

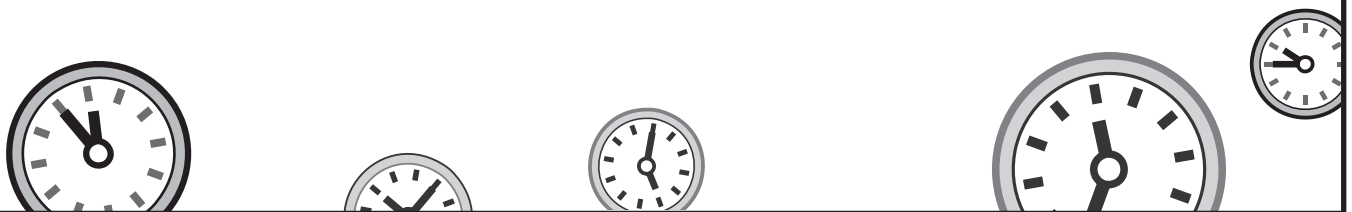


# Table of Contents

---



<b>I</b> ntroduction .....	<b>3</b>
<b>H</b> ow to Use This Book .....	<b>4</b>
<b>M</b> inute Journal.....	<b>6</b>
<b>S</b> cope and Sequence .....	<b>7</b>
<b>G</b> rammar Minutes.....	<b>8</b>
<b>A</b> nswer Key .....	<b>108</b>





# Introduction

---

The main objective of *Grammar Minutes Grade 4* is grammar proficiency, attained by teaching students to apply grammar skills to answer questions effortlessly and rapidly. The questions in this book provide students with practice in the following key areas of fourth-grade grammar instruction:

- sentence structure
- capital letters
- nouns
- verbs
- pronouns
- adjectives
- adverbs
- subjects/predicates
- prefixes/suffixes
- abbreviations/punctuation
- prepositions

Use this comprehensive resource to improve your students' overall grammar proficiency, which will promote greater self-confidence in their grammar skills as well as provide the everyday practice necessary to succeed in testing situations.

*Grammar Minutes Grade 4* features 100 "Minutes." Each Minute consists of 10 questions for students to complete within a short time period. As students are becoming familiar with the format of the Minutes, they may need more time to complete each one. Once they are comfortable and familiar with the format, give students a one- to two-minute period to complete each Minute. The quick, timed format, combined with instant feedback, makes this a challenging and motivational assignment that offers students an ongoing opportunity to improve their own proficiency in a manageable, nonthreatening way.



# How to Use This Book

---



*Grammar Minutes Grade 4* is designed to generally progress through the skills as they are introduced in the classroom in fourth grade. The Minutes can be implemented in either numerical order, starting with Minute One, or in any order based on your students' specific needs during the school year. The complexity of the sentences and the tasks within each skill being covered gradually increases so that the first Minute of a skill is generally easier than the second Minute on the same skill.

*Grammar Minutes Grade 4* can be used in a variety of ways. Use one Minute a day as a warm-up activity, skill review, assessment, test prep, extra credit assignment, or homework assignment. Keep in mind that students will get the most benefit from each Minute if they receive immediate feedback. If you assign the Minute as homework, correct it in class as soon as students are settled at the beginning of the day.

If you use the Minute as a timed activity, begin by placing the paper facedown on the students' desks or displaying it as a transparency. Use a clock or kitchen timer to measure one minute—or more if needed. As the Minutes become more advanced, use your discretion on extending the time frame to several minutes if needed. Encourage students to concentrate on completing each question successfully and not to dwell on questions they cannot complete. At the end of the allotted time, have the students stop working. Read the answers from the answer key (pages 108–112) or display them on a transparency. Have students correct their own work and record their scores on the Minute Journal reproducible (page 6). Then have the class go over each question together to discuss the answers. Spend more time on questions that were clearly challenging for most of the class. Tell students that some skills that seemed difficult for them will appear again on future Minutes and that they will have another opportunity for success.



Teach students the following strategies for improving their scores, especially if you time their work on each Minute:

- leave more challenging items for last
- come back to items they are unsure of after they have completed all other items
- ask questions if they are still unsure about anything
- make educated guesses when they encounter items with which they are unfamiliar

Students will ultimately learn to apply these strategies to other assignments and testing situations.

The Minutes are designed to assess and improve grammar proficiency and should not be included as part of a student's overall language arts grade. However, the Minutes provide an excellent opportunity to identify which skills the class as a whole needs to practice or review. Use this information to plan the content of future grammar lessons. For example, if many students in the class have difficulty with a Minute on commas, additional lessons in that area will be useful and valuable for the students' future success.

While Minute scores should not be included in students' formal grades, it is important to recognize student improvements by offering individual or class rewards and incentives for scores above a certain level on a daily and/or weekly basis. Showing students recognition for their efforts provides additional motivation to succeed.



# Scope and Sequence

.....

MINUTE	SKILL	MINUTE	SKILL
1.....	Sentence or Fragment	47.....	Adjectives
2.....	Subjects	48.....	Adjectives: Comparative and Superlative
3.....	Predicates	49.....	Adverbs
4.....	Subjects and Predicates	50.....	More Adverbs
5.....	Compound Subjects	51.....	Prefixes
6.....	Compound Predicates	52.....	Suffixes
7.....	Declarative Sentences	53.....	Commas
8.....	Interrogative Sentences	54.....	More Uses for Commas
9.....	Imperative or Declarative Sentences	55.....	Abbreviations
10.....	Exclamatory Sentences	56.....	Adjectives Review
11.....	Run-on Sentences	57.....	Adverbs Review
12.....	Sentence/Fragment Review	58.....	Prefixes and Suffixes Review
13.....	Subjects and Predicates Review	59.....	Commas Review
14.....	Compound Subject Review	60.....	Abbreviations Review
15.....	Compound Predicate Review	61.....	Compound Words
16.....	Types of Sentences Review	62.....	Contractions
17.....	Run-on Sentence Review	63.....	Synonyms
18.....	Common Nouns	64.....	Antonyms
19.....	Proper Nouns	65.....	Homophones
20.....	Common and Proper Nouns	66.....	Word Usage: <i>To, Too, Two</i>
21.....	Plural Nouns	67.....	Word Usage: <i>There, Their, They're</i>
22.....	Singular and Plural Nouns	68.....	Word Usage: <i>Your or You're</i>
23.....	Irregular Plural Nouns	69.....	Word Usage: <i>Good or Well</i>
24.....	Singular Possessive Nouns	70.....	Word Usage: <i>Affect or Effect</i>
25.....	Plural Possessive Nouns	71.....	Word Usage: <i>Accept or Except</i>
26.....	Subject Pronouns	72.....	Compound Words Review
27.....	Object Pronouns	73.....	Contractions Review
28.....	Common and Proper Nouns Review	74.....	Synonyms, Antonyms, and Homophones Review
29.....	Singular and Plural Nouns Review	75.....	Word Usage Review: <i>To, Too, Two, Their, There, They're</i>
30.....	Irregular Plural Nouns Review	76.....	Word Usage Review: <i>Good or Well</i>
31.....	Singular and Plural Possessive Nouns Review	77.....	Word Usage Review: <i>Affect, Effect, Accept, Except</i>
32.....	Pronoun Review	78.....	Word Usage: <i>Lose or Loose</i>
33.....	Verbs	79.....	Word Usage: <i>Chose or Choose</i>
34.....	More Verbs	80.....	Word Usage: <i>Its or It's</i>
35.....	Verb Tense	81.....	Word Usage: <i>Than or Then</i>
36.....	Past Verb Tense	82.....	Word Usage: Negatives
37.....	Future Verb Tense	83.....	Articles: <i>A, An, The</i>
38.....	Irregular Verb Tense	84.....	Prepositions
39.....	More Verb Tenses	85.....	Word Usage Review: <i>Lose, Loose, Chose, Choose</i>
40.....	Linking Verbs	86.....	Word Usage Review: <i>Than, Then, Its, It's</i>
41.....	Helping Verbs	87.....	Negatives Review
42.....	Verb Review	88.....	Articles Review: <i>A, An</i>
43.....	Verb Tense Review	89.....	Prepositions Review
44.....	Irregular Verb Review	90-100.....	Apply Your Grammar Knowledge
45.....	Subject-Verb Agreement and More Verb Tenses Review		
46.....	Linking and Helping Verbs Review		



## Minute 28

Name \_\_\_\_\_

Circle the common nouns and underline the proper nouns in each sentence.

1. Mrs. Duncan just announced we are going to the High Museum.
2. We are going to ride the bus there next Monday.
3. Our teacher said we would see paintings from Monet.
4. My mother has a Monet painting in our family room.
5. Laci and I are excited because we also get to see ancient artifacts.
6. Unfortunately, we cannot take cameras to the museum.
7. Mrs. Jones is going to come with us.
8. After we leave the museum, we are going to have lunch at Grant Park.
9. Melody and Staci have suggested we bring blankets to sit on.
10. The boys are going to bring a football to play with after we eat.



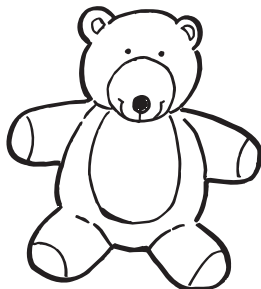
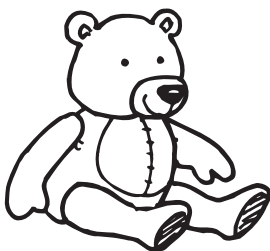


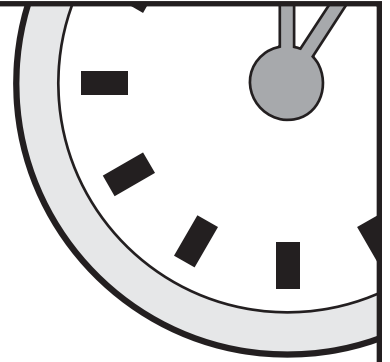
# Minute 29

Name \_\_\_\_\_

Circle the noun that correctly completes each sentence.

1. Tonya has a teddy (bear, bears) collection.
2. She has three (bear, bears) that are ten years old.
3. Tonya's favorite bear wears reading (glass, glasses).
4. Each bear in her collection is still in the (box, boxes) that it came in.
5. Her little (sister, sisters), Jenni, has tried to take them out of the boxes.
6. Their (mother, mothers) has scolded Jenni.
7. Tonya also has a few antique (doll, dolls) as well.
8. She has a (Barbie, Barbies) from the fifties that her grandmother gave her.
9. Her grandmother also gave her a pair of antique (earring, earrings).
10. Tonya keeps them hidden in a little (case, cases) in her closet.





# Minute 30

Name \_\_\_\_\_

For Numbers 1-6, circle the correct irregular plural noun in each group of words below.

- |             |         |           |
|-------------|---------|-----------|
| 1. loafs    | loaves  | loafes    |
| 2. wolfs    | wolves  | wolfes    |
| 3. children | childs  | childrens |
| 4. lifeies  | lives   | lifes     |
| 5. teethes  | toothes | teeth     |
| 6. women    | womans  | womanes   |

For Numbers 7-10, write the irregular plural form for each noun.

- |            |       |
|------------|-------|
| 7. cactus  | _____ |
| 8. sheep   | _____ |
| 9. knife   | _____ |
| 10. person | _____ |

