



***The Wildest Ride
in
the Universe!***

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A Wildly Exciting Language Arts Simulation

There are several elements to this 36-week Grammasaurs program. The first component is the simulation. This part makes the learning fun and purposeful. The simulation will provide unusual opportunities for your students to utilize the knowledge gained in improvisational situations.

As with all long-term retention, there needs to be the element of practice, which is the second piece of the Grammasaurs program. Research has proven that repetition, over a period of time, is the best method for our brains to retain information. The practice portion is in the form of four problems provided three days a week, either on an overhead or in hard copy form.

The third segment is weekly practice at home to reinforce the skills taught in the classroom. This additional practice is necessary preparation for the assessment, the final section. Assessments provide the feedback that teachers, parents, and students need in order to demonstrate and document mastery of these skills.

Simulation Summary:

While on a journey through the solar system, you stumble upon a planet inhabited by prehistoric creatures known in the modern world as dinosaurs. Upon investigating this phenomenon, a prehistoric insect stings you on your modern-day gluteus maximus. This sting has a most peculiar effect of transforming you into a dinosaur. You discover that you are neither herbivore, nor carnivore; you are a Grammasaur, and your sustenance relies on words and anything related to grammar and punctuation.

Three times a week, you will receive your **meals** in the form of four problems related to language skills. The fourth problem will be an atypical challenge like an analogy or word puzzle, while the other three require knowledge of the basic skills. A weekly vitamin **supplement** (known as homework in the earthly world) goes home for additional practice, while an **assessment**, very similar to the weekly homework, is presented once a month.

Situations and Destiny Activities are the highlight of the Grammasaurs program. There are 36 "situations" that crop up once a week. An example of what a situation would look like:

You come across a herd of Stegosaurus grazing on some plants. Due to limited brain matter, the herd is not able to move out of your way and eat at the same time. You need to complete one of the Destiny Activities in order to clear the path for your continued journey. If your group is able to successfully complete this task for 1-2 full minutes, you will be awarded 3 Destiny Points each!

Depending on what is best for each class, a **Destiny Activity** is selected, explained, and carried out. This enables a group of students to earn **Destiny Points** (bonus points) to help when needed. There are over 40 **Destiny Activities** to choose from throughout the year. These Destiny Activities are similar to improvisational theater-type of activities. Students work in groups of 3-8, depending on the task.

NOTE: There will be laughter.

The following pages include a sample of a **meal** (in the form of four problems related to language skills) from each quarter. A weekly vitamin **supplement** (known as homework in the earthly world) from week 19 out of 30, and an **assessment**, from month 7 (out of 10).

Samples of **Situations and Destiny Activities** can be found after the assesement.

1st Quarter-Week 6-day 2

1. Verbs show action or a state of being. Examples of "Verbs of Being" are these verbs: am, was, are, were, is, and become. Write the verb in this sentence. Tell whether it shows action or is a state of being.

Several black puppies are in the litter.

2. Prepositions are words that show position, direction, or how two words or ideas are related to each other. Some examples of prepositions are the following: under, between, toward. Which word is the preposition in this sentence:

Eddie went around the post.

3. Direct objects are nouns or pronouns that receive the action of the verb. To know which noun is the direct object ask "whom" or "what" was acted on by the verb. Which noun is the direct object in this sentence:

Bryan called Brantzen on the phone.

4. Which one does not belong? Explain.

chuckle, giggle, whimper, snicker

2nd Quarter-Week 8-day 1

1. Write the verb in this sentence. Write H above the helping verb and M above the main verb.

The plants are growing rapidly in the greenhouse in the garden.

2. Write the adverb in this sentence and whether the adverb tells how, when, to what extent, or where.

The expert skier moved gracefully through the moguls.

3. Correctly rewrite this sentence:

will you be going with us to paradise palace asked mrs clark

4. Analogies are comparisons. Complete this analogy. Think about the relationship of the comparisons.

bell : ring :: horn : _____

3rd Quarter-Week 8-day 2

1. Write each underlined word and what part of speech they are in this sentence:

By 1775, there were serious tensions between the 13 British colonies in North America and the mother country.

2. Which word, or words, are prepositions in this sentence?

Jon pulled his sheet music from his backpack and placed it on the piano.

3. Write the plurals of these nouns:

a) lunch b) fry c) fox d) knife e) monkey

4. Explain the meaning: **businesspleasure**

4th Quarter-Week 6-day 2

1. Rewrite this sentence so that it is parallel.

The room was nice, the service was great, and I've never tasted better food.

2. Write the prepositional phrases in this sentence and tell whether the preposition is phrasal, compound, or simple. Underline the prepositions once, modifiers twice, and circle the objects of the preposition.

Away from the school Barbara isn't permitted on the swings.

3. What two words should the semicolon go between in this sentence?

The chess teacher discussed strategies everyone listened intently.

4. Combine two of the three-letter bits below to make a monster.

GIA, LOG, GON, RES, NUT, DRA



Vitamin Supplement Week 19 AKA: Homework

Name _____

A preposition is a word or group of words used to show the relationship of an object (a noun or a pronoun) to another object. There are three kinds of prepositions: simple (on, at, over), compound (underneath, inside, without) and phrasal (in place of, instead of, in addition to). In the following sentences, circle the preposition, then write the type of preposition it is on the line provided. (6 pts possible)

- _____ 1. The hummingbird hovered above the flower.
- _____ 2. Jasmine stepped forward from among the crowd.
- _____ 3. Underneath the log, the frog felt safe.

Direct objects are nouns that receive the action of the verb. Underline the verb and circle the direct object in each sentence. (6 pts possible)

4. Ryan P. made a toy boat.
5. Elizabeth painted a beautiful picture.
6. The captain sailed the boat to the island.

Write the correct part of speech above each underlined word. (16 pts possible)

7. After hiking up the treacherous mountain, the climbers stopped for a rest.
8. They decided to set up camp at the top of the mountain.
9. Everyone wearily crawled into their sleeping bags for a good night's sleep.

Circle the one that best defines the meaning of the bolded word. (3 pts)

10. **osmic** a. to hug b. odors c. taste d. planet
11. **gout** a. blob b. voracious c. talkative d. ache
12. **wrath** a. destroy b. anger c. a vision d. defeat



Grammasaurs Assessment #7

Name _____

In the following sentences, circle the preposition(s), then write the type of preposition it is on the line provided. (7 pts possible)

- _____ 1. In regards to your note, I will arrive early.
- _____ 2. She sat beside her puppy keeping him calm.
- _____ 3. Thrown from the balcony, their paper plate soared over the crowd's heads.

Underline the verb and circle the direct object in each sentence. (6 pts possible)

4. I am going to Mark's party this Friday.
5. My mother discovered the missing sock under the basket.
6. The teacher assigned lots of homework to her class.

Write the correct part of speech above each underlined word. (14 pts possible)

7. A lemon is a yellow fruit that grows on trees.
8. Every Saturday morning my brother meticulously cleans his room.
9. We waited in a long line all day for a chance to get free tickets.

Circle the one that best defines the bolded word. (3 pts possible)

10. **outlandish** a. unusual b. earthly c. adventure d. island
11. **creatine** a. pulp b. imaginative c. amino acid d. unique
12. **wrath** a. defeat b. destroy c. a vision d. anger

Situations & Destiny Activities

Situations are unfortunate circumstances that take place on this prehistoric planet. The Situations typically place the students in an unnerving position where they are seeking a solution. Destiny Activities provide a quick distraction for whatever problem the students might encounter. It is recommended that Situations be incorporated once a week, preferably on the same day, to provide and maintain the element of excitement for Grammasaurs' participants. The use of the Situations and Destiny Activities is up to the individual teacher in deciding what would best serve his/her students.

Destiny Activities require active participation, accompanied by humorous demands. The purpose of the Destiny Activities is to provide additional grammar and punctuation challenges for your students in an excitingly unique style. This helps students acquire long-term retention of the basic skills. Additionally, your students will learn to think on their feet, feel more comfortable in front of a group, and take risks, all while practicing their language arts skills. There are 36 Situations to choose from. Select a Situation and match it with either one of the forty-six Destiny Activities.

Situations



- 1 The beastly Tyrannosaurus Rex has just reared his ugly head. Complete the next Destiny Activity and you will earn valuable Destiny Points in addition to a wonderful hiding place to shield you from T.R.
- 2 You discover that you are a warm-blooded creature. (Yes, dinosaurs are **warm-blooded!**) The air has become rather chilly for your comfort level. Complete the next Destiny Activity and a sweater of clouds will protect you from the cold. Additionally, you will earn valuable Destiny Points.

Destiny Activities



Alphabetical Conversation



How to play: The team (4 people) faces the front in a semi-circle. The audience gives the scene (at the beach); or use list on page 16. The teacher signals the start by saying the name of a student. This person starts the conversation with a letter selected from the alphabet (L) and says a sentence that begins with that letter, "Lovely day to go to the beach." Then the person on their right will say a sentence that begins with the next letter in sequence, "Maybe the sun will stay out all day." The team is forming a conversation, so the words need to go together to make sense. If they make it around the circle in 3 minutes, they earn 3 Destiny Points. (If the students begin to say words that do not tie in with the "conversation," interrupt the team to refocus the group. This counts against their time.)



Fairy Tale In A Minute

How to play: The team (4-5 people) is going to take turns and present or tell a fairy tale in one minute with everyone in the group participating. Write the names of several fairy tales on the board: Red Riding Hood, The Three Little Pigs, Goldilocks and the Three Bears, The Gingerbread Man, Tortoise and the Hare, The Boy Who Cried Wolf, Henny Penny, Little Red Hen, Ugly Duckling, etc. Randomly place students into groups of 4 or 5. Write the titles on slips of paper and allow one student from each group to draw the title of their fairy tale. All teams will meet for two minutes to discuss their strategy of telling the fairy tale in one minute. Call one group up at a time to perform their Fairy Tale in a minute. All the essential components of the fairy tale must be portrayed in less than 60 seconds, and every member needs to tell one part. To receive the 3 points, the story needs to stay focused with key points included.

Categories



How to play: The team (6-8 people) stands facing the audience. The teacher (or someone from the audience) selects an environment (such as a school dance). The team is to take turns in sequence, without skipping or passing a turn, and name nouns (common, proper, and pronouns are accepted) that fit into the stated environment. For example; at a restaurant: menus, waiters, diners. A noun **may not** be repeated. If a member on the team is stuck, the team is stuck, but the time does not stop. The team will receive one point for each time the entire team is successful - makes it down the line of students. (1 minute)

Conducted Story



How to play: Four or five players in a line; one person to conduct a story. The goal of the conducted story is to have the players tell a story that moves fluidly from one player to another. The conductor is to make the story flow as well as possible. If the conductor moves from one player to another the new player that is speaking must continue on without any pause. For instance, the conductor moves from player A who said, "Many children were afraid of Carl for he was known to ha.." to player B, who would continue "...ve piles of library books that were overdue." The key is listening. The four players that are not speaking must be listening. They all must have the next word ready to go, and only if they are listening will that word make any sense. The players must also be accepting of what is happening in the story. Forcing their own agenda will show up quickly and throw off the story. The teacher says, "Cut!" and the team does not score any points. If the group is able to maintain the story successfully for 2 minutes, each member earns 3 points.

So I'll

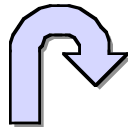


How to play: (8-10 players) This exercise forces listening and gets players taking smaller, more logical steps with story building. Two teams (of 4-5 each) are in a line at the front facing the audience. The first player makes any kind of statement, "It is a lovely day out." The next player in the opposing line says, "WHAT YOU ARE SAYING IS THAT--It is a lovely day out, SO I WILL--go for a walk." The goal is to say the next most logical thing in the story. The next player (from the 1st team) would say "WHAT YOU ARE SAYING IS THAT--I'll go for a walk, SO I WILL--get my shoes." The story that builds must be logical and make sense. Each subsequent group needs to have a different beginning. If someone makes a mistake or takes longer than the allotted time (5 seconds), that player is out. Time = 90 seconds. Score 3 points.



Hunting The Whatsit

How to play: (5-8 players) One player, the hunter, is on stage. This hunter, similar to the kind of an Elmer Fudd of hunting, starts to talk out loud about what it is that she/he is hunting. "It is a lovely day for hunting rotund deer." The next player in line hops up on stage as a rotund deer, and "taps" the hunter to go off stage. The player that was endowed (the deer) now becomes the hunter, and the original hunter heads off stage. The hunters can look for anything that they want, creative responses are encouraged: winged rhinoceros, happy limping Scotsman, aggressive washing machines, etc, (no repeats). It is up to the player that is called on-stage as the prey to go up to the hunter and vanquish them in character. Creative adjective-noun variations are encouraged. Players score 3 points if they are able to successfully go through the entire team within 90 seconds. An additional point is earned if the adjective-noun combinations are creative. This is a subjective opinion of the judge and all decisions are final (not open to negotiation).



Backwards Scene

How to play:

The players, approximately 5-6, will tell a story backwards. They will not be talking backwards, or moving in reverse, but they will present the components of the scene from the 'end' to the 'beginning.' The players start with an ending to a story. Then each player must think what would have happened immediately before this event, and then tell the most likely thing that would have preceded. Players will find themselves frequently asking themselves, "she just said...so I would have..." Very challenging, so keep it simple and never talk in the future tense, that already has happened! (2 minutes) 4 points

Morphs



How to play:

A team of 4-5 kids stands at the front of the room with their backs to the audience. The teacher places an item on the table in front (right now behind) the team. When the teacher starts the timer, the team turns toward the audience and looks at the item. Either as a team, or each person taking turns, morphs the item into something that is unrelated to the object. For example, with a cone, the first student might pick it up, begin licking the invisible ice cream and state, "Yum, Rocky Road is my favorite flavor!" then returns it to the table. Player 2 picks up the cone, places it on his/her head (as if it is a dunce cap), stands in the corner and says, "I will study for my tests. I will study for my tests." Player 3 picks up the cone, places it over his/her nose and says, "The early bird catches the worm!" The players have 90 seconds to come up with 5 different uses for the object in order to earn 3 points.



Verb Lies

How to play:


Even numbered teams line up in front on two sides of the room (line A and Line B). Player A goes to center stage and mimes an activity, perhaps brushing his/her teeth. Player B approaches Player A and asks, "What are you doing?" Player A lies by saying he/she is doing something different, a possible response could be, "Dancing ballet." Player B must now begin doing what Player A said; in this case, dancing ballet. Player A exits to the back of line A. Player B is doing the Verb Lie and the next Player B asks, "What are you doing?" This continues until the time is up. Only appropriate Verb Lies will be acceptable. Inappropriate responses will automatically disqualify a team member. After 90 seconds, all Players remaining at the front earn 3 Destiny Points.

If you have questions, please contact Beth Andrews

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Be sure to check out Star Voyagers:
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