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Introduction

The main objective of *Grammar Minutes Grade 1* is grammar proficiency, attained by teaching students to apply grammar skills to answer questions effortlessly and rapidly. The questions in this book provide students with practice in the following key areas of first-grade grammar instruction:

- sentences
- nouns
- verbs
- adjectives
- pronouns
- contractions
- compound words
- synonyms
- antonyms
- articles

Use this comprehensive resource to improve your students' overall grammar proficiency, which will promote greater self-confidence in their grammar skills as well as provide the everyday practice necessary to succeed in testing situations.

Grammar Minutes Grade 1 features 100 "Minutes." Each Minute consists of 10 questions for students to complete within a short time period. As students are becoming familiar with the format of the Minutes, they may need more time to complete each one. Once they are comfortable and familiar with the format, give students a one- to two-minute period to complete each Minute. The quick, timed format, combined with instant feedback, makes this a challenging and motivational assignment that offers students an ongoing opportunity to improve their own proficiency in a manageable, nonthreatening way.



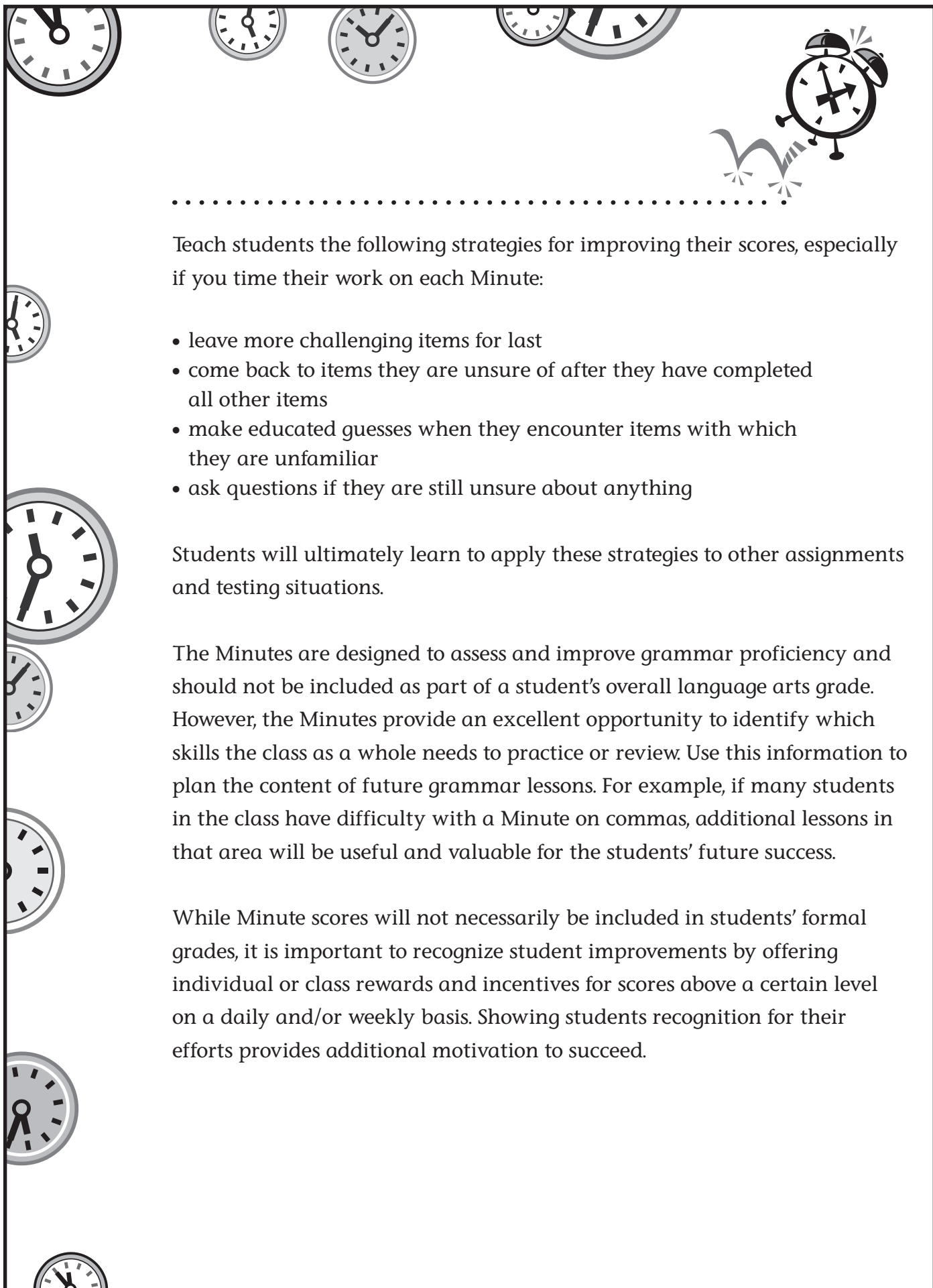
How to Use This Book

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Grammar Minutes Grade 1 is designed to generally progress through the skills as they are introduced in the classroom in first grade. The Minutes can be implemented in either numerical order, starting with Minute 1, or in any order based on your students' specific needs during the school year. The complexity of the sentences and the tasks within each skill being covered gradually increase so that the first Minute of a skill is generally easier than the second Minute on the same skill. Review lessons are included throughout the book, as well as in an application section at the end of the book.

Grammar Minutes Grade 1 can be used in a variety of ways. Use one Minute a day as a warm-up activity, skill review, assessment, test prep, extra credit assignment, or homework assignment. Keep in mind that students will get the most benefit from each Minute if they receive immediate feedback.

If you use the Minute as a timed activity, begin by placing the paper facedown on the students' desks or displaying it as a transparency. Use a clock or kitchen timer to measure one minute—or more if needed. As the Minutes become more advanced, use your discretion on extending the time frame to several minutes if needed. Encourage students to concentrate on completing each question successfully and not to dwell on questions they cannot complete. At the end of the allotted time, have the students stop working. Read the answers from the answer key (pages 108–112) or display them on a transparency. Have students correct their own work and record their scores on the Minute Journal reproducible (page 6). Then have the class go over each question together to discuss the answers. Spend more time on questions that were clearly challenging for most of the class. Tell students that some skills that seemed difficult for them will appear again on future Minutes and that they will have another opportunity for success.



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Teach students the following strategies for improving their scores, especially if you time their work on each Minute:

- leave more challenging items for last
- come back to items they are unsure of after they have completed all other items
- make educated guesses when they encounter items with which they are unfamiliar
- ask questions if they are still unsure about anything

Students will ultimately learn to apply these strategies to other assignments and testing situations.

The Minutes are designed to assess and improve grammar proficiency and should not be included as part of a student's overall language arts grade. However, the Minutes provide an excellent opportunity to identify which skills the class as a whole needs to practice or review. Use this information to plan the content of future grammar lessons. For example, if many students in the class have difficulty with a Minute on commas, additional lessons in that area will be useful and valuable for the students' future success.

While Minute scores will not necessarily be included in students' formal grades, it is important to recognize student improvements by offering individual or class rewards and incentives for scores above a certain level on a daily and/or weekly basis. Showing students recognition for their efforts provides additional motivation to succeed.

Minute Journal



Name _____

Minute	Date	Score	Minute	Date	Score	Minute	Date	Score	Minute	Date	Score
1			26			51			76		
2			27			52			77		
3			28			53			78		
4			29			54			79		
5			30			55			80		
6			31			56			81		
7			32			57			82		
8			33			58			83		
9			34			59			84		
10			35			60			85		
11			36			61			86		
12			37			62			87		
13			38			63			88		
14			39			64			89		
15			40			65			90		
16			41			66			91		
17			42			67			92		
18			43			68			93		
19			44			69			94		
20			45			70			95		
21			46			71			96		
22			47			72			97		
23			48			73			98		
24			49			74			99		
25			50			75			100		

Scope and Sequence

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MINUTE SKILL

- 1.....ABC Order Using the First Letter
- 2.....ABC Order Using the Second Letter
- 3.....ABC Order Practice
- 4.....Beginning a Sentence
- 5.....Ending a Sentence
- 6.....Complete Sentences
- 7.....Sentence Word Order
- 8.....Types of Sentences
- 9.....Naming Parts of Sentences
- 10.....Telling Parts of Sentences
- 11.....ABC Order Review
- 12.....Beginning and Ending
a Sentence Review
- 13.....Sentences Review
- 14.....Naming and Telling
Parts of Sentences Review
- 15.....Naming Words for People
- 16.....Naming Words for Places
- 17.....Naming Words for Things
- 18.....Naming Words for Animals
- 19.....Proper Names for People
- 20.....Proper Names for Places
- 21.....Proper Names for Animals
- 22.....Other Proper Names
(Days, Months, Holidays)
- 23.....Commas (dates)
- 24.....Commas (places)
- 25.....Naming Words Review
- 26.....More Naming Words Review
- 27.....Proper Names Review
- 28.....Commas Review
- 29.....Action Words
- 30.....More on Action Words
- 31.....Present Tense Action Words
- 32.....Past Tense Action Words
- 33.....Linking Verbs (*is, are, am*)
- 34.....Linking Verbs (*was, were*)
- 35.....Linking Verbs (*have, has, had*)
- 36.....Plural Naming Words (-s)
- 37.....Plural Naming Words (-es)
- 38.....More Plural Naming Words (-s, -es)
- 39.....Action Words Review
- 40.....Present and Past Tense Review
- 41.....Linking Verbs Review
- 42.....Plural Naming Words Review

MINUTE SKILL

- 43.....Pronouns (*I, me*)
- 44.....Pronouns (*she, her*)
- 45.....Pronouns (*he, him*)
- 46.....Pronouns (*they, them*)
- 47.....Pronouns (*we, us*)
- 48.....Describing Words (size and shape)
- 49.....Describing Words (colors and numbers)
- 50.....Describing Words (taste and smell)
- 51.....Describing Words (touch and sound)
- 52.....Describing Words That Compare (-er)
- 53.....Describing Words That Compare (-est)
- 54.....Pronouns Review
- 55.....More Pronouns Review
- 56.....Describing Words Review
- 57.....Describing Words That Compare Review
- 58.....Nouns That Show Ownership (’s)
- 59.....More Nouns That Show Ownership (’s)
- 60.....Noun and Verb Agreement
- 61.....More Noun and Verb Agreement
- 62.....Irregular Plural Nouns
- 63.....More Irregular Plural Nouns
- 64.....Irregular Verbs
- 65.....More Irregular Verbs
- 66.....Articles (*a, an*)
- 67.....Articles (*a, an, the*)
- 68.....Nouns That Show Ownership Review
- 69.....Noun and Verb Agreement Review
- 70.....Irregular Plural Nouns and Verbs Review
- 71.....Articles Review
- 72.....Compound Words
- 73.....More Compound Words
- 74.....Contractions with *not*
- 75.....Contractions with *to be*
- 76.....Synonyms
- 77.....More Synonyms
- 78.....Antonyms
- 79.....More Antonyms
- 80.....Homophones
- 81.....More Homophones
- 82.....Compound Words Review
- 83.....Contractions Review
- 84.....Synonyms and Antonyms Review
- 85.....Homophones Review
- 86-100.....Apply Your Grammar Knowledge



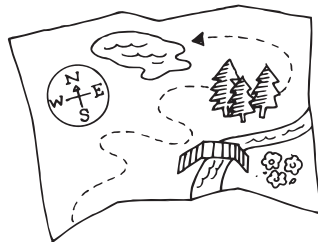
Minute 1

Name _____

Put the words in the box in ABC order. Write the words on the lines.

tap rap cap map zap nap lap sap gap yap

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |





Minute 2

Name _____

Put each set of words in ABC order.

gap go get

1. _____

2. _____

3. _____



can cut cop

4. _____

5. _____

6. _____



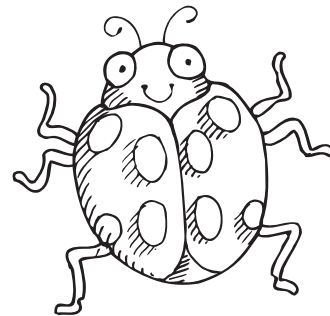
bed bug bat bit

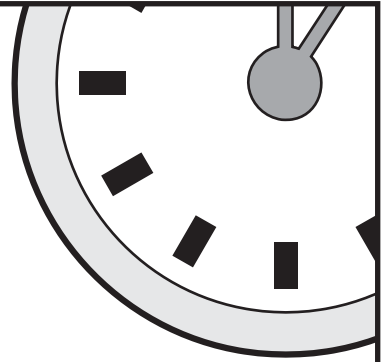
7. _____

8. _____

9. _____

10. _____



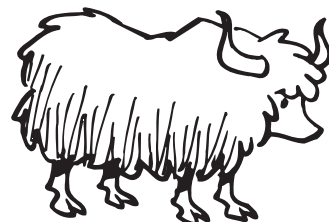
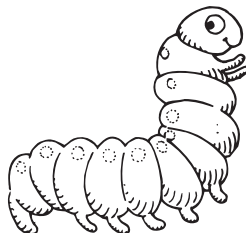
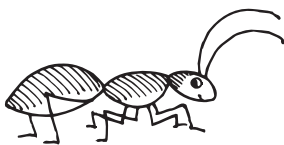


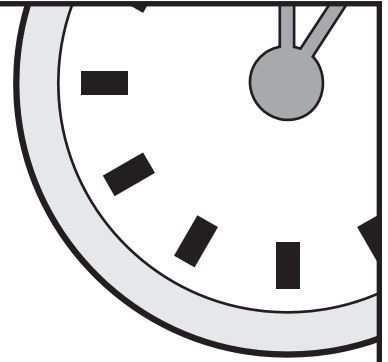
Minute 3

Name _____

Circle *Yes* if each set of words is in ABC order or *No* if it is not.

- | | | | | | |
|-----|------|-----|-----|-----|----|
| 1. | at | mat | sat | Yes | No |
| 2. | bad | sad | mad | Yes | No |
| 3. | ant | ox | bug | Yes | No |
| 4. | ball | cat | gas | Yes | No |
| 5. | jam | run | sun | Yes | No |
| 6. | sat | at | bat | Yes | No |
| 7. | car | fox | ten | Yes | No |
| 8. | top | dog | pan | Yes | No |
| 9. | pen | pan | pot | Yes | No |
| 10. | cap | cot | cut | Yes | No |





Minute 4

Name _____

Choose the correct word to write at the beginning of each sentence.
Write it on the line.

1. _____ cat's name is Tabby.
my My

2. _____ am going to the park.
I i

3. _____ flower smells sweet.
The the

4. _____ cleans her room.
Susan susan

5. _____ likes the color purple.
He he

6. _____ are in the tree.
birds Birds

7. _____ is your mother?
how How

8. _____ eats a snack.
she She

9. _____ is not good for your teeth.
Candy candy

10. _____ can write his name.
danny Danny

