

Sample Note

The following sample is from *Grammar Galaxy Nova*, a volume for middle schoolers or students who have completed *Blue Star* or its equivalent.

It includes a story that teaches story arcs and a mission (workbook sample) that teaches prepositions. They do not go together. To try a complete sample on plural nouns with your student, go to FunToLearnBooks.com/samples and request it.

Find answers to questions in the FAQ section at <http://GrammarGalaxyBooks.com/faq>. But if you still have questions, feel free to ask in the Grammar Guardians Facebook group: <http://Facebook.com/groups/grammarguardians>, or email me at grammargalaxybooks@gmail.com.

Melanie Wilson

Grammar Galaxy Scope & Sequence

Nebula – 1 st /2 nd grade	Protostar – 3 rd grade	Yellow Star – 4 th grade	Red Star – 5 th grade	Blue Star – 6 th grade	Nova – 7 th grade
Literature	Literature	Literature	Literature	Literature	Literature
Importance of Reading	Book Reports	Graphic Novels	Theme	Lit Unit Study	Literary Genres
Reading from Context	Classics	Drawing Conclusions	Supporting Evidence	Tone & Mood	Figurative Language
Reading Comprehension	Myths	Character Traits	Author Study	Short Stories	Greek Mythology
Identifying Fiction & Nonfiction	Fables	Point of View	Symbolism	Allusions	Story Arcs
Story Elements	Autobiographies	Personification	Foreshadowing	Narrative Poems	Character Arcs
Tall Tales	Alliteration	Similes & Metaphors	Flashback	Nonfiction Comprehension	Readers Theatre
Rhyming Words	Story Action	World Literature	Hyperbole	Urban Legends	Reading-Comp Tests
Vocabulary	Drama Terms	Spelling & Vocabulary	Humor	Shakespeare	Propaganda
Synonyms & Antonyms	Spelling & Vocabulary	Prefixes, Suffixes & Root Words	Spelling & Vocabulary	Satire	Book Reviews
Vocabulary	Homophones	Verb Confusion	Overused Words	Spelling & Vocabulary	Spelling & Vocabulary
Fix the Prefixes	Acronyms	Strong Vocabulary	Slang & Jargon	Science vocabulary	Strong Vocabulary
Fix the Suffixes	Root Words	Unusual Spellings	Word Analogies	Oxymoron	Prefixes, Suffixes & Root Words
Superlatives	Idioms	Strategies for Commonly Misspelled	Prefixes, Suffixes & Root Words	Onomatopoeia	Comparatives
Spelling	Dictionary Skills	Foreign Words	Apostrophes	British spelling	Synonyms/Antonyms
Alphabetizing	Spelling Rules	Tricky Capitalization	Hyphens	British vocabulary	Acronyms
Syllables	Grammar	Grammar	Tricky Homophones	Confused vocabulary	Spelling Rules
Phonics	Possessive Nouns & Pronouns	Abstract Nouns	Shades of Meaning	Vocabulary mnemonics	Homophones
Spelling with Phonics	Helping Verbs	Appositives	Writing Numbers	Prefixes/Suffixes/Root	Commonly Misspelled Words
Compound Words	Verb Tenses	Pronoun-Antecedent Agreement	Grammar	High frequency words	Tricky Capitalization
Contractions	Irregular Verbs	Direct Objects	Participles	Grammar	Grammar
Abbreviations	Linking Verbs	Subject-Verb Agreement	Objects of Prepositions	Diagramming	Plural Nouns
Grammar	Prepositions	Perfect Tense	Subject vs. Object Pronouns	Grammatical Mood	Verbs
Nouns	Parts of Speech	Adjective-Adverb Confusion	Interrogative Pronouns	Infinitives	Prepositions
Common & Proper Nouns	Subjects	Comparative Confusion	Demonstrative Pronouns & Adjectives	Progressive Tense	Compound Subjects & Predicates
Singular & Plural Nouns	Predicates	Double Negatives	Reflexive Pronouns	Adverbial Clauses	Irregular Verbs
Pronouns	Compound Subjects & Predicates	Indirect Objects	Indefinite Pronouns	Relative Pronouns	Adjectives/Adverbs
Articles	Commas	Coordinating Conjunctions	Independent vs. Dependent Clauses	Misplaced Modifiers	Pronoun-Antecedent Agreement
Adjectives	Composition & Speaking	Interjections	Colons & Semi-Colons	Dashes, Parentheses	Possessive Nouns & Pronouns
Verbs	Copywork	Composition & Speaking	Composition & Speaking	Parallel Structure	Commas, End Marks & Quotation Marks
Adverbs	Combining Short Sentences	Dictation	Business Letter	Composition & Speaking	Composition & Speaking
End Marks	Sentences & Fragments	Proofreading	Descriptive Writing	Morning Pages	Handwriting, Keyboarding & Dictation
Quotation Marks	Paragraphs	Run-On Sentences	Sentence Starters	Passive Voice	Proofreading
Composition & Speaking	Word Order	Transition Words	Working with a Writing Partner	Profile Essays	Reading Fluency
Handwriting	Story Completion	Possibility Thinking	Creating Titles	Writing Summaries	Sentences
Forms	Encyclopedias	Audience	Advice Column	Persuasive Speech	Paragraphs & Essay Exams
Thank-You Notes	Shape Poems	Titles	Choosing a Research Paper Topic	News Article	Keywords & After-Dinner Speeches
Directions	Friendly Letters	Writing Realistic Fiction	Note-Taking & Outlining	Compare/Contrast	Storytelling
Introductions	Keyboarding	Ad Copy	Citing References	Slogans	Audience & Movie Reviews
Reading Aloud	Keywords	Lipograms	Informative Speaking	Gift Poem	Writing Poetry
Storytelling					

A Note to Teachers

I'm passionate about language arts. I love to read, write, and speak. As a homeschooling mom, I wanted my children and my friends' children to share my passion. Over the years, I found aspects of many different curricula that clicked with my students. But I never found something that did everything I wanted a complete curriculum for elementary and middle school students to do:

- Use the most powerful medium to teach language arts: story
- Give the why of language arts to motivate students
- Teach to mastery rather than drill the same concepts year after year

I felt called to create my own fast, easy, and fun curriculum for teachers who want to see students succeed in language arts.

Grammar Galaxy: Nova is for students who have mastered the concepts taught in *Grammar Galaxy: Blue Star*. It is intended for both independent reading and as a read-aloud for a family.

When reading aloud, share the synonyms for vocabulary words given in the text. Following each story, there are questions to ask students to check for comprehension. The answers are given in the Appendix.

Students should complete the corresponding mission in the *Mission Manual* before moving on to the next story. Classroom teachers may wish to create customized missions.

I hope your students will accept the call to be guardians of Grammar Galaxy.

Melanie Wilson

P.S. I call typos Gremlins. If you or your student finds one, check the list at FunToLearnBooks.com/Gremlins. If it is not listed, contact me at grammargalaxybooks@gmail.com so I can make the correction.

A Note to Students

I need your help. Grammar Galaxy is in trouble. The Gremlin is working hard to keep kids from reading, learning new words, and spelling correctly. He also wants to keep them from writing and public speaking. He knows that if he succeeds, the English language will be weak, and life will be miserable.

Here is how you can help defeat the Gremlin. First, read each chapter in the text, paying attention to the vocabulary words that are in **bold text**. Note the synonym (word with similar meaning) that is given for each. Then make sure you can answer the discussion questions at the end of each chapter. If you can't, review the text, and if you still need help, check the Appendix at the back of the book. Finally, complete the mission in your mission manual with the same number as the chapter in this book.

I'm proud to have you join us as a guardian of the galaxy!

Melanie Wilson

Prologue

The king of Grammar Galaxy tried not to worry. He had made his three children, Kirk, Luke, and Ellen English, guardians of the galaxy. Together with the other young guardians on planet English, they had defeated the Gremlin and saved the English language many, many times. Words and punctuation marks were returned to their planetary homes, destructive laws were changed, and the kids had learned a lot about literature, grammar, and writing.

But would the Gremlin's schemes finally get the best of them? Would they eventually face a crisis they couldn't overcome with the help of *The Guide to Grammar Galaxy*? He didn't know. He asked Screen for a status report on the galaxy. All seemed well for the moment.

OFFICIAL GUARDIAN MAIL



Mission 21: Prepositions

Dear guardians,

If you're itching and stuttering, we know what's wrong. Kirk has the same problem because objects of prepositions are on a tour bus, refusing to serve. We have to identify them so we can get them home. That means making sure we know our prepositions. We are sending you guidebook information to help you.

Sincerely,

Luke and Ellen English

Guardians of Grammar Galaxy

Prepositions

Prepositions show the position of something in time or space. Prepositions are combined with other words to form a prepositional phrase. A noun or pronoun (you, him, her, it, them, us), called the object of the preposition, comes at the end of the phrase. To find the object, ask *who* or *what* after the preposition.

A hot air balloon drifted above the house. Above what? House.

Common prepositions include aboard, about, above, across, against, along, around, amid, among, after, at, except, for, during, down, behind, below, beneath, beside, between, before, beyond, by, in, from, off, on, over, of, until, unto, upon, underneath, since, up, like, near, past, throughout, through, with, within, without, instead, toward, inside, into, and to.

★ Step 1: On Guard & Find the Prepositions

On Guard. Answer the following questions. Review guidebook information from previous missions if necessary.

1. What is the difference between an action and a linking verb?
2. Nouns ending in which letters form the plural using -es?
3. When are people's titles capitalized?
4. What type of mnemonic did we share to help you spell *because*?
5. What is the difference between the homophones *lose* and *loose*?

Write each of these words in a sentence. Examples are given.

immunity – protection	The reptile man says he's been bitten by snakes enough that he has immunity to venom.
sequestered – isolated	The jury was sequestered until they agreed on a verdict.
demeaned – humiliated	I was upset because I felt demeaned by the coach.

Find the prepositions. Circle the prepositions in the word search.

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

underneath	against	instead	through
between	beneath	aboard	behind
inside	toward	beside	beyond
during	except	before	across
around	about	after	above
among	until	below	along
down	since	past	with
upon	like	amid	near
unto	over	from	into

★ Step 2: Identify the Objects of the Prepositions

Read each sentence. Underline the preposition and highlight the object of the prepositions. There may be more than one. **Note:** Only highlight the noun and not the adjectives that describe it.

1. Kirk was working on a spaceship model.
2. In the doctor's opinion, mothers get upset about red rashes.
3. But the queen's upset wasn't just over Kirk's rash.
4. Kirk was interested in a lotion he could put on the itchy rash.
5. Cook was making one of the king's favorite dishes.
6. The doctor said that Kirk needed a booster for full immunity.
7. The queen insisted she would not lie to the king.
8. The king learned that objects of the prepositions were aboard a tour bus.
9. Once again, the Gremlin was working against them.
10. Luke and Ellen would send a mission on prepositions during Kirk's recovery.

Vocabulary Vision. Write a sentence for each vocabulary word that includes a prepositional phrase.

immunity – protection	
sequestered – isolated	
demeaned – humiliated	

★ Step 3: Write Directions to Your Home

Using as many preposition/object pairs as you can, give directions to your home. Underline the prepositions and highlight the objects of the prepositions.

Vocabulary Victory! Do you remember what these words mean? Highlight the word to the right of each sentence that best matches the meaning of the word in **bold**.

We're finding that a memorization booster is required for lasting immunity .	protection memory intelligence
The queen had Kirk sequestered in his room.	silenced covered isolated
"I hope you're happy that you've demeaned me," she said, covering her face with her hands.	angered humiliated confused



Advanced Guardians Only

Write interview questions based on the historical event you chose you in

Mission 19. Using a computer, create a form you can complete during your interview. Save it to print later.

- Ask basic information about your interviewee as related to the event. Check the information you recorded in Mission 20 for ideas.
- Ask questions about the effects of the event emotionally, socially, and financially at the time it occurred and today.
- Ask about the effects of the event on the person's family, work, and community.
- Ask what about the event is most memorable.
- Leave room on your form for additional questions that occur to you during the interview.
- End by asking if there is anything else they want to share.

Schedule an in-person or video interview if you haven't already done so. But review Mission 22 before actually doing the interview.

Date _____ Time _____

OFFICIAL GUARDIAN MAIL



Mission 21: Update

Dear guardians,

I (Kirk) am feeling much better. Thanks so much for completing this mission. Objects of prepositions are off the tour bus and back to work. What a relief!

But this crisis was a reminder that we have to remember our prepositions. Keep reviewing them to keep the rash away. We are including the solutions to your mission.

Sincerely,

Kirk, Luke, and Ellen English

Guardians of Grammar Galaxy

Step 1 Solutions

On Guard.

1. **What is the difference between an action and a linking verb?** Action verbs are things someone or something can do. Linking verbs connect nouns or pronouns to a descriptive word (adjective) or explanatory noun.
2. **Nouns ending in which letters form the plural using -es?** *ch, sh, x, s,* and sometimes *o*
3. **When are people's titles capitalized?** When included as part of their name.
4. **What type of mnemonic did we share to help you spell because?** acronym
5. **What is the difference between the homophones lose and loose?** Lose means to misplace. Loose means free or to have slack.

Find the prepositions.



Step 2 Solutions

1. Kirk was working on a spaceship model.
2. In the doctor's opinion, mothers get upset about red rashes.
3. But the queen's upset wasn't just over Kirk's rash.
4. Kirk was interested in a lotion he could put on the itchy rash.
5. Cook was making one of the king's favorite dishes.
6. The doctor said that Kirk needed a booster for full immunity.
7. The queen insisted she would not lie to the king.
8. The king learned that objects of the prepositions were aboard a tour bus.
9. Once again, the Gremlin was working against them.
10. Luke and Ellen would send a mission on prepositions during Kirk's recovery.

Step 3 Solutions

Vocabulary Victory!

We're finding that a memorization booster is required for lasting immunity .	protection memory intelligence
The queen had Kirk sequestered in his room.	silenced covered isolated
"I hope you're happy that you've demeaned me," she said, covering her face with her hands.	angered humiliated confused



Chapter 4

The children were **abuzz** at breakfast as they discussed their upcoming writing class. Bestselling horror author Stephen Ring would be teaching students about story arcs.

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abuzz - *lively*

aspiring - *wannabe*

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Some parents, including the king and queen, had been concerned about the content of the class. But Ring’s publicist had assured them that the class would not include horror or adult content. Parents’ desire for their children to learn writing from a famous author had trumped their worries, and the class sold out within hours.

“I wish I could join you at class today,” the king said sadly.

“Many **aspiring** authors wanted to take the class, but it was limited to students. Ask me how I know,” the queen joked.

“If he’s not going to share scary stuff, why is everyone excited about the class?” Luke asked.

“He is a master of his craft, Luke. Pay attention to what he shares, and your writing is bound to improve,” the king said.

“May I read one of his books then?” Luke asked.

“No,” the king and queen said simultaneously. The whole family laughed.

The auditorium was filled with students eager to see what all the fuss was about. They didn’t know much about Stephen Ring, but their parents did. Their parents had made them promise to share details about the famed author. They applauded heartily after his introduction.

When Mr. Ring took the podium, he said, “I want to get this out of the way before we get started learning about story arcs. Boo!” he yelled. A couple of students screamed and then the auditorium erupted with laughter.

“Now that I’ve scared you and have your attention, I want to teach you the secret of my success. But it’s not really a secret at all. Each of my books follows what’s called a story arc. You know what a plot is, yes? In essence, a plot is what happens. A story or narrative arc is the sequence of events in the plot.”

He began writing on a tablet while his notes were displayed on a large screen behind him. “Think of a story arc like a three-act play. In Act One, you introduce the setting, characters, and the potential for conflict. We also call this the exposition that moves into rising action. In Act Two, the conflict builds to a point of climax, where the problem is at its worst. In Act Three, you have falling action and the problem is resolved. This is also called the denouement, which is French for untying.”

He held up a book. “This is my new book, but the story arc isn’t new. Story arcs are ancient. You may hear them called archetypal. That means that the same basic storylines keep recurring in literature.”

The author put the book down and smiled. “How many of your parents wanted to come to this class with you?” Hands shot up around the auditorium. He chuckled. “That’s what I thought. Whether they are aspiring authors or not, I’ve found that most of them want to hear my rags-to-riches story. That’s a common story arc. It’s also called a Cinderella story.

“I wrote short stories when I was getting started—not novels. And that’s how you should start, too. I was so broke that I had to wait until I was paid for a short story to pay off a traffic ticket.

“Later I wrote a short story about a teen girl that I thought was no good. I threw it in the trash. But my wife encouraged me to keep working on it and develop it into a novel.

“When I finished it, I submitted it to no fewer than 30 publishers that rejected it. It appeared my wife was wrong, and the story belonged in the trash after all. But one day, a publisher accepted it. In its first year of publication, more than a million copies of the book were sold. I went from having no money to pay a traffic ticket to being able to buy a dream house. That is my Cinderella story.”

The children clapped and he bowed his head humbly. When the applause ended, he said, “The moral of the story is to keep writing. The rags-to-riches story arc is a popular one. But let’s discuss others that can form the basis of your next writing project.”

He prepared to make more notes when an immense creature emerged from stage right. It walked slowly on large, padded paws toward Mr. Ring. Its eyes were narrowed in anger. Several children screamed.

“I thought he wasn’t going to do anything horror-related,” one chaperone said to another, who shrugged and stared at the beast in amazement.

The lion head of the beast roared, and the sound reverberated throughout the auditorium. The **ensuing** silence allowed the hissing of the beast’s snake tail to be audible. “You’re good,” Mr. Ring said, laughing. “I was almost scared.”

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

ensuing - *following*

★ ★ ★ ★ ★ ★ ★ ★ ★ ★

The goat head part of the beast stared icily at the author. “But I can use this fantastic prank to tell you about another common story ark—overcoming the monster,” the author continued, trying to ignore the beast. The lion’s mouth shot forth flames that just missed the author’s head.

Mr. Ring shrieked and ran to the other side of the stage. “Okay. You got me,” he said, trembling. “Turn the thing off.”

But the children and the few adults in the room looked at one another helplessly. When the beast roared again and looked ready to pounce on students in the front rows, children began streaming from the auditorium in a panic.

Once outside, the royal English children discussed what happened.

“That was so cool!” Luke enthused.

“I’m pretty sure that was a chimera,” Kirk said wonderingly.

“He’s a good actor!” Ellen said.

“What do you mean?” Kirk asked.

“I mean, he obviously set the whole thing up.”

“I don’t think so. He seemed really scared,” Kirk said. “In fact, I think the Gremlin’s involved.” When his siblings seemed confused, he suggested they return to the castle immediately. “It’s not safe to have a chimera on the loose,” he added.

Once home, the three children explained to their parents (and Cook, who was eager to hear) what had happened with the author and the chimera.

“Could you have forgotten the chimera from Greek mythology in Nonfiction Province?” the king asked.

The three English children looked at one another. “It’s possible,” Kirk said, shoulders sagging.

“I hope that’s all it is,” the king said, stroking his beard.

“What more could there be?” Kirk asked.

“What was Mr. Ring teaching you when the chimera appeared?”

“He was telling us about story arcs,” Ellen said. “He explained rags-to-riches and then started on overcoming-the-monster.”

“Hm. The Gremlin knew today’s topic was story arcs. I’m afraid he has somehow moved them to Nonfiction Province. You are going to have to send out an emergency mission. We have to get these fictional plots and characters back where they belong,” the king said.

“Could we contact Mr. Ring and ask him about the other story arcs he was going to discuss? Then we can include them in the mission,” Kirk suggested.

The king thought it was a brilliant idea. He contacted Mr. Ring, explained their theory of what happened, and assured him that the guardians would return the chimera to Fiction Province at once. The author agreed to help create a mission on story arcs for the guardians.



What does *ensuing* mean?

What is a story arc?

Why did a chimera appear on stage?