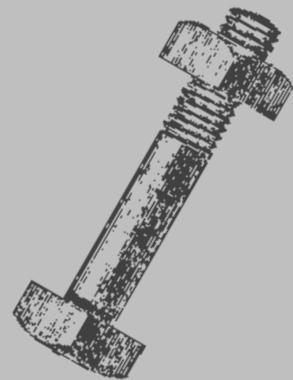
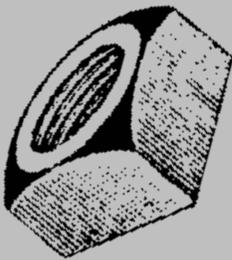
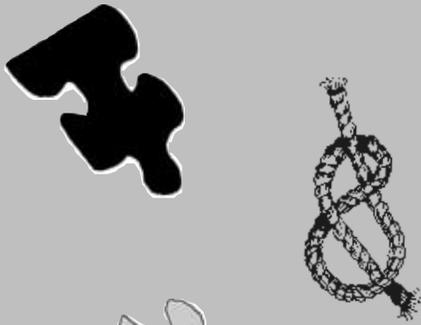


Ridgewood Grammar

THE LANGUAGE CONNECTION

SAMPLER FOR BOOKS 1-3 GRADES 3-5

Nancy Bison and Terri Wiss



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GRADES 3 – 5

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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

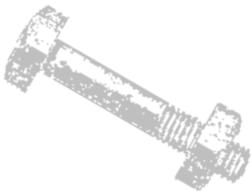
expanding sentences

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.

CONTENTS

Ridgewood Grammar, Book 14
Ridgewood Grammar, Book 28
Ridgewood Grammar, Book 312



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*.

- (talk) 1. Elena _____ on the telephone.
- (play) 2. Robbie _____ on the all-star team.
- (visit) 3. Ari _____ his grandmother in Greece.
- (cook) 4. John _____ dinner for his mother's birthday.
- (download) 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 _____
3. the bottle of the baby _____
4. the owner of the car _____
5. the vote of the people _____
6. the games of the children _____
7. the leader of the team _____
8. the screens of the computers _____
9. the vacation of the family _____
10. the amusements of the park _____



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.

LIST 1

1. bunny bunny's carrots _____
2. police officers _____
3. coaches _____
4. flag _____
5. children _____
6. parents _____
7. elephant _____
8. mice _____
9. Mr. Turano _____
10. museum _____

LIST 2

- paintings
- squeaks
- exhibits
- carrots
- careers
- colors
- rules
- homework
- ears
- uniforms



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.

SINGULAR	PLURAL
1. computer	_____
2. toy	_____
3. bird	_____
4. magnet	_____
5. box	_____
6. boy	_____
7. arrow	_____
8. wish	_____
9. violin	_____
10. pizza	_____
11. woman	_____

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.

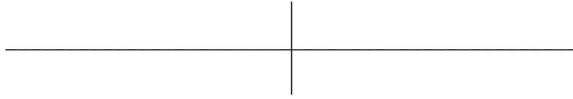
- | | |
|----------------|--|
| fragment _____ | 1. The physical education teachers at our school. |
| _____ | 2. The town Olympics were planned for the spring. |
| _____ | 3. Always placed in the top three. |
| _____ | 4. The four-person medley is an exciting event. |
| _____ | 5. Runners in the international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



EXERCISE 1

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

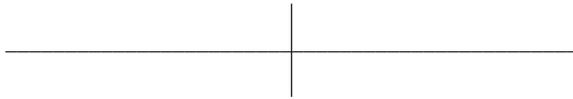
1. Carly will dance a solo in the recital.



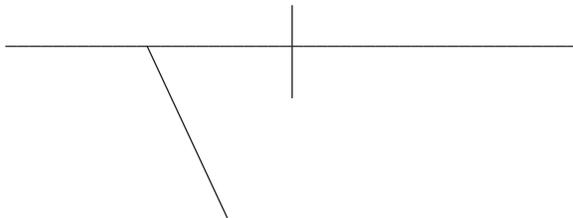
2. We investigated crystals in science.



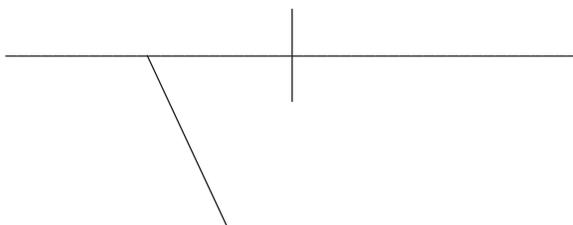
3. Harry Potter continues his adventures in *Harry Potter and the Goblet of Fire*.



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.



EXERCISE 2

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.

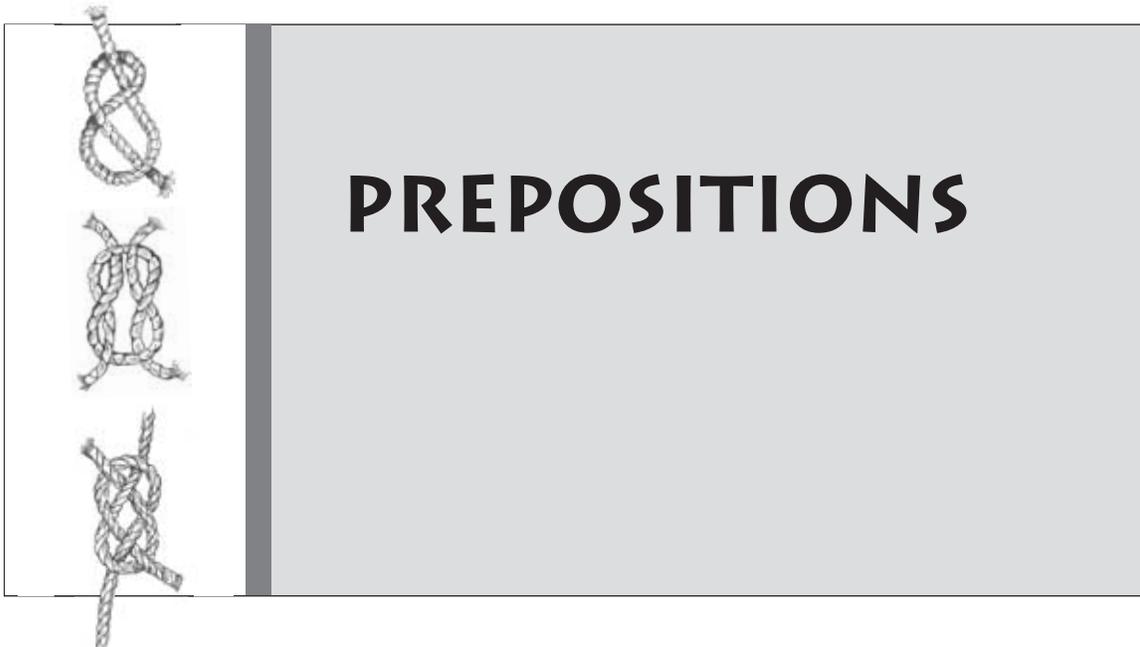
1. Elizabeth Blackwell was a British American, and she was the first woman to receive a medical degree in the United States.
2. Elizabeth was born near Bristol, England, but her family moved to New York City when she was eleven.
3. From there the family moved to Jersey City, New Jersey, and they later 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:

preposition object of preposition

↓ ↓

The girl **with the cornrow braids** is Luisa.

preposition object of preposition

↓ ↓

The path **through the thick woods** was very narrow.

preposition object of preposition

↓ ↓

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.

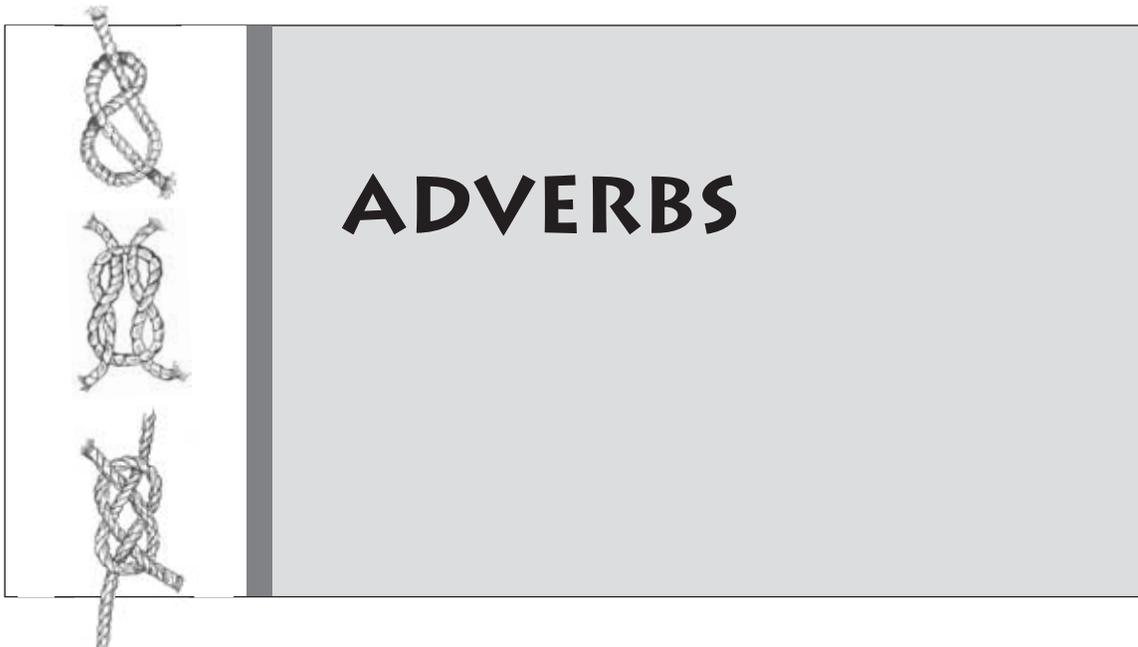
about	beside	inside	through
above	besides	into	throughout
across	between	like	till
after	beyond	near	to
against	but	of	toward
along	by	off	under
among	down	on	underneath
around	during	onto	until
at	except	out	up
before	for	outside	upon
behind	from	over	with
below	in	past	within
beneath	in front of	since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



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.