


## How to Use This Book

Grammar Minutes Grade 4 is designed to generally progress through the skills as they are introduced in the classroom in fourth grade. The Minutes can be implemented in either numerical order, starting with Minute One, 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 increases so that the first Minute of a skill is generally easier than the second Minute on the same skill.

Grammar Minutes Grade 4 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 assign the Minute as homework, correct it in class as soon as students are settled at the beginning of the day.

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 moreif 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 diseuss 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.



Circle the common nouns and underline the proper nouns in each sentence.

1 Mrs. Duncan just announced we are going to the High Museum.
2. We are going to ride the bus there next Monday.
3. Our teacher said we would see paintings from Monet.
4. My mother has a Monet painting in our family room.
5. Laci and I are excited because we also get to see ancient artifacts.
6. Unfortunately, we cannot take cameras to the museum.
7. Mrs. Jones is going to come with us.
8. After we leave the museum, we are going to have lunch at Grant Park.
9. Melody and Staci have suggested we bring blankets to sit on.
10. The boys are going to bring a football to play with after we eat.


## Minute 29

Name $\qquad$

Circle the noun that correctly completes each sentence.

1. Tonya has a teddy (bear, bears) collection.
2. She has three (bear, bears) that are ten years old
3. Tonya's favorite bear wears reading (glass, glasses).
4. Each bear in her collection is still in the (box, boxes) that it came in.
5. Her little (sister, sisters), Jenni, has tried to take them out of the boxes.
6. Their (mother, mothers) has scolded Yenni.
7. Tonya also has a few antique (doll, dolls) as well.
8. She has a (Barbie, Barbies) from the fifties that her grandmother gave her.
9. Her grandmother also gave her a pair of antique (earring, earrings).
10. Tonya keeps them hidden in a little (case, cases) in her closet.


## Minute 30

Name $\qquad$

For Numbers 1-6, circle the correct irregular plural noun in each group of words below.

1 loafs
loaves
2. wolfs
wolves
3. children
4. lifeies
childs
lives

5. teethes

6. women
womans
womanes

For Numbers 7-10, write the irregular plural form for each noun.

$\qquad$
10. person
$\qquad$

