The Ridgewood Grammar series emphasizes the link between grammar study and clear, effective writing. From the same school district that developed the popular Ridgewood Analogies series, these new grammar books introduce third-, fourth-, and fifth-grade students to a close study of the parts of speech and their functions in sentences.
TOPICS COVERED INCLUDE

action and linking verbs
verb tenses
irregular verbs
common and proper nouns
subjects
possessives
words commonly confused
prepositions
adjectives
appositives
contractions
concrete and abstract nouns
run-ons

conjunctions
adverbs
types of sentences
sentence fragments
agreement
comparatives
articles
using *good* and *well*
compound sentences
sentence diagramming
expanding sentences

*Ridgewood Grammar* contains numerous exercises that expand the introductory definitions and examples. Lessons include determining patterns, completing charts, and writing original sentences and paragraphs. Charts that can be used for ongoing reference are included.

Ample practice exercises help students absorb the topics, and review sections cover several units to reinforce more than one concept. The Final Review in Books 1 and 2 can be used for testing an entire class, for challenging students who are accelerating faster than their peers, or for extra teacher-directed work with students who need help.

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HELPING VERBS

Linking verbs and action verbs can form verb phrases together. The linking verb will come first, and the action verb will follow. When a linking verb (such as am, is, are, was, or were) is used in a verb phrase, it is called a helping verb. The action verb is then called the main verb.

Here are some examples of these verb phrases:

Ms. Hernandez and Mr. Feinstein, the art teachers, are preparing for the spring art show.

The classroom teachers were saving all the students’ watercolors.

A parent was helping with the displays.

I am painting a still life.

Each student is choosing a favorite piece.

Notice the -ing form of each action verb when it is used with a linking verb. Here are some other helping verbs:

- can
- could
- do
- does
- did
- has
- have
- had
- may
- must
- should
- will

EXERCISE 1

Use the verb in parentheses and a helping verb from the list above to complete each sentence below. Not all of the verbs will end in -ing.

1. Elena _______________________ on the telephone.
2. Robbie _______________________ on the all-star team.
3. Ari _______________________ his grandmother in Greece.
4. John _______________________ dinner for his mother's birthday.
5. Casey _______________________ a new program to her PC.
**EXERCISE 1**

Rewrite the phrases below to make the underlined nouns show ownership or belonging. Follow the model shown in number 1.

1. the books of the **writer** **the writer’s books**
2. the shell of the **turtle** **the turtle’s shell**
3. the bottle of the **baby** **the baby’s bottle**
4. the owner of the **car** **the car’s owner**
5. the vote of the **people** **the people’s vote**
6. the games of the **children** **the children’s games**
7. the leader of the **team** **the team’s leader**
8. the screens of the **computers** **the computers’ screens**
9. the vacation of the **family** **the family’s vacation**
10. the amusements of the **park** **the park’s amusements**

**EXERCISE 2**

Write the possessive form of each noun in List 1. Choose a noun from the words in List 2 to go with it. Your choices can be serious or silly. The first one has been done for you.

<table>
<thead>
<tr>
<th>LIST 1</th>
<th>LIST 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>bunny</td>
<td>bunny’s carrots</td>
</tr>
<tr>
<td>police officers</td>
<td></td>
</tr>
<tr>
<td>coaches</td>
<td></td>
</tr>
<tr>
<td>flag</td>
<td></td>
</tr>
<tr>
<td>children</td>
<td></td>
</tr>
<tr>
<td>parents</td>
<td></td>
</tr>
<tr>
<td>elephant</td>
<td></td>
</tr>
<tr>
<td>mice</td>
<td></td>
</tr>
<tr>
<td>Mr. Turano</td>
<td></td>
</tr>
<tr>
<td>museum</td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 4

On the lines below, create a sentence of your own. Then place it in a sentence diagram. In the box, draw a picture that shows what your sentence tells.

Sentence

______________________________________________________________

Diagram

______________________________________________________________

FOUR TYPES OF SENTENCES

There are four ways to create sentences with subjects and predicates. Each way has its own pattern and punctuation. These ways are called the four types of sentences.

One type is the statement. A statement is a sentence that tells something. It begins with a capital letter and ends with a period.

Mr. Turano spoke to the parents of the third graders.
The museum will close at four o’clock.
Geography is Vikram’s favorite subject.
EXERCISE 8

Read the sentences below and decide which nouns are proper and which are common. Write a P above the proper nouns; write a C above the common nouns.

1. Students were preparing for the geography bee.
2. They were studying about countries, capitals, and other foreign cities.
3. Luis knew the name of the capital of Mexico.
4. He said Mexico City was a beautiful place.
5. Dr. Cullum showed his pictures of Dublin, Ireland.
6. Mrs. Masako brought in her video of cities in Italy.
7. Her students loved the scenes from Rome and Venice.
8. People use boats to travel around Venice!

EXERCISE 9

Write the plural of each of the words below.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. computer</td>
<td>____________</td>
</tr>
<tr>
<td>2. toy</td>
<td>____________</td>
</tr>
<tr>
<td>3. bird</td>
<td>____________</td>
</tr>
<tr>
<td>4. magnet</td>
<td>____________</td>
</tr>
<tr>
<td>5. box</td>
<td>____________</td>
</tr>
<tr>
<td>6. boy</td>
<td>____________</td>
</tr>
<tr>
<td>7. arrow</td>
<td>____________</td>
</tr>
<tr>
<td>8. wish</td>
<td>____________</td>
</tr>
<tr>
<td>9. violin</td>
<td>____________</td>
</tr>
<tr>
<td>10. pizza</td>
<td>____________</td>
</tr>
<tr>
<td>11. woman</td>
<td>____________</td>
</tr>
</tbody>
</table>
Here are some examples of sentence fragments missing predicates:

The exciting movie in town.
The geraniums on the windowsill.
Early in the morning the robins.

Here are some examples of sentence fragments missing subjects:

Drew large crowds.
Wilted in the hot sun.
Gave their daily concert.

The subject fragments and the predicate fragments in the examples above could be combined to form complete sentences.

COMPLETE SUBJECT COMPLETE PREDICATE

The exciting movie in town drew large crowds.
The geraniums on the windowsill wilted in the hot sun.
Early in the morning the robins gave their daily concert.

Most people use sentence fragments when they speak. If someone asked you, “What’s your favorite book?” you probably would not say, “My favorite book is Bridge to Terabithia.” You would probably just say the title of the book. But when you write, you should use complete sentences so that your readers will be sure to understand you.

**EXERCISE 1**

Read the groups of words below. Write sentence on the line if the words form a complete thought. Write fragment on the line if the words do not form a complete thought. The first one is done for you.

fragment 1. The physical education teachers at our school.
fragment 2. The town Olympics were planned for the spring.
fragment 3. Always placed in the top three.
fragment 4. The four-person medley is an exciting event.
fragment 5. Runners in the international Olympics set high standards for school athletes.
EXERCISE 1

Place the simple subjects, simple predicates, possessive nouns, and appositives in the graphic organizers below.

1. Carly will dance a solo in the recital.

2. We investigated crystals in science.

3. Harry Potter continues his adventures in *Harry Potter and the Goblet of Fire*.

4. Marni’s bike rusted in the rain.

5. The teachers’ meeting lasted until five o’clock.
EXERCISE 2

Underline the pronoun in the second sentence and draw an arrow to its antecedent in the first sentence.

1. Florence Nightingale is considered the founder of modern nursing. She introduced sanitary methods to care for patients and to clean hospitals.
2. Nancy and I love mysteries. We started a mystery book club at school.
3. Louis Pasteur was a French chemist. He developed the vaccine to help control rabies.
4. The license plate motto in North Carolina is “First in Flight.” It honors the Wright brothers, who were the first to fly an airplane.
5. The principal’s husband was a famous chef. He had won many awards.
6. Marie and Pierre Curie conducted experiments in radioactivity. They discovered radium, an element that was effective against cancer.
7. Venus Williams was the first black winner of Wimbledon since 1958. She is a talented tennis player.
8. George Bush and Bill Clinton were the presidents of the ’90s. What an honor for them to be the last men to serve in the twentieth century!
9. “Paul Revere’s Ride” is a famous poem about the American Revolution. It tells the story of how colonists were warned that the British were coming.
10. Her mother, father, and she arrived at the train station just in time. They had forgotten to set the alarm clock.

REMEMBER: A pronoun must agree with its antecedent in number. When the antecedent is singular, the pronoun used to refer to it must be singular. When the antecedent is plural, the pronoun used to refer to it must be plural.
Below are ten compound sentences. Underline the two short sentences that were combined to make each compound sentence. Do not underline the commas and the conjunctions.

1. Elizabeth Blackwell was a British American, and she was the first woman to receive a medical degree in the United States.
2. Elizabeth was born near Bristol, England, but her family moved to New York City when she was eleven.
3. From there the family moved to Jersey City, New Jersey, and they later moved to Cincinnati, Ohio.
4. Her father died, so her mother, her sisters, and she went to work.
5. Elizabeth accepted a job as a teacher, but she had other dreams.
6. She wanted to be a doctor, but she had difficulty being accepted at a medical school.
7. She had hoped to go to Harvard, but she was accepted at Geneva College.
8. A serious infection left her blind in one eye, so she ended her plans to be a surgeon.
9. She could practice general medicine, or she could leave the profession.
10. She opened a hospital for women and children, and she established the Women’s Medical College.

**Adding Phrases to Expand Sentences**

Sentences should create images in the mind of the reader. They can do this by providing details and specific information. Writers can provide details and specifics by adding phrases to their sentences.

**REMEMBER:** An appositive is a word or words with the same meaning as a nearby noun or proper noun. It is another way of identifying that noun.
ABOUT PREPOSITIONS

A preposition is a connecting word that shows the relationship between a noun or pronoun and another word in the sentence.

In the following examples, the prepositions are in bold. The arrows show the words that the prepositions connect:

The girl with the cornrow braids is Luisa.
The path through the thick woods was very narrow.
The hard-hit ball flew toward him.

A preposition always introduces a prepositional phrase. A prepositional phrase is a group of words that begins with a preposition and ends with its object. The object of a preposition is always a noun or a pronoun. Between the preposition and its object may be words that describe the object.

In the following examples, the prepositional phrases are in bold:

The girl with the cornrow braids is Luisa.
The path through the thick woods was very narrow.
The hard-hit ball flew toward him.
The easiest way to remember prepositions is to memorize them. Look at the alphabetical list of prepositions and put them to the tune of a song you know.

<table>
<thead>
<tr>
<th>about</th>
<th>beside</th>
<th>inside</th>
<th>through</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>besides</td>
<td>into</td>
<td>throughout</td>
</tr>
<tr>
<td>across</td>
<td>between</td>
<td>like</td>
<td>till</td>
</tr>
<tr>
<td>after</td>
<td>beyond</td>
<td>near</td>
<td>to</td>
</tr>
<tr>
<td>against</td>
<td>but</td>
<td>of</td>
<td>toward</td>
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<tr>
<td>along</td>
<td>by</td>
<td>off</td>
<td>under</td>
</tr>
<tr>
<td>among</td>
<td>down</td>
<td>on</td>
<td>underneath</td>
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<td>during</td>
<td>onto</td>
<td>until</td>
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<td>at</td>
<td>except</td>
<td>out</td>
<td>up</td>
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<td>before</td>
<td>for</td>
<td>outside</td>
<td>upon</td>
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<td>behind</td>
<td>from</td>
<td>over</td>
<td>with</td>
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<tr>
<td>below</td>
<td>in</td>
<td>past</td>
<td>within</td>
</tr>
<tr>
<td>beneath</td>
<td>in front of</td>
<td>since</td>
<td>without</td>
</tr>
</tbody>
</table>

**EXERCISE 1**

Underline the prepositional phrases in the sentences. Some sentences have more than one phrase.

1. The e-mail for Uncle Neil was from my cousin Judy.
2. During the winter, my mom makes homemade soup.
3. Leon ran up the front steps with his great news.
4. After the game, everyone left the gym except Alex.
5. We’ll finish by noon.
6. The ball ricocheted off the post and landed under the porch.
7. The baby was walking without any assistance.
8. What exists beyond our solar system?
9. The picnic area near the lake has a basketball court.
10. Imagine what lies beneath the sea!
ABOUT ADVERBS

Adverbs describe or limit verbs, adjectives, or other adverbs. They answer questions (How?, How often?, When?, Where?, To what extent?) about these parts of speech.

Here are some examples of adverbs modifying verbs, adjectives, and adverbs.

Adverbs Describing Verbs

Marc practices on his drums daily.
(When does Marc practice on his drums? Answer: daily)

Please put the dirty dishes there.
(Where should the dirty dishes be put? Answer: there)

Adverbs Describing Adjectives

Jane is remarkably sure-footed on the balance beam.
(How sure-footed is Jane? Answer: remarkably)

I’d be only too happy to help.
(To what extent are you happy to help? Answer: too)

Too means “very” or “extremely” when it is used this way.
Adverbs Describing Other Adverbs

The boxes were stacked somewhat haphazardly.
(How haphazardly were the boxes stacked? Answer: somewhat)

The defense attorney argued the case rather convincingly.
(To what extent did the defense attorney argue convincingly? Answer: rather)

Look back at the examples in “Adverbs Describing Verbs.” Are the adverbs daily and there before or after the word they modify? 

Look back at the examples in “Adverbs Describing Adjectives.” Are the adverbs remarkably and too before or after the word they modify? 

Where may an adverb be located in a sentence? 

**EXERCISE**

In each sentence, draw an arrow from the underlined adverb to the word it modifies. Then explain if the adverb is modifying a verb, adjective, or adverb. The first one is done for you.

1. adjective  [Khalil is very patient with his younger brother.]
2.  [Time passed so slowly in the waiting room.]
3.  [The fans cheered enthusiastically for their team.]
4.  [After working for hours on her composition, Christa wearily climbed into bed.]
5.  [During our hike, my family came upon a deer quite unexpectedly.]
6.  [Ono is completely confident about the outcome of this race.]
7.  [Events were happening too rapidly to keep track of all of them.]