

OWL JR. MATERIALS

Grammar Lessons for K-12 Students

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Elements of a Story

Character: a figure in a story, usually a person or animal.

Setting: the combination of place, time and society that provides the general background for the characters and plot of a story. It usually is explained at the beginning of a story.

Plot: the arrangement of events in a work, what each character is doing or going to do.

Main Idea: the purpose of the story, why the character is doing what he/she is doing.

Supporting Details: explains how, what, when, where, why, how much, or how many

Comparisons: relate one thing to another

Contrasts: show how one thing differs from another

Rupert was on his way to the pier one morning. There were trees and flowers, and the wind was blowing. He was going to clean his boat. Clean boats look and sail better.

Sarah was going to the barn in the afternoon to ride her horse. She loved to ride her horse. Her horse can do tricks, jump and run fast through the woods. Sarah and her horse are best friends.

The bell rang at the end of the school day and Ryan was running late to catch the school bus home. He grabbed his homework and ran out the door as fast as he could, but the bus left without him. So Ryan had to walk home. It was easier for him to take the bus, but he liked to walk home. Before he reached his house, it started to rain. He started to run home so his homework would not get wet, but as he walked in the front door of his house, Ryan looked down at his homework in his hand and all that was left was a small, wet piece of paper.

The Incorrect Spelling of Words

The incorrect spelling of words is common among 3rd and 4th graders. The best method to learn how to spell words correctly is through reading, writing, and practicing many exercises.

EXERCISE 1: Aimed at 3rd graders

Read the following short story. Pay attention to the italicized words.

Annie and Benny are best friends. They are very happy because it is *sumer*. Annie wants to go *camping*. Benny wants to go *fishhing*. They are sad because they cannot *agre* on what to do. They sit on the *graas*. Annie looks up in the sky and she sees a *kitee*. Benny looks up and he sees it, too. Annie and Benny know what they want to do. Annie and Benny spend the day flying kites.



Fill in the blanks with the correct spelling of the italicized words.

Annie and Benny are best friends. They are very happy because it is _____. Annie wants to go _____ but Benny wants to go _____. They are sad because they cannot _____ on what to do. They sit on the _____. Annie looks up in the sky and she sees a _____. Benny looks up and he sees it, too. Annie and Benny know what they want to do.

Correct Answers:

1. Summer
2. Camping
3. Fishing
4. Agree
5. Grass
6. Kite

EXERCISE 2: Aimed at 3rd graders

Read the following short story. Pay attention to the italicized words.

Jamie and Jesse are twin brothers who are very different. Jamie likes to play *basebal* and Jesse likes to play basketball. Jamie's favorite fruit is apple and Jesse's favorite fruit is *lemonn*. Jamie's favorite color is *yellow* and Jesse's favorite color is green. Both brothers like to read. Jamie's favorite book is Arthur and Jesse's favorite book is Clifford. Jamie's room is clean and Jesse's room is *mesy*. Jamie likes all vegetables, except lettuce. Jesse likes all vegetables, except *carots*. These twin brothers are very different but when Jamie and Jesse are together, they are very *hapy*.



Fill in the blanks with the correct spelling of the italicized words.

Jamie and Jesse are twin brothers who are very different. Jamie likes to play _____ and Jesse likes to play basketball. Jamie's favorite fruit is apple and Jesse's favorite fruit is _____. Jamie's favorite color is _____ and Jesse's favorite color is green. Both brothers like to read. Jamie's favorite book is Arthur and Jesse's favorite book is Clifford. Jamie's room is clean and Jesse's room is _____. Jamie likes all vegetables, except lettuce. Jesse likes all vegetables, except _____. These twin brothers are very different but when Jamie and Jesse are together, they are _____.

Correct Answers:

1. Baseball
2. Lemon
3. Yellow
4. Messy
5. Carrots
6. Happy

EXERCISE 3: Aimed at 4th graders

Read the following short story. Circle the incorrectly spelled words.

Betty loves animals. She has one aligator, which is 4 feet long. She has one ratle snake, which is 2 feet



long. She has a black and white pandaa. Betty loves all her animals very much. She nevvver lets them go hungry. Betty wants more animals. She wants four froggs and she wants one squidd. Also,



Betty wants a duck which goes quaack! Betty is an extremely good owner.

Fill in the blanks with the correct spelling of the words circled.

Betty loves animals. She has one _____, which is 4 feet long. She has one _____ snake, which is 2 feet long. She has a black and white _____. Betty loves all her animals very much. She _____ lets them go hungry. Betty wants more animals. She wants four _____ and she wants one _____. Also, Betty wants a duck which goes _____! Betty is an _____ good owner.

Correct Answers:

1. Alligator
2. Rattle
3. Panda
4. Never
5. Frogs
6. Squid
7. Quack
8. Extremely

EXERCISE 4: Aimed at 4th graders

Below is a list of 20 words. If a word is spelled incorrectly, spell it correctly on the blank line. If a word is spelled correctly, simply write “correct” on the blank line.

1. Acurate _____
2. Apearance _____
3. Basicaly _____
4. Charracter _____
5. Chalenging _____
6. Cloting _____
7. Definitely _____
8. Familier _____
9. Humerous _____
10. Increddible _____
11. Nknowledge _____
12. Okcasion _____
13. Recommend _____
14. Receive _____
15. Realy _____
16. Strenth _____
17. Simillar _____
18. Succes _____
19. Unnecenary _____
20. Temperature _____

Correct Answers:

1. Accurate
2. Appearance
3. Basically
4. Character
5. Challenging
6. Clothing
7. Definitely
8. Familiar
9. Humorous
10. Incredible
11. Knowledge
12. Occasion
13. Correct
14. Correct
15. Really
16. Strength
17. Similar
18. Success
19. Unnecessary
20. Correct

Parts of Speech

Verbs are actions and give the main point of a sentence.

Children **play**.

Cheetahs **run**.

People **laughed**.

Teachers **teach**.

Dogs **bark**.

Pens **write**.

Helping Verbs come right before the verb and help the verb with meaning, tense, and time.

forms of the verb **be**, forms of the verb **have**, forms of the verb **do**

should, shall, can, could, will, would, may, might

People **do laugh**.

People **are laughing**.

People **have laughed**.

People **have been laughing**.

People **should laugh**.

People **should be laughing**.

People **should have laughed**.

People **should have been laughing**.

Adverbs describe verbs, adjectives, and other adverbs. They answer the questions *where? when? why?* and *how?*

Children **should play outside**.

The adverb *outside* is describing the verb *play*.

[Children should play where? **outside**]

It **happened suddenly**.

The adverb *suddenly* is describing the verb *happened*.

[It happened how? **suddenly**]

People **laugh often**.

The adverb *often* is describing the verb *laugh*.

[People laugh when? **often**]

People **laugh very often**.

The adverb *very* is describing the adverb *often*.

[People laugh how often? **very often**]

The **butterfly is bright blue**.

The adverb *bright* is describing the adjective *blue*.

[The butterfly is how blue? **bright blue**]

Jason **is incredibly smart**.

The adverb *incredibly* is describing the adjective *smart*.

[Jason is how smart? **incredibly smart**]

Nouns are persons, places, ideas, or things.

Persons:	girl	boy	man	woman
	cashier	waitress	employee	parent
Places:	home	school	work	library
	mall	restaurant	park	store
Things:	animal	flower	tree	bed
	building	electricity	computer	toy
Ideas:	sadness	happiness	kindness	love

Proper Nouns are the names of specific persons, places, or things. They are always capitalized.

Persons:	George Washington	Albert Einstein	Thomas Jefferson
Places:	Orlando	Florida	United States
	North America	Earth	Milky Way Galaxy
Things:	Lincoln Memorial	Rocky Mountains	Disney Land

Possessive Nouns own or possess other nouns.

Possession is shown by an apostrophe (') on the end of a noun.

student's homework the homework belongs to the student

dog's bone the bone belongs to the dog

kitten's milk the milk belongs to the kitten

Ryan's book the book belongs to Ryan

Articles appear only before nouns. They tell whether a noun is general or specific.

the, a, an

The comes before something specific.

the book on the table **the classroom down the hall**

A and *an* come before something general.

a book in a library **a classroom in a school**

A comes before a noun that begins with a consonant sound.

a letter **a unicorn** **a snowman** **a painting**

An comes before any noun that begins with a vowel sound.

an apple **an honor** **an hour** **an umbrella**

Adjectives describe nouns. They can come before the noun and answer the question *which?*

Nice people have good friends.

The adjective *nice* is describing the noun *people*, and the adjective *good* is describing the noun *friends*.

[Which people? *nice* people, Which friends? *good* friends]

Adjectives can also come after a verb and describe the subject of the sentence. In this case, they answer the question *what?*

Dinosaurs are scary.

The adjective *scary* is describing the noun and subject *dinosaurs*.

[Dinosaurs are what? *scary*]

Pronouns take the place of a noun.

I, me, you, she, her, he, him, they, them, we, us, it

He gave me a present.

I saw them yesterday.

It bothers her.

They like him.

Pronouns can also show possession.

my, mine, your, yours, her, hers, his, their, theirs, our, ours, its

Shawn finished **his** homework.

Ashley is at **her** house.

Trisha is **my** name.

Those shoes are **theirs**.

Antecedents are the nouns that the pronouns are replacing.

Ryan left **his** book at school. **He** was unable to complete **his** homework for the next day.

April and Adam baked a cake. **They** took **it** to **their** cousin's birthday party.

Prepositions usually show locations and positions. They are often followed by nouns and when they do, form a **Prepositional Phrase**.

as, around, above, between, beyond, beneath, behind, below, with, within, through, throughout, of, for, like, out, in, on, under, underneath, near, by,

Prepositional phrases can describe verbs and answer the questions *where?* *why?* *how?* and *when?*

Ashley is at her house.

The prepositional phrase *at her house* is describing the verb *is*.

[Ashley is where? **at her house**]

She spoke with confidence.

The prepositional phrase *with confidence* is describing the verb *spoke*.

[She spoke how? **with confidence**]

James wrote a paper for English.

The prepositional phrase *for English* is describing the verb *wrote*.

[Why did James write a paper? **for English**]

Crystal ate candy after dinner.

The prepositional phrase *after dinner* is describing the verb *ate*.

[Crystal ate candy when? **after dinner**]

Prepositional phrases can also describe nouns. In this case, they answer the question *which?*

The slide near the swing is new.

The prepositional phrase *near the swing* is describing the noun *slide*.

[Which slide? the slide **near the swing**]

Conjunctions combine two or more parts of speech.

but, and, yet, or

Conjunctions can combine nouns.

April or Erica made the cookies.

The conjunction *or* is combining the nouns *April* and *Erica*.

Sam made cookies and brownies.

The conjunction *and* is combining the nouns *cookies* and *brownies*.

Conjunctions can combine adjectives.

Pandas are black and white.

The conjunction *and* is combining the adjectives *black* and *white*.

The big yet friendly dog lives next door.

The conjunction *yet* is combining the adjectives *big* and *friendly*.

Conjunctions combine adverbs.

The car runs fast but loud.

The conjunction *but* is combining the adverbs *fast* and *loud*.

Conjunctions combine verbs.

I can walk and talk at the same time.

The conjunction *and* is combining the verbs *walk* and *talk*.

Conjunctions combine prepositional phrases.

Jim is at school or at work.

The conjunction *or* is combining the prepositional phrases *at school* and *at work*.

Conjunctions can even combine sentences.

I love cats but I am allergic to them.

The conjunction *but* is combining the sentences *I love cats* and *I am allergic to them*.

Interjections comment on a sentence. They can show an emotion or an opinion.

yes, no, oh, well, okay, sorry, indeed, ouch, gross, fine, eww, ah, ugh, psst, whew, phew

Yes, I am extremely tired.

Oh, I see.

Sorry, I didn't hear you.

Ouch, that hurt.

Well, I guess it's okay.

Eww, that's gross.

The Student-Teacher Approaches

As children start elementary education, educators begin instruction at the rudimentary level. This level will create a strong or weak structure upon which children build their future education. Thus, it is of the utmost importance that this structure be strong. Children's being very diverse requires learning in an environment that approaches learning in more than one way. In reality, there exist countless approaches to learning; however, for the purpose of conciseness, let's discuss only three. In fact, the three common approaches to learning are used in everyday life by children:

- **Auditory Learning** – A learning approach in which a child learns through listening.
- **Kinesthetic Learning** – A learning approach in which a child learns through being involved physically.
- **Visual Learning** – A learning approach in which a child learns through images, such as data, graphs, etc.



Auditory Learning



Kinesthetic Learning



Visual Learning

As there are approaches to learning, there are also approaches to teaching. Teaching approaches are not definite as learning approaches are. On the contrary, teaching approaches are broad and, more often than not, the teaching approaches involve methods for educators to effectively impact their students. Sometimes, teaching approaches are created by teachers to inspire creativity between the teacher and the student to gain a better and deeper understanding of the material. The following is a list of approaches to teaching which educators must consider:

- **Demonstration** – A teaching process which involves conducting examples, experiments, etc.
- **Explanation** – A teaching process which involves speaking about the subject.
- **Participation** – A teaching process which involves the collaboration between students to actively discuss a subject and listen to each others points of view.
- **Recitation** – A teaching process which involves repeating memorized information about the subject.
- **Learning by teaching** – A teaching process which involves students being the teacher and teaching their fellow classmates about the subject. Consequently, the learning by teaching method requires that the students must gain a deep understanding about the subject in order to teach the subject to their fellow classmates.

Examples

1. **Demonstration** – Teachers provide their students with the opportunity to *demonstrate* their belongings during show-and-tell. This is a common method used in elementary schools which allows students to interact with their fellow classmates by sharing a personal belonging. For example, one student might bring a stuffed animal cat to display and present to the class.
2. **Explanation** – Perhaps, the most common teaching approach, teachers *explain* the subject to their students by standing directly in front of them to inform them about the subject. This method allows one teacher to interact with a large group of students. For example, a teacher might lecture the class on the subject of writing through providing writing examples on the board. Students, as a result, can use the subject of writing by writing a short essay on what they did during their summer vacation.
3. **Participation** – Teachers allow their students the opportunity to *participate* with each other in order to discuss subjects, such as geography, mathematics, science, etc. For example, small groups of students might gather in a class competition to locate Alaska, Hawaii, New Zealand, and South Africa on the map.
4. **Recitation** – Possibly, the most difficult teaching approach, teachers encourage their students to *recite* short speeches, such as poems, from memory to increase their ability to memorize material. For example, a student might memorize information about Santa Clause to present a project on the spirit of Christmas to the class.
5. **Learning by teaching** – Educators often reverse the role of students and teachers by allowing the students to become the teacher. For example, on informing the class about global warming, students will carry out research, which they will later teach to the class by becoming the teacher.

Educators can use the teaching approaches to impact their students in an effective manner. A combined use of these approaches will deliver best results, as students will become bored and uninterested with only one approach. In addition, teachers have the ability to create teaching approaches different from the ones mentioned above. These approaches will be the result of a teacher's own creativity. As students are the target beneficiaries of a classroom, the teacher must assume responsibility to aid them as much as possible. The student-teacher approaches are not separate entities, as these approaches are ineffective when used separately. In fact, the student-teacher approaches must be used together, by both the student and the teacher, in order to reveal effective results.

Word Types

Homonyms are words that have the same sound when spoken but different meanings.

Where – a place or location
Wear – to carry or have on the body
Ware – awareness

Too – also
To – shows movement or direction
Two – a pair; the number following one

Our – of or relating to us or ourselves
Hour – measurement of time
Are – shows existence

Missed – to fail to hit; avoid
Mist – something that keeps someone from seeing clearly; watery

Hi – a greeting
High – extending a great distance upwards

Hair – threadlike, grows on animals and humans
Hare – a rabbit

Hear – noise taken in through ear
Here – in or at this place

Stair – a series of steps that leads from one level to the next
Stare – to look hard

Flee – to run away from danger
Flea – small insect

Plain – having no decoration or pattern
Plane – airplane

Dear – highly valued, precious
Deer – wild animals with hooves

Heteronyms are words that have identical spellings but different pronunciations and meanings.

Desert – (n) a dry place or (v) to leave

Does – helping verb or plural form of *do*

Number – numeral or comparative degree of the adjective *numb*

Read – present tense verb or past tense verb

Rose – (n) a flower or (v) past tense of *rise*

Bark – the skin of a tree or the sound of a dog

Bar - a pub, a rod, or soap

Bow – a kind of tied ribbon, the front of a ship, or a weapon that shoots arrows

Prefixes are placed at the beginning of a word to change its meaning.

Pre – before

Prefix, prewar

Post – after

Postpone, postwar

Bi – two

Bicycle, biceps, billion

Tri – three

Tricycle

Poly – many

Polygon

Re – again

Report, regain, redo

Inter – between

Intercept, interstate

Un – not

Unbelievable, unreal, uncooked

Suffixes are placed at the end of a word to change its meaning.

-er – the doer of something

Teacher, builder, football player

-able – able to

Capable, reliable, dependable

-ous – full of

Nervous, dangerous, courageous

-ness – state of being

Happiness, sadness,

-ful – full of

Wonderful, gleeful, cheerful, grateful

-ly or *-y* – like

happily, softly, loudly

Metaphors are descriptions that give a non-literal quality to a noun and do not use *like* or *as*.

nerves of steel, an icy glare, raining cats and dogs

Idioms are combinations of words whose meaning cannot be predicted from the meaning of their parts.

to kick the bucket = to die

to lay down the law = to enforce rules

to spend time = to bond

Phrasal verbs (verbs + a preposition) are considered idioms.

to make up = to reconcile

to chew out = to yell

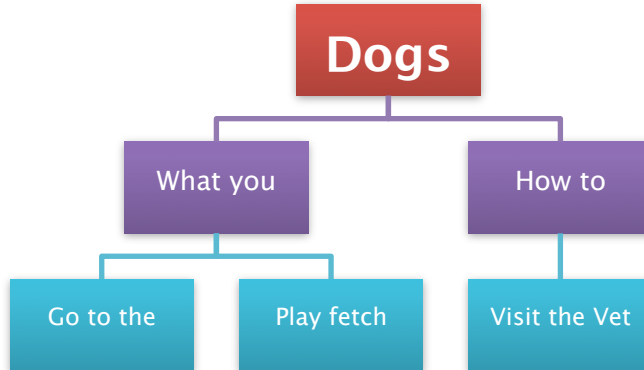
to come over = to arrive

to let up = to stop

Writing Process

Brainstorming: First step of the writing process, a way to organize your ideas and thoughts.

Topic? What am I interested in? How can I structure my paper?



Research: Information you find that supports your idea. Look in books and articles for evidence that supports your topic.

Drafting: Write a rough draft of your work. Begin writing paragraphs and structuring your paper.

Proofreading/Editing: Reread your draft and fix any problems with content, grammar, or sentence structure. Reading your paper out loud or having a peer look over it can help.

Final Draft: Compose your final product. Complete the process by finalizing all mistakes and revisions.

Remaining Resources

The following resources will need to be incorporated into OWL Jr. Materials by future groups:

- Grammar, punctuation, capitalization
- The observation of unnecessary information and incorrect words
- Sentence types and ways to combine them
- Topic sentences, transitions, organization, sequential order, coherency, supporting details, concluding sentences
- The audience for which a text is written, the author's purpose for writing
- Sequential order, fact and opinion, cause and effect, inferences, compare and contrast
- The reading comprehension process of summarizing, predicting, visualizing, questioning, and clarifying
- Process of revising and proofreading

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