

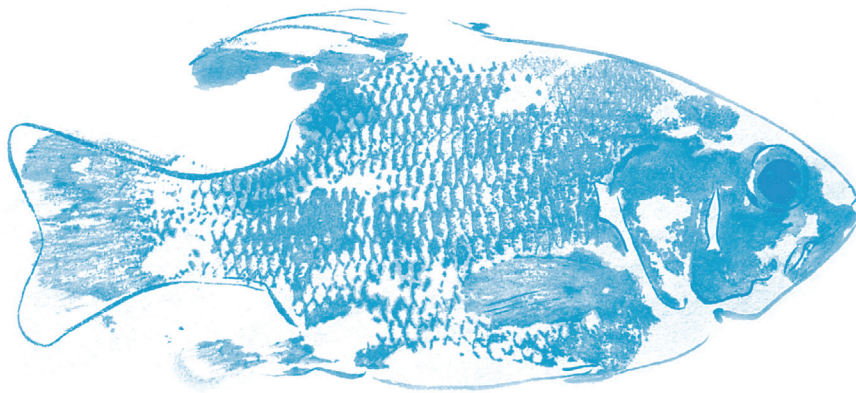
Royal Fireworks Language Arts by Michael Clay Thompson

Grammar Island

Fourth Edition

Compatible with Grammar Island Student Book Third Edition

Instructor Manual



Michael Clay Thompson

art by Milton N. Kemnitz

Royal Fireworks Press
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To the instructor:

Grammar Island provides mid-elementary students with a unique combination of challenge and access. Even though the concepts are advanced for young children, they are presented easily and with fun, inviting students to the wonderful island where we discover how we make our ideas. The pages often focus on a single concept, and the best approach is to read together with the students, to turn to each page, which may be only a single sentence, and talk with the children, asking questions, referring back, and responding to student questions before looking at the next page. Having a conversation with excitement and fun is paramount.

Grammar Island is based on a profound conviction that the bad things sometimes said about grammar are not true—that grammar is fun, incredibly useful, and extraordinarily high-level, perfectly appropriate for challenging even the brightest elementary children. *Grammar Island* is founded on high expectations of children's ability to learn and on a high opinion of the value and fun of grammar.

Grammar Island is not meant to take a whole year; on the contrary, it is intended to be studied quickly early in the school year, making it possible to use and apply the valuable knowledge for the remainder of the year. Many pages of *Grammar Island* contain only a single sentence, so a month or less should be plenty of time to move through the whole island. *Grammar Island* provides a compact approach to introducing grammar; rather than being a grammar unit, it is a grammar launch.

For every instructor who has wanted a strong grammar program for mid-elementary children, here it is. I hope you and your students love going to Grammar Island.

Michael Clay Thompson

There is a place
called Grammar Island,
made of words and dreams.
There are fish and birds,
and waves and wind,
and beaches
where kids can play.
On Grammar Island
you find wonderful things,
such as birds and language.

These notes appear
in the instructor
manual only and
feature open-ended
questions for fun
discussions.

On Grammar Island
you learn that
thinking about language
is fun!

Q: Why is it fun
to find out about
things you do not
know?

Language is talking and writing.
It is how we make
our ideas out of words!

Remind students that
sentences do not occur
in nature. Language
comes from us; it is
ourselves, in words.

A child who is better at language is better at every subject. Language is the core of all content.

It is important to be good
at language because we use
language for almost everything—
even to say, “Let’s go for a swim!”
So the better you are at language,
the better you are at MANY THINGS!



When we talk or write,
that is language.
When we think in words,
like the word *splash*,
that is language.

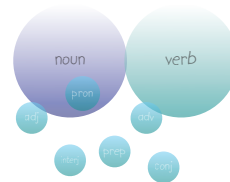
Q: How is a word
different from a
random group of
letters such as
dixerp?

When we think
about language,
that is called
GRAMMAR.

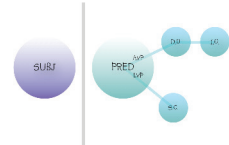
On Grammar Island,
we think about language
in FOUR great ways.

The four ways
of thinking about language are called:

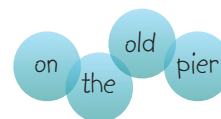
1. parts of speech



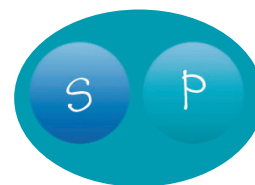
2. parts of the sentence



3. phrases



4. clauses



These four levels
are the foundation
for four-level
analysis. Each
level is crucial to
good writing.

We will learn more about these soon,
but here is a sneak preview:

1. **parts of speech:**
the eight kinds of words
2. **parts of the sentence:**
the parts of ideas
3. **phrases:**
little groups of words
4. **clauses:**
subject/predicate ideas

Q: Think about a team sport. How are the players different from the game?

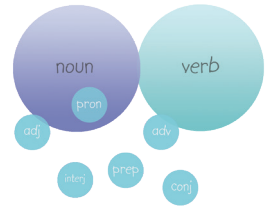
There is a pretest in the Assessment Materials section of this book that can be given before embarking on the first level.

Part One



The Parts of Speech
(the eight kinds of words!)

KEMNITZ



Grammar lets us
think about our
words.

Discuss: Why do we need to know anything about words?

There are
many words.

bug, blue, wave, smell, flower, yellow, beach, ocean, cloud,
fish, ran, splash, duck, island, wow, boat, tide

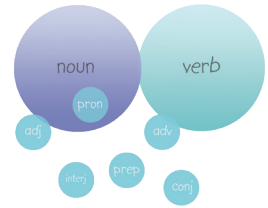
A demonstration: See how many words you can list in a minute.

But how many
different **kinds**
of words
do you think
there are
for all the things
on Grammar Island?

A **zillion**?



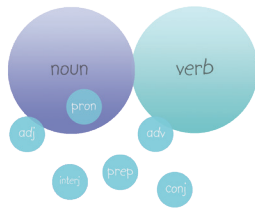
Q: If you label
the things in this
painting, how
many things can
you find to label?



Q: If there are thousands of things, how can there be only eight kinds of words?

Guess what?
There are only
eight kinds of words!

Only eight!



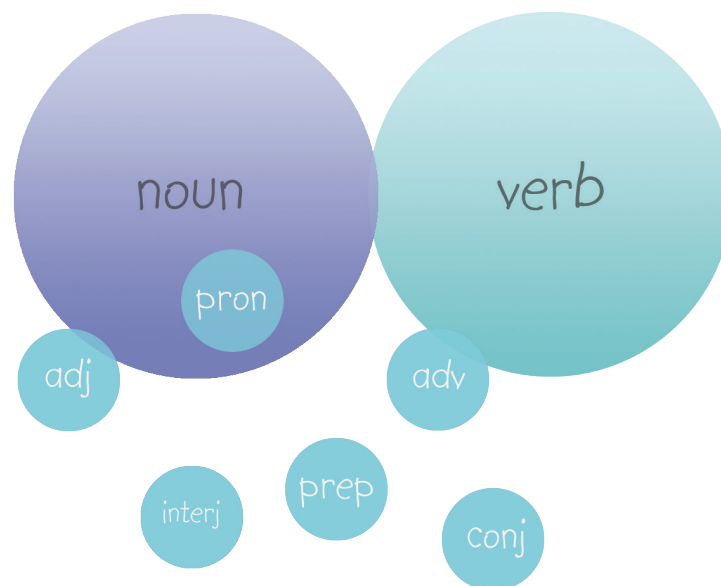
The eight kinds of words are called
the
Parts of Speech.

Q: What do we mean when we talk about the PARTS of a fish?

Our language is made of only
eight kinds of parts!

Could we make a car out of only eight kinds of parts? No, yet we can make the English language.

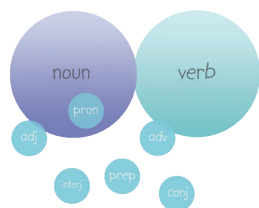
Here are the names
of the eight kinds of words:



We see the primary roles of the noun and verb and the supporting roles of the six others.

noun, pronoun, adjective, verb, adverb,
preposition, conjunction, interjection

Stress the surprise of this fact. We might expect millions of kinds of words, but English is based on two main kinds of words.

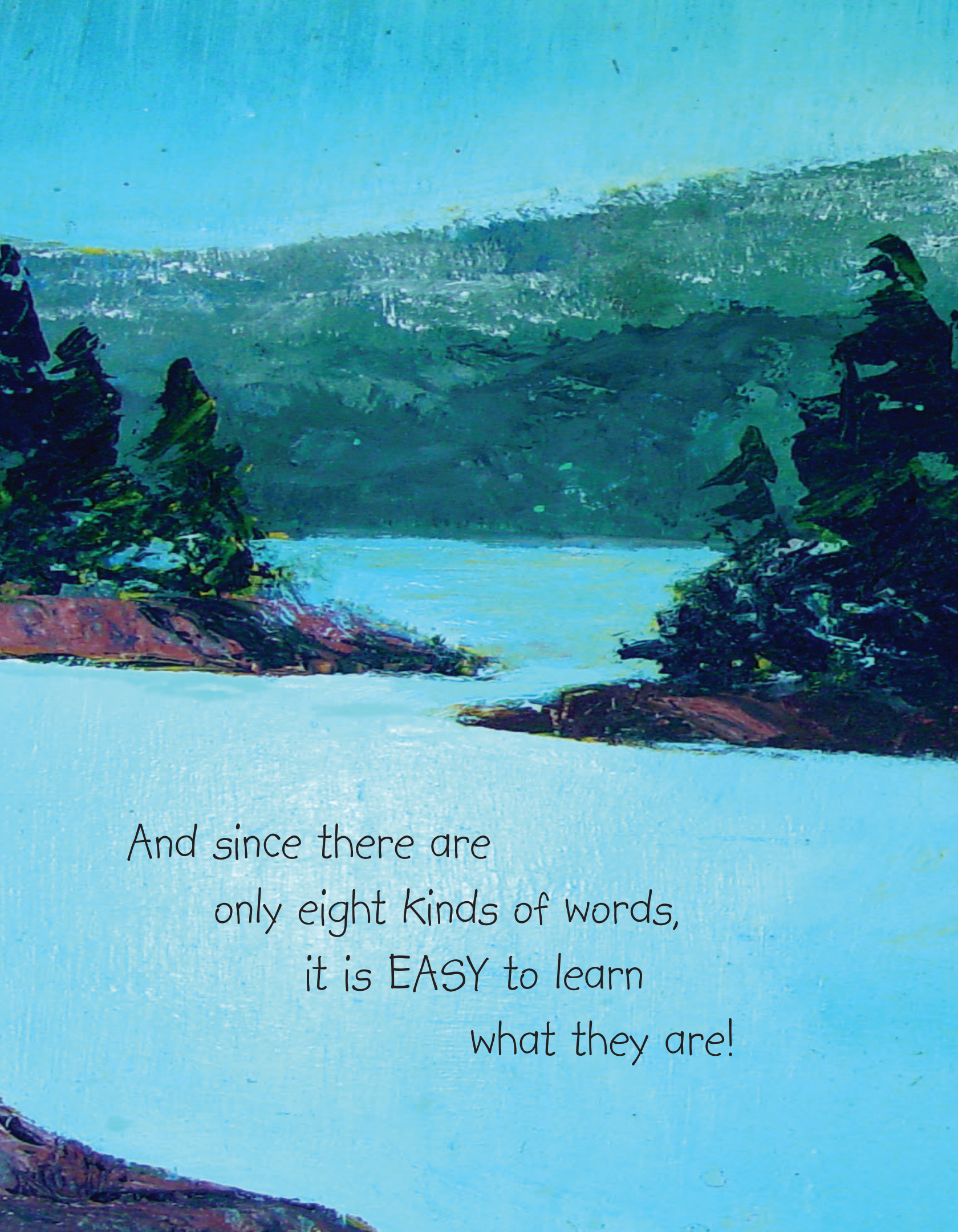


It is surprising
that in a huge language,
there are only eight
kinds of words!

There are two main kinds of words,
the **noun** and the **verb**,
and six others.

The emphasis is on EASY. Anyone can learn eight things. The difficulty of grammar is over-rated. Students learn better when they see in advance that something is learnable.



A painting of a serene landscape. In the foreground, a calm body of water reflects the sky. The middle ground features a shoreline with several dark evergreen trees and a rocky bank. In the background, a range of mountains is visible under a clear blue sky. The overall style is impressionistic, with visible brushstrokes and a rich color palette.

And since there are
only eight kinds of words,
it is EASY to learn
what they are!

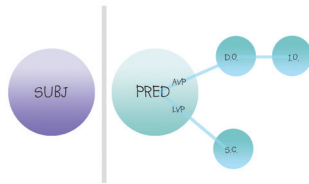


Part Two

The Parts of the Sentence

So there are eight kinds of words that we can use to make our ideas.
The noun, pronoun, and adjective make what we are talking about,
and the verb, adverb, preposition, conjunction,
and interjection help say
something about it.





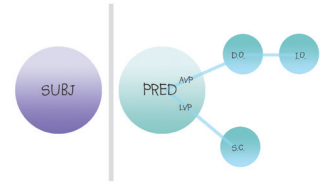
In grammar, this whole idea
is called a SENTENCE.

Every sentence has TWO PARTS:

what it is about,
called the SUBJECT,
and

what we say about the subject,
called the PREDICATE.

Q: *Sentence* comes from
the Latin verb *sentire*, to
feel, to be of the opinion.
Does that make sense?



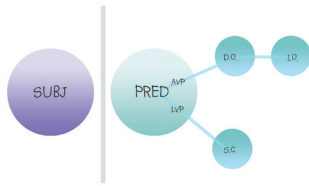
SUBJECT

Bobby
Angelena
The coqui
The gray kitten
Pablo
The Atlantic
She

PREDICATE

is a nice guy.
is very smart.
is a frog.
mewed.
painted the shed.
is blue and deep.
is an architect.

Q: Nouns can be on both sides of the sentence. Does that make sense?



Notice that the verb is always in the predicate. We call the verb the **SIMPLE PREDICATE**.

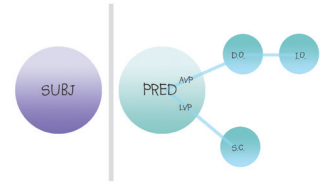
The duck

ate

a nice fish.

The **COMPLETE PREDICATE** is the verb and all the adverbs and other words that go with it to say something about the subject.

When we say **PREDICATE**, we usually will mean just the verb, the simple predicate.



We now have TWO different ways to name things! As parts of speech, and as parts of sentence. If we say,

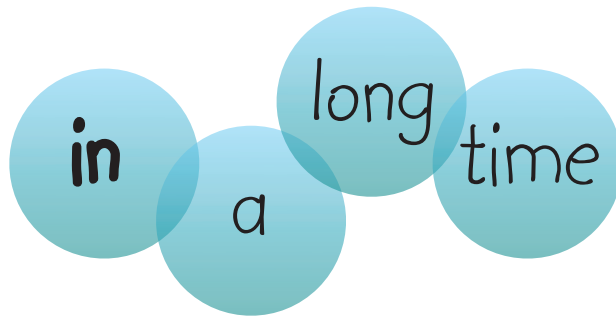
Bugs buzzed.

the word *bugs* is a noun, if we are talking about parts of speech, but this noun is also called a SUBJECT because it has a verb, *buzzed*, about it.



KEMNITZ

Part Three Phrases



Remember when we studied prepositions, and we learned that a preposition is always the first word of a little word group called a **prepositional phrase**?

Now we
can learn one
more thing about
prepositional phrases.

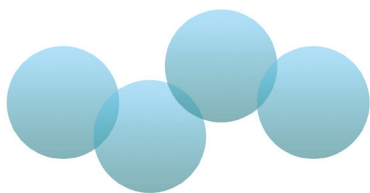
They **modify**!

Every prepositional
phrase acts like

**a big adjective
or a big adverb!**

Q: A prepositional phrase is a group of words, but it acts like ONE word, like an adjective or adverb. How can it do that?



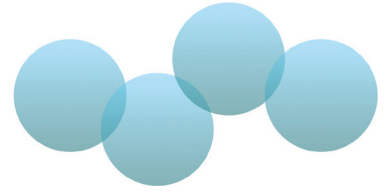


Remember that adjectives modify nouns or pronouns, and adverbs modify verbs? Well, a prepositional phrase can act like a big adjective to modify a noun, like the noun **rhinoceros**:

the **rhinoceros** on the beach

the **rhinoceros** in the mist

Prepositional phrases that act as adjectives follow their nouns:
the dog on the sand.



Or a prepositional phrase
can act like a big adverb
to modify a verb,
like the verb **peeked**:

She **peeked** under the canoe.

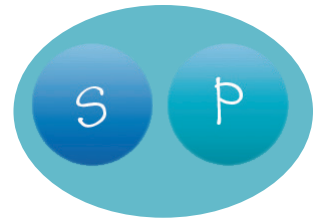
She **peeked** over the canoe.

Mention that there are other kinds of phrases (appositive, verbal) that we will study in the future.

The background of the entire page is a painting. It features a dark, heavily textured, and gnarled tree branch or root system that dominates the right side and extends towards the center. The branch is rendered in dark, almost black, tones with visible brushstrokes and some lighter, brownish-green highlights. The background is a light, mottled greenish-yellow with a rough, painterly texture. A horizontal line, possibly a horizon or a distant shore, is visible in the middle ground, separating the dark foreground from the lighter background.

Part Four

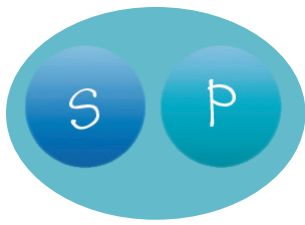
Clauses



Do you remember that every sentence
has TWO parts:
the *subject* and the *predicate*?

Each group of words with a
subject and predicate in it
is called a *CLAUSE*.

A key concept: the phrases
are **INSIDE** the clauses.
The clause includes the
phrase. The phrase is a
part of its clause.

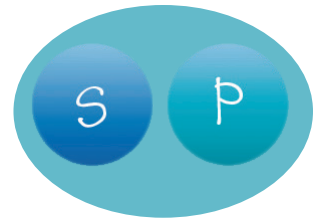


The rain came quickly.

is a clause because it has
a subject, the noun **rain**,
and a predicate, the verb **came**.

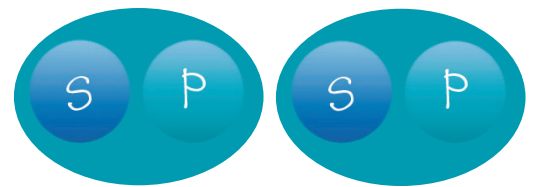
The adjective **the** and the adverb **quickly**
are also part of this clause.

They go with their subject and predicate.



Sometimes we connect
one subject and predicate
to ANOTHER subject and predicate
to make a big double sentence!

The rain came quickly,
and
the island grew green.



And each group of words
with a subject and predicate in it
is a CLAUSE.

The subject/predicate pair is like the nucleus in every cell; it is always there in every clause.

Assessment Materials

Five Kinds of Words

Can you tell the part of speech of every word in these sentences?

Put **n.** below each noun, **pron.** below each pronoun,
adj. below each adjective, **v.** below each verb, and **adv.** below each adverb.

She is nice.

Polly wants a cracker badly.

The eagle chick was fuzzy.

A high cloud suddenly dropped blue rain.

Five Kinds of Words

Answer Key

She is nice.

pron. v. adj.

Polly wants a cracker badly.

n. v. adj. n. adv.

The eagle chick was fuzzy.

adj. adj. n. v. adj.

A high cloud suddenly dropped blue rain.

adj. adj. n. adv. v. adj. n.

A game to play...

Let's play Grambo Says!

Grambo says, touch your nose when I say an adjective:

mouse...pudding....she.....blue!

Grambo says, touch your ear when I say a noun:

fluffy....chicken!

Grambo says, put your hand down when I say a pronoun:

brown.....measles.....banana.....tall.....you!

Grambo says, touch the top of your head when I say a noun:

curly.....sweet....me.....them.....silly.....hungry.....frog!

Grambo says, rub the top of your head when I say an adjective:

green!

Grambo says, clap your hands when I say a pronoun:

duck.....pigeon.....hippopotamus.....giraffe.....he!

Keep playing until only one student is left!