

# GRAMMAR PREP UNIT

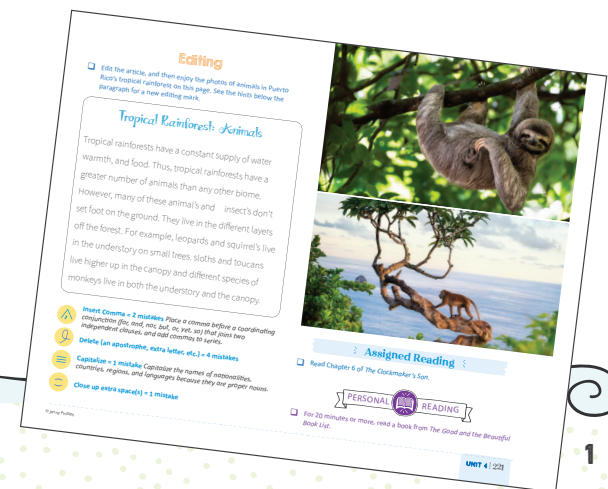
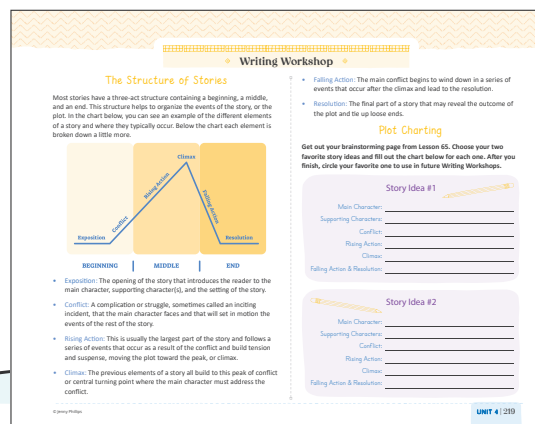
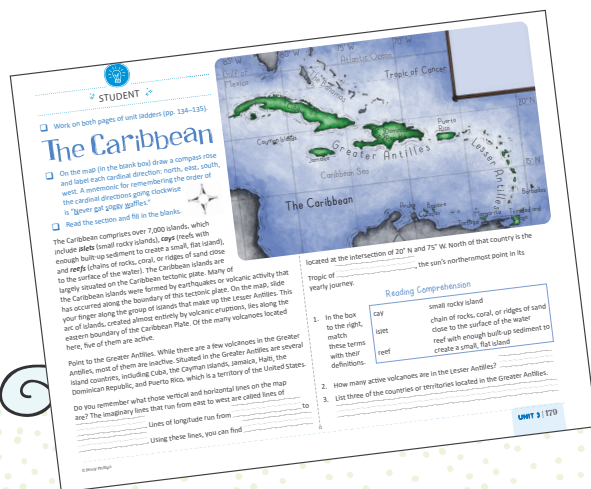
This packet uses selected sections from the *Level 4 Language Arts Course Book* and is designed solely to help children transition into The Good and the Beautiful curriculum by covering the basics of grammar needed to start the *Level 5, 6, or 7 Language Arts Course Book*.

Work on one or more lessons a day until the packet is complete. Skip sections that contain content the child already knows well. If the packet is too difficult, consider starting the child with the *Level 4 Language Arts Course*.

## Concepts Covered

Subjects • Nouns • Adjectives • Adverbs • Verbs • Pronouns • Semicolons • Sentence Diagramming  
Simple and Compound Sentences • Coordinating Conjunctions • Independent Clauses

This 8-lesson unit does not represent most of the beloved features of The Good and the Beautiful Language Arts courses, which are packed with literature, art, geography, nature, fun spelling workshops, powerful writing workshops, and much more.



# LESSON 1

## Subjects

A **subject** is who or what is doing the action or being in the sentence. In the sentence "A frog jumps," FROG is the subject because the frog is doing the action in the sentence. In the sentence "Sam is happy," SAM is the subject because Sam is the one BEING happy.

**Underline the subject in each sentence.**

1. Tina runs quickly.
2. The fog is thick.
3. Tony swims in the lake.
4. An owl hoots.
5. The boys are cheerful.
6. Yes, the rabbit is cute.
7. We hike.
8. The family moved to a new home.
9. Oh, the bird is beautiful.
10. An alligator basks in the sun.

## Nouns, Adjectives, Verbs

### Noun

a word for a person, place, or thing (e.g., girl, jungle, book)  
(Nouns can be concrete things you can touch. Nouns can also be abstract things you cannot touch, like ideas or feelings.)

**One of these words is not a noun; cross it out!** bear | joy | sew | girl

### Adjective

a word that describes a noun or pronoun (e.g., soft, old, loving)

**One of these words is not an adjective; cross it out!** big | calm | bold | owl

### Verb

an action or being word (e.g., run, swim, is, are, was, has)

**One of these words is not a verb; cross it out!** belong | cold | beg | write

**Determine if the words in each box are nouns, adjectives, or verbs and write the correct answer below each box.**

breathe  
was  
is

fast  
nice  
funny

carry  
has  
are

aunt  
jungle  
strength

pain  
anxiety  
fence

creamy  
deep  
shallow

## Adverbs

**Adverbs** modify (describe) verbs, adjectives, or other adverbs. In this unit you will study only adverbs that modify verbs. Adverbs often end in LY (e.g., quickly, smoothly), but not always.

**Underline the verb in each sentence. Then circle the adverb, which describes the verb. The first two are completed as examples.**

The sloth <u>moved</u> <u>slowly</u> .	A gazelle hopped gracefully.
<u>Swiftly</u> , a huge walrus <u>swam</u> .	The kangaroo hops skillfully.
Two hyenas moved stealthily.	Oh, the lion sits proudly!
The squirrel rapidly gathered nuts.	In the sky the birds glide smoothly.
Noisily, the squirrel chattered.	The bear roared loudly.

**All the words in the chart below are adverbs. Circle the adverbs that show how honorable children respond to their parents.**

angrily

respectfully

lovingly

rudely

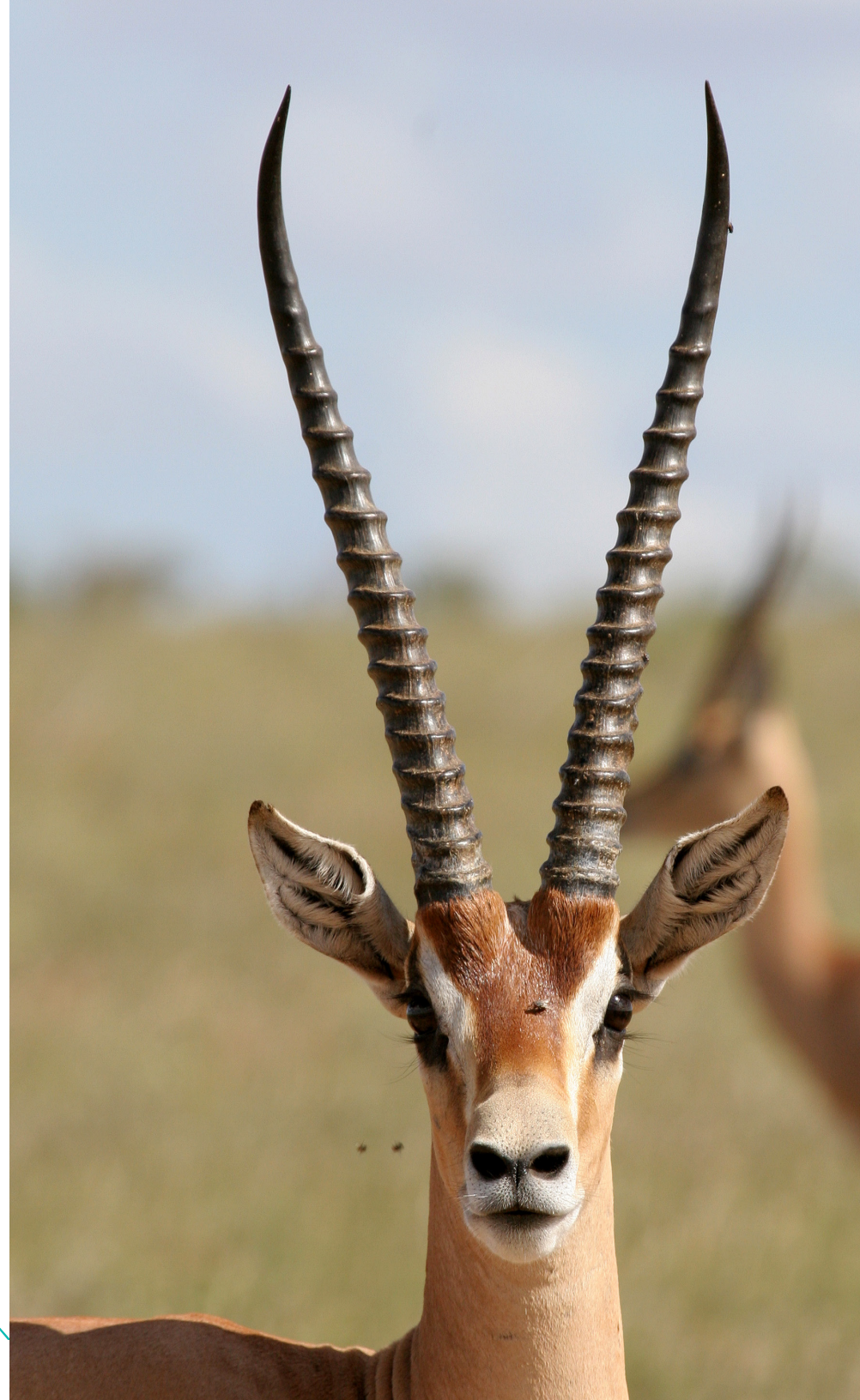
honestly

irritably

happily

unkindly

gratefully





## LESSON 2

### Subjects

A **subject** is who or what is doing the action or being in the sentence. In the sentence "The acorn grows," ACORN is the subject because the acorn is doing the action in the sentence. In the sentence "Noah is a fast swimmer," NOAH is the subject because Noah is the one BEING a fast swimmer.

**Underline the subject in each sentence.**

1. Yes, the oven is hot.
2. The ocean is beautiful.
3. Jared read the paragraph.
4. Helen loves dolphins.
5. The kittens are sleeping.
6. An ape is behind the tree.
7. Oh, the wind is cold.
8. The rolling hills are pretty.
9. I play the piano.
10. Well, Gabe needs our help.

### Nouns, Adjectives, Verbs

<b>Noun</b>	a word for a person, place, or thing (e.g., girl, jungle, book) (Nouns can be concrete things you can touch. Nouns can also be abstract things you cannot touch, like ideas or feelings.)
-------------	--

**One of these words is not a noun; cross it out!** love | mercy | see | rock

<b>Adjective</b>	a word that describes a noun or pronoun (e.g., soft, old, loving)
------------------	---

**One of these words is not an adjective; cross it out!** cold | cute | air | bold

<b>Verb</b>	an action or being word (e.g., run, swim, is, are, was, has)
-------------	--

**One of these words is not a verb; cross it out!** decide | faith | eat | is

Nouns are sometimes abstract, meaning they are things you cannot touch, such as MERCY, DREAMS, or PAIN. For each set of nouns below, circle the abstract noun.

snow   stone   bush   adventure	childhood   dinosaur   tissue   rug
cougar   education   beach   paper	tongue   eye   people   argument

Some words can function as a noun or a verb. **For each sentence, circle whether the purple word is being used as a noun or a verb. Use the definitions at the top of this page if needed.**

I **exercise** every morning.                      noun | verb

That **exercise** is very fun.                      noun | verb

I **drop** my backpack onto the chair.                      noun | verb

We have had a **drop** in sales.                      noun | verb



## A Sentence Needs Three Things

A sentence needs three things: a subject, a verb, and a complete thought.

**A Subject:** The subject is who or what is doing or being in the sentence.

**A Verb:** A verb can be an ACTION or BEING word (e.g., RUN or IS).

**A Complete Thought:** An incomplete thought indicates more to come. For example, "When it rains" and "After we eat" sound as if there is more to come. "After we eat, we'll leave" is a complete thought.

If a sentence is missing a subject, verb, or complete thought, it is called a fragment and is not a complete sentence.

The following groups of words are fragments because they are not complete thoughts. Finish each fragment with a complete thought to make it a sentence. Make sure to put a period at the end of each sentence you create.

If you see a bear, \_\_\_\_\_

After I get dressed, \_\_\_\_\_

Before you leave, \_\_\_\_\_

Each group of words is a fragment. Put an X in the box that indicates what is missing from each fragment.

	subject	verb
sat on the deep green lawn		
Harold and the large brown tortoise		
the most stubborn donkey in the world		
skipped stones across the calm lake		
an elegant and swift gazelle		

Put an X in the correct box. Does the group of words have a complete thought or not? Place a period after complete sentences.

	not a complete thought	complete thought
As soon as Ed arrives		
If you come, I will smile		
After the sun sets		

## Independent Clauses

An **independent clause** can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

For each sentence, circle the correct answer. Is it an independent clause or a fragment? (Hint: A fragment cannot stand on its own as a sentence.) If it is an independent clause, place a period at the end.

Heavy snow	INDEPENDENT CLAUSE   FRAGMENT
Heavy snow falls	INDEPENDENT CLAUSE   FRAGMENT
While I sleep	INDEPENDENT CLAUSE   FRAGMENT
While I sleep, an owl hoots	INDEPENDENT CLAUSE   FRAGMENT
The big tree	INDEPENDENT CLAUSE   FRAGMENT
Ella climbs the big tree	INDEPENDENT CLAUSE   FRAGMENT
Sits on the grass	INDEPENDENT CLAUSE   FRAGMENT
Caleb sits on the grass	INDEPENDENT CLAUSE   FRAGMENT

## LESSON 3

### Nouns and Verbs

Some words can function as a noun or a verb.  
For each sentence, circle whether the purple word is being used as a noun or a verb.

I **curl** my little sister's hair.      noun | verb

She cut a big **curl** of her hair.      noun | verb

I **cook** soup every day.      noun | verb

The **cook** wears a white apron.      noun | verb

The **steam** is very hot.      noun | verb

I will **steam** the vegetables.      noun | verb

My **tie** has blue stripes.      noun | verb

He learned to **tie** a knot.      noun | verb

Please **cut** the potatoes.      noun | verb

I have a **cut** on my toe.      noun | verb

### Coordinating Conjunctions

There are seven coordinating conjunctions:

for | and | nor | but | or | yet | so

**Coordinating conjunctions** can join together words, phrases, or clauses.

You can remember them using the acronym FANBOYS. **Write the word that each letter of the acronym stands for.**

F=\_\_\_\_\_ A=\_\_\_\_\_ N=\_\_\_\_\_ B=\_\_\_\_\_ O=\_\_\_\_\_ Y=\_\_\_\_\_ S=\_\_\_\_\_

**Circle the coordinating conjunction in each sentence below.**

1. The cave is small, and it is hard to access.
2. Cows graze in these fields, so leave the gate shut.
3. I don't want to be lazy, nor do I want to be negative.
4. Choose a good book, for books shape character.
5. I love monkeys, yet I don't want a monkey for a pet.



**For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two subjects or two verbs?**

- |  |                  |
|--|------------------|
| 1. Leopards and lions are wild cats.         | SUBJECTS   VERBS |
| 2. Raccoons swim and climb well.             | SUBJECTS   VERBS |
| 3. Llamas and alpacas have many differences. | SUBJECTS   VERBS |
| 4. A buffalo and a cow graze in the field.   | SUBJECTS   VERBS |

## Pronouns

A **pronoun** is a word that replaces a noun. Examples of pronouns are YOU, HE, SHE, ME, WE, THEY, IT, US, THOSE, THEM, HER, and HIM.

For each sentence, circle the pronoun that could replace the underlined noun.

1. Darnell has visited Florence, the capital of Tuscany. Our | He | Me
2. Tuscany is a popular tourist destination. It | They | His
3. Did you know that operas were created in Tuscany? we | they | her
4. Mom and I noticed that Tuscany has many hills. It | We | Those
5. They gave the bottle of olive oil to Hailey and me. them | his | us
6. Jasmine loves the gorgeous cypress trees in Tuscany. She | Us | They

## Adverbs

**Adverbs** modify (describe) verbs, adjectives, or other adverbs. In this unit you will study only adverbs that modify verbs. Adverbs often end in LY (e.g., quickly, smoothly), but not always.

Underline the verb in each sentence. Then circle the adverb, which describes the verb.

The hyenas moved slowly.	Look, the cheetah moves swiftly.
Gracefully, a dolphin swims.	A gorilla beats his chest powerfully.
The raccoon skillfully jumps.	Oh, that beaver works hard.





## LESSON 4

### Subjects

A **subject** is who or what is doing the action or being in the sentence. In the sentence "The wind blows," WIND is the subject because the wind is doing the action in the sentence. In the sentence "The grass is soft," GRASS is the subject because the grass is the thing BEING soft.

**Underline the subject in each sentence.**

1. The baby rolls over.
2. Fluffy clouds fill the sky.
3. The lake is cold.

### Sentence Diagramming

Why would someone diagram a sentence? That's a great question! Sentence diagramming is a wonderful tool. It helps you to better understand parts of speech (nouns, verbs, adjectives, prepositions, and so on) and how grammar works.

Is it fun? Many people think so. I hope you will think so, too. It's like a puzzle, and it shows you how amazing language is. As you learn (or review) the first steps to diagramming sentences, let's use sentences that describe the painting of Italy on this page.

When we diagram a sentence, we always start with a horizontal line like this:

\_\_\_\_\_

Then we add a vertical line like this:

\_\_\_\_\_

Next, we write the SUBJECT to the left of the vertical line and the VERB to the right. The subject is WHO or WHAT is doing the action or being in the sentence. The subjects are underlined in these sentences: Amy paints. I like knitting. The wind blows. Rain is pouring.

**Example:** Ryan paints.

Ryan | paints

There are three articles: **THE**, **A**, and **AN**. An **ARTICLE** goes on a slanted line beneath the word it is describing.

**Example:** The road winds.

road | winds  
The

Now you are going to learn how to diagram adjectives. Adjectives are words that describe nouns. Examples of adjectives are SOFT, SWEET, BIG, WET, OLD, and CUTE. The **ADJECTIVE** goes on a slanted line beneath the word it describes. Write the letters AJ under adjectives.

**Example:** The gentle road winds.

road | winds  
The gentle  
AJ





## You try it!

Add the missing **subjects** and **articles**.

The quiet house sits.

**AJ** / quiet / sits

A tall tree grows.

**AJ** / tall / grows

The bright sun shines.

**AJ** / bright / shines

An old owl sleeps.

**AJ** / old / sleeps

Add the missing **adjectives** and **verbs**.  
Make sure to add **AJ** for adjective under each adjective.

A cool breeze blows.

**A** / breeze /

The gentle hills roll.

**The** / hills /

The tiny leaves rustle.

**The** / leaves /

A red roof slants.

**A** / roof /

The small lizard hides.

**The** / lizard /

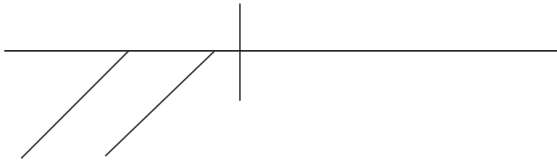


## LESSON 5

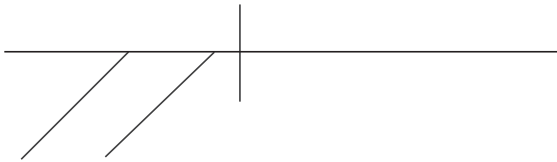
### Sentence Diagramming

Diagram the sentences. Remember to put AJ under adjectives. Refer to page 8 if needed.

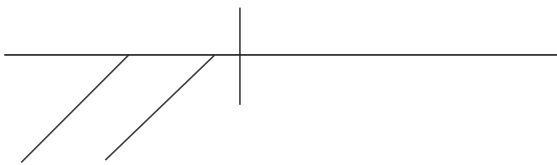
A large gorilla climbs.



The small mole digs.



A little child reads.



## Independent Clauses

An independent clause can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

For each group of words, circle the correct answer. Is it an independent clause or a fragment? (Hint: If it is missing a subject, a verb, or a complete thought, it is a **fragment**.) If it's an independent clause, place a period at the end.

1. The huge python slithered away      INDEPENDENT CLAUSE | FRAGMENT
2. When the leopard wakes up      INDEPENDENT CLAUSE | FRAGMENT
3. A raccoon and a squirrel in the tree      INDEPENDENT CLAUSE | FRAGMENT
4. I see a baby llama      INDEPENDENT CLAUSE | FRAGMENT

Two independent clauses can be connected with a comma and a coordinating conjunction.

For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two independent clauses or two verbs?

1. The sun shone brightly, and I put on my hat.  
INDEPENDENT CLAUSES | VERBS
2. Each morning I pray and exercise.  
INDEPENDENT CLAUSES | VERBS
3. Juan kicked the ball, and he scored a goal.  
INDEPENDENT CLAUSES | VERBS





## Independent Clauses and Fragments

An **independent clause** can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

For each group of words, circle the correct answer. Is it an independent clause or a fragment? (Hint: If it is missing a subject, a verb, or a complete thought, it is a fragment.) If it's an independent clause, place a period at the end.

1. An eagle landed in the nest      INDEPENDENT CLAUSE | FRAGMENT
2. If you see a peacock      INDEPENDENT CLAUSE | FRAGMENT
3. I love birds      INDEPENDENT CLAUSE | FRAGMENT
4. An ostrich in the field      INDEPENDENT CLAUSE | FRAGMENT

Two independent clauses can be connected with a comma and a coordinating conjunction.

For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two independent clauses or two subjects?

1. A cat sits on the steps, and a cat sits on a ledge.  
INDEPENDENT CLAUSES | SUBJECTS
2. A cactus and a tree grow in pots.  
INDEPENDENT CLAUSES | SUBJECTS
3. The door and the shutters are blue.  
INDEPENDENT CLAUSES | SUBJECTS
4. The flowers are yellow, and the cactus is green.  
INDEPENDENT CLAUSES | SUBJECTS

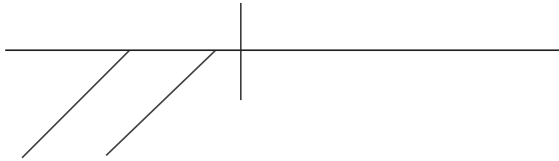


# LESSON 6

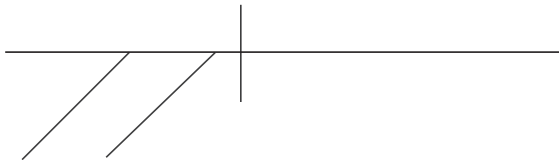
## Sentence Diagramming

Diagram the sentences. Remember to put AJ under adjectives. Refer to page 8 if needed.

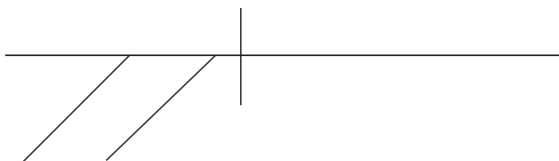
The blue ocean swells.



The tiny ant works.



The warm sun rises.



## Coordinating Conjunctions

There are seven coordinating conjunctions:

for | and | nor | but | or | yet | so

Coordinating conjunctions can join together words, phrases, or clauses.

You can remember the coordinating conjunctions by using the acronym FANBOYS.

**Write the word that each letter of the acronym stands for.**

F=\_\_\_\_\_ A=\_\_\_\_\_ N=\_\_\_\_\_ B=\_\_\_\_\_ O=\_\_\_\_\_ Y=\_\_\_\_\_ S=\_\_\_\_\_

**Circle the coordinating conjunction in each sentence below.**

- The leopard leaped, and the gazelle sped away.
- I'm not scared of raccoons, nor am I scared of buffalo.
- I want an iguana, but my sister wants a python.
- We can hold a baby chimpanzee, or we can ride a llama.
- I love squirrels, yet they are not good pets.



**For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two subjects or two verbs?**

- |  |                  |
|--|------------------|
| 1. Squirrels and raccoons live in this forest. | SUBJECTS   VERBS |
| 2. The llama ate and drank.                    | SUBJECTS   VERBS |
| 3. The dolphin and the whale swim.             | SUBJECTS   VERBS |
| 4. Cougars and leopards are both wild cats.    | SUBJECTS   VERBS |
| 5. The kangaroo swims and hops.                | SUBJECTS   VERBS |

## Adverbs

Underline the verb in each sentence. Then circle the adverb, which describes the verb.

A golden eagle soared majestically.	Careful! The ferret bites hard.
That gopher surely ruined my garden!	The falcon glides nobly.
The cute penguin waddles quickly.	Your gerbil sleeps soundly.
A flamingo stands skillfully on one leg.	A leopard moves stealthily.
The red squirrel worked tirelessly.	Tightly, the octopus holds its prey.



## Semicolons

This is a semicolon: ;

Draw a semicolon in this blank circle: ○

Look at these two sentences, which are independent clauses:

I love Belgian waffles. They are so good.

You can connect two independent clauses with a comma and a coordinating conjunction:

I love Belgian waffles, and they are so good.

Or, you can connect two independent clauses that are closely related with a semicolon:

I love Belgian waffles; they are so good.

You do NOT use a coordinating conjunction (FANBOYS) when you use a semicolon to connect two independent clauses.



For each sentence, circle the coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so), and then cross it out if the conjunction comes right after a semicolon.

1. My little brother ate three Belgian waffles; so he must really like them.
2. You really need to try some Belgian chocolate; for it's smooth and delicious!
3. We rode in a boat, and the "streets" were made of water!
4. I love the Belgian countryside; and it is very beautiful.
5. Dad loves Belgium for its medieval towns; but I love it for its castles.



## LESSON 7

### Coordinating Conjunctions

There are seven coordinating conjunctions:

**for | and | nor | but | or | yet | so**

Coordinating conjunctions can join together words, phrases, or clauses.

You can remember them using the acronym FANBOYS. **Write the word that each letter of the acronym stands for.**

F=\_\_\_\_\_ A=\_\_\_\_\_ N=\_\_\_\_\_

B=\_\_\_\_\_ O=\_\_\_\_\_ Y=\_\_\_\_\_

S=\_\_\_\_\_

**For each sentence, circle the correct answer. Is the coordinating conjunction (AND) connecting two subjects or two verbs?**

1. A gorilla and a cougar are in our zoo.

SUBJECTS | VERBS

2. The dinosaur roars and runs.

SUBJECTS | VERBS

3. Llamas and alpacas both live in South America.

SUBJECTS | VERBS

4. Gerbils and leopards are my favorite animals.

SUBJECTS | VERBS

### Simple and Compound Sentences

An independent clause has a subject, verb, and complete thought. **Circle the group of words that is an independent clause and put a period at the end of the clause.**

A delicious muffin

Squirmed away

The young boy slept

A **simple sentence** is made of one independent clause.

A **compound sentence** is made of two independent clauses joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so). **Circle the compound sentences.**

Grandfather is old, but he is still spry and curious.

You are thoughtful; he is gentle.

I try not to be a jealous person.

**Circle the simple sentences.**

This fresh butter is delicious.

I thought it would taste awful, but it tasted delightful.

My heel will heal.

**Change the sentences below into compound sentences by adding a comma and a subject.**

**Example:** *The bird sat on the tree and chirped a beautiful melody.*

The bird sat on the tree, and it chirped a beautiful melody.

1. My cousin Ryan has a printing business and prints calendars.

\_\_\_\_\_

2. The teacher was patient and taught me many things.

\_\_\_\_\_

## A Sentence Needs Three Things

The following groups of words are fragments because they are not complete thoughts. Finish each fragment with a complete thought to make it a sentence. Make sure to put a period at the end of each sentence you create.

Even though it's raining, \_\_\_\_\_

Because it is windy, \_\_\_\_\_

Each group of words below is a fragment. Put an X in the box that indicates what is missing from each fragment.

	subject	verb
watches the sun set		
a small kangaroo		
scampered up the tree		
raced across the field		

Put an X in the correct box. Does the group of words have a complete thought or not? Place a period after complete sentences.

	complete thought	not a complete thought
I have two llamas		
If you hear a leopard		
When the cougar jumped		



## Semicolons

This is a semicolon: ;

Draw a semicolon in this blank circle: ○

Look at these two sentences, which are independent clauses:

I saw the sunrise. You were asleep.

You can connect two independent clauses with a comma and a coordinating conjunction:

I saw the sunrise, but you were asleep.

Or, you can connect two independent clauses that are closely related with a semicolon:

I saw the sunrise; you were asleep.



When you use a semicolon, the second clause does not start with a capital letter (unless it is a proper noun or the word "I").

For each sentence, circle the coordinating conjunction (**FANBOYS: for, and, nor, but, or, yet, so**), and then cross it out if the conjunction comes right after a semicolon.

- I need to get enough sleep for my competition tomorrow; so we shouldn't stay up late.
- My mom loves Swiss chocolate best; but my dad loves Belgian chocolate best.
- I wasn't watching my step, so now I have a scraped knee.
- My sister and I really don't like going to the dentist; but we were brave anyway.

## LESSON 8

### Independent Clauses

An **independent clause** can stand on its own as a sentence because it has a subject, a verb, and a complete thought.

For each sentence, circle the correct answer. Is it an independent clause or a fragment? (Hint: A fragment is missing a subject, a verb, or a complete thought.) If it's an independent clause, place a period at the end.

1. Dinosaurs are extinct  
INDEPENDENT CLAUSE | FRAGMENT
2. The tall red kangaroo  
INDEPENDENT CLAUSE | FRAGMENT
3. A coyote is near us  
INDEPENDENT CLAUSE | FRAGMENT

For each sentence, circle the correct answer. Is the coordinating conjunction connecting two independent clauses or two verbs?

1. The spry grandmother sweeps and weeds.  
INDEPENDENT CLAUSES | VERBS
2. I sang to the baby, and she fell asleep.  
INDEPENDENT CLAUSES | VERBS
3. The squirrel climbs and chatters.  
INDEPENDENT CLAUSES | VERBS

### Simple and Compound Sentences

An independent clause has a subject, verb, and complete thought. **Circle the group of words that is an independent clause and put a period at the end of the clause.**

The frustrating trial

The narrow lane ended

Held the precious gem

A **simple sentence** is made of one independent clause.

A **compound sentence** is made of two independent clauses joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

**Circle the compound sentences.**

The young boy was very polite.

I love babies; they are so precious.

The tree is dead, and it is hollow.

**Circle the simple sentences.**

It is a delightful day!

Push on the brake, and the golf cart will stop.

We took a break.

**Change each sentence into one compound sentence by adding a comma and a subject.**

**Example:** *The bird sat on the tree and chirped a beautiful melody.*

The bird sat on the tree, and it chirped a beautiful melody.

1. The gentle girl is kind and is a wonderful friend.

2. The sunset is beautiful but will not last long.



## A Sentence Needs Three Things

The following groups of words are fragments because they do not have complete thoughts. Finish each fragment with a complete thought to make it a sentence. Make sure to put a period at the end of each sentence you create.

When the bell rings, \_\_\_\_\_

Because you told the truth, \_\_\_\_\_

Each group of words is a fragment. Put an X in the box that indicates what is missing from each fragment.

	subject	verb
hear the birds chirping		
the rough dirt path		
entered the quiet woods		
took a long hike		
a quiet forest		

## Simple and Compound Sentences

A **simple sentence** is made of one independent clause. An independent clause has a subject, verb, and complete thought.

A **compound sentence** is made of two independent clauses joined by a semicolon or a comma and a coordinating conjunction (FANBOYS: for, and, nor, but, or, yet, so).

Circle the compound sentences.

I like doing service, for it makes me happy.

I love this trail; it smells of pine.

I walk in this forest every day.

I heard a bird, but I did not see it.

It was warm, so I took off my jacket.

