

Challenge Sheet: Topic 1A

Nouns
Grammar
Date:

Name:

Lesson Objective: A noun is usually something you can touch: a person, a place or a thing.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

man lad tan mat lid
nag mad fat van dad
bad lip pad big dim
lap pan lit fan tap

Exercise:

1. Have the students read each word. Ask them to form a picture in their mind.
2. Ask the students to underline each word that is a **noun**. Only twelve words will be underlined including *nag*, *lap* and *fan*, which can be either nouns or verbs.

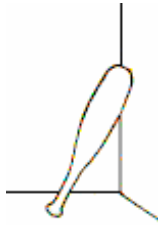
Challenge Sheet: Topic 1B

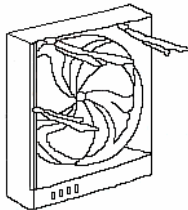
Nouns
Grammar
Date:

Name:

Lesson Objective: A noun is usually something you can touch: a person, a place or a thing.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.





Word list:

cap pig bat pan fan cat

Exercise:

1. Have the students read a word then write that word under the correct picture.

Challenge Sheet: Topic 2A

Adjectives

Grammar

Name:

Date:

Lesson Objective: Remind students that a noun is usually something you can touch. An adjective adds more information about the noun so we can make a clearer picture.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

kick	lad	tan	cat	lid
nag	mad	fat	van	cap
bad	kid	ham	big	dim
lap	pan	lit	fan	tap

Exercise:

1. Have the students read each word aloud, ask them to form a picture in their mind.
2. Ask the students to circle each word that is a **noun** and underline each word that is an **adjective**.
Tell the students that some words are neither nouns nor adjectives so not all words will be marked.

Note: *lap*, *nag* and *fan* can be either nouns or verbs.

Challenge Sheet: Topic 2B

Adjectives

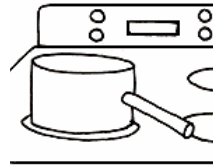
Grammar

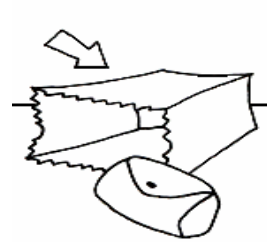
Name: _____

Date: _____

Lesson Objective: Remind students that a noun is usually something you can touch. An adjective adds more information about the noun so we can make a clearer picture.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.





Word list:

cop pig bat pot fan bag
hot big mad tan

Exercise:

1. Have the students choose a **noun** and an **adjective** to describe each picture and write them under the correct picture.

Challenge Sheet: Topic 3A

Articles
Grammar
Date:

Name:

Lesson Objective: Remind students that a noun is usually something you can touch. An adjective adds more information about the noun so we can make a clearer picture. Articles are special adjectives. They include: **a**, **an**, and **the**. Use **a** or **an** if you don't care which one. Remind the students to use **an** before a word that begins with a vowel. Use **the** for a specific one or with plurals.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Example:

The thick (bag)

a hot bath

an ant

the thin kid

the thin mad pigs

a fat odd ant

a thick pad

an odd fat man

the big bad fat cats

Exercise:

Note: Although students have not been introduced to the /s/ sound, plurals were discussed in the grammar lesson. You may want to review the final /s/ sound used with plural words.

1. Have the students read each phrase and form a picture in their mind.
2. Have the students circle each **noun** and underline the **adjectives**.
3. Have the students draw a second line under the special adjectives we call **articles**.

Challenge Sheet: Topic 3B

Articles Grammar Date:

Name:

Lesson Objective: Remind students that a noun is usually something you can touch. An adjective adds more information about the noun so we can make a clearer picture. An article is a special adjective. They include: **a**, **an**, and **the**. Use **a** or **an** if you don't care which one. Remind the students to use **an** before a word that begins with a vowel. Use **the** for a specific one or with plurals.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.









Word list:

Articles:

the a an

Adjectives:

fat sad big fat bad hot
thin thick sick odd mad

Nouns:

pig man cops lad kid cat

Exercise:

1. Have the students choose an **article**, at least one other **adjective** and a **noun** to describe each picture and write a phrase under the correct picture.

Name:

Lesson Objective: A verb usually shows what a noun is doing. Linking verbs do not show movement. They link the noun with a word that explains or describes it. The most common linking verbs are: am, is, are, was, were, been.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Examples:

The big pot (is) hot. The thin man sat.

An odd cat naps.

A thin tan lad sips.

The big bus is tan.

A fat sad man sits.

An ant is not big.

The thick tan bag is full.

Exercise:

1. Have the students read each phrase and form a picture in their mind.
2. Have the students draw a line under **noun** (subject) and two lines under each **verb** that shows what the noun is doing.
3. Circle any **linking verbs** that link the noun with an adjective that describes it.

Challenge Sheet: Topic 4B

Verbs
Grammar
Date:

Name:

Lesson Objective: A verb usually shows what a noun is doing. Linking verbs do not show movement. They link the noun with a word that explains or describes it. The most common linking verbs are: am, is, are, was, were, been.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.



Example:

The thin lad kicks a can.







Word list:

lad kid man cop cat pop
kicks sips is has sits picks

Exercise:

1. Have the students choose a **noun** and a **verb** that tells what the noun is doing for each picture.
2. Have them add any other words they want to make a complete thought and write a sentence.
3. If there is no movement tell them to choose a noun, a **linking verb** and think of an adjective to describe the noun.

Challenge Sheet: Topic 5A

Helping Verbs

Grammar

Name:

Date:

Lesson Objective: Remind the students that a verb usually shows how a noun moves. Linking verbs do not show movement. They link the noun with a word that explains or describes it. The most common linking verbs are: am, is, are, was, were, been. Helping verbs (which include the linking verbs) are used with an action verb to make a clearer picture. Most helping verbs, like linking verbs, can also be used alone.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Example:

Sis can hit the thick peg.

The fat hen can sit.

An odd chick did peck.

A fat sad man did bug the lad.

The mad cat can catch the bug.

The gal can patch the hat.

The cab did hit the dock.

The gal did get ten hits.

The lad can chop the big log.

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students underline all **subjects** (nouns) and draw two lines under each **verb** that shows what the noun (subject) is doing.
3. Have the students draw a circle around the **helping verb** that helps make the movement clearer.

Challenge Sheet: Topic 5B

Helping Verbs

Grammar

Name:

Date:

Lesson Objective: Remind the students that a verb usually shows how a noun moves. Linking verbs do not show movement but explain or describe the noun. The most common linking verbs are: am, is, are, was, were, been. Helping verbs (which include the linking verbs) are used with an action verb to make a clearer picture. Most helping verbs, like linking verbs, can also be used alone.



Example:

The thin lad can kick a can.







Word list:

lad kid man cop cat gal pop hit
kick lick jog get can did has had

Exercise:

1. Have the students choose a **noun** and a **verb** that show what the noun is doing in each picture.
2. Add a **helping verb** and other words to make a complete thought and write a sentence about the picture.

Challenge Sheet: Topic 6A

Punctuation

Grammar

Name:

Date:

Lesson Objective: Remind students that each sentence begins with a capital letter and ends with a punctuation mark.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Example:

Ihe big man chats with the thin lad.

the wet pig fell in the mud

the sick lad will sit up

a thin man jogs up the hill

a mad cat did catch the chick

the big gal can pitch to the thin lad

the cab is in a jam

the gal did get a hit

the wig is wet

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Remind the students to use a capital letter to begin each sentence and put the proper punctuation mark at the end.

Challenge Sheet: Topic 6B

Punctuation Grammar

Name: _____

Date: _____

Lesson Objective: Remind students that each sentence begins with a capital letter and ends with a punctuation mark.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Note: Introduce "girl" as a sight word.



Example:

plant, girl, dust

The girl did dust the plant.



tent, bends, man



slips, milk, man



pup, man, lick

Exercise:

1. Have the students look at the picture and read the three words that match the picture.
2. Have them write a sentence using the three words. Their sentence should be at least 5 words long.
3. Remind the students to use a capital letter to begin each sentence and put the proper punctuation mark at the end.

Name:

Date:

Lesson Objective: Remind students that each sentence begins with a capital letter and ends with a punctuation mark. To ask a question start with the helping verb then the noun and verb and end the sentence with a question mark.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Example:

Will the fox snack on the fat hen?

1. did the wet duck swim
2. can the lad jog to the shop
3. a chick jumps on to the log
4. will the van hit the bus
5. the big tin can fell on the mat
6. has the man left his cat at the pond
7. is the pen full of ink
8. the fish is stuck in the big net

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students punctuate each sentence. Make sure the first word of each sentence starts with a capital letter. Remind the students that when a sentence starts with a helping verb it is probably a question.

Name:

Date:

Lesson Objective: Remind students that each sentence begins with a capital letter and ends with a punctuation mark. To ask a question start with the helping verb then the noun and verb and end the sentence with a question mark.

Example:



bug, catch, did

Did the bad cat catch the black bug?



rat, hit, can



nap, did, cat



fox, catch, will

Exercise:

1. Have the students look at the picture and read the three words that match the picture.
2. Have them write a question using the three words. Their questions should be at least 6 words long.
3. Have the students punctuate each sentence. Make sure the first word of each sentence starts with a capital letter. Check for a question mark at the end of the sentence.

Name:

Date:

Lesson Objective: Remind students that a sentence always begins with a capital letter. Nouns that name a particular person, place or thing are called proper nouns and they, too, begin with capital letters. If a proper noun has more than one word begin each word with a capital letter.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Example:

Did Bert sit on the red silk cap?

1. jim put his glass in the sink
2. did tom smith swim in his bath
3. can bert run from the fox
4. max will hurl the rock in the pond
5. jack, the cop, cuffs the bad man
6. the skirt is at jan's dress shop
7. the bus stops at red fish pond
8. is pat, the cat, at the vet

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students punctuate each sentence. Make sure the first word of each sentence starts with a capital letter and check for the punctuation mark at the end of each sentence. Remind the students that when a sentence starts with a helping verb it is probably a question. Also, remind them that specific names of people, places or things begin with a capital letter for each word.

Challenge Sheet: Topic 8B

Proper Nouns

Grammar

Name: _____

Date: _____

Lesson Objective: Remind students that a sentence always begins with a capital letter. Nouns that name a particular person, place or thing are called proper nouns and they, too, begin with capital letters. If a proper noun has more than one word, begin each word with a capital letter.

Note: Fed-X is meant to be a proper noun representing the brand name Fed-Ex.



Example:

Fed-X, mark, packs

Mark packs the Fed-X van.



bats, george, red sox



card, sends, carl



is, jar, tip top jam

Exercise:

1. Have the students look at the picture and read the words that match the picture.
2. Have them write a sentence including these words. Their sentences should be at least 6 words long.
3. Remind the students to use a capital letter to begin each sentence and each proper noun and to put a punctuation mark at the end.

Challenge Sheet: Topic 9A

Pronouns

Grammar

Name:

Date:

Lesson Objective: Pronouns take the place of nouns. The students have learned these pronouns: I, you, he, she, it, we, they, me, him, her, us, them.

Listener Suggestions: Remember it's OK for the student to make mistakes. Encouragement helps the student learn.

Example:

The short girl sat in the car. What is (her, him, it) name?

1. Jake ate the cake. (He, She, It) likes cake.
2. Jane ran to the shop. (He, She, It) was closed.
3. Mike likes Bill and Jane. (He, She, It) gave (us, them) gifts.
4. Tom and Jill went to the shore. (We, They) like to swim.
5. Rick is sick in bed. (He, She, It) needs rest.
6. The skirt is torn, Kate. (You, They) need to mend (he, she, it).
7. Jake has a jump rope. Marge likes (he, she, it).
8. Jake gave the rope to (him, her).
9. Sam and Jane skip rocks. (We, They) land in the lake.

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students circle the correct pronoun and underline the noun to which it refers.

Challenge Sheet: Topic 9B

Pronouns Grammar Date:

Name:

Lesson Objective: Remind students that a sentence always begins with a capital letter and ends with a punctuation mark. Pronouns take the place of nouns. The students have learned these pronouns: I, you, he, she, it, we, they, me, him, her, us, them.

Example:

Jake slips on the milk.

He slips on the milk.

1. Jane and Mike go to the store.

2. The kids like to ride bikes fast.

3. Jake and his pals went to the lake.

4. Jane had white cake and milk for lunch.

Pronoun list:

I you he she it we they

Exercise:

1. Have the students look at each sentence given and form a picture in their mind of what they read.
2. Have them re-write each sentence using the correct pronoun to replace the underlined noun or nouns.

Challenge Sheet: Topic 10A

Prepositions

Grammar

Name:

Date:

Lesson Objective: Prepositions are signals to tell us that we need to change our mental picture.

Ex: They often tell us where a mouse can go. A mouse can go: over, under, to, from, on, in, off, across, between, etc.

Example:

Jean ran up the hill with Fred.

1. Ann went from the boat to the shore.
2. At the store, you can get things and put them in your cart.
3. Mike and Jim glide on the lake in a red boat.
4. Ted and Liz leap into the pond and swim to the raft.
5. Chuck went to the top of the green tree and got his kite.
6. Chris put lime on her fish and gave it to me.
7. Jean put a green stripe with dots on her black bike.
8. Mike got in the car and drove to the boat

Sample Prepositions:

over	under	from	on	off	into
of	with	to	in	at	across

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students underline all the prepositions.

Challenge Sheet: Topic 10B

Prepositions

Grammar

Name: _____

Date: _____

Lesson Objective: Prepositions are signals to tell us that we need to change our mental picture. They often tell us where a mouse can go. A mouse can go: over, under, to, from, on, in, off, across, between, etc.



Example:

milk, stamp, clerk

The clerk put a stamp on the milk.

can, bird, lands



car, man, box



lad, bench, lunch



Preposition list:

on in over from to near into under with

Exercise:

1. Have the students look at the picture and read the three words that match the picture.
2. Have them write a sentence using the three words and using at least one preposition. Have the students underline any prepositions they use. Their sentences should be at least 6 words long.
3. Remind the students to use a capital letter to begin each sentence and each proper noun and to put a punctuation mark at the end.

Name:

Date:

Lesson Objective: Question pronouns can be used to ask a question or as regular pronouns. Question pronouns begin with the letters W-H like: who, what, which, when, where and why.

Example:

Where did Jane take the train?

1. When did Ann bait the fish
2. Where did the man faint
3. Who went with Jim on the train
4. The girl who paints the bench has a pail of stain
5. Who dressed as a witch last week
6. The lake where Gail swims is deep
7. Why is the girl sad
8. Which witch is the mean witch
9. We will go when Tom gets here
10. When I go to the store I will get milk

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students circle all the question pronouns and put the correct punctuation mark at the end of each sentence.

Name: _____

Date: _____

Lesson Objective: Question pronouns can be used to ask a question or as regular pronouns. Question pronouns begin with the letters W-H like: who, what, which, when, where and why.



Example:

What is in the pan?

Meat and eggs are in the pan.



1. _____

The lid is next to the jar of jam.



2. _____

James is sad that he hurt his leg.



3. _____

Jane got the hit and ran to first base.

Preposition list:

who which what when where why

Exercise:

1. Have the students look at the picture and read the sentence.
2. Have them write an appropriate question using a question pronoun on the line(s) provided above the answer.
3. Have the students underline the question pronoun and end the question with a question mark.

Name:

Date:

Lesson Objective: Conjunctions join nouns or two separate thoughts into one sentence. The most common conjunctions are: **and** (joins two equal thoughts), **or** (offers a choice) and **but** (shows an exception or a contradiction).

Example:

It is spring but Jim has wool gloves on his hands.

1. Jane went to the store _____ then she went home.
2. The groom ate the cake _____ the bride did not.
3. The glass fell on the deck _____ it did not smash.
4. At noon the girl stood on the porch _____ she rang the bell.
5. Jill will eat fish _____ beef for lunch.
6. The spool of string is red _____ she needs white.
7. The girl needs help from Mike _____ she can get help from her dad.
8. Is Jan's arm in a sling _____ a cast?
9. It is spring _____ the grass is green.
10. The king ate a meal _____ he did not like it.

Conjunction list:

and but or

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students decide which conjunction **best** fits the sentence and write it on the blank line.

Challenge Sheet: Topic 12B

Conjunctions

Grammar

Name: _____

Date: _____

Lesson Objective: Conjunctions join nouns or two separate thoughts into one sentence. The most common conjunctions are: **and** (joins two equal thoughts), **or** (offers a choice) and **but** (shows an exception or a contradiction).



Example:

The pals are at the game **and** the lad with the red hat screams for his team.



1. The man slips on the milk **but**



2. Jane sits on the chair and eats buns **or**



3. Jean got a big hit **and**

Conjunction list:

and but or

Exercise:

1. Have the students look at the picture and read the incomplete sentence.
2. Have them complete the sentence matching the picture and using the conjunction correctly.

Challenge Sheet: Topic 13A

Abstract Nouns–1 Grammar

Name:

Date:

Lesson Objective: Students have learned that nouns are usually something they can touch like a person, place or thing. A noun can also be a feeling or an idea like a dream, a hope or a wish. These are called abstract nouns. Remind students that a verb tells what the noun or subject is doing.

Example:

The girl thought she saw the cat under the bench. abstract noun verb

1. Jean hopes that she can go to camp. abstract noun verb
2. Trust lets the lad jump into the net. abstract noun verb
3. Mark's heart is full of dreams. abstract noun verb
4. Both girls love to sail on the boat. abstract noun verb
5. Tom's only hope is to pass the test. abstract noun verb
6. Hard work made Pam win the race. abstract noun verb
7. Dan hopes that Jan can ride with us. abstract noun verb
8. The nice man dreams of a trip home. abstract noun verb
9. The move was a lot of work. abstract noun verb
10. The great king made a wish. abstract noun verb

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students decide if the underlined word is an abstract noun or a verb.
3. Have the students underline the correct answer at the end of each line.

Challenge Sheet: Topic 13B

Abstract Nouns

Grammar

Name:

Date:

Lesson Objective: Remind students that nouns are usually something they can touch like a person, place or thing. A noun can also be a feeling or an idea like a dream, a hope or a wish. These are called abstract nouns. Remind students that a verb tells what the noun or subject is doing.

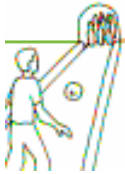


Example:

The girls catch a fish. The hope is that the net will hold it.



1. The man was full of _____ and then he fell.



2. Max has a _____ that he can get a strike.



3. Jane's _____ is that she has some cash in her purse.



4. _____ of the big cop made Jim tell the facts.

Abstract Noun list:

trust wish fear dream hope

Exercise:

1. Have the students look at the picture and read the incomplete sentence.
2. Have them complete the sentence matching the picture and using an appropriate abstract noun. Each abstract noun can only be used once.

Name:

Date:

Lesson Objective: A pronoun takes the place of a noun. Some pronouns can do double duty as a noun or an adjective. In this program we call these pronouns Double Duty Pronouns. Review the words pronoun and adjective with students before doing the exercise.



Example:

pronoun/ adjective

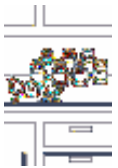
Many kids from the class ran in the race.



1. pronoun/ adjective



2. pronoun/ adjective



3. pronoun/ adjective

Double Duty Pronoun list:

some	many	this	that	these
those	few	all	such	either

Exercise:

1. Have the students look at the picture.
2. Have them choose a Double Duty Pronoun use it in a sentence about each picture.
3. Have them underline the Double Duty Pronoun they chose in their sentence.
4. Have them underline either pronoun or adjective to show which job the Double Duty Pronoun is doing in their sentence.

Challenge Sheet: Topic 15A

Possessive Pronouns Grammar

Name:

Date:

Lesson Objective: A possessive pronoun tells us who owns something. Possessive pronouns must match the owner's gender and number. Review the word pronoun before doing the exercise.

Example:

The short man hurt (his) her, its, own, their) thigh.

1. Mike gave (his, her, its, their) gumdrops to Jim.
2. The reptiles sleep on (his, her, its, their, our) rocks.
3. The foxes peek at the cute chicks. They want (his, her, its, their) dinner.
4. The racecar stops in the pit to get (his, her, its, their) tires changed.
5. The peppers are ripe. We want some for (his, her, its, their, their, our) lunches.
6. The sailboats race at sunset. (His, Her, Its, Their, Your, Our) sails seem golden.
7. The baskets are full of treats. Judith shares (his, hers, its, your, their, our) with Jean.
8. The grim man has some tattoos on (his, hers, its, your, their, our) arms.
9. The fireworks lit the park. (His, Her, Its, Their, Your, Our) sparks fell on the grass.
10. Jane likes milk with (his, her, its, your, their, our) snack.

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students decide which possessive pronoun is correct for the sentence.
3. Have the students circle the correct answer and underline the noun to which it refers.

Challenge Sheet: Topic 15B

Possessive Pronouns

Grammar

Name: _____

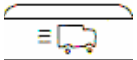
Date: _____

Lesson Objective: A possessive pronoun tells us who owns something. Possessive pronouns must match the owner's gender and number. Review the word pronoun before doing the exercise.



Example:

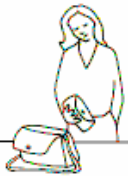
Ralph fell on the track. He hurt his leg.



1. _____







2. _____



3. _____

Possive Pronoun list:

my your his its ours her their
yours

Exercise:

1. Have the students look at the picture.
2. Have them write two sentences about each picture using at least one possessive pronoun correctly.
3. Have them underline the possessive pronoun and the noun to which it refers.

Challenge Sheet: Topic 16A

Subject / Predicate

Grammar

Name:

Date:

Lesson Objective: The subject is the doer of an action. The verb tells what the subject does. The complete subject includes all the words that talk about the subject except the verb. The complete predicate includes the verb and the rest of the sentence. Remind students that not all verbs show motion and that sentences can have more than one subject and verb.

Example:

Ralph / fell on the track and he / hurt his leg.

1. The evil phantom frightens the little girls.
2. Philip, the lad with the black pants, came to the park last night.
3. The moonlight cast a bright light on the sleeping child.
4. Jane fell off the porch and she broke her thigh.
5. To the delight of all, the king sang at the feast.
6. Janet's slacks were tight but she wore them to the dance.
7. The swimmers can see the Sphinx as they swim in the Nile River.
8. The hiking team climbs the highest peak.
9. James wished on the brightest star last night.
10. When the fireworks started, Kim was frightened.

Exercise:

1. Have the students read each sentence and form pictures in their minds.
2. Have the students find the verb(s) and put a line before each verb to divide the complete subject and the complete predicate.

Hint: Tell the students that four sentences have two subjects and two verbs.

Challenge Sheet: Topic 16B

Subject / Predicate

Grammar

Name: _____

Date: _____

Lesson Objective: The subject is the doer of that action. The verb tells what the subject does. The complete subject includes all the words that talk about the subject except the verb. The complete predicate includes the verb and the rest of the sentence. Remind students that not all verbs show motion and that sentences can have more than one subject and verb.



Example:

The garage man / is changing the oil in the car.

1. _____



2. _____



3. _____



Vocabulary list:

oil coins boil points soil toil

Exercise:

1. Have the students look at the picture.
2. Have them write at least one sentence (at least seven words) about each picture using one of the words in the vocabulary list.
3. Have them draw a line to separate the complete subject from the complete predicate.

Challenge Sheet: Topic 17A

Object
Grammar
Date:

Name:

Lesson Objective: The object of the sentence helps complete the thought. The object answers the question: Subject verb what? or Subject verb who?

Example:

George gave green peppers to the crow.

1. The hound from town found a bone in his bowl.
2. The king put his crown on the nightstand.
3. The clown with the frown dropped his flower in the ring.
4. The clouds drop rain on the kids as they run to the house.
5. The proud mother puts the medal on the lad.
6. The kind king spices his dinner with the pepper.
7. The pouch holds the wooden matches for the fire.
8. The kitchen counter stores the spices needed for the meal.
9. The brown cow wears a bell on her neck.
10. James got ten pounds of beef for the crowd.

Exercise:

1. Put the sample sentence on the board and ask the students to find the subject (draw a line under it), the verb (draw two lines under it) and the object (circle it).
2. Now have the students do the exercise.
3. Have the students read each sentence and form a picture in their mind.
4. Have the students complete the exercise. Have them find the subject and underline it; find the verb and draw two lines under it, find the object and draw a circle around it.

Challenge Sheet: Topic 17B

Object
Grammar
Date:

Name:

Lesson Objective: The object of the sentence helps complete the thought. The object answers the question: Subject verb what? or Subject verb who?



Example:

The girl squeezes fresh lime on the fish.



1. _____



2. _____



3. _____

Exercise:

1. Put the sample sentence on the board and ask the students to find the subject (draw a line under it), the verb (draw two lines under it) and the object (circle it).
2. Have the students look at the picture.
3. For each picture have them write at least one sentence (at least eight words) with a subject, a verb and an object.
4. Have the students underline the subject; draw two lines under the verb and put a circle around the object.

Challenge Sheet: Topic 18A

Subject/Object Pronouns Grammar

Name:

Date:

Lesson Objective: Pronouns take the place of a noun. If the pronoun is the subject (comes before the verb) or follows a linking verb pick the pronoun from the subject group. If the pronoun is an object (follows the verb) or follows a preposition pick the pronoun from the object group.

Example:

Silly Sally prays for snow in the desert.

(She / Her) likes to play in the snow.

Let's hope it snows for (she / her).

1. Jane and Mary tell scary stories to the children.
(She / Her) and Mary like to scare (they / them).
(They / Them) do not like to hear the stories.
2. Jody and I like to run in the forest.
(She / Her) and (I / me) run very fast.
This makes (we / us) tired.
3. Robin likes to play in the park.
(She / Her) plays near the duck pond.
The ducks quack when they see (she / her).
4. Carol and Max spray the van.
(She / Her) and (he / him) need to clean it.
Carol gives (he / him) the sponge and a dry rag.
5. The quick white pony trots in the field with Jerry and me.
The pony likes to play with (we / us).
(She / Her) eats the apples (we / us) bring (she / her).

Subject pronouns:

I we
you you
he, she, it they

Object pronouns:

me us
you you
him, her, it them

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students underline the correct pronoun (s).

Challenge Sheet: Topic 18B

Subject/Object Pronouns Grammar

Name: _____

Date: _____

Lesson Objective: Pronouns take the place of a noun. If the pronoun is the subject (comes before the verb) or follows a linking verb pick the pronoun from the subject group. If the pronoun is an object (follows the verb) or follows a preposition pick the pronoun from the object group.



Example:

The maid dusts the plant with a duster.
She dusts it with a duster.



1. Roger and Judy looked for the lost bags.



2. When Robin fell, Leslie and I came running to help Robin.



3. Sally and Robert are running in the big race toward Mike and me.

Subject pronouns:

I we
you you
he, she, it they

Object pronouns:

me us
you you
him, her, it them

Exercise:

1. Have the students look at the picture.
2. Have them rewrite the sentence replacing the underlined noun or nouns with the correct pronoun (s).

Challenge Sheet: Topic 19A

Verb Tenses

Grammar

Name: _____

Date: _____

Lesson Objective: In addition to action, verbs also tell us when the action happened. If it is happening now (present), the verb usually has either no ending, an "s" at the end or it ends in "ing" with a helping verb before it. If the action already happened (past), the most common verb ending is "ed". If the action has not yet happened (future), we add the helping verb "will" before the verb or state when it will happen in the future (tomorrow).

Example:

Now Ann puts lotion on Mike's back.
Future With no lotion his back will burn.
Past Ann and Mike went to the beach.

1. _____ The motion of the car will make Mary sick.
 _____ Mike and Mary left for the beach last night.
 _____ Mike drives fast on the curves.
2. _____ The family stand united in their need for a new car.
 _____ The Smith's family car was wrecked.
 _____ The salesman will help them purchase a new car.
3. _____ The teacher asked the class to read the section on
 "toads".
 _____ The students will do a report on "toads".
 _____ The students are reading that section.
4. _____ Jack lives in a big white mansion now.
 _____ Next week, he is going to paint the trim.
 _____ Jack moved to a new house on Elm Street.
5. _____ Kathleen mixed a magic potion.
 _____ She puts strange things in a bowl.
 _____ Her cat will eat the potion.

Past Tense:
verb + ed
was + verb + ing

Present Tense:
verb
is + verb + ing
verb + s

Future Tense:
will + verb
future word(s) + present verb

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students determine what happened in the past; what is happening now and what will happen (future).
3. Have them put the appropriate word (past, now, future) on the line provided and reread the story in the proper order.

Challenge Sheet: Topic 19B

Verb Tenses

Grammar

Name: _____

Date: _____

Lesson Objective: In addition to action, verbs also tell us when the action happened. If it is happening now (present), the verb usually has either no ending, an "s" at the end or it ends in "ing" with a helping verb before it. If the action already happened (past), the most common verb ending is "ed". If the action has not yet happened (future), we add the helping verb "will" before the verb or state when it will happen in the future (tomorrow).



Example:

The jar was full of jam. (past)

Jerry takes the lid off the jar. (present)

Soon the jar will be empty. (future)



1. _____



2. _____



3. _____

Past Tense:
verb + ed
was + verb + ing

Present Tense:
verb
is + verb + ing
verb + s

Future Tense:
will + verb
future word(s) + present verb

Exercise:

1. Have the students look at the picture.
2. Have them write three sentences about each picture: the first in the past tense, the second in the present and the third in the future tense. The sentences should tell a simple story.

Challenge Sheet: Topic 20A

Adverbs
Grammar
Date:

Name:

Lesson Objective: An adverb tells us how a noun moves. Most (but not all) adverbs end with the letters "L-Y". An adverb usually describes a verb but it sometimes describes an adjective.

Example:

The thief sneaks quietly into the bank.

1. The ceiling fan turns quickly to cool the big room.
2. The tribal chief dances proudly among the circle of men.
3. The wicked fiend advances silently toward the young girl.
4. The caddie works hard to carry the golf clubs to the clubhouse.
5. The Brownie troop rapidly sold the cookies to their peers.
6. The kind gentleman slowly opened his briefcase.
7. The racehorse galloped fast across the field of wheat.
8. The "Yield" sign on the corner steadily slows traffic.
9. My cheerful niece loudly cheers her team to victory.
10. The girl held fast to her beliefs even when her pals teased her.

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have them underline each adverb.

Challenge Sheet: Topic 20B

Adverbs Grammar Date:

Name:

Lesson Objective: An adverb tells us how a noun moves. Most (but not all) end with the letters "L-Y". An adverb usually describes a verb but it sometimes describes an adjective.



Example:

The girl with the baton ran swiftly down the hill.



1. _____



2. _____



3. _____

Sample adverbs:

slowly

quickly

happily

hard

fast

carefully

gladly

Exercise:

1. Have the students write at least one sentence (at least eight words) to describe each picture.
2. Each sentence must contain an adverb and they must underline it.

Challenge Sheet: Topic 21A

Contractions

Grammar

Name: _____

Date: _____

Lesson Objective: A contraction is a combination of two small words where we omit letters to write them the way we say them. We use an apostrophe to show where the missing letters belong.

Example:

The gloomy teenager can't (cannot) telephone her pals after 10 O' clock.

1. The pacemaker _____ (is not) working correctly.
2. The nearsighted woman is having difficulty. _____ (She is) unable to read the newspaper.
3. The timekeeper _____ (did not) remember to start the clock.
4. _____ (I will) suggest to the exceedingly bright teacher that she eliminate the test.
5. The roadrunner is a bird that _____ (does not) usually fly.
6. _____ (They will) ask the candidate to indicate the reasoning behind his platform.
7. _____ (We are) about to ask the waitress to tabulate the bill.
8. The irritable man _____ (should not) keep honking at the car in front of him.
9. _____ (I have) not been able to hang onto the slippery tomato.
10. The elected official _____ (has not) communicated his frustration to the cabinet.

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students make a contraction of the two words in parentheses and write it on the line. Remind them to put an apostrophe where the missing letters belong. If necessary, encourage them to look in the dictionary.

Challenge Sheet: Topic 21B

Contractions

Grammar

Name: _____

Date: _____

Lesson Objective: A contraction is a combination of two small words where we omit letters to write them the way we say them. We use an apostrophe to show where the missing letters belong.



Example:

Even a talented cat can't (cannot) ride a bicycle.



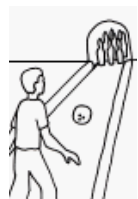
1. _____



2. _____



3. _____



4. _____

Sample:

can't she'll haven't didn't doesn't shouldn't
isn't he'll you'll you're you've I've I'm

Exercise:

1. Have the students write at least one sentence (at least eight words) including a contraction and then expand the contraction to show the original words.
2. Have the students underline the contraction and put the original form in parenthesis. Some (but not all) contractions are listed above.

Challenge Sheet: Topic 22A

Name:

Talking on Paper Grammar

Date:

Lesson Objective: It is easy to write a conversation if you remember to put quotation marks around the exact words that are spoken, punctuate what is said correctly and separate the speaker from what is said by a comma if no other punctuation mark is needed. Begin a new paragraph each time there is a change of speakers.

Example:

ginger said i cannot make it to jasons birthday celebration

Correct: Ginger said, "I cannot make it to Jason's birthday celebration."

1. addition and subtraction are easy to do if you learn to remember the facts said jane
2. the minister said conservation of wildlife is important to our planet
3. do you have inflammation in your ankle asked doctor zimmer
4. betty asked can i have permission to use the car tomorrow
5. the solution is not as complicated as it appears noted the professor
6. i understand the equation said jimmy matherspoon
7. martha contemplated the question and then she answered columbus discovered america in 1492
8. after marcus opened the refrigerator he asked is the buttermilk spoiled
9. the doctor told the woman youll need to have this prescription filled immediately
10. do you think government institutions are efficient asked the elected official

Exercise:

1. Have the students read each sentence and form a picture in their mind.
2. Have the students mark all punctuation and capital letters errors.
3. Remind them that proper nouns, quotations and sentences begin with capitals. A punctuation mark must end a sentence. When a sentence of a direct quote is followed by who said it, use a comma as the punctuation mark between it and the speaker. Quotation marks surround the exact words that were spoken. Don't forget apostrophes are needed with contractions.

Challenge Sheet: Topic 23A

Gerunds Grammar Date:

Name:

Lesson Objective: A gerund is an "ing" form of a verb that is used as a noun.

Example:

gerund
Walking fast is very good exercise.

verb
He is walking for exercise.

1. The girl with auburn hair is crawling under the table.
2. Running helps the professor stay in shape.
3. Kicking field goals takes a lot of practice and skill.
4. Winning the national championship was the Wildcats' most important achievement.
5. The strong athlete is lifting weights in the gym on Saturday.
6. "Telling your sister our secret was a big mistake," said Elaine.
7. Donald will be singing the National Anthem at tonight's game.
8. Good writing comes with a lot of practice.
9. The industrious student is stalling in hope that the answer will come to her.
10. Traveling across the continent is a lot of fun for Tom and Bill.

Exercise:

1. Put the sample sentences on the board and ask the students which "ing" word is a gerund. When correctly identified, underline the gerund on the board. Then ask them which "ing" word is a verb and draw a circle around the entire verb.
2. Now have the students do the exercise.
3. Have the students read each sentence and form a picture in their mind.
4. Have students complete the remaining sentences. Underline the "ing" word if it is a gerund. If it is a verb have them draw a circle around the entire verb.
5. Remind them that if there is a helping verb it is a verb and not a gerund. Circle the helping verbs along with the "ing" verb.

Challenge Sheet: Topic 23B

Gerunds Grammar Date:

Name:

Lesson Objective:

A gerund is an "ing" form of a verb that is used as a noun.

Example: lifting



The moving man ^{verb} is lifting a heavy box of books.

gerund
Lifting boxes is hard work.

1. hitting



2. running



3. sleeping



Exercise:

1. Put the sample sentences on the board and ask the students which "ing" word is a gerund. When correctly identified, underline the gerund on the board. Then ask them which "ing" word is a verb and draw a circle around the entire verb.
2. Now have the students do the exercise.
3. Have the students write two sentences to describe each picture. One using the word given as a verb (with a helping verb) and the other using the word as a gerund.
4. Have the students underline the gerund and draw a circle around the entire verb.

Challenge Sheet: Topic 24A

Interjections

Grammar

Name: _____

Date: _____

Lesson Objective: Interjections show emotion with a single word or phrase. They begin with a capital and are followed by a punctuation mark. If the emotion is intense it is followed by an exclamation mark, which is then followed by a capital letter. If the emotion is not so intense, a comma follows it.

Examples:

Wow! I can't believe I ate the whole thing!

Oh no, I left my sweater on the bus.

1. _____ if you don't listen, you'll miss the answer.
2. _____ there is a mouse in my bedroom closet.
3. _____ that was a wonderful meal.
4. _____ my cough medicine tastes awful.
5. _____ that rose has a thorn.
6. _____ I forgot to fasten my parachute.
7. _____ you have written the entire paragraph correctly.
8. _____ did you see the tricks he did with those cards.
9. _____ you can't come in here.
10. _____ the afghan my grandmother knitted is beautiful.

Sample interjections:

wow	stop	ooh	yeah	yikes	shhh	good job
quiet	ouch	ah	oops	super	yuk	stupendous

Exercise:

1. Have the students fill in an appropriate interjection.
2. Remind the students that an interjection starts with a capital letter. Interjections end with either an exclamation mark or a comma depending upon the strength of the emotion. If they choose an exclamation mark, the next word should begin with a capital letter.

