

Grades  
PreK-3

# Grammar Gumballs™

A sweet game for teaching basic grammar skills!



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# Introduction

**Grammar Gumballs™** is a sweet game for teaching and reinforcing basic grammar skills in students grades PreK-3. It targets many of the early morphemes and grammatical structures identified by Roger Brown. Students with learning difficulties often leave these structures out of their speech. This results in reduced sentence length and an inability to communicate ideas.

## **Grammar Gumballs™ targets:**

- Present Progressive Verbs
- Irregular Past Tense Verbs
- Subjective Pronouns
- Copula Verbs (Is/Are)
- Regular Plurals
- Possessive Nouns
- Regular Past Tense Verbs
- Irregular Plurals
- Possessive Pronouns

**Grammar Gumballs™** is ideal for students in Title 1 and Head Start programs as well as students with autism, Down syndrome and pervasive developmental disorders. The game includes 180 color-coded, illustrated cards (20 cards for each area) and a *Lessons and Activities Book*. Teachers choose the grammatical structure(s) they wish to teach, and read the stimulus items from the appropriate card set(s) from the *Lessons and Activities Book*. Each card has five levels of difficulty, beginning with a simple listening/imitation task and gradually progressing to spontaneous production. This supports the natural acquisition of these grammatical structures.

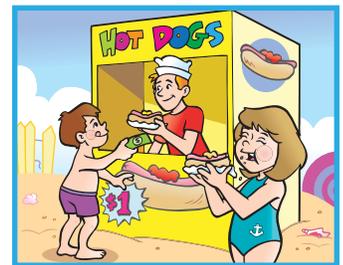
## **The Lessons and Activities Book includes five levels of difficulty for each card.**

- Listen (Level 1):** Students listen to and imitate (optional) correct grammatical forms.
- Identify (Level 2):** Students identify correct grammatical forms by pointing to pictures.
- Express (Level 3):** Students complete a sentence or answer a question using the correct grammatical form.
- Correct (Level 4):** Students listen to a sentence with a grammatical error and correct the sentence.
- Describe (Level 5):** Students formulate sentence(s) to describe the pictures using correct grammar.

## **Sample Questions and Card (Present Progressive Verbs)**

**Teacher - Red    Student - Blue**

- 1** Listen: **Point to the boy and say, "The boy is buying."**  
**Point to the girl and say, "The girl is eating."**
- Identify: **Say, "Point to 'The boy is buying.'"** Student points.  
**Say, "Point to 'The girl is eating.'"** Student points.
- Express: **Point to the boy and say, "The boy is \_\_\_\_."** Student says, "Buying."  
**Point to the girl and say, "The girl is \_\_\_\_."** Student says, "Eating."
- Correct: **Say, "The boy is buy."** Student says, "The boy is buying."  
**Say, "The girl is eat."** Student says, "The girl is eating."
- Describe: **Say, "Tell me about this picture."** Student talks about the picture.



# Directions

## Grammar Gumballs™ Includes:

- Colorful, 9 ½" x 13 ½" Game Board with Spinner
- 180 Illustrated and Color-Coded Grammar Cards (20 per skill area, with 9 areas)
- 80 Foam Gumball Tokens (1½" diameter)
- 68 Page *Lessons and Activities Book* with 16 reproducible homework sheets
- CD-ROM for printing homework pages

**Grades:** PreK-3

**Object of the Game:** To be the player with the most *Gumball Tokens* at the end of the game.

## Getting Ready to Play:

1. Separate all of the *Grammar Gumballs™* cards into nine grammatical areas.
2. Place the game board on the table or the floor.
3. Fill the *Gumball Machine* on the game board with *Gumball Tokens*.
4. Choose the card set(s) that the student(s) will use to play the game. For example, all students may work on *Possessive Nouns*, or each student may work on a different area.
5. Turn to the appropriate section(s) of the *Lessons and Activities Book*.

## How to Play:

1. Decide who goes first.
2. Shuffle the cards and place them face down on the table.
3. The student chooses a card from the top of the pile.
4. The teacher finds the matching card lesson in the *Lessons and Activities Book* and chooses an appropriate difficulty level for the student(s). See page (iii) of the *Lessons and Activities Book* for an example of difficulty levels.
5. As the student looks at the illustrated card, the teacher reads the question from the *Lessons and Activities Book*. Teacher follows the directions in **red** and student follows the directions in **blue**.
6. For correct responses, students spin the spinner and take that number of *Gumball Tokens* from the game board.
7. Play continues in turn. The game ends when the students remove all the *Gumball Tokens* from the game board or when time expires. Student with the most *Gumball Tokens* wins.

## Game Variations:

**Fill the Machine** - Give each student 20 *Gumball Tokens*. As students answer the question(s), they spin the spinner and place that number of tokens back in the gumball machine on the game board.

**Cards, Cards, Cards** - Use the *Grammar Gumballs™* cards without the game board to reinforce grammar skills and to elicit spontaneous speech.

# Present Progressive Verbs

Teacher - Red Student - Blue

- 1** Listen: Point to the boy and say, "The boy is buying."  
Point to the girl and say, "The girl is eating."
- Identify: Say, "Point to 'The boy is buying.'"  
Say, "Point to 'The girl is eating.'"
- Express: Point to the boy and say, "The boy is \_\_\_\_."  
Point to the girl and say, "The girl is \_\_\_\_."
- Correct: Say, "The boy is buy."  
Say, "The girl is eat."
- Describe: Say, "Tell me about this picture."



- 2** Listen: Point to the boy and say, "The boy is hitting."  
Point to the girl and say, "The girl is blowing."
- Identify: Say, "Point to 'The boy is hitting.'"  
Say, "Point to 'The girl is blowing.'"
- Express: Point to the boy and say, "The boy is \_\_\_\_."  
Point to the girl and say, "The girl is \_\_\_\_."
- Correct: Say, "The boy is hit."  
Say, "The girl is blow."
- Describe: Say, "Tell me about this picture."



- 3** Listen: Point to the boy and say, "The boy is picking."  
Point to the squirrel and say, "The squirrel is climbing."
- Identify: Say, "Point to 'The boy is picking.'"  
Say, "Point to 'The squirrel is climbing.'"
- Express: Point to the boy and say, "The boy is \_\_\_\_."  
Point to the squirrel and say, "The squirrel is \_\_\_\_."
- Correct: Say, "The boy is pick."  
Say, "The squirrel is climb."
- Describe: Say, "Tell me about this picture."



- 4** Listen: Point to the boy and say, "The boy is tying."  
Point to the girl and say, "The girl is zipping."
- Identify: Say, "Point to 'The boy is tying.'"  
Say, "Point to 'The girl is zipping.'"
- Express: Point to the boy and say, "The boy is \_\_\_\_."  
Point to the girl and say, "The girl is \_\_\_\_."
- Correct: Say, "The boy is tie."  
Say, "The girl is zip."
- Describe: Say, "Tell me about this picture."



# Present Progressive Verbs

Teacher - Red Student - Blue

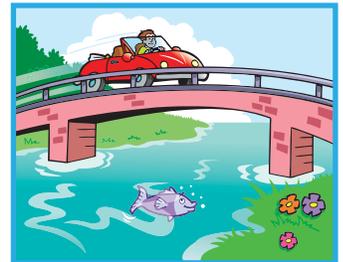
- 5** Listen: Point to the boy and say, "The boy is playing."  
Point to the girl and say, "The girl is cooking."
- Identify: Say, "Point to 'The boy is playing.'"  
Student points.  
Say, "Point to 'The girl is cooking.'"  
Student points.
- Express: Point to the boy and say, "The boy is \_\_\_\_."  
Student says, "Playing."  
Point to the girl and say, "The girl is \_\_\_\_."  
Student says, "Cooking."
- Correct: Say, "The boy is play."  
Student says, "The boy is playing."  
Say, "The girl is cook."  
Student says, "The girl is cooking."
- Describe: Say, "Tell me about this picture."  
Student talks about the picture.



- 6** Listen: Point to the girl and say, "The girl is walking."  
Point to the boy and say, "The boy is riding."
- Identify: Say, "Point to 'The girl is walking.'"  
Student points.  
Say, "Point to 'The boy is riding.'"  
Student points.
- Express: Point to the girl and say, "The girl is \_\_\_\_."  
Student says, "Walking."  
Point to the boy and say, "The boy is \_\_\_\_."  
Student says, "Riding."
- Correct: Say, "The girl is walk."  
Student says, "The girl is walking."  
Say, "The boy is ride."  
Student says, "The boy is riding."
- Describe: Say, "Tell me about this picture."  
Student talks about the picture.



- 7** Listen: Point to the man and say, "The man is driving."  
Point to the fish and say, "The fish is swimming."
- Identify: Say, "Point to 'The man is driving.'"  
Student points.  
Say, "Point to 'The fish is swimming.'"  
Student points.
- Express: Point to the man and say, "The man is \_\_\_\_."  
Student says, "Driving."  
Point to the fish and say, "The fish is \_\_\_\_."  
Student says, "Swimming."
- Correct: Say, "The man is drive."  
Student says, "The man is driving."  
Say, "The fish is swim."  
Student says, "The fish is swimming."
- Describe: Say, "Tell me about this picture."  
Student talks about the picture.



- 8** Listen: Point to the shaking dog and say, "The dog is shaking."  
Point to the boy and say, "The boy is washing."
- Identify: Say, "Point to 'The dog is shaking.'"  
Student points.  
Say, "Point to 'The boy is washing.'"  
Student points.
- Express: Point to the shaking dog and say, "The dog is \_\_\_\_."  
Student says, "Shaking."  
Point to the boy and say, "The boy is \_\_\_\_."  
Student says, "Washing."
- Correct: Say, "The dog is shake."  
Student says, "The dog is shaking."  
Say, "The boy is wash."  
Student says, "The boy is washing."
- Describe: Say, "Tell me about this picture."  
Student talks about the picture.

