

Written Script for *Easy Grammar Ultimate Series: Grades 8, 9, 10, 11, & 12+*

Hi, I'm Dr. Wanda Phillips. I absolutely love *Easy Grammar Ultimate Series*, my high-school texts! Students love them, too! Your students can achieve mastery in short lessons, and you will have time to focus on literature and writing. Whether their education stops at the secondary level or continues to higher education, students will be able to speak to any group comfortably and to write well.

I have *Easy Grammar Ultimate Series* texts for *Grade 8, Grade 9, Grade 10, Grade 11, and Grade 12+*.

Each *Ultimate* teaching text includes **180** lessons; that's one for each school day. Students complete a **5-10** minute lesson daily. Students love these quick, yet thorough, lessons; plus, it frees you to spend ample time with literature and writing.

Each *Ultimate Series* text has the same format for each of the 180 Days. Number 1 is always CAPITALIZATION; number 2 is always PUNCTUATION. Numbers 3 and 4 teach GRAMMAR AND OTHER CONCEPTS. An example of other concepts is *analogies*. Number 5 is always sentence combining for improved quality of writing.

I'd like to show you a lesson from ***Ultimate Series: Grade 9, Day 79***. I recommend that you do each lesson orally. I think this is a more effective way, but it's your choice! Let's look at #1: *In biology, Latin names for groups (class, family, order) are capitalized. Adjectives and nouns derived from these names are not capitalized. Arachnida is a class and must be capitalized. Arachnid is a noun derived from this and isn't capitalized. Species are also not capitalized.*

In your discussion, students will mark words that need to be capitalized. Ask **why** a word is capitalized. Let's look at the sentence.

"i think scorpions are nocturnal arachnids of the scorpionida order," lee shared. Obviously, the pronoun **I** is capitalized. In fact, any word beginning a direct quotation is capitalized. The name of a type of "insects" is not; therefore, we don't capitalize *scorpions*. We've just learned not to capitalize the noun, *arachnids*. Only the Latin word, *Scorpionida* is capitalized; the word, *order*, isn't. Capitalize *Lee*. **Why?** It's a name. I ask students **to place a capital over** the first letter of the word to be capitalized. Some prefer two lines under the letter.

"I think scorpions are nocturnal arachnids of the Scorpionida order," Lee shared.

Number 2 is always punctuation. If two people possess an item together, use an **apostrophe** with the last name. Look at the example: Tom and Susan's baby. The **apostrophe s** is placed after Susan, the second name—to reflect the baby is Tom *and* Susan's. Students will insert any needed punctuation. Let's look at the sentence.

Hans asked Have you heard about the problem with Roy and Torys new apartment

I provide a *line* if you want students to write the sentence while inserting punctuation. *Typically*, I ask students to insert needed punctuation. Let's analyze *this* sentence. Make it exciting; **involve** students!

What end punctuation do we need? We need a question mark to indicate it's interrogative. A comma needs to be placed after *asked*. **Why?** A **direct quotation will appear next**. How do we indicate quotations? We place **quotation " " marks**

before *Have* and after the question mark. Insert an apostrophe between *y* and *s* to reflect that two people own the apartment together.

Hans asked, “Have you heard about the problem with Roy and Tory’s new apartment?”

A ***predicate nominative*** is a noun or pronoun that occurs after the verb and means the same as the subject. What is the subject? *Friends*. Which two words after the verb equal her friends? ***Janie*** and ***Chessa***. Note that in all *Easy Grammar* texts, I feature a **proof** for a predicate nominative. Students learn to invert the sentence.

Janie and Chessa are her friends.

The directions state: Label the predicate nominative. Write a proof. Let’s look at the sentence: **Their first child was a son**. Solicit that *child* is the subject. What word after the verb, *was*, **means the same** as *child*? *Son*! **Son** is the predicate nominative. Let’s see the **proof**: Invert the sentence according to our pattern. *A son was their first child*.

Allow me to interject my thought about predicate nominatives. There is no glory in knowing a predicate nominative; however; it’s vital in ***helping students to speak and to write correctly***, especially when using pronouns.

Let me show you an example. If someone says, *The winner was me*, the student can mentally invert the sentence: *Me was the winner*. **NO!** *I was the winner*. *The winner was I* is the correct way of saying that. Students now have a strategy to think on their feet! They use *the winner was I—I was the winner!* in their speaking and writing. You are teaching them a life-long concept!

#4: Let’s look closely at this analogy:

vehicle : (is to) spacecraft :: (as) bird : (is to) _____

Your choices are (a) aviary (b) robin (c) habitat (d) caravan. First, we need to determine the relationship of vehicle and spacecraft; we will use that knowledge to determine the answer. A spacecraft is a type of vehicle. Which word choice is a type of bird? Yes, **(b) robin!**

In #5, SENTENCE COMBINING, students will combine these 3 sentences into one higher-level sentence.

Pycnogenol is contained in the bark of some pine trees.
Pycnogenol is an antioxidant.
Pycnogenol may reduce inflammation.

There usually is more than one way to form a new construct. I provide examples in the answer key.

> *Pycnogenol, an antioxidant contained in the bark of some pine trees, may reduce inflammation.* (Students may want to replace *contained* with *found*.) They may also create a different example. > *Contained in the bark of some pine trees, pycnogenol, an antioxidant, may reduce inflammation.*

This entire lesson will require only 5-10 minutes to complete.

Did you note that this sentence combining is about health and nutrition? I include a plethora of topics: history, literature, music, art, and science—to name a few.

I incorporate the design of **CYCLICAL LEARNING**, a process in which skills and concepts **are introduced, reintroduced, applied, reviewed, and expanded** throughout. This paradigm promotes mastery. New brain research agrees.

To help you to visualize the exact content of each *Easy Grammar Ultimate Series* text, I have included a “Scope and Sequence” for CAPITALIZATION, one for PUNCTUATION,

and one for GRAMMAR AND OTHER CONCEPTS. You will find these **at the beginning** of each text. The “Scope and Sequence” reflects each concept included, **and** the numbers indicate the exact lessons in which they are presented.

Let’s look closely at Apostrophes and within that, Possessives.

Individuals Owning Jointly (Bo and Tami’s house): **79, 82, 97, 105, 150, 180**

Individuals Owning Singularly (Tate’s and Emma’s cars): **83, 107, 118, 140, 159**

Plural: **21, 31, 42, 48, 59, 78, 100, 106, 111, 132, 136, 158, 171**

Singular: **20, 27, 34, 40-41, 54, 68, 85, 90, 96, 101, 103, 110, 116, 119, 121, 134, 139, 144, 149, 161-163, 167, 169**

Look at the first entry: We have **Individuals Owning Jointly**. I’ve given an example, (Bo and Tami’s house). We just encountered this rule in Day 79. Students will also encounter Individuals Owning Jointly on Days **82, 97, 105, 150,** and **180**.

Individuals Owning Singularly (Tate’s and Emma’s cars): **83, 107, 118, 140,** and **159**. This is when two people or other things own separate items. Tate owns a car; Emma also owns a car. Tate’s and Emma’s cars.

Let’s go to **Plural Possessives**. We review, apply, and expand this concept on Days **21, 31, 42, 48, 59, 78, 100, 106, 111, 132, 136, 158,** and **171**. That’s a total of 13 times.

Let’s look at **Singular Possessives**: Students encounter them in Lessons **20, 27, 34, 40-41, 54, 68, 85, 90, 96, 101, 103, 110, 116, 119, 121, 134, 139, 144, 149, 161-163, 167,** and **169**. Students practice this concept in **24** lessons. This promotes mastery learning.



“My son scored 35 out of 36 on his ACT

English score.

He’s very good in math and intends to major

in engineering, but this was the highest

scoring subject on his test! It takes only a

few minutes, but the

return on the investment is huge!” C.L., IL



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Homeschooling Parents: Students may write within the **teacher edition** of the *Easy Grammar Ultimate Series* because answers are in the back. To save money, purchase only a teacher edition. I also highly recommend the **assessment booklet** for each grade level!