

**Digital and  
Printable Version**

# TEACHING GRAMMAR, USAGE, AND MECHANICS



**GOOGLE SLIDES,  
FORMS, SHEETS,  
AND PRINTABLE  
PDFS. A FULL  
YEAR OF  
LESSONS  
AND TESTS**



**GRADE 8**



*Aligned to Common Core Standards*

# Language Conventions Lesson #24

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## Mechanics Lesson

“Today we are studying how to use **commas** to set off parenthetical or contrasting information. Remember that parenthetical information adds non-essential information to comment on the preceding noun, while contrasting information provides opposing or different ideas than the preceding noun. Now let’s read the mechanics lesson, mark the key points of the text, and write down the examples on your lesson.”

Place commas following parenthetical words that provide transitions or contrasts at the beginning of a sentence. **Examples:** Additionally, the students cleaned the classroom. However, they did not vacuum the carpet. Place commas before and after parenthetical expressions used in the middle of a sentence or before a parenthetical expression used at the end of a sentence.

**Example:** The dinosaurs, we think, died out due to climate change.

“Now read the guided practice sentence on your lesson. Apply the mechanics rules to write the sentence correctly. [Allow time.] ‘Can anyone share how the rule was applied correctly in the sentence? What needed revision? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

**Mechanics Guided Practice Answers:** The Golden Gate Bridge, which spans the entrance to the San Francisco Bay, is painted year-round. Some argue that it looks orange, not gold.

## Grammar and Usage Lesson

“Today we are studying **indefinite pronouns**. Remember that a pronoun takes the place of a noun. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

An indefinite pronoun does not refer to a specific noun. Indefinite pronouns ending in “\_body” or “\_one” are singular. **Examples:** Anybody is welcome. Everyone works hard.

These indefinite pronouns are plural: *both, few, many, and several*.

Indefinite pronouns that express quantity or measurement may be singular or plural depending upon the surrounding word clues. **Examples:** all, any, half, more, most, none, other, and some

“Now read the guided practice sentence on your lesson. Apply the grammar and usage lesson to write the sentence correctly. [Allow time.] ‘Can anyone share what you have written? Revise your answer if you made any mistakes. [Correct the sentence on the display].’”

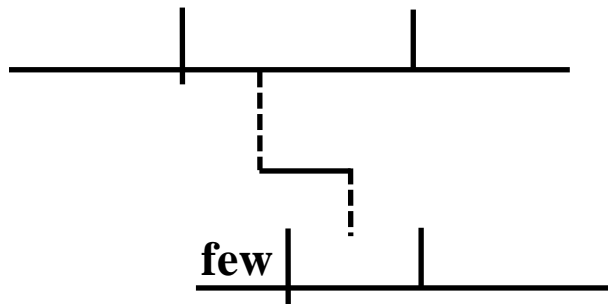
**Grammar and Usage Guided Practice Answers:** Everybody is ready; many support their cause. Any of this candy is tasty, and all of these deserts are good.

# Language Conventions Lesson #24

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Indefinite pronouns can serve as subjects and objects in sentences. Complete the sentence diagram: “Anyone can be successful, but few become kind.”” [Allow time.]



“Compare your diagram to that on the display and revise any errors.”

## Mentor Text Lesson

“This mentor text, written by Benjamin Franklin (one of our nation’s founders), uses indefinite pronouns to generalize his thought. Let’s read it carefully: ‘All would live long, but none would be old.’ Which exceptional writing features can you identify?”

## Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and compose a sentence with an indefinite pronoun on the writing application section of your lesson. [Allow time. Ask a few students to share and then write one exemplary sentence on the display].”

## Dictations and Corrections

“Apply the mechanics lesson to write these sentences correctly: ‘That last piece of pie is yours, not mine. The vanilla ice cream, which is in the freezer, goes perfectly with the pie.’”

“Apply the grammar and usage lesson to revise this Sentence Dictation: ‘Both seems available, but few want to choose more than one.’”

“Now compare your sentences to the dictations on the display and revise any errors.”

## Language Conventions Lesson #24

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### Mechanics

Place commas following parenthetical words that provide transitions or contrasts at the beginning of a sentence.

**Examples:** Additionally, the students cleaned the classroom. However, they did not vacuum the carpet. Place commas before and after parenthetical expressions used in the middle of a sentence or before a parenthetical expression used at the end of a sentence.

**Example:** The dinosaurs, we think, died out due to climate change.

**Guided Practice:** The Golden Gate Bridge, which spans the entrance to the San Francisco Bay is painted year-round. Some argue that it looks orange, not gold.

### Grammar and Usage

An indefinite pronoun does not refer to a specific noun. Indefinite pronouns ending in “\_body,” such as *anybody*, or “\_one,” such as *anyone*, are singular.

**Examples:** Anybody is welcome. Everyone works hard.

These indefinite pronouns are plural: *both*, *few*, *many*, and *several*.

Indefinite pronouns that express quantity or measurement may be singular or plural depending upon the surrounding word clues.

**Examples:** *all*, *any*, *half*, *more*, *most*, *none*, *other*, and *some*

**Guided Practice:** Everybody are ready; many supports their cause. Any of this candy are tasty, and all of this desserts are good.



## Language Conventions Lesson #24

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Place commas following parenthetical words that provide transitions or contrasts at the beginning of a sentence.

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**Guided Practice:** Everybody are ready; many supports their cause. Any of this candy are tasty, and all of this desserts are good.

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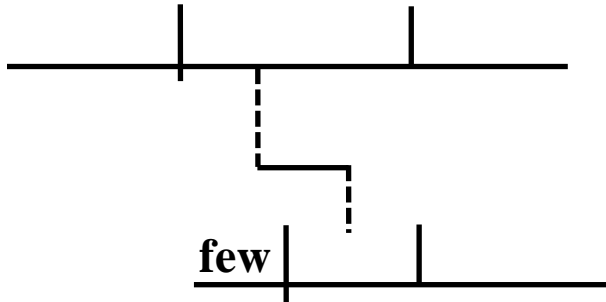
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## Language Conventions Lesson #24

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### Sentence Diagram

Indefinite pronouns can serve as subjects and objects in sentences. Complete the sentence diagram: “Anyone can make money, but few earn fortunes.”



### Writing Application

Apply what you have learned to respond to this quote.

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### Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

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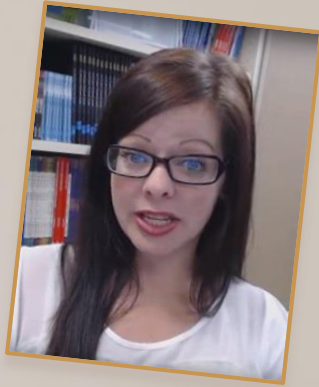
### Grammar and Usage Dictation

Apply the grammar and usage lesson to write the sentence dictation.

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She goes by the name, Ann Smith. Seemingly, a kind and nerdy online grammar [REDACTED] teacher, our agency [REDACTED] has unmasked her real identity as an enemy secret agent.



*Ms. Ann Smith  
Grammar Teacher*

Our secretary has ordered [REDACTED] to learn the true identity of Ms. Smith. Your mission, should you choose to accept it, is to infiltrate her online grammar class as a student and pressure her to turn to our side and become a double agent.

**CLICK TO PLAY**

Look for secret key clues  throughout her grammar lesson to discover Ann Smith's identity and her mission, and report your results to the Secretary via coded messages.

As always, should you be [REDACTED] identified, the Secretary will disavow any knowledge of your actions.

This message will self-destruct in 5 seconds.



**TOP SECRET**





## LANGUAGE CONVENTIONS LESSON #1

### Mechanics

Latin abbreviations are set off from the rest of the sentence by commas or parentheses.

- etc. (*et cetera*), which means *and so on*.  
**Example:** He likes them all: cake, cookies, etc.
- et al. (*et alii*), which means *and others*.  
**Example:** The six researchers (Jones, et al.)
- e.g. (*exempli gratia*), which means *for example*.  
**Example:** I love ice cream, e.g., vanilla (e.g., vanilla)
- i.e. (*id est*), which means *that is*. When using the i.e., think *in other words* to explain or define, not to signal examples.  
**Example:** He is goofy, i.e., silly (i.e., silly).

**Guided Practice:** I eat lots of green vegetables, i.e., kale, beans, and peas. I also exercise, drink plenty of water, etc.

**CLUE #1**  
IN WHICH CITY DOES ANN  
SMITH LIVE?

## LANGUAGE CONVENTIONS LESSON #1

### Grammar and Usage

A proper noun is the name of a person, place, or thing. It can act or be acted upon and is capitalized. A proper noun can be a single word or a group of words and can be abbreviated or hyphenated.

**Examples:** Pedro, Mrs. Chang, P.S., Stratford-upon-Avon

A common noun is an idea, person, place, or thing. It can act or be acted upon and is capitalized only at the start of a sentence.

**Examples:** liberty, human, capital, desk.

Some common nouns are *collective nouns* and refer to a group of people, animals, or things.

**Examples:** class, group

**Guided Practice:** At the Pike auditorium, our school was honored for its service with the Pan-Lee award.

**CLUE #1**  
IN WHICH CITY DOES ANN  
SMITH LIVE?

## LANGUAGE CONVENTIONS LESSON #1

### Grammar and Usage

IDENTIFY THE PROPER NOUNS IN EACH LINE, AND DRAG THE BARS INTO THE **SECRET FILE** TO CHECK YOUR ANSWERS.

jacques bovard left his home in 1939, shortly before the start of world war II. from the window of his train, he waved goodbye to the eiffel tower. crossing the english channel, he boated up the river thames past the tower of london. he took the train at paddington station to his new home: the port town of newbiggin-by-the-sea.

Jacques Bovard

World War

Eiffel

English

Channel

River Thames, Tower

London

Paddington Station

Newbiggin-by-the-Sea

TOP SECRET

**SECRET RECORDING...**   
**PLAY THE SONG AND FINISH THE LINE:**

A proper noun is capitalized and gives a name to a person, place, or

**CLICK TO PLAY**

## LANGUAGE CONVENTIONS LESSON #1

### Grammar and Usage

IDENTIFY THE COMMON NOUNS IN EACH LINE, AND DRAG THE BARS INTO THE **SECRET FILE** TO CHECK YOUR ANSWERS.

i remember the first time we went to baskin-robbins for their ice cream. the number of flavors to try was overwhelming for a boy barely six-years-old. for some reason my dad let me buy a double-scoop of chocolate and orange sherbet. the first bite filled me with joy! as soon as we left the store, i dropped my cone.

time

ice cream

number of flavors

boy

six-years-old

reason, dad

double-scoop, chocolate

orange sherbet

bite

joy

store, cone

TOP SECRET

**SECRET RECORDING...**   
PLAY THE SONG AND FINISH THE  
LINE:

A common noun can have an  
before an idea, person, place, or  
thing.

**CLICK TO PLAY**

## LANGUAGE CONVENTIONS LESSON #1

### Grammar and Usage

IDENTIFY THE COMMON NOUNS IN EACH LINE, AND DRAG THE BARS INTO THE **SECRET FILE** TO CHECK YOUR ANSWERS.

Nouns:	Proper	Common
Person	Harry Potter	magician
Place	White House	building
Thing	<i>Tom Sawyer</i>	book
Idea		honesty

Common nouns are **general** while proper nouns name something **specific**.



## LANGUAGE CONVENTIONS LESSON #1

### Grammar and Usage

#### USING ARTICLES (a, an, the) WITH COMMON NOUNS

The “a” is used before words beginning with consonants, such as “a bear” and long /u/ sounds, such as “a user.”

The “an” is used before words beginning with vowels, such as “an apple.” Use “an” before an “h” only when it makes a vowel sound, such as /ow/ as in hour or short /o/ as in honor.

“The” is more specific than “a” or “an” and is used before plural common nouns.

**KEEP THIS PRIVATE**



## LANGUAGE CONVENTIONS LESSON #1

### Grammar and Usage

TYPE THESE COMMON NOUNS IN THE BAGS TO MATCH THEIR ARTICLES: avocado, petunia, history, mustard, ostrich, ladder, earth, heir, pepper



DRAG THE RECTANGLES INTO THE **SECRET FILE** TO CHECK YOUR ANSWERS. THE ORDER OF THE COMMON NOUNS DOES NOT MATTER.

TOP SECRET



# LANGUAGE CONVENTIONS LESSON #1

## Grammar and Usage

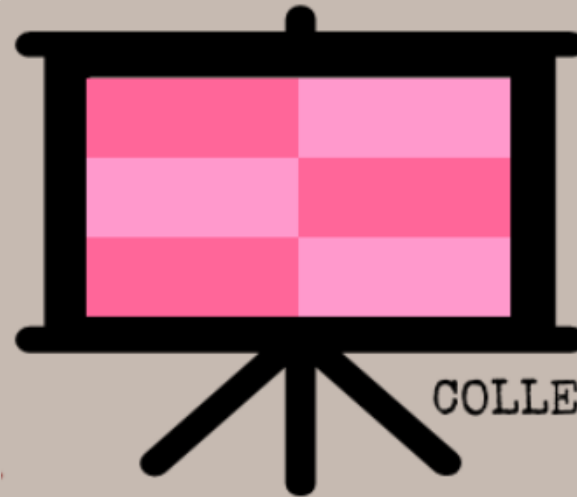
Some common nouns are called *collective nouns* and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs.

**EXAMPLES:** That class *is* noisy. The herd of goats *seems* friendly.

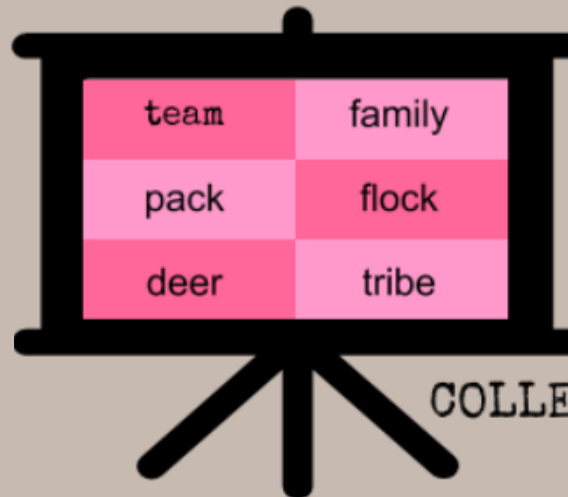
Some common nouns are spelled the same in their singular and plural forms. These *no-change common nouns* match single verbs.

**EXAMPLES:** The jewelry she wore on her big toe was gold. She stores her jewelry under each bed.

**DIRECTIONS:** Drag and drop each of these common nouns onto the screen where they belong. Delete the rectangles to check your answers.

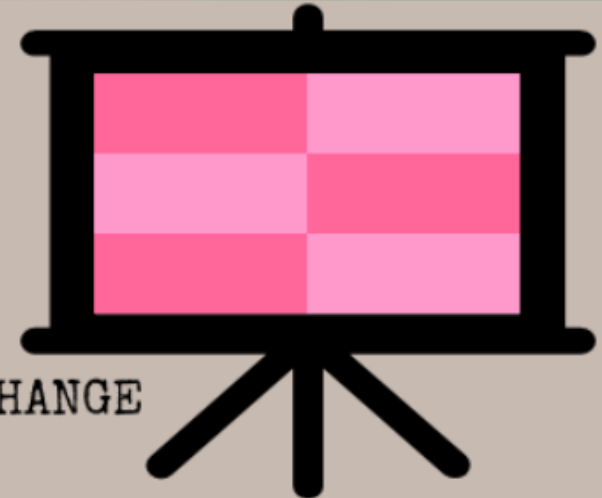


COLLECTIVE

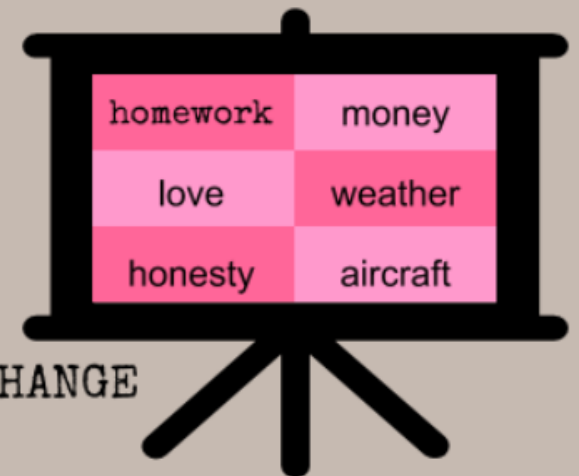


COLLECTIVE

NO-CHANGE



ANSWERS



NO-CHANGE



# LANGUAGE CONVENTIONS LESSON #1

## Sentence Diagram

Proper nouns and common nouns can serve as subjects or objects. A subject is placed to the left of the main vertical line, and an object is placed to the right of the predicate in sentence diagrams. Add these words to the sentence diagram: “Obama” and “soldiers.”

President | visited |



## Writing Application

Apply what you have learned to respond to this quote.

## Mechanics Dictation

Apply the mechanics rules to write the sentence dictation.

## Grammar and Usage Dictation

Apply what you have learned to respond to this quote.

**TOP SECRET**

## Grammar, Usage, and Mechanics Test: Lessons 37–40

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**Matching Directions:** Place the capital letter(s) that best matches to the left of the number.

- |  |  |
|--|--|
| ___ 1. Books, newspapers, magazines            | A. had been arriving early                       |
| ___ 2. Misplaced modifier                      | B. A confusing word or phrase between words      |
| ___ 3. <i>Mona Lisa</i>                        | C. Underlined or italicized                      |
| ___ 4. Dangling modifier                       | D. To run a 10K, good shoes help a woman’s feet. |
| ___ 5. “My Country ‘Tis of Thee”               | E. I ate one scoop just of the ice cream.        |
| ___ 6. Squinting modifier                      | AB. Song   |
| ___ 7. I read “Boy Bands” in <i>Tiger Beat</i> | AC. Work of art                                  |
| ___ 8. Verb phrase                             | AD. Magazine article                             |

**Sentence Application Directions:** Answer in complete sentences.

9. Write a sentence including the title of a website. \_\_\_\_\_

\_\_\_\_\_

10. Revise this sentence: I sell often chocolates to that old lady nice. \_\_\_\_\_

\_\_\_\_\_

11. Write a sentence including the title of a television show. \_\_\_\_\_

\_\_\_\_\_

12. Revise this sentence: Having seen Mt. Everest, Mt. Fuji was not as impressive. \_\_\_\_\_

\_\_\_\_\_

13. Write a sentence including the title of a poem. \_\_\_\_\_

\_\_\_\_\_

14. Revise this sentence: We decided at our first meeting to stop taking notes. \_\_\_\_\_

\_\_\_\_\_

15. Write a sentence including the title of a Blog article. \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence with a verb phrase. \_\_\_\_\_

\_\_\_\_\_

## Grammar, Usage, and Mechanics Test: Lessons 41–44

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**Matching Directions:** Place the capital letter(s) that best matches to the left of the number.

- |   |  |
|---|--|
| ___ 1. Quotation marks                  | A. She celebrates National Peas And Carrots Day.   |
| ___ 2. Verb tense                       | B. An object that can't be picked up from a table. |
| ___ 3. Articles                         | C. "a," "an," "the"                                |
| ___ 4. Progressive verb tense           | D. "to" + the base form of a verb                  |
| ___ 5. Preposition capitalization error | E. "have" + " __d," " __ed," or " __en"            |
| ___ 6. Perfect verb tense               | AB. I read "Playing Through the Course" twice.     |
| ___ 7. Conjunction capitalization error | AC. Past, present, and future                      |
| ___ 8. Infinitive                       | AD. An ongoing action                              |

**Sentence Application Directions:** Answer in complete sentences.

9. Write a sentence including the title of a document. \_\_\_\_\_

\_\_\_\_\_

10. Write a sentence that changes verb tense. \_\_\_\_\_

\_\_\_\_\_

11. Revise this sentence: The Prince of Monaco visited the President of The United States.

\_\_\_\_\_

\_\_\_\_\_

12. Revise this sentence into the future progressive tense: We tried to watch the show. \_\_\_\_\_

\_\_\_\_\_

13. Revise this sentence: I met the Lieutenant Governor Of New York. \_\_\_\_\_

\_\_\_\_\_

14. Write a sentence including the present perfect verb tense. \_\_\_\_\_

\_\_\_\_\_

15. Write a sentence including a holiday. \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence with continuous infinitive. \_\_\_\_\_

\_\_\_\_\_

## GRAMMAR, USAGE, AND MECHANICS #30: DANGLING/MISPLACED MODIFIERS



A **dangling modifier** or a **misplaced modifier** does not clearly modify what the writer intends to modify.

### CONNECT TO WRITING

A dangling modifier is an adjective or adverb that does not have a clear connection to the word, phrase, or clause to which it refers. A dangling modifier usually takes the form of a present participle (“\_\_ing”), a past participle (“\_\_d,” “\_\_t,” “\_\_ed,” “\_\_en”), or an infinitive (*to* + the base form of a verb). To eliminate the dangling modifier, place the “do-er” of the sentence as the subject of the independent clause or combine the phrase and independent clause.

**Example:** Removed from her desk, Paula put the backpack on the floor. (Her backpack was removed from the desk; not *Paula*.)

A misplaced modifier does not modify what the writer intends because of where it is placed in the sentence. To eliminate misplaced modifiers, place them close to the words that they modify.

**Examples:** I only ate the fresh vegetables. In this sentence only is the modifier. (The writer does not mean that the *only* thing she does with fresh vegetables is to eat them.)

**GRAMMAR, USAGE, AND MECHANICS #30:  
DANGLING/MISPLACED MODIFIERS**

**PRACTICE**

Re-write the two example sentences in the previous slide by revising the dangling or misplaced modifiers.

**WRITE**

Re-write these sentences by revising the dangling or misplaced modifiers.

After reading the comic book, the movie was not nearly as exciting as I had hoped.

Debra almost spent \$100 for that new pair of shoes. In fact, she spent exactly \$99.99.

## GRAMMAR, USAGE, AND MECHANICS #31: SHORT COMPARATIVE MODIFIERS



A **short comparative modifier** uses “\_\_er” for a one-syllable modifier to compare two things.

**Example:** big–bigger

### CONNECT TO WRITING

A modifier describes the meaning of another word or words and makes it more specific or limits its meaning or meanings.

**Example:** I ate the *big* piece. The word *big* is a modifier, making *piece* more specific.

Some two-syllable comparative modifiers use “\_\_er” and some use *more (less)*. If adding “\_\_er” sounds strange, use *more (less)* instead.

These comparative modifiers are irregular.

### Single Modifier Comparative

good/well

better

bad/badly

worse (not *worser*)

much/many

more

**GRAMMAR, USAGE, AND MECHANICS #31:  
SHORT COMPARATIVE MODIFIERS**

**PRACTICE**

Write the correct comparative modifiers in the spaces provided.

1. Earth is close to the sun than is Mars.

2. Sammy works more hard than any club member.

3. He dresses in his uniform most often than the members of his troop.

4. Of my brother and my sister, my brother acts worse.

5. She is sadder than I, but she is happier than my brother.

**WRITE**

Write your own sentence with a one-syllable “\_\_er” comparative modifier and a second sentence with a two-syllable *more* comparative modifier. Don't use any modifiers from this worksheet.



## Diagnostic Grammar, Usage, and Mechanics Assessment

45. By the time the clock strikes three, we \_ for four long hours. \*

- have studied
- will study
- study
- are studied
- will have studied

Self-correcting  
Google forms tests

46. Which sentence is written correctly? \*

- A friend, named John, said "The game is almost over."
- A friend named John, said "The game is almost over."
- A friend named John said "The game is almost over."
- A friend, named John said, "The game is almost over."
- A friend named John said, "The game is almost over."

Diagnostic Grammar, Usage, and Mechanics Assessment Matrix																
Student Names	Proper	Commc	Pronou	Adjecti	Verbs	Adverb	Prepos	Coordi	Subord	Correlat	Proper	Proper	Proper	Proper	Comr	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Student Name																

## Grade 8 GUM Unit Test: Lessons 1-4

Matching: Select the circle in each row which best matches the numbered words in the left column. \* 8 points

1. Asian-American, peace	2. For example	3. Used in place of a noun	4. I wonder who left the jar open.	5. U.N., SWAT	6. Organizes with numbers and letters	7. Act upon a verb or identify or refer to a subject	8. Receives the action of the verb
e.g.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Noun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abbreviation; acronym	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Write a sentence including both singular and plural personal pronouns. \* 1 point

.....

13. Write an indirect question. Then answer with an intentional fragment. \* 1 point
















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Google sheets





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