Grammar Rules!
Second Edition

Years 1-6

Grammar in the real world
This award-winning series has been revised to meet the latest requirements of the Australian Curriculum: English. **Grammar Rules!** provides a context-based approach, demonstrating how grammar works at the word, sentence and text levels to communicate and make meaning. Students understand how to use grammar when constructing their own texts and responding to the texts of others – in the real world!

**Grammar Rules!** is a sequential, whole-school program that is systematic and fun! Each unit covers a range of informative, imaginative and persuasive texts and is based on a model text that establishes the context for the grammar focus.

Starting with a model text, students finish the unit writing their own text, putting new grammatical knowledge into practice.
This second edition of *GRAMMAR RULES!* includes:

- revisions by the same well-regarded first edition authors
- all the much loved practical features including the quirky and fun illustrations
- updated weekly unit activities to meet curriculum requirements
- scope and sequence charts that reflect Australian Curriculum descriptions
- a new reflection box in student books 1–4 that allows students to assess their progress
- a disc with the Teacher Resource Book, giving access to teaching notes, rules and tips, reproducibles and bonus wall charts.
The Teacher Resource Books are packed with valuable background information that explains what grammar is, provides strategies and activities for teaching grammar, assessment tools for teacher and student feedback and answers for every unit.

The Teacher Resource Books now include a disc that:

- facilitates ease and convenience as teachers have digital access to teaching notes and can print reproducibles rather than photocopying
- contains teaching notes, text models, glossary and answers to activities
- contains a list of grammar rules and tips as well as bonus Grammar Rules! wall charts.

Each unit corresponds to the student book and unit number.

Units cover a range of informative, imaginative and persuasive texts.

Each weekly unit provides a grammar focus and specific type of text.

Each unit builds upon knowledge gained in previous units.

Practical activities are suggested for each unit.
Scope and Sequence charts

A scope and sequence chart is available at each year level in both the Student books and the Teacher Resource books.

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- Each unit features a specific type of text
- Provides grammar focus at clause to whole text level
- Provides grammar focus at word and word group level
Unit 8
Grammar Focus: Doing verbs
Type of text: Informative – Recount

- Teaching notes elaborate on words that represent an action.
- Activities focus on exploration of doing verbs and integrates a unit of work on the senses.

At the Playground

Yesterday Mira took me to the playground. Mira is my neighbour. First we played on the seesaw. Then Mira watched me on the slippery dip. After that she pushed me on the swing. She pushed me really high. We threw the ball to Mira’s dog for a while before we went home. I had great fun at the playground.

1 Read At the Playground. Underline the nouns for things in the playground.

2 Doing verbs tell the actions.

- eat, push, play, jump

3 Choose the correct doing verb from the box. Write it on the line.

chased, threw, pushed, climbed, went

Mira __________ the ball.
The dog __________ the ball.
I __________ the slippery dip ladder.
Mira __________ the swing.
We __________ to the playground.

Grammar Focus: Doing verbs
Type of Text: Informative – Recount

Tell students words that represent an action are called doing verbs or action verbs. Brainstorm a class list of doing verbs for actions in the school. Give the list a title such as What we do at school, and list things like read, draw, play, listen, run, pretend, act, count, sing and so on. (It does not matter, at this stage, if students list doing verbs or thinking and feeling verbs with the doing verbs. They will learn the distinctions as they progress through the units.)

Question 5 asks students to write the doing verbs a hand can do. Have students trace around their hands or provide them with photocopied hand outlines. Tell them to decorate their paper with drawings and to write on the hand all the things their hands can do using doing verbs. Display their hands.

Integrate this unit with a unit of work on the senses. Use noun and verb labels: eyes can see; ears can hear; tongues can taste; brains can think; noses can smell; skin can touch.

Create a touchy-feely bag with items inside students need to feel and give noun labels (sandpaper, modelling clay, cotton wool, comb, plastic dinosaur, teaspoon, laundry peg, bulldog clip …). Blindfold students in turns and have them touch textured objects like cold cooked soggy spaghetti, kiwi fruit, rambutan, coconut shell. Have students use describing words (adjectives) to describe the way things feel: smooth, spiky, prickly, slimy, soggy, cold. Create a list of words that describe. (Be aware of any allergies students have, and make sure they don’t taste any of the food items.)
Unit 20

Grammar focus: Questions and statements
Type of text: Informative – Interview/Questions and answers

- Teaching notes elaborate on questions, statements, facts and opinions.
- Activities focus on question starter words and interview questions, and explore fact and opinion statements.

Wildlife Carer is an interview. It begins with an orientation and then includes questions and answers.

Remind students that sentences start with capital letters.

Tell students that questions are sentences that ask something. Questions end with question marks rather than full stops.

Answers are usually statements. They are sentences that give information and/or opinions. Answers end in full stops.

Write the words who, what, where, when, how, why on a chart for student reference. Tell students that these are useful question starter words.

Play Hot Seat and have students be interviewed by other class members (see page 17 for instructions on Hot Seat). Students can pretend to be story characters, someone they know, a television character or someone working in a particular occupation.

Have students use the question starter words to ask questions of the person in the Hot Seat. If appropriate, investigate the work of organisations in your area that assist sick or orphaned native animals. It might be possible for a volunteer to visit your school and talk about the work of the organisation. Prepare interview questions with the class prior to any visit by a guest speaker.

Talk to students about the difference between facts and opinions. Create a chart that has two columns labelled Fact and Opinion. Have students write a fact and an opinion onto strips of paper and attach the paper to the chart columns. Allow them to use the factual books on display in the classroom to find facts.

**Grammar Focus:**

**Questions and statements**

**Type of text:** Informative – Interview/Questions and answers

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Unit 13

Grammar focus: Evaluative words, quoted speech

Type of text: Persuasive – Discussion/Conversation

- Teaching notes elaborate on quoted speech, speech marks, evaluative words and apostrophes for contractions.
- Activities focus on a readers’ theatre presentation of the model text and the function of speech marks, and explores persuasive discussions.

Trampolines

“Dad,” asked Henry, “Do you think the trampoline was a good invention?”

“I’d say that jumping on a trampoline is good exercise, as much fun as jumping on the bed but probably safer than jumping on the bed,” Dad suggested. “Do you think?”

“I really like jumping on the bed but I’m not allowed,” reminded Henry.

“You certainly are not allowed to jump on the bed. I jumping on the bed is dangerous with all the furniture nearby, so it’s just as well the trampoline was invented,” lectured Dad.

1. Read Trampolines. Highlight the words that Dad says. Use a different colour to highlight the words that Henry says.

2. Work with a partner. One of you say Dad’s speech. One of you say Henry’s speech. Then add some extra questions and statements to their discussion.

3. Write what Henry would say next as quoted speech.

4. Write what Dad would say next as quoted speech.

5. Add speech marks to show which words are being said. The speech marks go outside the punctuation.

I want a turn! shouted Billy. That’s so funny, giggled Maria.

Dad whispered, Santa Claus might bring a trampoline.

Can I have a turn? begged Susan.

6. Write the saying verbs used in Trampolines for how Dad speaks ____________

7. Circle the saying verbs in the box.

whispered yelled swam whined laughed asked peeped

8. Write down some evaluative words in Trampolines that tell Dad’s opinion about trampolines ____________


is not can not

would have should have

I will you will

10. Write contractions for the words.

Grammar Focus: Evaluative words, quoted speech

Type of Text: Persuasive – Discussion/Conversation

Organise a Readers’ Theatre presentation of Trampolines (see page 18 for instructions).

Allocate one student to say Henry’s lines and another student to say Dad’s lines. Have another student or the rest of the class read the narrator’s lines. These will be all the text that is not actually spoken by the two characters. Talk to students about the speech marks and the way they function to mark what characters are actually saying.

Point out the quoted speech in Big Books available in your school. Point out the saying verbs that tell how each character is saying their speech. Brainstorm a word bank of saying verbs to display in your classroom. Students can refer to this list when they are writing their own texts.

Tell students that in discussions people present their opinion or points of view. Ask students to compare Henry’s opinion about trampolines with Dad’s opinion. Ask for volunteers to continue the discussion between Henry and Dad.

Suggest that Henry and Dad discuss other inventions about which they might have different opinions such as televisions, hand-held electronic games, war toys, skateboards and so on. Make sure that students recognise that opinions include evaluative words. Evaluative words give a valuation or judgement about something.

Point out that people are entitled to evaluate things differently and have different opinions and that it is important to listen politely to the opinions of others and then make up your own mind. Give examples that are relevant to your students. Tell students that it is also OK to change your own opinion after listening to the opinions of others.

Discuss your favourite game or sport with a partner. Record part of the discussion. Use speech marks to show what was said. Use saying verbs to tell how each person spoke.
Unit 15

Grammar focus: Commands, adverbs
Type of text: Informative – Procedure/Instructions

- Teaching notes elaborate on commands, verbs, and adverbs.
- Activities focus on constructing a set of instructions with a goal.

How to Catch a Fish

1. Get some plastic lures to use for bait.
2. Attach a lure to the hook on your fishing line.
3. Dangle the baited hook in the water.
4. Sit quietly and patiently
5. Pull swiftly on the line when you feel a fish take the hook.
6. Bring in the fish, keeping tension on the line.
7. Release the fish if you do not intend to eat it.
8. Keep the fish for dinner, if it is of legal size.
9. Release the fish if you do not intend to eat it.

Instructions do not usually have exclamation marks unless it is for a command such as ‘Beware!’

Explain to students that some kinds of adverbs add meaning to verbs. Present them with a mnemonic to help them remember the term adverb. An adverb can add meaning to a verb. Adverbs that tell how end in -ly. Examples of adverbs that tell how include swiftly, slowly, loudly.

Instructions sometimes make use of adverbs that tell how to ensure people follow instructions carefully. Jointly construct a class set of instructions for using a piece of classroom equipment such as a pair of scissors, a computer or a chair.

Choose an adverb from the box to complete each command.

- Quickly
- Bravely
- Sweetly
- Slowly
- Carefully

Write a set of instructions for catching something: a cold, a snake, an egg, a pineapple, or anything else you can think of. Start each step with a doing verb. Use adverbs to add meaning to the verbs.

Some adverbs add meaning to verbs by telling how.

- slowly
- suddenly
- angrily
- busily
- carefully

Find three adverbs in How to Catch a Fish that tell how.

Try it yourself!

Write a set of instructions for catching something: a cold, a snake, an egg, a pineapple, or anything else you can think of. Start each step with a doing verb. Use adverbs to add meaning to the verbs.

Reflection

- I am not sure.
- I need help.
Unit 4

Grammar focus: Adjectives, adverbs, relative pronouns

Type of text: Imaginative – Narrative

- Teaching notes elaborate on relative pronouns, noun groups, descriptive and classifying adjectives, and adverbs.
- Activities focus on the function of adjectives, adverbs and relative pronouns as well as narrative writing.

Grammar Focus: Adjectives, adverbs, relative pronouns

Type of Text: Imaginative – Narrative

Make sure students understand that adjectives function to add meaning to a noun or pronoun. Ensure that students recognise the different functions of adjectives. Descriptive adjectives describe the noun (The girl was tall). The tall girl. Descriptive adjectives are sometimes called descriptors. The word very can be used in front of a descriptive adjective. (The boy was very tall). The tall boy

Classifying adjectives function to classify or categorise the noun, rather than describe its qualities (red tree). It is not possible to use the word very in front of a classifying adjective. (You can’t say a very red tree. You can say a very old oak tree, as old is a descriptive adjective.)

Some words can function as either a noun or a classifying adjective. (live tiger (noun). I saw the tiger match (classifying adjective). Adverbs tell how, when and where. They function to add meaning to verbs, adjectives and other adverbs.

Adverbs adding how meaning to an adjective: very tall

Adverbs adding when meaning to an adverb: before now

Adverbs adding where meaning to a verb: come here

Relative pronouns who (and whom), whose, which and that are used at the start of clauses to relate the clause to another clause. Like personal pronouns, relative pronouns refer to nouns already mentioned in a text.

The rocket went into space. The rocket that went into space was a Saturn V.

Relative pronouns who and whom relate to people. That relates to people and things. Whose shows possession.

Have students work in groups of three to write a resolution for the narrative Glittery Moon. Provide time for groups to share their work with the rest of the class.

Glittery Moon

Once upon a time, on a moon far, far away, there lived a gentle, quiet man whose job it was to sprinkle glitter all over the moon every day so that it glimmered and sparkled. One day, something terrible happened. The entire supply of glitter ran out! The moon man was devastated. He didn’t know what to do. He was frightened. He had never travelled beyond his home on the moon and was worried about the weird and mystical things that could await him out in space. But what else could he do? He had to replenish his glitter supplies or forever sentence the moon to dullness. He decided to take his spacecraft on its first ever journey and go and find glitter for his moon.

Adjectives, adverbs, relative pronouns

This imaginative text is the orientation for a narrative. It contains noun groups with descriptive and classifying adjectives to introduce the main character.

Descriptive adjectives are words that describe a noun: gentle, quiet, round, pretty, supplies, home.

Classifying adjectives classify or tell the group that a noun belongs to: machine, router, supplies, cake.

To test if an adjective is a classifying adjective, try to add the word very in front of it. It won’t make sense: a very space station.

Read Glittery Moon. Underline all the descriptive adjectives.

Write a descriptive adjective and a classifying adjective for each noun.

Descriptive adjective	Classifying adjective
exciting	space
old	station
beyond	supplies

Adverbs add meaning to a verb, adjective or another adverb.

They can tell how: tomorrow

Adverbs adding when meaning to an adverb: before now

Try it yourself!

Write a narrative using adverbs and adverb groups to tell when, where and how the actions take place. Use relative pronouns to help the flow of your narrative.

Use an adverb or adverb group from the box to complete each sentence. The adverb or adverb group will tell when.

I will walk to the shop

I will walk to the shop the day after tomorrow.

We will go fishing

We will go fishing the day after tomorrow.

I’ll finish reading my book.

I’ll finish reading my book after school.

Complete each sentence with an adverb ending in -ly that tells how. You need to work hard.

You need to work hard this week.

Rewrite each pair of sentences as a single sentence. Use a relative pronoun.

The man was supposed to sprinkle glitter on the moon. He was on holiday.

The man who was supposed to sprinkle glitter on the moon was on holiday.

Try to tell the story from the perspective of the character that is the main focus of the narrative. This character should be given a motivating reason to be on the mission and a reason why they may not be able to complete their task.

The story of Glittery Moon.

Once upon a time, on a moon far, far away, there lived a gentle, quiet man whose job it was to sprinkle glitter all over the moon every day so that it glimmered and sparkled. One day, something terrible happened. The entire supply of glitter ran out! The moon man was devastated. He didn’t know what to do. He was frightened. He had never travelled beyond his home on the moon and was worried about the weird and mystical things that could await him out in space. But what else could he do? He had to replenish his glitter supplies or forever sentence the moon to dullness. He decided to take his spacecraft on its first ever journey and go and find glitter for his moon.

The man was supposed to sprinkle glitter on the moon. He was on holiday.

The man who was supposed to sprinkle glitter on the moon was on holiday.

The man came to dinner. The man was Dad’s friend from work.

The man who came to dinner was Dad’s friend from work.

The man who came to dinner was Dad’s friend from work.
Unit 10

Grammar focus: Reported (indirect) speech, emotive language

Type of Text: Informative – Information report/Newspaper article

Newspaper articles use sensational language, and emotive words and phrases to capture and hold readers’ attention. Newspaper articles are sometimes presented as recounts with events described in time order. This newspaper article, Sydney Shows Off, is an information report. It presents information about the event. The information is not written in chronological order: it is written in ‘newsworthy’ order.

Reported (indirect) speech is used to recount or report speech. Sometimes people are quoted in direct speech using speech marks. Sometimes there are quotes presented as reported or indirect speech.

Divide students into groups and ask each group to role-play a scene where a newspaper reporter is interviewing people about New Year’s Eve. The people interviewed could be any person who has something to say about New Year’s Eve. Have students decide on their roles in the scene and rehearse and then perform for the rest of the class.

After the performances, have students work in the same groups to write newspaper articles based on their role-plays. They should use sensational and emotive language to present the information. Tell them to use quoted and reported speech to record what the interviewees said. Make sure students write a sensational headline. They can provide an illustration to show what sort of photos would accompany their articles. Tell each group to add a caption to their photo. Provide time for students to present their newspaper articles to the rest of the class. Discuss their efforts.

Gopal said, “I love the river of fire in Brisbane.”

“Other cities have fabulous celebrations too,” stated Penny.

Extract from Teacher Resource Book 3–6, p98

This informative text is a newspaper article. It includes reported (indirect speech) and emotive language.

Daily News, 1 January

SYDNEY SHOWS OFF

Hundreds of thousands of people celebrated the new year from vantage points all along the foreshores of Sydney Harbour last night as fireworks lit the Sydney Harbour Bridge and the Opera House to spectacular effect. Thousands of people started waiting in prime locations such as Birkenhead Point and Mrs Macquarie’s Chair as early as lunchtime yesterday. According to Balmain resident Ravi Barba, the only way to get a good view is to get into position by midday. Take all your food and drink supplies for the 13 hours, and stay put. Earlier yesterday organisers had been concerned about the weather. Strong winds had been predicted but they subsided and allowed the fireworks to proceed. Police said they were kept busy dealing with incidents involving alcohol. However, event organisers said that they were extremely pleased with the evening’s celebrations and that the few isolated incidents attended to by police did not impact on the success of the event.

Eucalypt Valley Public School has announced a new course aimed at teaching students to write equally sensational headlines. They can provide an information report. The information is written in ‘newsworthy’ order. It presents information about the event. The event is described in time order. This newspaper article, SYDNEY SHOWS OFF, is an information report.

Try it yourself!

Write an information report in the form of a newspaper article about an event at your school or in your local community. Use emotive language and reported speech. Include a sensational headline to capture readers’ attention.

Write a sensational lead paragraph to set each headline.

SCHOOL TEACHES VANDALISM

Elderly residents at Pacific Resort for Seniors have been confined to their residences during the week due to Council’s decision to undertake renovations on their driveways and landscaping.

SYDNEY SHOWS OFF

“Other cities have fabulous celebrations too,” stated Penny.

Gopal said, “I love the river of fire in Brisbane.”

“Other cities have fabulous celebrations too,” stated Penny.

“Other cities have fabulous celebrations too,” stated Penny.

Kris offered, “My favourite New Year’s Eve is watching the sun set on Cable Beach in Western Australia.”

Reported (indirect) speech, synonyms, emotive language, sensationalism

Grammar Focus: Reported (indirect) speech, emotive language

Synonyms are words that are similar in meaning. For example, skinny, thin, lean, narrow, lanky, slim

Rewrite each newspaper headline to set the lead paragraph. Use less emotive language.

(reporter) tells us.

Write a sensational lead paragraph to set each headline.

SYDNEY SHOWS OFF

Elderly residents at Pacific Resort for Seniors have been confined to their residences during the week due to Council’s decision to undertake renovations on their driveways and landscaping.

SCHOOL TEACHES VANDALISM

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About the author

Tanya Gibb (MEd, Grad Dip Ed Exp Arts, Grad Dip Ed Literacy, Grad Dip Ed EC) has many years experience as a primary classroom teacher and as Senior Education Officer NSW Board of Studies. She now writes full time and has more than 45 published educational titles.

Note from the author

“This is the second edition of our award-winning series, Grammar Rules! – revised to bring the grammar terminology into line with the Australian Curriculum: English. The series is a valuable asset for any primary classroom. It has a well-conceived and conceptually sound scope and sequence so that, when implemented across the whole school, there won’t â€œany gaps in students’ learning.

Use the series as a basis of a whole-school English Program, Year 1 to Year 6. It includes a wide range of types of texts for varied purposes and audiences. Grammar learning takes place in the context of real texts. Suggested extension activities support students’ development in reading, viewing, writing, creating, listening, and speaking.”

Tanya Gibb

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2nd Edition

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