



## How Should we Study Grammar in our Homeschool

### Grammar Resources

Use your learner's writing to assess what skills they need to review and practice each week.

Other review and practice for grammar skills can be found with these resources –

#### Diagramming -

[Rod and Staff](#) – (books go up to 8<sup>th</sup> grade, but the concepts and skills are up through high school work.) These books use diagramming and are very well explained. If you have a learner that loves following and making lists of steps and learns best this way, you might want to try diagramming. However, if it is frustrating or challenging for you or your learner to understand the “diagramming process”, it may not be worth using that method to learn the grammatical concepts.

Old Warriner's English and Composition textbooks are a secular alternative that provide valuable instruction and practice with sentence diagramming for all grade levels starting with upper elementary through high school grades. You may find them on Amazon or Ebay or used book store websites.

#### Hands-On Grammar -

If you have a hands-on learner, you may want to check out [Winston Grammar](#). This program uses a hands-on approach and labels parts of speech and how the words are used in a sentence. Basic and Advanced levels are available.

#### Non-diagramming -

Another program I recommend is the [Easy Grammar](#) series. The Easy Grammar books have the text and instruction to learn and practice new skills and the Daily Grams are workbooks that have a daily review with 5 different kinds of grammar concepts with one sample of each per day for a total of 5 quick review samples to practice. Loved this! As your child moves into high school, you may want to use the Ultimate Series that has the text and instruction and the practice in each. There are placement tests on the website to assist you.



## **Incorporating and Practicing Grammar Skills in Writing**

### **Narration –**

When your learner retells back to you what they have just heard, it not only improves their listening, recall, and comprehension skills, but also the process of organizing their thoughts, practicing vocabulary, and formulating sentences to express their thoughts. These are all important skills in the “Pre-Writing” process, and what a writer needs to be able to do before putting pencil to paper.

After getting into the habit and practice of “Narration” in this manner, the next step we followed was – writing down what they just told me orally.

For my younger guy- this might be drawing a picture of what he just told me about and writing just one sentence about the picture.

For my older guy- this meant starting with the first sentence of his oral narration to me – writing only one sentence at a time as he says it aloud.

The grammar came into play when some of their narrations on paper – were used to review proper grammar. We would read each sentence together and make corrections to certain errors I felt we had already learned and needed practice. So that the next narration on paper they did, I made sure to look over their shoulders and point out to them the mistake they made last time so that this time and next time, they wrote it correctly. We repeated this process every few narrations and always reviewing and adding a new concept or two to correct and practice in their writing.

### **Dictation –**

We would practice dictation with our spelling words. I would dictate a sentence to them for each spelling word they had for the week. This would be for a weekly spelling test. I would grade them for the correct spelling of the word. But use the sentences to see how they were doing with their grammar. I would pick and choose which mistakes to review with them and make sure that in future writing I would steer them in the proper way to use that particular grammar concept.



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### **Copywork –**

Copywork – was sentences I would select from novels we were reading aloud together or novels they were reading on their own.

This might be C.S.Lewis or Tolkien or Mark Twain. These were quality classic type books. – even starting with something like Charlotte’s Web. I would look for a passage (the length depended on their age and ability) that contained various skills and concepts of grammar that they had or were in the process of learning.

They would practice copying these passages almost every day for a week. I would look at it with them and point out punctuation, capitalization, and other grammatical features and any corrections needed.

This also gave them practice in their handwriting. I would print out worksheets with the copywork passage at [Handwritingworksheets.com](http://Handwritingworksheets.com) that would show the proper way to write the letters as well.

I began to notice, that as young as fourth grade, my guys would want to write their own stories and their writing started to sound like Tolkien from doing so much copywork from that author.

Their natural sentence structure and vocabulary was influenced by the practice of this copywork.



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# Notes