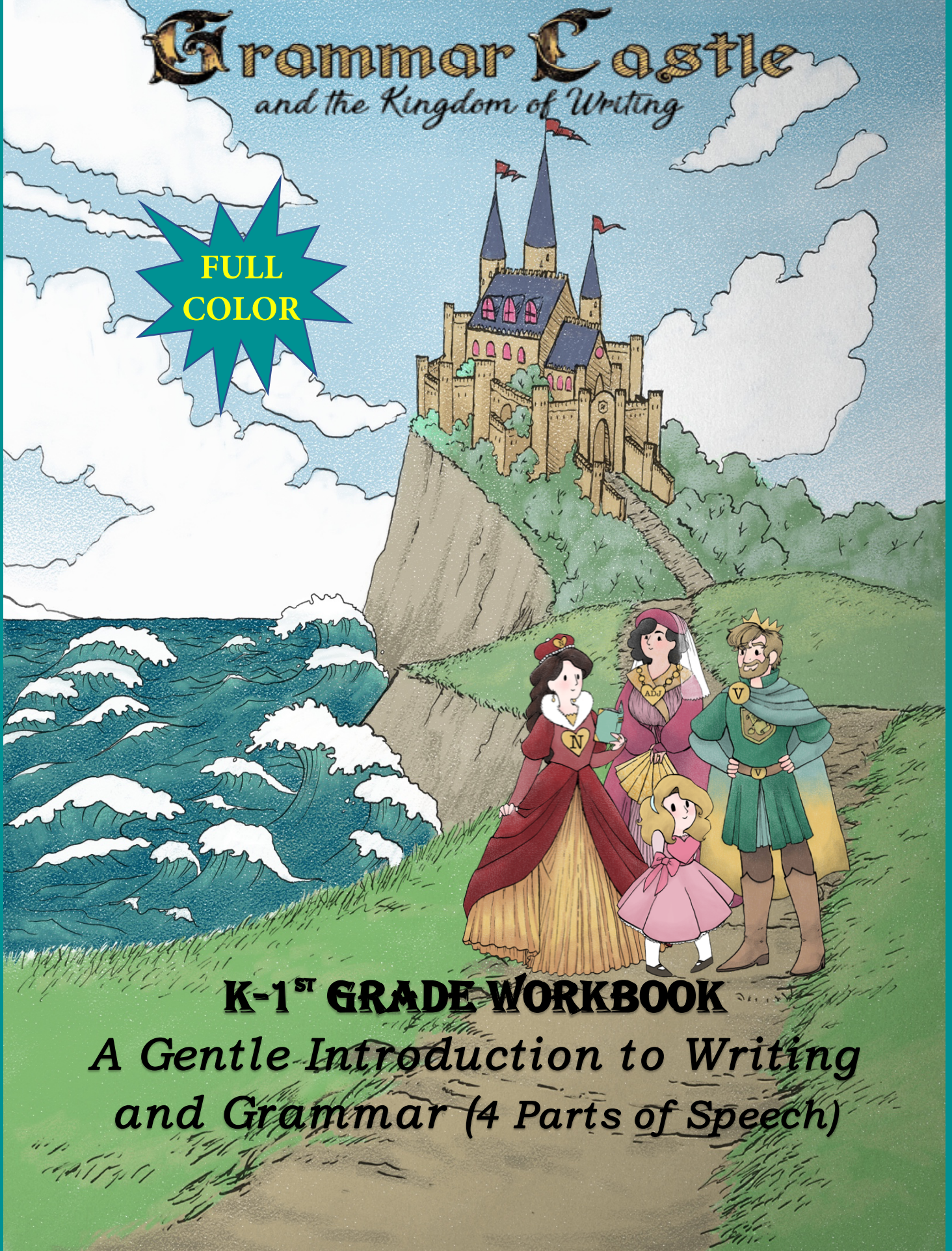


# Grammar Castle

*and the Kingdom of Writing*

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**K-1<sup>ST</sup> GRADE WORKBOOK**

**A Gentle Introduction to Writing  
and Grammar (4 Parts of Speech)**



SAMPLE

# **Grammar Castle** *and the Kingdom of Writing*

*Kindergarten-1<sup>st</sup> Grade Workbook*  
*A Gentle Introduction to 4 Parts of Speech*

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

By the Book Writing Publishers  
Grapevine, TX

*Grammar Castle and the Kingdom of Writing,  
Kindergarten-1<sup>st</sup> Grade Workbook  
A Gentle Introduction to 4 Parts of Speech,*

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

## *K—1st Grade Level*

### *A Gentle Introduction to Writing and Grammar (4 Parts of Speech)*

Discover the Kingdom of Writing through adventures in Grammar Castle. Using a metaphorical kingdom, this interactive grammar program gently introduces students to 4 of the 8 parts of speech.

In the grammar stage of learning, students should memorize information in the form of songs, jingles, stories, mnemonic devices (as well as other teaching tools) to apply that content later in writing sentences, writing paragraphs, writing stories, and eventually writing essays.

In the Grammar Castle curriculum, 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 will remember her role 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.

Each of the **4 parts of speech** represent a **biblical trait(s)**:

- The Royal Family:**
1. **King Verb** (a **self-controlled** servant leader),
  2. **Queen Noun** (a **loving** lady), and
  3. **Princess Pronoun** (a **humble** and **gentle** girl)
4. **Lady Adjective Describer** (a **kind** woman)

**Note:** She is in the **Describer Family** with Lord Adverb (her husband) and Lady Preposition (her daughter). Meet the Describer Family and Grammar Friends (Father Conjunction and Interjection, the Court Jester) in the 2<sup>nd</sup>-3<sup>rd</sup> Grade Workbook.

## 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. **Learn** and **Find**
3. **Memorize** and **Share**
4. **Write** and **Share**—**It's the "Write" Time**
5. **Draw** and **Share**—**Under the Artist Tree**

- 1) Each unit has a grammar story and song about 1 of the 4 parts of speech, so the student will **read** a story and **sing** a song in each lesson.

**Note:** Consider your student's abilities. For example, the teacher may want to **read** and **sing** on the first day of the lesson or add **learn** and **find** 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, but don't rush. Enjoy the journey.

- 2) In addition, the student will learn about one of the parts of speech and find the part of speech in pictures, 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.]

- 3) With the guidance of the teacher, the student will **memorize** and **share**. In each of the units, the student will practice singing the grammar songs to memorize it and to eventually recite (share) the song. **All students should share their grammar songs aloud.** A student may be afraid to share the songs at first, but he/she will

overcome fears when a teacher sings with the student and when the teacher praises the student's strong effort.

- 4) With the guidance of the teacher, the student will **write** and **share** in the section called **It's the "Write" Time**. In each of the 6 writing units, the student will be provided with a **planning**, **writing**, and **sharing** section. Each unit has simple writing objectives for the teacher and a simple writing frame for the student with step-by-step instructions that apply the newly learned grammar and basic writing skills to make writing enjoyable. Again, sharing aloud prepares students for future speeches and presentations—wonderful life skill training.

### 3 Different Levels of Writing

Because K-1<sup>st</sup> 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 Kindergartener) will narrate as the teacher fills in the provided writing activity frame. As a student progresses during the school year, the teacher may move the student into the intermediate level.
- b. **Intermediate Level:** The beginning student (advanced Kindergartener or average 1<sup>st</sup> grader) will partially fill in the provided writing activity frame.

This student might even deviate from the frame and add his/her own ideas. Let this happen. It is okay. 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, making the paragraph into a story. 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 1<sup>st</sup> grader) will fill in the framed writing activities independently and will often creatively generate his/her own ideas for the paragraph on the topic given. It is perfectly fine. Creativity demonstrates higher-level thinking.
- d. Since there are 3 different levels of writing, this workbook could easily be used for **2 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).

A **classroom teacher** would need one-on-one time with each student to complete the writing activities.

**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 narrate or 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.

Encourage the student to **narrate** what they remember during the writing process. Narrating is a form of writing. The student may even add better details during narration. The teacher can always add the new writing as the student dictates.

Advanced students may be able to **read or partially read** his/her own writing **independently** to a supportive audience.

5). In the section called *Under the Artist Tree*, the student will **draw/color** and **share**. The “Artist Tree” symbolizes beauty—beauty in writing, reading, and drawing. **All students should share some of their art.** He or she may be afraid to share artwork at first, but students will overcome fears when a teacher praises strong effort.

## 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](http://www.grammarcastle.com) for other **readers**, **audios** for songs, and many more products to enhance your adventure through the Kingdom of Writing.



GrammarCastle.com

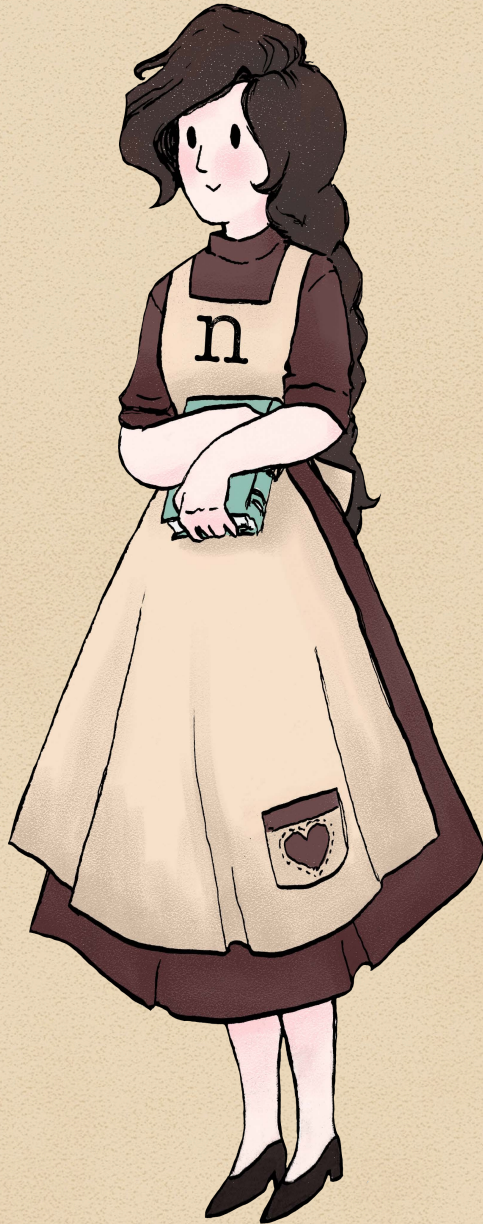


In a land where words matter,  
there's a kingdom of old,  
where parts of speech live,  
and a story is told.



# Lesson 1:

Lady Noun loves people.

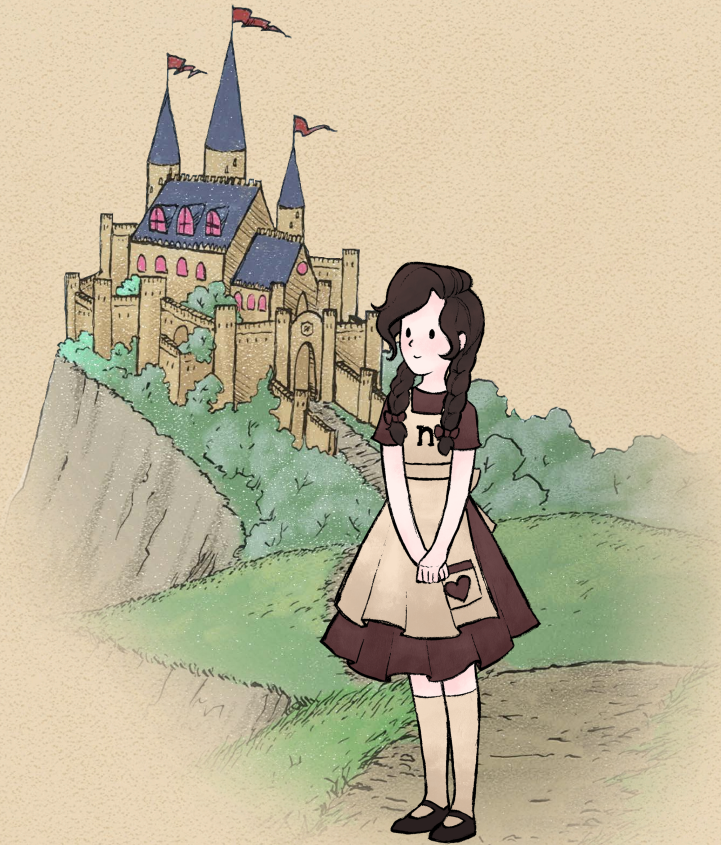


Jesus said, “Love one another as I have loved you” (ESV John 15:12).



In the Kingdom of Writing, young **Lady Noun** grew up in a small village near Grammar Castle.

She lived with kind **people**,  
in a happy **place**, and she  
used her **things** to help others.



As **Lady Noun** grew up, she loved the **children** in her village and wrote a song to teach them about "naming words."

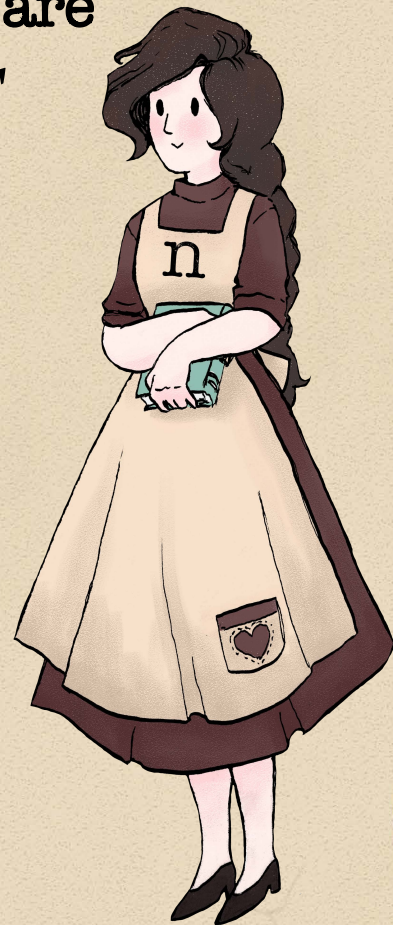


**Activity 1:** Sing Lady Noun's song about "naming words."

## "The Noun Song"

Tune of "Ring Around the Rosie"

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



Click the tab "Songs"  
for the audio.





**Lady Noun** loved everyone in her village. She loved the **children**. She loved her **mother** and **baby brother**. She even liked **King Verb**, but she did not know him well~not yet.

To teach the **children** about love, **Lady Noun** read what **Jesus** said in the Bible: “... love one another as I have loved you” (ESV John 15:12).



## Activity 2:

Whom do you love? Say their names aloud.

**Names** are **nouns**.  
**People** are **nouns**.



**Activity 3:** Sing Lady Noun's song with the "people" stanza this time. Sing it 3 times so that you can memorize it.

## "The Noun Song"

Tune of "Ring Around the Rosie"

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

Naming **people** can be fun:  
**Mother, father, baby, son**  
**People, people ~**  
We all are **nouns**.



Can you sing "The Noun Song" by yourself?



## Activity 4: Circle the people on this page.



## Activity 5: Follow the steps below, and answer the questions.

1. Did you circle any animals? Yes No

2. Are animals people? Yes No

Animals are special, but they are not people.



**Activity 6:** Follow the steps below, and answer the questions.

1. Point to the 3 children in the picture.

a. Are children people? Yes No

b. Are children nouns? Yes No

2. Point to King Verb, a man dressed in green.

a. Is King Verb a person? Yes No

b. Is King Verb a noun? Yes No

3. Point to the baby.

a. Is the baby a person? Yes No

b. Is the baby a noun? Yes No

## *Lesson 1 Writing Objectives:*

1. Teacher will help student plan before they write (pre-write).
2. Teacher will help student end complete thoughts (sentences) with a period.
3. Teacher will help student understand the three parts of a paragraph: beginning sentence, middle sentences, and ending sentence.



## **It's the "Write" Time!** *A Good Friend*

### **Activity 1:** Planning for the Paragraph

1. Name some of your good friends. **Friends** are **nouns**.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2. Choose one of these friends, and put his/her name in the blank below:

\_\_\_\_\_ is one of my good friends.

**Teacher Note:** Teach the student(s) that the sentence above is a complete thought. Notice how it ends with a period. Read the sentence several times, and have the student repeat it.

## Activity 2: Writing Notes for the Paragraph

1. What do you like about \_\_\_\_\_?  
Friend's name

2. Write 3 reasons.

a. I like \_\_\_\_\_

\_\_\_\_\_.

b. I like \_\_\_\_\_

\_\_\_\_\_.

c. I like \_\_\_\_\_  
 \_\_\_\_\_.

**Teacher Note:** Help your student make a writing plan and understand the parts of a paragraph: a beginning sentence, middle sentences, and an ending sentence. Explain that a period ends each complete thought (sentence).

## Activity 3: Writing the Paragraph

1. Write the **beginning sentence** of your paragraph.  
 This sentence tells the reader your topic.

**I enjoy my friend \_\_\_\_\_**  
**for three reasons.**

2. Write the **middle sentences** of your paragraph.  
 These sentences give details about your topic.

**First, I like \_\_\_\_\_ because**  
 \_\_\_\_\_



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**Also, I like** \_\_\_\_\_ **since**

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---

3. Write the **ending sentence** of your paragraph.  
This sentence reminds the reader of your topic.

\_\_\_\_\_ **is one of my**  
Friend's name  
**good friends.**

LESSON 1: LADY NOUN LOVES PEOPLE.

**Teacher Note:** Read the paragraph for your student if necessary. If your student cannot read the paragraph, have them tell (narrate) about it. This narration is a form of writing.

## **Activity 4:** Sharing the Paragraph Aloud

**Directions:** Read/narrate your paragraph, and sign your name.

---



## *Under the Artist Tree*

**Activity 1:** Draw a picture of your friend, or find a picture to paste on this page. Send a copy of the paragraph and picture to your good friend.



## Activity 2:

**People** are **nouns**. Color **Lady Noun**.

