Finally! Here’s a grammar program that’s actually fun!

BEOWULF’S GRAMMAR
by Jennifer Guest

A Guest Hollow Workbook

Comics, Games, Activities, Diagramming, and More!
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Dear parents and teachers,

I spent over twenty years homeschooling. During that time, I used a multitude of grammar programs. Almost all of them were DULL, and it was a struggle to retain some of the concepts. We went over the same grammar terms, year after year. Grammar was almost invariably boring with colorless workbooks and some of the most tedious, mind-numbing sentences ever created for a student’s analysis. There never seemed to a theme throughout the workbooks we used…just endless exercises that looked or sounded similar. There was no creativity, and certainly little, if any, fun. It was no wonder my kids weren’t “chomping at the bit” to learn or explore grammar!

*Beowulf’s Grammar* (Level 1) is my remedy to the dearth of interesting grammar programs. I’ve included comics, colorful illustrations, hands-on activities, gentle review, memorable characters, and a combination of approaches to help students not only retain what they are learning, but to actually enjoy grammar!

*Beowulf’s Grammar* is a stand-alone workbook that is appropriate for 2nd through 6th grade. It can also be used with an older student or even an adult who needs to learn or review basic grammar concepts (if s/he doesn’t mind some of the juvenile graphics and/or activities). The workbook covers all eight parts of speech as well as parts of a sentence and other grammar concepts like punctuation. It doesn’t just cover the basics; it also delves into some more complicated grammar concepts that aren’t usually included in a primary grammar book. I believe children are smart and can absorb these concepts if they are presented in an accessible way!

This grammar workbook is designed to be used by a multitude of ages, and so it will require a multitude of approaches, based on your student’s ability level. Younger students may need you to read pages out loud, be on hand to point things out, and help keep them on track. Older students may be able to go through the workbook by themselves (with supervision for activities), as each lesson is explained to the student. Reluctant writers can do some of the lessons orally. Be flexible and make it work for you and your unique situation! If you aren’t comfortable with grammar, you can learn along with your student(s)!

There are a variety of hands-on activities scheduled in this workbook. I know some kids hate hands-on activities, but these were designed to help cement concepts, so I don’t recommend skipping them. Many studies have shown that most children learn best by a variety of approaches (seeing, hearing, doing). The more approaches you use, the more “brain scaffolding” you’ll help create which will help concepts stick. You can encourage a student who is reluctant to cut & paste, by cutting and pasting with him. Maybe you (or a sibling under your supervision) can cut one thing out while he cuts out another item. Working together is sometimes more fun anyway!

I’ve used a variety of methods in this workbook to teach grammar. Not only do I have students analyze sentences, but I also introduce them to diagramming. I believe that diagramming is helpful as it’s basically a picture of a sentence and can help students see how parts of speech and parts of a sentence are related.
Diagramming can get kind of crazy and cumbersome, too, so I’ve only explored it just enough to allow students to see how the basics work together. Both approaches complement each other nicely! In addition to these fundamental exercises, there are plenty of activities and other methods to help explain grammar concepts, including comics!

There are optional review pages in the appendix of this workbook, as well as some help and reference sheets. The review pages are designed to be gentle and non-overwhelming. Some of them contain passages from real stories like *Heidi* and *The Velveteen Rabbit* to help students stretch their abilities and work with sentences that aren’t created solely for the purpose of introducing grammar! The review pages are designed to be used three times a week (Monday, Wednesday, and Friday). They can be used at the beginning or the end of the grammar lesson. It’s totally up to you! Some students may not need the review pages at all. For others, these pages will help them retain their lessons, even weeks (and months) later. The review pages continually reinforce previous lessons to keep them fresh in students’ minds.

There are several extra components that I’ve created to accompany this workbook that will make learning (and teaching!) grammar easier. There is an optional teacher’s manual that contains the answers to the questions and exercises in the workbook, as well as additional comments, printables, and ideas to help bring grammar to life. The teacher’s manual also contains a very basic schedule that schedules the workbook out over 33 weeks. That gives you 3 additional weeks for the invariable things that crop up during a school year like illness or opportunities, as well as providing extra time to spend on any concepts that need more work. I’ve also created a year-long language arts curriculum schedule that uses *Beowulf’s Grammar* as a spine. The schedule features a multitude of colorful books, online games and activities, videos, an optional writing unit, and more - to help engage even reluctant learners and make learning language arts (and grammar) much more engaging and meaningful than a traditional grammar and language arts workbook.

You can find the teacher’s manual and curriculum on my website: [www.guesthollow.com](http://www.guesthollow.com).

I hope you enjoy your year with *Beowulf’s Grammar*!

Sincerely, Jennifer Guest

Please consider leaving a review at the [Beowulf’s Grammar](http://www.guesthollow.com/store/) page located at our store:
MEET THE CHARACTERS!

Abigail is the big sister. She’s homeschooled. Her favorite school subjects are science and history. She always looks forward to the science fair every year and comes up with creative projects as entries!

Henry is the “middle child.” He’s also homeschooled and attends some co-op classes. He loves playing piano. His favorite school subjects are math, Latin, and art. He enjoys building models and acting in the little local town’s theatre productions.

Grace is the baby of the family. She was adopted when she was a young toddler. She’s too little to do any school yet, but she likes to pretend to help her brother and sister. She has some learning challenges and sees a speech therapist. She has the sweetest personality!

Beowulf (Bay-oh-wulf) is the family dog. He’s a frisky Fox Terrier and is the star of this workbook! He’s a little obsessed with grammar, and his mission is to make it UNBORING!

DID YOU KNOW? Beowulf was the author’s real dog during her childhood!
Beowulf thought about the question.

There must be lots of parts of speech. Probably millions, or even billions! Think about all the words in the universe!

...and then he read the surprising and incredible answer.

Whaaaaaaaaa?

There are only 8?

MUST. LEARN. MORE.

Uh-oh, Beowulf is reading that grammar book again. I wonder what he’s all excited about this time? And why is he wearing Dad’s glasses?
Cut out the pepperoni slices on the next page. Glue the pieces of pepperoni as flaps you can lift up. Underneath each piece, replace the pronoun with a noun. Example: If a piece of pepperoni says “she” on it, you can write a noun underneath the flap that the word “she” could replace, like Mom, Abigail, or girl.

Color or draw some pizza ingredients on your pizza like pepper slices, olives, hamburger, sardines, pineapple, cheese, or whatever you like!
Pronoun Pizza

Color and cut out the pepperoni slices. Paste them as flaps onto your pronoun pizza. Underneath each flap, write a noun (or nouns) that could be replaced by the pronoun on the top of the flap.

The dotted lines are where you fold to lift each flap up, once it has been attached to your pizza, and the glue has dried.

If you want to do this project, get a responsible adult’s permission and direct supervision. Use safety scissors, and clean up when you’re done!
Print, fold along the center line and glue or tape the front of each card to the back. Then, cut the cards out.

Some things a noun can be:
- subject
- direct object, indirect object, object of the preposition
- predicate nominative

- person
- place
- thing
- idea

common noun
- dog

proper noun
- Beowulf
Position of Adjectives

the red apple

Usually an adjective is placed in front of the noun it describes.

However, sometimes adjectives are found in a different part of the sentence, like this:

the apple is red

In both cases, red is describing the apple.

In the examples below, draw an arrow from each bold adjective to the noun or pronoun it modifies (describes).

Example: Beowulf is cute. Cute babies played with toys on the floor.

1. interesting movie
2. The movie was interesting.
3. friendly girl
4. She is friendly. *See how the adjective friendly is describing a pronoun, this time?
5. during the dark night
6. The night was dark.
7. We picked beautiful flowers.
8. The flowers were beautiful.
9. Beowulf licked the tasty frosting.
10. The frosting that Beowulf licked was tasty.
11. Don’t drink the sour milk.
12. The milk is sour.
13. What an awful illness!
14. The illness was awful.
15. my kind and pretty mom
16. My mom is pretty and kind.
17. The stinky, red, and striped socks
18. The socks are stinky, red, and striped.
9. Use this to correct your work on the previous page. Don't feel bad if you made some mistakes! If you got any wrong, do you understand why, after looking at the answers? yes no If you do, you've just taught yourself a little more! That's great! If you don't, that's not a problem, either! You can always look back at your previous work to figure out why. That's how you learn and become a GREAT student, instead of just a good one.

Old Mrs. Rabbit's voice was heard inside the rabbit hole.

"Cotton-tail, fetch some chamomile!"

Peter said he thought he might feel better if he went for a walk. They went away hand in hand, and got upon the flat top of the wall.

10. Change the position of the adjectives. The first one has been done for you.

adorable
dog

The dog is adorable

I love chocolate candies.

The candies are ____________________ .

My dad is strong.

_______________ dad

scruffy mutt

The mutt is__________________________ .

Now, go back and circle each adjective. Draw an arrow to the noun it describes.
The word adverb comes from the Latin word “adverbium.” Adverbium means “that which is added to a verb.” Adverbs are added to verbs to give them more meaning. They also are added to adjectives and other adverbs.

You can remember **adverbs modify 3 different things** by writing the word ADVERB in all capital letters. Notice that the letter B looks like it has a 3 hidden in it!

Write the word adverb in all capital letters. Draw the hidden number 3 in the letter “B.”

To find adverbs, just ask: how, when, where, how often, to what extent, or why?

**Adverbs modify verbs.**

Beowulf runs quickly.

How did Beowulf run? He ran quickly. See how the adverb “quickly” modifies the verb “runs?”

**Adverbs modify adverbs.**

Beowulf runs very quickly.

How quickly did Beowulf run? He ran very quickly. See how the adverb “very” modifies the adverb “quickly?”

**Adverbs modify adjectives.**

Beowulf is very bouncy.

How bouncy is Beowulf? He is very bouncy. See how the adverb “very” modifies the adjective “bouncy?”
Cut out the scoops and put them in the correct cones. You can pair up the verbs and adverbs as you wish! For example, it would be correct to say something “runs quickly.” It would also be correct to say something “runs slowly.” Draw any additional toppings, like cherries, candies, sprinkles, or whipped cream, when you are finished!

Verbs can show action!  
Adverbs can modify verbs!

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If you want to do this project, get a responsible adult's permission and direct supervision. Use safety scissors, and clean up when you're done!
Adverbs & Adjectives

Cut out the wheels. Have an adult cut out the windows and attach the wheels with a brad. Spin the wheel to turn the adjectives into adverbs!

+ ly =

Turn the wheel to turn adjectives into adverbs!

If you want to do this project, get a responsible adult’s permission and direct supervision. Use safety scissors, and clean up when you’re done!
Grace plays!
Bay-o plays!

Grace is a toddler, so she still speaks using “baby talk.” Her simple sentences illustrate the base ingredients of a sentence: the subject and predicate. In her case, she often uses one noun as the subject and one verb as the predicate.

Grace’s speech shows the most simple sentence structure you can make. You can clearly see that you only need two parts of speech to make a sentence. You need a noun (or pronoun) and a verb! These 2 parts put together equal a sentence.

**grammar recipe**

\[
\text{NOUN (or pronoun)} \quad + \quad \text{VERB (verb)} \quad = \quad \text{Sentence or clause}
\]

**I hide!**
**You find!**

**I eat.**
**Mama loves.**

**Daddy hugs.**

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The subject of a sentence tells who or what a sentence is about. Look at this example:

Beowulf peed on the carpet.

Who or what is this sentence about? Write your answer here: 

I hope you didn’t write carpet, because the carpet isn’t who or what the sentence is about. The sentence is about Beowulf, because it’s telling us what he did. (He really did pee on the carpet!) So, Beowulf is the subject of the sentence. Let’s look at some other examples.

Mom cleaned up the mess.

Who or what is this sentence about? It’s about mom and what she did. So, the subject of this sentence is Mom. Underline the subject.

Abigail got some paper towels for Mom.

Wait a second. Who is this sentence about? Is it about Abigail or Mom? Just ask yourself who is doing the action in the sentence. Abigail is. She is the one who got the paper towels. So, Abigail is the subject of the sentence. Underline the subject.

Dad put Beowulf outside.

Who or what is this sentence about? It’s about Dad. Dad is the one who is doing something to Beowulf. Dad is putting him outside. So Dad is the subject of the sentence. Underline the subject.

A towel lay on the floor.

Who or what is this sentence about? It’s about a towel. So, towel is the subject of the sentence. Underline the subject.

Subjects are usually easy to find. Remember to ask “who or what” the sentence is about.
Adjectives go under the words they modify on a slanted line.

The dog is tugging.

Remember that the word “the” is an article adjective. It is modifying the word “dog,” so it goes right underneath the word “dog” on a slanted line.

Two fluffy cats are hissing.

See how the adjectives “two” and “fluffy” both go underneath the subject noun “cats”? Both of those words are describing (or modifying) the word “cats.” That’s why they go on slanted lines right underneath it.
Beowulf climbs on piles of dirt with Henry.

He hides under Grace's bed before bath time.

He jumps over the moon, but only in his dreams!

He waits beside Henry's bike at the park with flowers beneath his nose.
Monday

1. Circle the abstract nouns:

happiness    dog    pictures    anger    clouds    honesty    love

2. Circle the pronouns:

he    she    it    sun    car    them    you    me    you    yard    we    I

3. What pronoun should you use for someone with the name Jenny?

Circle the correct answer: he    she

4. What pronoun should you use for Beowulf?

Circle the correct answer: he    she    it

5. Proper nouns: Write your favorite book title. Make sure to copy the capital letters correctly!

________________________________________________________

________________________________________________________

Wednesday

1. A pronoun takes the place of a:

________________________________________________________

2. Cross out the pronouns and write a name above them:

She walked in the forest with him.
Friday

1. Which ones are correct? Circle them.
   - Graces bunny     Grace’s bunny
   - it’s tail        its tail
   - dolls’s dress    doll’s dress

2. Which word shows possession (ownership)?
   - its             it’s

3. Is the bold word a pronoun or adjective?
   - Which dessert would you like to eat?    pronoun   adjective

4. How do you spell the plural of baby?

5. Fill in the diagram:
   My best friend will visit today.