

# Bible Daily Grammar Practice

## Level V

Daily Grammar Practice (DGP) is a different way to learn grammar. Students get one sentence to work with each week, and each day they spend just a few minutes doing something different with that same sentence. This process is difficult at first, but it gets easier with practice. More importantly, it really helps students to understand grammar and how it connects to their writing!

The instructions in the book tell students what to do each day. At first they might be asked to identify things they've never learned about or don't remember. Never fear! There are two important resources that will help them each week. The first one is a page that shows students how to abbreviate their answers. The second one is a set of help pages for them to look back at as they do their work each day. By using these help pages, students will learn all of the concepts as they go, and eventually they won't need to look at them as often.

Each Monday students identify the part of speech for each word in the week's sentence. Then on Tuesday they look at how those parts are functioning in the sentence. Once students have figured out how many subject/verb sets they have, they're ready to identify the clauses, sentence type, and purpose on Wednesday. Then on Thursday they add correct capitalization and punctuation. If they want to add it before Thursday, that's fine, but the things they learn about the sentence on Monday, Tuesday, and Wednesday will help them make good choices about punctuation and capitalization. So, on Thursday they should re-evaluate their choices and explain why they punctuated and capitalized the way they did. Students end the week by diagramming the sentence on Friday. Diagramming is a way to see how all of the sentence's components fit together. In the first two levels of Bible DGP, we provide students with the diagram structures to fill in.

The weekly sentences consist of Bible verses, Bible facts, and sentences about Christian life. Bible verses quoted from the New King James Version are marked with NKJV, verses quoted from the New International Version are marked

with NIV, verses quoted from the Revised Standard Version are marked with RSV, and verses quoted from the New Revised Standard Version are marked with NRSV. If no version is indicated, the verse is a paraphrase. Paraphrasing and including sentences about Christian life in general ensure that all necessary grammar concepts can be covered.

The next few pages of this sampler provide you with a scope and sequence for the six different levels of Bible DGP. These levels do NOT correspond to grade levels. If you're unsure of which level to use, please refer to the chart at the end of this sampler. This sampler also includes two workbook pages from this level of Bible DGP—one from the beginning of the 30-week program and one from later in the year. If you have any questions about the Bible DGP series, please don't hesitate to contact Dawn at [dburnette@dgppublishing.com](mailto:dburnette@dgppublishing.com).

Soli Deo Gloria.

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## Program Scope and Sequence

Throughout the course of the year, each student will

|   | Level I | Level II | Level III | Level IV | Level V | Level VI |
|---|---------|----------|-----------|----------|---------|----------|
| correct run-on sentences                              |         |          | •         | •        | •       | •        |
| diagram sentences or partial sentences                | •       | •        | •         | •        | •       | •        |
| identify adjectives                                   | •       | •        | •         | •        | •       | •        |
| identify adverbs                                      |         | •        | •         | •        | •       | •        |
| identify appositives/appositive phrases               |         |          | •         | •        | •       | •        |
| identify clauses (adjective dependent)                |         |          |           | •        | •       | •        |
| identify clauses (adverb dependent)                   |         |          |           | •        | •       | •        |
| identify clauses (dependent)                          |         |          | •         | •        | •       | •        |
| identify clauses (independent)                        |         | •        | •         | •        | •       | •        |
| identify clauses (noun dependent)                     |         |          |           | •        | •       | •        |
| identify complements                                  |         | •        | •         | •        | •       | •        |
| identify complements (direct objects)                 |         |          | •         | •        | •       | •        |
| identify complements (indirect objects)               |         |          | •         | •        | •       | •        |
| identify complements (predicate adjectives)           |         |          | •         | •        | •       | •        |
| identify complements (predicate nominatives)          |         |          | •         | •        | •       | •        |
| identify conjunctions (coordinating)                  |         | •        | •         | •        | •       | •        |
| identify conjunctions (correlative)                   |         | •        | •         | •        | •       | •        |
| identify conjunctions (subordinating)                 |         |          | •         | •        | •       | •        |
| identify interjections                                | •       | •        | •         | •        |         |          |
| identify nouns (common)                               | •       | •        | •         | •        | •       | •        |
| identify nouns (possessive)                           | •       | •        | •         | •        | •       | •        |
| identify nouns (proper)                               | •       | •        | •         | •        | •       | •        |
| identify objective complements                        |         |          |           |          |         | •        |
| identify objects of gerunds                           |         |          |           | •        | •       | •        |
| identify objects of infinitives                       |         |          |           | •        | •       | •        |
| identify objects of participles                       |         |          |           | •        | •       | •        |
| identify objects of prepositions                      |         | •        | •         | •        | •       | •        |
| identify phrases (adverb and adjective prepositional) |         |          |           | •        | •       | •        |
| identify phrases (gerund)                             |         |          |           | •        | •       | •        |
| identify phrases (infinitive)                         |         |          |           | •        | •       | •        |
| identify phrases (participial)                        |         |          |           | •        | •       | •        |
| identify phrases (prepositional)                      |         | •        | •         | •        | •       | •        |
| identify predicates (complete)                        |         | •        | •         | •        |         |          |
| identify predicates (simple)                          | •       | •        | •         | •        | •       | •        |
| identify prepositions                                 |         | •        | •         | •        | •       | •        |
| identify pronouns (demonstrative)                     |         |          | •         | •        | •       | •        |

|   | Level I | Level II | Level III | Level IV | Level V | Level VI □ |
|---|---------|----------|-----------|----------|---------|------------|
| identify pronouns (indefinite)  |         | •        | •         | •        | •       | •          |
| identify pronouns (interrogative)   |         |          | •         | •        | •       | •          |
| identify pronouns (personal)  | •       | •        | •         | •        | •       | •          |
| identify pronouns (personal, by case)   |         | •        | •         | •        | •       | •          |
| identify pronouns (personal, by person)   |         |          |           | •        | •       | •          |
| identify pronouns (reflexive)   |         |          |           | •        | •       | •          |
| identify pronouns (relative)  |         |          |           | •        | •       | •          |
| identify sentence purpose (declarative, exclamatory, imperative, interrogative) | •       | •        | •         | •        | •       | •          |
| identify sentence type (complex)  |         |          | •         | •        | •       | •          |
| identify sentence type (compound)   |         | •        | •         | •        | •       | •          |
| identify sentence type (compound-complex)                                       |         |          |           | •        | •       | •          |
| identify sentence type (simple)   |         | •        | •         | •        | •       | •          |
| identify subjects (complete)  |         | •        | •         | •        |         |            |
| identify subjects (simple)  | •       | •        | •         | •        | •       | •          |
| identify subjects of infinitives  |         |          |           |          | •       | •          |
| identify verb tense   |         |          | •         | •        | •       | •          |
| identify verbals (gerunds)  |         |          |           | •        | •       | •          |
| identify verbals (infinitives)  |         |          |           | •        | •       | •          |
| identify verbals (participles)  |         |          |           | •        | •       | •          |
| identify verbs (action)   | •       | •        | •         | •        | •       | •          |
| identify verbs (helping)  |         | •        | •         | •        | •       | •          |
| identify verbs (linking)  | •       | •        | •         | •        | •       | •          |
| identify verbs (transitive and intransitive)                                    |         |          | •         | •        | •       | •          |
| identify voice (active and passive)   |         |          |           | •        | •       | •          |
| recognize elliptical phrases  |         |          |           |          |         | •          |
| recognize incomplete construction   |         |          |           |          |         | •          |
| recognize inverted sentence structure   |         |          |           |          | •       | •          |
| review common usage problems  | •       | •        | •         | •        | •       | •          |
| review agreement (s/v, pron/ant)  | •       | •        | •         | •        | •       | •          |
| review troublesome verbs (sit/set, etc.)  | •       | •        | •         | •        | •       | •          |
| review use of homonyms  | •       | •        | •         | •        | •       | •          |
| review use of parallel structure  |         |          |           | •        | •       | •          |
| review use of subjunctive mood  |         |          |           |          |         | •          |
| use apostrophes correctly   | •       | •        | •         | •        | •       | •          |
| use capital letters correctly   | •       | •        | •         | •        | •       | •          |
| use colons correctly  |         |          |           |          |         | •          |
| use commas correctly  | •       | •        | •         | •        | •       | •          |
| use dashes correctly  |         |          |           |          |         | •          |
| use end punctuation correctly   | •       | •        | •         | •        | •       | •          |
| use hyphens correctly   |         |          |           |          | •       | •          |
| use quotation marks correctly   | •       | •        | •         | •        | •       | •          |
| use semicolons correctly  |         |          | •         | •        | •       | •          |
| use underlining/italicizing correctly   | •       | •        | •         | •        | •       | •          |

# Week One

(starting \_\_\_\_\_/\_\_\_\_\_)

**Monday:** Identify parts of speech including noun (type), pronoun (type, case, and person), verb (type and tense), adverb, adjective, preposition, conjunction (type), gerund, participle, infinitive, and article.

in the beginning was the word and the word was with god and the word was god (John 1:1 NKJV)

**Tuesday:** Identify sentence parts including subject, predicate (transitive or intransitive), direct object, indirect object, predicate nominative, predicate adjective, appositive or appositive phrase, prepositional phrase (adjective or adverb), gerund phrase, infinitive phrase, participial phrase, object of preposition, object of infinitive, object of participle, object of gerund, and subject of infinitive.

in the beginning was the word and the word was with god and the word was god (John 1:1 NKJV)

**Wednesday:** Identify clauses (independent, adverb dependent, adjective dependent, noun dependent), sentence type (simple, compound, complex, compound-complex), and sentence purpose (declarative, interrogative, imperative, exclamatory).

in the beginning was the word and the word was with god and the word was god (John 1:1 NKJV)

**Thursday:** Add correct capitalization and punctuation.

in the beginning was the word and the word was with god and the word was god (John 1:1 NKJV)

**Friday:** Diagram the sentence.

# Week Twenty-seven

(starting \_\_\_\_\_/\_\_\_\_\_)

**Monday:** Identify parts of speech including noun (type), pronoun (type, case, and person), verb (type and tense), adverb, adjective, preposition, conjunction (type), gerund, participle, infinitive, and article.

whoever believes and is baptized will be saved but whoever does not believe will be condemned (Mark 16:16 NIV)

**Tuesday:** Identify sentence parts including subject, predicate (transitive or intransitive), direct object, indirect object, predicate nominative, predicate adjective, appositive or appositive phrase, prepositional phrase (adjective or adverb), gerund phrase, infinitive phrase, participial phrase, object of preposition, object of infinitive, object of participle, object of gerund, and subject of infinitive.

whoever believes and is baptized will be saved but whoever does not believe will be condemned (Mark 16:16 NIV)

**Wednesday:** Identify clauses (independent, adverb dependent, adjective dependent, noun dependent), sentence type (simple, compound, complex, compound-complex), and sentence purpose (declarative, interrogative, imperative, exclamatory).

whoever believes and is baptized will be saved but whoever does not believe will be condemned (Mark 16:16 NIV)

**Thursday:** Add correct capitalization and punctuation.

whoever believes and is baptized will be saved but whoever does not believe will be condemned (Mark 16:16 NIV)

**Friday:** Diagram the sentence.

# Which Level Do We Need?

- Ages 5-7 should begin with Grade 1, 2, or 3 of “regular” DGP.
- Level I: age 8 regardless of background, ages 9-10 with little or no previous grammar instruction
- Level II: ages 9-10 with solid grammar background, ages 11-13 with little or no grammar background
- Level III: any student who has completed Level II, ages 11 and up with solid grammar background
- Levels IV: any student who has completed Level III, ages 14 and up with strong grammar background
- Levels V and VI: any student who has completed the previous level