

Grammar Castle

and the Kingdom of Writing

SAMPLE



Workbook on the 8 Parts of Speech

2nd and 3rd Grade

Grammar **C**astle *and the Kingdom of Writing*

Workbook on the 8 Parts of Speech
2nd and 3rd Grade

Written by Rusty Gorby
Illustrated by Rebecca Atkins
Edited by Mindy Piehler

By the Book Writing Publishers
Grapevine, TX

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Grammar Castle and the Kingdom of Writing,
Workbook on the 8 Parts of Speech,
2nd-3rd Grade Level

Written by Rusty Gorby
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Discover the *Kingdom of Writing* through adventures in Grammar Castle.

A Note of Encouragement to the Teacher

“How I love your Temple, LORD Almighty! [. . .]. Even the sparrows have built a nest, and the swallows have their own home; they keep their young near your altars, LORD Almighty, my King and my God” (GNBDC Psalms 84:1, 3).

Sharing truth with our children brings us near our God. In this grammar workbook, the short writing lesson of copy work called “The Beautiful Sentence” is the most important part of the lesson. If we can use God’s truths to teach a young one to write, how wonderful that is!

Writing is a process. Never grow weary in teaching writing. Pray with your student, and God will cause the growth. A friend shared this prayer (from a *Precept Study*) recently:

“Even in the waiting, God is at work.

Oh, that He’d give me grace to worship in the waiting.”

We will always be waiting—waiting to be better, waiting for our children to mature, waiting for growth. We will never arrive. We will never be the perfect teacher! So, we might as well worship in our waiting.

Let’s worship as we teach our students, our children!

Let’s worship and give thanks as we watch God grow our children.

Understanding the Workbook

for Grammar Castle and the Kingdom of Writing

2nd and 3rd Grade Level

Discover the Kingdom of Writing through adventures in Grammar Castle. Using a metaphorical kingdom, this interactive grammar program helps students to get a grasp on grammar while they learn to write well. Why not learn grammar in a fun way!

Each part of speech is represented by a character living in the Kingdom of Writing, so it is easy for students to remember them and their functions. Also, by color-coding each part of speech, students can make connections to the characters. For example, Queen Noun, dressed in red, has a heart with an “N” for “Noun” on her chest. Queen Noun has a personality of loving people, going places, and using things, so students can remember her function in a sentence. The colors, symbols, and songs for each character are memory devices that make it easier for a teacher to teach and for a student to learn.

In addition, the parts of speech are put into **3 groups**:

The Royal Family: King Verb, Queen Noun, and Princess Pronoun

The Describer Family: Lord Adverb, Lady Adjective, and Lady Preposition

The Grammar Friends: Father Conjunction & Interjection, the Court Jester

Design Influence

In addition to learning the parts of speech, the timeless Canons of Rhetoric (invention, arrangement, style, memory, delivery) have influenced the writing of this curriculum, focusing on brainstorming, paragraph arrangement, essay format, memorable style, simple editing, and excellent delivery.

By including writing activities, students make connections between parts of speech, words, sentences, paragraphs, editing, and style.

Most important, by sharing writing aloud students grow a positive mindset towards editing. Since many students and grownups today are afraid to write a paper, to give a speech, or to present their work, young writers must share their work aloud to catch silly mistakes and to build confidence for speaking in public.

Teacher-Guided Lessons

Each teacher-guided lesson should take 30 minutes to 1 hour. A teacher may break a lesson into 2 days, instead of completing it in 1 day. Finishing one lesson a week is a great goal.

The **pattern of each unit** is easy and enjoyable to follow:

1. **Read** and **Sing**
 2. **Connect** and **Copy**
 3. **Learn** and **Find**
 4. **Write** and **Share**
- 1) Each of the 8 units has a grammar story and song about 1 or more of the 8 parts of speech, so the student will **read** a story and **sing** a song in each unit.
- Note:** Consider your student's abilities. For example, the teacher may want just to **read** and **sing** on the first day of the lesson or add **connect** and **copy** on day 1. It will depend on the age and attention span of the student. Some students may be able to do an entire lesson in 1 day.
- 2) Next, the teacher and student **connect** and **copy**. They will discuss the meaning of a character quality assigned to each part of speech (Ex. Queen Noun symbolizes love) and **connect** the quality with the meaning of the beautiful sentence (scripture/quote).

Then, the student will **copy** the beautiful sentence to hear truth, to recognize beautiful writing, and to understand the correct format of a sentence (capitalization of the first word, the writing of a complete thought, and the adding of ending punctuation).

- 3) In addition, the student will learn about one of the parts of speech and find the part of speech in sentences, so the student will **learn** and **find**. This traditional learning of grammar is wrapped in fun.

[For convenience, the **answer key** for practice and activities is in the back of the workbook.]

- 4) Lastly, with the guidance of teacher, the student will **write** and **share**. In each of the 9 units, the student will be provided with a writing frame and/or writing activities to make grammar applicative and to make writing fun; however, more advanced students may want to write their own paragraph/story on the page called “Writing My Own Paragraph.” A student may choose to type his/her paragraph.

3 Different Levels of Writing

Because 2nd and 3rd graders have different abilities, the teacher may implement 3 different levels of writing with the student(s) when completing the writing activities:

- a. **Beginning Level:** The beginning student (average 2nd grader) will fill in the provided writing activity frame independently or fill in the blanks with the teacher’s help. As a student progresses during the school year, the teacher may move the student into the intermediate level.
- b. **Intermediate Level:** The intermediate student (advanced 2nd grader or average 3rd grader) will still complete the writing frame but will also create his/her own idea for the Optional Writing Activity, and the teacher will write the

paragraph/story for the student on the pages called “Writing My Own Paragraph.”

This is a higher-level skill because the student is creating his/her own idea or story. The teacher can prompt the student with ideas from the framed writing activity to write a simple paragraph, but the student may want to add details that make the paragraph into a story. Good story components are progressively given in the beginning units. As a student progresses during the school year, the teacher may move the student into the advanced level.

- c. **Advanced Level:** The advanced student (confident 3rd grader) will use the framed writing activities to generate ideas to create his/her own idea for the paragraph on the topic given, and then the student will write the paragraph/story independently on the pages called “Writing My Own Paragraph.” Writing a narrative paragraph is the easiest for students to write, so it is a good time for students to learn the components of a well-written story. As the student is ready, the teacher can introduce the story components—characters, setting, plot, conflict, and resolution—to guide the student.
- d. Since there are 3 different levels of writing, this workbook could easily be used for **2-3 school years**. A teacher may use the same workbook with **multiple ages** at the same time (with siblings or in a class with differing ages/abilities).

All students should share their writing. Students may be afraid to share their work at first, but they overcome fears when a teacher reads their work aloud, when they read their own work aloud, and when they receive praise for what is well-written. In the beginning a teacher may read aloud for a younger or less confident student, but the goal is eventually for a student to read his/her own writing to a supportive audience.

Other Activities:

Read the original story of ***Grammar Castle and the Kingdom of Writing Story and Song Book***.

King Verb and Queen Noun have quite a story to tell. Before they met, no one in the kingdom could write a sentence, a clause, or even a phrase! Poor writing was rampant. Sadly, Sir Run-ons-a-lot and the Knights of the Wrong Table had struck terror in the Kingdom of Writing. However, after a short engagement and a lovely wedding, the kingdom was saved by King Verb, Queen Noun, and the Knights of the Write Table.

Discover the Kingdom of Writing and the 8 Parts of Speech through adventures in Grammar Castle.

Enjoy the **Grammar Castle Coloring Book**.

See our website www.grammarcastle.com for other **readers**, **audios** for songs, and many more products to enhance your adventure through the Kingdom of Writing.



GrammarCastle.com



In a land where words matter,
there's a kingdom of old,
where parts of speech live,
and a story is told.

SAMPLE

In the Kingdom of Writing, live the King and Queen of Grammar Castle.



King Verb and **Queen Noun**

have quite a story to tell. Before they met, no one in the kingdom could write a sentence.

It was tragic!

Poor writing was rampant.

Sadly, the **Knights of the Wrong Table** had destroyed almost all storybooks in the kingdom.



Sir Fragment



Sir Run-ons-a-lot



Sir Mismatch

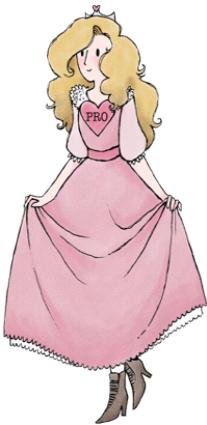


Sir Wrong Words

Unit 1: Queen Noun

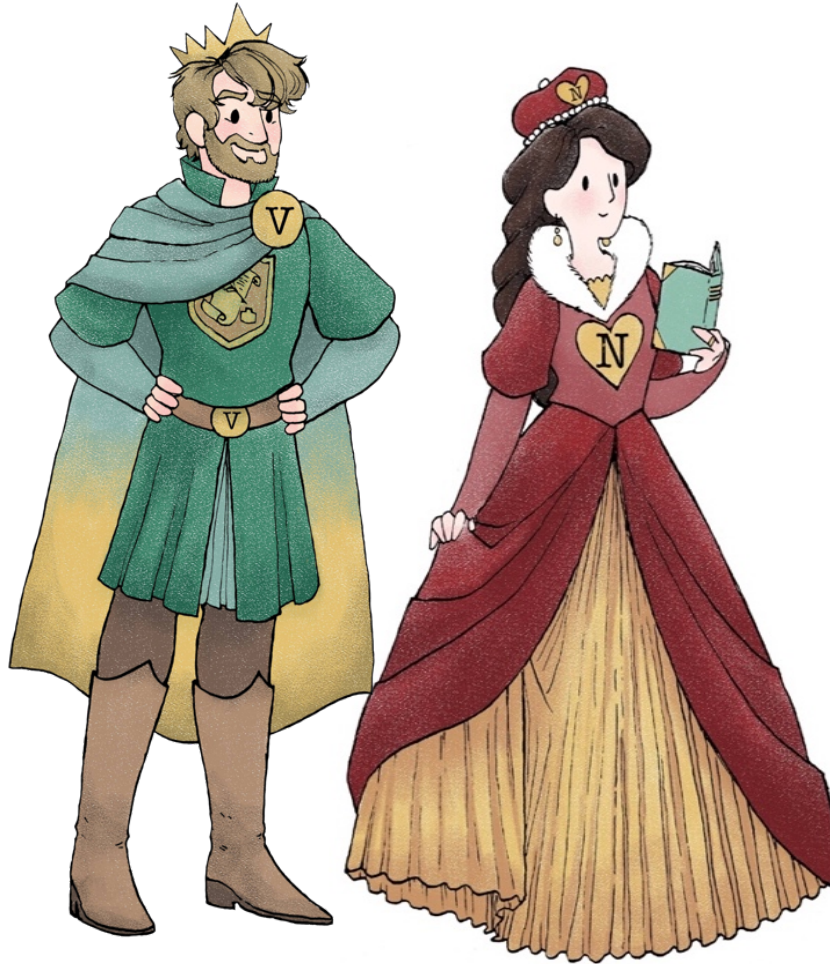
**Sir Sentence****Sir Punctuation****Sir Usage****Sir Rhythm**

With the help of the **Knights of the Write Table**, family, and close friends in Grammar Castle—**Princess Pronoun**, **Lady Preposition**, **Lady Adjective**, **Lord Adverb**, **Father Conjunction**, and **Interjection**, the **Court Jester**—the kingdom would defeat the evil knights.



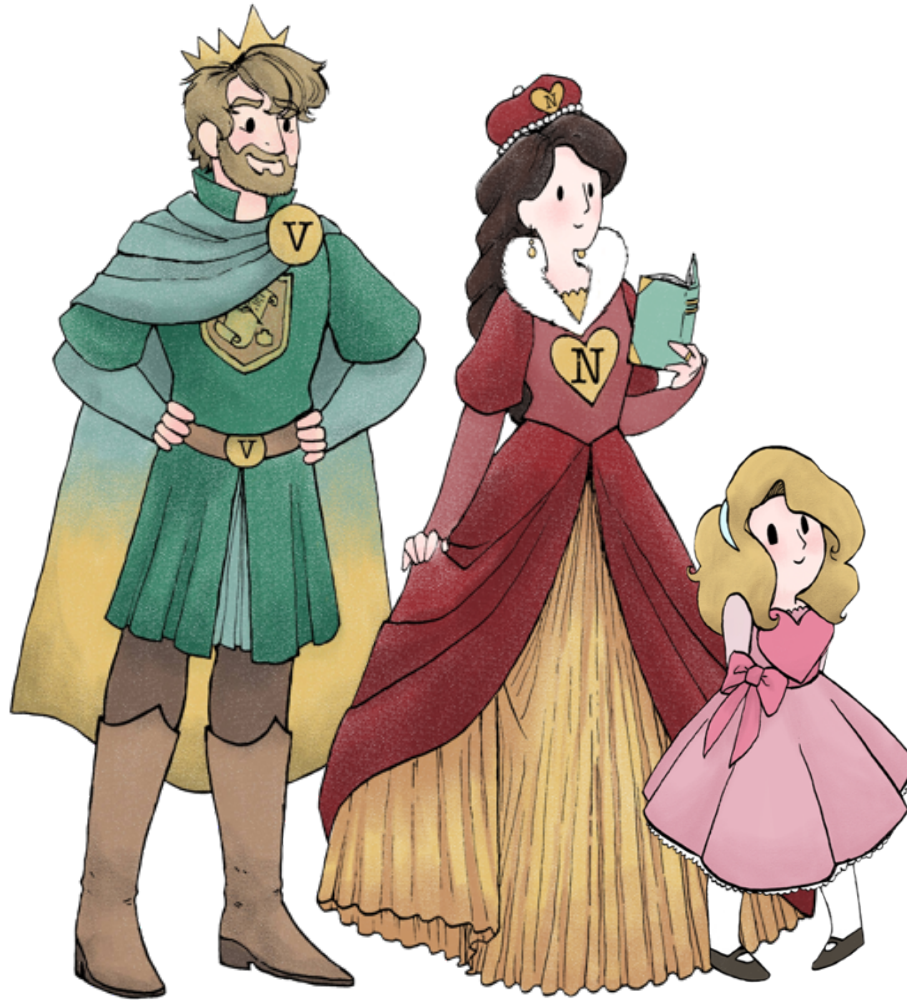
Grammar Castle and the **Knights of the Write Table** would forever rule in the Kingdom of Writing.

Long live **King Verb** and **Queen Noun** and all her subjects!



The 8 different people in Grammar Castle represent the 8 parts of speech in the English language.

The Royal Family



In Grammar Castle live

King Verb,

Queen Noun and

Princess Pronoun.

**They are the Royal Family,
and they form the sentences in Writing.**

Lesson 1: Queen Noun's Story and Song

Activity 1: Read Queen Noun's story, and sing the "Noun Song."



Before **Lady Noun** became **Queen Noun** of Writing, the bad **Knights of the Wrong Table** had destroyed all the well written pieces of literature in the kingdom. This dark time became known as the "Dart Ages" because the wicked knights used storybooks as dartboards during their tournaments and merrymaking.

The bad **Knights of the Wrong Table** had stolen all the storybooks in the kingdom, and the only stories left were guarded in **Grammar Castle**, the home of **King Verb**. Sadly, the villagers no longer read or wrote great stories. It was a dark time.



During these “Dart Ages,” **Lady Noun** was just a common **person**—a girl who lived in a common **place** where she was taught to be kind and to serve the people of the village. While **Lady Noun** was cleaning up **things** after one of the evil knights’ dart tournaments, she found true treasures buried beneath the rubble: lovely storybooks.



Even though the books had dart holes, she cherished and read the storybooks about many wonderful **people**, **places**, **things**, and **ideas** to the children of the village. Also, **Lady Noun** taught the villagers to love and value **people**, **places**, **things**, and **ideas** by naming them.



When King Verb heard about the bad knights destroying the books that **Lady Noun** read to the children, he went to help the village and to find the special teacher, **Lady Noun**.



Arriving in town, King Verb found **Lady Noun** singing the “**Noun Song**” to the children:



Click on “Songs”

“Noun Song”

(Tune to “Ring Around the Rosie”)

Naming people, places, things,
Makes them special, so we sing,
“Nouns are, nouns are,
Naming words.”

A Beautiful Sentence

From Grammar Castle

Activity 2

1. Read about **Lady Noun's** character.



Lady Noun symbolizes **love**.

Lady Noun loves people, so let's talk about loving others.

How can we show love to people today?

(**TEACHER**: Discuss—no need to write.)

2. Discuss the **connection** between **Lady Noun's** character and the beautiful sentence from Grammar Castle.

Jesus once said,

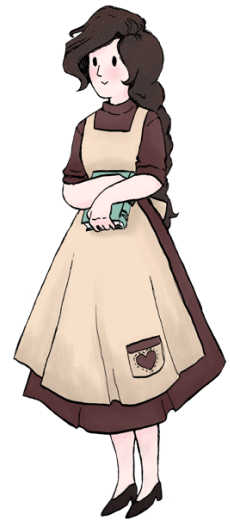
“This is my commandment, that you love one another as I have loved you” (ESV John 15:12).

3. Copy the beautiful sentence on the given lines to recognize beautiful writing and to understand the proper structure of a sentence: capitalization of the first word, a complete thought, and closing punctuation.

A Beautiful Sentence

Directions: Copy the beautiful sentence below.

**This is my commandment, that you
love one another as I have loved you.**



Lesson 2: Finding People Nouns

Activity 1: Learn about nouns, and then sing the “Noun Song.”



Nouns are **naming words**.

Nouns name

- **people,**
- **places,**
- **things,** and
- **ideas.**

Naming **nouns** (**people, places, things,** and **ideas**) makes them special.

Examples: ***lady, village, book, love***

“Noun Song”

(Tune of “Ring Around the Rosie”)

Naming **people, places, things,**
Makes them special, so we sing,
“Nouns are, nouns are,
Naming words.”

Nouns are **people, places, things,** and **ideas.**



Lady Noun loves **people** like the **children.**

Nouns are **naming words.**

People are **nouns.**

Activity 2: Name some special people.

1. Name some **people** whom you know.
2. Name some **people** whom you would like to meet.

Activity 3: With a **red** pencil, underline 1 or more people nouns in each sentence. Then write a **red N** above the **noun**. [**Red** is a good color to associate with **Queen Noun**. She loves (**heart**) people.]

1. King Verb smiled at Lady Noun, his future bride.
2. The humble girl loved the young king.
3. Long live the king and queen.

Singular and Plural People Nouns

Activity 4: Learn about singular and plural nouns, and complete the chart below:

1. Singular means 1.

Plural means more than 1.

1 queen



2 queens



2. To make a noun plural, add an s.

Singular

Plural



a. 1 girl



a. 2 _____



b. 1 father



b. 2 _____



c. 1 king



c. 2 _____

Lesson 3: Finding Place Nouns

Activity 1: Sing the “Noun Song.”

“Noun Song”

(Tune of “Ring Around the Rosie”)

**Naming people, places, things,
Makes them special, so we sing,
“Nouns are, nouns are,
Naming words.”**

Nouns are **people, places, things**, and **ideas**.



Lady Noun goes **places**.

She goes to the **village** to read to the children.

Nouns are **naming words**.

Places are **nouns**.

Activity 2: Name some special places.

1. Name some **places** you have been.

(Example: Texas)

2. Name some **places** that you would like to go.

(Example: Hawaii)

Activity 3: With a **red** pencil, underline 1 or more place nouns in each sentence. Then write a **red N** above the **noun**.

1. King Verb traveled from the castle to the village.
2. The king found Lady Noun teaching the children beside the church.
3. He walked Lady Noun to her house by Fools' Forest.



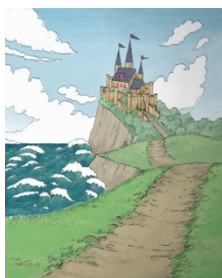
Singular and Plural Place Nouns

Activity 4: Learn about singular and plural nouns, and complete the chart below:

1. Singular means 1.

Plural means more than 1.

1 castle



2 castles



2. To make a noun plural, add an s.

3. Add an es if the word ends *ch*, *s*, *x*, or *s-like* sounds.

Singular

Plural



a. 1 home



a. 2 _____



b. 1 church



b. 2 _____

Lesson 4: Finding Thing and Idea Nouns

Activity 1: Sing the “Noun Song.”

“Noun Song”

(Tune of “Ring Around the Rosie”)

Naming people, places, things,
Makes them special, so we sing,
“Nouns are, nouns are,
Naming words.”

Nouns are **people, places, things,** and **ideas.**

Lady Noun uses **things** like **books** and **paper**, and she listens to **ideas** about **love** and **joy**.

Nouns are **naming words.**

Things and **ideas** are **nouns.**



Activity 2: Find and name things and ideas.

1. Name some **things** you can see.

(Example: chair)

2. Name some **things** that you cannot see.

(Example: air)

3. Name some **ideas** that you cannot see.

(Example: joy)

Activity 3: With a **red** pencil, underline the thing and idea nouns in the following sentences. Then write a **red N** above the **nouns**.

1. King Verb rode his horse for a long time.

2. Lady Noun was known for her kindness.

3. The king's horse was thirsty for water.



Singular and Plural Thing Nouns

Activity 4: Learn about singular and plural nouns, and complete the chart below:

1. Singular means 1.

Plural means more than 1.



1 horse



2 horses

2. Add an es if the word ends *s*, *ch*, *x*, or *s-like* sounds



1 dress



2 dresses

Singular

Plural



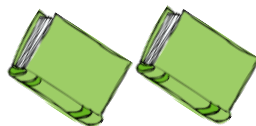
a. 1 box



a. 2 _____



b. 1 book



b. 2 _____

Lesson 5: Common and Proper Nouns

Activity 1: Read and learn about common and proper nouns.

Nouns are **people, places, things,** and **ideas.**



1. **Lady Noun** is often common, but when she becomes queen, she may be called upon to be proper as the Queen of Writing.



2. **Common nouns** are not capitalized.

Examples: ***lady, castle, story***

3. **Common nouns** name **people, places, things,** and **ideas.**



Examples: ***girl, home, book, hope***

4. **Proper nouns** name special (specific) **persons, places,** and **things**; so **proper nouns** are capitalized.

A B C D E F G
H I J K L M N
O P Q R S T
U V W X Y Z

Examples:

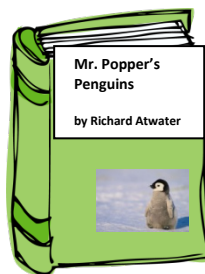
Queen Noun,



Grammar Castle,



Mr. Popper's Penguins.



Activity 2: Answer the questions below. Your answers are proper nouns. Finding and naming people, places, things, and ideas makes them special.

1. What is your name? _____

- The word name is a **common noun**.
- Your name is a **proper noun**. Your name is special.
- Did you capitalize your name?

2. In which city do you live? _____

- The word city is a **common noun**.
- The name of your city is a **proper noun**.
- Did you capitalize the name of your city?

3. What book(s) have you read? _____

- The word book is a **common noun**.
- The name of your book is a **proper noun**.
- Capitalize the name of your book.

[**TEACHERS:** Student(s) should capitalize the first word, the last word, and key words of a book title. Students will learn more specific rules for capitalization and underlining/italicizing titles in the 4th/5th workbook.]

Activity 3: Travel your kingdom to hunt for proper nouns. Write the proper nouns in the boxes below, and then draw a picture of one or two for fun.



QUEEN'S PROPER NOUN SCAVENGER HUNT

<p>PEOPLE</p> <p>(Ex. John)</p>	<p>NAMES OF PLACES</p> <p>(Ex. Austin, TX)</p>	<p>DAYS OF THE WEEK</p> <p>(Ex. Sunday)</p>
<p>HOLIDAYS</p> <p>(Ex. Fourth of July)</p>	<p>SONGS</p> <p>(Ex. "Oh! Happy Day")</p>	<p>STREET NAMES</p> <p>(Ex. Emerald Hills Dr.)</p>
<p>TITLES FOR PEOPLE</p> <p>(Ex. Mrs. Gorby)</p>	<p>MOVIES</p> <p>(Ex. <i>Finding Nemo</i>)</p>	<p>NATIONALITIES OR LANGUAGES</p> <p>(Ex. English)</p>

Lesson 6: Nouns in My Writing



Since **Lady Noun** has never gone anywhere but her village, she longs to go on a vacation. Reading books has taught her about amazing **people, places, things, and ideas**.

Going on a Vacation

Writing Activity 1: Answer the following questions to prepare yourself for a writing vacation. Your answers will all be nouns—some common nouns and some proper nouns. Don't forget to capitalize your proper nouns.

[**TEACHER:** Younger students may need help with writing the answers. Older and more advanced students should do the Optional Writing Activity on the last page of this lesson.]

1. If you could go anywhere on vacation, where would you go?

(place) _____

2. Who would you take with you?

(people) _____

3. What would you take with you?

(things) _____

4. What emotion do you feel in thinking about your vacation?

Happiness? Excitement? Anxiety? (idea) _____

[**TEACHER:** Help student(s) to choose an abstract emotion noun. Make sure that the student(s) does not choose an adjective like *happy* or *excited* or *anxious*.]

Writing Activity 2: Using your answers in Writing Activity 1, fill in the framed paragraph below about a future vacation. Use the frame below to guide you in completing the Optional Writing Activity at the end of this lesson to write your own paragraph. Don't forget to capitalize your proper nouns.



FRAME for Vacation Paragraph:

Sentence 1: If I could go anywhere on vacation, I would go to

(place) _____.

Sentence 2: To make the trip more enjoyable, I would ask

(people) _____ and _____

to go with me.

Sentence 3: Then, I would pack **(things)** _____,

_____, and _____ in my suitcase.

Sentence 4: On the night before I leave for _____,

(same place)

I would feel **(idea)** _____.

[**TEACHER:** Help student(s) choose an abstract emotion noun. Make sure that the student(s) do not choose an adjective like *happy* or *excited* or *anxious*.]

Writing Activity 3: Learn the rules of the **Knights of the Write Table**.

Sir Sentence



Sir Punctuation



Sir Usage



Sir Rhythm

The **Knights of the Write Table** protect your writing from the **Knights of the Wrong Table**.



Sir Fragment



Sir Run-ons-a-lot



Sir Mismatch



Sir Wrong Words



Sir Sentence

Sir Sentence and **Sir Punctuation**
will help you with this Activity.



Sir Punctuation

1. Always **capitalize proper nouns** (specific names of **people**, **places**, and **things**). Check your proper nouns in Writing Activity 2 and/or the Optional Writing Activity. Names are special, so they are capitalized.

Sign your name after you capitalize the proper nouns in your paragraph.

2. **Look** at the beginning of each sentence in the frame of Writing Activity 2. Notice how **Sir Sentence** capitalized the first word of every sentence.

Circle the first word of each sentence in Writing Activity 2 or in the Optional Writing Activity.



3. **Notice** how **Sir Punctuation** ended every sentence with a period.

Circle the period at the end of each sentence in Writing Activity 2 or in the Optional Writing Activity.



4. Always read your writing aloud so that you can hear it and share it with others.

[**TEACHER:** The goal is for the student to read his/her paper aloud, but the teacher may read the less confident or younger student's paragraph.]

Sign your name if you read your vacation paragraph aloud.

Optional Writing Activity

Writing My Own Paragraph



(**TEACHER:** See pages 3, 4 for Different Levels of Writing.)

Directions: Use your notes from Writing Activity 1 and 2 to guide you in writing your own paragraph about a future vacation **or** in writing a story about a past vacation. When you finish writing your own paragraph or story, return to Writing Activity 3 to be a **Knight of the Write Table**.



Begin with where it takes **place** (setting), and add the **people** (characters) to your paragraph/story.

Unit 1: Queen Noun



Add interesting details including the **things** you will take on your trip and any **ideas** about what you will do. If you are writing a story, give details about what happened during the trip.

Finish with a sentence that explains how you felt about your vacation.

Lesson 7: The Story of “Queen Noun and Me”



Writing Activity 1: Make a list of **nouns** as directed. Have fun! These common and proper nouns will be key words in your story: “Queen Noun and Me.”

[**TEACHER:** The teacher may help younger students with reading and filling in the blanks.]

1. Plural form of least favorite vegetable _____

2. A friend's name (capitalize) _____

3. A place (Ex. city, country) (capitalize) _____

4. Same least favorite vegetable _____

5. Type of dish in a kitchen (Ex. bowl) _____

6. A place _____

7. Celebrity (famous person) (capitalize) _____

8. Plural form of a body part _____

9. Time amount (Ex. minute, hour, etc) _____

10. Any noun or thing _____

11. An animal _____

12. Any noun or thing _____

13. A friend's name (capitalize) _____

Unit 1: Queen Noun

14. Same least favorite vegetable _____

15. A liquid _____



Writing Activity 2: After you have finished making your list in Writing Activity 1, put your answers in the blanks below with the corresponding numbers. Notice that your answers are **common** and **proper nouns**. Did you capitalize the proper nouns?

The Story of **Queen Noun** and Me

When I visit the Kingdom of Writing, I will take the villagers the gift of 1,000 pieces of _____.
1.
them with _____ from _____.
2. 3.
since he/she loves _____ cake so much. We will
4.
need a large purple _____ from _____.
5. 6.
to carry the vegetables. If some of the vegetables fall out, we may need
_____ to help us pick them up with our
7.
_____. When we finally arrive in the kingdom,
8.

it will take 70 _____ to prepare the dinner for the
9.

villagers, but it will be worth it. With the meal we must serve some hot

buttered _____ and some ruby red
10.

_____ sauce with _____
11. 12.

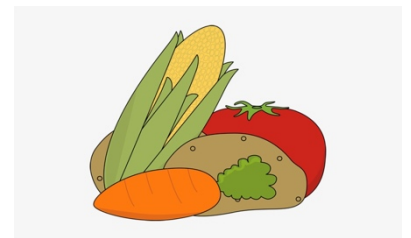
casserole. During dinner _____ will sing a duet
13.

with me. Then, for dessert we will make a sweet _____
14.

cake and drink sparkling _____ to toast to our
15.

new friendship with the villagers.

Writing Activity 3: After you have completed Writing Activity 2, read your silly story aloud to one or more people. Be sure to laugh!!



[**TEACHER:** The teacher may read a younger student's paragraph.]

Who did you read your story to? Write their names below.

1.

2.