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# TEACHING GRAMMAR, USAGE, AND MECHANICS



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



**GRADE 4**



**Aligned to Common Core Standards**

# Language Conventions Lesson #27

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## Mechanics Lesson

“Today we are studying **capitalization** rules. Remember that we capitalize proper nouns. Now let’s read the mechanics lesson, highlight the key points of the text, and study the examples.”

Capitalize people’s and characters’ names. Don’t capitalize articles (*a, an, or the*) when found in the middle of people’s or characters’ names. **Examples:** Alexander the Great, Courage the Crazy

Capitalize family names and nicknames when they are used on their own. **Examples:** I know that Mom and Buddy are waiting for me.

Don’t capitalize family names when a possessive pronoun (*my, our, your, his, her, their*), a possessive noun, or an adjective is placed before the family names. **Examples:** My grandma, Jim’s grandpa, and that mean aunt of ours are coming to dinner.

“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:** My dad and I saw Fido sniff the picture of Chucko the Clown.

## Grammar and Usage Lesson

“Today we are studying **short superlative modifiers**. Remember that a comparative modifier can be an adjective that compares two nouns, using the suffix ‘\_er’ for a one-syllable modifier, *more (less)* or ‘\_er’ for a two-syllable modifier, and *more or less* for a three-syllable (or longer) modifier. Now let’s read the grammar and usage lesson, highlight the key points of the text, and study the examples.”

Use the suffix “\_est” for a one-syllable superlative modifier to compare three or more persons, places, or things. The superlative modifier tells which is the *most* or *least*. **Example:** greatest

“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:** Who is tallest should be the least of your worries.

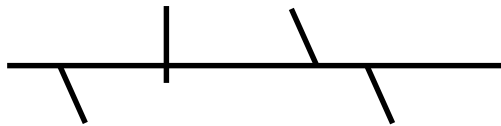
# Language Conventions Lesson #27

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## Sentence Diagram Lesson and Corrections

“Now read the directions for the sentence diagram on your lesson. ‘Superlative modifiers are placed to the right of predicates after a backward slash slanted line in sentence diagrams. Complete the sentence diagram: “Those pencils seem the sharpest.””

[Allow time.]



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

## Mentor Text Lesson

“This mentor text from *Shiloh* by Phyllis Reynolds Naylor uses a one-syllable superlative modifier. Let’s read it carefully: ‘You see, sometimes the greatest tests of love are how much you’re willing to fight for it.’ Let’s identify the superlative modifier.”

## Writing Application Lesson

“Now let’s apply what we’ve learned to respond to this quote and write a sentence with a one-syllable superlative modifier 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 rules to write this sentence dictation correctly on your lesson: ‘When Boris the Bear goes back into his cage, the lion tamer team named Smith and Ross come out.’”

“Apply the grammar and usage lesson to write this sentence dictation correctly on your lesson: ‘The smallest packages have the better gifts.’”

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

# Language Conventions Lesson #27

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## Mechanics

Capitalize people's and characters' names. Don't capitalize articles (*a*, *an*, or *the*) when found in the middle of people's or character's names.

**Examples:** Alexander the Great, Courage the Crazy

Capitalize family names and nicknames when they are used on their own.

**Examples:** I know that Mom and Buddy are waiting for me.

Don't capitalize family names when a possessive pronoun (*my*, *our*, *your*, *his*, *her*, *their*), a possessive noun, or an adjective is placed before the family names.

**Examples:** My grandma, Jim's grandpa, and that mean aunt of ours are coming to dinner.

**Guided Practice:** My dad and I saw Fido sniff the picture of Chucko The Clown.

## Grammar and Usage

Use the suffix “\_est” for a one-syllable superlative modifier to compare three or more persons, places, or things. The superlative modifier tells which is the *most* or *least*.

**Example:** greatest

**Guided Practice:** Who is tallest should be the less of your worries.

# Language Conventions Lesson #27

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## Sentence Diagram Answers

pencils | seem \ sharpest  
    \ Those                  \ the

## Mentor Text

“You see, sometimes the greatest tests of love are how much you're willing to fight for it.”

Phyllis Reynolds Naylor (1933–)

## Writing Application Lesson

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## Mechanics Dictation

When Boris the Bear goes back into his cage, the lion tamer team named Smith and Ross come out.

## Grammar and Usage Dictation

The smallest packages have the best gifts

## Language Conventions Lesson #19

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### Mechanics

Don't place a comma between an adjective and the noun or pronoun that it modifies. If more than one adjective is used before the noun and pronoun, place a comma between the adjectives if the word *and* could be used between the adjectives and if the adjectives could be reversed and still make sense.

**Example:** A large, angry dog; A large *and* angry dog and an angry, large dog both make sense, so the comma belongs between *large* and *angry*.

**Guided Practice:** He was a mean cruel, and sad man.

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### Grammar and Usage

Pronouns must clearly refer to or take the place of just one noun (the antecedent). Usually, the pronoun refers to or takes the place of the noun right before the pronoun.

**Example:** I listen to my teacher (the antecedent) and follow her (the pronoun) advice.

To avoid pronoun antecedent problems:

Keep the pronoun close to the noun to which it refers.

**Example:** Juan gave Dan his picture. Solves the problem: Juan gave his picture to Dan.

Use a synonym instead of a pronoun to refer to the noun or simply repeat the noun.

**Example:** She picked up the baseball and put down the bat. Then she gave it to me.

Revision: She picked up the baseball and put down the bat. Then she gave the ball to me.

**Guided Practice:** The boys took our jump ropes and left the cones on the playground. They gave them to the teacher.

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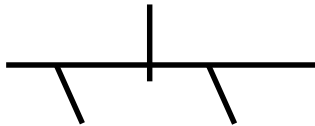
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## Language Conventions Lesson #19

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### Sentence Diagram

Revise the second sentence of this Sentence Diagram, solving the pronoun antecedent problem by repeating the noun: "I had my phone on the bus. Now it is gone."



### 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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## Language Conventions Lesson #20

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### Mechanics

A dialogue is a conversation between two or more people. A speaker tag is the person speaking and the connected verb. In dialogue sentences, if the speaker tag is at the beginning of the sentence, place the comma after the speaker tag to the left of the quotation marks.

**Example:** I asked, “Why did you go to dinner without me?”

Always begin a new paragraph whenever the speaker changes in dialogue.

**Guided Practice:** She said “, Don’t leave me.” I replied, I would never do that”!

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### Grammar and Usage

English has three articles (“a,” “an,” and “the”) which serve as adjectives to modify common nouns. The article “the” is called a *definite* article because it modifies a specific common noun.

**Example:** the pencil in your hand

The articles “a” and “an” are called *indefinite* articles because they modify general common nouns. The “a” comes before any word that begins with a consonant. The “an” comes before any word that begins with a vowel.

**Examples:** a crocodile, an alligator, a huge orca

**Guided Practice:** I sat in the front desk. James sat in a desk in the back. We both watched an teacher draw an elephant on the board.

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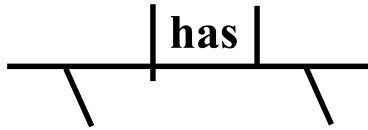


## Language Conventions Lesson #20

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### Sentence Diagram

Articles are placed to the right of the slanted lines and below the words they modify. Complete the sentence diagram: “A friend has the note.”



### 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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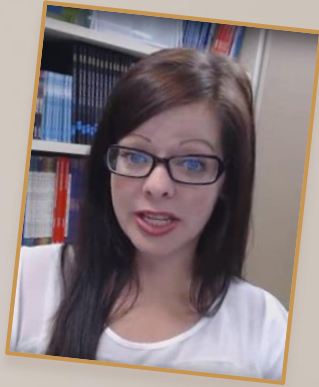
### Grammar and Usage Dictation

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

### 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.

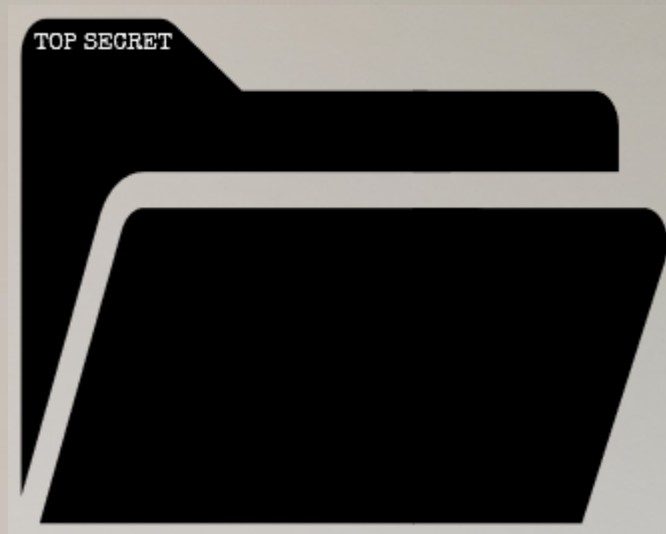
I ate french fries  
while watching the  
Can Can.

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

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



**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**

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:**

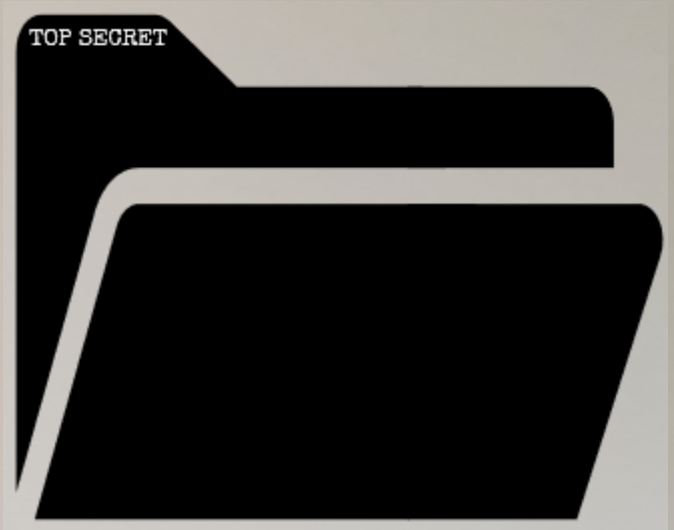
A common noun can have an  
before an idea, person, place, or  
thing.

**CLICK TO PLAY**

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**.



## 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.

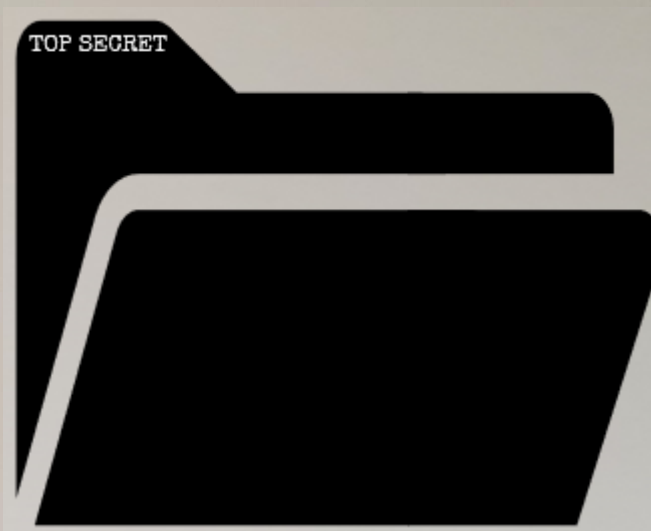
**KEEP THIS PRIVATE**



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.





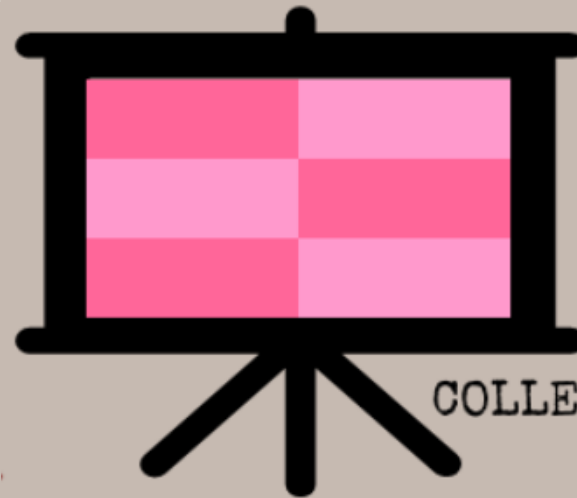
Some common nouns are called **collective nouns** and refer to a group of people, animals, or things. Collective nouns act as one unit and so match with singular verbs.

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

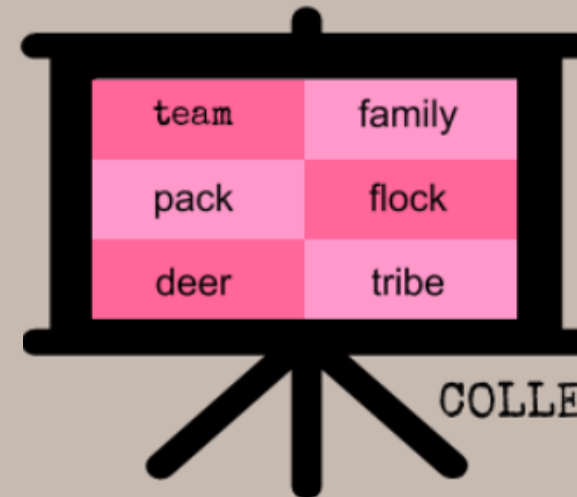
Some common nouns are spelled the same in their singular and plural forms. These **no-change common nouns** match single verbs.

**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.

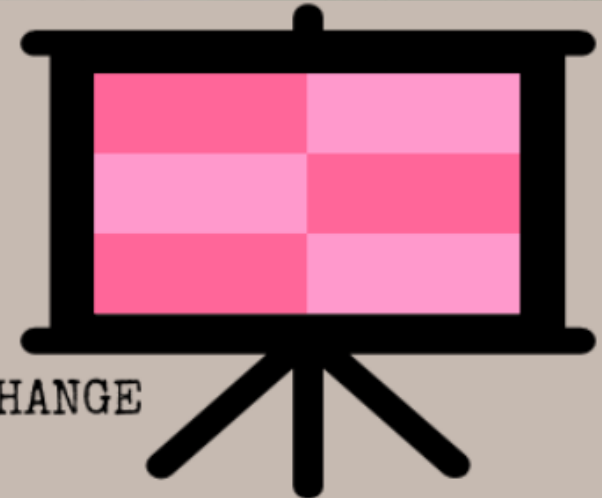


COLLECTIVE



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**

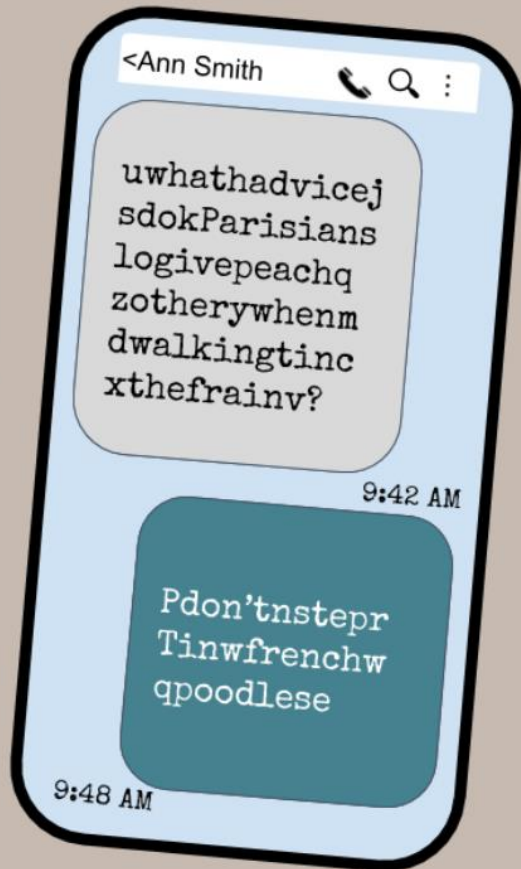
## CRACK THE CODE!



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:

**CLASSIFIED**

## Grammar, Usage, and Mechanics Test: Lessons 1-4

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

- |   |  |
|---|--|
| ___ 1. Mr., Mrs., Ms., Dr. Sr., Jr., M.D. | A. Capitalized person, place, or thing |
| ___ 2. Proper noun                        | B. Abbreviated proper noun             |
| ___ 3. Imperative                         | C. Irregular plural nouns              |
| ___ 4. Common noun                        | D. Idea, person, place, or thing       |
| ___ 5. U.S.                               | E. Mental, physical, linking           |
| ___ 6. Child, man, person                 | AB. Proper noun titles                 |
| ___ 7. NASA                               | AC. Command                            |
| ___ 8. Verbs                              | AD. Acronym                            |

**Sentence Application Directions:** Answer in complete sentences, using your own words.

9. Write a sentence using a title following a proper noun. \_\_\_\_\_

\_\_\_\_\_

10. Write a sentence with a proper noun person and thing. \_\_\_\_\_

\_\_\_\_\_

11. Write a declarative sentence. \_\_\_\_\_

\_\_\_\_\_

12. Write a sentence including a common noun person. \_\_\_\_\_

\_\_\_\_\_

13. Write a sentence with a proper noun place abbreviation. \_\_\_\_\_

\_\_\_\_\_

14. Write sentence with an irregular plural. \_\_\_\_\_

\_\_\_\_\_

15. Write a sentence including an acronym. \_\_\_\_\_

\_\_\_\_\_

16. Write a sentence including two types of verbs. \_\_\_\_\_

\_\_\_\_\_

## Grammar, Usage, and Mechanics Test: Lessons 5-8

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

- |  |  |
|--|--|
| ___ 1. Roman numeral                   | A. Leon's jacket                                 |
| ___ 2. Verb tense                      | B. Acts upon the subject of the sentence         |
| ___ 3. Singular possessive proper noun | C. Time  |
| ___ 4. Simple subject                  | D. Letter's stamps                               |
| ___ 5. Singular possessive common noun | E. Main idea                                     |
| ___ 6. Simple predicate                | AB. Sanchez'                                     |
| ___ 7. Plural possessive proper noun   | AC. The "do-er" of the sentence                  |
| ___ 8. Direct object                   | AD. Whom or what receives the action of the verb |

**Sentence Application Directions:** Answer in complete sentences, using your own words.

9. List the first ten Roman numerals. \_\_\_\_\_

\_\_\_\_\_

10. Change this sentence to past verb tense: I will stop chewing gum. \_\_\_\_\_

\_\_\_\_\_

11. Change this sentence to include a singular possessive proper noun: Anne had her horse tied to the post. \_\_\_\_\_

\_\_\_\_\_

12. Change this sentence to begin with the simple subject: The gift was wrapped by Louis.

\_\_\_\_\_

13. Change this sentence to include a singular possessive common noun: The buttons on the jacket were large and shiny. \_\_\_\_\_

\_\_\_\_\_

14. Change this sentence to begin with the simple predicate. They walk through the door.

\_\_\_\_\_

15. Change this sentence to include a plural possessive proper noun: We ate dinner with the Perez family. \_\_\_\_\_

\_\_\_\_\_

16. Change this sentence to follow the verb with the direct object: Flowers we gave.

\_\_\_\_\_

## 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"/>	<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"/>	<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"/>	<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


.....

Google sheets





THANK YOU FOR DOWNLOADING THE **PARTS OF SPEECH SLIDES** FROM MY FULL-YEAR GRADES 4–8 GRAMMAR PROGRAMS.

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**TEACHING  
GRAMMAR,  
USAGE, AND  
MECHANICS**



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YEAR OF  
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GRADE 7




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**TEACHING  
GRAMMAR,  
USAGE, AND  
MECHANICS**



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AND TESTS

GRADE 8



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