

A Guest Hollow

Teacher's Manual

BEOWULF'S GRAMMAR

by Jennifer Guest

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

is tugging.

8 PARTS OF SPEECH

noun, pronoun, adjective,
verb, adverb,
preposition, conjunction, interjection



Comics, Games, Activities, Diagramming, and More!

BEOWULF'S GRAMMAR TEACHER'S MANUAL

BY JENNIFER GUEST



Copyright © Guest Hollow LLC

All rights reserved.

www.guesthollow.com

www.facebook.com/guesthollow/

The materials and illustrations/graphic design in this book are copyrighted!

Copying and Distribution Policy

Families: You may make one printable copy of this teacher's manual for use WITHIN YOUR OWN FAMILY. Online copying or sharing the pages and/or illustrations for any other reason is a violation of copyright. Co-ops and schools may make one printable copy of this teacher's manual per purchased copy.

No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without prior written permission of the copyright owner unless such copying is expressly permitted by federal copyright law, or unless it complies with the Copying and Distribution Policy above.

Please use your PDF reader's bookmarks to easily navigate this digital document. Bookmarks are usually located on the left side of the document in a panel. I recommend using Adobe Acrobat Reader: get.adobe.com/reader/.

Introduction

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. They never seemed to have 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 "clamoring at the door" to learn or explore grammar!

Beowulf's Grammar (Level 1) is my remedy to the dearth of interesting grammar programs. It includes 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 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!

Beowulf's Grammar is designed to be used by a multitude of ages, and so it will require a multitude of approaches, based on your student's age and 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 the 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 easier anyway!

I've used a variety of methods in the 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.

How to Use This Teacher's Manual

This teacher's manual contains copies of almost all the workbook pages, the answers to those pages, as well as teaching suggestions, extra ideas to expand concepts, and extra materials that complement the workbook.

Note: I say he/him throughout this teacher's manual. That's not meant as an insult to girls. It's just traditional and easier to pick one pronoun and stick with it.

Answers & Grading:

Answers to the *Beowulf* Grammar workbook pages are found on the workbook page copies in the teacher's manual (TM). You may want to view the PDF of the teacher's manual on a computer or tablet to save paper. You can also use these copies to borrow the pages for clarity. You may want to view the TM when you are assisting your student. You can follow along without having to share his workbook.

Don't feel stressed if your student doesn't get everything or even a lot of things right! Guidance should be gentle and supportive. You want your student to grow his confidence by being allowed to get things wrong. Let him know that making mistakes is an important part of learning. When he does get something "wrong," before providing the correct answer, you may want to say something like, "Hmmm, it looks like you didn't underline all of the nouns in this sentence. See if you can find it." If he still can't locate the incorrect or unmarked item (or whatever you are helping him discover), help guide him to it. Then you can discuss why he may have missed the item. In my experience, self-correction is quite helpful. If he is trustworthy, you may want to give him access to the teacher's manual after you've looked at his first effort on a page. He can look at the correct answer(s) and fix his own work. There are no tests that accompany this workbook, but a good and quick "test" is to print out a page your student has already done and corrected. If he gets many of the items he missed correct the next time around, you know he's learning!

Grammar exercises sometime require students to really think things through, and some of the exercises may be challenging, especially the “real” passages from literature in the weekly review pages. Real literature is a bit harder to analyze compared to sentences manufactured for a workbook. That’s why I included it! It allows students wrangle with a variety of writing styles that may call some of their understanding into question. Expect that your student will miss some things! Work through it together, if necessary.

I don’t recommend you grade your student’s pages with a typical grading scale, but this decision is totally up to you. My personal philosophy has always been to help my children master the material they studied rather than teaching to “pass a test” or to just get a “good” grade. That approach means making a lot of mistakes at first and then correcting them, until the content is understood. It’s not about obtaining a specific grade and moving on. It’s about *understanding everything* before moving on! That might mean your student stuck on a certain concept for a while. I don’t believe there’s anything wrong with that! Feel free to take your time and look for content online or at your local library to shore up the areas your student is having difficulty with. On the other hand, sometimes you just have to move on. A student may not be developmentally ready to tackle a specific concept. You know your student and your situation best! Your knowledge will help you make your own decisions about the philosophy you use for teaching and the results you want to obtain.

Extra Ideas

On some of the answer pages, I include extra ideas. These ideas are optional and are intended for your student to accomplish with your help. If there is a direct instruction, you can decide if these are things your student can do by himself with your supervision, or if he needs more direct assistance. A 2nd grader will probably need help looking up Latin roots and I would need you to totally direct a conversation about them with him. A 6th grader might be able to get that information from a library book and can discuss it with you after reading the book himself. It is up to you to decide what’s appropriate for your student’s age and abilities.

Some of the extra ideas take concepts from the pages of a book and throw them into “real life.” Sometimes this is the best way to learn! Your student may not care to learn about capitalizing proper nouns on a workbook page, but send him to a restaurant to look at menu items, and he may retain the lesson with minimum effort and plenty of enthusiasm! He may have forgotten a workbook page by the following week, but the trip to the restaurant during school time may be a happy lifetime memory. Be creative with your own ideas to help your student love his lessons!

In some of the “extra ideas”, I suggest using books on your home shelves to find sentences to analyze. Try to mix up the types of books your student uses. It’s an extra bonus to use books from his other studies like history, science, and even math!

Some of the extra ideas have an accompanying printable. These are optional.

I sometimes mention copywork, dictation, and narration in the extra ideas. When you give your student copywork, you should instruct him to copy the selected sentences or passage of writing exactly as its written.

He should pay close attention to all of the capitalization, spelling, and punctuation. In my opinion, copywork is an excellent way for a child to learn grammar, punctuation, vocabulary, spelling, various writing styles, paragraph form, and more!

Dictation is where you read from a text out loud and your student writes down what you are reading, word for word. Once the entire passage is written down, your student can check the original text and correct any mistakes he may have made.

Narration is when your student retells (or tells) something in his own words.

There are some excellent articles on copywork, dictation, and narration online. If you aren't familiar with these terms and ways of teaching, I highly suggest you look them up!

Language Arts Curriculum:

I've also created a language arts curriculum that includes *Beowulf's Grammar*, a spine book, along with lots of other terrific books, activities, videos, games, and more – so your student can have language arts Guest Hollow-style! The schedule features a multitude of colorful books, online games and activities, videos, an optional writing unit, and more - to help engage even the most reluctant learners and make learning language arts (and grammar) much more engaging and meaningful than a traditional grammar and language arts workbook. Check it out via our Guest Hollow store: <http://guesthollow.com/store/>

Thank you!

Lastly, our Guest Hollow Team really appreciates your purchase of *Beowulf's Grammar* and the *Beowulf's Grammar Teacher's Manual*. We are so thankful for each and every one of our customers. We wouldn't be growing and thriving without your support! Please help spread the word by telling your fellow homeschoolers and other teachers about our grammar curriculum and our website!

We hope you enjoy your year with *Beowulf's Grammar*!

Sincerely, Jennifer Guest and the Guest Hollow Team



Please consider leaving a review at the *Beowulf's Grammar* page located at our store:

<http://guesthollow.com/store/>

33-Week Schedule

The following schedule is optional. You may use Beowulf's Grammar at your own pace. Take into account your student's age, needs, and schoolwork load to determine the pacing. Consider this schedule as a template you can use as-is, alter, or ignore completely!

Students in middle school (or older) who are brushing up on grammar or building a grammar foundation from scratch can possibly do Beowulf's Grammar in one semester or less.

Week 1					
Topics: introduction to grammar, 4 types of nouns					
	Day 1	Day 2	Day 3	Day 4	Day 5
Workbook	p. 1-6	p. 7	p. 8	p. 9-12	
Workbook activity	p. 5-6 Make Beowulf and his box			p. 11 Noun flap cut, paste and sort	
Review Sheets					
Teacher's Guide	p. 8 Each Language Has Its Own Grammar printable	p. 4-7 Picture with Words printables	p. 10 Story of How Beowulf Learned to Read printable		

Week 2					
Topics: common and proper nouns, identifying nouns in the environment, spelling plural nouns					
	Day 1	Day 2	Day 3	Day 4	Day 5
Workbook	p. 13-14	p. 15-16	p. 17-18	p. 19-20	
Workbook activity	p. 13 Common and proper nouns	p. 16 Noun treasure hunt with cards and treasure chest			
Review Sheets	Week 2 Monday		Week 2 Wednesday		Week 2 Friday
Teacher's Guide				p. 14 Family Tree Chart printable	

NOUNS



The word noun comes from the ancient Latin word *nomen*. *Nomen* means "name." Nouns are NAMES for (or what you call) a person, place, thing, or idea. Every sentence has at least one noun (or pronoun).

There are **common nouns** like: dog, cake, tree, rain, and pizza.

There are **proper nouns** like: Hannah, Beowulf, Burger Palace, Texas, and Monday. Did you notice how all proper nouns start with a capital letter?

☐ Yes ☐ No **Answers will vary.**

There are **singular nouns** like: dog, mouse, and child.

There are **plural nouns** like: dogs, mice, and children.

What is a noun? Circle the correct answer:

A noun: is a person, place, thing, or idea. shows action.

The 8 parts of speech poster shows a picture of Beowulf to represent a noun. He is a dog. The word "dog" is a noun. This dog's name is Beowulf. Beowulf is a proper noun. Write your name here: Student's name goes here. Your name is a proper noun!

Here are some examples of nouns. Label each picture as a person, place, thing, or idea.



honey



Japan



*Hint: This answer is not about the photos. It's about what you see inside the photos.

person



fun

thing

place

idea

© GuestHollow.com

p. 9

Extra ideas:

To introduce the idea of a proper noun, you may want to go "out to lunch" to a restaurant. Point out the name of the establishment and notice how which letters are capitalized. Look for instances to point out proper nouns (names of menu items, etc.). This will be a much more memorable lesson than a typical worksheet page! If you don't have access to a real restaurant, make a pretend one. Let your student make signs for it, etc.

Look for examples of different types of nouns in other lessons. You can do some dictation and copywork by using passages in your other lessons that feature proper nouns.

Reading - Show how book titles are capitalized. Show how the smaller words in a book title are not (unless they come at the beginning or end).

Science - Show how some words are capitalized like names of specific animals, etc. See how parts of some names are capitalized and some are not (dog breeds, etc.).

What people and countries / civilizations are you studying right now? Point out how the names are capitalized as you come across them.

Ask your student what he notices about the words on this page. Discuss them. What's the same? What's different?

Ask him to replace some of the words with his own words that are similar (names, things, places, etc.). Make sure his words are all nouns. This would be a good time to discuss synonyms.

Game suggestion: Play "I spy". Pick an item (noun) in the room. Say, "I spy with my little eye something that is..." Use words to describe it (red, large, tiny, etc.). As your student guesses use the words "warm, hot, cold, ice cold, etc." to describe whether his guessed item is close to the item you picked or far away from it. Make sure he understands that he is guessing a thing, which is a noun.

After the game, let him know that you've been using adjectives to describe the item(s) and that adjectives modify (describe or go with) nouns.

Once he has finished the unit on nouns, you should go back and see if he can pick out the different types of nouns on the page (common, proper, persons, places, things, and ideas). Notice how all the words outside the speech bubbles are abstract (idea) nouns. These are some of the hardest nouns for younger students to identify. Look for examples in your student's literature assignments or other books to reinforce them and to introduce new vocabulary.

Pages 9-10

Nouns!

observation, discovery, beauty, bug, grass, dirt, play, innocence, exclamation, dread, anxiety, distress, fretfulness, bedtime, shots, hesitation, bravery, Henry, Daddy, Mama, Playland, cookies, hunger, excitement, lunch, delight, anticipation, happiness, curiosity, enjoyment, knowledge, kittens, geese, babies, Japan.

© GuestHollow.com

A RECIPE OF NOUNS

Write the things for each number, as instructed. Don't peek at the next page!
When you are finished writing, go to the next page and fill in the words you wrote down. Fill in the words in the same order as they appear on this page.

Write your answers:

1. Write a noun.
2. Write a number.
3. Write a plural noun (more than one of something).
4. Write a noun.
5. Write a food (noun).
6. Write a spice (noun).
7. Write a plural noun.
8. Write a plural noun.
9. Write a kitchen item (noun).
10. Write a number.
11. Write a piece of furniture (noun).
12. Write a number.
13. Write the name of a person (proper noun).

Extra idea: Make a real recipe together. Point out the ingredients as nouns. Notice that some words give you extra information about those nouns (adjectives) like amounts, etc.

A RECIPE OF NOUNS

Fill in the blanks with the words you wrote on the previous page. Then read the recipe you created out loud to someone!

_____ noun _____ Cookies
_____ number (adjective) _____ plural noun
Heat an oven to _____ degrees. Put some _____ in a
_____ noun. Add 1 tablespoon of _____ a food (noun) and a pinch of
_____ a spice (noun). Mix in some _____ plural noun. Coarsely chop up some
_____ plural nouns. Stir all of the ingredients together. After stirring, shape
the batter into a _____. Bake _____ number (adjective)
minutes until golden brown. Take the _____ out of the oven and place
them on the _____. Allow to _____ for _____
_____ piece (noun) _____ number (adjective) _____
_____ name of a person (proper noun) _____! Draw your cookies here:

recipe rating: ☆☆☆☆☆

Pages 17-20

PLURAL NOUNS

Beowulf wants to quickly teach you some rules for plural nouns.
Plural nouns are more than one.

Isn't it cute how Beowulf put on a tie? He thinks it makes him look professional while he teaches.



When you want to write the plural of a noun, you usually just add an **s** to the end.

bones, sausages, and cats

There are a few other rules, but they're pretty easy to remember, so a little bit of practice. Sorry if you can't remember them all. Even I have to look up the rules, sometimes.

Vowels are the letters a, e, i, o, and u. All of the other letters in the alphabet are consonants.

If a noun ends in s, x, z, sh, or ch, add _____ to the end. Sometimes you will have to double _____ or z before adding the ending.

_____ cases, foxes, quizzes, brushes, churches

When a noun ends in y and the letter in front of the y is a **consonant**, just add s. _____ donkey changes to donkeys

When a noun ends in y and the letter in front of the y is a **vowel**, then you **change the y to i and add es**.

bunny changes to bunnies.
baby changes to babies

When you have a word ending in 'f' or 'fe', you usually **change the 'f' or 'fe' to 'ves'**.

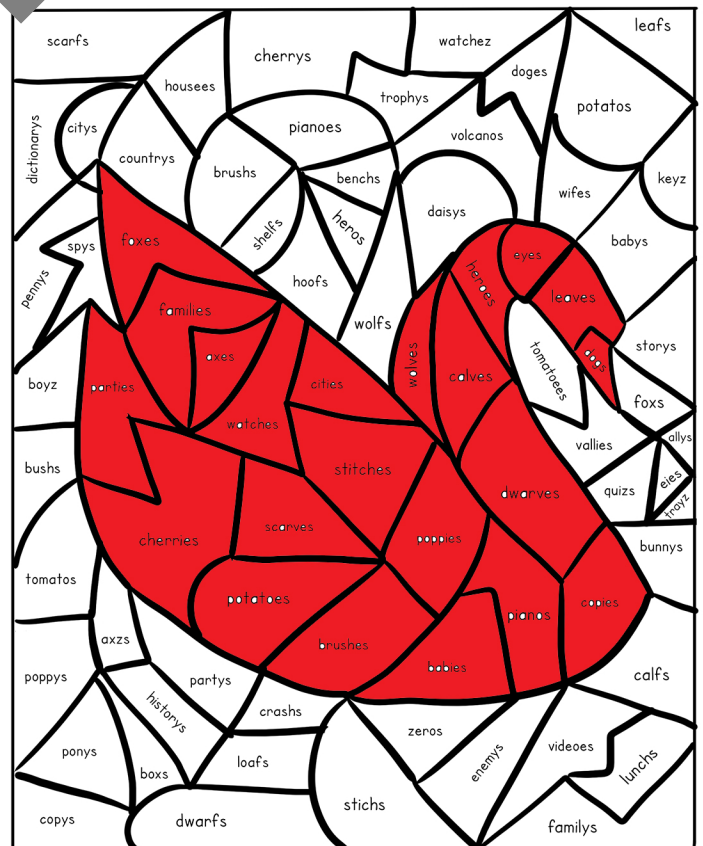
leaf changes to leaves,
knife changes to knives

Some words ending in 'o' have an 's' added to them, while **other words ending in 'o' have an 'es' added to them**.

piano changes to pianos,
potato changes to potatoes

PLURAL NOUNS

Choose one color crayon or colored pencil. Color in all of the correctly spelled plurals to expose the hidden picture. You may have to look some of the plurals up online or in a dictionary, to see if your guesses are correct!



ANIMAL REPORT HELP SHEET



Use this page to help you gather information about your animal. When you are done, you can put the information together to write a report!

The animal I chose to write about:

What does it look like? (color, body features, height, etc.)

Where in the world does it live?

What is its habitat?

What does it eat?

How does it get its food?

What are its predators/enemies?

How does it take care of its babies?

Other interesting facts: