

#### **FOCUS** P

## **Teacher Cornell Notes Sample**

1. Students pick up copies of the lesson, glue or tape, scissors, colored pencils, crayons, and highlighters. 2. Type or write the FOCUS on the Cornell notes teacher page. Options: the essential question, behavioral objective, Standard, Depth of Knowledge level, lesson topics, learning goals, I Can Statements, etc.

cnier or the long /1/ sound as in pie.

Spell i before e 'cause that's the rule Rig-a-jig-jig and away we go,

3a. Display, read, explain, and annotate the mechanics and grammar lessons on the teacher "input" (the Cornell notes) projection or page and direct students to copy the examples and your annotations on their student "input" (the Cornell notes) pages as you teach.

#### **Exceptions to the Rule**

caffeine, conscience, either, foreign, forfeit, height, neither, protein, seize, weird But e before i comes after c, Rig-a-jig-jig and away we go,

**Examples: receive, conceive** 

and when you hear <mark>long /a/</mark>. Hey! .*Hi-ho, hi-ho, hi-ho.* 

More practice? Check out these spelling worksheets at http://bit.ly/2qRNpkl.

3b. Check out the online links and resources listed in the left column to see if you want to use these as part of the lesson.

#### Resources

The parts of speech describe the function of words (the way they work) in a sentence.

Check out the Parts of Speech Song to practice the definition of a proper noun at http://bit.ly/29aK4EV.

### **Parts of Speech Notes**

A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.

Don't capitalize articles a, an, the, coordinating conjunctions for, and, or, and prepositions such as in, by, of, on, to, and with in the middle of titles.

4. Provide time for students to write marginal notes in the left column of the student "input" pages, titled "Links and Response." Options: main ideas, comments, questions, or connections to related mechanics or grammar content, skills, or rules, or any additional content from the left column of the teacher "input" page, titled "Links and Resources." The online links are listed on both the teacher and student pages.



#### SUMMARY/REFLECTION

5. Students write a brief SUMMARY/REFLECTION for both lessons (optional).

FOCUS $\nearrow$	Student Cornell Notes Sample
Cues	Mechanics Notes
Listen to the i before e song at http://bit.ly/2c8afAb.  The "ie" spelling can have the long /e/ sound as in chief or the long /i/ sound as in pie.  The "ei" spelling can have the long /e/ sound as in ceiling or the long /a/ sound as in eight.	i before e Song (to the tune of "Rig 'a Jig Jig")  Spell i before e 'cause that's the rule Rig-a-jig-jig and away we go, that we learned back in school. Away we go, away we go!  Examples: believe, dried  But e before i comes after c, Rig-a-jig-jig and away we go,  Examples: receive, perceive  and when you hear long /a/. Hey! Hi-ho, hi-ho, hi-ho.
Exceptions: w <u>ei</u> rd	Examples: <u>weight</u> , neighbor
Cues	Parts of Speech Notes
Check out the Parts of Speech Song to practice the definition of a proper noun at http://bit.ly/29aK4EV.  Parts of speech describe the function of words (the way they work) in a sentence: proper nouns, common nouns, pronouns, adjectives, verbs, adverbs, conjunctions, prepositions.	A proper noun is the name of a person, place, or thing and must be capitalized. A proper noun may be a single word, a group of words (with or without abbreviations), or a hyphenated word.  Don't capitalize articles a, an, the, coordinating conjunctions for, and, or, and prepositions such as in, by, of, on, to, and with in the middle of titles.  Examples  Person: Mr. T.D. Jowes  Person: Ms. Doe-Thomas  Person: Mack the Knife  Rough and Ready  Place: Bridge of Sighs
	SUMMARY/REFLECTION
Spell <u>í</u> before <u>e</u> except <u>"c</u> eí" an	d "ei" for long /a/. Proper Nouns = capitalized person,
place, thing. Don't capitalize	artícles, conjunctions, or prepositions in middle of titles.

#### Practice

## **Student Practice and Sentence Dictations Sample**

6. Students complete the practice sentences. The focus is on applying what has been learned in each lesson.

the supposed ancier ocuments were a hoax. I yield to the researcher's conclusion that

the supposed ancient documents were a hoax.

2. Re-write this sentence correctly: The concieted young man failed to keep his receipt.

The conceited young man failed to keep his receipt.

3. Re-write this sentence correctly: Our teacher tried to fiegn surprise, because

her friend accidentally told her about the party. Our teacher tried to feign surprise, because

her friend accidentally told her about the party.

4. Re-write this sentence correctly: Let's have lunch at Eat An Apple in the food court at

food court at the Sunrise Mall. Let's have lunch at Eat an Apple in the food court at the

Sunrise Mall.

5. Identify the proper nouns in this sentence: The family visited Cardiff by the Sea on their

their vacation to see Uncle J. P. at his ranch.

Proper Nouns: Cardiff by the Sea, uncle J. P.

6. Re-write this sentence correctly: We saw the Statue Of Liberty and toured Ellis

bland in Now York site 1410 care that Chatera of Liberty and toward Filic

8b. Student write the Sentence Dictations correctly, revising as needed to apply the mechanics and grammar and usage lesson.

#### **Sentence Dictations**

Mechanics—Write these sentences correctly: I perceive that the weight of Santa, his sleigh

and the presents must be a struggle for the eight tiny reindeer.

Grammar and Usage-Write this sentence correctly: We stayed at the famous Inn on the

lake near the H.H. Clinton Bridge.

#### **Practice Answers**

#### **Teacher Practice and Sentence Dictations Sample**

- 1. Re-write these sentences correctly: I veild to the researcher's conclusion that
- 7. Display the Practice answers in red (formatted for display). Direct students to self-correct and edit. Many teachers will choose to award points for this task.

#### the supposed ancient documents were a hoax.

2. Re-write this sentence correctly: The concieted young man failed to keep his receipt.

The conceited young man failed to keep his receipt.

3. Re-write this sentence correctly: Our teacher tried to fiegn surprise, because

her friend accidentally told her about the party. Our teacher tried to feign surprise, because

her friend accidentally told her about the party.

4. Re-write this sentence correctly: Let's have lunch at Eat An Apple in the food court at

the Sunrise Mall. Let's have lunch at Eat an Apple in the food court at

#### the Sunrise Mall.

- 5. Identify the proper nouns in this sentence: The family visited Cardiff by the Sea on their
- 8a. Read the Sentence Dictations directions and sentences, repeating as necessary.
- 9. Display the Sentence Dictation answers in red (formatted for display). Direct students to self-correct and edit. Many teachers will choose to award points for this activity, e.g. one point for each correct sentence dictation. Collect the Practice and Sentence Dictations page. Skim to see if students require re-teaching. Note that following the eight-lesson review unit, students will take diagnostic assessments to determine individual needs. Students who still fail to achieve mastery will be assigned corresponding remedial worksheets to individualize instruction.

#### **Sentence Dictations**

Mechanics— Write these sentences correctly:

I perceive that the weight of Santa, his sleigh, and the presents must be a struggle for

the eight tiny reindeer.

Grammar and Usage– Write this sentence correctly:

We stayed at the famous Inn on the Lake near the H.H. Johnson Bridge.





Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

Cartoon Response

Identify the proper nouns in the caption.

10. Students study the cartoon and complete both the Cartoon Response and Writing Application sentences on the second student "output" page.

## **Writing Application**

Write a sentence or two, using all three types

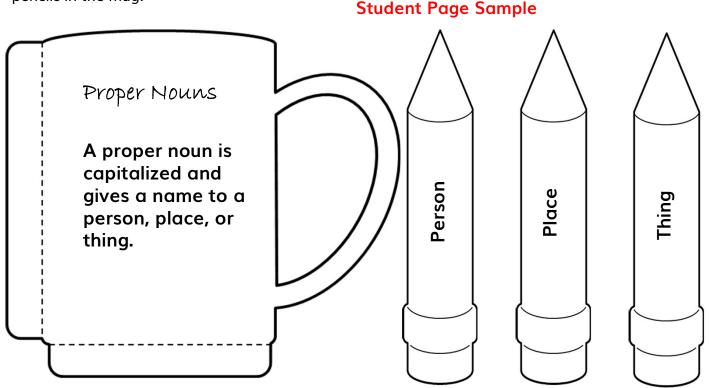
of proper nouns.

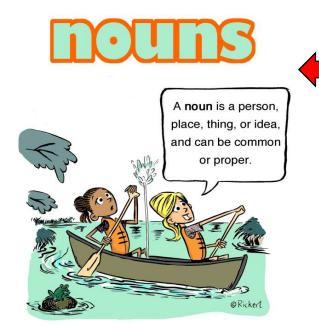
The President of the United States lives

in the White House in Washington D.C.

http://davidrickert.com

**Directions: 1.** Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write examples for each type of proper noun on the back of the pencils and place the pencils in the mug.





Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

11a. Display the grammar cartoon on the teacher "output" page and read the comment bubble(s) and caption. Write the Cartoon Response answers on the board and direct students to self-correct.

Common Nouns: canoe, stream, peace, quiet

#### **Writing Application**

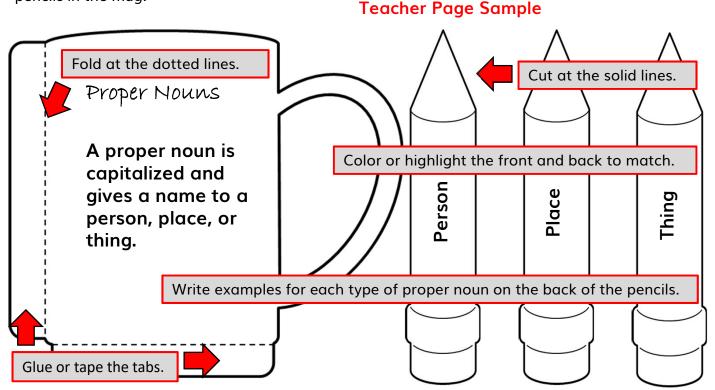
11b. Call on students to share their Writing Application sentences (answers vary). Teachers may choose to award points for these tasks.

The President of the United States lives

in the White House in Washington D.C.

12. Display the 3D Graphic Organizer and review directions.

**Directions: 1.** Color or highlight. **2.** Cut at the solid lines, fold at the dotted lines, and glue or tape the tabs. **3.** Write examples for each type of proper noun on the back of the pencils and place the pencils in the mug.



13. Students cut out and glue or tape the "input" page (the Cornell notes) at the top and along the left edge of the notebook page and the Practice page on the opposite notebook page. Students cut out and glue or tape the "output" cartoon, Cartoon Response, and Writing Application as one rectangle at the top and along the left edge of the opposite notebook page. Students cut out and glue or tape the 3D Graphic Organizer at the bottom of this page.



Katie and Deb paddled their canoe down the stream while enjoying the peace and quiet.

Common Nouns: canoe, stream, peace, quiet

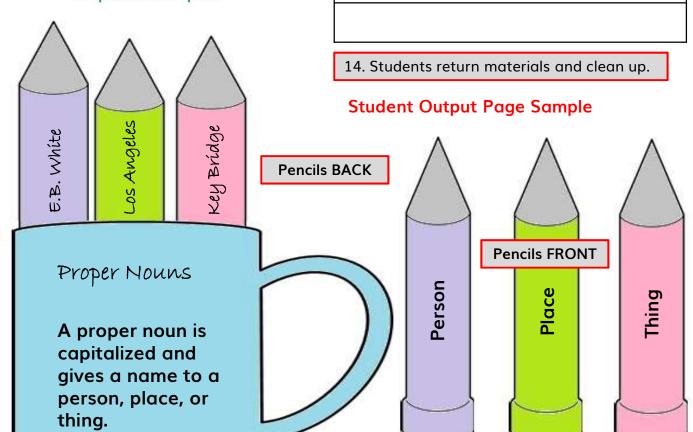
#### **Writing Application**

Write a sentence or two, using all three types

of proper nouns.

The <u>President of the United States</u> lives

in the White House in Washington D.C.



# **Mechanics and Grammar Lessons Instructional Sequence**

Lesson	Mechanics	Grammar and Usage
1 2 3 4	The i before e Spelling Rule The Final y Spelling Rule The Silent & Spelling Rule The Double the Consonant Spelling Rule	Proper Nouns Review Common Nouns Review Pronouns Review Adjectives Review
	Unit Test	
5 6 7 8	The Ending "an" or "en" Spelling Rule The "able" or "ible" Spelling Rule The Ending "ion" Spelling Rule The Plurals Spelling Rule	Verbs Review Adverbs Review Conjunctions Review Prepositions Review
	Unit Test and Diagnostic Assessments	
9 10	Periods in Latin Expression Periods in Names, Abbreviations, and Acronyms	Proper and Common Nouns Personal Pronouns
11	Periods in Indirect Questions and Intentional Fragments	Subject Case Pronouns
12	Periods in Decimal Outlines	Object Case Pronouns
	Unit Test	
13 14 15	Semicolons with Conjunctions Apostrophes for Singular Possessive Nouns Apostrophes for Plural Possessive Nouns	Possessive Pronouns Adjectives Transitive and Intransitive Verbs and *Subject-verb Agreement
16	Apostrophes in Compound Possessive Nouns	Adverbs
	Unit Test	
17 18 19 20	Apostrophes in Contractions  Comma Misuse  Commas for Dates  Commas for Letters	Coordinating Conjunctions Correlative Conjunctions Subordinating Conjunctions *Prepositional Phrases
	Unit Test	
21 22 23 24	Commas in Addresses Commas for Names Commas for Geographical Places Commas for Tag Questions	Subjects and Predicates Direct and Indirect Objects Phrases and Clauses **Fragments and Run-ons
	Unit Test	

<sup>\*</sup> Denotes Language Progressive Skill.

# **Mechanics and Grammar Lessons Instructional Sequence**

Lesson	Mechanics	Grammar and Usage
25	Commas for Direct Speech	Sentence Forms: Simple, Compound, Complex, and Compound-complex
<mark>26</mark> 27	Commas in a Series Commas after Introductory Words and Phrases	Types of Sentences *Noun Phrases
28	Commas after Introductory Clauses	*Noun Clauses
	Unit Test	
29	Commas and Quotation Marks with Speaker Tags	Gerunds
30	Commas before Conjunctions in Compound Sentences	Gerund Phrases
31	Commas in Complex Sentences	Reflexive, Intensive, and Reciprocal Pronouns
32	Commas with Parenthetical Expressions	Indefinite Pronouns
	Unit Test	
33 34	Commas with Coordinate Adjectives Commas with Hierarchical Adjectives	*Pronoun Antecedents *Pronoun Number and Person Shifts
35	Punctuation with Appositives	*Vague Pronoun References and Demonstrative Pronouns
36	Commas with Nonrestrictive Clauses	*Nonrestrictive Adjective Clauses and Relative Pronouns
	Unit Test	
37	Punctuation in Restrictive Clauses	*Restrictive Adjective Clauses and Relative Pronouns
38	Dialogue and Direct Quotations	*Predicate Adjectives and Adjectival Phrases
39 40	Punctuation of Direct Quotations Ellipsis	Past Participial Phrases
	Unit Test	
41 42 43 44	Quotations within Quotations Punctuation of Non-standard Usage In-text Citations and Indirect Quotations MLA Works Cited Page	*Present Participles Present Participial Phrases Comparative Modifiers Superlative Modifiers
	Unit Test	

<sup>\*</sup> Denotes Language Progressive Skill.

# **Mechanics and Grammar Lessons Instructional Sequence**

Lesson	Mechanics	Grammar and Usage
45	Italics and Underlining: Book, Website, Newspaper, and Magazine Titles	*Misplaced Modifiers
46	Italics and Underlining: Play, Television Show, Movie, and Works of Art Titles	*Dangling Modifiers
47	Quotation Marks: Song, Poem, and Book Chapter Titles	Squinting Modifiers
48	Quotation Marks: Newspaper, Magazine, and Blog Article Titles	*Verb Phrases
	Unit Test	
49	Quotation Marks: Short Story and Document Titles	*Shifts in Verb Tenses
50	Capitalization of Named People and Places	Progressive Verb Tense
51	Capitalization of Named Things and Products	Perfect Verb Tense
52	Capitalization of Holidays and Dates	*Infinitives
	Unit Test	
53	Capitalization of Special Events and Historical Periods	Indicative Mood
54	Capitalization of Organizations and Businesses	Imperative Mood
55	Capitalization of Languages, Dialects and People Groups	Interrogative Mood
56	Question Marks	Conditional Mood
	Unit Test	
57	Exclamation Points	*Subjunctive Mood
<mark>58</mark> 59	Colons to Introduce Block Quotations Parentheses with Complete Sentences	*Verb Voice and Mood Shifts Subordinating Conjunctions and
60	*Dashes to Indicate Relationships	Adverbial Clauses Relative Adverbs and Adverbial
	Unit Test	Clauses
61 <mark>62</mark>	Brackets Hyphons: Compound Advertes	Adverb Order
63	Hyphens: Compound Adverbs Slashes	Non-standard English Deletions Non-standard English Additions
64	Numbers	Non-standard Substitutions
	H. C. T C	

**Unit Test** 

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FOCUS A	
Cues	Mechanics Notes
	To properly address a letter or package, the top line(s) identifies the name and/or company. The middle line includes the street number and name. The bottom line(s) contains the city, state or province (two-letter capitalized abbreviation), zip code, and country (if other than that of the addressee).  Examples:
	Don't use abbreviations when addresses are listed in formats other than on letters and packages. Commas follow the name and/or company, the street name, the city, and the state or province. Commas are never placed before zip codes.  Examples:
Cues	Grammar and Usage Notes
	To identify the subject and predicate in a sentence, first look for the main verb and then ask 'Who?' or 'What?' The answer is the subject and the main verb is the predicate. The subject is never part of a prepositional phrase or dependent clause. Both the subject and predicate must be part of an independent clause.
	The subject is the "do-er" of the sentence. It tells whom or what the sentence is about. The simple subject is the noun or pronoun that acts or is acted upon. The complete subject includes additional words which describe the simple subject. The compound subject has two or more nouns or pronouns.
	Examples:
	The predicate does the work of the "do-er" of the sentence. It shows a physical or mental action or describes a state of being. The simple predicate is the main verb that acts upon the subject. The complete predicate includes additional words which modify the predicate. The compound predicate has two or more verbs.
	Examples:
	SUMMARY/REFLECTION

FOCUS /	
Resources	Mechanics Notes
Always place the return address in the upper left corner of the letter or package.	To properly address a letter or package, the top line(s) identifies the name and/or company. The middle line includes the street number and name. The bottom line(s) contains the city, state or province (two-letter abbreviation), zip code, and country (if other than that of the addressee). No punctuation is preferred.
The USPS (the United States Postal Service)	Examples:
accepts both upper case (capital) and lower case letters.	Bluebell Toys Inc 3712 Ivy Rd. Suite 123 Baltimore MD 21201
How to properly address a letter or package to be mailed by USPS (the United States Postal Service):	Don't use abbreviations when addresses are listed in formats other than on letters and packages. Commas follow the name and/or company, the street name, the city, and the state or province. Commas are never placed before zip codes.
http://bit.ly/2pTm43L (usps.com)	Examples: She works at Bluebell Toys, Incorporated, 3712 lvy Road Suite 123, Baltimore, Maryland 21201.
Resources	Grammar and Usage Notes
Try beginning sentences with other grammatical sentence openers other than the subject for sentence variety.	To identify the subject and predicate in a sentence, first look for the main verb and then ask 'Who?' or 'What?' The answer is the subject and the main verb is the predicate. The subject is never part of a prepositional phrase or dependent clause. Both the subject and predicate must be part of an independent clause.
Example: I walked through the snowy meadow. Revision: Through the snowy meadow I walked.	The subject is the "do-er" of the sentence. It tells whom or what the sentence is about. The simple subject is the noun or pronoun that acts or is acted upon. The complete subject includes additional words which describe the simple subject. The compound subject has two or more nouns or pronouns.
Print off these grammatical sentence	Examples: men, the sad men, she and the sad men
openers at http://bit.ly/2pVoXzm.	The predicate does the work of the "do-er" of the sentence. It shows a physical or mental action or describes a state of being. The simple predicate is the main verb that acts upon the subject. The complete predicate includes additional words which modify the predicate. The compound predicate has two or more verbs.
	Examples: danced, had danced skillfully, danced and sang
	SUMMARY/REFLECTION

# Grammar and Mechanics Unit Tests: Lessons 29-32

Matching Directions: Place the matching	g capital letter(s) to the left of the numbers.
1. Speaker tag commas	A. Does not refer to a specific noun
2. Gerund	B. Although, he says, if we believe him, he's done.
3. Comma-coordinating conjunction	C. Joins independent clauses
4. Gerund phrase	D. I can't help unless you ask me.
5. Ending dependent clause	E. He said, "No," but continues, "not right now."
6. Reflexive pronoun	AB. Running the marathon exhausted her.
7. Commas with parenthetical words	sAC. An "_ing" verb that is used as a noun
8. Indefinite pronoun	AD. Ends in "self" or "selves"
Sentence Application Directions: Please 9. Write a dialogue sentence with a endi	respond in complete sentences.  ng speaker tag
10. Write a sentence beginning with a go	erund
11. Write a long compound sentence	
12. Write a sentence ending in a gerund	phrase.
13. Write a sentence with a dependent of	clause in the middle.
14. Write a sentence with reflexive prono	oun
15. Write a sentence including a parenth	netical expression set off by commas
16. Write a sentence with singular and p	olural indefinite pronouns

#### **Grammar, Usage, and Mechanics Worksheet #4**

#### **FOCUS Adjectives**

An adjective modifies a proper noun, a common noun, or a pronoun and answers Which one? How many? or What kind?

#### **CONNECT TO WRITING**

Adjectives usually are placed before nouns and pronouns. Whenever possible, use specific, rather than general adjectives. For example, adjectives such as *interesting*, *nice*, and *exciting* are general adjectives.

<b>Examples:</b>	Type of Adjective	Too General	Specific
	Which One?	<i>That</i> park	That city park
	How Many?	had some playgrounds	had two playgrounds
	What Kind?	swimming pools.	huge swimming pools.

#### **PRACTICE**

Sort the following *italicized* adjectives into the correct columns:

twenty-story building, most sports, juicier hamburgers, these games, that bright color, a dozen flowers, the muddy Missouri River, few announcements, this idea, those desserts, navel orange, thousands of islands, spicy pizza, certain groups, loud rap music

Which One?	How Many?	What Kind?
WRITE		
Compose three sentences, us listed on this worksheet. Be a	e e	egory. Use none of the adjectives
Which One?		
How Many?		
What Kind?		

#### Grammar, Usage, and Mechanics Worksheet #66

#### **FOCUS** Punctuation of Book Chapter Titles

Use quotation marks before and after book chapter titles.

#### **CONNECT TO WRITING**

Remember that books titles are underlined when written and italicized when typed, but book chapters have quotation marks before and after the chapter titles.

**Examples:** The best chapter in the book was titled "The Final Act."

The book, <u>Black Beauty</u>, is an American classic–especially the chapter titled "An Old War Horse."

#### **PRACTICE**

Place quotation marks before and after book chapter titles and underline the titles of books in the following sentences.

- 1. Rudyard Kipling's Captains Courageous tells the tale of a bored and lonely son a of a millionaire who is rescued on the high seas by a small fishing boat. The most exciting chapter has to the first one, Boy Overboard.
- 2. The chapter titled A Changed Toad ends Kenneth Grahame's The Wind in the Willows.
- 3. "One for All and All for One" is the battle cry of the three French musketeers in Alexandre Dumas's classic, The Three Musketeers. In the chapter titled Three Duels, three exciting sword fights are described in detail.
- 4. The Merry Adventures of Robin Hood, by Howard Pyle, tells the tales of Robin Hood, Maid Marion, the Sheriff of Nottingham, Little John, Will Stutely, and the delightful Friar Tuck. These memorable characters are introduced in the chapter, Robin Hood Meets Little John.

#### WRITE

Compose your own sentence with a book name and chapter title. Do n book chapters mentioned on this worksheet.	ot use any of the books or

# **Diagnostic Grammar and Usage Assessment Mastery Matrix**

Categories:				Part	ts of S	Speed	ch						S	Sente	nce S	truc	ture				Pro	noun	18
Worksheet #s	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Teacher							ırases				cts	ects	cates	licates	ss/	ences	ses	ıplex	ts			sunou	sun
Class	Proper Nouns	Common Nouns	Pronouns	Adjectives	Sc.	Adverbs	Prepositional Phrases	Coordinating Conjunctions	Subordinating Conjunctions	Correlative Conjunctions	Simple and Complete Subjects	Compound Subjects	Simple and Complete Predicates	Compound Predicates	Simple Sentences / Types of Sentences	Compound Sentences	Complex Sentences	Compound-Complex Sentences	Fixing Fragments	Fixing Run-Ons	Subject Case Pronouns	Object Case Pronouns	Intensive and Reflexive Pronouns
Student Names	Prop	Com	Pror	Adje	Verbs	Adv	Prep	Con	Subc	Con	Simp	Сош	Simp	Com	Simp	Сош	Com	Com	Fixin	Fixin	Subj	Obje	Inte
Totals																							

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

enemy secret agent.



Ms. Ann Smith Grammar Teacher

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 identified, the Secretary will disavow any knowledge of your actions.

This message will self-destruct in 5 seconds.





## **LANGUAGE CONVENTIONS LESSON #2**

## **Grammar and Usage**

A personal pronoun is a word used in place of a noun.

• The *first person* personal pronouns are different in the singular and plural forms.

Examples: Singular-I, me Plural-we, us

The second person personal pronouns are the same in the singular and plural forms.

Example: you

The third person personal pronouns are different in the singular and plural forms.

**Examples:** Singular–he, him, she, her, it Plural–they, them

Guided Practice: I want to know if you would like to see it with I or he.

I ate french fries while watching the Can Can.



# CONNECT TO WRITING

Pronouns are used to avoid repeating the same noun over and over again. Pronouns are used in the first person, second person, or third person points of view. Avoid first and second person pronouns in essays designed to inform convince your reader.



The first person pronoun stands for the one speaking.

Examples: Singular-I, me, my, mine, myself Plural-we, us, our, ours, ourselves

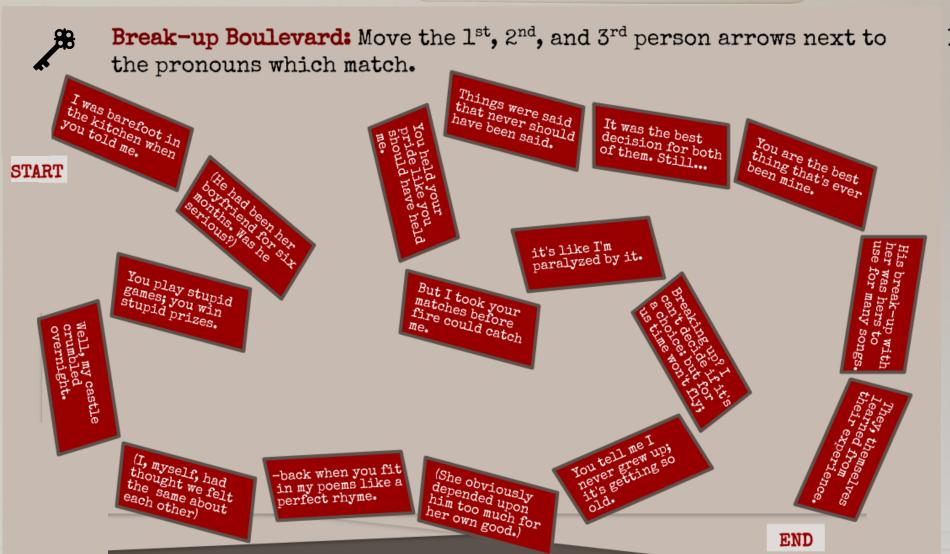
The second person pronoun stands for the person to whom one is speaking. **Examples:** Singular-you, your, yours, yourself Plural-you, your, yours, yourselves

The third person pronoun stands for the one spoken about.

Examples: Singular-he, she, it, him, her, its, his, hers, himself, herself, itself Plural-they, them, their, theirs, themselves

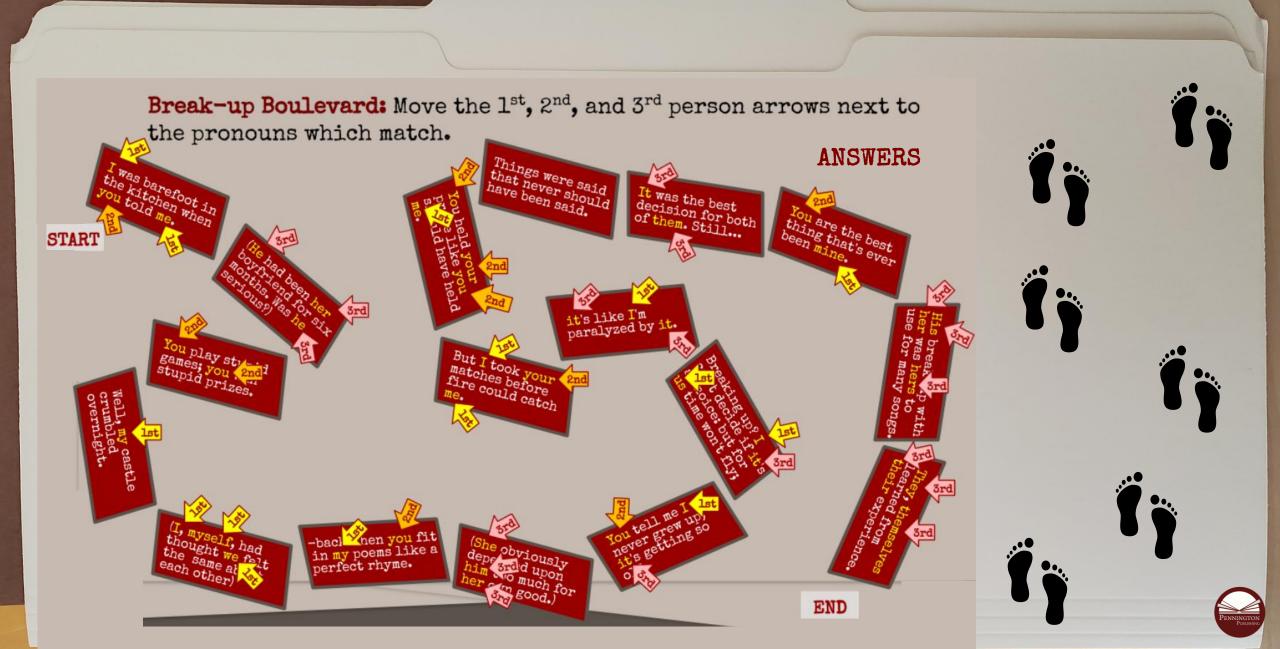






PERSONAL PRONOUNS





## **LANGUAGE CONVENTIONS LESSON #3**

## **Grammar and Usage**

Writers use pronouns to take the place of nouns. One type of pronoun is called a *subject case pronoun* because it acts as the subject of a sentence. The subject is the "do-er" of the sentence. If unsure whether a pronoun should be in the subject case, rephrase the sentence with the pronoun at the start of the sentence.

**Example:** The winner was me. Rephrase: I was the winner.

Use singular (*I, you, he, she, it, who*) or plural (*we, you, they, who*) subject case pronouns:

As the subject of a sentence.

**Example:** They listen to me.

I as the last subject in compound subjects.

**Example:** Paul, Melissa, and *I* play together.

After than or as (the rest of the thought is suggested).

**Example:** He is older than *I* (am).

• After a "to be" verb: (is, am, are, was, were, be, being, been) to identify or refer to the subject as a predicate nominative.

**Examples:** It was *she*, not *l*.

■ Who (not whom). Check whether who is correct by substituting he in place of who. Rephrase, if necessary.

**Example:** *Who* is the boss? Rephrase: *He* is the boss.

Guided Practice: I want to know if them would like to see that movie. Whom wants to go?



# DRAG THE SUBJECT CASE PRONOUNS LISTED BELOW THE SECRET FILE TO COVER THE PRONOUN ERRORS IN THESE SENTENCES. DRAG THE BARS INTO THE SECRET FILE TO CHECK YOUR ANSWERS.

1	and	her	like	to	make	videos.	
Hannah	is	older	than	me	by	two	weeks,
but	her	is	always	bossing	me	around	
because	myself	am	not	as	old	as	her.
Whom	knows	if	us	will	be	friends	forever.
She	and	1	like	tó	make	videos	
She	and	1	like	tó	make	videos.	
She Hannah	and is	l older	like than	to I	make by	videos. two	weeks,
							weeks,
Hannah	is	older	than	1	by	two	weeks,



SUBJECT CASE PRONOUNS



# **LANGUAGE CONVENTIONS LESSON #5**

## **Grammar and Usage**

Possessive pronouns show ownership and may be used before a noun or without a noun.

Before a noun—my, your, his, her, its, our, your, their

When a possessive pronoun is used before a noun, it modifies the noun. The connected verb must match the noun, not the pronoun.

**Example:** Our house seems small.

Without a noun—mine, yours, his, hers, ours, yours, theirs

When a possessive pronoun is used without a noun, the verb must match the noun which the pronoun represents.

**Example:** Mary said that my jacket is nice, but <u>hers</u> is nicer.

Guided Practice: Mine basket was filled with sunflowers; her basket was filled with his roses; theirs were filled with daisies.

CLUE #2
HOW OLD IS ANN SMITH?



IDENTIFY THE PRONOUNS IN EACH LINE AND THEIR PRONOUN CASES: S FOR SUBJECT, O FOR OBJECT, AND P FOR POSSESSIVE. DRAG THE BARS INTO THE SECRET FILE TO CHECK YOUR ANSWERS.

"Hello," answered me friend. "Are you the owner of the car for sale?" asks the caller. "It is me. Who is calling?" "Call me Sam. Have you sold your car yet? My wife and me would like to see your." "Well, your both can see it if they want to today." "We will come right over if your don't mind we doing so." "Me and my car will be here."

my	Р
you	S
	_
It, I, Who	S,S,S
me, you	0 <b>,</b> S
your, my, I	P,P,S
yours or your car	P
you, it	S,0
you	S
We	S
you, us	S,0
My car and I	P,S

**PRONOUNS** 

S,0,P



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

A pronoun is used to take a noun's place in the subject, possessive, or case.

CLICK TO PLAY

# CRACK THE CODE!



We've hacked Ann Smith's text message to an associate. Decipher the code and then delete the rectangles to check your work.

What advice do Parisians give each other when walking in the rain?

Don't step in French poodles.



# CLUE #1

IN WHICH CITY DOES ANN SMITH LIVE?

ANSWER:





## 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 <u>only</u> ate the fresh vegetables. In this sentence <u>only</u> 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

	wo example sentences in the previous slide by revising the isplaced modifiers.
WRITE	
	e sentences by revising the dangling or misplaced modifi
Debra almost exactly \$99.9	spent \$100 for that new pair of shoes. In fact, she spent 9.



## 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 correc	t comparative	modifiers in the	he spaces	provided.
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Earth is close to the sun than is Mars.
Sammy works more hard than any club member.
He dresses in his uniform most often than the members of his troop
Of my brother and my sister, my brother acts worser.
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 <i>more</i> 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. \*

nave studied

will study

O study

are studied
will have studied

Self-correcting
Google forms tests

46. W	hich sen	tence is	written	correctly?	*
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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."

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

Diagnostic Grammar, Usage, and Mechanics Assessment Matrix											î					
Student Names	Proper	Commc	Pronou <i>F</i>	Adjectiv	Verbs	Adverbil	Preposi	Coordir	Subord	Correla	Proper	Proper	Proper	Proper	Proper	Comr
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Student Name																

7 Act

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

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

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	identify	8. Receive the action of the verb
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e.g.	0	0	0	0	0	0	0	0
Noun	0	0	0	0	0	0	0	0
Abbreviation; acronym	0	0	0	0	0	0	0	0

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



Google sheets