

Written Script for *Easy Grammar: Grades 3-6 and Plus*

I'm Dr. Wanda Phillips. I'm so excited that you are with me! You will learn strategies and ideas that make teaching and learning grammar fun and easy for your students. I'll show you how, in just one or two lessons per day, your students will gain mastery.

I have *Easy Grammar* unit texts for *Grade 3*, *Grade 4*, *Grade 5*, *Grade 6*, and *Plus*, a non-grade level text.

Plus is usually used at seventh grade level. Students who complete *Plus* actually **skip Grade 8** and progress directly to the *Ultimate Series: Grade 9*. (I discuss the *Ultimate high-school Series* in a separate video.)

Before I wrote my curriculum, I analyzed each concept, creating a step-by-step, building-block design for easy learning. To visualize this, think of an escalator, with each step representing a learning skill. We learn the first basic skill; then, we progress to the second. By design, the third skill builds on the previous ones. Students aren't overwhelmed; experience has taught me that overwhelmed students don't learn well.

I'm excited to show you how I teach the prepositional approach using my building-block, escalator-style design in these unit texts. Students first learn a list of the most commonly used prepositions in activities and lessons. The number depends on the grade level. At *Grade 3*, students learn **28** prepositions. At *Grade 4*, I add 12 to make it **40** prepositions. At *Grades 5, 6*, and *Plus*, students learn another 13, for a total of **53** of the most-commonly used prepositions.

Our objective is to **identify prepositional phrases and to delete them** from the sentence. In that prepositional phrases won't be the **subject**, the **verb**, or **anything important**—99% of the time, we have just **simplified** English for students!

In a nutshell, in Step 1, we learn the list of prepositions. The second step is learning that a **phrase** is simply more than one word without a subject and a verb. For example, *with me* is a 2-word phrase.

In the third step, we learn that a **prepositional phrase** is a group of words that begins with a preposition. We learn that it ends in a noun or a pronoun. At this point, some students may not know nouns or pronouns. Therefore, I teach that a prepositional phrase usually ends with something you can see. In Step 3, we learn to identify prepositional phrases and cross them out of a sentence. Now we can easily determine the subject and the verb.

Let's look at this sentence:

After lunch, the children played in the park.

Students know that **after** and **in** are prepositions. They can identify the prepositional phrases, **after lunch** and **in the park**, and they know to cross them out. Students have learned that *lunch* and *park* cannot be the subject or anything important 99% of the time. We have left: **the children played**. Now, we can find the **subject** and **verb** easily. The subject is *who* or *what* the sentence is "about." We're discussing *children*. We place one line under it to show the subject is *children*. Now, we can find the verb of a sentence easily. The verb is *what happens*, *happened*, or *will happen*, or *is*, *was*, or

will be. What did the children do? They *played*. We place two lines under *played* to show that played serves as the verb in this sentence. Do you see how easy this is?

Let's shift back to my building-block, escalator-style learning model. What will students learn next? They have just learned to find the subject and the verb. They now build on that knowledge to learn **compound subject** and, then, **compound verb**.

Notice that I now discuss an **imperative sentence**, which gives a command. However, most of the time, the subject is not stated. Students need to understand someone is giving a command. **Go away** is an example of an imperative sentence. Students learn that someone is talking to them. Therefore, we place parentheses around *you* and underline *you* to show the subject is **(You)** understood.

Learning helping verbs is the next step. We use helping verbs, also called auxiliary verbs, to progress to understanding that a verb may be composed of more than one word, a **verb phrase**. An example is **had gone**.

The last skill learned is the definition of an infinitive. This is easy; an infinitive is *to* + a *verb*. Examples of infinitives are *to dance*, *to jump*, and *to see*. Infinitives are placed in parentheses when students encounter them. **After all skills of a concept are learned, each skill is individually reviewed.**

In the last step, students are assessed. They complete a test. Students who once struggled learn correct grammar usage easily yet thoroughly!

At the end of all other units, I include **cumulative reviews and cumulative tests**. **Students review what they have learned so far.**

During my career, I taught nearly 80 English classes the prepositional approach. I had only one student earn an 88% on the preposition test. That, the lowest score, was

a B⁺. **All other students earned an A!** Students who formerly had struggled were beaming with success!

This would be a good time to discuss diagramming. I personally love diagramming, but I'm an analytical type. During my first year of teaching at the high school level, I taught diagramming. Nearly **30%** of my students found diagramming confusing. When I learned and taught the prepositional approach, I had **100% understanding**.

Please visit our website at easygrammar.com to peruse this evidence-based study. Students used *Easy Grammar* and *Daily GRAMS* for a school year. The results were absolutely amazing! 99.6% increased their scores; also, **85%** of the students increased their understanding and, therefore, their scores by **21%-61%**.

Please visit www.easygrammar.com. You may download our catalog. Also, find more information about *Easy Grammar*, *Daily GRAMS*, and *Easy Writing* texts. We have testimonials, reviews, videos, and written scripts.

You may also contact jenny@easygrammar.com for a [catalog](#). You may **order online** or email Jen to order.

Email me if you would like a copy of a preposition song set to the tune of "Yankee Doodle." I'm aware that I have been blessed with my texts. It is my mission to serve you; I, in fact, remain a resource. Email wanda@easygrammar.com, my personal email address, if I may help you along the way.