

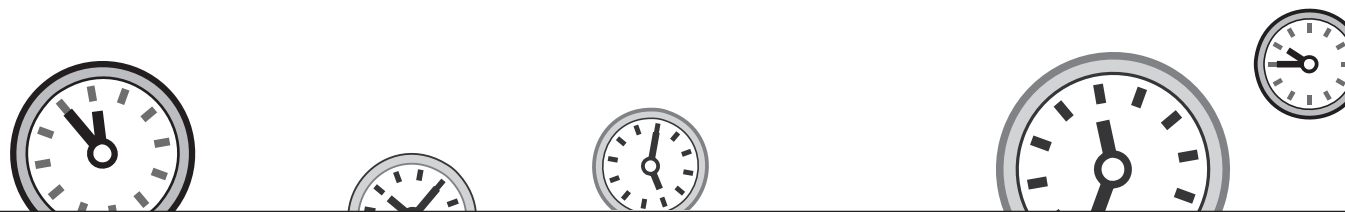


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# Introduction

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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



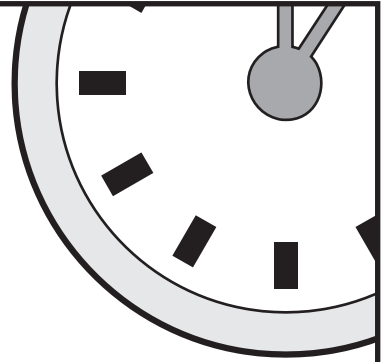
Name \_\_\_\_\_

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

.....

MINUTE	SKILL	MINUTE	SKILL
1.....	ABC Order Using the First Letter	43.....	Pronouns ( <i>I, me</i> )
2.....	ABC Order Using the Second Letter	44.....	Pronouns ( <i>she, her</i> )
3.....	ABC Order Practice	45.....	Pronouns ( <i>he, him</i> )
4.....	Beginning a Sentence	46.....	Pronouns ( <i>they, them</i> )
5.....	Ending a Sentence	47.....	Pronouns ( <i>we, us</i> )
6.....	Complete Sentences	48.....	Describing Words (size and shape)
7.....	Sentence Word Order	49.....	Describing Words (colors and numbers)
8.....	Types of Sentences	50.....	Describing Words (taste and smell)
9.....	Naming Parts of Sentences	51.....	Describing Words (touch and sound)
10.....	Telling Parts of Sentences	52.....	Describing Words That Compare (-er)
11.....	ABC Order Review	53.....	Describing Words That Compare (-est)
12.....	Beginning and Ending a Sentence Review	54.....	Pronouns Review
13.....	Sentences Review	55.....	More Pronouns Review
14.....	Naming and Telling Parts of Sentences Review	56.....	Describing Words Review
15.....	Naming Words for People	57.....	Describing Words That Compare Review
16.....	Naming Words for Places	58.....	Nouns That Show Ownership (’s)
17.....	Naming Words for Things	59.....	More Nouns That Show Ownership (’s)
18.....	Naming Words for Animals	60.....	Noun and Verb Agreement
19.....	Proper Names for People	61.....	More Noun and Verb Agreement
20.....	Proper Names for Places	62.....	Irregular Plural Nouns
21.....	Proper Names for Animals	63.....	More Irregular Plural Nouns
22.....	Other Proper Names (Days, Months, Holidays)	64.....	Irregular Verbs
23.....	Commas (dates)	65.....	More Irregular Verbs
24.....	Commas (places)	66.....	Articles ( <i>a, an</i> )
25.....	Naming Words Review	67.....	Articles ( <i>a, an, the</i> )
26.....	More Naming Words Review	68.....	Nouns That Show Ownership Review
27.....	Proper Names Review	69.....	Noun and Verb Agreement Review
28.....	Commas Review	70.....	Irregular Plural Nouns and Verbs Review
29.....	Action Words	71.....	Articles Review
30.....	More on Action Words	72.....	Compound Words
31.....	Present Tense Action Words	73.....	More Compound Words
32.....	Past Tense Action Words	74.....	Contractions with <i>not</i>
33.....	Linking Verbs ( <i>is, are, am</i> )	75.....	Contractions with <i>to be</i>
34.....	Linking Verbs ( <i>was, were</i> )	76.....	Synonyms
35.....	Linking Verbs ( <i>have, has, had</i> )	77.....	More Synonyms
36.....	Plural Naming Words (-s)	78.....	Antonyms
37.....	Plural Naming Words (-es)	79.....	More Antonyms
38.....	More Plural Naming Words (-s, -es)	80.....	Homophones
39.....	Action Words Review	81.....	More Homophones
40.....	Present and Past Tense Review	82.....	Compound Words Review
41.....	Linking Verbs Review	83.....	Contractions Review
42.....	Plural Naming Words 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. \_\_\_\_\_

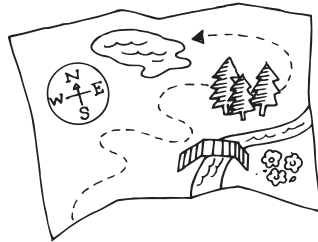
8. \_\_\_\_\_

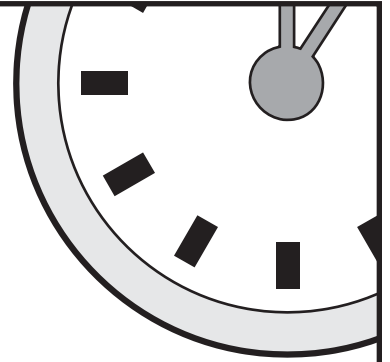
4. \_\_\_\_\_

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. \_\_\_\_\_



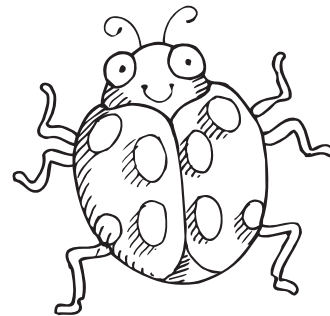
bed      bug      bat      bit

7. \_\_\_\_\_

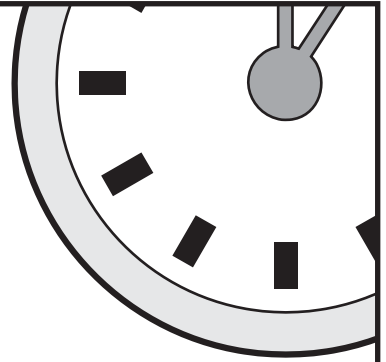
8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_





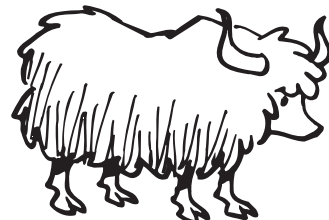
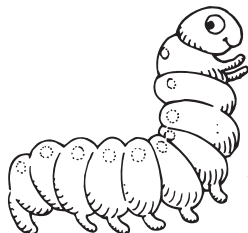
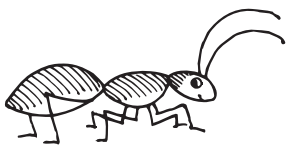


# Minute 3

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

