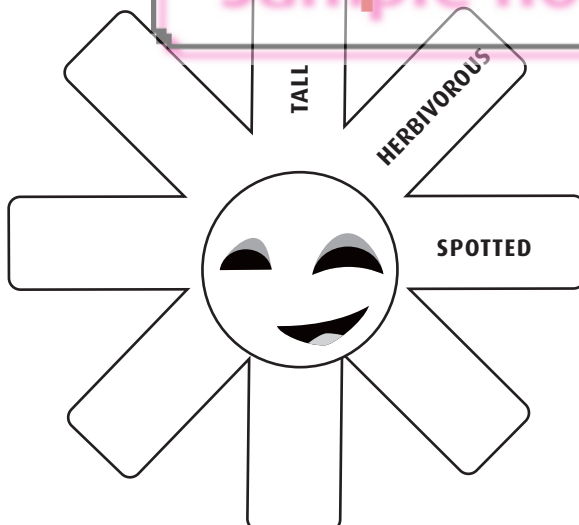
How to Play:

1. Place all slips of paper in a container. Then divide students into two teams
2. Each team then decides the order in which they will go up to board to be the scribe.
3. The person, who is chosen to go first, selects a noun from the container and hides the word from the rest of the class.
4. He or she then fills the petals surrounding the center circle with adjectives (eight) that most describe the noun he or she selected..
5. The petals should be filled in one at a time, the more descript, the easier the guess.

For Example: If a student selects the noun, *giraffe*, he or she would leave the center of the flower blank, but surround the rest of the flower with words that describe a giraffe: tall, herbivorous, spotted, etc...

6. If his/her team guesses the noun described within the eight petals, they get the point. If the scribe writes a word that is not an adjective in the petals, the team forfeits their turn.
7. Once the eight petals are filled, the team either guesses the word or the next team draws a new word.

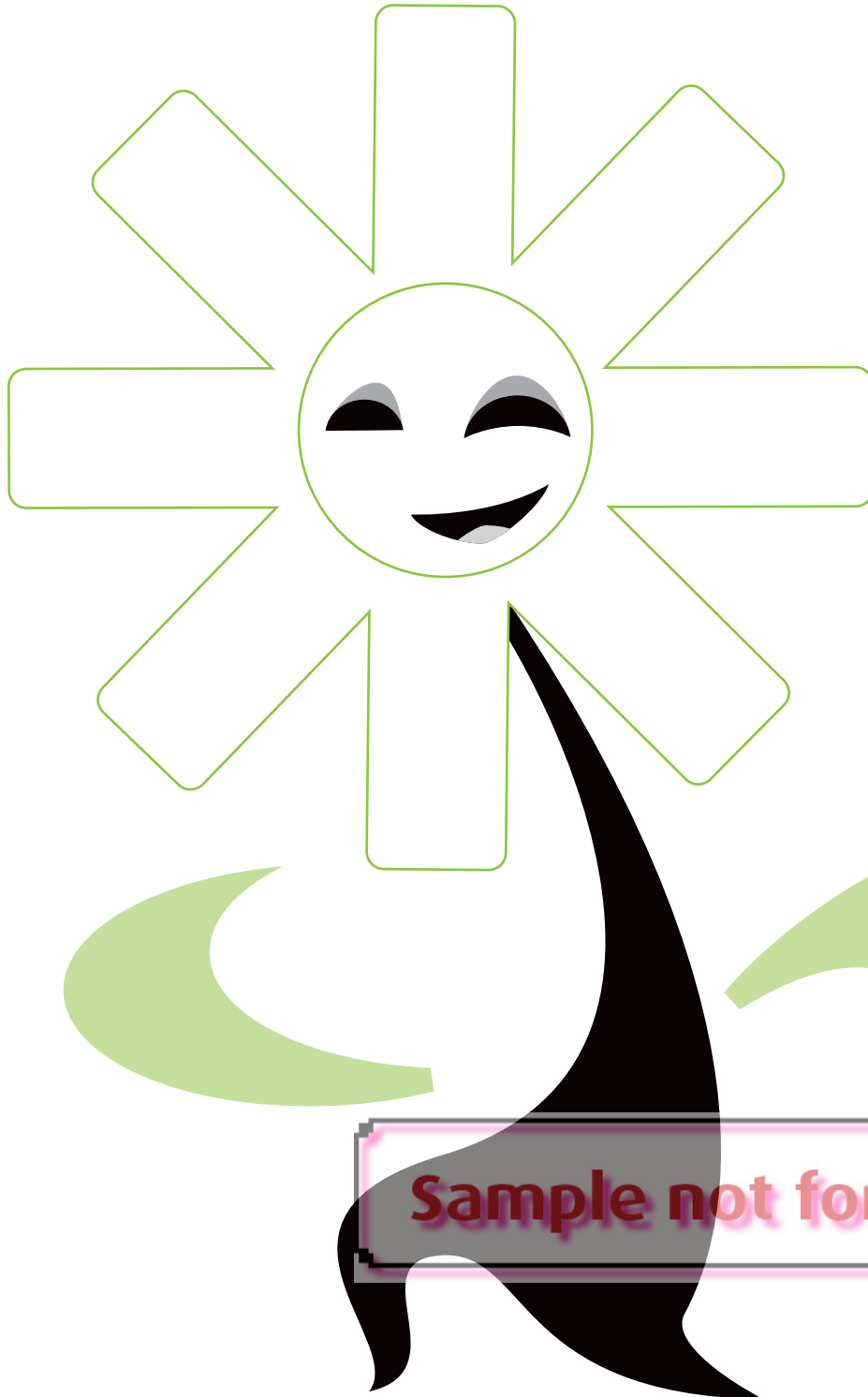
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Adjectives

Jadantics

ART FOR JADANTICS – ADJECTIVE REVIEW



Sample not for distribution

FUNNY STORIES WITH ADJECTIVES AND OTHER PARTS OF SPEECH

Directions:

1. Put the numbers 1-20 in five (5) columns on the board.

2. Call students up to the board to write the part of speech you call out, which corresponds with the numbers in the story blanks below (there may be 5 or 6 students up at a time). Based on the story below, #1 writes a proper noun, #2 writes a noun, #3 a plural noun, etc...

3. Once the parts of speech are complete, read the funny story to the class.

CAFETERIA CHAOS

Every Tuesday, the students at _____ school eagerly awaited
1. proper noun
 "Breakfast for _____ Day" to be served in the cafeteria. This particular
2. noun
 Tuesday, however, the _____ were very _____. They had just
3. plural noun 4. adjective
 come from a(n) _____, which lasted _____ hours longer than it
5. noun 6. number
 was scheduled to last. Needless to say, the students were very _____.
7. adjective

They entered the cafeteria like bulls in a _____ shop. The students were
8. noun
 _____ and _____ to get to the front of the line.
9. verb (progressive) 10. verb (progressive)

When they finally reached the _____, all that was left to eat were dried
11. noun
 up _____. This seemed _____ to the boys, but the girls
12. plural noun 13. adjective

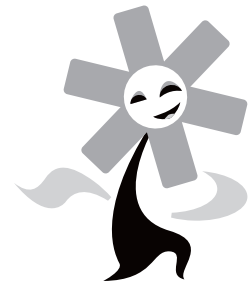
were _____. The girls marched right down to (the) _____
14. adjective 15. possessive noun
 office and filed a formal _____. Although the _____ couldn't
16. noun 17. noun(person)

do anything to remedy today's _____, she promised to avoid scheduling
18. noun
 more _____ before the students' lunchtime,
19. plural noun

especially on "Breakfast for _____ Day."
20. noun

AN ALTERNATIVE:

Have the students work in groups with only one person seeing the Jadectdote while asking the other group members to offer parts of speech. The questioner should be proficient in part of speech identification. He or she can write the group's responses directly onto a copy of the Jadectdote. Once everyone is finished, share the creative masterpieces with the class.



KEEPING SCORE

GrammarActive Golf Scorecard										
HOLE	1	2	3	4	5	6	7	8	9	Total
PAR	3	4	3	4	3	4	3	3	4	31
PLAYER 1										
PLAYER 2										
PLAYER 3										
PLAYER 4										
PLAYER 5										
PLAYER 6										
PLAYER 7										

Sample not for distribution



QUESTIONS FOR GOLF 50 Yard Questions:

1. Name the articles. **the, a, an**
2. Which article(s) are indefinite? **a, an**
3. What is the comparative form of wonderful? **more wonderful**
4. What is the superlative form of great? **greatest**
5. Which list of adjectives need commas: coordinate or non-coordinate?
coordinate
- *6. Name the descriptive adjectives in this sentence: *Wonderful stories can become beautiful friends.* **wonderful, beautiful**
7. Should I write that I have fewer cherries than I need to make a pie or less cherries? **fewer** cherries
8. Which adjective is cardinal, one or first? **one**
- *9. What is wrong with this sentence: *Those flowers aren't growing very good in that spot.* **good should be well**
- *10. What is wrong with this sentence? *I wish that I had played more good in the game yesterday.* **more good should be better**
- *11. Name the predicate adjective in this sentence: *This large pizza tastes excellent.* **excellent**
- *12. What is wrong with this sentence? *We needed less oranges than we bought to make the most wonderful orange juice.* **less should be fewer**
13. What questions do adjectives answer?
What kind? Which one? How many or how much?
14. Name three absolute adjectives: **Answers will vary, See reference chart**
- *15. Name the adjectives in this sentence: *Our precious grandmother loves to tell us fascinating stories of her immigration.* **our, precious, fascinating, her**
16. What is the comparative form of tasty? **tastier**
17. What kind of adjective is beautiful? **descriptive**
18. What is wrong with this sentence? *I don't feel very good.* **good should be well**
19. Name the predicate adjective in this sentence: *The young puppy is so cute.* **cute**
20. Name the adjectives in this sentence: *My first teacher was very humorous.*
my, first, humorous



* These questions use sentences that need to be either projected on a screen or written on sentence strips for the students to view.

Conjunctions Get Up and Choose!

CHOOSING THE CORRECT PARALLEL QUESTIONS

Level One

In the following sentences, fix the underlined wording for proper parallel.

1. You either must enter the race or suffer the consequences.

Hint: a. must either b. either c. must you

2. My allowance is much smaller than my friend.

Hint: a. my friend allowance b. my friend's c. my friends

3. This is an instance which calls not for excuses, but fact.

Hint: a. for the facts b. facts c. for facts

4. The Russians, the Polish, and Chinese have all experienced civil upheaval.

Hint: a. the Chinese b. China c. people in China

5. In the past, math calculations were made using an abacus, but now people use graphic calculators.

Hint: a. using b. they are using c. they are made using

Sample not for distribution

Level Two

In this section there may be no incorrect parallel or more than one correct answer. If this is the case, the student must say so in order to receive the full point values.

1. In November, December, and in January, the wind is so cold it penetrates any coat.

Hint: a. In November, in December, and January
b. In November, December, and January c. In November, in December, and in January

2. Either we should agree to drive to Florida or plan to spend two days traveling.

Hint: a. Either we should b. We should either c. We either should

3. My best friend, Leroy has both a PC and he uses a Mac.

Hint: a. he has b. he uses c. he likes using

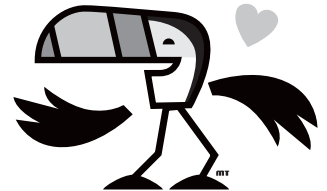
4. You should either arrive on time, or should not come at all.

Hint: a. or you should b. or do c. or should

5. The study of grammar is not only very exciting but also it is fun.

Hint: a. very fun b. fun c. it is very fun

PLAY FOR IT!
Who can pick
out the proper
parallel?



All Parts of Speech

GrammarActive® Bowling



GrammarActive Bowling Scorecard

TEAM NAME: _____

FRAME:	1	2	3	4	5	6	7	8	9	10
SCORE:	/	/	/	/	/	/	/	/	/	/
TOTAL:										

GrammarActive Bowling Scorecard

TEAM NAME: _____

FRAME:	1	2	3	4	5	6	7	8	9	10
SCORE:	/	/	/	/	/	/	/	/	/	/
TOTAL:										

GrammarActive Bowling Scorecard

TEAM NAME: _____

FRAME:	1	2	3	4	5	6	7	8	9	10
SCORE:	/	/	/	/	/	/	/	/	/	/
TOTAL:										

GrammarActive Bowling Scorecard

TEAM NAME: _____

FRAME:	1	2	3	4	5	6	7	8	9	10
SCORE:	/	/	/	/	/	/	/	/	/	/
TOTAL:										

Sample not for distribution